

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 03/03/2016 Date revised 01/19/2021

4. Department/discipline: MUSC/ART

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Foundations of Anishinaabe and American Arts
Abbreviated course title for Transcripts (25 characters or less): Anish & Amer Arts

7. Course Designator: MUSC/ART 8. Course Level: 1250

9. Number of Credits: Lecture 2 Lab 1

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

The Anishinaabe culture and traditions will be the basis of the visual and performing arts for a beginning level of the elementary education coursework. These areas of the visual and performing arts are inclusive of: art, dance, music, theater, and multimedia with the Anishinaabe emphasis. The personal, social, cultural and historical contexts will be influenced in the creation, interpretation or performance of the arts including the contributions of Minnesota American Indian tribes and communities. (Meets MnTC goal areas 6 & 7).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Musician's Guide to Fundamentals - With Access Code-3rd edition by Jane Piper Clendinning, Elizabeth West Marvin and Joel Phillips, Publisher: W.W. Norton & Co., 2017

The Good Path: Ojibwe Learning and Activity Book for Kids by Thomas Peacock, Marlene Wisuri, 2009, MN Historical Society Press

Other materials selected by the instructor.

14. **Course Content** (Provide an outline of major topics covered in course)

A. Fundamental knowledge of the visual and performing arts, including music, dance, and

theater concepts and connections with the Anishinaabe culture immersed throughout the course

- B. Basic structural elements, principles, and vocabulary of the visual and performing arts
- C. Basic elements of visual and performing arts in Anishinaabe and American culture
- D. Historical contexts and contributions of Native Americans
- E. Anishinaabe cultural aesthetic components in visual and performing arts
- F. Visual and performing arts of a variety of cultures including Minnesota American Indian tribes and communities.

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Identify the characteristics of the different arts, which include: visual and performing arts, music, dance, theater and multimedia. Each area will include components from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.	A, B, D	7
Demonstrate knowledge of elements of visual and performing arts (music, dance, theater and multimedia)	A, B, C	1
Describe the cultural and historical traditions of the arts including the contributions of Minnesota American Indian tribes and communities.	B, D	3

Compare and contrast connections among works in the arts, their purpose, and the personal, cultural, historical contexts, including the contributions of Minnesota American Indian tribes and communities.	C, D	5
Explore the functions and purposes of the unique arts of North American indigenous peoples by culture area, in both the past and the present, within the overlapping contexts of culture area, politics, cosmology religion and spirituality, and gender.	C, D	2
Recognize and identify the arts objects by region and culture group, and the functions of these artifacts in the indigenous culture and life.	B, D	6
Discuss and explain the work of major artists, musicians, etc. from the perspective of their artistic concerns, styles, media, and principal influences.	B	4
Recognize and apply the common terminology/vocabulary of the arts, history, and analysis.	A	1

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted:*** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity***: To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
 6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills. See www.mntransfer.org

Goal Area(s): 6 & 7

Goals: 6

- Demonstrate awareness of the scope and variety of works in the arts relating to the Anishinaabeg.
- Understand those works as expressions of individual and human values within a historical and social context.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts.

Goal: 7

- Understand the development of and the changing meanings of group identities specific to the Anishinaabeg in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

17. Are there any additional licensing/certification requirements involved?

Yes No

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Minnesota Board of Teaching Learning Standards:

8710.3200 Subject Matter Standards:

Standard L: A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

L1: understand the basic structural elements, principles, and vocabulary of the visual and performing arts;

L4: understand the role of visual and performing arts in culture

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