

Interdisciplinary Connections through the Visual Arts

*The Visual Arts connects to the Classroom, and the
Classroom connects to the Visual Arts.*

By Carolanne Pinto, Art Teacher, Memorial School



Art Content Standard Three:

Students will consider, select, and apply elements and organizational principles of art.

Throughout the year, the students in each grade explore space, color, form, value, texture, shape, line, and more. They explore various art materials as they develop their artistic abilities and are exposed to a variety of inspiration, techniques, artists, subjects, and ideas.



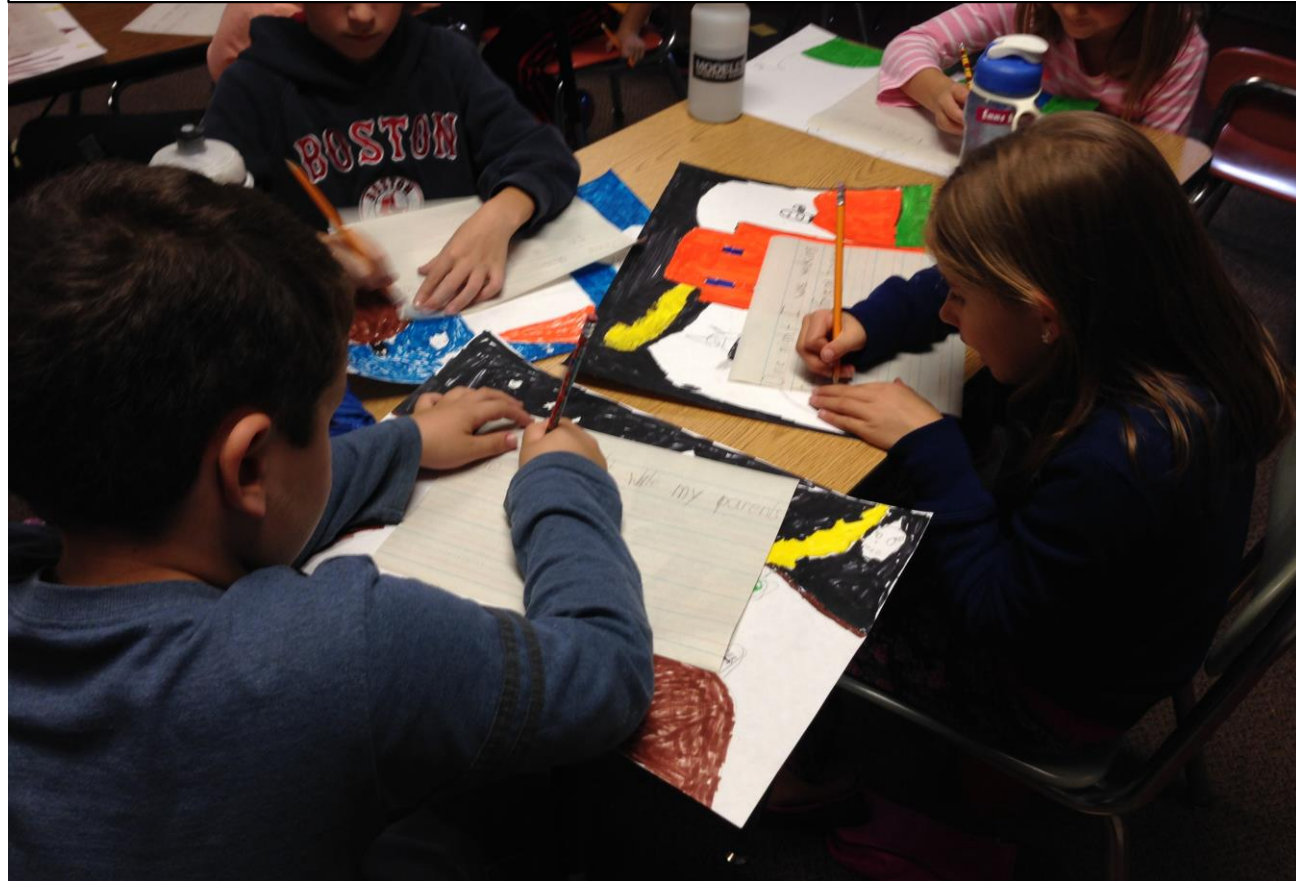
Teacher Collaboration and Art/Interdisciplinary connections:

- Ms. Pinto and Miss Fausette work with other teachers and grade levels to create interdisciplinary connections between art and language arts.
- We integrate rich vocabulary that aligns with the art curriculum and that can be applied in other subject areas. We also provide opportunities to incorporate writing as a means to further describe or define the student's artwork.
- We create interdisciplinary connections between science, math, language arts, and social studies throughout the year with a variety of art lessons/units. Example, math connection: using number sentences while teaching color mixing: red + yellow = orange.
- We collaborate with other classroom teachers to provide the students opportunities to see how art and classroom subjects and skills can connect.

Art Content Standard Five:

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

2nd graders writing their fictional narratives while pulling ideas and details from their art work.



Artwork and Collaboration that Support the CCSS:

- Second Grade Presenters: Makenzie Magge, and Brayden Kramer
- The second grade students are presenting works of art tonight that inspired the writing of a “Fictional Narrative”.
- Mrs. Mazzotta (2nd grade teacher), Mrs. Harrington (reading specialist), and myself collaborated to align the writing our students were working on with the Common Core State Standards.
- CCSS 2.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- CCSS 2.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Makenzie
Magge's
Spooky
Architectural
Landscape and
fictional
narrative.

Brayden
Kramer's
Spooky
Architectural
Landscape and
fictional
narrative.

Art Content Standard Six:

Students will
make
connections
between the
visual arts, other
disciplines and
daily life.

**Third Grade Presenters: Madison Cloutier, Ephraim Butson,
Meghan Hall, and George Magaldi**

Pen and Ink Landscapes:

The third graders are presenting works of art tonight that show how we used pen and ink styles of drawing, while exploring the science of light and shadows!

1. Students created black and white drawings that depicted a light source. They created shadows that were consistent with the direction of the light source, along with different values for shading with only a black pen.
2. Students observed how shadows exist in our world, around us, and even on us. They recognized how part of an object would be light, where the light hits it, and how the other side would be dark, where the light can't reach.
3. Students used the pen to practice hatch marks to create dark, medium and light values (different shades of gray) by changing the distance, size and amount of the marks.

“Pen and Ink
Shadow
Landscape”
by Madison
Cloutier

“Pen and Ink
Shadow
Landscape”
by Ephraim
Butson

“Pen and Ink
Shadow
Landscape”
by Meghan
Hall

“Pen and Ink
Shadow
Landscape”
by George
Magaldi