ON TOUR ART INTEGRATION GUIDE AND LESSON PLANS

David Green
Publisher
Educational Services Consortium
Tallahassee, Florida

International Standard Book Number ——————————————
Library of Congress Control Number ——————————————

Supported by Educational Services Consortium
A Not for Profit Foundation Since 1973
Focusing on School Improvement and Student Success

Printed in the USA

Table of Contents	
Contents	**Page No.**
Introduction	2
Background Information	2
Comprehensive Program	2
Consequences of Losing Balance in Education	2
Thankfully, Some Educators Insisted on Balanced Education	3
Significant Studies and the Need for Art Integration	3
An Example of Other Studies Support Art Integration	3
The On Tour Art Integration Program is Cost Effective	3
Brain Research and Art Integration	4
Why Does Art Integration Work?	4
Positioning the On Tour Art	5
What is Art?	6
Instructor Guide and Lesson Plan 1	Appendix A

On Tour Art Integration Program

Introduction

Why is art integration so effective? What does the Research say?
Using "Art Integration" you can:

- Increase Student Overall Test Scores
- Increase Graduation Rates
- Decrease drop-out rates
- Increase Creativity
- Increase Confidence to Collaborate
- Increase Focused Attention
- Improve overall Academic Achievement
- Help Close the Gap between Socioeconomic Groups

Background Information

You can have confidence: The On Tour Art Integration Program is based on proven research and backed by hundreds of studies.

Comprehensive Program

The On Tour Art Integration Program is a comprehensive program designed to replicate documented scientific studies proving art education as a primary factor in increasing overall academic achievement. The On Tour Art Integration Program is a new paradigm for teaching and learning.

Consequences of Losing Balance in Education

Sadly, in the past decades, schools under financial stress started cutting art out of school budgets. This loss of balance in student education led to unintended consequences. In the process, a balanced curriculum

suffered and the whole student concept suffered. The negative effects on overall academic achievement were not obvious at first, but in time, the result was lower student achievement and graduation rates.

Thankfully Some Educators Insisted on a Balanced Education

During this severe decline in balanced education, some educators continued to promote a balanced education for their students and continued against all odds to insist on the balance offered by art programs. At the same time, educators rallied around the need for improved student achievement in science, technology, engineering and mathematics (STEM) became a national priority.

These two national trends merged and the arts were combined with STEM to create a powerful synergistic approach to teaching and learning. We now refer to this revolution in learning using the acronym, STEAM (science, technology, engineering, art/design/humanities, and mathematics).

Significant Studies and the Need for Art Integration

In a benchmark study, The National Science Foundation (NSF) observed integrating the arts into STEM curriculums increased student retention and academic achievement. NSF follow-up studies established the importance of integrating Science, Technology, Engineering Art and Mathematics (STEAM) as essential steps to enhancing teaching and learning strategies. STEAM has now been successfully integrated into many schools to improve student achievement and retention.

An Example of Other Studies Supporting Art Integration

A study of the impact of STEAM on ten low performing schools in San Marcos and San Diego counties in California revealed remarkable improvement on standardized test scores. After 20 years, STEAM is becoming widely accepted as a strategy that yields increased student achievement. STEAM is becoming more and more widely used as schools

understand the value and of integrating Art into STEM as a powerful school improvement strategy.

The study noted above explored the impact of art integration with different levels of intensity at three different schools. The researchers found the school with the least, but with a measurable amount of art integration, increased standardized scores 25 points, the group with the most emphasis on art integration improved 42 points. The group with the highest levels of art integration improved 87 points using the same test measures. Moreover, the lowest performing children made the most dramatic statistical gains in achievement. The findings confirmed art integration positively impacted students and reduced the gap between socioeconomic groups.

The On Tour Art Integration Program is Cost Effective

The On Tour Art Integration Program is designed to increase academic achievement and promote school improvement with relative ease and lower cost compared to other programs.

Brain Research and Art Integration

Learning theorists support programs like the On Tour Art Integration Program as it has proven to activate the right side of the brain, the creative side. This stimulation requires students to use higher level thinking skills to interpret art work such as the Mona Lisa painting. Students use thinking skills to think, evaluate, measure, weigh, and sense various aspects of the work of art. Using synthesis and judgment, students decipher the messages hidden in the painting, infer meaning and evaluate overall impact.

Why Does Art Integration Work?

The Science behind art integration is solid. Simply put, more of the brain is at work when art is part of the learning process, strengthening

attentiveness, reaction time and comprehension. The latest research indicates knowledge of mathematics and science are most accessible by students when both sides of the brain communicate and work in unison. For many years learning strategies have neglected address the need to stimulate student creative thinking skills resulting in lower overall student performance. However, there is a body of research that supports the notion that artistic work, including drawing a picture or writing a song, stimulates creative thinking in the brain. Long-term learning and practical application of knowledge are both supported when the arts are integrated suggesting that the two sides of the brain are not as dichotomous as previously thought.

Positioning of On Tour Art

The On Tour Art Integration Program's framed paintings come with sturdy hanger wire on the back that can be attached to a sturdy wall hook. Some schools may choose to mount the painting on a permanent basis for easy access and safety.

The On Tour Paintings are best displayed in a place readily visible to students on a daily basis. This allows students to spend time in front of the paintings without interruption, so they can evaluate and interpret the paintings. A low noise area is preferred.

It is suggested the school display paintings for easy viewing without looking too far up or down.

It is best to display paintings in a well-lit area and if possible have light directly over the paintings. LED "sunlight" bulbs are easy to secure and are not expensive. LED lights generate little heat and give paintings full color due to their broad band light spectrum.

WHAT IS ART?

For thousands of years, people have expressed their feeling, shared an experience, or tried to record something that impressed them. Many were trying to share their love of beauty as they perceived beauty.

There can be no universal definition of what art is. We can agree that art is the artist making a tangible creation of an object or incident that impressed them. Art is an internal expression of how an artist feels at that moment in time and even this, changes as the artist changes. There are paintings that did not seem valuable when they were first created but today, they are coveted and worth millions or hundreds of millions of dollars.

The Latin word “ars” means a craft or skill that we call art. The meaning of the word “art” is as old as humanity but the word “art” was first used as a specific word in the 13th century.

Art may be defined as the study of subjective and sensori-emotional values, or sometimes called judgments of sentiment and taste. Artistic work reveal how artists imagine, create and record their experiences ; how people use, enjoy, and experience art; and what happens in their minds when they look at paintings, listen to music, read poetry, and come to terms with what they see, feel and sense. Artist also study people’s feelings about what they experience why they like some works and not others, and how art can affect their moods, beliefs, and attitude toward life.

Interpretation of art varies from individual to individual. We can all look at the same piece of art and each of us will have a different interpretation of what it is or what it means and we would all be right. The On Tour Guide Book allows individuals to personalize their perception of art. To the extent they are open to different viewpoints, willing to listen, collaborate with friends and maybe come to a new understanding that is a little bit of personal and a little bit borrowed.

Appendix A

Instructor Guide and Lesson Plan # 1

How to effectively use the "On Tour" Book included with On Tour Paintings

The On Tour Book is designed to be a flexible teaching tool for professional educators facilitating increased student achievement.

Professional educators by design are given maximum flexibility and encouraged to be creative when implementing the On Tour STEAM Art Integration Program.

Professional educators may add content to the Book, remove or replace content to best meet their instructional goals and their student's learning needs.

Professional educators may, for example may add paintings, add STEAM questions, remove STEAM questions, and alter the content of the On Tour Art Integration Program only limited by their creativity.

It can be argued the On Tour paintings promote balanced education when students simply observe the paintings and truly experience art appreciation in terms of beauty, form, color, design, and the emotional impact projected by the artist communicating powerful messages through their art.

The On Tour STEAM Art Integration Book can serve as an individual guide for individual students. The On Tour STEAM Art Integration Book includes a list of The Western World's Collection of Great Paintings. These paintings are listed in chronological order beginning with the oldest paintings to the most recent. On the right side bottom of each painting is a small number that corresponds to each painting in the book.

Left Side of Page

When the student opens the On Tour STEAM Art Integration Book they will see at the top left side of page a painting #. For example, Painting # 1 is the Lascaux Cave painting. The left side page includes the physical location of the

painting, name of the artist, the county the artist is from, and the date the painting was completed. Next, interesting facts and information is provided sharing important details about the artist and painting.

Right Side of Page

On the right side of the page of the On Tour STEAM Art Integration Book are 5 STEAM questions directly related to the painting mentioned on the left side of page. These questions may focus on one or all of the five components of STEAM (Science, Technology, Engineering, Art/Design/Humanities, and Mathematics) depending on the content of the painting and the creativity of the professional educators contributing to this basic text.

Possible Uses of the On Tour STEAM Art Integration Program Book

The possibilities of this book are limitless. Professional educators may use their creativity and alter, modify, or change the book as they wish.

- Individual students can simply observe each paining (Art Appreciation) with or without the book.
- Individual students can be given an assignment related to the artist and content on the left side of each painting's description.
- Individual students can be given research questions based on the STEAM Questions on the right side of each painting's description.
- The 1, 2, 3 process noted above can be used with small teams of students or class size groups of students.
- Individual teams and class size groups may be assigned STEAM (Science, Technology, Engineering, Art-Design-Humanities) tasks.
- The uses noted in items 1 – 5 above can be used with individuals other than students. Examples: These individuals include but are not limited to staff, community groups, visitors, and special guest.