

## Presentation Notes

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### WHAT IS ARTS INTEGRATION?

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

“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.”

### The Arts in Schools: Three Variations

- **Art as Curriculum:** Students develop knowledge and skills in a particular art form.
- **Arts-Enhanced Curriculum:** The arts are used as a device or strategy to support other curriculum areas, with no explicit objectives in the art form.
- **Arts-Integrated Curriculum:** The arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both.

### WHY USE ARTS INTEGRATION?

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/why-arts-integration-explaining-why/>

**Academic Outcomes:** Literacy and language development, Math achievement, Overall academic achievement, Independent learning, Underserved students

**Cognitive Outcomes:** Creative thinking, Critical thinking, Problem solving, Reasoning, Analysis, Evaluation, Memory formation

**Personal Outcomes:** Engagement, Persistence, Empathy, Self-awareness and Self-concept, Self-expression, Self-efficacy, Confidence

**Social and Civic Development:** Arts participation, Collaboration, School culture, Communication, Community and civic engagement, Cross-cultural understanding, Social development

**Teaching Profession:** Colleague Collaboration, Communication, School culture, Cross-cultural understanding, Efficacy, Professional satisfaction

### Why does Arts Integration work?

- Arts integration naturally involves several ways of processing information that may have positive effects on long-term memory.
- Extends how learners process and retain information because it combines several learning modalities (visual, aural, and kinesthetic) and thus reach a wider range of students.
- “Strengthens students’ visualization of the text and their emotional engagement with it, both of which contribute to greater retention and understanding.”

*The arts encourage joyful, active learning!*

### HOW TO GET STARTED WITH ARTS INTEGRATION?

**Inquiry-Based Learning** <https://mx.unoi.com/2015/06/09/questioning-techniques-a-skill-to-enhance/>

- Open-ended questions foster curiosity, interpretation, critical thinking, creative thinking.
- Student focused; encourage questioning by students
- Requires flexibility, genuine interest in students’ viewpoints
- Facilitate, don’t participate

**Object-Based Learning** <https://www.thefrickpittsburgh.org/Files/Admin/website-images/Object-Based-Learning.pdf>

- Extended observations and conversations support critical thinking in every subject area
- Objects and artworks are primary and secondary sources
- Observation: “What more can you find/see?”
- Analysis: “How does this relate to what you already know?”
- Evaluation: “What do you think it means?”

**ARTS INTEGRATION STRATEGIES****Visual Thinking Strategies** – <https://vtshome.org/>

- Uses art to teach visual literacy, thinking, and communication skills
- Focus on personal interpretation
- Three key questions: What’s going on in this picture?  
What do you see that makes you say that?  
What more do you see?

**Project Zero Thinking Routines** – <https://pz.harvard.edu/thinking-routines>

- Artful Thinking: focuses on looking at and interpreting art, rather than making. Two goals: To help teachers create rich connections between works of art and topics they are teaching; and to use art as a force for developing students’ thinking dispositions. <https://pz.harvard.edu/projects/artful-thinking>
- Activities with \* are PZ AT routines. [http://pzartfulthinking.org/?page\\_id=2](http://pzartfulthinking.org/?page_id=2)
- Final Report: Artful Thinking, 2006, by Shari Tishman, Patricia Palmer, 115 pages. <https://pz.harvard.edu/resources/final-report-artful-thinking>

**Workshop Session Activities**

\*LOOKING: TEN TIMES TWO – A routine for observing and describing

1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
  2. List 10 words or phrases about any aspect of the picture.
  3. Repeat Steps 1 & 2: Look at the image again and try to list 10 more words or phrases to your list.
- What kind of thinking does this routine encourage?* Students make careful observations. They think about words or phrases to describe the work, and push beyond the first glance and the obvious.

\*ELABORATION GAME – A routine for careful observation and description

As a group, observe and describe several different sections of an artwork.

1. One person identifies a specific section of the artwork and describes what s/he sees. Describe only what you see. Hold off sharing your ideas about the art until the last step of the routine. A 2nd person elaborates on the first person’s observations by adding more detail about the section. A 3rd person elaborates further by adding even more detail, and a 4th person adds yet more.
2. Next, someone else identifies a new section of the artwork and the process starts over with 4 different students. Continue the process until everyone has had a turn.
3. After the artwork has been fully described, as a group, discuss some of your ideas about it.

Helpful definitions: *Observe*: Describe how something appears.

*Elaborate*: Expand on something in detail. *Interpret*: Explain what something means.

*What kind of thinking does this routine encourage?* Students look carefully and deeply at details, and provide verbal descriptions that are elaborate, nuanced, and imaginative. They distinguish between observations and interpretations, and strengthen their reasoning ability by making sustained observations before interpretation and judgment.

**Making Activity: Draw a Detail**

Students select a section of an artwork and create a detailed drawing of that area.

**Making Activity: Draw What I Say**

In pairs, one student looks at an artwork but the other is not allowed to see it. The first student verbally describes the artwork while the other student tries to re-create the picture based on the first student's description. Then, students switch roles with a new artwork. Or, one student describes while several students draw. Afterwards, discuss what was easy, what was difficult, what types of mis-communications happened, how did it feel to describe, how did it feel to listen and draw, etc.

**COMPARE / CONTRAST – Looking for commonalities and differences**

1. What is similar about these objects? What common properties do they share? How are they alike?
2. What is different between these objects? What unique properties does each possess? How are they different?
3. What connections do the objects have to each other? To other objects?

Students should look for surprising links, unexpected overlap, and indirect connections. This can lead to categorization and groupings based on characteristics.

*What kind of thinking does this activity encourage?* This routine helps students look beyond the obvious, and illuminate subtle differences or unexpected similarities.

**\*I SEE / I THINK / I WONDER – A routine for exploring works of art and other interesting things**

1. What do you see?
2. What do you think about that?
3. What does it make you wonder?

*What kind of thinking does this routine encourage?* This routine helps student make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

**\*PERCEIVE / KNOW / CARE ABOUT – A routine for getting inside viewpoints**

1. What can the person or thing perceive?
2. What might the person or thing know about or believe?
3. What might the person or thing care about?

*What kind of thinking does this routine encourage?* This routine helps students to explore diverse perspectives and viewpoints as they try to imagine things, events, problems, or issues differently.

**30-SECOND LOOK – An activity that fosters memory building**

1. In silence, spend 30 seconds looking closely at an object, trying to remember as many details as possible.
2. Without looking at the object, as a group, share what people remember seeing.
3. Look at the object again and look for the remembered details. What was remembered? What was missed?

*What kind of thinking does this activity encourage?* This routine helps students build memory and visualize, practicing forming mental images.

**\*THINK / PUZZLE / EXPLORE – A routine that sets the stage for deeper inquiry**

1. What do you think you know about this artwork or topic?
2. What questions or puzzles do you have?
3. What does the artwork or topic make you want to explore?

*What kind of thinking does this routine encourage?* This routine helps students connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.

**\*CREATIVE QUESTIONS – A routine for creating thought-provoking questions**

1. Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions.

Why...?

What are the reasons...?

What is the purpose of...?

What if...?

What if we knew...?

What would change if...?

Suppose that...?

How would it be different if... ?

2. Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments.

3. Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

*What kind of thinking does this routine encourage?* Use Creative Questions to expand and deepen students' thinking, to encourage students' curiosity and increase their motivation to inquire.

**Making Activity: Same Story, Another Viewpoint**

Students choose an artwork and re-tell the story from the point of view of a particular person or thing, the way the event depicted affects that person/thing, or is interpreted by that person. Or, to work on drawing in perspective, depict a character's literal viewpoint, what is in their visual field.

**Making Activity: How Would It Be Different If ... ?**

Students change a parameter of the artwork, e.g. a different time (pre-historic, future); place (space, forest, indoors); people were babies or one inch tall or elephants or zombies; everything was made of fruit; set in a game; etc. Then, re-create the artwork with the changed parameters.

**IN OR OUT OF FRAME – An activity for considering inclusion and exclusion**

1. As a group, observe and describe an artwork that depicts an historical event.
2. Consider who is included and who is excluded from the depiction. Why might some people be included and some excluded?
3. Also, consider how the people are depicted. What emotions are the people expressing? What do you see that makes you think that?

*What kind of thinking does this routine encourage?* Students look carefully and consider historical context and accuracy, examining and noticing who is included, who is excluded, and whose viewpoint is expressed.

**Making Activity: Letter to the Artist for Inclusion or Exclusion**

Students choose an artwork with an historical setting and consider taking on the role of a participant in the event depicted. Students decide if they want to be included or excluded from the artwork. They write a letter to the artist advocating for their character's inclusion or exclusion.

**BEGINNING / MIDDLE / END – A routine for observing and imagining**

Choose one of these questions:

- If this artwork depicts the beginning of a story, what might happen next?
- If it shows the middle of a story, what might have happened before? What might happen next?
- If this artwork is the end of a story, what might have happened before?

*What kind of thinking does this routine encourage?* The power of narrative helps students make observations and use their imagination to elaborate on and extend their ideas. The emphasis on storytelling also encourages students to look for connections, patterns, and meanings.

**Making Activity: Beginning / Middle / End**

Students work in groups to create 2 more pieces that extend the story—either 2 scenes that happen afterwards (the artwork is the beginning of the story), 1 scene that happens before and 1 that happens after (the artwork is the middle), or 2 scenes that happen before what is depicted in the artwork (the end of the story). Afterwards, students share their stories.

**CIRCLE OF VIEWPOINTS ROUTINE – A routine for exploring diverse perspectives**

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

1. I AM THINKING OF ... the topic ... FROM THE POINT OF VIEW OF... the viewpoint you've chosen
2. I THINK ... describe the topic from your viewpoint. Be an actor – take on the character of your viewpoint
3. A QUESTION I HAVE FROM THIS VIEWPOINT IS ... ask a question from this viewpoint

As a group, discuss what new ideas do you have about the topic that you didn't have before. What new questions do you have?

*What kind of thinking does this routine encourage?* This routine helps students consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a key aspect of the Fairness Ideal.

**Writing & Art**

Turn any activity into a writing prompt  
 Describe thinking, post-activity reflection  
 Letter writing – persuasive  
 Essay – evidentiary reasoning  
 Description  
 Storytelling  
 Poetry

**Math & Art**

Measurement  
 Patterns  
 Proportions, percentages, fractions  
 Geometry – shapes, area, volume  
 Perspective – lines, angles  
 Data – representation, graphing

**Science & Art**

Developing and Using Models – diagrams, models  
 Designing Possible Solutions  
 Structure and Function  
 Empirical Evidence – patterns, observations  
 Obtaining, Evaluating, and Communicating Information  
 Engaging in Argument from Evidence  
 Asking Questions and Defining Problems

**21<sup>st</sup> Century Skills – 4 Cs** – <https://www.aeseducation.com/blog/four-cs-21st-century-skills>,  
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

Creative Thinking – Communication – Collaboration – Creativity

**21<sup>st</sup> Century Thinking Dispositions – 3Cs**

Curiosity – Caring/Compassion (Empathy) – Connections