Art Integration Paper

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Art Form

I will be teaching a 2nd grade lesson about the water cycle. I am planning to use multiple art forms, including music, dance, and the visual arts. I will be integrating various art forms to address the multiple intelligences and meet the needs of diverse learners.

Lesson Enhancement

I plan to incorporate music my using the "Water Cycle Song" that can be found at https://www.youtube.com/watch?v=maxLwmDxoVI. This YouTube video also includes a diagram of the water cycle and song lyrics. Thus, this video addresses the needs of auditory and visual learners, as well as students with visual-spatial, musical, and linguistic intelligence. I learned the first few lines of this song in the past from another teacher along with hand motions that are not featured in the video (https://twitter.com/SalimBakare/status/837454673799954432). The hand motions address the needs of kinesthetic learners and students with bodily-kinesthetic intelligence. I also plan to incorporate music and movement by including the Go Noodle Water Cycle – Blazer Fresh video that can be found at https://www.youtube.com/watch?v=KM-59ljA4Bs. I regularly use Go Noodle during Teacher Directed Physical Education when the weather does not permit me to take students outside to play.

I will incorporate theater by having students participate in a readers' theater play available at http://www.enchantedlearning.com/rt/weather/watercycle.shtml. The play will last approximately 10 minutes and does not require props or scenery. The play meets the preferences of visual and auditory learners and meets the needs of students with linguistic intelligence.

I plan to use animation by having students view the "Where Does Water Come From?" Ecology for Kids video available at https://www.youtube.com/watch?v=R0K7VKkksyc. Teachers with access to BrainPOP or BrainPOP, Jr. may opt to show the "Water Cycle" video.

Integrating Art

In my opinion, integrating the arts in the classroom is a way to differentiate instruction, address the multiple intelligences, and meet the needs of diverse learners. Personally, integrating the arts makes teaching more enjoyable. My students also seem more engaged and eager to learn when the arts are integrated into the curriculum.

Visual Presentation

As noted by Fulton and Simpson-Steele (2016), the arts and STEM are aligned by the common processes of noticing, wondering, exploring, visualizing, and communicating. I believe that most people enjoy at least one art form and can use it to help make sense of the natural world and/or communicate their understanding of STEM-related content. Utilizing the arts is also another way to "level the playing field" and make STEM learning more accessible to diverse learners. In this lesson, incorporating music, movement, and animations can help students visualize the water cycle.

Interdisciplinary STEM

The use of song lyrics in music and the script in readers' theater can easily be incorporated into the reading and writing curriculum. Students can either read or write their own song lyrics about the water cycle. During math, patterns can be studied as students learn about the pattern of the water cycle, as well as musical patterns. Music can also be incorporated in lessons about sound. The lesson can be developed into a lesson that integrates social studies as students explore instruments around the world that can be used to represent sounds such different forms of precipitation. Engineering could be incorporated if students designed and created their own instruments to create these sounds. Students could also learn about cultural dances that incorporate movements for natural phenomena, such as Hawaiian hula or African dances., and ultimately choreograph their own dances. Technology could be incorporated if students create

their own presentations to communicate what they learned about the water cycle using tools such as Microsoft Office or Scratch.

Reference

Fulton, L. A., & Simpson-Steele, J. (2016). Reconciling the Divide: Common Processes in Science and Arts Education. *The STEAM Journal*, *2*(2), 3.