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2020 *Visual Arts Integration Across Disciplines*

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



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.

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?

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?

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?

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?

\*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?

Use Creative Questions to expand and deepen students' thinking, to encourage students' curiosity and increase their motivation to inquire.

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