



HANDOUT

Title: Part I Visual Art and History/Social Science Integration Resources

Handout #:

Content:

Visual Art and History/Social Science Integration Resources

California Arts Framework & Arts Integration

"The *Arts Framework* defines arts integrated instruction as co-equal instruction in which students are learning and being assessed equally in one or more arts disciplines through the *Arts Standards'* four artistic processes and one or more subject areas."

Resources for Visual Art & History/Social Science

- California Standards Mobile Application
<https://www.cde.ca.gov/re/mo/castandards.asp>
- Google Arts and Culture
<https://artsandculture.google.com/>
- Museums & Art Galleries

Resources for Visual Art

- California Arts Education Framework
<https://www.cde.ca.gov/ci/vp/cf/>
- California Art Education Association Resources for Educators
<https://www.caea-arteducation.org/resources>
- Kennedy Center for the Arts Digital Resources for Educators
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/>

Resources for History/Social Science

- California History Social Science Framework
<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>
- California History Social Science Project, UC Davis
<https://chssp.ucdavis.edu/resources>
- Using Guiding Questions from California's HSS Framework, UC Davis
<https://ucdavis.app.box.com/v/guidingquestions>

Resources for Images

- Library of Congress Prints & Photographs Online Catalog
<http://www.loc.gov/pictures/>
- Smithsonian Open Access
<https://www.si.edu/openaccess>
- Wikimedia Commons
https://commons.wikimedia.org/wiki/Main_Page
- The Metropolitan Museum of Art
<https://www.metmuseum.org/>
- SFMOMA
<https://www.sfmoma.org/>
- National Gallery of Art
<https://www.nga.gov/>



HANDOUT

Title: Part I Talking to Students about Art

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Talking About Art

Talking to students about their art:

- 1. Examine the artwork**
Really look at the artwork; take longer than a quick glance.
- 2. Be specific**
Avoid neutral words like "interesting" or "nice." Use phrasing such as, "This is ____ because ____"
- 3. Find a point of entry**
What decisions were made? What skills are on display? Does the idea outweigh the execution or vice versa? Consider phrasing like, "This reminds me of ____ because ____"
- 4. Celebrate successes**
Ask thoughtful questions when you are unsure of intention. Avoid making value judgements. Preserve and celebrate student excitement by finding what is successful.



Students talking to peers about art:



- 1. Critique is a constructive process.**
Critique, or the process of providing feedback, is a constructive process that teaches students different ways of looking & thinking.
- 2. Provide opportunities for peer to peer review.**
Feedback is often most informative for the person *giving* it. In looking at the art of others, forming an opinion, and sharing feedback, students learn a lot.
- 3. Try using the "sandwich method."**
Pair students. Each student gives a positive comment, a constructive comment, & a positive comment. Encourage students to be specific in their comments.

Green, S.U. *How to Critique the Art Assignment* PBS Digital Studios (2014, October 09). Retrieved September 05, 2018 from <http://bit.ly/2C1Ar9d>

www.stancoe.org/vapa



HANDOUT

Title: Part I Tips for Teaching Visual Art

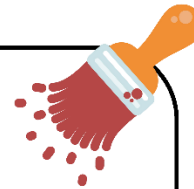
Handout #:

Content:

Tips & Tricks for Teaching Visual Art

Managing Art Materials

1. Set yourself up for success; prepare materials ahead of time.
2. Have a plan for dispensation & collection of materials.
3. Utilize strategic storage methods for easy distribution & for student helpers.
4. Teach students procedures for materials usage and clean up.
5. Put out only what you need for that lesson.
6. Allow students time to explore new materials.
7. Teach & demonstrate expected behaviors & techniques for material usage.



Tips for Teaching Visual Art Skills

1. Before you teach a new lesson; try it out yourself (from start to finish).
2. When able, project your hands-on demonstration. If possible, photograph, or record your hands-on demonstration prior to teaching students.
3. Strongly AVOID drawing, painting, or sculpting on a student's artwork. Use another piece of material for demonstrations.
4. Let students know how much time they have to complete tasks.
5. Encourage students to work at a quiet noise level to exercise the nonverbal part of their brains.
6. When a student says, "I can't draw," explain that it is a skill like reading or math; it takes practice.
7. When giving feedback be specific, and refer to the rubric so expectations are clear.

Adapted from *Teaching Tips for Visual Arts* from Fresno County Superintendent of Schools
& *Tips & Tricks for Managing Materials & Behavior in the Art Classroom* from Stanislaus County Office of Education

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