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Art in STEM week 8 Assignment

Art Integration- Due March 13

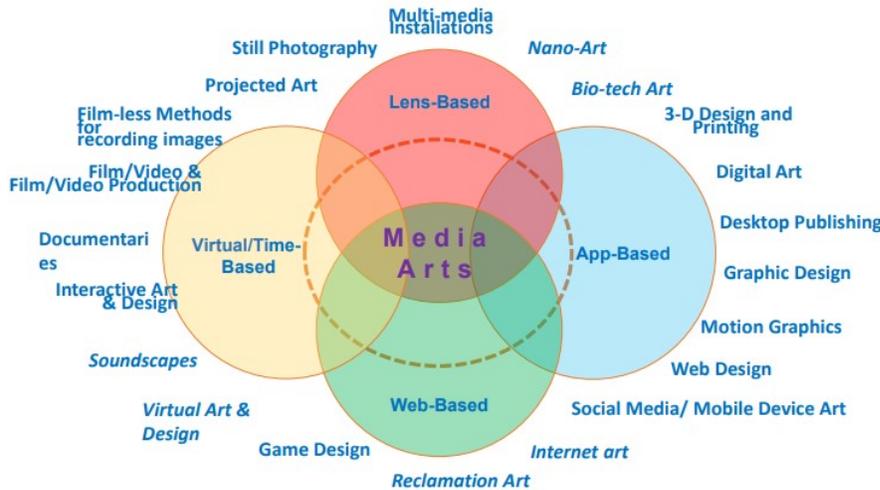
**Art Form:** I am focusing on Media Arts for two reasons. Firstly, I was drawn to the Media Arts standards because they seemed to share some common terminology with some of my NYSSLS standards. Secondly, upon further investigation, I came across a document called NYS Guidance for Submitting Media Arts Courses-What are the Media Arts

[https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/mediaartsgraphic\\_2\\_26\\_2018-v.2-draft.pdf](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/mediaartsgraphic_2_26_2018-v.2-draft.pdf)

A bullet point on page 2 helped confirm that the language in both media arts and science standards are similar when I read that *“some new media arts forms share concerns and technological tools with scientific fields”*. So, it makes perfect sense for me to focus on the media arts as I begin my transition to the new science standards in September, especially since there are so many options for media arts integration into the science curriculum.

### Media Arts forms are constantly evolving in response to technological innovations

Forms that are shared with contemporary visual arts/fine arts include kinetic sculpture, information art, organic and algorithmic art, interactive art, multimedia installations, etc. Other more commercially oriented forms include news reporting, film, documentaries, advertisements, music videos, animation, machinima, video games and game design, and/or a combination of any of these.



- Media Arts incorporate 2-D, 3-D, 4-D, and virtual/immersive art forms.
- Some media arts forms have a physical component in completed form, others do not.
- Some new media arts forms share concerns and technological tools with scientific fields.
- *Italics indicate emerging art forms that may not (yet) be supportable in Pk-12 settings.*

**Lesson Enhancement:** Describe how the art form enhances a topic that you currently teach or plan to teach. Include a 1 paragraph statement about your personal feelings regarding integrating the arts and the specific art form you chose to use.

The lesson that I intend to teach is called, **Design a building that can withstand an earthquake.** I like the idea of including Media Arts because it is versatile enough to allow for student choice in the medium itself. Many of my students take courses in desktop publishing, digital art and graphic design. Many are also taking courses in Microsoft Office Suite and have advanced understanding of the use of Power Point and other apps such as Canva. All students have a

phone and love making Tic Tok videos, so they'd be open to using a more educational platform, such as Flipgrid to produce an assignment.

I am surprisingly excited to revise my lesson to include media arts so that students have more choice in their method of completing/enhancing their project. I think that having a choice allows students to take more ownership in their learning and if they are learning by doing something fun that they enjoy then they will likely retain more of the information they are learning.

I am not completely settled on the exact way I plan on integrating media arts into enhance the lesson at this time, but I have a few ideas that I've been pondering. What I do know is that media arts integration is not only essential to this lesson but I key component of it, particularly in relation to the Engineering Design Process students will have to work through while designing the earthquake resistant building. Their final presentations of their work will absolutely be enhanced by including media arts into their finished product.

My top ideas for media arts lesson enhancement include:

- Have students create digital presentations or videos showcasing their design process and the features of their earthquake-resistant buildings. They can use multimedia elements such as images, videos, and animations to effectively communicate their ideas.
- Students may use different software and tools for creating digital artwork, such as graphic design software or 3D modeling programs, to enhance their presentations.
- Incorporate sketching and drawing activities as part of the design process. Have students create detailed sketches and renderings of their earthquake-resistant buildings, focusing on architectural details and structural elements. This is already part of the lesson but needs refinement.
- Provide opportunities for students to create physical models or representations of their earthquake-resistant buildings using various art mediums

**Interdisciplinary context:**

Media arts is literally everywhere right now, particularly in digital formats such as Apps and Web based forms. I'm disappointed that I don't work in a 1:1 tech-based building now that I see all of the amazing ways I can incorporate the media arts into my science classroom to enhance student learning. Project-based learning would greatly benefit from including media arts. Integrating the arts into STEM (aka- STEAM) allows students to think critically, innovate, build, collaborate, visualize, and more!

Possible ways to enhance an interdisciplinary earthquake project to include science, history, engineering, ELA and media arts:

- Introduce students to the concept of earthquakes, their causes, and potential impacts.
- Explore the science behind earthquake occurrence and how they are measured.
- Understand the historical impact of earthquakes on societies and cultures.
- Explore engineering solutions for earthquake-resistant structures.
- Analyze media coverage of recent earthquakes and its impact on public perception.

Honestly, the possibilities are endless. The problem becomes buy-in, common planning time, available technology, supplies and time! But that's a story for another day.