



# Integrating Art With Language Across the Curriculum

presented by

**Renée Goularte**  
**[share2learn@sbcglobal.net](mailto:share2learn@sbcglobal.net)**  
**[www.share2learn.com](http://www.share2learn.com)**

**CABE 2008**  
**March 6-8, 2008 • San José, California**

## Art Means Language

Art is a language of visual images that everyone must learn to read. In art classes, we make visual images, and we study images.

Increasingly, these images affect our needs, our daily behavior, our hopes, our opinions, and our ultimate ideals. That is why the individual who cannot understand or read images is incompletely educated.

Complete literacy includes the ability to understand, respond to, and talk about visual images. Therefore, to carry out its total mission, art education stimulates language—spoken and written—about visual images.

As art teachers we work continuously on the development of critical skills. This is our way of encouraging linguistic skills. By teaching pupils to describe, analyze, and interpret visual images, we enhance their powers of verbal expression.

That is no educational frill.

source:

The National Art Education Association  
<http://www.naea-reston.org/whyart.html>

## Ten Lessons the Arts Teach

By Elliot Eisner

**The arts teach children to make good judgments about qualitative relationships.** Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

**The arts teach children that problems can have more than one solution** and that questions can have more than one answer.

**The arts celebrate multiple perspectives.** One of their large lessons is that there are many ways to see and interpret the world.

**The arts teach children that in complex forms of problem solving** purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

**The arts make vivid the fact that neither words in their literal form nor number exhaust** what we can know. The limits of our language do not define the limits of our cognition.

**The arts teach students that small differences can have large effects.** The arts traffic in subtleties.

**The arts teach students to think through and within a material.** All art forms employ some means through which images become real.

**The arts help children learn to say what cannot be said.** When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

**The arts enable us to have experience we can have from no other source** and through such experience to discover the range and variety of what we are capable of feeling.

**The arts' position in the school curriculum symbolizes to the young** what adults believe is important.

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications.

Copyright © 2007 National Art Education Association. All rights reserved.  
<http://www.naea-reston.org/tenlessons.html>

## Integrating Art and Language With Math

### Drawing Math Stories

Do this first with the whole group, then let individuals, pairs, or groups of students write their own stories. Start with an equation that is just slightly challenging for most of the class. Discuss the equation by asking questions, looking at each number and symbol.

Draw a picture that represents the “starting number” in the equation.

How many are we starting with?

Every math equation is talking about things. What things could this be?

How many what? Objects? People? Animals? What are they doing?

Draw a second picture that shows what happens next.

What does this symbol mean? Are there more? Are there less? Are there groups?  
What has happened?

Draw a third picture that shows the result:

What do we end up with? How does this story end?

Add text to each page to create a written story. Fill in the story with extra pages.

### More Ideas:

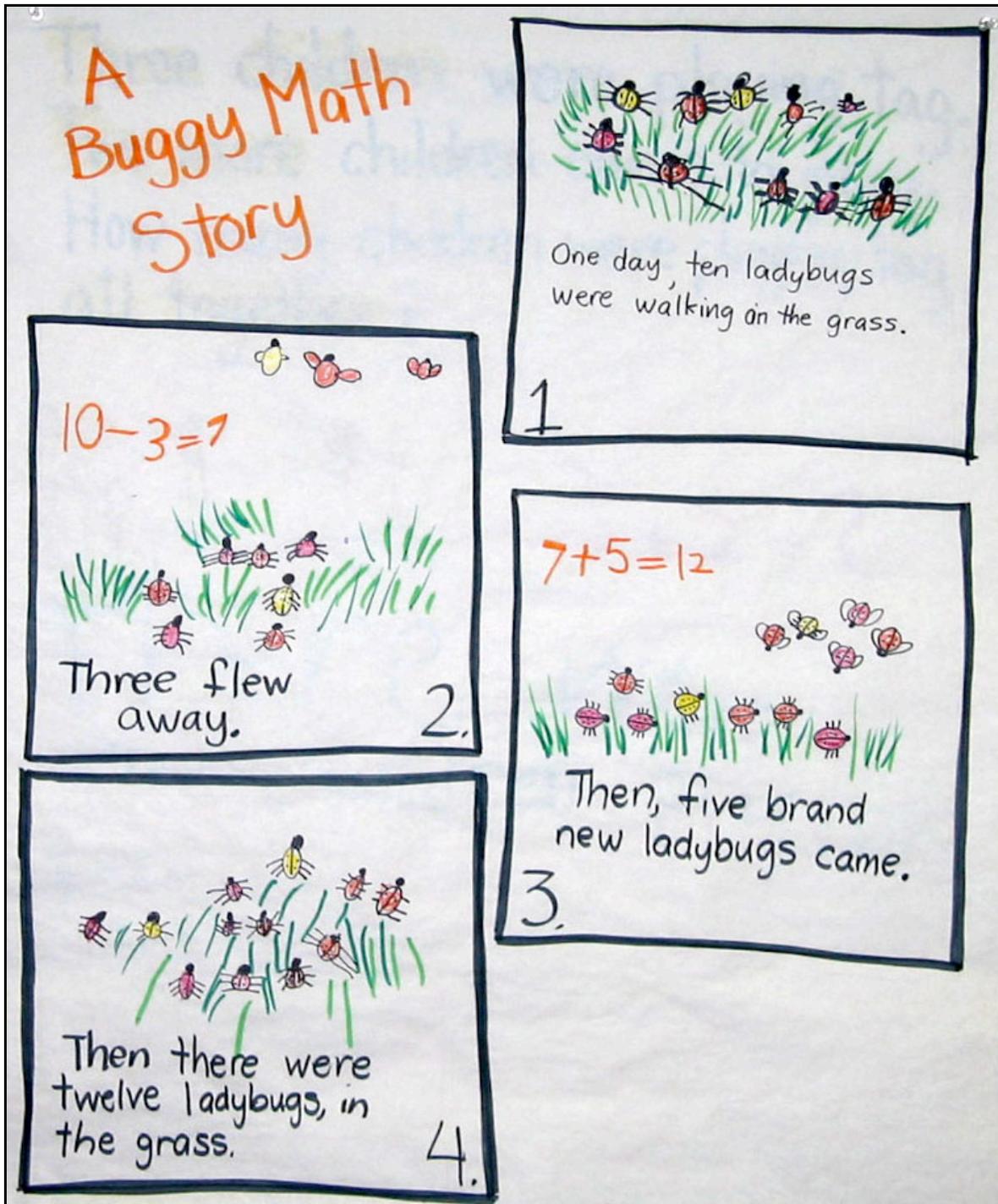
Write the story first, then write the equation to go with it.

Mount and bind the stories into books. One idea: draw the stories on half sheets of paper, mount on construction paper, and tape pages together to make accordion books:



**Draw a Math Story** ~ Read-Write-Think lesson by Renée Goularte  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=144](http://www.readwritethink.org/lessons/lesson_view.asp?id=144)  
Complete lesson plan for drawing math stories.

**Giant Story Prolems** ~ lesson description with student work samples  
<http://www.share2learn.com/wlmathgoularte.html>

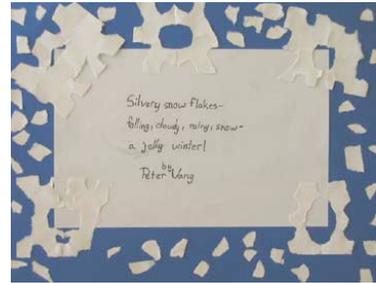


*A Buggy Math Story*  
written by Stanford Avenue School Kindergarten; April 2004  
teacher: Renée Goularte

## Integrating Art and Language With Science

### Seasonal Haiku

Move from drawing to vocabulary brainstorming to writing with these decorative haiku poems that describe images of different seasons.



Draw first:

Break students into four groups; assign each group a season and have the students draw several images that depict or represent that season.

Generate word lists:

Have each group of students collaborate on lists of words that name or describe the images in their drawings.

Write the Haiku:

Introduce the Haiku form, which generally follows a pattern of three lines, with the first line being 5 syllables, the second line being 7 syllables, and the third line being 5 syllables. Make sure students understand that these syllable guidelines are not hard and fast rules, and that they can deviate by as much as two syllables on any line. Most importantly, haiku are "image" poems that create a mental picture more than telling a story.

Have students write individual haikus using the word lists and drawings from their group as inspiration. During the writing process, invite students to share with and help each other.

Mount and illustrate the poetry:

Have students rewrite their finished haiku in the center of a half sheet of copy paper, and trace over the writing with a fine-tipped marker. Glue the poem onto a 9x12 sheet of colored construction paper and decorate the border with pictures cut out from the original drawings

### Variation and More Information:

Have students use cut or torn paper collages to illustrate their haiku.

#### Seasonal Haiku: Writing Poems to Celebrate Any Season

~ Read-Write-Think lesson by Renée Goularte

[http://readwritethink.org/lessons/lesson\\_view.asp?id=39](http://readwritethink.org/lessons/lesson_view.asp?id=39)

Complete lesson plan for writing seasonal haiku.

## Integrating Art and Language With Social Studies

### Rebus Vocabulary Activity

Use drawings to help students bring meaning to vocabulary-rich social studies readings such as historical documents or social studies textbooks.

Preview the text:

On a chart paper, write out a familiar piece of text, such as the Pledge of Allegiance, using a black marker.

Identify difficult words:

Have students find and highlight words they don't know.

Draw:

Discuss each highlighted word. Have volunteer students draw small pictures that depict the meanings of each word.

Create the rebus chart:

Rewrite the entire text, but glue the students' drawings in place of the targeted vocabulary words. When the chart is finished, hang the original and the rebus version side-by-side and review the vocabulary.

### Variation and More Ideas:

Photocopy sections of chapters of social studies texts and use *Textmapping* strategies to help students access difficult text. Students can highlight vocabulary words, then create drawings in the margins of the copies that show the meanings of the words.

~~ See *The Textmapping Project* for more details on this strategy: <http://textmapping.org/>

Isolate short sections of text with particularly difficult vocabulary. Have students copy and work with these sections of text, using their prior knowledge, a dictionary, and drawings to help them understand key concepts within chapters.

Use drawings to introducing new vocabulary to students before they read difficult text.

Have students use drawings to depict synonyms for vocabulary they encounter in new text.

Have students create and maintain a "rebus dictionary" of social studies vocabulary words which includes both drawings and written definitions.

## Highlights of Art Education Research

A summary of findings from seven separate academic studies revealed that the arts:

- reach students in ways that they are not otherwise being reached;
- connect students to themselves and each other;
- transform the environment for learning;
- provide learning opportunities for the adults in the lives of young people;
- provide new challenges for those students already considered successful;
- connect learning experiences to the world of real work;
- enable young people to have direct involvement with the arts and artists;
- require significant staff development; and
- support extended engagement in the artistic process.

source: *Champions of Change*, 1999 pp. 9-11

### Did You Know?

Young people who participate in the arts for at least three hours on three days each week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

source: *Living the Arts through Language + Learning: A Report on Community-based Youth Organizations*, Shirley Brice Heath, Stanford University and Carnegie Foundation For the Advancement of Teaching, Americans for the Arts *Monograph*, November 1998

Americans for the Arts: [http://www.americansforthearts.org/public\\_awareness/facts/](http://www.americansforthearts.org/public_awareness/facts/)

## **The Arts and Math Achievement**

Elementary students who attended schools in which the arts were integrated with classroom curriculum outperformed their peers in math who did not have an arts-integrated curriculum. In 1998, more than 60 percent of the students attending schools integrated with the Chicago Arts Partnership in Education (CAPE) performed at or above grade level on the math portion of the Iowa Test of Basic Skills while the remainder of Chicago Public School students averaged just over 40 percent. Those same numbers in 1992, before the CAPE program began were 40 percent in the pre-CAPE schools and 28 percent district-wide.

source: *Champions of Change*, 1999 p. 54-55, Figure 4

Imagination Project at University of California

Graduate School of Education & Information Studies

study: *Chicago Arts Partnerships in Education Summary Evaluation*

## **Visual Art and Reasoning**

Being taught to "read" art through a "visual thinking curriculum" helped 9- and 10-year-old students develop their reasoning based on visual evidence. This increased ability translated into better "reading" of evidence in science.

source: *Critical Links: Learning in the Arts and Student Academic and Social Developments*, 2002, p.142

study: *Investigating the Educational Impact and Potential of the Museum of Modern Art's Visual Thinking curriculum: Final Report*

## **Visual Art and Understanding History**

Assessments of 6th graders' history understanding using drawing as well a writing helped students veal more of what they knew than using just writing. This held true for both English language proficient and English limited students.

Source: *Critical Links: Learning in the Arts and Student Academic and Social Development*, p. 141

Study: *The Arts, Language and Knowing: An Experimental Study of the Potential of the Visual Arts for Assessing Academic Learning by Language Minority Students*

## **Visual Art and Reading Comprehension**

7th grade boys who were "reluctant readers" but were interested in visual art were given several visual art exercises that resulted in them taking a more active role in reading and interpreting the text rather than just passively reading it. The students were asked to, "create cutouts or find objects that would represent characters and ideas in the story they were reading, and then use these to dramatize the story...draw a picture of strong visual impressions formed while reading a story...illustrate books...(and) depict visually the key details of nonfiction texts."

source: *Critical Links: Learning in the Arts and Student Academic and Social Development*, 2002, p.144

study: *Reading is Seeing: using Visual Response to Improve the Literary Reading of Reluctant Readers*



## Teacher Resources: Integrating Art and Language Across the Curriculum

### *Math is Language Too: Talking and Writing in the Mathematics Classroom.*

Phyllis Whitin and David J. Whitin. 2000. National Council of Teachers of English and National Council of Teachers of Mathematics.

### *Talking, Drawing, Writing: Lessons for Our Youngest Writers*

Martha Horn and Mary Ellen Giacobbe. 2007. Stenhouse Publishers

### *Lively Learning: Using the Arts to Teach the K-8 Curriculum.*

Linda Crawford. 2004. Northeast Foundation for Children

### *Creating Art With Kids*

Renée Goularte. 2006. Self-published: available from author and at <http://www.share2learn.com/CreatingArt-info.html>

## On the Internet

### **Draw a Math Story ~ Read-Write-Think lesson by Renée Goularte**

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=144](http://www.readwritethink.org/lessons/lesson_view.asp?id=144)

### **Share2Learn**

<http://www.share2learn.com> and <http://www.share2learn.com/greatideas.html>  
Resources for teachers, including shared ideas from real classrooms for all curriculum areas.

### **Read-Write-Think**

<http://www.readwritethink.org/>  
Printable literacy lessons written by teachers, sorted by grade level and purpose.

### **Beth Olshanky ~ Picturing Writing: Fostering Literacy Through Art and Image Making Within the Writing Process**

<http://www.picturingwriting.org/combined.html>  
Links to articles and ideas for integrating art and literacy.

### **Art Education Resources**

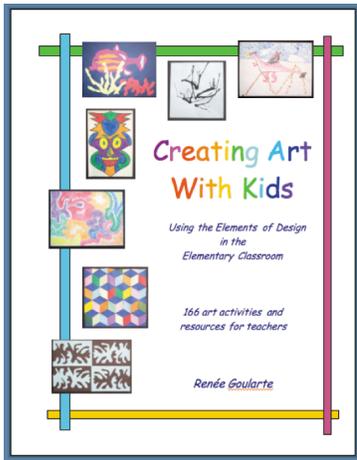
<http://www.princetonol.com/groups/iad/lessons/middle/arted.htm>  
Comprehensive list of lesson plans, many integrated into curriculum, plus other resources.

### **The Reality of Art ~ commentary by Michael T. Martin**

[http://www.susanohanian.org/show\\_commentaries.html?id=558](http://www.susanohanian.org/show_commentaries.html?id=558)  
Art's role in society, particularly regarding its use in a variety of professions.

### **Thinking Like an Artist ~ online article by Pamela D. Valentine**

Educational Leadership ~ <http://www.ascd.org> (use PUBLICATIONS link)  
February 2008 | Volume 65 | Number 5 ~ Teaching Students to Think  
Middle school art teacher also teaches literacy skills.



To order

## Creating Art With Kids

Print this order form page. Include full payment by Cashier's Check, Personal Check or Money Order, made out to *Renee Goularte*. Send to:

Renee Goularte  
14204 Decatur Drive  
Magalia, CA 95954

For more information or to view sample book pages:  
<http://www.share2learn.com/artbook.info.html>

For other questions:  
email ~ [share2learn@sbcglobal.net](mailto:share2learn@sbcglobal.net)

----- *Order Form ~ Creating Art With Kids* -----

Quantity	Totals
_____ Copies @ \$21.50 each	_____
SUBTOTAL	_____
Shipping @ \$2.50 per book	_____
<b>TOTAL PAYMENT</b>	_____

Cashier's checks, money orders, and personal checks accepted for payment. Books will be shipped within one week unless otherwise notified.

Ship To:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Telephone ( \_\_\_\_\_ ) \_\_\_\_\_  
Email \_\_\_\_\_

Please include phone number or valid email address in case there's a question about your order.

Send order form with full payment to:

Renee Goularte  
14204 Decatur Drive  
Magalia, CA 95954