

Art Integration

Melissa Hinspeter

Adams State University: NASA Endeavor Program

## ART INTEGRATION 2

### Abstract

Integration of art in core subjects comes second nature to me since I am a product of an art-influenced family. Incorporating the arts allows students to explore topics on a variety of levels. My intentions on integrating art in the Earth's Internal Process science unit is to make an abstract, yet real-world topic accessible to students.

*Keywords:* divergent, transform, hot spot, convergent

## ART INTEGRATION 3

### **Art Form**

The Earth's Internal Process unit is what I hope to enhance with animations and drawing. From my Scavenger Hunt of the NCCAS, I stated that visual arts standards can enhance the plate boundaries lesson because students are asked to translate definitions of the different types of plate boundaries, create a 3D model of each boundary, re-name it, briefly describe it, and then draw a 2D model of each type boundary. By using animations, students can create the plate boundaries digitally and provide animation to show the actual movement.

### **Lesson Enhancement**

The Earth is a work of art created by nature. Creating a 3D model, 2D illustration, and/or an animation of the different types of landforms caused by the Earth's internal process (divergent, transform, hot spot, and convergent plate boundaries) provides a tactile experience for students to witness the effects of everyday functions of a somewhat abstract phenomenon. We do not experience many changes to the land here on the east coast, so talking about such experiences does not implant the reality of the Earth changing two to ten centimeters each year. Art will bring the phenomenon to life for many of my students.

### **Interdisciplinary Context**

Geography, geology, and literacy can be integrated into this lesson, aside from art. If I turned this into a project-based lesson, students could create projects that answer the questions from study.com:

- To what extent is the Earth an active, changing system?
- How was the surface of the Earth constructed and changed over millennia?
- What processes cause the creation of the features of the Earth, such as rivers, volcanoes, valleys, mountains, glaciers, and coastal features?

## ART INTEGRATION 4

With these questions, students are engaged with the different types of literacy spelled out in Bernard Robin's article, *The educational uses of digital storytelling* (2006). I imagine my students picking areas around the world to research the geological makeup of the land, where the area is in regards to the tectonic plates, and research the topographic history. There are several outputs for students to convey their findings, but they usually create Google Slides because they are most familiar with that avenue. I hope to inspire students to find more digital outputs to report their findings on these questions.

References

(n.d.). Retrieved from <https://study.com/academy/lesson/earth-science-essential-questions.html>)

Robin, B. (2006, March). The educational uses of digital storytelling. In *Society of Information Technology & Teacher Education International Conference* (pp. 709-716). Association for the Advancement of Computing in Education (AACE).