

ART, TECH, FACS, Business, and
The Common Core!

Spreading The Good News:
CC Practice is Built Into Your
Subject Areas Already...
(Whether You Know it or Not!)

Quick Overview of CC Correlation:

- The Arts
- Technology
- Business
- FACS

CC: Let the Arts Live!

CC Implementation is much more than reading an article....

<http://www.youtube.com/watch?v=dm2EmMuWhXk>

What Do the CCLS Look Like in Your Classrooms?

- Critiques/Comparisons
- Argumentation
- Student-Centered Learning
- Writing/Reading/Discussing from a wide range of sources (graphs, videos, articles)
- Research
- Interdisciplinary Units
- HOT Questions (higher-order thinking)

Arts ARE the CC!

“The great news is that the standards call on so many things the arts do well. The tradition of careful observation, attention to evidence and artists’ choices, the love of taking an artist’s work seriously lies at the heart of these standards.”

- **-David Coleman**, CCSS architect, president, College Board- ARTSblog, 17 September 2013

How to Implement?

- Make connections with lessons and instruction already utilized in your classroom or classrooms in your building through cross-curricular collaboration.
- Think of ways to modify lessons you have already created and implemented to incorporate the literacy standards.
 - Examples of possible lesson modifications:
 - Have students respond in writing instead of orally to a problem posed.
 - Ask students to read additional informational text materials in coordination with textbook readings.

The Arts in ELA Class!

- ELA teachers have something to learn from art teachers!

**[http://commoncore.org
/maps/documents/Art_in_the_Maps.pdf](http://commoncore.org/maps/documents/Art_in_the_Maps.pdf)**

Analyze Art Wall

1

What is your focal point or the spot where your eyes go first in your picture?

2

Does the **COLOR** bring out your images?

3

Does your work have **BALANCE** Symmetry or Asymmetry?

4

Can you point out a pattern of repeating a shape, line, or color?

5

Could we find **VARIETY** in line, shape or color?

6

Have you used all the potential white **SPACE** in your work?

7

What might your viewers feel or how would they react in seeing your art?

8

Does your art convey meaning about you personally?

9

Where can we find craftsmanship in your artwork?

10

What are your next steps?

STUDENT WORK

Student artwork can be pinned to a corkboard or clipped on hanging wire. The Analyze art wall can be used individually as a tool for Self-Assessment or in Group Critiques. Questions can easily be swapped out for various types of lessons and group discussions.

My first unit for K-5 this Fall was focusing on Line, so I guided students to particularly read #5.

This great idea came from a classmate in Iowa,

Thank you Allison!!

Viewing Three Works: A Comparison



“Mulberry Tree” by Vincent van Gogh Art, Speaking and Listening

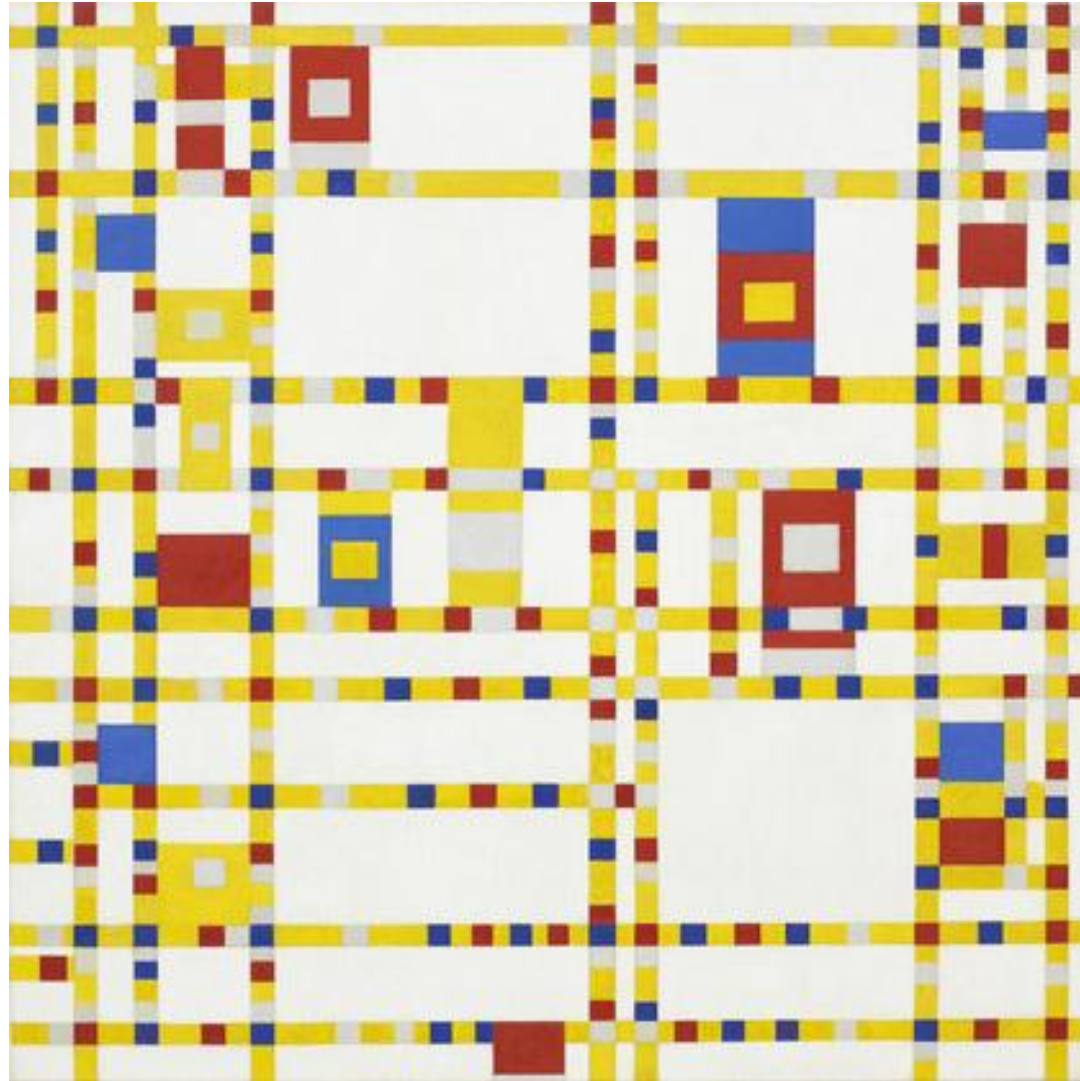
Artists often convey a sense of season in their depictions of flowers or trees. Ask students to study the Tiffany image, van Gogh’s *Mulberry Tree*, and the work titled *Snow-Laden Plum Branches*.

Note that these works were created on three different continents at around the same time period. Ask students to discuss similarities and differences in these artists’ techniques for depicting the seasons. (SL.2.2) Art, Informative Writing

Nighthawks



Broadway Boogie Woogie



Comparing Two Styles!

- Edward Hopper's *Nighthawks* and Piet Mondrian's *Broadway Boogie Woogie*, which both depict New York City, were painted in the same year. Notice the dramatic difference in these artists' styles. The difference goes beyond realism versus abstraction.
- Discuss the painters' color palettes, the distance at which they placed the viewer, and the type of space in the work.
- Dwell on the extent to which each artist was focused on the people versus the place.
- Were they depicting the same time of day? (SL.8.1, SL.8.2, SL.8.4, SL.8.5)
The activity addresses four of the six speaking and learning standards in eighth grade, by having students compare the works' composition, style, and subject.
- One of the standards addressed, SL.8.2 (pg.49), enables students to "analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation."

TECHNOLOGY

- Brings in Math and ELA Shifts
- [Dan Cava's Assignment \(Thanks, Dan!\)](#)
- <http://new.schoolnotes.com/xpages/view/279843/0/1>

CC and TECH ED: Woodworking Project

- <http://www.youtube.com/watch?v=Lmh11hReGuU>

Common Core Tech Lesson Samples!

<https://sites.google.com/a/audubonschools.org/technology/grades-7---8>

<https://sites.google.com/a/audubonschools.org/technology/grades-9---12>

In your classroom, do/can you?

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

In your classroom, do/can your students....

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible?

In your classroom, do/can your students....

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation?

Business Courses and CC

- These classes are the epitome of Career and College Readiness!
- **Business Education Resources**
- [Ask For Kids](#)
- [New York Times Learning Network](#)
- [Power to Learn](#)
- [DECA](#)
- [Findlaw](#)
- [CNN Money](#)
- [Sports Business Journal](#)

FACS

- Also bringing in Math and ELA shifts.

CAN WE HEAR FROM THE AUDIENCE (AKA FACS TEACHERS)???

Cake Baking, CC-Style!

- <http://www.professionalbakingsolutions.com/~media/B7E6C53F7AA74ED890306C53FD85C0B8.ashx>

Business Students (as well as Art, FACS, and Tech Students):

Work on College and Career Readiness Skills Every Day!

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SHARING OF IDEAS!

