

Visual Arts and Language Arts

Complementary Learning

Visual arts can enable students to learn more.

Schools that invest time and resources in visual arts learning have the potential to increase literacies and social emotional development of all students.

The US Department of Education has compiled data that indicate that visual arts education contributes to learning about visual art—making it and interpreting it—and reading abilities.

Until we are able to break free from a standards driven curriculum that only includes certain subjects we will not be able to mold the minds of those students whose intelligences are not included in these "core subjects." The aspects of visual art alone has been researched as helping students in reading as well as other subject areas. "The best art integration programs are developing a strategy that is helping to close the achievement gap even as it makes schools happier places. These programs' successes demonstrate that this strategy is within reach of most schools, even those in the poorest communities" (Rabkin & Redmond, 2006, p. 63). With the inclusion of other fine arts, sciences and physical education many of those children that are lost can find success and a reason to continue with their educational career.

The Effects of Visual Art Integration On Reading at the Elementary Level: A Review of Literature,
Kristine A. McCarty, Azusa Pacific University
http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/28/08/1c.pdf

The following pages demonstrate that visual arts and language arts learning develop parallel abilities and appreciations.

The national standards align.

Visual Arts	Language Arts
Content Standard: 1: Understanding and applying media, techniques, and processes	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students use spoken, written, and visual language to accomplish their own purposes Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
Content Standard: 2: Using knowledge of structures and functions	Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Content Standard: 3: Choosing and evaluating a range of subject matter, symbols, and ideas	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
Content Standard: 4: Understanding the visual arts in relation to history and cultures	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
Content Standard: 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
Content Standard: 6: Making connections between visual arts and other disciplines	Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

National Visual Arts Standards: <http://artsedge.kennedy-center.org/teach/standards.cfm>

National Language Arts Standards: National Council for the Teaching of English (www.readwritethink.org)

The ISBE Alignment

The following chart indicates a relationship between the visual arts and the language arts as specified by the Illinois State Board of Education.

ISBE Fine Arts Standards	ISBE Language Arts Standards
25A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	1B. Apply reading strategies to improve understanding and fluency. 2A. Understand how literary elements and techniques are used to convey meaning.
25B. Understand the similarities, distinctions and connections in and among the arts.	1C. Comprehend a broad range of reading materials.
B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	3B. Compose well-organized and coherent writing for specific purposes and audiences.
27A. Analyze how the arts function in history, society and everyday life.	3C. Communicate ideas in writing to accomplish a variety of purposes.
27B. Understand how the arts shape and reflect history, society and everyday life.	2ABC Read and understand literature representative of various societies, eras and ideas.

CONNECT MORE

Visual literacy can enable students to visualize—and understand—social studies and science.

“Art is the representation, science the explanation, of the same reality.”
Herbert Read

Complementary Standards and Benchmarks

The following pages juxtapose ISBE Visual Arts standards and benchmarks and Language Arts standards and benchmarks to demonstrate that these are complementary—strengthening visual literacies will strengthen text literacies; strengthening text literacies can strengthen visual literacies when teachers link reading of poems and stories to the interpretation of visual representations of the ideas, time periods, and themes that they communicate.

Visual Arts Standard 15A. Understand the sensory elements, organizational principles and expressive qualities of the arts.

Early Elementary	Late Elementary	Middle/Junior High School
25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.	25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.	25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

Language Arts Standard 1B. Apply reading strategies to improve understanding and fluency.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	1.B.3b Identify text structure and create a visual representation to use while reading.

Visual Arts Standard 25B. Understand the similarities, distinctions and connections in and among the arts.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	25.B.2 Understand how elements and principles combine within an art form to express ideas.	25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.

Language Arts Standard 1C. Comprehend a broad range of reading materials.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
1.C.1a Use information to form questions and verify predictions.	1.C.2a Use information to form and refine questions and predictions.	1.C.3a Use information to form, explain and support questions and predictions.
1.C.1b Identify important themes and topics.	1.C.2b Make and support inferences and form interpretations about main themes and topics.	1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.
1.C.1c Make comparisons across reading selections.	1.C.2c Compare and contrast the content and organization of selections.	1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.
1.C.1d Summarize content of reading material using text organization .	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics	1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas .

Language Arts Standard 2A. Understand how literary elements and techniques are used to convey meaning.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.	2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	2.A.3a Identify and analyze a variety of literary techniques within classical and contemporary works representing a variety of genres.
2.A.1b Classify literary works as fiction or nonfiction.	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
2.A.1c Describe differences between prose and poetry.	2.A.2c Identify definitive features of literary forms	2.A.3c Identify characteristics and authors of various literary forms
		2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.

Visual Arts Standard 27A. Analyze how the arts function in history, society and everyday life.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
27.A.1a Identify the distinctive roles of artists and audiences.	27.A.2a Identify and describe the relationship between the arts and various environments	27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.	27.A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).	27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.

Visual Arts Standard 27BB. Understand how the arts shape and reflect history, society and everyday life.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
27.B.1 Know how images, sounds and movement convey stories about people, places and times.	27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.	27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.

Language Arts Standard 2B. Read and interpret a variety of literary works.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	2.B.3a Respond to literary material from personal, creative and critical points of view.
2.B.1b Identify common themes in literature from a variety of eras.	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	2.B.3b Compare and contrast common literary themes across various societies and eras.
2.B.1c Relate character, setting and plot to real-life situations.	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

Visual Arts Standard 26B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.	26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.	26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
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Language Arts Standard 3B. Compose well-organized and coherent writing for specific purposes and audiences.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
3.B.1a Use prewriting strategies to generate and organize ideas	3.B.2a Generate and organize ideas using a variety of planning strategies	3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions.	3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.	3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs.

Language Arts Standard 3C. Communicate ideas in writing to accomplish a variety of purposes.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative and persuasive writings.	3.C.3a Compose narrative, informative, and persuasive writings for a specified audience.
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	3.C.2b Produce and format compositions for specified audiences using available technology.	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.