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Cultural Expression Through Art

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Cultural Expression Through Art

Natalie Bova Martin, Madeline Damon, George Finn, Lauren Sullivan
Mentor: Fred Peck

Statement of the Problem



- We see a lack of cultural awareness in our community
 - We see targeting youth as a key way to address this problem
 - Art is a universal language that will allow us to communicate lessons to youth about culture
- 
- The background features a series of dark grey, overlapping geometric shapes that create a sense of depth and movement. A prominent green triangle is positioned in the upper right, and a blue triangle is located in the lower right, both pointing towards the center of the composition.



Background Information

Culture:

What is culture?

- Shared
- Dynamic
- Learned
- Persuasive
- Membership Based



What are some issues with modern perceptions of culture?



Cultural Awareness

Cultural Safety

Cultural Competence

Cultural Empathy

Cultural Intelligence

Cultural Humility

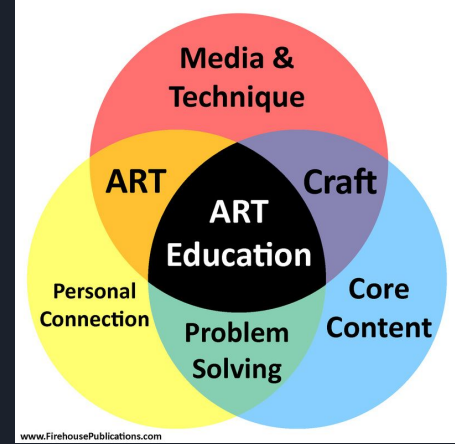


Lack of Cultural Empathy

- Little understanding of discrimination among white students, causing it to carry over to their classrooms
- 56% of institutions had a requirement of multicultural courses to be completed
 - Lack of training for educators

Art Education

- Art education has been proven to benefit youth in many ways.
 - Increased engagement
 - Higher cultural participation later in life
 - Social and emotional growth
- Art education has the ability to teach more than just art
 - Art can be understood no matter where you are from
- Adolescence (age 10-19) is a time of identity formation.



Wallace-DiGarbo & Hill (2006)
Pedraza (2010)
Grytting (2000)



Combining Art and Culture

- Introduction of non-white or European art and art history makes students of varying cultures and beliefs feel more welcome and heard
- The increase of cultural diversity is allowing pre-existing assumptions to be challenged.
- Creates an opportunity to educate in ways that leads to a better understanding of the problem because of the visual nature



Methods:



Bringing it all
together: a toolkit



Development of the Toolkits:

- We partnered with experts:
 - Angie Stokes (Japanese Kamishibai)
 - Karen Gaul (Tangrams)
- Collaborative: Met with experts to discuss development
 - Partners created video lessons

Toolkit Specifics

- What is Culture Toolkit
 - Step 1; Explores what culture is and how it relates to our everyday life.
- Tangrams Toolkit (China)
- Kamishibai Toolkit (Japan)
- Mandalas Toolkit (Many cultures)
 - Demonstration/teaching (video)
 - Cultural significance
 - Structured opportunity to create art





Website Demonstration

<https://sites.google.com/view/cultural-through-art/>



Pilot Testing and Revision

- Audience: Porter Flagship (5th grade)
- Pilot Test Goals:
 - Youth Survey
 - Evaluate content
 - Facilitator Survey
 - Evaluate usability
 - Revision

Survey Results

Students

- All had fun completing activities
- All or some of the information was new
- Activities were not confusing

Facilitator

- Website was easy to navigate
- Directions were understandable
- Projects were accessible, supplies easy to obtain
- Activities took longer than expected

Revisions

- Add in estimated times to completion
- Edit video tutorial formatting

What does culture mean
to you?
“Everything about you”

What is your favorite thing
about culture?

“Culture is for everyone”
“It can all be different”



Future Applications

How do we envision these tool kits will be used in the future?

- Scenario 1: Kids do it themselves
- Scenario 2: Done in a group with an adult facilitator
 - Scenario: informal learning (Boys and Girls Club, Flagship)
 - Scenario: formal learning (school-based)



THANK YOU!

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