

# Integrity in art

Primary: (ages 7-11)

Visual arts

Students use their creativity and critical thinking skills to consider the idea of integrity in art. They first discuss their existing understanding of integrity and generate and classify scenarios that do or do not show integrity before using a song to deepen their understanding of the concept. They then produce a piece of artwork that shows integrity before moving on to analyse the work of other artists, including Norman Rockwell, looking at how they portray integrity. Along the way, they compare their own perspectives with those of their peers and other artists, work on their mastery of art techniques, and develop their understanding of how art can be used to express ideas, as well as of the importance of integrity.

**Time allocation** 2-4 lesson periods

**Subject content** Become more proficient in using specific art techniques  
Analyze art work and use appropriate vocabulary of art to explain compositional and communicative qualities  
Broaden knowledge of artists and the expression of ideas in art  
Explore connections between art and moral and cultural concepts

**Creativity and critical thinking** This unit has a **creativity** and **critical thinking** focus:

- Generate ideas and create visual art that shows expressive qualities or personally novel ways to engage idea of integrity
- Consider several perspectives on the content or expression of a piece of visual arts and explain strengths and limitations

**Other skills** Communication

**Key words** Rockwell; songs; drawing; painting; technique; integrity

## Products and processes to assess

The activity begins by allowing the teacher to understand student's previous knowledge of integrity and students go on to create several visible products, including a piece of visual art, written work, and a story about integrity in art. At the highest levels of achievement, their products are imaginative with high levels of personal features and they are able to explain and justify final choices. In their work process, they generate and play with multiple ideas for the expression of integrity in art, and are open to the perspectives and input of others.

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## Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Lesson period 1	<p>As students arrive, they see a “shows integrity/does not show integrity” chart in the classroom. Teacher will also have placed around the classroom integrity scenario cards (see appendix 1) or selected visual artwork representing different forms of integrity.</p> <p>The teacher begins by posing the question ‘What is integrity to you? They facilitate a short (5 minute) brainstorming discussion with students about what integrity means to them and the different ways integrity can be understood. Teacher records student responses on a chart under the heading ‘Integrity Prior Knowledge’.</p> <p>Students then have a short time period (no more than 5 minutes) to hunt around the classroom to find integrity sentence scenario cards or visual artwork that they think represents integrity. Each student should find one card and/or image and return to the meeting area</p> <p>The teacher asks each student to share their sentence scenario card or artwork orally and the class uses thumbs up, thumbs down to indicate if they think the sentence shows integrity or not. If there are disagreements, students can be encouraged to consider the problem from different perspectives – if you were this person would this seem like integrity? Would another person see it differently and why?</p> <p>The teacher or a student volunteer attaches each integrity sentence scenario card to the chart indicating whether they show integrity or do not show integrity (using glue stick or equivalent).</p> <p>If time permits, the students can also be encouraged to generate their own original or unusual ideas for scenarios which show integrity and those that do</p>	<p>Identifying what shows integrity and what does not show integrity, including through examples in the arts</p>	<p>Building fascination phase – connecting to previous knowledge about integrity</p> <p>Brainstorming and generating ideas around views of integrity</p> <p>Considering different perspectives on what integrity could mean</p>

		not show integrity. This prior discussion can help them when they move on to consider how to represent integrity in their own artwork later in the period.		
2	Lesson period 1	<p>Teacher then ask students to gather at the class listening center. Teacher plays the Integrity Song (see resources) and asks students to listen carefully to the words and pay attention to how they feel whilst they are listening.</p> <p>Once the song is completed, the class has a brief discussion of the lyrics emphasizing what integrity means and how it can be shown, and referring back to discussions in step 1 to build up an even greater picture of integrity. Depending on the level of students, the teacher may choose to introduce and explore the idea that a piece of art can show integrity in concept, purpose, and/or technique.</p>	Using music and making connections to art to create inspiration for a piece of visual arts	Feeling, empathizing, and observing relevant experience and information
3	Lesson period 1	<p>Teacher then challenges students to come up with and produce an artwork that shows or represents what integrity looks like to them in an unusual or novel way. This can be challenging for students so the teacher will need to support with questioning, what colours and images come to mind when you listen to the song or think about integrity? Think of an interesting example of integrity – how can you represent it or symbolize it? etc.</p> <p>As appropriate to context and local curriculum the teacher can further challenge students to use a particular art technique around colour, pattern, texture, line, form, shape or space or to use a particular material (e.g. clay, pencil, charcoal, paint etc).</p> <p>This is likely to extend into lesson period 2, depending on time available and instructions given to students</p>	<p>Producing a piece of visual art</p> <p>Using visual art to share their ideas</p> <p>Becoming more proficient in using a particular art technique (e.g. around colour, pattern, texture, line, form, shape, space) or using a particular material (e.g. clay, pencil, charcoal, paint etc.), as appropriate to local curriculum</p>	<p>Making connections between art and moral concepts such as integrity</p> <p>Creating visual art that shows expressive qualities or personally novel ways to engage the idea of integrity</p>
4	Lesson period 2	<p>Students finish their artworks that they began in the previous lesson period.</p> <p>Once they have finished, one student is asked to be the “the projectionist” who shows the student artwork as The Integrity Song plays. Students can sing along as they see visual representations of integrity through art.</p> <p>Time permitting, the teacher could facilitate a brief discussion about the differences, similarities, strengths and limitations of the pieces for different purposes (which is the best representation of integrity and why? Which makes</p>	Analyzing a piece of visual arts work	Explaining both strengths and limitations of pieces of visual art justified by alternative criteria

		you think the most and why? Which is the most beautiful and why? Etc.). The teacher may choose to emphasize here that there are no right or wrong answers.		
5	Lesson period 3	<p>Next the teacher poses the question “Is it possible to see integrity in another artist’s artwork?”</p> <p>Students can then be asked to view 1-3 different professional art prints (of the teacher’s choice) and will be given a post-it note (or they can use their notebooks) to write down how they see integrity in the artwork displayed. Students share their responses with the class.</p> <p>Students then view 2-4 different pieces of artwork by Norman Rockwell (or another artist) and are asked to evaluate the artwork to see how and where integrity is or is not shown (see appendix 3). They can write this on paper or a form in Google Classroom can be set up and they can be asked to type their responses, depending on their level of typing ability.</p> <p>The teacher may choose to facilitate a class discussion about the similarities and differences between student responses and why there might be different perspectives on how integrity is being shown. Are different people in the pictures thinking different things? This can be extended into a discussion of why they think Norman Rockwell (or another artist) showed these types of scenes and an introduction to his art in general.</p>	<p>Introduction to artist of the teacher’s choice and analyzing their work using appropriate vocabulary of art to explain successful compositional and communicative qualities</p> <p>Introduction to Norman Rockwell or other artist deemed relevant to the local context and curriculum</p> <p>Evaluating and analyzing creative works</p>	<p>Analyzing and appraising pieces of artwork and discussing their content</p> <p>Considering several perspectives on the content, technique, or expression of a piece of visual arts</p>
6	Lesson period 3. Possibly extending into a further lesson period	<p><b>Culminating Activity:</b> Students are asked to capture the story behind the artwork they created in step 3 by writing a narrative to accompany their work of art. This will help the teacher understand the story behind the student’s work of art and whether or not the artwork captures the message of integrity (see appendix 2).</p> <p>The teacher could consider ending the activity with some written or oral reflection on what students have learned about integrity in art. What is integrity and how can it be shown? What are the best examples they’ve seen of how integrity can be shown in art? Has anything changed about how they understand integrity? When have they had to generate unusual ideas of consider different perspectives etc.? Why was this useful to help them understand integrity and integrity in art?</p>	<p>Writing about their piece of artwork</p> <p>Consolidating knowledge of the different ways integrity can be shown in art</p>	<p>Making connections between art and literacy and language</p> <p>Producing a meaningful output that is personally novel</p> <p>Reflecting on steps taken in creating a piece of visual art and on its novelty compared to conventions</p>



## Resources and examples for inspiration

### Web and print

- Shows integrity/does not show integrity chart and a means to stick scenario cards to chart
- Sentence scenario cards cut out and placed around the classroom (see appendix)
- The integrity song at <https://www.youtube.com/watch?v=2RUWnfEFSK0>
- 1-3 works of art showing integrity of teacher's choice
- Integrity in Art paper/pencil alternative sheet to replace Google Form.
- Google Form version in Google Classroom for capable typers if desired
- Print-out of Norman Rockwell handouts from appendix 3 and of Norman Rockwell's *Schoolteacher*, *No Swimming*, *Father*, and *Scouts*, or other prints of teacher's choice
- The Norman Rockwell Museum website may be useful for further information, resources, and images <https://www.nrm.org/>.

### Other

- Computer/speakers to play the integrity song to the class
- Art materials for students to create their artwork

### Opportunities to adapt, extend, and enrich

- The word "grit" could be incorporated into these activities as a way to help students understand that grit means finishing what you started.
- As a wrap-up activity, students could be asked to see if they can find acts of integrity on campus. When they do, have them fill out a 1/2 sheet of paper (see appendix 4) on why this shows integrity or create an artwork or story about this, which can be shared with the rest of the class.
- This could be linked with activities in literacy and language, drama, or music (looking at and producing stories/plays/music of integrity).

**Creativity and critical thinking rubric for visual arts**

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	<b>CREATIVITY</b> Coming up with new ideas and solutions	<b>Steps</b>	<b>CRITICAL THINKING</b> Questioning and evaluating ideas and solutions	<b>Steps</b>
<b>INQUIRING</b>	Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines	2,3,6	Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, colour, composition, etc.)	
<b>IMAGINING</b>	Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art	1	Consider several perspectives on the content, technique or expression of a piece of visual arts	1,5
<b>DOING</b>	Create visual art that shows expressive qualities or personally novel ways to engage a subject matter	3,6	Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria	4,5
<b>REFLECTING</b>	Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions	6	Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives	6

# APPENDIX 1:

## What is integrity to you?

<b>Shows integrity</b>	<b>Does not show integrity</b>
Shows up to class on time	Shows up to class late
Hands in work on time	Hands in work late
Owens up to their mistakes	Blames others for their mistakes
Looks out for others	Always looks out for themselves
Does their best possible work	Turns in sloppy work
Finds money and turns it in	Finds money and buys an ice cream
Keeps their promises even if it takes extra effort	Doesn't keep promise if something better comes along
Doesn't listen to gossip and speaks nicely of others	Gossips or talks badly about someone
Follows rules when nobody is watching	Jumps on the bed when mum and dad aren't there
Chooses to do what is right even when no one is watching	Follows directions only when the teacher is looking
Celebrates other's success	Pouts when others are recognized for success

## Appendix 2:

### Integrity check

Name: \_\_\_\_\_

How is integrity represented in your artwork?

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Create a story that goes with your integrity inspired artwork:

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## Appendix 3: Norman Rockwell worksheets

Integrity is doing the right thing even when nobody is watching. Integrity is a powerful world that needs respect. Integrity is composed of many important life skills: patience, honesty, responsibility, dependability, accountability, and caring to name a few. Integrity creeps into every aspect of our life, even ART!

View and study this artwork by Norman Rockwell. In your opinion, how is integrity shown or not shown?

Choices: *Schoolteacher / No Swimming / Scouts / Father*

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## Appendix 4:

### Integrity Box

I Saw INTEGRITY in Action Today!

Student: \_\_\_\_\_

Here is what I saw:

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