

e-ARTinED Background Report On Using Visual Art To Teach Curricular Subjects

Introduction

Visual arts activities help students to understand and to express their world in a visual, tangible form.

Chances to explore and investigate visual elements in their environment enable them to appreciate the nature of things and to focus their natural curiosity for educational purposes.

Visual arts education helps them to develop sensory awareness, enhances sensibilities and emphasizes particular ways of exploring, experimenting and inventing.

The enjoyment and confidence which derive from visual arts activities have a positive effect on students' learning in all areas of the curriculum.

Teachers can develop students' learning by offering them the chance to establish connections between visual arts content areas and other disciplines across the curriculum.

Incorporating visual arts in the curricular subjects, through instruction and assessment, encourages the growth of skills such as reasoning, analysis, synthesis and communication.

Why visual art integration.

Integrating visual arts in daily teaching allows for:

- Students involvement and self-confidence
- Questioning
- Discovering a student's learning style
- Creativity
- Cooperation
- Feeling unique
- Building fine motor skills
- Freeing expression of feelings
- Problem-solving skills
- Social and emotional interaction
- perseverance and concentration
- understanding and respect for others
- Satisfaction and pride

Principles

Several principles should be taken into consideration when integrating visual arts into the curriculum.

1. **Viewing the curriculum as a whole.** Using visual art not only as a standalone discipline, but using them throughout the curriculum encourages also the development of some important skills, such as communication, reasoning, synthesis and analysis.
2. **Students learn in different styles.** Through visual arts, personal learning styles (multiple intelligences) can be discovered and nurtured.
3. **Creative teaching.** This is related to questioning, discussing, using sensorial experiences, becoming more open to new ideas and different perspectives.
4. **Assessment.** This should lead the students to a correct self-assessment and to a constant development of their performances.

Techniques

Teachers can use various techniques to teach curricular subjects through visual arts.

Colouring. Students can use colours to interpret personal meanings of content and create moods and emotions.

Modelling technique is the manipulation of a variety of media, for instance plastiline, modelling clay, play dough and found objects, such as cardboard and paper, to create concrete images of text, content ideas or concepts. Students can either work independently or in pairs or in teams to create collaborative three-dimensional representations.

Folding paper technique requires certain skills and abilities in order to create some forms of artistic space by paper or cardboard folding. It requires permanent attention, creative thinking and development of the psychomotor processes.

Simple masks technique involves creating specific masks for different learning situations and requires emotions, patience and attention. Mask work is ideal for creating an understanding character traits and motivations.

Drawing visualization of text technique helps students see character, setting and events. An important tool for memorization.

Collage technique assembles different forms to create a new whole. Collages include photographs, found objects, cut-outs from newspapers and magazines and all sort of suitable materials. This technique provides an environment for unique visual expression and the act of collecting items develop problem solving skills.

Print technique represents creating, organising and balancing shapes, spaces, pattern and texture.

Practical Examples are available in the longer text of the report “ARTinED Background Report On Using Visual Arts To Teach Curricular Subjects”