

CONNECTIONS, RELATIONS, AND APPLICATIONS

The Visual & Performing Arts Standards for California include benchmarks for students in 5 areas learning in the arts in Artistic Perception, Creative Expression, Historical & Cultural Contexts, Aesthetic Valuing, and Connections, Relations & Applications. This final section – **Connections, Relations & Applications** – is concerned with the connections, relationships and applications between the arts disciplines, between the arts and other subject areas, *and* careers in the arts.

Here are a few examples of the **Connections** standards and how they connect to other subject areas:

EXAMPLE 1

THEATRE & SCIENCE & DANCE

GRADE ONE

NARRATIVE AND LIFE SCIENCE

Theatre - Grade One

5.1 Connections and Applications

Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

Life Sciences - Grade One

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

While the Grade One - Theatre - Connections standard suggests that the example of the life cycle of a butterfly, this method of knowing (theatre performance) can be used to illustrate almost any content area in science or social science. For instance, the Grade 1 science standards for Life Sciences include ask students to become familiar with animals and plants and weather. The theatre **Connections** example can be used to explore any of the subject strands.

An activity in which students act out the life cycle of an animal, or a weather condition is an activity in which students use their bodies to understand, interpret, and express mental and emotional concepts – flying, hovering, resting, eating, etc. Such interpretation is an aspect of the dance standards for Grade One as well.

Dance – Grade One

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

EXAMPLE 2
VISUAL ARTS & MATH
GRADE FIVE
PERSPECTIVE & GEOMETRY

For grade five, a connection can be made between the introduction to basic geometry in Math and Visual Arts on the concepts of perspective:

Grade Five – Visual Arts

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

The concept of perspective can be used as the method of inquiry in math.

Grade Five – Math

Measurement and Geometry

1.0 Students understand and compute the volumes and areas of simple objects:

1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).

(and...)

1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).

In this example, the exploration of perspective in Visual Arts can be accomplished by using the visual theory of perspective to generate an image of buildings, boxes, or shapes. The lines used to delineate the shapes as they recede in perspective to one or two points will form triangles. Students can then derive and use the formula for determining the area of the triangles and parallelograms formed in the drawing.

EXAMPLE 3
VISUAL ARTS & SOCIAL STUDIES
GRADE NINE
CULTURAL CONNECTIONS

The Literary Arts and Visual Arts standards for grades 9-12 connect readily on the concept of universal themes in literature or history.

Grades 9-12 Literary Arts

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

and...

Grades 9-12 Visual Arts

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

In this case, students can explore different themes visually. They can do this by creating:

- 1) Drawings and/or paintings of different literary characters, including appropriate dress, props, tools, facial features, etc.
- 2) Collages of one or more on major literary works, contrasting and comparing the characters, places, symbols, and story features in written, visual, or verbal presentation accompanying the works.
- 3) Visual geographical diagrams of where characters travel, the people they meet, etc. developing a unique set of signs and symbols for each idea or place.