

## COURSE SYLLABUS

**Course:** Enhancing Your Curriculum through Art

**Presenters:** Nica Lalli

**Hours:** 30

### Course Overview

Nica Lalli, artist, teacher and writer, brings compelling works of art into the general education classroom—making students better observers and thinkers in all their subjects. She demonstrates ways that classroom teachers K-12 can use art to illuminate concepts of history, literature, science and even math and inspire insights that will add depth and dimension to standard teaching practices.

Lalli introduces many paths to access art—through reproductions, the Internet, and museums, and local exhibits. She demonstrates techniques for using art in the classroom for a variety of purposes: to introduce diverse cultures and points-of-view; to enhance language arts, social studies, and math curricula; to animate the past and present; and to inspire creative writing and art-making.

Lalli makes participants comfortable with art and gives them an opportunity to have fun with their students using creative observation and hands-on activities. Participants become adept at asking basic questions of art—from ‘how is it made?’ to ‘what does it say?’—all of which will help their students to improve observation, inference, and interpretation skills.

The course features classroom footage of Lalli modeling the surprisingly simple and rewarding tasks of looking at art with students and engaging with them in hands-on projects that reinforce lessons.

A final activity-based unit gives participants the opportunity to create innovative lessons and to bring art into their own classrooms to enhance and deepen their students’ understanding of content.

### Presenters’ Bios

**Nica Lalli**, artist and writer, earned her AB from Vassar College and her MFA from American University. She attended the New York Studio School for Painting and Sculpture where she concentrated in painting and museum studies. The winner of the prestigious Rose Prize for Creative Arts from Vassar College, a highly competitive award given to one creative artist each year, Lalli has taught art at Lebanon College, in the New York City public schools, and freelance at the Metropolitan Museum of Art. She has also worked with Lincoln Center, ArtsConnection, and Studio in a School, the last as coordinator of a three year study conducted in New York City public schools. The author of *Nothing: Something to Believe In*, Lalli is an active writer and artist.

### Objectives

After completing this course, educators will know:



- The value of making art a vital part of core curriculum
- Ways to use works of art as motivation for deeper understandings of concepts
- The many links that exist between art and history, science, math and writing

### **Student Learning Outcomes**

After completing this course, educators will apply the following skills:

- How to plan and implement a productive and entertaining visit to an art museum or gallery
- Hands-on activities that will engage students' curiosity and make core curriculum lessons understandable and entertaining
- How to use the Web to access art from every century world-wide
- Explain the research results to educators, administrators and parents, and champion adoption of SCGM for non-gifted populations
- Recognize gifted behaviors to look for in special populations and how to accommodate special populations in gifted education
- Use the SCGM groupings to support the learning of all students
- Introduce the SCGM over a two to three year implementation process

### **Unit 1: Introduction to Art in the Classroom**

Art not only belongs in a school's art studio, it belongs in any classroom. Presenter Nica Lalli introduces strategies for bringing art into the classroom. Participants learn to expand their students' visual literacy and to introduce them to diverse cultures and points of view.

In this unit, educators learn how to engage their students in conversing with art: asking questions of it, talking about it, and writing and drawing in response to it. They will be able to help their students improve their capacities to observe, to make inferences, to interpret, and to draw conclusions—practices relevant in every subject.

Participants also learn to use art to develop their students' story-telling skills and to broaden their abilities to express thoughts and feelings. Ms. Lalli includes information on how to connect looking at art to specific content areas such as social studies, language arts, and mathematics, inspiring participants to make visual literacy an aspect of any curriculum.

#### **Objectives**

After completing this unit, educators will know:

- The value of observational skills for their students across subject curriculum
- What art is and who makes art
- Techniques needed to teach visual literacy
- Where to find works of art to use in their classrooms

### **Student Learning Outcomes**



After completing this unit, educators will apply the following skills:

- Use looking at and making art to further students' literacy
- Present works of art for classroom discussions
- Integrate art into lesson plans in a variety of academic areas

## Unit 2: ABCs of Art

What makes art? In this unit, participants expand their arts-related vocabulary. Nica Lalli gives them the tools and vocabulary to talk with their students about art, and make art part of their classroom experience. Participants learn five basic components of art—the ABC's of both making art and decoding it—dot, line, color, shape, and pattern.

Lalli demonstrates new teaching techniques and hands-on exercises that will allow teachers to embed art into their subject-area lessons, and guide their students to respond to art in all of its components.

The unit includes classroom footage of Lalli demonstrating her techniques, which equip educators with a better understanding of the language and purpose of art and how students respond.

### Objectives

After completing this unit, educators will know:

- The basic vocabulary of art
- The value of using art concepts in the classroom
- How to identify dot, line, shape, color, and pattern in pieces of art

### Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Analyze art by its basic elements
- Embed discussions of art into core curriculum
- Develop lessons which include art vocabulary in evaluating visual and written content

## Unit 3: Art and Writing

The skills required for looking at and understanding art are required for both reading and writing. Nica Lalli introduces participants to ways that art can be used to enhance literacy through broadening vocabulary, heightening observational aptitude, and stimulating students to talk and write.

In this unit, participants examine some direct links between art and writing by considering works of art as prompts for writing, and poetry as inspiration for art.



In addition, participants are shown ways to use visual literacy in the classroom to promote written literacy. They have the opportunity to visit a classroom with Ms. Lalli as she demonstrates techniques for bringing art alive with her own students.

### **Unit Objectives**

After completing this unit, educators will know:

- How art can inspire writing
- How writing can inspire art
- Why it is important to use art in the classroom

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Lead hands-on writing projects that are responses to paintings, both as a classroom project and for individual students.
- Use art and the discussion of art as a way to lead into writing
- Lead discussions that will help make the link between writing that inspires art and art that inspires writing

## **Unit 4: Art and Communities**

Nica Lalli presents the components and nature of community and how these have provided many artists with their subject. In this unit, participants look at some of those images with an eye toward how to use them in the study of daily life in a social studies curriculum.

Participants study how to use the art to facilitate discussion and illustrate for students how people live, work, and play (or lived, worked, and played) around the globe.

Hands-on projects provide inspiration for classroom activities that have students illustrating their own communities, personalizing and enlivening that aspect of social studies.

### **Objectives**

After completing this unit, educators will know:

- How using art can enhance the students' understanding of social studies curricula
- The process of looking at art in the context of who made it and what the art and artist had to say about the community
- The links between the study of modern and historical communities and cultures



### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Create hands-on activities which lead to students decoding and creating art in the context of social studies curriculum
- Implement activities that will build community within the classroom
- Using works of art, apply students' exploration of communities around the world and throughout history to their personal experiences

### **Unit 5: Art and the Ancient World**

Art can animate the past. In this unit, participants learn to bring to life the culture, religion, and politics of ancient Egypt, Greece, and Rome - through art.

Ms. Lalli gives participants ways to use ancient Egyptian, Greek, and Roman sculpture, decorative arts, and architecture to illuminate time and place for their students.

Educators examine art from each of three historical periods, studying the use of the human figure, architecture, religious and funerary art, political art, and decorative or everyday art. Using techniques of observation, discussion, and reflection, participants learn to look at art for art's sake and for its historical and cultural content and context.

### **Objectives**

After completing this unit, educators will know:

- How to use art from ancient Egyptian, Greek, and Roman cultures to foster students' understanding of those cultures
- Ways to incorporate the study of art within the social studies curriculum to illuminate religion, politics, and daily life
- How to inspire students to enjoy creating art in the context of core curriculum

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Design hands-on activities which will build links for students between ancient art and the civilizations that created them
- Embed works of art into the social studies curriculum
- Guide students to decode images from ancient civilization and encourage them to have fun creating their own interpretations



## Unit 6: Planning a Trip to the Art Museum

How to get the most out of a field trip to an art museum can be an art unto itself. In this unit, Nica Lalli helps teachers prepare and plan so that students and their chaperones have an enriched learning experience and lots of fun.

Participants walk through key stages of readying students, readying parents and other adults enlisted to help, and communicating students' wants and needs to museum personnel. Educators learn to discuss with their students what a museum is, how an art museum differs from other museums, and how to behave in a museum. Understanding the rules of the museum is key to the preparation for a successful museum trip.

In addition, educators learn to participate with their students in creating a classroom museum, making sketchbooks, and otherwise engaging in the multi-faceted experience of museum-going.

### Objectives

After completing this unit, educators will know:

- The steps in preparing a visit to the museum
- The importance of the role of the teacher and parents on a museum trip
- Where to find exhibitions of art in the community or city nearby to visit

### Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- How to create sketchbooks that students can use to record and react to art in the museum
- Prepare students to look, discuss, and learn from the works of art
- Prepare students in terms of behavior, expectations, and learning goals
- Help to work to create life-long museum goers of their students

### Methods of Instruction

- Videos with PowerPoint presentations (teacher workshops and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where educators are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- In order to complete the requirements of the course, the participant must complete all coursework. We do not award partial credit.



## Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

## Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

## KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
<b>Quizzes</b>	100% Correct	80% Correct	60% Correct	0-40% Correct
<b>Reflection Questions</b>	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed