



Art Across the Curriculum

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Art Across the Curriculum Curriculum Unit Overview

Summary

These lessons are designed to introduce students to the link between art and other subject areas. Using the Dayton Art Institute as a starting point, instructors can build lessons based upon the exhibition items students see. This unit gives examples of both English and Social Studies applications, but many more subjects can also be applied to art.

Big Picture

The lessons are designed to not only increase students' knowledge of art, but to also expand their understanding of art's applications to our history and culture. Students also grow in their ability to research, write reports using proper grammar skills, and speak in front of groups, which are all vital qualities for individuals in the workforce.

Preparation for the Unit

The instructor should come in contact with the Education Department of the Dayton Art Institute. This department can not only provide the educator with teacher training before the students are brought in, but they can also organize the tour and activities to associate with it.

The instructor must also coordinate library time for research and ask the librarian for relevant library holdings and websites that could be used as reference tools for the students.

Overview

The following page consists of a summary of the unit, including a brief description of each Authentic Learning Task (ALT). This is followed by a detailed lesson plan for each ALT and an appendix including any necessary information for the instructor.

Art Across the Curriculum Curriculum Unit Summary

Social Studies	English
<p>ALT 1 – Pre-Columbian Cultures Students will visit the Dayton Art Institute’s Pre-Columbian wing and then compile research reports and presentations on different Pre-Columbian tribes and their origins.</p>	<p>ALT 1 – The History of Architecture Students will visit the Dayton Art Institute’s Experientcenter exhibition on architecture. They will then write research papers on different architectural styles and the time periods they were developed in.</p>
<p>ALT 2 – The Significance of Religious Structures to World Religions Sociology students will visit the Dayton Art Institute to learn about historic religious structures and then complete group presentations on their significance to individual sects.</p>	<p>ALT 2 – Biographies of Famous Artists Students will tour the Dayton Art Institute and then complete research reports, followed by oral reports, on one famous artist whose work they had viewed.</p>

Transfer Activity

Upon completion of Section One, students will be able to explain the historic implications of art as they pertain to religions and cultures. This connection will give them a greater insight in other courses as they study different periods of time and the art associated with them. This section also encourages development of research skills, writing techniques, and public speaking. All of these skills will assist students not only in the workplace, but in everyday life.

Section Two provides students with historical knowledge through the means of research. As students learn the appropriate methods of conducting research and presenting their findings in oral reports, they are also gaining knowledge about famous artists and architectural styles throughout antiquity. These research, writing, and presentation skills will assist the students not only in future English courses, but also throughout the curriculum, in the workplace, and in everyday life.

Section One: Social Studies

ALT One: Pre-Columbian Cultures

Summary

Students will, in the course of studying South and Central America, visit the Dayton Art Institute to gain insight into ancient cultures by viewing their artifacts. Students will then complete team research reports and 5-minute oral presentations on the ancient Pre-Columbian cultures discovered in the exhibition.

Competencies

1. Students will complete a thorough team research report on an ancient Pre-Columbian culture demonstrating effective research practices and accuracy.
2. Students will present team oral reports, exhibiting effective public speaking skills and preparing a visual aid.
3. Students will demonstrate accurate grammar skills in the course of both the research reports and the oral presentations along with the ability to work in a group.

Time

The visit to the Dayton Art Institute should constitute one-half day. The students should need two class period (50-minutes each) for research and then approximately two periods (50-minutes each) for team presentations.

Materials

Speak to the Dayton Art Institute's Education Department and secure all field trip permissions and forms.

Books and website addresses for Pre-Columbian cultures

Instructions

1. The instructor will begin the unit on South and Central America.
2. In the course of this unit the instructor will plan a field trip to the Dayton Art Institute's Pre-Columbian exhibit. The meaning of "Pre-Columbian" and its significance to the current unit should be discussed with the students.
3. Students will tour the exhibition and notice the names of ancient tribes associated with each work.
4. Upon returning to school, the instructor will lead the class in a short discussion about the exhibition and then students, in groups of 2-3, will draw out of a hat to select a Pre-Columbian culture to study (See Appendix 1).

5. Students will work in the library for two days in class and then turn in the paper, along with 4 to 5-minute group presentations to the class with a poster, in approximately one week (teacher's discretion).

Evaluation/Assessment of Student's Competency

Students will be evaluated based on:

- Accuracy and thoroughness of the research
- Proper use of English and grammar skills in both the research paper and presentation
- Presentation skills and participation by all group members
- Quality of the visual aid poster
- Ability to stay within the 5-minute time frame

Closure

1. Each group poster will be displayed and the class will compare/contrast the different civilizations and how they contributed to current Central and South American cultures.

Section One: Social Studies

ALT Two: The Significance of Religious Structures to World Religions

Summary

Sociology students in the midst of a unit on religion can tour the Dayton Art Institute for examples of religious dwellings. By visiting the Experientcenter's exhibition on Architecture (opening April 2003), specifically the section on religious structures, and the Chinese temple in the Asian Wing, students can begin their exploration of the significance of religious dwellings to their particular sects and then delve into further research about the topic.

Competencies

1. Students will demonstrate an understanding of the significance of religious dwellings through an effective group oral presentation.
2. Students will demonstrate research and public speaking skills, along with the ability to work with a group.
3. Students will demonstrate creativity through the creation of effective visual aids and class involvement activities.

Time

The visit to the Dayton Art Institute should constitute one-half day. The students should need two class period (50-minutes each) for research and then approximately two periods (50-minutes each) for team presentations.

Materials

Speak to the Dayton Art Institute's Education Department and secure all field trip permissions and forms.

Books and website addresses for world religions and their sacred dwellings

Instructions

- 1.) Begin a brief introduction of religious structures in the course of the world religions unit of the sociology curriculum before touring the museum.
- 2.) Students tour the museum, led by a docent, and are educated on different religious structures throughout the museum and their meanings.
- 3.) Upon returning to class, students are broken into groups of 4-5 and each group selects a world religion to study out of a teacher-selected group (first-come, first-served to avoid redundancy).

- 4.) Students are explained the details of the presentations and the grading requirements and then given 2 class periods (50-minutes) to conduct library research and organize with their groups.
- 5.) Approximately one week later (teacher's discretion) group presentations are made.

Evaluation/Assessment of Student's Competency

Students will be graded according to the following criteria, which were shared with the students at the lesson's outset:

- 1.) Effectiveness of the research performed
- 2.) Interest level and creativity of the presentation and visual aids
- 3.) Soliciting audience involvement
- 4.) Participation by all group members
- 5.) Proper grammar and public speaking skills

Closure

The class will discuss the presentations as a group at their conclusion. Students will then be asked to think of one theme seen in all religions regarding the significance of their religious structures and write a one-page paper in class on this overall theme.

Section Two: English

ALT Two: The History of Architecture

Summary

English students will tour the Dayton Art Institute's Experientcenter exhibition on architecture (Opening April 2003) and go on the Architectural Walking Tour of Downtown Dayton provided in the exhibit. The students will then select one architectural style they have seen in the Dayton area and construct a research report on the history of both the architectural style and of the era it was developed in.

Competencies

1. Students will demonstrate effective research skills
2. Students will demonstrate good writing skills and demonstrate appropriate use of documentation.
3. Students will demonstrate a thorough understanding of the topic by addressing all required areas.

Time

The visit to the Dayton Art Institute and the Walking Tour, including a lunch break, should constitute one school day. The students should need two class period (50-minutes each) for research.

Materials

Speak to the Dayton Art Institute's Education Department and secure all field trip permissions and forms.

Books and website addresses for Architecture and Dayton History.

Instructions

1. Students will be told the requirements of the project before the field trip and asked to look for an architectural style they find interesting.
2. Upon returning, students should report to the instructor which style/building they have chosen (can be assigned if chosen by instructor).
3. Students are then given two days to research in the school library.

4. Research papers are collected in approximately 1.5 weeks (teacher's discretion based on the age and ability of the students).

Evaluation/Assessment of Student's Competency

Students will be evaluated on the following pre-discussed criteria:

1. Effective research skills
2. Proper documentation
3. Proper use of grammar
4. Following directions as to length requirements and number of sources

Closure

Each student will be asked to share a brief summary of his/her findings with the class. This will serve not only as a tool to educate students about the topic, but will also serve as an informal introduction to public speaking, which could perhaps be the next unit in the year.

Section Two: English

ALT Two: Biographies of Famous Artists

Summary

Students will tour the Dayton Art Institute to view works of famous world artists. They will then be asked to select one famous artist whose work they viewed and create a biography on the artist. This biography will be followed by an oral presentation.

Competencies

1. Students will demonstrate effective research skills
2. Students will demonstrate effective public speaking skills
3. Students will demonstrate accurate grammar and documentation.

Time

The visit to the Dayton Art Institute should constitute one-half day. The students should need two class period (50-minutes each) for research and then approximately 3 periods (50-minutes each) for 3-4 minute oral presentations.

Materials

Speak to the Dayton Art Institute's Education Department and secure all field trip permissions and forms.

Books and website addresses for world artists

Instructions

1. Students tour the Dayton Art Institute's galleries and are instructed to select an artist whose work they see displayed for further study.
2. Students inform the instructor of their choice (can be assigned if instructor chooses) and the class begins library research.
3. The research reports, along with the 3-4 minute presentations, are due in approximately one week.

Evaluation/Assessment of Student's Competency

Students will be evaluated on the following pre-discussed criteria:

1. Effective research skills
2. Proper documentation
3. Proper use of grammar

4. Following directions as to length requirements and number of sources
5. Effective public speaking skills

Closure

Students are asked to write their own biographies as if they were adults 20 years in the future. They will exhibit creativity as they create the deeds they will have performed and the fame, or not, that they hope to gain.

Appendix:

For Section 1, ALT 1 on Pre-Columbian Cultures:

Olmecs

West Mexicans

Zapotecs

Totnacs

Teotihuacans

Mayans

Toltecs

Mixtecs

Aztecs

Chavins

Nazcas

Moches

Tiahuanacos

Waris

Chimus

Incas