

ArtReach Curricular Connections and Extensions (with State Standards)

The Language of Art

Language Arts

CCRA.SL.2 Evaluate a speaker's point of view, reasoning, and use of evidence in rhetoric.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

VA:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- Have students discuss various forms of communication – television, radio, telephone, posters, newspapers, artwork, poetry, literature, theater, e-mail, etc. Which form is the easiest to “read” and understand? Why? Why do different people prefer different forms?
- Have students make a new piece of art out of everyday objects. Have them write a reflection about what they used and what the new object is.
- Talk and write about “What is art?” Should clothing be considered art? Quilts? A mound of dirt? Have students go through magazines and find something they do or do not consider art. What did they choose, and why?
- Have students make a collage of scenes that show one day or week in their lives, using photos, magazines, newspapers, etc. Have them write a poem explaining the day/week.
- Have students create their own written languages with symbol systems using lines and shapes. Have them create a key and write messages to one another and de-code.

Science and Math

Geometry

PS: Structure and Properties of Matter

PS: Waves (color)

PS: Chemical Reactions

- Have students explore the differences between 2- and 3-dimensional objects. Discuss different dimensions and planes. Make ties to geometry. Hold up an object and have

students identify what category it falls into, what shape it is, how many points in space are represented, how many lines are represented, etc.

- Make handmade paper with your students. One web site that explains the process is www.exploratorium.edu/exploring/paper/handmade.html. Have students change the color or texture of paper by adding colored paper or fabric scraps. Students could categorize their paper by percentages of colored material.
- Discuss the stereotypes of mathematician vs. artist. Can someone be both? Why or why not? (Use Jack Roth from the ART TALK discussion as an example). Is there a difference between logical and creative thinking? What are some of the differences? What are some of the similarities? Research the differences between the “right brain” and “left brain” – thinking patterns, preferences, activities, etc.
- Have students study an abstract or non-objective painting. What geometric designs can they find? What colors? Are they primary or secondary colors?
- Have students study the properties of color. How does the eye perceive color? How does the study of light connect with the study of color?

Social Studies and History

Social Studies Standard 1: History

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Social Studies Standard 5: Global Perspectives

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

- Research the trend away from realistic representation to abstraction and non-objective art in the late-19th and early 20th centuries. What were artists communicating with their representational art? What were artists communicating with their abstract art? What was happening in society and history that triggered these changes? Some milestones include the invention of the camera, the decline of the patronage system, the WWII-inspired emigration of many European artists to New York and other up-and-coming U.S. art centers, etc.
- How and when was printmaking developed? For what purposes has it been used? Printmaking is an artistic process of transferring an image from one surface to another. Discuss the differences between intaglio, relief, and planographic processes such as woodcut, engraving, etching, lithography and screenprinting. Discuss the differences between fine art printmaking processes (human hand involved during each step) and commercial printmaking processes (digital or photo-mechanical). Have students research them, and decide which one they feel would be easier. Why? Then, have students create their own prints! Choose from one of the easy lessons for all ages at www.kinderart.com/printmaking.