

NAEA CONFERENCE 2012

Session Title

When Art Talks: Creating Curricular Resources For and With English Language Learners and New Americans

Description

For most of the 20th century (according to *Museum & Society 2034: Trends and Potential Futures*) only 1 in 10 Americans was a minority. Today that number is 1 in 3. Learn how two different museums have approached creating curricular resources for immigrant communities. Harvard Art Museums' *Engaging New Americans Sourcebook* supports adults preparing to become U.S. citizens. Each lesson focuses on a work of art that promotes active discussion, the development of language and visual literacy skills and a deeper understanding of the principles of democracy and other issues related to the citizenship test. The Getty supplemented their *Language Through Art* program with a beginning level curriculum. This interdisciplinary resource includes activities centered on artworks that engage students in writing about, making, looking at, thinking about, and discussing artworks that will enhance English language acquisition.

The Programs

Engaging New Americans: Preparing for Citizenship with the Harvard Art Museums

In 2010 the Education Department of the Harvard Art Museums received an NEA grant with the goal of providing immigrant audiences with increased access to the arts and using art to help make the process of becoming an American citizen more meaningful and empowering. A major feature of the grant was the development of curricular resources to support new immigrants in their preparation for the citizenship examination. The sourcebook *Engaging New Americans: Preparation for Citizenship with the Harvard Art Museums* supplements traditional textbooks used in citizenship classes by providing interactive lessons that encourage students to make connections between the historical past and their own lives. The art is essential to the kind of learning that the sourcebook promotes as it offers opportunities for adult learners to participate in open-ended discussions that model the democratic process, i.e. sharing ideas, listening to others, understanding different points of view. In the process, students strengthen their English language skills and deepen their understanding of U.S. history. The projected publication date for this printed booklet is fall 2012.

Language Through Art: An ESL Enrichment Curriculum

Going on its twelfth year, the J. Paul Getty Museum's *Language through Art* program is currently offered as a professional development program for instructors at adult schools in the Los Angeles area that offer English as a Second Language (ESL). During the day-long workshop, instructors are encouraged to use the Getty's collection for the purpose of English language acquisition, oral presentations, discussion, and writing assignments. The aim of the program is to provide ESL curriculum enrichment materials to teachers in order to inspire them to build on their own knowledge and to foster meaningful connections between works of art and their students—generally a community of learners that do not already visit museums. Based on results from an evaluation conducted in 2008, the Getty Museum, with the help of a teacher advisory group is currently writing a new beginning level curriculum that addresses concerns that the previous version of the beginning ESL level curriculum was too advanced for their students. These materials, which will augment the intermediate and advanced levels, are expected to be published in spring, 2012.

The Presenters

Veronica Alvarez, education specialist, J. Paul Getty Museum is an educator and historian. She has worked with elementary, high school, and college students, teaching subjects such as Spanish and ancient Mediterranean history, and has served as an art education consultant for LACMA, UCLA's Fowler Museum and Chicano Studies Research Center, and the John F. Kennedy Center for the Performing Arts. For the past ten years she has worked in the education department at the J. Paul Getty Museum, where she helped develop educational programming for the newly reopened Getty Villa in Malibu. She currently is an education specialist for teacher audiences at the Getty Center, developing curriculum for ESL teachers and facilitating professional development workshops for K-12 teachers.

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Judy Murray, senior museum educator, Harvard Art Museums has worked in the education departments of three art museums in Massachusetts. As Manager of the Gallery Instructors at the Museum of Fine Arts, she oversaw the docent program and worked with inner city teachers to develop multi-visit programs. In her work as Director of Visitor Learning at the Gardner Museum, she developed resources to help visitors of all ages actively engage with art. She has also worked with Harvard Medical School students in a museum-based program promoting observation and critical thinking skills. As a senior museum educator in the Harvard Art Museums since 2007, she developed a Student Guide program for Harvard undergraduates. In addition to the *Engaging New Americans* project, she is involved in creating museum-based programs for audiences both within and outside the university.

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