



Wynter White
Blue Sky
My family does a lot of outdoor activities like feeding the birds.

Phillip Copeland Jr.
Family Members
Everyone is connected by the heart and the "F" is for Family including dog Ace.

Cori Johnson
Planets
This is my family in space dancing around the planets. Zoey, our kitten, is standing next to me.

Camryn Jett-Williams
Beautiful House
My house is filled with a lot of family. We do many things like watch movies and eat together.

Yaley B.
My Family
The reason I was "born" is because I love my family.

PHILLIPS

Prism.K12

Arts Integration at
The Phillips Collection

Prism.K12: The Phillips Collection's approach to arts integration for PK-12 educators

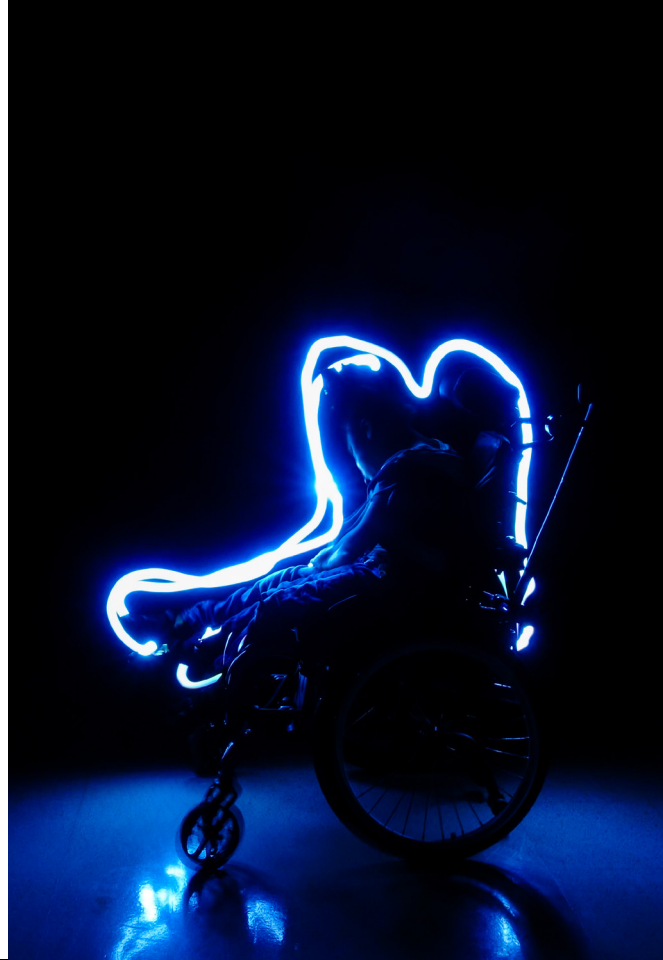
What is the Phillips's approach to arts integration?

- Student-centered and inquiry-based approach to teaching and learning
- Students express themselves and their values, opinions, and thoughts
- Caters to multiple learning styles and students of diverse backgrounds and cultures



Art can do more than just hang on the wall. It can be a powerful teaching tool.

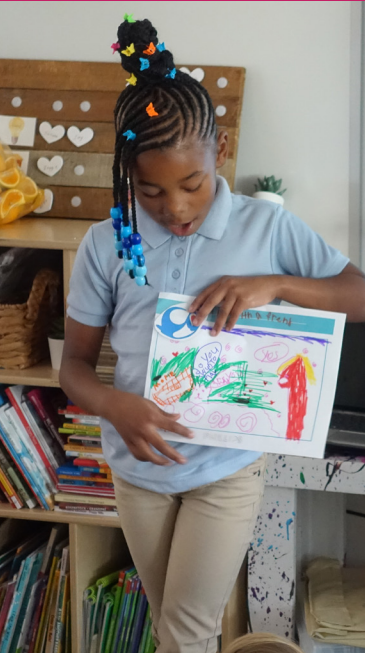
Through this process, gain a better understanding of yourself and connect with your students.



How can teachers use Prism.K12?

- Use the guiding principles, questions, and activities to develop scaffolded arts integration lessons
- Understand your position (your perspectives, power, and identities) and how that affects what you do in the classroom
- Incorporate Phillips-created arts integration activities and lesson plans in your curriculum





IDENTIFY

For educators/self:

Who am I?

Educators undergo a process of self-reflection.

For educators to do with students:

Who are my students?

Educators lead students through their own process of self-reflection.

For educators to do with students:

How can I connect art to my students and subject area?

Educators and students connect with art.

GUIDING PRINCIPLES

Establish who you are as a person and educator. Undertake a process of self-reflection to understand your unconscious biases.

Get to know your students' cultures, backgrounds, and personalities to select relevant artists, artworks, and artmaking.

Look closely and describe what you see.

GUIDING QUESTIONS

- How have your lived experiences shaped your views, opinions, behaviors, and actions?
- What unconscious biases might you have? How do your unconscious biases affect the artists, artworks, and artmaking you are selecting?

- How have your students' lived experiences shaped their views, opinions, behaviors, and actions?
- How can students explore the multiple layers to their identities?
- How can students explore ways people are the same and different?

- Describe the artwork.
- What do you notice?
- What is familiar? What is unfamiliar?

ACTIVITIES

Fact vs Fiction

Develop a series of true/false or multiple choice questions that students have to move into position to answer. People who think the answer is true stand on one side, people who think the answer is false stand on the other side. As a group, look back at the artwork and discuss why they think their answer is more accurate.

30 Second Look

Look at the artwork for 30 seconds. Have everyone close their eyes. Ask them to say five to ten things they remember. Ask them to open their eyes and find five things they didn't notice the first time they looked.

First Look

Ask students where their eyes go first. After discussing that, ask: where do they go next? Then where do they go? This is a good way to have a conversation about what the artist has done with lines, gestures, and movement to move the eye around a composition.

Focus In

Look at a painting and ask students what they see. Then, assign students one part of the painting to focus on. They can look as a small group or each student can work independently on their assigned section. Have them only focus on their section and find five things they did not notice the first time they looked at the entire artwork.

Nouns and Adjectives

Ask the class for 10 nouns and 10 adjectives to describe a work of art they see. Create a post-it note for each word. Group like words together; see where there are commonalities and differences.

CONNECT



	Who am I?	Who are my students?	How can I connect art to my students and subject area?
GUIDING PRINCIPLES	Understand what connects you to your students. Use your own personal stories to relate to your students.	Adapt the subject matter to relate to your students. Use art to help students connect to each other.	Link what you see to other objects, ideas, and perspectives.
GUIDING QUESTIONS	<ul style="list-style-type: none"> • What links you to your students? What links your students to you? • What stories can you share with your students? • How can you create a classroom where all students feel comfortable sharing their stories? 	<ul style="list-style-type: none"> • How can you learn about your students' families, cultures, and interests? • How does the art relate to the students? 	<ul style="list-style-type: none"> • What ties the artworks together? • What ties the artwork to you? • What ties the artwork to the world around you? • What ties the artwork to the past? • How does the artwork connect to primary sources of the time (e.g., literature, music, and art)?
ACTIVITIES	<p>Asking Questions After discussing a work of art with your class, distribute notecards. Have each student write down a question they have about the artwork. Then they pass the notecard to another student, who then answers it. If they don't have an answer, they write another question. Students pass the notecards again; the next student can either answer one of the questions or write an answer. Repeat as many times as you would like. Lastly, take turns reading the questions and answers on the cards.</p> <p>Personal Connections: 3 Y's Using an artwork, prepare students by asking them what they think the image is about and why. Then focus their attention on the theme to be explored through the 3 Ys. Students may need initial clarity about the theme or topic to be explored.</p> <ul style="list-style-type: none"> • <i>Why might this [topic, question] matter to me?</i> • <i>Why might it matter to people around me [family, friends, city, nation]?</i> • <i>Why might it matter to the world?</i> <p>Before and After Have the class talk about what is happening now in an artwork. Then ask them what they think happened just before? What do they think will happen next? You can discuss with the group or have them draw the before, during (use the artwork for this one), and after in cartoon-like boxes.</p> <p>Categories Select 12 artworks. Then, ask students to work in pairs and establish a main idea or theme for 4 sets of 3 works of art. Examples: works with people in them, works that are sculptures, works that include water, works that use a lot of blue, etc.</p> <p>Think, Pair, Share Using one work of art, create a set of 16 informational cards about the artist, time period, or inspiration. Distribute the cards, one to each student. Alternatively, you can lay all the cards on a surface and have students pick a card that interests them. Participants read their card and make a hypothesis on how it connects with a work of art. Participants share their card and hypothesize with one person. Next, these participants share with another pair, and so on... until a group of 8 is made. Each group of 8 presents what cards and connections they made. Facilitator interjects additional comments and connections.</p>		



EXPRESS

	Who am I?	Who are my students?	How can I connect art to my students and subject area?
GUIDING PRINCIPLES	<p>Convey thoughts, ideas, and emotions through art, words, and action in order to self-reflect, make change, and take action.</p> <ul style="list-style-type: none"> • Pause – consider what you want to communicate • Be transparent and authentic • Understand the impact of what you express 	<p>Convey thoughts, ideas, and emotions through art, words, and action in order to self-reflect, make change, and take action.</p> <ul style="list-style-type: none"> • Pause – think before you speak • Be clear and show respect • Consider others’ perspectives 	<p>Use artworks to:</p> <ul style="list-style-type: none"> • Analyze artists’ thoughts, ideas, and emotions • Consider the context in which the art was made • Understand the artists’ perspectives
GUIDING QUESTIONS	<ul style="list-style-type: none"> • What did you really mean when you said or did something? • Whose perspectives are you taking into account? • Which perspectives may be left out? 	<ul style="list-style-type: none"> • How can your students communicate their thoughts, ideas, and emotions? • How can your students consider multiple perspectives? • How can your students better understand intent versus impact? 	<ul style="list-style-type: none"> • Why might the artwork have been created? Why did the artist make the work look the way it does? • Who created the artwork? How is their identity reflected or not reflected in the artwork? • What do you think the artist is expressing in this artwork? <ul style="list-style-type: none"> > How would you express these ideas?
ACTIVITIES	<p>Personal Choices Show students a selection of artworks (or pick a gallery in the museum). Ask a series of questions and have them select the artwork they think best answers the question. Questions can include: Which work of art is the most powerful? Which work of art fits in with the other artworks the least? Which work of art are you most curious about? Which work of art do you like the best? Which do you like the least? After each question, have students explain their choices.</p> <p>Beginning, Middle, & End Choose one of these questions, and use your imagination:</p> <ul style="list-style-type: none"> • <i>If this artwork is the beginning of a story, what might happen next?</i> • <i>If this artwork is the middle of a story, what might have happened before? What might be about to happen?</i> • <i>If this artwork is the end of a story, what might the story be?</i> <p>Character, Setting, Plot, and Mood How is it different to read a story in a book versus looking at a story in a painting? How is it similar? This question can transition into a discussion about character, setting, plot, and mood in a specific story and a specific painting.</p> <p>Haikus</p> <ul style="list-style-type: none"> • Write a Haiku describing a work of art. • Write a Haiku about how a person in a work of art is feeling. • Pick a person or object in an artwork. Write a Haiku from the perspective of that person or object. 		

EMPATHIZE



	Who am I?	Who are my students?	How can I connect art to my students and subject area?
GUIDING PRINCIPLES	<i>Make choices about your teaching grounded in compassion for others and yourself.</i>	<i>Value others by identifying their emotions, understanding what they are feeling, and seeing from their perspective.</i>	<i>Use artworks to:</i> <ul style="list-style-type: none"> <i>Better understand people and cultures</i> <i>Talk about personal feelings</i> <i>Practice empathy</i>
GUIDING QUESTIONS	<ul style="list-style-type: none"> How can you trust and value your student's thoughts and opinions? How can you celebrate yourself and recognize your successes? 	<ul style="list-style-type: none"> Imagine yourself in someone else's situation—what might they be thinking or feeling? What can you learn from stepping in someone else's shoes that can be applied to your life? How do other people's feelings impact your decisions and behaviors? 	<ul style="list-style-type: none"> Imagine stepping inside an artwork: <ul style="list-style-type: none"> <i>How do you think the person is feeling?</i> <i>What mood is the artist conveying?</i> <i>Why has the artist depicted the artwork in this way?</i> How is your response to the artwork similar to or different from someone else's?
ACTIVITIES	<p>Blind Contour Drawings Draw a portrait of your partner.</p> <ul style="list-style-type: none"> The rules: <ul style="list-style-type: none"> You cannot look at your paper. You must only look at your partner. Never pick up your pen or pencil. Reflect: <ul style="list-style-type: none"> What did you learn about your partner from drawing them? How did you empathize with your partner (both as the artist and the subject)? How did the imperfections of the line drawing enhance the image? <p>Drawing in Pairs Group students in pairs, and have them sit back to back (this can also be done virtually by having the students not show each other their images). Give one student an artwork reproduction and one student drawing materials. Direct the student holding the reproduction to describe the artwork, while the other student tries to draw the artwork based on the student's descriptions. Have students switch roles. Reflect on the experience.</p> <p>Moving Around Have the group look closely at a work of art and talk about what they see. Then have each person switch places with another person in the class. Ask what they notice from their new position that they didn't see before. Now move up close. What do they see? Now, move far away. How does changing positions change their perspective in looking at the work of art?</p> <p>Speech Bubbles Pick a work of art with people in it. Use speech bubbles to have students write what people in works of art might be thinking, saying, or feeling. Challenge! Look at an abstract piece. Imagine what the shapes might say to each other.</p> <p>Step Inside/5 Senses Imagine you are inside a work of art. Ask students what they would see, hear, smell, touch/feel, and taste.</p>		

SYNTHESIZE



	Who am I?	Who are my students?	How can I connect art to my students and subject area?
GUIDING PRINCIPLES	Meet students where they are. Blend what you want to do with what students want to do.	Use critical thinking and reflection to reach a new understanding of self and others.	Develop a new idea, reach a new understanding, or create something new.
GUIDING QUESTIONS	<ul style="list-style-type: none"> • What new understandings have you reached about yourself as an educator? • How are you considering and encouraging your students' perspectives and interests in your teaching? • Whose voices are represented? How are you ensuring no voices are left out? 	<ul style="list-style-type: none"> • What new understandings have students reached about themselves and each other? • How are the students questioning the subject area and artwork to reach a deeper understanding? 	<ul style="list-style-type: none"> • How has what the students learned allowed them to reach a new understanding about the artwork? • How will they translate their new knowledge and perspectives to create something that resonates with their culture, life experiences, and what they learn in school?
ACTIVITIES	<p>7 Word Story Write a story about an artwork using only 7 words.</p> <p>Newspaper Caption Write a newspaper headline for the artwork that captures its most important elements. Consider what you would want people to remember about the artwork. You may want to consider thinking about how you could convey the artwork to a person who wasn't looking at it. Pay close attention to your descriptive words and details.</p> <p>New Title Have students pick a new title for a work of art. You could make it a game by showing them 3-5 works of art. Each student selects an artwork and doesn't tell anyone which one they have chosen. Then they share their title and the rest of the class tries to decide which work of art it references.</p> <p>Word Power Ask students to say or write on a notecard adjectives to describe a work of art. Discuss why they picked their words, having them provide evidence in the artwork. Synthesize their words to determine one word that best describes the work of art.</p>		