

Artsgenesis: Six Dynamic Designs for Arts Integrated Curriculum

Author(s)

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Grade Range: K-4, 5-8, 9-12

1. INGREDIENT DESIGN

This design uses a list or recipe approach. For example, in a lesson plan called Create A Culture students brainstorm a list of elements that make up a culture. Evidence of a culture could be their music, artifacts, laws, founding myth, or their domiciles. From this list, or recipe, the class creates a culture that never existed before. Or students may examine a different kind of recipe, what does it take to make a dance? The answer is another recipe: a warmed up body, an idea, discipline and practice. For a music teacher the recipe might be melody, rhythm, and harmony. For a visual arts the recipe might be line, shape, and color, texture. Developmentally, young children are involved in just this task. ABCs are small pieces that make up words. Schools have smaller pieces called classes. Classes are divided into subjects.

English or communication arts - Stories are made of a recipe

- o K-3 - Beginning, Middle, End
- o 4th- 8th - Character, Obstacle, Solution

History or Social Studies - Democracy is made of a recipe - Choice, Inclusion, Tolerance, Equality, Participation

Earth Science - Atmosphere is made of a recipe

- o Different spheres: stratosphere etc
- o Gases: Oxygen, carbon dioxide etc.
- o Currents: jet stream etc.

2. JOURNEY DESIGNS

This design usually falls into one of three categories: geographical, historical or future.

Geographical:

A sample of a geographical design might be a trip to Africa or China or down the Mississippi River. Students are introduced into the dress, foods, languages, climate, currency etc. of a different country by virtually travelling there through drawings, paintings, and photos. The fictitious trip with a passport, airline ticket and displays of foods, exports and models of local architecture is a favorite class project in many schools.

Historical:

A historical journey would take us back in time perhaps to the Civil War or the Middle Passage, crossing the frontier with the pioneers, or to Germany during the Holocaust. We could take a time travel journey with a real pioneer woman as she crosses the frontier and faces hardships with her family and fellow travelers. Journey designs for curriculum, effective for any age group, are especially effective for students in fourth through eighth grades. Developmental psychologists and

cognitive specialists say this is when children develop an interest in other times and cultures, fascinated by heroes, heroines and those who have overcome great odds to achieve their goals. Students are building a complex understanding of social rules and have the curiosity to learn social rules of different cultures. Although multicultural and cross-cultural lessons have great value at any age this in depth study of culture are especially effective now as students balance their need to belong and identify with those "like" them to their fascination with those who are "different." Students learn best in this age grouping by "becoming others".

Future:

A sample of future journey is the Mars Millennium Project that asks students to imagine a colony of Americans living on Mars in the year 2030.

Other Types:

Personification

A journey can also occur by means of personification. Personification means attribution of personal qualities especially: representation of a thing or abstraction as a person or by the human form. We see this in Sesame Street where puppets portray a piece of the child's personality. Cookie monster personifies a child's greedy side. Sponge Bob personifies a human being, he talks, feels and plans.

Science, Biology, Earth

- Personify hemoglobin and take a journey through a human body.
- Personify oxygen and take a seamy side journey as it turns into ozone.
- Personify chlorophyll and its journey of through a plant.

English and Communication Arts

Personify the question mark (?) as it searches for its proper place in a paragraph.

Concept

A concept can also be explored using a journey design. Your class can follow the idea of democracy from the Magna Carta through Europe and then find out how it the idea transforms in America as it mingles with the ideas of the Great Iroquois Peacemaker, Deganawidah and the Iroquois League.

3. COMPARE AND CONTRAST DESIGN

The beauty of this design is that it may teach two different subjects at the same time or take an element that children are already familiar with to embed meaning. Compare the human body and its movement to a simple machine with levers and friction (Science and dance). Compare a musical fugue to a basketball game and find how they are alike and different. What did the camel and silk worm have in common that opened the Silk Road to China? (Social studies and history with theatre) Contrast the ways in which they were different. Children in Japan and Russia are very different and very much alike at the same time. Comparing a chemical reaction to a human relationship has wonderful possibilities. This design opens to accommodate the particular interest or passion of an educator. For example, keeping the balance in a democratic government is just

like the art of cooking; you have to follow the recipe carefully, do not add too much of one spice or another, cook slowly and so forth.

Comparing art forms: There is a tremendous richness to comparing and contrasting art forms. All art forms have a symbol system. All art forms represent a point of view or tell a story or both. All art forms have at their core the identical impulse, that of transformation. In music it is called tension and resolution, in theatre conflict and resolution, in dance contraction and release. In visual art there are several ways to refer to this same impulse; opposition, value and so forth.

4. **ARGUMENT DESIGN**

This design almost always asks a question that is answered by the lesson. For example, "why are the children of George Washington School citizens of the world?" This is the beginning of an argument design. The thematic unit with its lesson plans all serve to answer the primary question. Did the Iroquois Federation influence the Bill of Rights? Was the Age of Chivalry created by a woman? Two teachers came up with one of my favorites, Ancient Egypt: Alien Civilization or Advanced Human Civilization? Are Shakespeare's works still important today? Or this design can put forth a faulty presumption; Opera is dead, in a statement and prove that it is still alive. Why would a man live in an airport for twenty years?

5. **PERSONAL STATEMENT DESIGN**

This design revolves around a personal point of view. We will lose our future if we do not understand our past. I believe the age of scientific discovery is just beginning. Every human being will have to be Bi-lingual in the near future: speaking and reading a written language and understanding and communicating with a language of visual image. If the Chinese continue to give up their baby girls for overseas adoption their country will pay a terrible price in 20 years. These three statements are opinions that can propel an inquiry and lay the foundation for a thematic unit.

6. **DAY IN THE LIFE DESIGN**

One day in the life of an artist, or a composer, or a Leonardo diVinci, or Dr. Martin Luther King, or the town of Deadwood. You may use a day in the life of a child in Medieval England or any time period. The workplace readiness skills are a perfect marriage for this design. Teachers and students may explore a day in the life of a stockbroker, surgeon, principal and so forth. Start with the waking up in the morning to falling in bed at night.

Additional Comments

For more detailed information about these designs contact Artsgenesis, Inc. for the:

Book: Six Dynamic Curriculum Designs Handbook

Keynote speech: Six Dynamic Designs

Kathleen Gaffney, President, Artsgenesis, Inc. and Hero In Education Award winner and motivational speaker delivers exciting, interactive descriptions of the new programmatic way to design lessons.

Workshops: Six Dynamic Designs

Artsgenesis artists give in-depth interactive instruction in this exciting method of planning and thinking about lesson planning.

Related Links

Artsgenesis, Inc.

<http://www.artsgenesis.com>

Founded in 1992, the mission of Artsgenesis is to create and conduct arts accelerated learning programs for students, teachers, administrators, parents, and artists. The Artsgenesis Methodology of Arts Accelerated Learning* creatively fuses multiple intelligences theory, arts integrated curriculum, and humankind's quest for purpose and meaning.

Recipe Design in Practice

<http://www.avon.k12.ct.us/Enrichment/MI/MIweb.htm>

The Roaring Brook School in Avon, CT implemented the recipe design and multiple intelligences theory to create fun, diverse, multi-disciplinary lesson activities for elementary students.