

Arts Integration Lesson Resources

THE KENNEDY CENTER: <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/>

Lessons & Activities: <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/>

Balancing Mobiles: How do balancing forces relate to the engineering and design of a mobile?

In this 6-8 lesson, students will apply mathematical, science, and engineering concepts to experiment with balancing levers. They will learn to classify types of levers to design and build a simplified mobile. Students will explore suspended and standing mobiles by sculptor Alexander Calder and engage in class discussions about the effectiveness of his work.

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/balancing-mobiles/>

Identity Boxes: Symbols of My Identity: How can your identity be reflected through art?

In this 6-8 lesson, students will apply the concepts of symbolic representation to create “identity boxes” representative of their internal and external self. They will research and explore the work of artists Lucas Samaras and Joseph Cornell to gain a deeper understanding of their use of objects and symbols in “portrait” boxes. They will also draw a representational self-portrait to display alongside their “identity box.”

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/identity-boxes-symbols-of-my-identity/>

Trees in Nature and Art: How does nature inspire art?

In this 6-8 lesson, students will explore the use of trees in paintings and poetry. They will explore the artwork of Thomas Locker and Vincent van Gogh through a scientific lens. Students will combine their knowledge of science and art to write poems and create leaf art.

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/trees-in-nature-and-art/>

Creating Comic Strips: How can you weave together words and pictures in a comic strip to create a nonfiction story?

In this 3-5 lesson, students will create original mathematical concept comic strips. They will explore comic strips as a form of fiction and nonfiction communication. Students will become familiar with Peanuts comic strip characters in the form of video and print media. The class will present and share the collection of comic strips as a math reference book to students in a lower grade.

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/3-5/creating-comic-strips/>

UCBERKELEY HISTORY-SOCIAL SCIENCE PROJECT: <https://ucbhssp.berkeley.edu/teacher-resources>
Lesson Database and Strategy Database

Art as Historical Narrative – Art, Context, and the Exchange of Ideas: How does the artist’s context and the exchange of ideas influence their creations? How do new historical contexts encourage a response to monuments and statues?

For multiple grades, students explore the concept of having a “world view”, and how historical context and the exchange of ideas influences artists and their creations, using the examples of Tatlin's *Tower*, designed to celebrate the Russian Revolution (c.1919) and Ai Wei's *Fountain of Light* that critiques China's current directions (2016). Then, students discuss the significance of public monuments today and analyze local examples.

https://docs.google.com/document/d/1AqT_RHglCscNka6_vgaf7356j_WgBjVB-1hezEpPiW4/edit

Art Analysis Tools – Teaching American History for All: How do you look at art to discover its meaning?

For all grades, this lesson provides a framework for guiding students in looking at art as evidence for teaching American history, including analysis charts and writing prompts.

<https://drive.google.com/file/d/1QOQLP4U633YPvtJmGkNfxVvSY2V-INAI/view>

Analyzing Perspectives – Teaching History with Murals: Should the Washington High School mural be painted over, covered, or remain as it is?

In this high school lesson, students evaluate competing arguments regarding a New Deal era mural located at a San Francisco public high school. In 2019, members of the community argued that the mural should be destroyed because of the depiction of African American and Native American historical actors depicted. Ultimately, the school board decided to cover the mural. Note: Lesson created by a SF Bay Area educator. UCBHSSP did not author the lesson.

<http://www.daveforrest.net/veteranlessons/murals.html>

Japan, Art, Artifacts, and Folktales: What can we learn about Japanese culture through folktales & artwork?

In this 3rd grade lesson, students use art and folktales to learn about Japanese culture, geography, and economics. Students read about a racoon-dog that transforms into tea kettle and discuss an ivory carving based on the tale. Students used descriptive language to write about an original transformation.

https://drive.google.com/file/d/14IZI_ZHo7vL3NTtXXQKNqFKCYR45yipy/view

What the Spanish Brought: How was the culture and economy of the California Indians changed through the Spanish introduction of new farming and agricultural methods?

In this 4th grade lesson students engage in visual art analysis, complete basic analysis of a reading, complete a cause and effect chart, and write a structured essay about Mission life.

<https://drive.google.com/file/d/1fg2aoPt2lfypWZdnnJtthu815vRXTlu0/view>

When Cultures Meet - Columbus and Native Peoples: What was Columbus's attitude toward the native people of the islands and how did this affect his treatment of them? How did the Spanish and indigenous people in the Americas view each other upon their first meeting?

In these 5th grade lessons, students analyze primary sources (Christopher Columbus' journal), practice evidentiary reasoning, and use a writing frame to complete an essay. The second lesson focuses on primary source analysis (artwork), point of view study, and sentence deconstruction techniques, as well as multi-paragraph essays.

<https://drive.google.com/file/d/1uqIpkel08qn97qEdrF2FZPVZUIZu-ok4/view>

https://drive.google.com/file/d/192f4DmZRT9TWNqYYHA09J_L7EsKXaQ9Z/view

Observing Artifacts from Ancient Civilizations: What can we learn by closely examining an ancient artifact?

In this 6th grade lesson students carefully examine artifacts, noticing important details; ask questions "above and below the surface questions," and read background information about one artifact. Students then infer relevant information about a second artifact and its culture. Students complete an artifacts observation analysis chart with written reflections.

https://drive.google.com/file/d/1eDwR6qaARyhvg1VxybKciiV0dp_KDAM7/view

PHILADELPHIA MUSEUM OF ART: <https://www.philamuseum.org/teacherresources>**Creating, Collaborating & Problem-Solving:** How do artists work together to overcome obstacles?

In this K-6 grade lesson, students observe and describe examples of creative problem-solving and collaboration by looking at the lives and work of two artists. They then synthesize their learning and practice communication and collaboration skills by working together to create original artworks inspired by the artists' examples.

https://www.philamuseum.org/doc_downloads/education/lessonPlans/11473_EDULessonPlan_March2018_021518.pdf

Arts Integration Warm-Ups: “How Does This Work?”: How do patterns, systems, and structures relate to function?

In this lesson for all grades, students wonder “How does this work?” Students engage in object-based thinking routines at the beginning of a math or science lesson to provide quick and engaging opportunities to practice connecting knowledge across disciplines. Integrated learning in the sciences, technology, engineering, arts, and math relies on big ideas—like patterns, systems, and structure and function—transcends disciplines.

https://www.philamuseum.org/doc_downloads/education/lessonPlans/12691_EDU_Lesson-Plan_APRIL-2019_040319.pdf

Is there art in nature? What is the nature of art?: Does the separation between art and science allow us to better understand our world – or does it get in the way of understanding?

In this 7-9 grade lesson, students examine and challenge the lines we have drawn between Arts and Sciences. Students use compare and contrast to examine more closely this relationship, and to see if we can better understand the nature of art. Designed for science classrooms, there are clear applications to the humanities.

https://www.philamuseum.org/doc_downloads/education/lessonPlans/Is%20there%20art%20in%20nature%20What%20is%20the%20nature%20of%20art.pdf

NATIONAL PORTRAIT GALLERY: <https://npg.si.edu/teachers/classroom-resources>

Webinars for teachers: <https://npg.si.edu/teachers/webinars-teachers>

"Reading Portraiture" Guide for Educators: Students can use the visual clues found in objects (painting, photography, drawing, and sculpture) to learn about the individual featured in the artwork. Have students “read” a portrait prior to reading an essay or biography. The technique of “learning to look” will produce a richer—and possibly more memorable—examination of the individual.

<https://npg.si.edu/learn/classroom-resource/reading-portraiture-guide-educators>

NATIONAL MUSEUM OF THE AMERICAN INDIAN: <https://americanindian.si.edu/nk360>

Native Knowledge 360°: <https://americanindian.si.edu/nk360/about/native-knowledge-360>

NK360° *Helpful Handouts: Guidance on Common Questions* provide a brief introduction to teachers about important topics regarding Native American life, cultures, and communities.

Search NK360° Educational Resources: <https://americanindian.si.edu/nk360/lessons-resources/search-resources>

Native American Relationships to Animals: Not Your "Spirit Animal": This teacher guide explores some Native cultural practices connected to animal life and kinship. Use this guide to support appropriate use of Native animal imagery in classrooms. Culturally sensitive activities and resources connected to Native life and animals are provided.

<https://americanindian.si.edu/nk360/resources/Native-American-Relationships-to-Animals-Not-Your-Spirit-Animal>

KIMBALL ART CENTER: <https://kimballartcenter.org/a-r-t-s-archives/>

Zhi Lin: “Chinaman’s Chance” on Promontory Summit: Internationally acclaimed artist Zhi Lin confronts the lost history of the Chinese workers who built our nation’s transcontinental railroads. Grade K-5 students will learn how to develop a theme and convey messages of thanks, acknowledgement and appreciation with text and form in a 3D art piece. Grade 6-9 students will learn how to develop a theme based on social change, recognize the power of humor in art making, and create a political cartoon. Grade 9-12 grades will work collaboratively to design an anniversary flag with the intention of honoring the Chinese railroad workers and to create social change within their immediate community.

<https://kimballartcenter.org/arts-lesson/zhi-lin-chinamans-chance-on-promontory-summit/>