Project-based curriculum design

Bridging Strategies
For the Visual Arts Liaison

Introduction

Presenting at The National Art Ed Conference, New York, Thursday March 2, 2017 - 1:00 PM - 1:25 PM
Hilton/Nassau East/2nd
Subject Specific Arts Integration

Instituting a Visual Arts Liaison in your District

This presentation/documentary will cover the evolution of how the Visual Arts Liaison (VAL) position was developed and the results of embracing multiple perspectives for problem-based learning in our own district.

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YouTube: Visual Art Liaison https://youtu.be/8cgcu7ui2eA

Subject Specific
A project-based unit whereby a specific product outcome is the subject of relevance. Students are provided materials and instruction by the VAL to create their own replica, interpretive model, or stylist example of what they have been shown.

Subject Enhancers
A project-based unit whereby one teacher’s subject area is explored with the assistance of a VAL. The unit design features are created by the VAL specifically to enhance the primary teacher’s unit with an overlay of studio habits, art, and design principles.
A project-based unit whereby a specific topic is selected by the VAL. Students then assist in developing relevant subject areas to include in the framework of the selected topic. This strategy naturally cultivates personalized interest by allowing for in-depth and specific research on one topic while at the same time intuitively inspires collaboration.

Thematic Blend
A project-based unit created by one or more teachers and a VAL. Curriculum outcomes are blended so significantly that the discipline areas answer meaningful questions to problems explored and examined in the complementary discipline.

Take Away
Our collaborative pilot projects demonstrate to us and our team teachers that students are engaged when they are presented with concepts and skills that integrate disciplines. The four Bridging Strategies are a template that has been created to enhance curriculum for the Visual Arts and Design Teacher. The objective for VALs is to take a leadership role in modeling and collaborating on interdisciplinary or transdisciplinary learning. The Bridging Strategies provide increasingly challenging levels of higher order thinking and requires flexibility for greater adaptability when in practice. Our goal is that the changing world will go beyond discipline based teaching while remaining unified by a topic or idea of inquiry.