

Interdisciplinary

Course Code	Course Name	Semesters Offered
ID001-01	Fundamental English for Artists BFA	I, II
ID001-02	Fundamental English for Artists MFA	I, II
ID370	The People's Theory	I
ID395	A Comparative Study of Cultural Influences on Art Making	I, II
ID517	Art and Politics	I
ID520	Luminous Worlds: The Art Pilot's Experience	II
ID520	Luminous Worlds: The Art Pilot's Experience	I, II
ID530	Toward Interdisciplinary Critique: a Survey of Methodologies	Not planned for this academic year
ID550	Arts Pedagogy: Artists Preparing to Teach in the Community	I, II
ID555	Special Topics in Arts Pedagogy	I, II

ID001-01: Fundamental English for Artists BFA

2 units / Semester: I, II

This course is designed to help undergraduate non-native English speakers develop general communicative competence and fluency in classroom discourse and improve grammar and vocabulary skills. Students will concentrate on speaking, listening, and comprehension skills, especially in regard to critique, so they can better integrate into the classroom dynamics at CalArts. Cultural adjustment and social integration issues, as well as communication issues with teachers and classmates will be addressed. Activities will develop skills in listening, speaking, reading and writing.

This course is designed to serve as a prerequisite for CS005A&B Supplemental English for Artists.

Discipline(s): [School of Art](#), [School of Film/Video](#), [The Herb Alpert School of Music at CalArts](#), [School of Theater](#), [Interdisciplinary](#)

ID001-02: Fundamental English for Artists MFA

2 units / Semester: I, II

This course is designed to help undergraduate non-native English speakers develop general communicative competence and fluency in classroom discourse and improve grammar and vocabulary skills. Students will concentrate on speaking, listening, and comprehension skills, especially in regard to critique, so they can better integrate into the classroom dynamics at CalArts. Cultural adjustment and social integration issues, as well as communication issues with teachers and classmates will be addressed. Activities will develop skills in listening, speaking, reading and writing.

This course is designed to serve as a prerequisite for CS005A&B Supplemental English for Artists.

Discipline(s): [School of Art](#), [School of Film/Video](#), [The Herb Alpert School of Music at CalArts](#), [School of Theater](#), [Interdisciplinary](#)

ID370: The People's Theory

2 units / Semester: I

An interdisciplinary reading and discussion group for art and music students. We will read articles with an aim to crack the codes of proprietary, critical languages in each discipline, to unearth mutual interests. In a critical setting which includes more than one discipline, how do we determine what is 'good'? Who owns the codes? How do 'specialists' in different disciplines come to talk to one another? Art students with an interest in music or sound are welcomed. Members of art bands are especially encouraged. Collaborations between artists and composers are hoped for.

- * Approved for Critical Studies credit.
- * Permission of instructor required.
- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Art](#), [The Herb Alpert School of Music at CalArts](#), [School of Critical Studies](#), [Interdisciplinary](#)

ID395: A Comparative Study of Cultural Influences on Art Making

2 units / Semester: I, II

This course will be a cross-cultural comparative study of how an artist is inspired and influenced and what societal elements affect their art making. By comparing culture, ethnicity, and generation, students will examine what factors shape one's values and aesthetics from childhood on. The class will begin as an introspective examination of artistic influences on an individual and lead to defining what represents the generation of today by finding commonalities. In the second half of the class, through the use of telepresence technology, the class will be connected to the Seoul Institute of the Arts in Korea. Students from both institutes will present to each other examples of art and culture that have shaped themselves as individuals and artists. Identical exercises will be given and by comparing and analyzing the work, the class will be able to determine the differences and similarities of interpretation and expression of two cultures.

- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Art](#), [The Sharon Disney Lund School of Dance at CalArts](#), [School of Film/Video](#), [School of Theater](#), [Interdisciplinary](#)

ID517: Art and Politics

2 units / Semester: I

What does a political art practice mean? This seminar will be a search for possibilities and their contestations. Focus will be on contemporary conditions and current practices. Students will make presentations and propose arguments based on research. A wide range of cultural production can be engaged, music, performance, direct action, journalism, etc. Field trips to exhibitions and relevant events will be scheduled. Enrollment limited to upper level undergraduate and graduate students only, permission of instructor required.

- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Art](#), [Interdisciplinary](#)

ID520: Luminous Worlds: The Art Pilot's Experience

4 units / Semester: II

Students in this CAP program/art school class will have the opportunity to explore pedagogic ideas and develop skills in a process that engages social practice through a collaborative, real-life teaching experience in a visual arts workshop at a local school. The classroom strategy of working side by side with the young participants leads to a deeper knowledge of the material properties of color, paint, and drawing practices while generating unanticipated connections to students' personal practice, regardless of their primary discipline. We will construct a teaching environment that encourages inventive thinking and free play of the imagination while seeking to invigorate critical thinking and visual literacy. In the seminar session, which meets every other week, we will view work and read about artists who use strategies of order and chaos in their practice and discuss readings that include *Out of Our Minds: Learning to be Creative* by Ken Robinson, *Teach Like Your Hair's on Fire* by Rafe Esquith, and chapters from Rosemary Peterson's *Why Piaget?* and John Dewey's *Experience and Education*. Along the way, students will be expected to reflect on their classroom experiences through written, bi-weekly observation notes and to collaboratively design lesson plans that will fire up the imagination and curiosity of the young participants.

Participation from students across the institute is encouraged.
No prior visual art or teaching experience is necessary.

Class meetings:

Monday workshop 1:30 4:00 Newhall Elementary

Tuesday seminar 6:00 8:00 CalArts

* Cross disciplinary class.

* Open to the Institute.

Discipline(s): [School of Art](#), [Interdisciplinary](#)

ID520: Luminous Worlds: The Art Pilot's Experience

4 units / Semester: I, II

'Teaching is a serious intellectual act, perhaps even a kind of scholarship.'

Participants in this CAP program and art school class will engage in a hands-on teaching experience paired with a seminar session in which we will explore teaching strategies and examine current issues in pedagogy. Students will independently and collectively design lesson plans to create jumping off points for activating visual literacy and fostering other forms of learning in an arts workshop at a local elementary school. This class sets in motion a process that embraces and intermingles drawing, painting, collage, music, book-making, and three-dimensional work, while providing a site in which the CalArts students and the young participants work side-by-side in the creative process. No matter what the student's area of study within the institute, this strategy inevitably forms serendipitous connections to individual practices and activates new avenues of thought. Methodologies will be discussed to engineer a learning environment that functions as an inventive space to unlock the imagination and provoke curiosity while building critical thinking skills. Along the way, we will consider readings such as 'Teach Like Your Hair's on Fire' by Rafe Esquith, 'Letters to a Young Teacher' by Jonathan Kozol, 'How Learning Works' by Susan Ambrose, and 'Out of Our Minds: Learning to be Creative' by Ken Robinson. Students will be expected to regularly write, reflecting on their observations of the teaching experience and on the readings and topics discussed in class. We will also view and discuss websites that explore learning, such as a series of TED Talks, notably Ken Robinson's discussion of 'how schools kill creativity' and more. Graduate students will be asked to develop presentations on readings and lead discussions on a selection of topics, among them Jean Piaget's studies in cognitive development, Friedrich Froebel inventor of early education strategies, whose educational building forms were a source of inspiration for the Bauhaus movement and Buckminster Fuller, and related subjects of interest. Students who are curious about the idea of teaching and who share an interest in social practice and building bridges within their community are encouraged to participate. Integral to the class design is an end-of-semester exhibition, highlighting projects and work made by the students.

No prior teaching or art experience required.

Participation of students from across the institute is e

- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Art](#), [Interdisciplinary](#)

ID530: Toward Interdisciplinary Critique: a Survey of Methodologies

3 units / Semester: Not planned for this academic year

A three-hour seminar, open to graduate students and upper-level undergraduate students by permission of instructors. Team-taught by Sara Roberts and Mona Heinze, in conjunction with 8 guests (5 from the Institute, 3 from outside CalArts). In some critiques there is a moderator; participants can say what they want as long as it is their turn. Other critiques stipulate the form of the contribution (it has to be phrased as a question) or circumscribe the content (name what you see without positives and negatives). There is critique that dispenses with words, using the body as the tool for communication; and there is the masked man who ridicules the work until the artist breaks down. There are as many critical modalities as kinds of fish. This class is not a critique, but a meta-critique, an exploration of forms, frameworks and ideas for the critical process. Each week, with a guest instructor, we will use a different critique. We will examine and critique the critical process, with the goal of a) fully engaging in critical conversation (whether as responder or creator), b) gaining a deeper understanding of how we function as critics-our values and prejudices, and c) developing a critical voice that is informed, expressive, and precise.

- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Art](#), [School of Film/Video](#), [The Herb Alpert School of Music at CalArts](#), [School of Theater](#), [School of Critical Studies](#), [Interdisciplinary](#)

ID550: Arts Pedagogy: Artists Preparing to Teach in the Community

2 units / Semester: I, II

This course is aimed at those students who wish to develop teaching skills within community contexts. The course will address topics such as the translation of content in specific art forms into culturally and gender inclusive curricula for adolescents, community and cultural issues, artistic, conceptual and social development of teens, learning styles, current pedagogical practice, collaboration, team teaching and ethical issues. There will be readings, discussions, guest speakers, panels, demonstrations and off-site observations.

- * Open to all MFA students. BFA students who are CAP teaching assistants are also eligible.
- * Approved for Critical Studies credit.
- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Critical Studies](#), [Interdisciplinary](#)

ID555: Special Topics in Arts Pedagogy

2 units / Semester: I, II

This follows Arts Pedagogy 550 to further examine and study important issues and concepts in teaching within a community arts context. This course will go more in-depth in many of the constructs that were introduced in Arts Pedagogy 550, such as the study of teaching diverse student populations, instructional planning, aligning state learning standards to arts instruction, and other topics. There will be focus on three (3) special topics, chosen from the following, and chosen by consensus-all according to the students' interests and needs in their respective metiers and teaching. Students will focus on the adolescent student population for which CAP provides in its arts education programs, and in which CalArts students are instructors. The following topics include:

Cultural Proficiency: Teaching Diverse Student Populations
Art as Activism, Teaching Towards Social Justice

Topics in Education
Thinkers in Education
Behavioral Issues in the Classroom
Instructional Planning and Alignment to California State
Standards

- * Approved for Critical Studies credit.
- * Open to all MFA students and BFA students who are CAP Student Instructors.
- * Cross disciplinary class.
- * Open to the Institute.

Discipline(s): [School of Critical Studies](#), [Interdisciplinary](#)

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