

Integrating Visual Arts into the Curriculum





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

3.12. Learning Standards: New England and Massachusetts: Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G) 9 Suggested Titles for [Massachusetts Social Studies State Standard 3.12.](#)

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

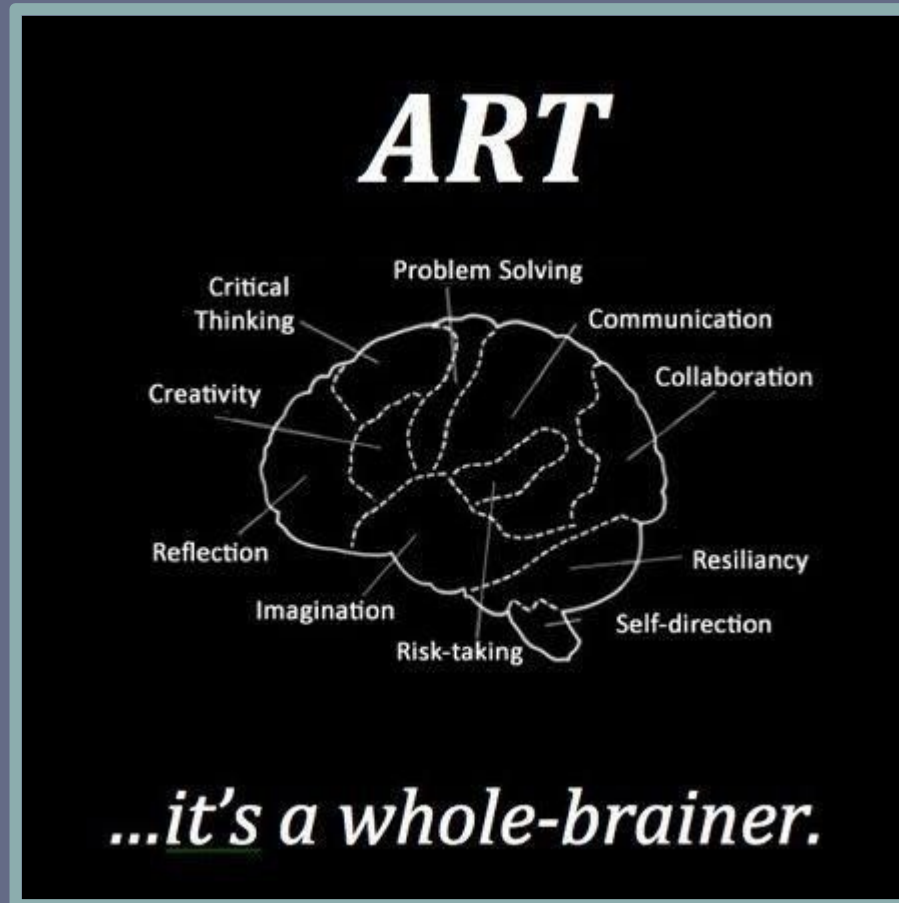
10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

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

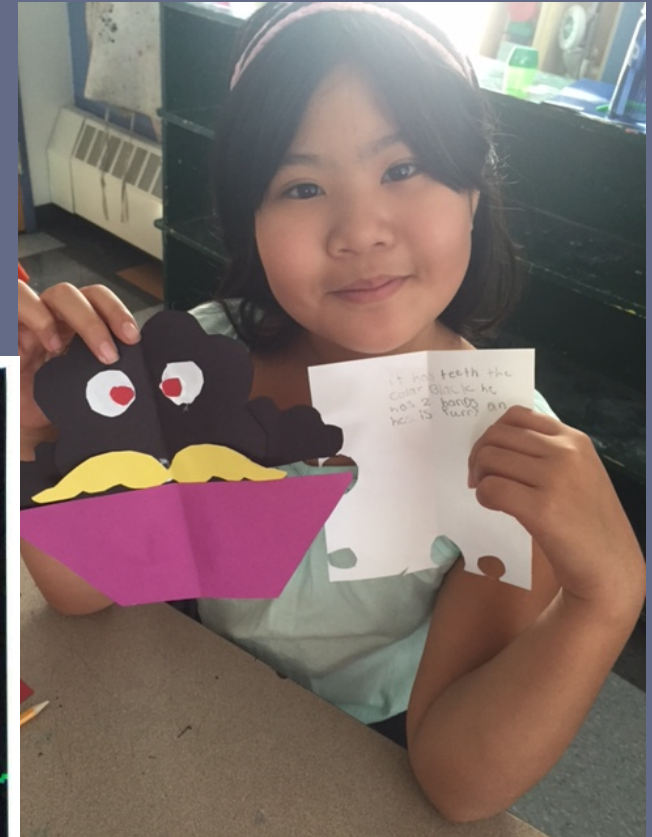
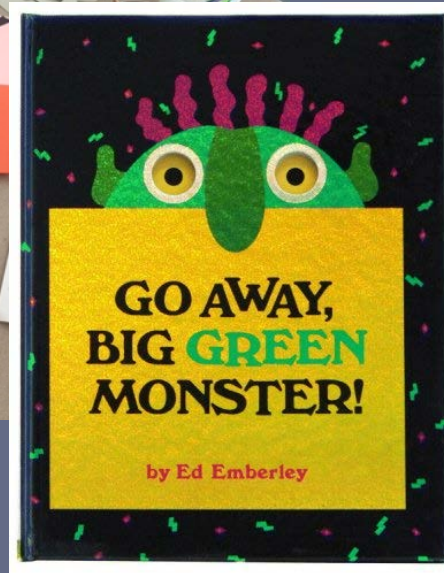
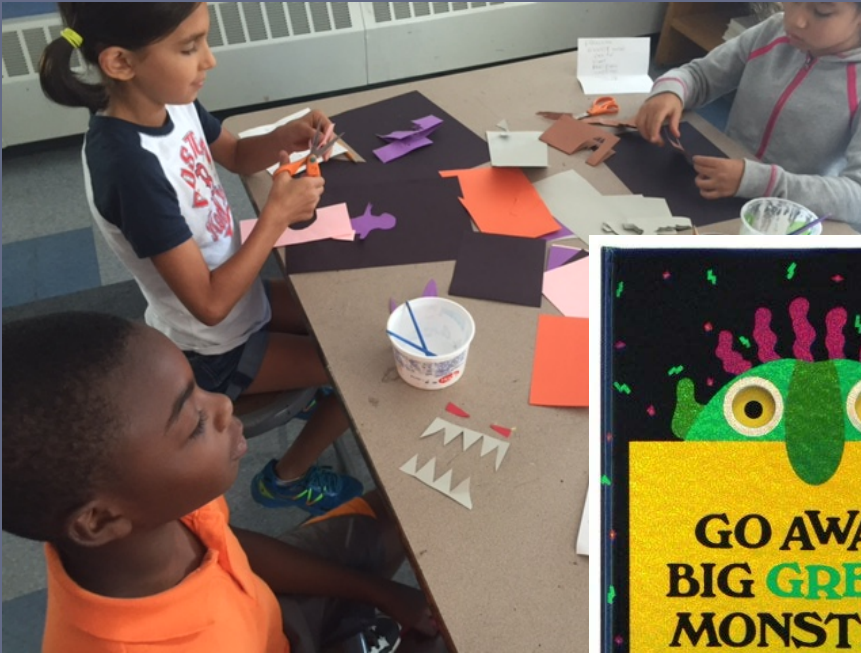
Arts Integration is
an
APPROACH to **TEACHING**
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.
Students engage in a
CREATIVE PROCESS
Which **CONNECTS**
an art form and another subject area
and meets
EVOLVING OBJECTIVES
in both.

Arts integration is important because...



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...

Name: NOBandedary Z12814 Landscape Poem

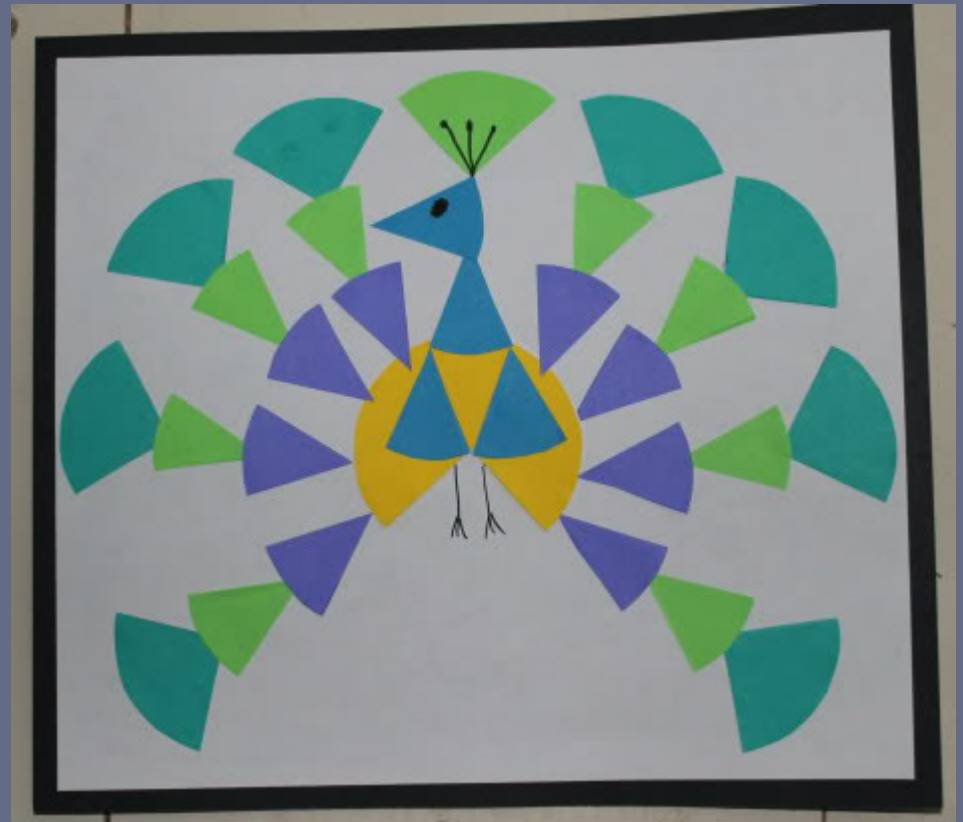
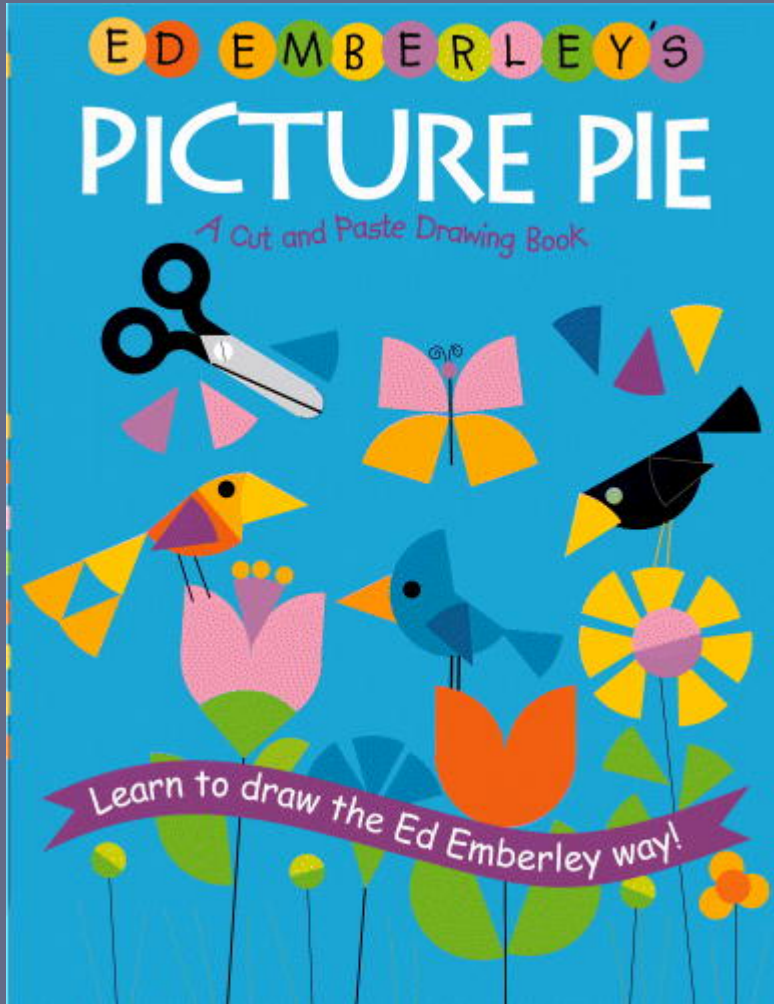
Poem Form 2: Using Similes

A simile is a figure of speech that uses **like** or **as** to make a comparison.
Ex: He is **fast like** a cheetah. She walks as gracefully as a cat

Template	Example
When I look out at my landscape, I see <u>a natural arch</u> <u>it looks like sunglasses</u>	When I look out at my landscape, I see a <u>butte</u> . Standing alone <u>like</u> a lost child.
I see <u>a plain</u> <u>rolling like the sea</u>	I see a <u>natural arch</u> . Rising <u>like</u> a rainbow out of the earth
I see <u>a valley</u> <u>like a coaster drop</u>	I see a <u>cliff</u> . Tall as a skyscraper, flat as a wall.
I see <u>a mountain</u> <u>as tall as a tower</u>	I see the <u>plains</u> . Rolling gently <u>like</u> the waves on a calm



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