It is art that makes life,
makes interest, makes importance,
and I know of no substitute whatever
for the force and beauty of its
process.

– Henry James, American novelist (1843–1916)

Hello!

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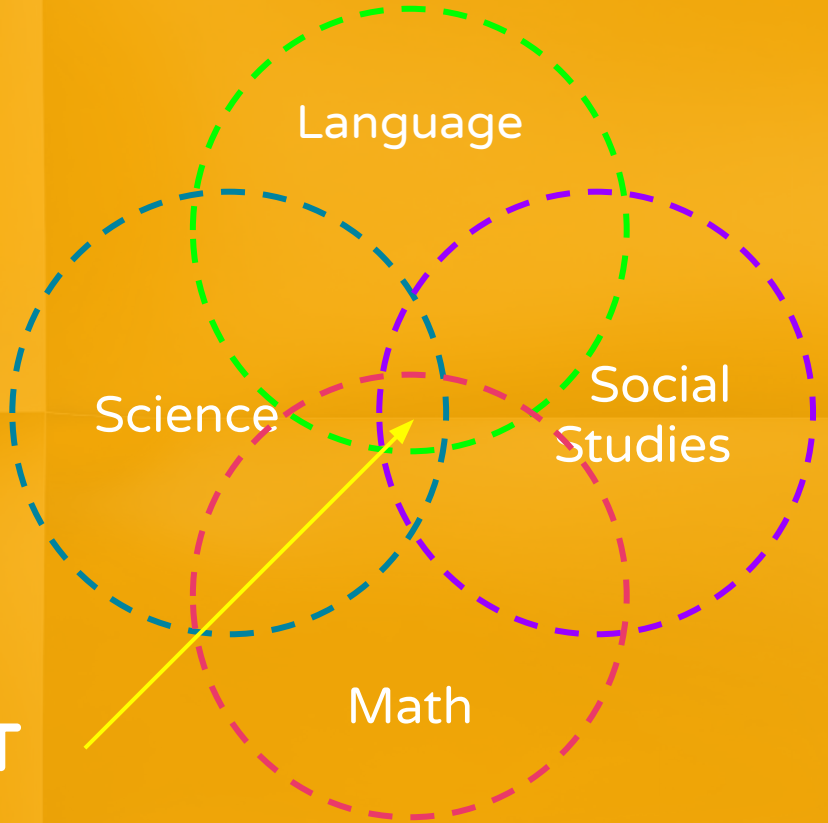
Arts Integration (in theory)

- How Art 'works' - Venn Diagram Core:
- Research results



Arts Integration (in theory)

- Arts Integration Continuum • *Kennedy Center / Institute for Arts Integration and STEAM*
- "**Noun**"-based *(often thematic)* versus "***Concept***" based integration

Arts Integration (in theory)

- NCAS "Connect" artistic processes
  - **Anchor Standard 10:** *Synthesize and relate knowledge and personal experiences to make art.*
  - **Enduring Understanding:**
    - *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
  - **Anchor Standard 11:** *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding*
  - **Enduring Understanding:**
    - *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

Now: How to connect different areas across a school...

Arts Integration (in practice)

- Don't make yourself crazy. You can't do this alone.
  - Have an ally?
    - Great. *Actually collaborate*:
      - Travelling notebooks?
      - Specific Timing vs Ongoing practice.
  - Living as an island?
    - Seek connection through consultation:
      - Is there shared or common vocabulary?
      - Determine content scope at grade level.
      - Spy on Hallway Work... *ways to connect often present themselves*

an Arts Integration unit (in practice):

Expressive Art Sculpture: a *Fantasy Impossible Container*

- Design Challenge
- Social-Emotional connections
- Expressive Language & Writing
- Geometry Standards-aligned Mathematics

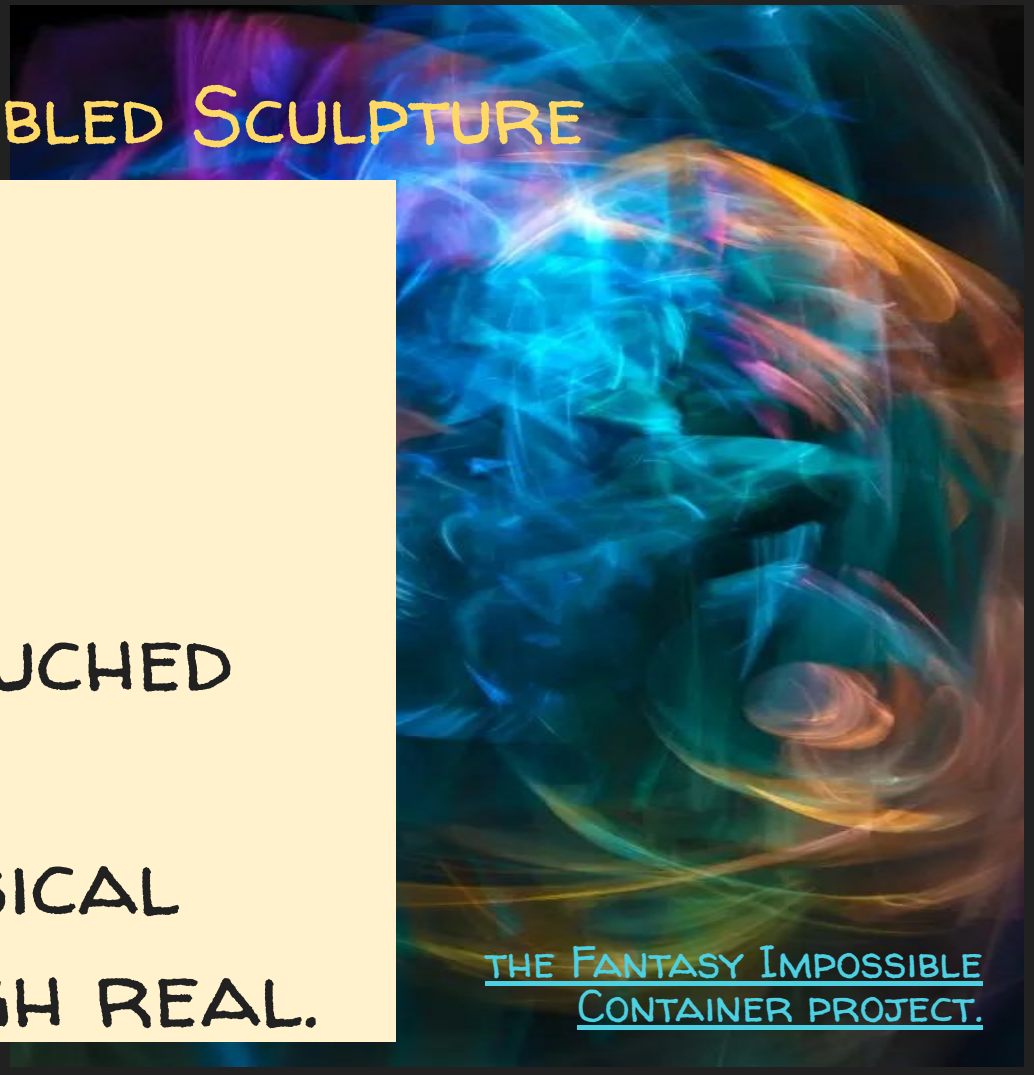
Constructed / Assembled Sculpture

In·tan·gi·ble

/in'tanjəb(ə)l/ •

adjective

unable to be touched or grasped; not having physical presence, though real.

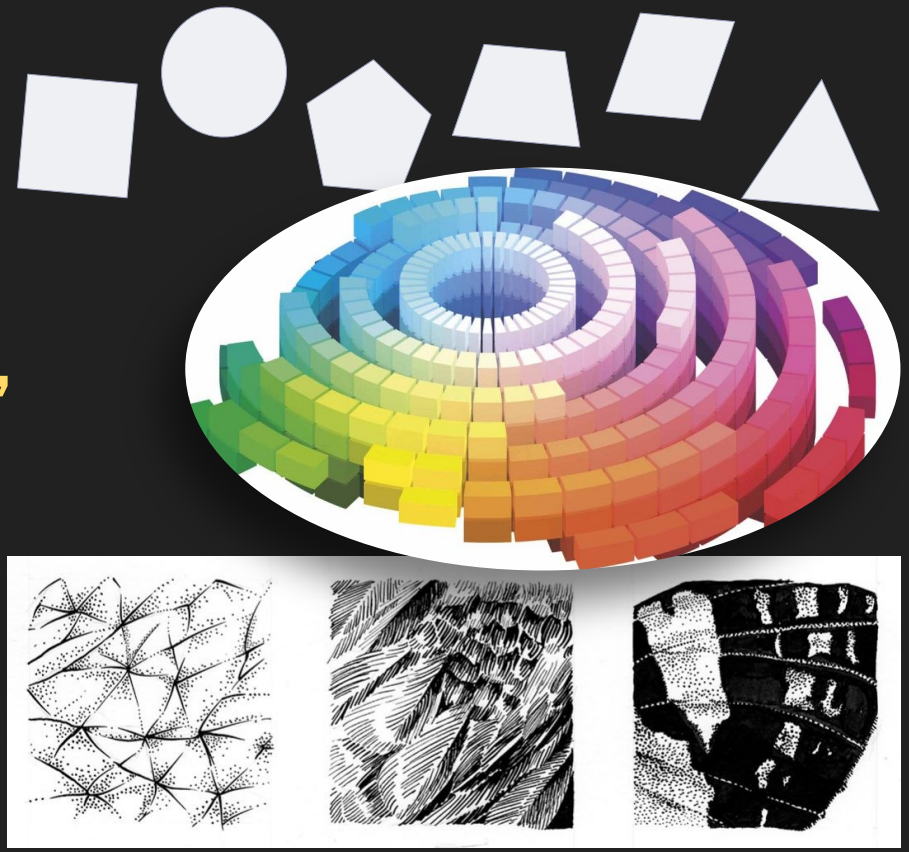


the Fantasy Impossible Container project.

- Voice
- Light
- Life
- Soul / Ghost
- Sound
- Feelings
- Weather
- Ideas
- Dreams
- Illusion
- Sky
- Knowledge
- Syllables
- Prefixes
- Vision
- Smell
- Taste
- Power
- Reading
- Starlight
- Darkness
- Space
- Evil
- Kindness
- Sweetness
- Bitterness
- Sour
- Imagination
- Travel
- History
- Heat
- Fairy Tales
- Fantasy
- Song
- Daydream
- Daytime
- Death
- Depression
- Despair
- Disappointment
- Division
- Dragons
- Dreams
- Electricity
- Emptiness
- Energy
- Exercise
- Laughter
- Exploding
- Extinction

Constructed / Assembled Sculpture

Compose a sculpture of solid forms (organic or geometric) that uses elements of **Shape, Color,** and **Texture** to convey an intangible concept, story, or experience *as a packaged product design*.

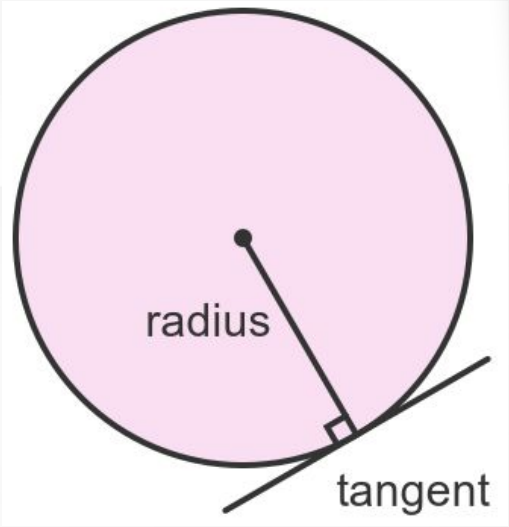


Constructed / Assembled Sculpture

Your Intangible Package sculpture will be evaluated on:

- Expressive use of **art elements** to communicate **experience** without using words.
- Stable and solid construction, representing standards of common product packaging.
- Maximum size approx. 12” x 12” x 12”, details viewable in the round.

Math • ELA • SEL



IN·TAN·GI·BLE

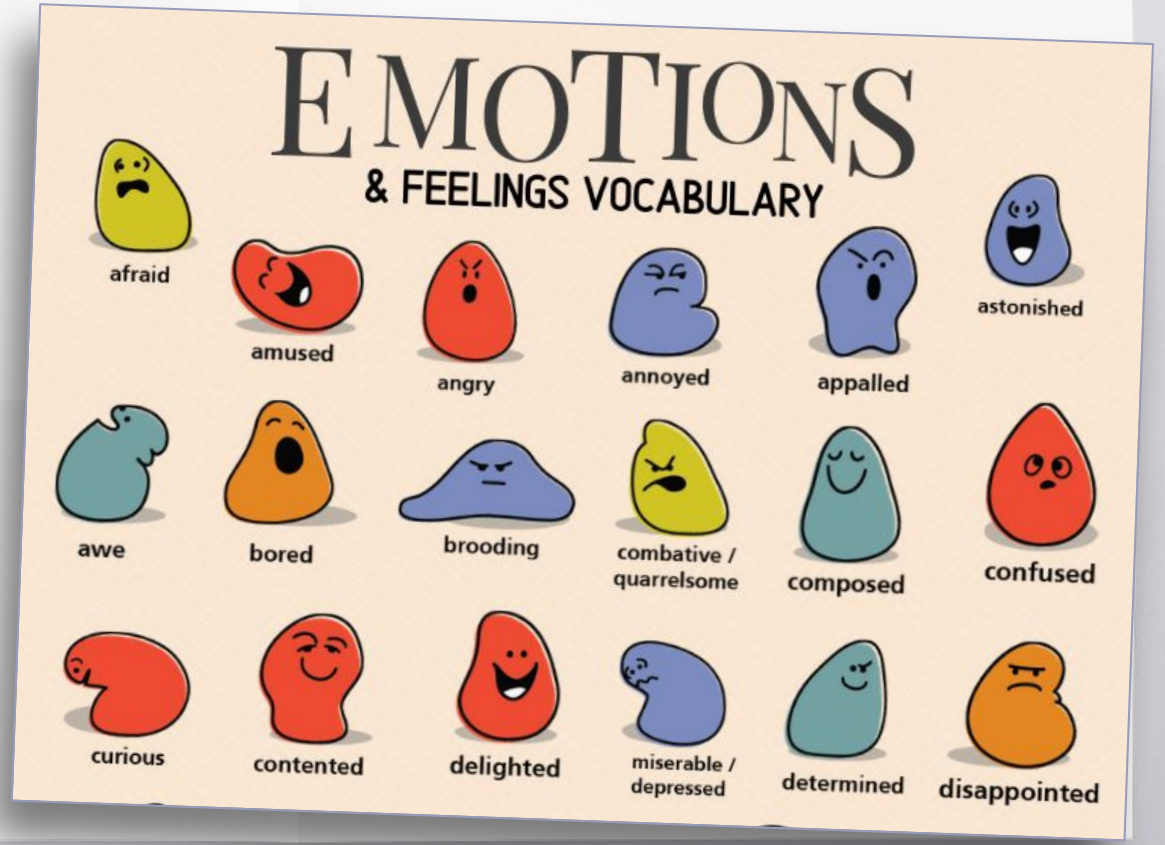
/ɪnˈtanjəb(ə)l/ • ADJECTIVE

UNABLE TO BE TOUCHED OR GRASPED;
NOT HAVING PHYSICAL PRESENCE, THOUGH REAL.

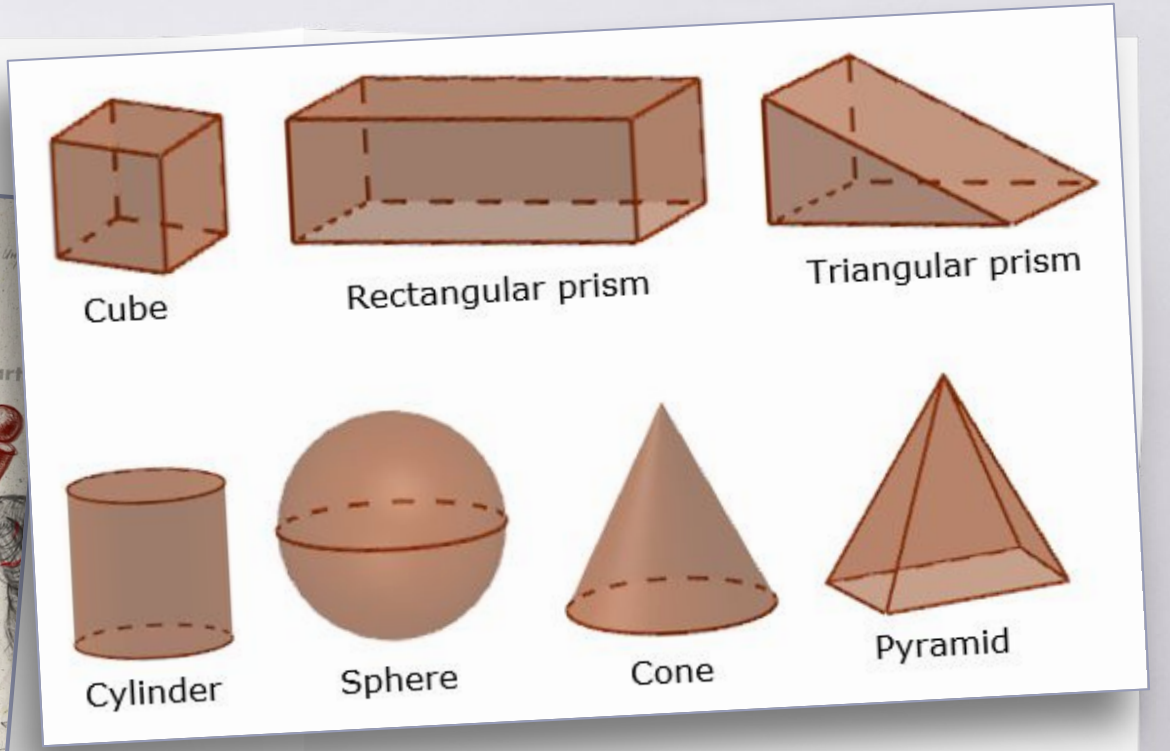
First, definitions: what's a "tangent"? How does that connect to "tangible"?

Math • ELA • SEL

- Naming Feelings may be a solid first step to seeing “intangible” things as very *real*.



Math • ELA • SEL



Geometric Measurement and Dimension

- Visualize relationships between two-dimensional and three-dimensional objects.

Modeling with Geometry

- Apply geometric concepts in modeling situations.

from WI Standards for Mathmatics

Math • ELA • SEL

Nutrition Facts

3 servings per container

Serving size 7 Sleep Cycles (88g)

Amount Per Serving

Calories 1,647,485

	% Daily Value*
Total Synonym 9g	**55%**
imagination 7g	**63%**
Nightmare 4g	**26%**
Thought 79 mg	**34%**
Delusion	**11%**
Total Idea 98g	**6%**
Dietary image 53g	**7%**
Total Thought 64g	**99%**
Includes 22g Added Image	**6%**
Nightmare 7g	**99%**

Not a significant source of Imagination, Thought and Nightmare

*The % Daily Value (DV) tells you how much a nutrient in a serving of Delusion contributes to a daily diet.

Decide whether your Intangible product is supposed to be:

- used on a person like deodorant or cosmetic,
- Eaten, sipped, or taken internally,
- or if it's a household product that you would use in your house (or yard or vehicle).

If you'd eat, drink, or apply your product, use this template to create your Intangible Container's "Nutrition Facts" label.

1. Look up Synonyms and Antonyms for your Intangible product at this link
2. Choose the best ones to include as the 10 main components of your product
3. Replace each **Synonym** highlighted in yellow on the chart,
4. Replace each antonym in the disclaimer at the bottom of the label, as well.
5. adjust each ? and whatever **Units** of measure to a number and term that makes sense to you, as well.
6. Once all information has been entered, remove all yellow highlighting before turning it in!

Nutrition Facts

? servings per container

Serving size ?? Units (?g)

Amount Per Serving

Calories ??

	% Daily Value*
Total Synonym ?g	**??%**
Synonym ?g	**??%**
Synonym ?g	
Synonym ?mg	**??%**
Synonym ?mg	**??%**
Total Synonym ?g	**??%**
Dietary Synonym ?g	**??%**
Total Synonym ?g	**??%**
Includes ?g Added Synonym	**??%**
Synonym ?g	**??%**

Not a significant source of antonym, antonym and antonym

*The % Daily Value (DV) tells you how much a nutrient in a serving of ? contributes to a daily diet.

Consider listing possible Safety Requirements for safe use, along the lines of:

Synonyms & Antonyms • Nutrition Facts label Template • Instruction Manual Template

Math • ELA • SEL

ADVENTURE®

Caution: this item is highly toxic and if consumed please obtain medical assistance immediately. If you were to consume this item you would have a reaction almost like an allergic reaction your throat will start to swell. And it will become harder to breath, also eyesight will start to get fuzzy after an hour after consumption.

Keep away from extreme heat or cold and keep out of reach of children and pets.

Decide whether you'd use your product to accomplish a task, as a household product you would use in your house, yard, or vehicle, or simply as a fun accessory.
Use this template (or make your own) to create your Intangible Container's "User Manual" page.

1. Look up Synonyms and Antonyms for your Intangible product at this link
2. Choose the best ones to include as the 10 main components of your product
3. Replace each **synonym** highlighted in yellow on the chart,
4. Replace each **antonym** in the disclaimer at the bottom of the label, as well.
5. adjust each **?** and whatever **verbs** or **units** of measure to a number and term that makes sense to you, as well.
6. Once all information has been entered, remove all yellow highlighting before turning it in!

Example:

If I'm building a "Storm" container, my possible goals might be "blizzard", "cloudburst", "cyclone", "hurricane", or "squall",

Consider a "Troubleshooting" section for malfunction or misuse — issues might include "atmospheric disturbance", "gale", "monsoon" or "tempest"

Your label should mention possible Safety Requirements for

Intangible Product Name Quick-Start Guide

image

image

image

STEP 1

sample; Congratulations on your purchase of a top quality **synonym** guaranteed to provide **units** of **verbs** for years to come

STEP 2

sample; Be careful to avoid accidental **antonym** or **antonym** by carefully adjusting **verbs** or until desired **units** are achieved.

STEP 3

STEP 4

Synonyms & Antonyms • Nutrition Facts label Template • Instruction Manual Template

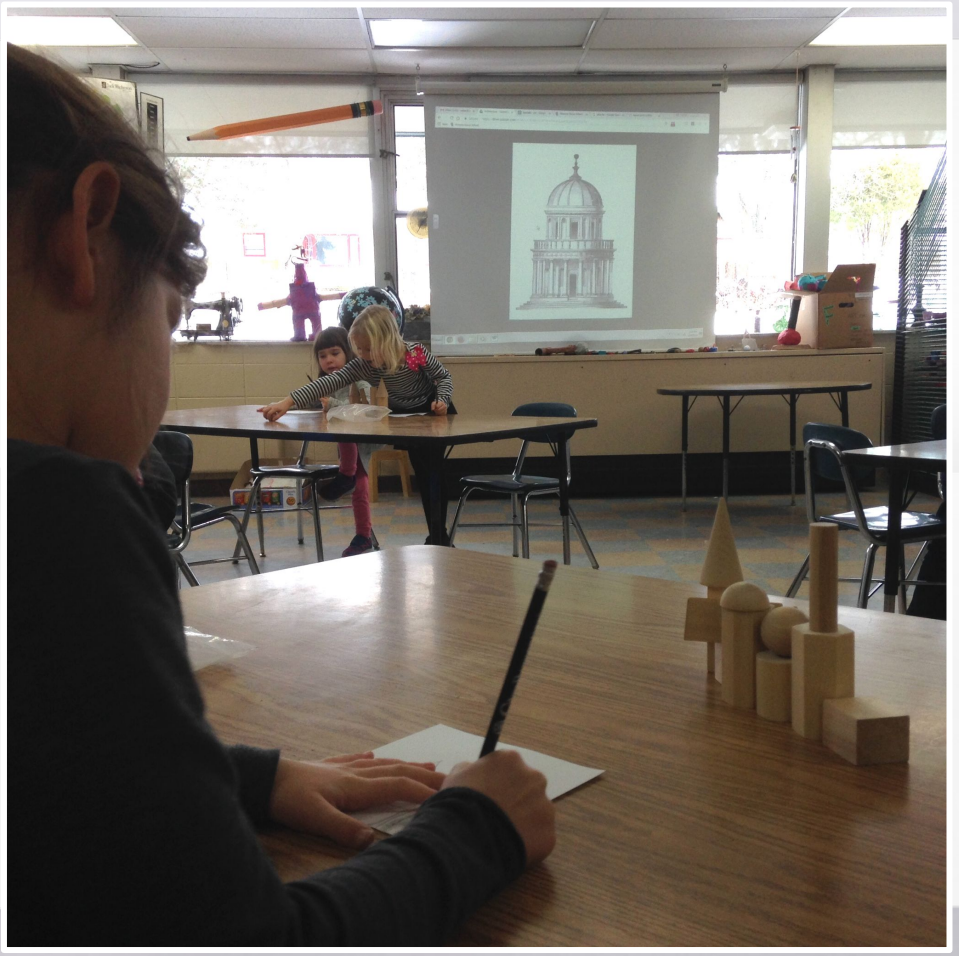
Assessing *Hands-On* Conceptual Learning:

- Formative assessment is always ongoing;
- ‘Collecting Data’ doesn’t mean “doing” needs to stop.
  - Using knowledge in process, not always stopping to test/check

Assessing *Hands-On* Conceptual Learning:

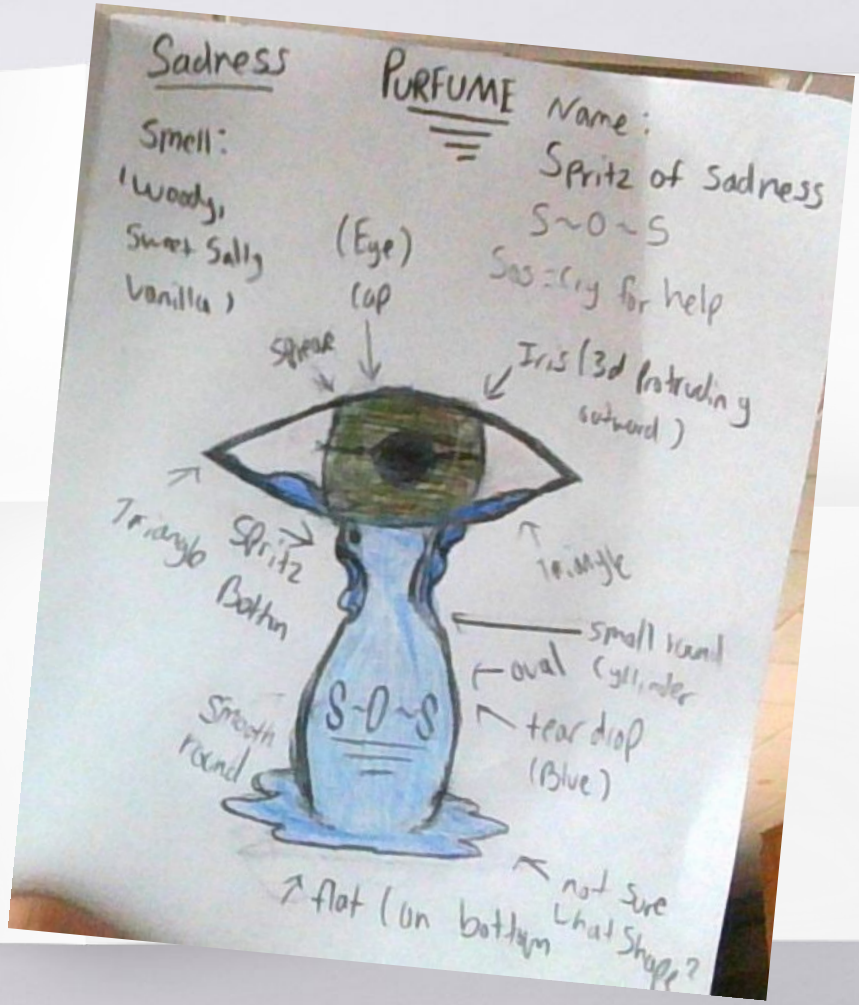
- Brainstorming (“intangible”)
  - Defining root word: math/vocab
  - Practical application: concrete list (tiger vs. fart)
- Color & Shape Psychology — active group collaboration
  - Elem: color/vocab synesthesia
  - MS/HS: graphic slide creation
- Geometric Solids
  - Architectural application:
    - Interpreting drawings
    - Composite objects ID

Kindergarten students applying Geometric Forms to architecture, translating 3D models to 2D representations



High School student's initial plan sketch applying Geometric forms to their package design, labeling 2D representations with (proposed) 3D models.

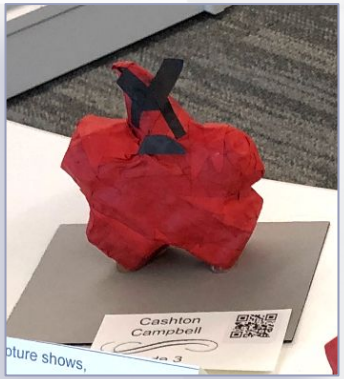
full Planning Page assignment here:



“Joke”

“Sweet”

“Expressive Containers”
by Elementary Students



“Mad”

“Dragon”

Fantasy Impossible Container • Sequence

	Elementary	Middle Grades / High School
Design	Gestalt concept drawing ● Clarifying labels (all) ● Multiple views (MS / HS)	
Construction	'Shopping' for parts; ● ID in practice, ● confirm w written plan	● Adapting found items ● Understanding templates ● Building from scratch
Finish Labeling	Coupon / Flyer / themed label	Nutrition Facts / User Guide
Evaluation	'Matching' game w labels Organizing the store	Self-Assess / Peer Critique Artist's Statement