

# What Does SMART Stand for?

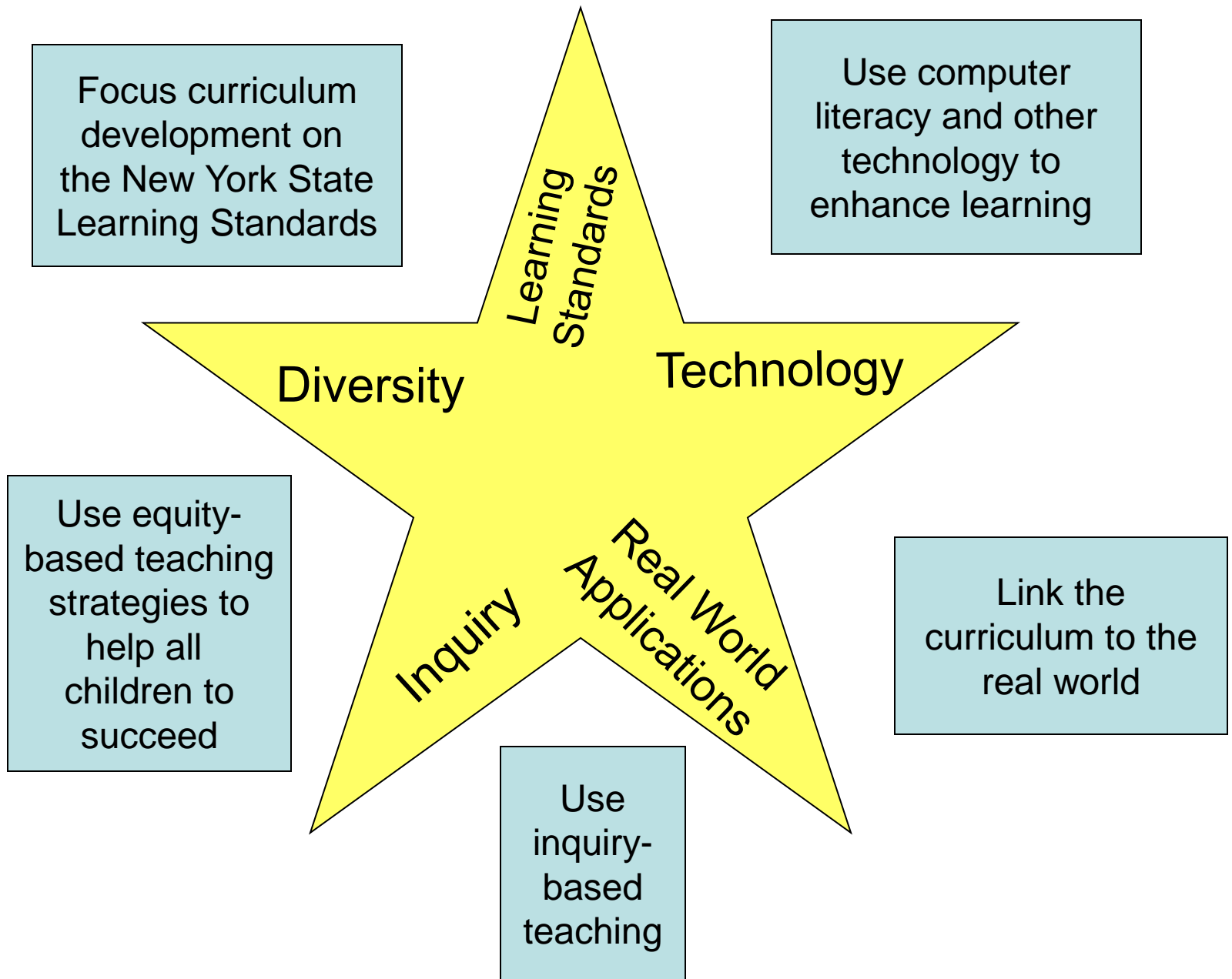
Student-centered,

Multicultural,

Active,

Real-world,

Teaching



Focus curriculum development on the New York State Learning Standards

Use computer literacy and other technology to enhance learning

Diversity

Technology

Use equity-based teaching strategies to help all children to succeed

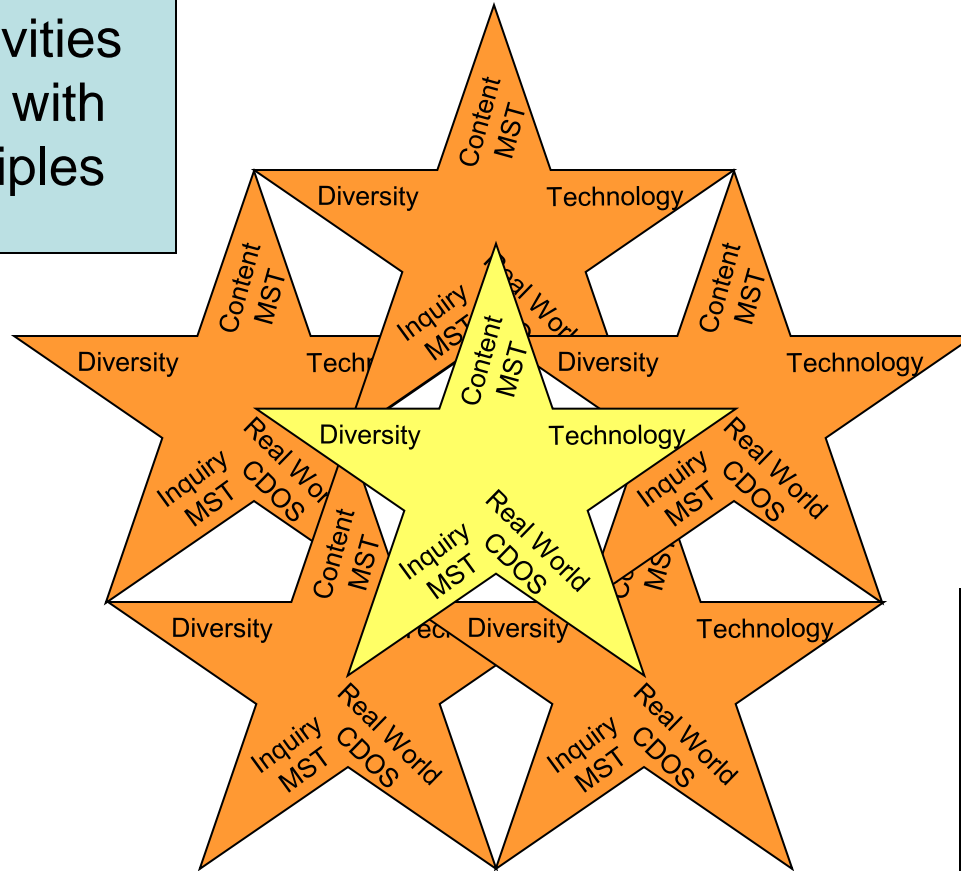
Link the curriculum to the real world

Inquiry

Real World Applications

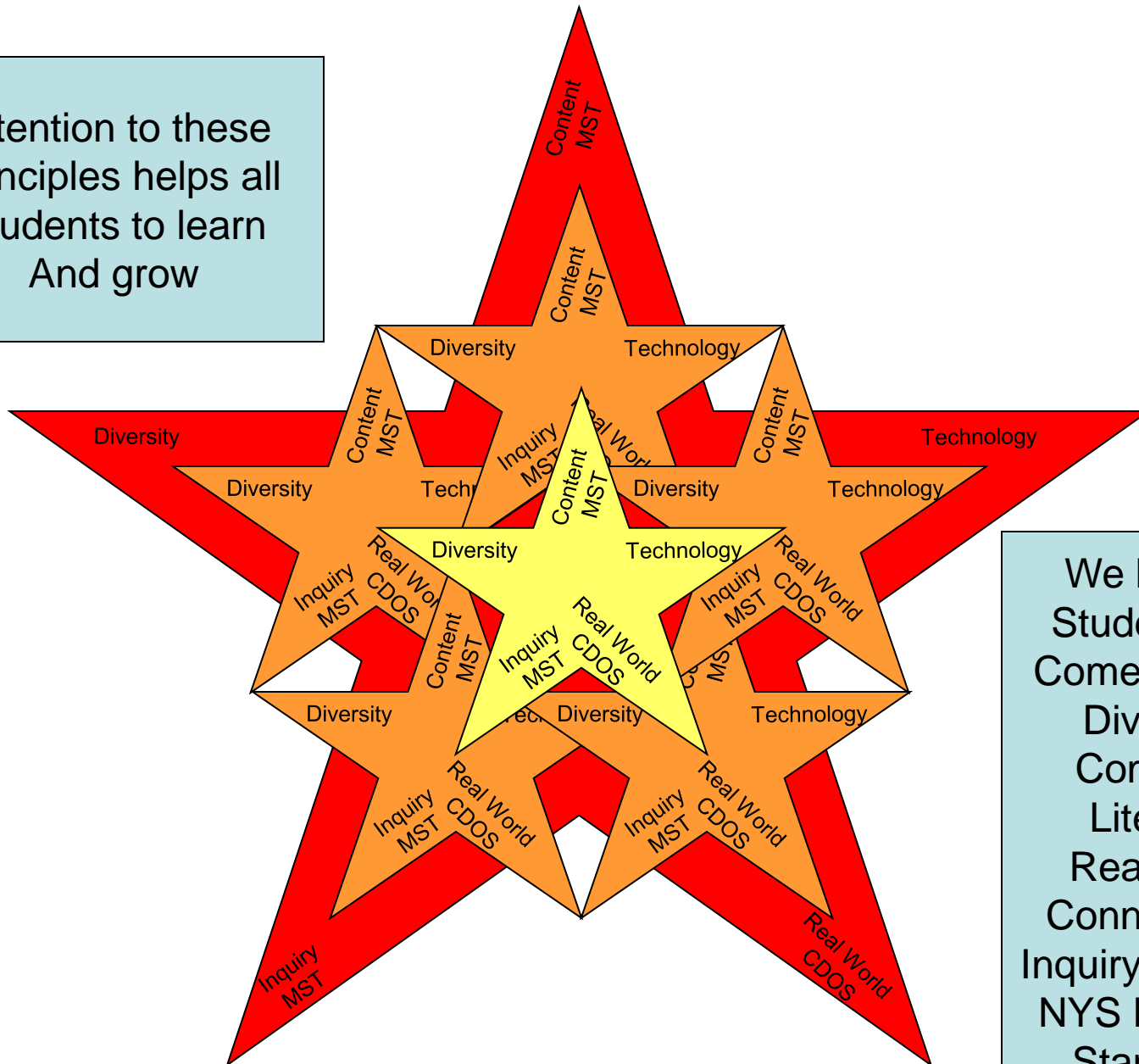
Use inquiry-based teaching

All academic year  
and Summer  
Institute activities  
are infused with  
these principles



These principles  
are reflected in  
the professional  
development and  
teaching of  
Project SMART  
teachers

Attention to these Principles helps all Students to learn And grow



We believe Students will Come to value Diversity, Computer Literacy, Real world Connections, Inquiry, and the NYS Learning Standards

# SMART WEBSITE

[www.oswego.edu/prosmart](http://www.oswego.edu/prosmart)

# What Does it Look Like?

Culture of Inquiry

Project SMART Culture

Collaborative

Sustained

Contextual

Research Based

Inclusive

# SMART 2011: Social Justice Through the Arts

Technology's role in  
Social Justice Activism

# Approaches to Arts and Social Justice

- Studying artists' work
- Studying artists' lives and activism
- Studying arts expression in social justice movements
- Engaging students in activist arts
- Enhancing learning through arts based education
- Developing critical thinking/literacy through engagement with arts



## Studying artists' work



**Do women have to be  
naked to get into U.S.  
museums?**

**Less than 3% of the artists  
in the Met. Museum are  
women, but 83% of the  
nudes are female.**

Statistics from modern and contemporary galleries, Metropolitan Museum of Art, New York, 2004

**GUERRILLA GIRLS** CONSCIENCE OF THE ART WORLD  
[www.guerrillagirls.com](http://www.guerrillagirls.com)

# Engaging Students in Arts

## **Dream Yard Project:**

<http://www.dreamyard.com> The largest arts education program in the Bronx, Dream Yard provides in-and-out of school art education, with a commitment to social justice. In their work, participants collaborate in art projects that are community based and aimed at building social consciousness.



## Studying artists' lives and activism:

Judith Baca, Los Angeles artist  
activist, engages high school  
students in Chicana Mural Project

Read about her work and view  
images at [www.sparcmurals.org](http://www.sparcmurals.org)

## Engaging Children in Arts

100,000 Dreams by Kang: Drawings by South Korean Children were matched by drawings by North Korean Children and installed in a vinyl tube in a DMZ between the 2 countries

The Fundred Dollar Project: Children across the US create Fundred Dollars to go to Washington DC to raise real funds to clean lead from New Orleans soil Chicana and

## Resources

Chicano Space:

<http://mati.eas.asu.edu:/ChicanArte/index.html>

This website is posted by the Hispanic Research Center at Arizona State University. It features art images, analysis, and biographical information, as well as lesson plans of artists

The Feminist Art Project, Rutgers University: <http://feministartproject.rutgers.edu/>

This site is a constantly updated resource of history and images of feminist art.

Facing History and Ourselves: <http://www.facinghistory.org/>

This project uses new media to engage youth from middle school through college in studying history connected to issues in our world today.

Independent Television Services: <http://www.itvs.org/>

ITVS provides many programs for all ages on topical social justice issues from diverse perspectives.

Playing for Change: Musicians from around the world collaborate on this song, displayed on Youtube.

References:

Beyerbach, B., & Davis, R. D. (eds.).(2011). *Activist art in social justice pedagogy: Engaging students in global issues through the arts*. NY: Peter Lang. Beyerbach, B., Walsh, C., & Vannatta, R. (2001).

From teaching technology to using technology to enhance student learning: Preservice teachers' changing perceptions of technology infusion. Journal of Technology and Teacher Education. 9(1), 105-127.