Lesson idea starters for Arts Integration in the classroom

SCIENCE AND VISUAL ART

ALEXANDER CALDER MOBILES
Objectives: simple machines, levers, fulcrums, time, movement, shapes, sculpture. Experiment with fulcrums to find balance with students’ fingers and pencils. Students cut up shapes from various papers and attach them with wire to create a mobile with fulcrums and levers. Work from the bottom up and include at least 8 fulcrums, ie: points of balance. Then hang in your classroom!

EARTHWORKS: ANDY GOLDSWORTHY
Objectives: nature, time, weather, change/growth, design principles, art elements, temporary vs. permanent art. First, explore Goldsworthy’s art - what do you see? “Blades of Grass”, stitched pine needles, all of his works come from nature directly and focus on color, shape and line. Small groups plan their design using natural elements (playground, garden, abstract) and account for weather and wind. Sketch and then get outside to make their art. Each group has to explain their art to their peers and defend their choice of location. Revisit the works to see how time has affected them and hypothesize what caused the change.

MY FAVORITE IDEA:

EGG PAINT
Objectives: color theory, compare and contrast, scientific method, variety of materials.

Egg paint was used by renaissance artists. Study art from that time period (DiVinci is a good artist to start with) and study how the color looks different than paintings from other eras. Then, have students create their own egg paint to create paintings that show themes of light and dark.

PROCESS:
1) Explore the idea that eggs can be a binder and artists from the Renaissance needed access to more pigments than were available at the time.
2) Crack eggs and get the yolk only. Peel the membrane off.
3) Put into a cup and mix powdered temptra with the yolk to make paint
4) Paint with the egg paint and traditional temptra paint separately to compare/contrast textures, light effects and hue.
5) Create a painting based on a theme from a recent story to show the theme/mood of the piece.

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