

Art Talks

Visual Art

I can teach art
integrated
lessons.

How can I use my
knowledge of art
art criticism, and
art movements to
create art
integrated
lessons?

Today's Agenda



1

What is Art Integration?

2

Scaffolding Documents and Art Integration

3

The Elements of Art

4

Criticism Theory

5

Art Gallery

***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.

Art Integration vs. Arts and Crafts

2

If you are able to assess their knowledge of both the academic content and the art content separately, it is an art integration.

If you cannot, it is arts and crafts.

Using the Scaffolding Documents

2

We can approach Art Integrated Instruction using the three areas of "Desired Student Performance"

The language in the scaffolding documents presents opportunities to inject artistic processes and concepts/standards.

Prerequisite Knowledge – "a student should know..."

Conceptual Understanding – "a student should understand..."

Evidence of Knowledge – "a student should be able to..."

ELA LANGUAGE

The language used in our Desired Student Performance guides us in how to teach and assess the standards, and the ELA documents actually highlight key terms most important to comprehending the concepts. This vocabulary can help us more easily focus ideas and connect artistic processes and concepts to subject area concepts, in order to link the two types of instruction.

MATH LANGUAGE

For Math, the language used to guide instruction can almost always be redirected to an art form. Each art form has Math roots, and usually all it takes is knowledge of the art elements and artistic processes and access to arts specialists and the art standards, referencing them alongside our scaffolding documents as we plan.

Fourth Grade

CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Desired Student Performance

A student should know (Prerequisite Knowledge)

- How to ask questions before, during, and after reading.
- How to answer questions (who, what, when, where, why, and how) about specific details from the text.
- How to visualize key elements within the text.
- How to provide oral and written explanations that show understanding of a text, referring explicitly to the text.
- How to reference details and/or examples in a text when explaining the basis for the answers.

A student should understand (Conceptual Understanding)

- How authors include key details in literary texts, which may help a reader ask and answer questions.
- How readers use examples and details from the text to support their inferences.
- How readers use textual evidence and personal connections to make inferences and draw conclusions about what is read.
- How readers use details and examples in a text to make meaning.

A student should be able to do (Evidence of Knowledge)

- Make and revise predictions.
- Answer questions during reading by using a combination of key details, background knowledge, and personal connections.
- Refer to details and examples in a text when explaining what the text says explicitly.
- Refer to details and examples from the text when drawing inferences.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

Details, examples, explicit and implicit, inferences, infer, questioning

Replace “reading” with one of the 4 artistic processes

Replace “text” with an art form

Replace “explaining” with one of the artistic processes

This creates a focus to be able to pull art standards that align with the concepts, to plan truly art integrated lessons

GRADE 5

Operations and Algebraic Thinking (OA)

Write and interpret numerical expressions

5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Desired Student Performance

A student should know

- The mathematics symbols for operations of addition, subtraction, multiplication, and division.
- There are numerous ways to write the different operations and some situations require different mathematical symbols.
- Parentheses are often used when working with multiplication and can be used to illustrate the Associative Property of Multiplication and the

A student should understand

- Mathematic symbols help keep numeric expressions organized.
- Parentheses group a set of numbers and operation symbols together and can also represent the operation of multiplication.
- How to attend to precision.

A student should be able to do

- Evaluate expressions by solving within parentheses first, within brackets second, and finally within the braces.
- Recognize that not all problems will contain all the mathematical symbols, but when they are present, an order of operations must be followed to complete the problem.
- Use mathematical symbols appropriately to organize numerical expressions.

Precision
Order of Operations
Expressions
Processes
Patterns
Symbols
Organize
Interpret

vocab opportunities

Steps to Art Integration

1

Choose your target CCRS standard. Refer to the scaffolding document for that standard.

2

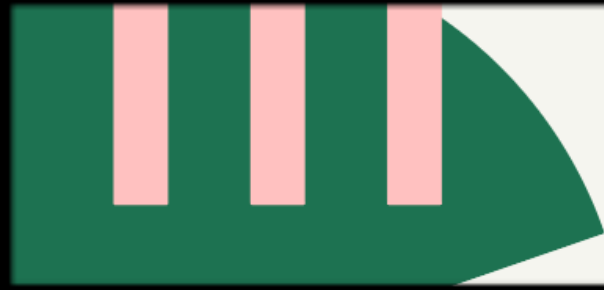
Scan the language –look for opportunities to connect artistic processes to the CCRS concepts.

3

Choose an art form you are comfortable with. Refer to the standards. Look for similarities (w/target CCRS) in conceptual understanding.

4

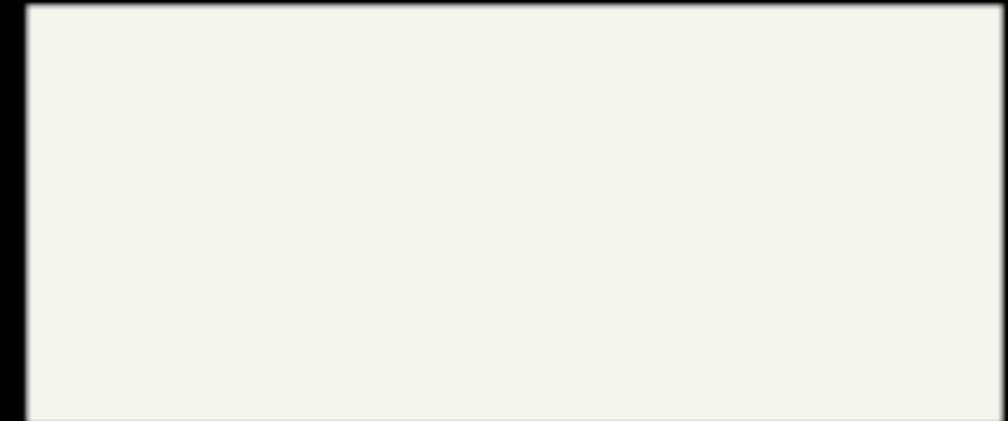
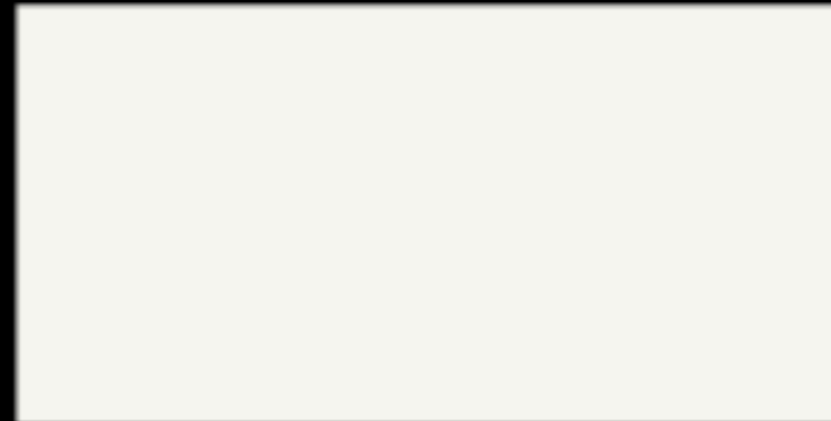
Use the art standards/ artistic processes in combination with Scaffolding Documents to plan instruction for your target CCRS (and to assess/ provide evidence of learning for both types of standards.)



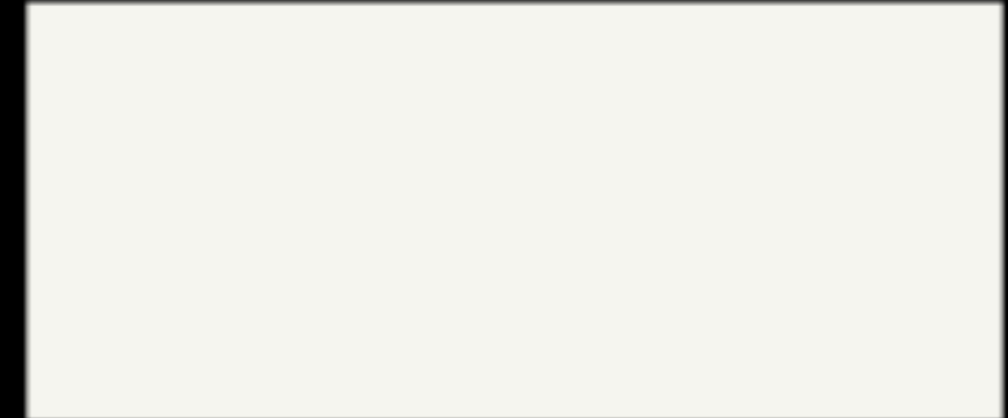
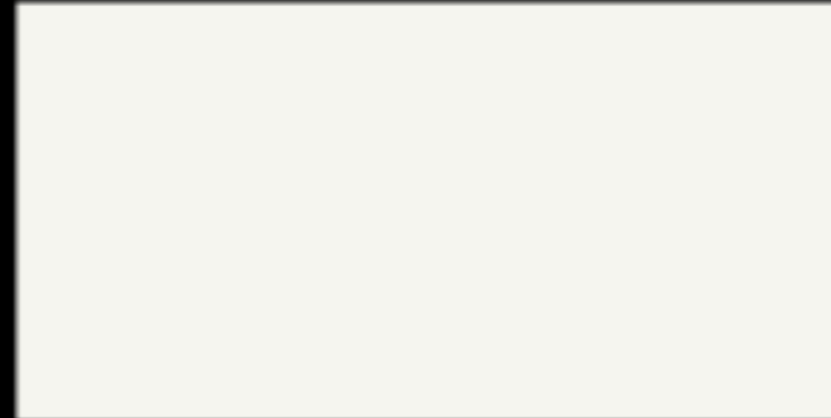
CCRS

Art

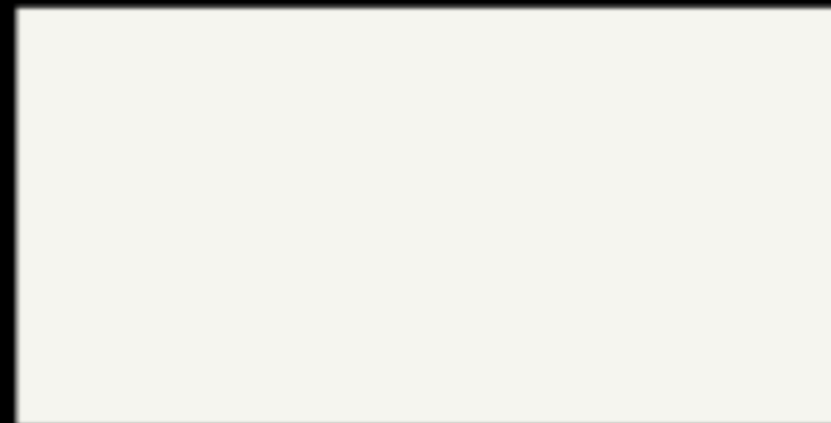
Prerequisite Knowledge -
"a student should know..."



Conceptual Understanding -
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Evidence of Knowledge -
"a student should be able to"



LMSA Art Infusion Lesson Plan

TEACHER

ACADEMIC SUBJECT

GRADE

DATE (*ACADEMIC SUBJECT, ART FORM*)

College and Career Readiness Standards:

- *ACADEMIC STANDARD*
- *ART STANDARD*

Essential Questions

I Can Statements

- *ACADEMIC ESSENTIAL QUESTION(S)*
- *ARTS ESSENTIAL QUESTION(S)*

- *ACADEMIC I CAN STATEMENT*
- *ARTS I CAN STATEMENT*

Lesson:

- *TTW...*

Vocabulary

Materials

ARTS VOCAB
ACADEMIC VOCAB

- *MATERIALS LIST*

The Elements

1

Line

2

Space

3

Color

4

Texture

5

Shape

6

Form

7

Value

Introduction

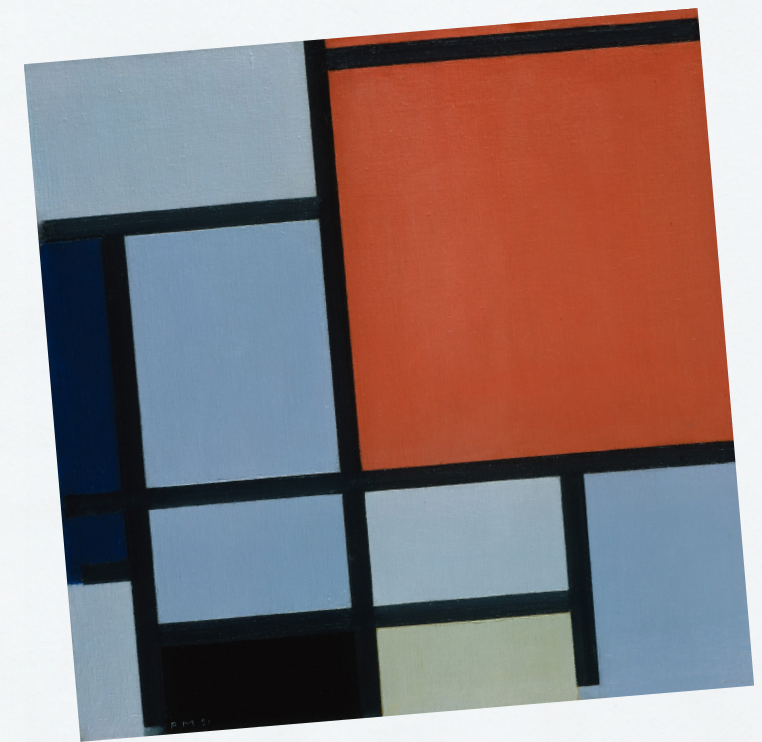
The Elements of Art exist in artworks whether we realize it or not. In some cases, the artist may not be aware that they are using them.

These are the building blocks of all art and are a good place to start when making, looking at or analyzing works of art.



LINE

a dot that
moves



Piet Mondrian

Shape



Henri Matisse

A shape is simply a line that is closed.

Shapes can be organic or geometric.

Form

A form is a shape in 3 dimensions.

Like a shape, a form can be geometric or organic.



Michelangelo

Space includes the background, foreground and middle ground. It also refers to the areas around, between and within the forms, shapes, colors and lines that compose the work.



Thomas Hart Benton

Space

Color



Georgia O'Keeffe

Color is present when light strikes an object and it is reflected back into the eye, a reaction to a hue arising in the optic nerve

Value defines how light or dark a given color or hue can be

Value



Claude Monet

Texture



Texture is how
something
feels.

Texture can be
real or implied

Theories

Deconstruction

Deconstruction is a way of understanding how something was created. Deconstruction is breaking something down into smaller parts. Deconstruction looks at the smaller parts that were used to create an object. The smaller parts are usually ideas.

The following theories are all Deconstruction Criticism Theories

Formalism

Formalism is the study of art based solely on an analysis of its form – the way it is made and what it looks like

Formalism Theory uses knowledge of the Elements of Art and Principles of Design.

Minimalism is a form of Formalism. This theory attaches meaning in the artist's use of materials, focusing on how the artwork is made and how it looks.

Cultural Perspective

Cultural perspective refers to the way that individuals are shaped by their environments as well as social and cultural factors. Such factors include a person's nationality, race and gender.

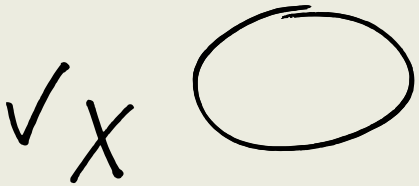
This theory says that in order to fully understand a work of art, the viewer has to take into consideration all of the cultural influences surrounding an artist.

Expression

The expression theory of criticism emphasizes emotions, not ideas or thoughts.

To use this theory to analyze artwork, the viewer should imagine the artist's process and attempt to experience the emotion that is being shown.

The viewer is looking for and understanding what the artist is expressing emotionally.



Formalism

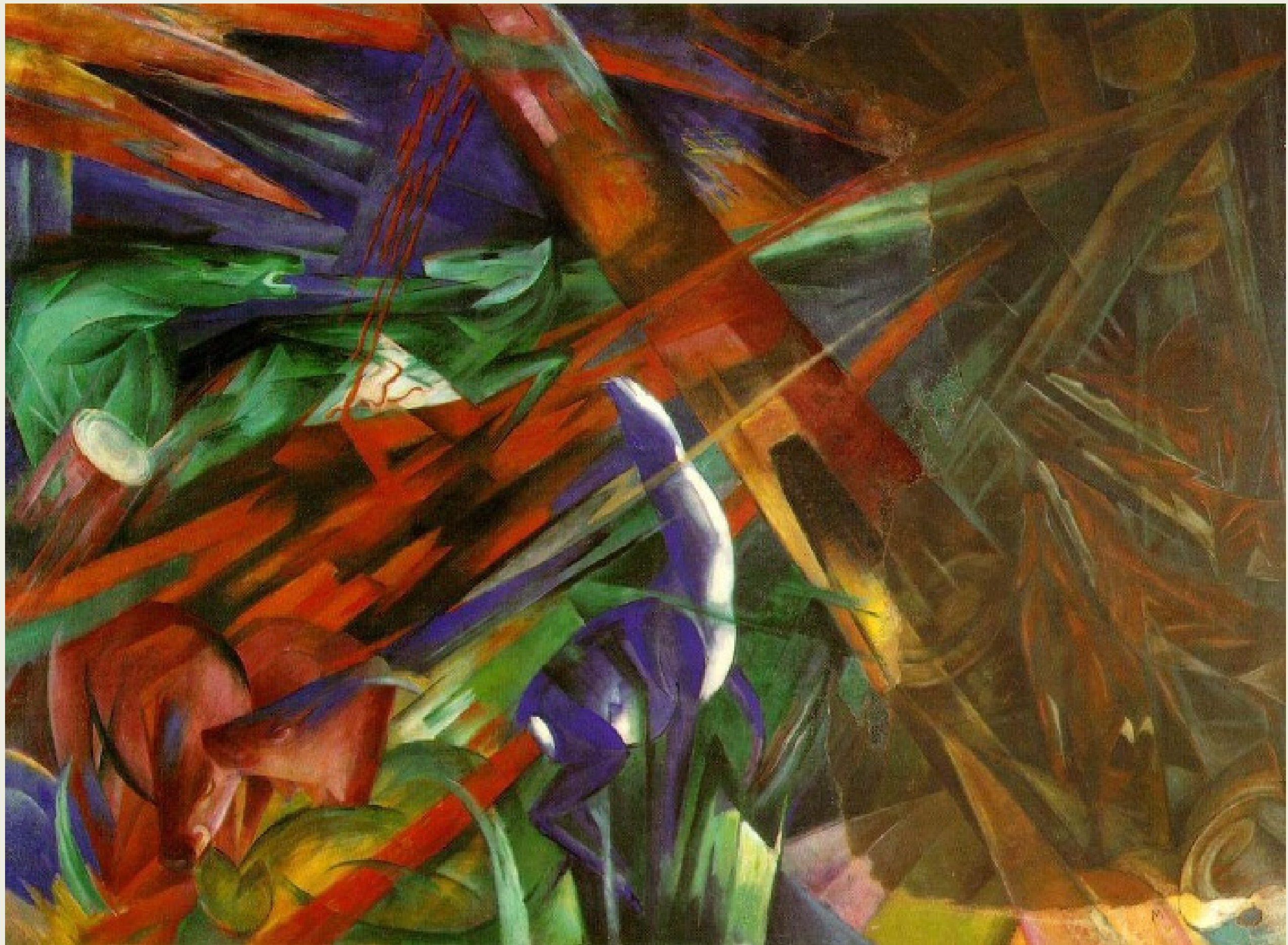
Pablo Picasso





Frida Kahlo

Cultural Perspective



Expressionism

Franz Marc

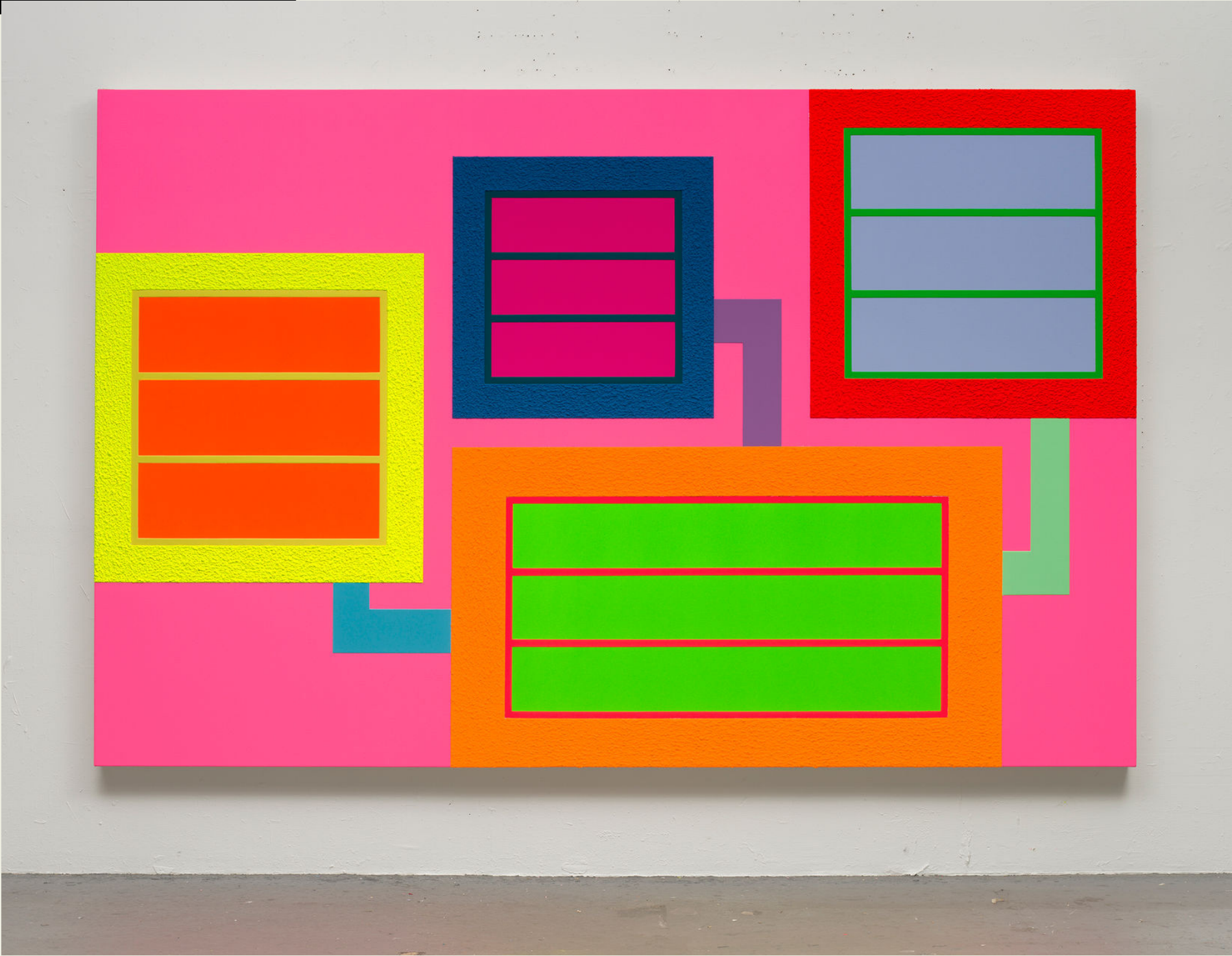
Math and Minimalism:

**The next few slides are
jumping points for math and
art integration**

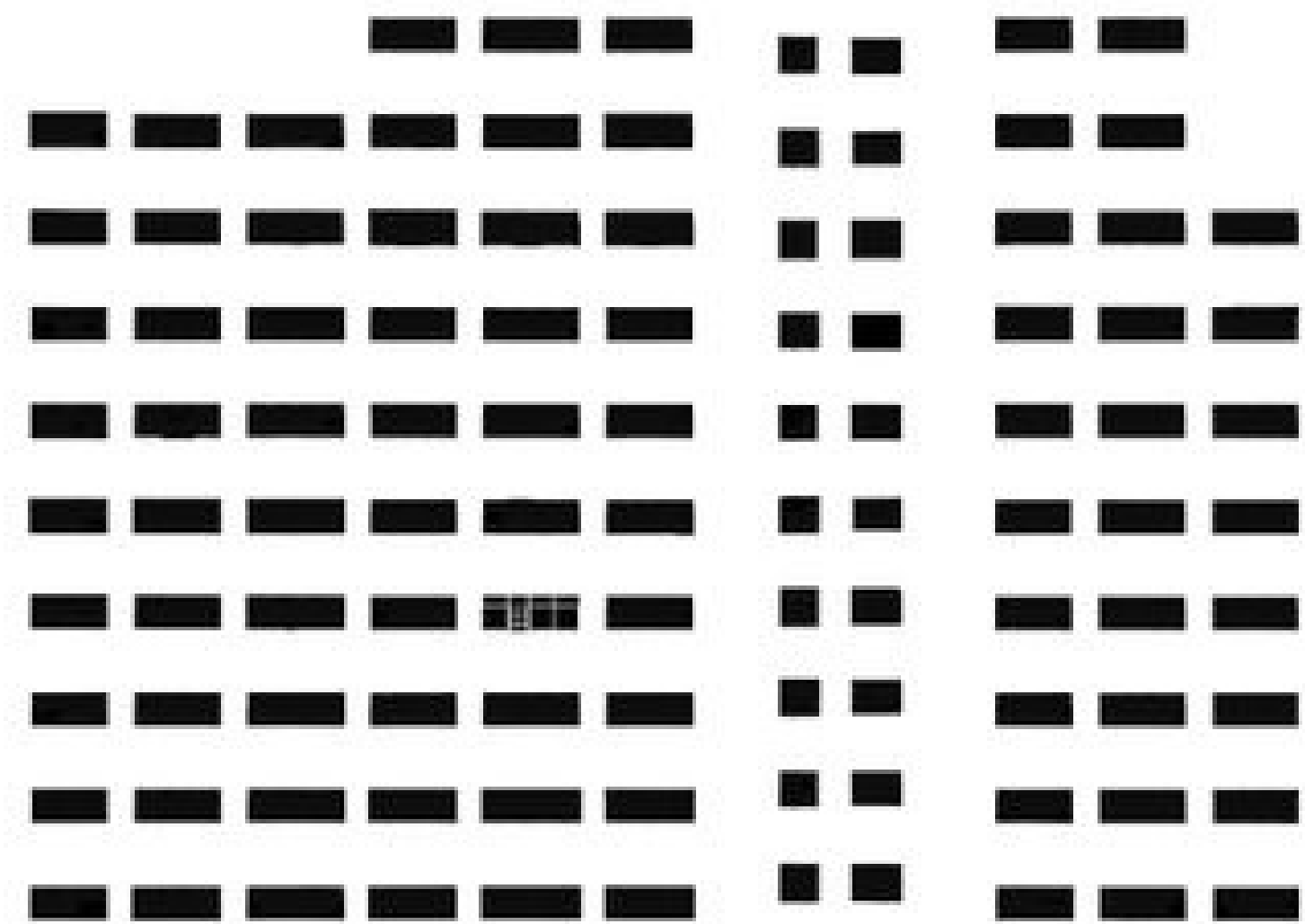
Frank Stella



Peter Halley



Ernest Wu



Kyong Lee



Donald Judd



Sherri Levine

