Integrating Visual Arts into the Curriculum

Creativity takes courage.

(Henri Matisse)
ELA Common Core Standards

Comprehension and Collaboration:

**CCSS.ELA-LITERACY.SL.3.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.2**
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

**CCSS.ELA-LITERACY.SL.3.4**
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.6**
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Social Studies Massachusetts Frameworks Standards


Visual Arts Massachusetts Frameworks Standards:

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
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6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “What is the artist trying to say?” “Who made this and why?” “How does it make me feel?”

6.2 Investigate meanings of examples of the arts in children’s daily lives, homes and communities.

6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.

7.8 Analyze how the arts and artists were portrayed in the past by analyzing in primary sources from historical periods.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines.
Agenda

• Understand and be able to articulate what authentic visual arts integration is
• Experience a variety of visual art integrated lessons
• Identify and practice ways to organize and evaluate expectations for creativity
• Learn and share ways to incorporate visual arts into your current lesson plans to engage students
• As educational leaders, prepare a presentation that you will deliver to the colleagues at your school
Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS Which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.
Arts integration is important because…

...it’s a whole-brainer.
Visual Arts and ELA integration:
An early elementary grade level lesson using literacy and visualization
To stimulate the descriptive senses!
Visual Arts and Geography:
A 4th Grade Geography and Visual Arts Integrated Unit
Learning about landforms
Poetry examples incorporated into the lesson...

<table>
<thead>
<tr>
<th>Template</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I look out at my landscape.</td>
<td>When I look out at my landscape.</td>
</tr>
<tr>
<td>I see a natural arch</td>
<td>I see a butterfly.</td>
</tr>
<tr>
<td>It looks like sunglasses</td>
<td>Standing alone like a lost child.</td>
</tr>
<tr>
<td>I see a plain</td>
<td>I see a natural arch.</td>
</tr>
<tr>
<td>Rolling like the sea</td>
<td>Rising like a rainbow out of the earth.</td>
</tr>
<tr>
<td>A rally</td>
<td>I see a cliff.</td>
</tr>
<tr>
<td>Like a coster drop</td>
<td>Tall as a skyscraper, flat as a wall.</td>
</tr>
<tr>
<td>I see a mountain</td>
<td>I see the plains.</td>
</tr>
<tr>
<td>As tall as a pyramid</td>
<td>Rolling gently like the waves on a calm sea.</td>
</tr>
</tbody>
</table>
Visual Arts Integration with Math...
Let’s plan!

Take what you have learned and put it to use.

1. Think of content you will be teaching soon.

2. Using what you have learned today, and with support of the facilitators and peers, and the presentation template, plan an arts integrated professional development learning experience for your colleagues.

3. Think about how you will deliver a presentation
   - That clarifies and demonstrates authentic integration
   - That shows how visual arts integration contributes significantly to the learners overall experience and educational success
   - That provides a tangible understanding of how to implement
“The future belongs to young people with an education and the imagination to create.”

—President Barack Obama