

Art Across the Curriculum, A Supplement
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Core: Core programs with emphases in art seem to incorporate studio art half the time, and art critique, art history, art appreciation and visual representation half the time. Studio art activities included sculpture, ceramics, calligraphy, various crafts (passport, map, box, “pieces” about risk, transformation, and dirt), drawing, and photography. In these and other programs, faculty seemed to emphasize critiquing or appreciating art, and using art to better understand a certain theme or inquiry. Students wrote historical fiction, learned media literacy, “created patterns based on QR activities,” studied music history and ethnomusicology, created “visual essays,” learned storytelling skills, and studied perceptions of art.

CTL: In CTL programs that incorporate art, visual/film analysis, art history, literary arts (poetry, drama, creative writing) and aesthetics abound. Many programs also study art in cultural context—Dutch, Japanese, African, American, Ancient Greek, multicultural music history. One faculty used a film series “to explore how American life has been represented and documented artistically,” while another program commented that arts were “lenses that spoke in different languages about the same topics as our texts. We spoke of art not as indicative of life and society, but as agents for changing life and society.” This is a common approach, where faculty incorporate art as means to change or commentary on a certain time, culture, or cultural subgroup. One program critiqued memorial architecture and sculpture. One faculty, reporting on a 2001-02 program, saw “a real need and demand for more focused, in-depth art history courses.”

EA: EA programs, of course, incorporate much art. The emphasis in EA programs is often finished products of every kind (see other summary for a list of specifics); however, many EA programs also include art history, analysis, and critique. In addition to studio work and art history lectures, some EA programs required students to research and write on specific genres, movements, or artists.

ES: Although only one ES-only program reported a major emphasis in art, another twelve ES programs listed under Core, EWS, or IA had major art emphases; and in addition to the fifteen ES-only programs with minor emphases, another four ES programs listed in the above categories had minor art emphases. The sole ES-only program with a major art emphasis worked with garden design and botanical illustration. In ES programs with minor art emphases, twelve of fifteen incorporated art by having students draw botanical sketches. The other three incorporated art through poster design (“Protected Areas”), woodworking (“Trees and Humans”), or studying and practicing native, traditional, and international art and music (“Working in Development”). One faculty commented that “farming itself is an ‘art’ as well as a science.”

EWS: EWS abounds with studio and performing arts, as well as art history. Some of these programs included art as a component, while others used art to explore a certain question or theme. For example, many programs did art history lectures or workshops, while others “took the theme of the week and illustrated it with images and text.” Within this planning unit, there is evidence of many different kinds of art—drama, poetry, illustration, photography, painting, art for children, aesthetics, and art in context of culture. One program “studied various approaches to the creative process,” and another faculty commented that this arts question “seems like the

only place to address the extensive spiritual focus in this program,” which included lectures, “special study groups,” and readings.

IA: Surprisingly, IA programs had the greatest emphasis on studio work and finished products of various kinds, rather than art appreciation, critique, history, or aesthetics—though a few faculty did incorporate items from the latter list. IA demonstrated great variation in the types of art incorporated—animation, poetry, autobiographical maps, public art, computer design, “museum exhibit design analysis”, performing arts, music, literary arts, dance, collage, drawing.

SI: Although there seem to be few SI programs with art emphases, 12 additional SI programs listed under EWS, IA, or Core had major art emphases, and 12 additional SI programs with minor emphases are listed under these same headings. In the sole SI-only program with a major art emphasis, the faculty explained that “the students feel that ‘math is art’ and the study of mathematics is a kind of art appreciation” (Topics in Advanced Mathematics). In SI-only programs with minor art emphases, 3 of 12 reported studying computer programming in LOGO (though these three were all different years of Algebra to Algorithms). One program studied web page design, and another program worked in GIS programming, studying “the ‘art’ of presenting data in a visually appropriate manner.” A few other faculty also emphasized the importance of presenting data in clear, beautiful ways. Other programs worked in field and lab drawings, and diagrams and graphics, with one specifically mentioning instruction in scientific drawing. One faculty mentioned that “designing an experiment” is art, which Molecule to Organism did.

SPBC: Art emphases are under-represented in SPBC for the same reason as SI: an additional 24 SPBC programs with major art emphases, and 22 with minor emphases, are listed under Core, EWS, or IA. In the three SPBC-only programs with major art emphases, one studied “art as civic dialogue” and had a panel of artists and a research project including artist expression. The others, two different years of Multicultural Counseling, used weekly “expressive arts therapies” labs. In most SPBC-only programs with minor art emphases, students could but were not required to incorporate art in their individual projects. In other programs with minor emphases, most visited art museums or did mural projects. In one program, How People Learn, “students were regularly asked to do visual representations of concepts.”

TRIBAL: In the Tribal Programs, faculty offer courses where students can study art, or they incorporate indigenous studio arts into their programs. Students in the Tribal Programs made hand drums, moccasins, cedar strip-woven hats and mortarboards, warrior shawls, and strands. One program had students “discuss and complete an internet exam of all artists mentioned in all texts” throughout the year, and another program studied art through artist demonstrations in the Longhouse and the Native American Art Museum in Puyallup.