THE IMPORTANCE OF ART IN CROSS DISCIPLINE EDUCATION

Raising Awareness and Provoking Action

MFA Thesis Proposal
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ABSTRACT

For years, art has been pushed under the rug. Especially in education, art is seen as less advantageous than other courses such as math, English, and science. This thesis explores the advantages of utilizing art in cross-discipline classrooms to help students learn and develop skills that will improve their physical, mental, and spiritual health. This thesis will bring into account other sources of information and data including research, case studies, and visual analyses to show:

- How will art improve the physical health of students?
- How does art increase the mental health of students?
- How does art improve the spiritual health of students?
- How is art integrated into core curriculum classrooms?
- What are the advantages for students when art is implemented into core curriculum classrooms?

After completing the literature review, case studies, and visual analyses, a conclusion on the use of art in cross-discipline classrooms is made. As a whole, the results show that students are more likely to want to become involved and feel more apt to learn. This is because they are learning the material in an easier and more comprehensive way, thus improving their physical health. In addition, students feel a greater sense of inclusion in classrooms where they feel their learning methods are valid, thus improving their mental health. Lastly, students are able to develop skills that allow them to connect with their inner self, beyond the mental realm, and find conclusions to their spiritual health. Using these findings, this thesis presents several visual deliverables including flyers, posters, and social media advertisements. This will then allow stakeholders to act and know how to address the issue. As a result, students will be able to learn and prosper across all disciplines. Overall, the visual deliverable from this thesis will address the issue that is the use of art and its implementation in cross-discipline classrooms to raise awareness to help improve the lives of students and educators, as well as to help influence stakeholders to take action.

CHAPTER 1: INTRODUCTION

INTRODUCTION

Problem Statement

High school teachers and staff often fail to understand the importance of the arts in cross-discipline education which results in missed opportunities to improve the mental, physical, and spiritual health of their students.

Objectives

The purpose of this thesis is to raise awareness which will spark action amongst stakeholders on the benefits of art in cross-discipline education. In this thesis, I will use scholarly information to support the validity of my problem and the ways in which it can be changed as well as the benefits of the change. This information will then allow me, the author of this thesis, to develop visual deliverables which can be used to help influence action and promote awareness of the use of art in cross-discipline education. To meet this goal, several different steps must be taken. Firstly, this thesis will conduct literature reviews and research. The research will include twenty different sources along with three different case studies with corresponding visual analyses. The research done has been collected and published by outside sources. I will then make connections between my research to fill the knowledge gap and support my thesis statement on the benefits of physical, mental, and spiritual health of students within art-based cross-discipline classrooms. After conducting research, the thesis will explore and create foundational evidence which supports the use of art in cross-discipline education, which can then be used to create visual deliverables which can be distributed to meal our goal of raising awareness and sparking action. These deliverables will allow the reader to further understand the importance of the issue and see how it can be addressed in a simple, yet impactful way.

This thesis project on the arts as a benefit in cross-discipline education, will inform, educate, raise awareness, and conceivably inspire stakeholders to take action on implementing the growing importance of art in the classroom. The stakeholders will benefit by being able to promote their own, or their groups own spiritual, mental, and physical health through art, as well as grow their groups and create a better atmosphere.

Research Questions

• How will art improve the physical health of students?
• How does art increase the mental health of students?
• How does art improve the spiritual health of students?
• How is art integrated into core curriculum classrooms?
• What are the advantages for students when art is implemented into core curriculum classrooms?

Knowledge Gap

The connection between mental health and art, as well as art and cross-discipline education, is prevalent, however, the connection between mental health, art, and cross-discipline classrooms as one unifying idea is speculated. Similarly, art and spiritual health, as well as art and cross-discipline education, is prevalent, however, the connection between spiritual health, art, and cross-discipline classrooms as one unifying idea is speculated. This creates a knowlege gap in which the thesis student is trying to fill and draw connections upon.

Significance

Overall, the thesis is significant because it allows the reader to see how education can be improved by allowing students to develop alternative modes of learning, and as a result, it will improve the physical, mental, and spiritual health of the students. The research questions give a structure for the information that will be obtained and examined in order to make the thesis believable and achievable. The knowledge gap shows where information on the subject is limited and the ways in which the thesis will need to draw conclusions and reference other sources in order to answer the questions. The research allows the reader to have a foundation of support and evidence. This then allows the author to show the importance of her thesis. This thesis will examine multiple avenues in which art has been utlized in classrooms and draw conncections between the physical, mental, and spiritual health of students.

RESEARCH

Research Rationale

According to the National Conference of State Legislatures, "45 states require schools or districts to provide arts instruction in elementary and middle schools." But what about the high schoolers? Do they just age out of the need for art? For many students, art is their way to communicate effectively, sort out their emotions, and problem solve. Years ago, art used to be the focus of many high school classrooms including cooking, sewing, and other art forms that promoted skills beyond the classroom. However, with the number of college-minded individuals growing, so did the college requirements such as mandated testing. Therefore, high schools responded with more college-level classes, and soon came State mandated testing to ensure they were learning on their level as well, and also to get the additional school funding. As a result, the arts have been bypassed and many high school teachers and staff often fail to understand the importance of the arts in core classrooms, which results in missed opportunities to improve their mental, physical, and spiritual health. In this paper the proposed solution will help raise awareness of this growing issue, encourage stakeholders to act, and give information to those who may be struggling in the classroom, with the use of printed displays, a website, and a mobile application. Through the proposed solution, students will be able to receive the benefits of art and will be able to feel an improvement in their mental, physical, and spiritual health.

Stake holders

Individual

The initial target market for this thesis is secondary education teachers, within the United States, who teach subjects other than art as the primary focus. Some examples of teachers who would be targeted are secondary English teachers, calculus teachers, physics teachers, technology teachers, literature teachers, etc.

Institutional

Some additional target markets of this thesis include institutions. Institutions such as high schools, secondary education schools, colleges, universities, and even vocational schools could also be intrigued by this thesis. Some examples are the Pittsburgh Center for the Arts, the Art Foundation, and the Bottle Works Ethnic Arts Center.

Societal

Societies may also be affected by this thesis. Such societies may include neighborhoods, ethnic groups, towns, teams, clubs, counties, etc. Some specific examples are the National Art Education Association, Pennsylvania Art Education Association, and Americans for the Arts.

CHAPTER 2: RESEARCH

SUMMARY OF FINDINGS

The students often are failed by school systems that structure courses singularly and ignore the importance of the use of art in cross-discipline education. The following information comes from research and resources which addresses the importance of cross-discipline education and more specifically the use of art and cross-discipline education as a means for aiding the students in their physical, mental, and spiritual health. The order in which these topics will be analyzed is as followed with these themes:

- The Definition of Cross-Discipline Education

- The Definition of Art Education

- Art Education and Cross-Discipline Education

- Implementing the Arts in Cross-Discipline Classrooms

- Art, Cross-Discipline, and Mental Health

- Art and Spiritual Health

Cross-Discipline Education

Schools are a place in which students of all ages learn basic skills and fundamentals to prepare them for their future endeavors, so they are able to survive after graduation. The purpose of schools is to help generalize information for each age group from kindergarten to twelfth grade. This helps ensure that every student is equipped with roughly the same knowledge for their grade in order to enter into the next grade. This also helps the teachers to have a standard start for education to continue within the next grade. However, for twelfth graders, standard education helps to ensure that they are prepared for the workforce or college. Having the students learn and have specific goals helps to create a middle ground for standard practices and requirements within grade levels, the workforce, and or college.

Cross-discipline can be combined with standard education to help aid in the teaching of students. Cross-discipline is the notion of using different educational subjects taught in other classes within the current classroom. For example, this could be the use of mathematics in physics, the use of science in cooking, or the use of art in mathematics and literature. In other words, it is the blending of two or more subjects to teach students key ideas and meet educational standard goals.

Much research supports the importance of cross-discipline within classrooms. However, much of the research is geared to support cross-discipline in early education and post-secondary education. Research shown in The Journal of Higher Education shows, specifically in higher education classrooms, students are required to perform research as a means of arguing for a paper, supporting a thesis, and gaining knowledge for a project (Craney 93). Research is a key way in which the students can use the information they have received and taken within other courses and utilize it beyond the original context in which the information was given. Allowing students to 'connect the dots between one classroom topic to another helps the student to better understand their research and to create a more holistic approach to all the ways in which the topic can be addressed and reviewed. For higher education students, this notion of cross-discipline is more effective in that it also allows them to learn skills and obtain the knowledge they may be able to implement within the workforce as well to solve problems and answer questions rather than just the sole purpose of a paper (Craney 93).

This is the same way cross-discipline education works within the early, middle, and secondary education systems. Teachers implement the use of other subjects within their classrooms as a means to educate their students. Educational Research and Evaluation: A Journal on Theory and Practice explicitly demonstrates the need for cross-discipline education due to the benefits which students receive in order to drive home ideas that teachers are striving to convey (Meijer 79). For many students, the standard singular education teaching is working, and they are able to retain the knowledge and implement it on their own without the need to bring in other subjects to explain the idea. However, research supports that there are still many students who are unable to learn 'traditionally' and require a more all-inclusive way of learning. One example of such students is the students with special

needs such as autism, dyslexia, ADD, and ADHD (Rice and Dunn 148). These students, no matter where they fall on their given spectrum, learn differently. Many students learn differently due to other influences such as cultural, racial, ethical, and numerous other factors (Rice and Dunn 147). They are able to learn best in classrooms that allow them to think of the ideas and teachings in a different way in order for them to retain and understand it.

Another key factor discussed within Educational Research and Evaluation: A Journal on Theory and Practice is the idea that cross-discipline not only helps to bring ideas full circle to gain a standard understanding of the idea or teaching but also helps students develop problem-solving and other standard skills to be implemented elsewhere (Meijer 79-80). This study on the teaching of cross-discipline supported the notion that these problem-solving and general skills can in fact be taught to students. By using cross-discipline, the teachers are showing students how to use other retained knowledge and information to further aid in the teaching. Like parts of a puzzle, this helps the students to learn to look for their answers outside of what they may originally look for, and instead look into what they may already know and see if they can solve the problem that way.

A journal in Teaching and Teacher Education stated that many teachers teach based upon the year prior as well as their personal interests and topics rather than what best suits their classroom students (Cohen 225). Teaching in such a way shuts off many students and as a result, they begin to suffer at the hands of the educator due to the misunderstanding of the material. Cross-discipline can aid in this because it allows those students to connect ideas from one classroom to another. If cross-discipline is done early on within the education system, students will be able to do this 'problem-solving' on their own without the constant direction from the teacher. In addition, the research journal supports that cross-discipline also aids the teacher and the staff as a whole. Cross-discipline helps to ensure the standard teaching practices from one teacher to another by making sure their teaching methods are consistent with others to aid in the learning of the students (Cohen 225). This can be explained by the laid-back teacher versus the 'nit-picky teacher'. In other words, one teacher's requirements are not quite as strict and the students feel less stressed when turning in assignments, while the other teacher is stricter and requires one right answer only and thus causing more stress to the students. By using cross-discipline, teachers can see the methods of teaching performed by their coworkers and adapt their methods to blend with that of the others. Creating a consistent environment for the students to learn allows for a better standard of teaching practices across the school as a whole. As a result, it allows the students to better understand the standard required material and information.

In the Journal of University Teaching and Learning Practice, technology is discussed as a way in which teachers can implement cross-discipline methods within their classrooms (Downie 149). Technology is on the rise, and the ever-growing rise of the internet means more vast information is widely accessible. In other words, technology would allow students to have greater access to information and related information. This helps allow students to implement their own cross-discipline through research.

Technology also allows students to learn differently (Downie 150). As discussed, prior, the importance of different education for each student and classroom is imperative in order to have a standard intellectual bound across each level. Many students need this cross-discipline in order to achieve the standard intellectual level, and research shows that technology helps to bring cross-discipline into the classroom (Downie 150). Another method of technology that supports cross-discipline education, aside from the internet, is the use of digital art and video games as a means for education and education practices. This notion of art education as a key point in cross-discipline education will be discussed in the next section.

Art Education

Art and education have been utilized primarily as singular art classes country-wide across the education systems. Oftentimes, these art classes are then only seen as extras or in other words electives for secondary education students. However, in many schools, secondary art is broken up into medium-specific elective classes to allow the students to work primarily within the medium they prefer the most such as pottery, visual arts, drawing, painting, and mixed media. These classes, unlike elementary and middle school art, are more student driven to create projects and themes within the overall project which is tailored to suit each individual student. For example, the students can take a drawing prompt of 'create your space' and design anything from the outer space, to the space in which the student lives, to their happy place, to even a utopia. This method of education, allowing students to create their own path, forces students to think creatively to solve the answer to the prompt. It also allows the students to create something they are proud of and use the medium to its fullest potential.

As research shows, students learn best when they enjoy what they are learning, therefore, by allowing them to create themes and ideas from their minds, they will feel more connected to it and learn better (Marshall and D'Adamo 10).

Bequette and Brennan, art education teachers, discuss the educator's push for policy reform for visual arts and media arts classrooms (Bequette and Brennan 329). As stated previously, teachers oftentimes teach according to their own personal preferences and can have different teaching methods than their coworkers within the school (Cohen 225). However, these teachers can oftentimes, and most likely, have different teaching methods than teachers who teach the same subject but within different schools. As a result, the teachers of visual arts and media arts are pushing policy to change the standard education requirements for these mediums within secondary education. The policy strives to create a distinction between the two mediums and the forms of art and communication they offer (Bequette and Brennan 329). By creating a distinction of what is expected from each course, teachers will have a standard platform of the goals and projects that need to be taught in order for it to meet the state requirements for visual arts or media art classes in secondary education. Understanding the purpose of each art class and the skills which should be taught and utilized will also allow teachers outside of the art curriculum to understand how to implement specific art practices and ideas into their classrooms

Art Education and Cross-Discipline

Julia Marshall, a professor at San Francisco State, and Kimberley D'Adamo, an art teacher at Berkley High School, state that art education generates and fuels metacognition (Marshall and D'Adamo 9). Metacognition, in general, is defined as the thinking and rethinking of ideas and approaches to problems that occurs within the brain. In other words, the development of metacognition within the students is a way in which students can work through problems and approach situations differently than they originally planned to approach them. This notion of thinking and rethinking is very important in the classroom as well as outside of the classroom and in the real world (Marshall and D'Adamo 10) . Metacognition helps to develop critical thinking skills, problem-solving skills, and creativity skills. Art helps to fuel metacognition or in other words, rethink their current thinking (Marshall and D'Adamo 9). The way art does this is by allowing students to have their own creative flare on assignments and projects. Art allows the students to take a prompt or assignment and develop beyond the original words within the assignment. This helps generate the critical thinking skills for them to solve their own problem within the prompt and develop creativity. These are skills and methods which go beyond the art project itself and can help aid in problems that may arise in other classrooms and the world outside of the school system. Research supports the notion that art is a key factor in the development of skills beyond the art classroom. As a result of research, art education is starting to take hold in several non-art classrooms across the country, however, not in most or all.

STEAM is a way in which schools are trying to implement art in the classrooms (Perignat and Katz-Buonicontro 31-32). STEM is a method of education system implemented by the majority of schools across the country. STEM stands for science, technology, engineering, and mathematics. STEAM is similar to STEM, except within STEAM, the 'A' is added for art. Schools utilizing STEAM are seeing the importance of arts in the classrooms, especially in the STEM fields. Art can be utilized as a method for teaching and understanding issues and problems that arise in these fields (Perignat and Katz-Buonicontro 31-32). For example, art can be used in mathematics, engineering, and science as a way to sketch out the problem and include dimensions and other information. As also described above, art can be used as a way to help generate ideas of ways to solve problems. Art helps to develop metacognition, and therefore, art helps to develop the creativity and critical thinking skills needed to solve problems and enhance learning within science, engineering, and mathematics subjects.

Although research supports the growing use of STEAM within schools, not every school is on board, and the science, engineering, and mathematics subjects are not the only subjects that can benefit from the use of art within the classroom. Other research done by Mary F. Rice and Michael Dunn, supports art as a method of learning within literature and English (Rice and Dunn 148). These subjects desire creativity and outside-the-box thinking when writing and reading. Art classes themselves help to develop the creativity and problem-solving skills needed within these other classrooms. Literature is a collection of creative works by different authors. Research supports that art and literature are both creative forms and should be used as methods of creativity and exploration within the classrooms (Rice and Dunn 155). Overall, art education and cross-discipline can be used together as a method for teaching beyond subject-specific classrooms.

Art has many forms which can be implemented and used. Art as a whole, across all topics within art itself, help to generate creativity and critical thinking skills.

These skills are often needed in other classrooms to help students to understand the topics and lessons being taught in non-art classrooms. Art as described prior is a way in which students are able to explore their own creative processes as a method of problem-solving. Some subjects require more thinking than others to understand, however, this level of hardship depends on the student and the intellectual abilities that are brought to the table prior to the course. Art is a way to level out the learning outcomes so that all students may understand the methods and practices taught within other subject classrooms.

Research done by Tanya Scott and Todd Twyman also supports the notion that art helps beyond the art classroom and other discipline classrooms. Art generates skills needed beyond school systems (Scott and Twyman 20). In today's world, there is an ever-growing connection to others through technology. With that comes the widespread availability of information. This information comes as political, factual, cultural, etc. Art can help provide the necessary tools needed for individuals to comprehend, analyze, think through, and solve issues with which they observe and come into contact (Scott and Twyman 16). In fact, they state,

> "The visual arts have always given us a lens with which to observe, analyze, and dissect our experiences in this world. Through a cross-curricular approach, art educators may offer students greater opportunities to contextualize their learning while providing them a space to develop visual arts practices and the skills to build connections between course content. By uniting otherwise isolated information, the 'Why are we learning this' and 'Why does this matter?' may become questions our students can answer themselves." (Scott and Twyman 20).

These skills can be crucial in a world where conflict and problems arise daily and are at the forefront of social media. These skills are also crucial to the job and workforce as well as surrounding life (Edginton 271). Employers seek individuals who are able to use their own metacognition as a method for solving problems and dealing with situations and the world in general needs individuals who are able to use their skills to solve everyday problems (Edginton 271). The research shows employees want employees who are able to conceptualize on their own and do not need constant aid from a supervisor. Art helps to develop these required skills by employers. There are several ways in which schools can help to implement art within their classrooms so that the students build skills to be used beyond the classroom, in the job, and workforce. The next section will discuss how art can be utilized to aid in learning within other disciplines as well as outside of the disciplines.

Implementing the Arts in Cross-Discipline Classrooms

Students of all ages face challenges inside and outside of the classroom. Some students struggle daily with mental disabilities such as autism, dyslexia, down syndrome, and the list goes on. Other students struggle with physical impairments such as vision issues, missing limbs and digits, movement disabilities, hearing loss, and so much more. Students can also struggle with issues aside from physical and mental disabilities. Other ways in which students can struggle also include family issues, mental illnesses, such as depression and anxiety, cultural issues, friendship issues, and the list continues because the challenges Students of all ages face challenges inside and outside of the classroom. Some students struggle daily with mental disabilities such as autism, dyslexia, down syndrome, and the list goes on. Other students struggle with physical impairments such as vision issues, missing limbs and digits, movement disabilities, hearing loss, and so much more. Students can also struggle with issues aside from physical and mental disabilities. Other ways in which students can struggle also include family issues, mental illnesses, such as depression and anxiety, cultural issues, friendship issues, and the list continues because the challenges are limitless. Students struggle at the hands of many challenges and these challenges, whether in the classroom or not in the classroom, cause learning barriers. Research supports that art is a method that when implemented properly, though it takes time away from standard teaching methods, actually improves creativity which in turn improves critical thinking which all aids and improves the learning itself (Rice and Dunn 155).

Students who are struggling with mental disabilities struggle to learn the material the same way other students do, however, they still need to learn the material. Art is a method that supports students with disabilities because it promotes thinking Rice and Dunn 147). Research supports that students with

disabilities learn best when art is involved because it allows the students to think critically about solving problems and find solutions to problems through art. Similarly, to students with disabilities, students with physical disabilities also have struggled with learning due to their impairments. Art can help them conceptualize science problems, think creatively for writing, and problem solve math questions.

Students who have no physical disabilities or mental disabilities also struggle as well. Oftentimes, these students are swept under the rug and their struggles are disregarded. As a result, their test scores and grades show their suffering. These students struggle to learn in core curriculum classes due to the challenges they face inside and outside of the classroom. These students require a different teaching method than the 'standard' practice, in fact, many students do. In order for these students to feel heard and accepted, they need to feel as though their thought process and learning process is valid and valued. By integrating art into their writings research shows the students are more creative and feel more accepted within the classroom. As a result, the students are more willing to do the material and work harder on it because they learn to enjoy it. This then causes a rise in test scores and grades as well as self-value within the classroom. Introducing art also introduces a new environment of acceptance of all ideas, thought processes, cultures, backgrounds, etc. This growth, due to the cross-discipline of art and core curriculum, within the core curriculum classrooms is supported by research and shows that students are enjoying their learning and thus learning more as a result (Marshall and D'Adamo 9).

More research is done within the visual arts and core discipline classrooms. Visual arts take many forms in general. Several forms of visual arts are websites, logo designs, mobile applications, layout design,

game design, and the list goes on. Visual arts are on the rise as a result of the rise in technology. With the rise in technology also comes the immense value of knowledge available at the fingertips of the world. Using technology has almost become unavoidable in the twenty-first century. Technology surrounds students daily such as the television, social media, smartphones, touchpads at restaurants and fast food restaurants, smart systems in cars, kiosks, and technology and inventions continue to grow at an immense rate. For this reason, it has become necessary that individuals learn how to use technology, especially the younger generation, because it impacts their future, and it will not go away.

For several reasons research supports the use of visual arts technology in the classroom. . Katz-Buonicontro and Foster, both with Ph.D.'s and professors at Drexel University, found, through their research, that the value of mobile applications goes beyond just opening an app and viewing it and instead stated that "…mobile applications promoted physiological features (e.g., interactive touch), psychological learning principles (post, share, comment/artwork), pedagogical voice (e.g., social constructivist teaching), socio-cultural dimensions (artist's background), aesthetic understanding (e.g., line, color) and creative self-efficacy (e.g., the belief in the ability to make a new painting)" (Katz-Buonincontro and Foster 52). Physiological learning is best defined as hand-eye coordination learning. Hand-eye coordination is extremely important for students to develop because it allows their brain to work and function at a more complex rate, thus improving the sharpness and quickness of their brain By improving the psyche, individuals will be better able to conceptualize and retain information as a tool of knowledge. Psychological learning will also enhance the ability of students to think before responding to peers, teachers, and staff, thus creating a better environment in the classroom. In the same

aspect, psychological learning also enhances the ability of students to problem solve within their own prior knowledge as well. This will improve the learning process and allow students to make connections to other courses and ideas.

"A rigorous art education can positively affect students' overall academic performance and interest in areas such as science, mathematics, and life skills... Rigorous arts-based learning also helps students learn about their socio-cultural context, shape informed political opinions, and form a sense of their creative selves" (Katz-Buonincontro and Foster 53).

Cultural learning is described as the way groups of similar people within an environment share their knowledge with others in their group and how this knowledge is then passed on to the next individual. Different cultures pass along different methods of teaching other individuals such as hands-on approaches versus textbook approaches. By using mobile applications, students will have greater access to knowledge of how others learn and conceptualize their decisions and practices. Cultural learning is also an important tool beyond the individual students learning. Research shows that cultural learning also allows students to feel more accepted in society as well as improves the behavioral treatment of classmates, teachers, staff, and individuals beyond the school system.

Another method of arts in cross-discipline education that research shows are the use of video games within the classroom. Research done by Stephanie

Martyniuk, similar to the use of mobile applications, shows how video game design enhances multiple forms and levels of learning among students (Martyniuk 15). Video games like mobile applications help aid in the hand-eye coordination or in other words physiological learning of students. These skills are enhanced further with video game design. In addition, video game design also helps to enhance psychological learning and cultural learning in the same ways which mobile applications do. However, one key factor that research shows within video games is the learning by playing versus the playing by learning (Martyniuk 15). In other words, video games offer two methods of generating learning to occur. Learning by playing allows individuals to come to learning solutions on their own and subconsciously as they are moving through the game. This allows students to feel at ease and under less pressure to learn and thus the learning experience is increased and information is better stored. Another method of learning is playing by learning. Playing by learning research shows that learning can occur first within the classroom, then taken to the applied learning step by utilizing video games as a method for allowing the information to be retained. These two methods are supported by research and are a key unique factor that video games offer to the classrooms.

Another method of research that supports art implemented in core curriculum classrooms is the use of infographics. Additional research is done by Lazard and Atkison shows infographics are not merely a piece of art but rather a great communication tool for individuals to learn and grow(Lazard and Atkison 7). Infographics are graphics, or in other words artwork designed on software, in which the artist tries to portray some type of information. The information infographics offer can range from a simple 'how-to' to a more complex showcasing of data collections through scientific research. Infographics all serve

different purposes based on the information they are trying to convey. However, one thing holds true amongst all infographics, they all are a combination of the visual arts, communication, and some form of other information. Infographic capabilities are very vast and therefore cannot be narrowed down into one simple idea or concept that they convey. For example, one infographic could be geared toward motocross and all of the key components of a bike with tangent lines coming out from several key parts of a dirt bike, while another infographic could take the same topic and create an infographic based on the comparison of engine performance of each type of dirt bike maker available such as Yamaha, Suzuki, Husqvarna, and KTM. Research supports that infographics can cover an immense area of information with a simple visual, however, the main purpose is to utilize the visual art field and forms as a method of communication of information that would otherwise be learned through articles and textbooks.

Infographics are typically found in poster-like format and can be utilized within classrooms and informational settings. Infographics can condense large quantities of information into simple-to-understand posters. These infographics use style and aesthetically pleasing designs as a method for persuading viewers to interact with the material. Since infographics are a tool of art and communication, the use of color, layout, line, and layers play a key role in the way in which individuals take in the information given as well as approach the information. The use of color, layout, line, and layers help aid in the visual aesthetics because when combined it looks as though it is a piece of art and not a mass condensed plethora of information. When information is arranged in a way that looks like a piece of artwork and not like the bounds of text, research shows individuals are more likely to want to approach it and see the information that it entails. Infographics trick the brain into learning information by looking at small graphics combined to show large quantities of

information that otherwise would have to be read in long block text to understand.

Research done by Hilderink shows that infographics are a key component of the communication of material from one expert, such as a teacher, to a learner, such as a student (Hilderink 107). Communication as a whole is the conveying of words, ideas, thoughts, questions, information, etc. from one person's mind to another or into the universe. It is the ability for one to express thoughts and feelings on material and other ideas that others have previously communicated. It is the generation of new inventions and the way in which new products become marketed. However, communication does not only come in verbal and written forms. Infographics combine art and communication as a method for displaying information (Polman and Gebre 868). Polman and Gebre found that by allowing information to be condensed into a smaller designed page, information is seen as more bearable and research shows that individuals as a result are more willing to learn (871). Infographics persuade individuals into learning by their appearance. Research shows that often times when objects are pleasing to look at, individuals take more time with them and are more willing to explore the objects further (Lazard and Atkison 19).

Since individuals are more willing to learn from infographics (Lazard and Atkison 19), infographics can be utilized in classrooms to convey material that otherwise would have to be read within a textbook. The use of infographics aids in the learning for all students, but especially those who struggle with the material due to learning and mental disabilities as well as outside cultural and family issues. As discussed prior, research shows that students struggle with a variety of issues and as a result, they bring those struggles into the classroom with them. By bringing these issues into the classroom, they are already setting themselves up for challenges when trying to learn and do work.

Infographics are a tool that is used to help allow all people to understand mass quantities of information not just those who would have also understood the reading of the mass information. Infographics help students who are struggling to retain information, because infographics allow the students to retain the information without realizing it. Infographics promote the notion of learning by pleasing the eye. Students want to interact with things that they see as 'fun.' This is the same idea discussed prior in video game research and mobile application research within classrooms. Students and individuals as a whole want to interact with objects and things they feel as though they can connect with and that comes naturally. By utilizing art, infographics make students want to engage with topics and have a more willingness to learn the material and retain it. They will remember the graphics as cues for the information they saw and be able to connect the dots to remember the material. The tool of infographics is utilized in many ways such as maps, political agendas, scientific research, and education. Infographics, mobile applications, and video games are just a few art tools that have been researched and utilized to benefit the learning process and retaining of material. This cross-discipline education of art and core subjects also goes beyond the area of physical health, it also aids in the mental health of students which will be discussed further in the next section.

Art, Cross Discipline, and Mental Health

According to research, mental health impacts the learning process of individuals as a whole and especially students. With the rise in mass access, comes many issues. In other words, mental health has

skyrocketed as a result of the ever-growing society that is the twenty-first century. Mental health has been at the forefront of society due to the research on the detrimental impact it has shown to create. Mental health impacts individuals' capabilities to learn, grow, function, and even live. Though more help for individuals is being given to those who struggle with mental health issues, not all individuals are reached and research shows that students are taking the biggest hit with mental health issues than any other group (Enns 226).

Research done by Aganeta Enns shows that the mental health of students is poor due to coping habits that were not instilled in them (Enns 226). In other words, students are pushed to learn and act a certain way despite their differences, challenges, and issues. This in turn causes internal stress on students to learn and perform a certain way and if they do not understand, then they just do not understand. This spewing of stress can cause students to feel lost, hopeless, stupid, and so many other terrible things. Research has been done to show the impacts of mental health coping skills within post-secondary education. The students in post-secondary education face many challenges outside of the classroom which impact their learning experience. Some of the issues which were discussed were financial issues, responsibility, adulthood, classes, workload, etc. (Enns 226). The research shows that students who were taught within secondary education had the abilities to learn and cope, they were less stressed. These students were able to take on their challenges with more ease and have learned ways in which they can act and perform to decrease their stress.

Jenny Secker has done more research has been done on art and mental health. One study has found that people with mental health issues often find themselves outside of typical functions. In other words, these individuals are excluded and remove themselves from many situations as a result of their mental health (Secker 52). This is detrimental to the classroom because participation and inclusion is the best way for students and individuals to learn and grow. This research goes on to utilize art as a tool for combatting mental health (Secker 52).

Art has been used for many years as a coping mechanism for many artists. In fact, for many years, mental health was not addressed and individuals who were suffering were immediately deemed as 'crazy' and thus sent to 'insane asylums.' It was in these asylums that many individuals were practiced in horrific ways to 'cure' their 'craziness.' Prior to this time, many artists and writers tried to show through their works that mental health was a bigger issue and these people were not crazy, they were mentally ill. Some of these early writers and artists who tried to show mental health through their works were Vincent Van Gough, Silvia Plath, Edvard Munch, Edgar Allen Poe, and Ernest Hemingway. These creators struggled individually with their own mental health and used art as a way to cope with their feelings as well as bring awareness to the normalcy and issue of mental health. These creators brought mental health to the forefront of society in an era in which mental health was underdeveloped and people were just seen as crazy and needed to be removed from society. By using art and creativity, they not only brought awareness to the issue but also showed how art could be utilized as a method for helping individuals deal with mental health issues. However, it took many years for art to take hold in the mental health field. In fact, mental health and art practices and awareness did not start to develop until 1942. The term 'art therapy' was created by Adrian Hill who saw the importance and the results of utilizing painting and drawing as a form of coping.

Another study done by Jenny Secker shows the results of coping by using art (Secker 72). The study involved nine individuals with mental health has been done to see how exactly mental health can impact their coping, learning, and participation skills (Secker 72).

> Through art, these individuals were found to have higher safer coping skills by using art to express their feelings and cope with their thoughts (Secker 78).

Another study done by Patricia Fenner, a professor at La Trobe University, dug further into the notion of using art as a means of helping with mental health (Fenner 1). This study was done over a year-long period in a program designed specifically for the use of art in mental health practices in Fiji. Over the year-long period, the course designers implemented art in different ways as a form of communication, acceptance, self-expression, and awareness (Fenner 1). They focused on the well-being of the individuals as a whole and as individuals to see how art impacted their daily lives and their ability to cope, their own personal views of themselves, and also how art impacted their relationships with others. The study found that,

> "Within the mental health context, artmaking has been recognized as providing benefits for psychological, occupational and social domains of recovery, able to support experiences of autonomy, self-discovery, self-expression and social identity amongst other outcomes"

(Fenner 2).

More results show that with regard to only the individuals they felt a greater acceptance of themselves, they were more self-aware, they had better morals, they were able to cope with their thoughts and feelings, and they had a higher sense of self-worth (Fenner 5). The individuals alone could now see themselves as worthy being in this world, worthy of happiness, worthy of life, and worthy of success. The individuals were also able to hold themselves in higher regard and see themselves as valued and important. Coping was another way in which individuals were seen to improve as a result of art. In other words, individuals were able to express their thoughts and emotions in a less destructive by using art as a tool for getting out those internal emotions and thoughts. As a whole, results showed that art was able to be used as a way to bring others together and for individuals to feel accepted within a group and their voices heard. As a result, they found that the individuals were more likely to participate and engage with others. This participation lead to a better feeling within themselves and thus helped to improve their internal mental health. Health and art have also been used beyond physical and mental health to improve personal well-being (Fenner 5). One way in which art can be further utilized is for the improvement of spiritual health. The notion of spiritual health will be discussed further in the next section.

Art and Spiritual Health

Spiritual health can be defined as the religious, cultural, or even internal aura. Though in many cases, research has found that spiritual health is immediately connected to religion, that is not all that spiritual health encompasses. Mental health differs from spiritual health in that mental health deals solely with the brain

and mental feelings. Spiritual health is the health of the internal body and soul. This connection between body and soul is an important part of a person's overall well-being. When an individual's soul is at ease, they are thus able to act and perform in a positive way to themselves and to others. Spiritual health has been growing in terms of awareness and acceptance, however, not much research has been conducted with connection to art.

Michelle Wilkey explains a study to address the connection between art and spiritual health (Wilkey 17). This study explores how sick children and young people such as teenagers heal with regard to their the struggles they face internally beyond mental health and more with a focus on spiritually and spiritual health. Religion, culture, and internal aura are struggles with which not only children and young people deal, but also adults. Therefore, this research has found it is important for individuals to address these struggles within young people so that they will have a better well-being as adults (Wilkey 18). This study found that by using art and encouraging activities beyond lectures, students were able to further explore their spiritual health. The study found that lectures on spiritual health were not effective, and, at times had a negative effect on students (Wilkey 18). Overall, the study found that by implementing art, the staff was providing a safe space for students to feel accepted and generate thought. Art has been shown to allow students to explore other ideas and feel as though they are coming to their own personal connections themselves. This safe space has also been found to generate a sense of love which many students who are struggling within their spiritual health need (Wilkey 18). Therefore, the researchers concluded that art is a key method in allowing spirituality to be explored and healed. Art allows individuals, and in this case, students, to explore other connections and feel a sense of love and acceptance with regard to their spiritual health. Art has allowed these students to feel as though they are in a

safe space and has promoted art as a key to well-being (Wilkey 18).

Conclusion

Art is a method in which has been used for centuries as a tool for creativity, however, many research now supports the use of art in cross-discipline classrooms as a method for improving spiritual, mental, and physical health.

ADDITIONAL RESEARCH

Research Methods

Image Boards
This thesis will conduct several image boards as a way to convey who the intended stakeholders are as well as who the students are who are affected by the stakeholders' positions and teachings.

Case Studies
The thesis will also review case studies that have been completed by other organizations. These case studies will show the benefit of art to students and individuals inside and outside the classroom to help promote overall well-being. In addition, these will show how research and case studies come together to prove the benefits of art as a whole and not as separate pieces where a connection can be speculated.

Visual Analyses
This thesis will also conduct visual research. The visual analysis will delve into the case studies and the deliverables that were used to promote awareness and action or produced to help raise awareness as a result of the information gathered. The visual research will explore color, layout, design, aesthetics, etc. as a driver for how these visuals will impact and raise awareness of art and cross-discipline education.

IMAGE BOARDS

Stakeholders

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Students

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№1 NATIONAL ARTS EDUCATION: RAISIN AWARENESS CAMPAIGN

Case Study

The National Arts Education is a foundation that promotes the arts and educates individuals on all the offers and opportunities that art has to offer to children and adults, inside and outside the classroom. One of their key campaigns was the "Public Awareness Campaign". This campaign strove to show individuals the importance of art for young children and the creativity and problem-solving skills they can employ through art. However, the challenge stood as to 'Did anyone actually take the campaign seriously? If so, who? How did they utilize the methods and ideas drawn upon by the campaign?' Luckily enough, due to this campaign, the National Arts Education found a school that took their ideas to a new level. In Hamilton, Ohio, Adams Elementary School started a program called Spectra+. Spectra+ is an arts-based teaching method that helps to integrate art in cross-discipline classrooms. In other words, they strive to bring art to non-art classrooms and non-art classroom teachings to art. Some examples of ways they have integrated art into their classrooms can be seen in their social studies classroom. When learning about George Washington and his wife Martha, the students also learn the minuet dance to help them remember the key ideas and points of the discussions. In addition, when the students learn U.S. geography, they learn to sing the states out to music. The principal of the school, Kathy Leist, comments on these arts-based activities and says, "The result is kids love what they're doing at school, and it shows."

The students benefit from this Spectra+ experience because they are more apt to learn. By combining the arts with a non-arts curriculum, the students now have two distinct, yet different ways to learn the same idea and or concept. By giving the students a different way to learn, they are more likely to get one of the methods and to understand it better than by trying to force every student to learn one particular way. Jackie Quay, the administrator for Spectra+ at the Fitton Center, makes this same assertion when she says, "One of the values of integrating art into the curriculum is it gives children multiple opportunities to learn a concept." She goes on to add, "SPECTRA+ also gives us a chance to apply the concept of multiple intelligences…Kids are smart in different ways. Some kids read and write well, other kids do better showing you what they know through their hands. The program gives a child more options to express what they know, and it gives teachers other ways to know if a child understands what's being taught." In addition, when students feel as though they are learning and they are correct in their thoughts and answers, they tend to want to learn more to prove themselves. This connects to Mike Fox, a parent of Spectra+ and a county commissioner, when he says, "Art can be the hook, the vehicle, that gets a child into the world of learning…Kids who start their lives with non-nurturing communications are at a disadvantage. An arts-rich program addresses the whole child and how they feel about themselves…When teaching kids, you're usually addressing a lot of energy and emotions. Art allows students to give expression to feelings and emotions in a way that's safe because it's part of the academic regimen. And, those positive affirmations that come from experiences with art carry over to other areas."

Overall, this case study supports the thesis that art is beneficial in cross-curriculum teachings to help promote physical, mental, and spiritual health and well-being. The students in this case were able to utilize their skills learned through art to gain intellect and grow confidence in themselves and their learning capabilities. Through art, these students were seen to grow a fondness for learning and feel involved and intelligent while doing it, thus pushing them to want to learn more.

http://artsaskformore.artsusa.org/spotlights/case_studies/001.html

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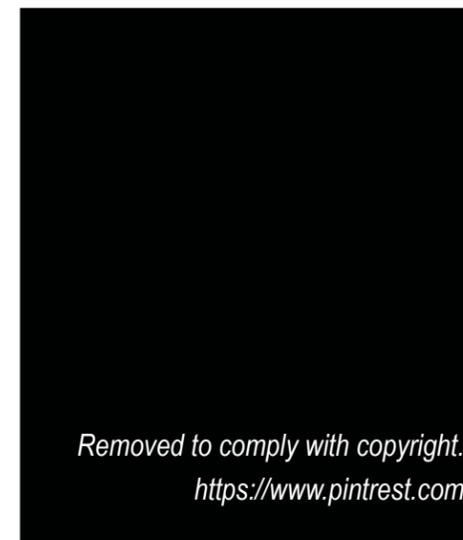
Visual Analysis

The National Arts Education's "Public Awareness Campaign" has already shown through the case study above that it has worked for its intended purpose to educate and move individuals to act and to bring to light all the importance and values that art has to peoples lives, but more specifically children. All of the ads contain spin-off designs of foods such as cereals and yogurts. The ads as a whole were directed toward adults. However, the visuals first attract children who then, with hopes, inform their parents of their new desire and then the parents would examine the ad themselves where they would see the true point of the ad and that it is not about food at all. This notion of using food to entice individuals is a cultural method used in advertising to help draw attention in and promote desire so that more time is spent investigating the ad as a whole even though it is not about food at all. They did this because the arts during the time of their campaign was falling by the wayside and they needed to create ads that asserted the attention they needed. They also needed to create ads without deterring the attention of people by adding busy text that they were not going to read and probably ignore since they were already ignoring the issue as it stood already. However, the question still remains, 'How did they present the material?', and 'What part of the visuals caused people to want to act and to acknowledge the importance?'.

The National Arts Education's "Public Awareness Campaign" had several forms of print and web-based ads. The platforms in which they utilized the most were print ads in the forms of posters, magazines, banners, billboards, and web-based ads. As a unit, the ads function very closely together and contain the same elements and colors, however, small subtle things are changed based on each platform and the orientation and sizing of the desired layout are changed. The designers focused all of their efforts for each ad on food and made food, cereal boxes, and yogurts, the primary viewpoint of the ads. From there, the cereal boxes were designed in such ways which promoted the arts by including a dancer with a cookie tutu or an image of a piano on the side with the words 'free music sheet inside'. This was a way in which the arts could be viewed discretely and help ease people into the idea before they read the small text at the bottom of the ads which reads, "Feed your kids the Arts. Studies have shown that involvement in the arts helps kids increase test scores and promotes academic achievement. For 10 Simple Ways to get more art into your

child's life, visit AmericansForTheArts.org." At first glance, these ads would appear to be merely ones promoting cereal or yogurt. The small hints of the arts on the covers do not bring forward the actual meaning of the message, they are used as a further aid to entice people to view the ads. The real message is at the bottom of the ads.

The use of bright colors, images of fun art-based activities, and simple text allows the reader to feel welcomed into the ad without feeling overwhelmed. In addition, the ad allows them to come to the purpose of the ad on their own. Allowing individuals to feel welcomed into a campaign and as if they are not viewing one, made this campaign a success. Since the people were already ignoring the arts to begin with, this method of drawing them in and then informing them allowed the message to actually be interpreted and not merely ignored some more. These methods for creating art-based visuals also support the thesis that art can invite people to learn without even realizing they are learning. It can make individuals act and come to conclusions. This allows the viewer to then see the importance of the arts and how they too were just able to learn through them. As a result, this campaign pushed the notion of education and the arts as a tool for developing students' physical, mental, and spiritual health.

http://artsaskformore.artsusa.org/the_ads/010.html

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№2 AMERICANS FOR THE ARTS: THE PARTNERSHIP MOVEMENT

Case Study

With technology on the rise so do opportunities. Technology has invited the world to seek out opportunities, travel, open businesses, and find new people. With this growth comes the immense need to stand out in a world where everything is viewed online and mundane, and nothing seems unique. Businesses now need to find and seek out ways in which they can be viewed as different and unique to help foster new clients and shoppers. On the other hand, artists are struggling as well in the new and never-ending fast-paced environment. They are trying to develop their own personal touches and uniqueness in a world where everything seems to be done and art is all over the internet. Technology has made it hard for artists' work to be appreciated as it once was, and people are often just using artworks available online rather than using art designed specifically for certain situations. These two problems are what the Americans for the Arts decided to conquer and they decided to conquer them together. Americans for the Arts ran a campaign called "The pARTnership Movement." The pARTnership Movement strives to tackle the collaboration between artists and businesses to help all people reap the benefits. In a statement,

the Americans for the Arts stated, "Americans for the Arts believes that encouraging creative thinking, and leveraging creative expression through arts and business pARTnerships is essential for building healthy businesses and vibrant communities." The pARTnership Movement has defined eight advantages for collaboration which include the cultivation of diversity and empathy, amplification of skills, driving skills, showing gratitude, setting businesses apart, enlivening the workplace, advancing civic and social priorities, and enriching community life. These advantages are not just for the artists or the business owners, but also to the customers, clients, community, and employees.

One town strove to take this movement to the next level and put it into action. This action rose out of the coronavirus pandemic. The Montclair Business Improvement District realized during the pandemic that they needed to make some changes for shoppers if they wanted shoppers to come back once the restrictions were lifted. Owners of several of the businesses were expressing the need for the businesses in the district to be more appealing and many of them stated that even with the future liftings, people may still not come due to the fearful appearance of some of the vacant buildings and shops. Dave Placek is the owner of BDP Holdings, which owns several of the vacant buildings which propose issues for the other businesses. As a result, Jason Gleason, the director of Montclair Business Improvement District, reached out to Placek and discussed some ways in which they could team up and help one another. The two companies then expanded their collaboration of funds and space to form a collaboration with local artists. The artists were then paid to paint murals and pieces of art on the windows of several of the vacant buildings to help bring life to them and make them more appealing to the community as well as future purchasers

of the buildings. As a result of the collaboration, people began walking the streets just to view the artwork and thus removed the fear of approaching the district. In addition, potential investors began inquiring about the business space for rent due to the large traffic now coming through and the better appearance. This collaboration also benefited the artists during the pandemic, in which many artists were out of jobs and were unable to use their skills. This case study exemplifies the use of art beyond the classroom as well as the benefits that art has on communities and businesses.

https://www.partnershipmovement.org/8-reasons-partner-arts¬⌐

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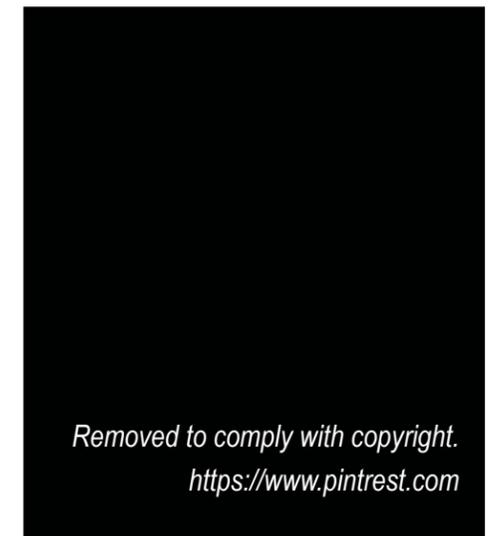
Visual Analysis

Successful campaigns rely on action. In order for people to act, they must first be proposed to with some sort of advertising and marketing. These variations can lead anywhere from speeches, to posters and billboards, to commercials and web pages. However, visuals such as posters, billboards, magazine ads, brochures, commercials, web pages, and flyers are the main ways in which groups focus on launching their campaigns. The Americans for

the Arts knew the importance of visuals when they launched their campaign "The pARTnership Movement." As a result, they designed writings that individuals, groups, or companies could read to inform their workers or themselves on how to implement art as well as success stories of this idea and movement. In addition, several of the writings focused on workbooks and the steps in which people can introduce arts in the workplace. In addition, they created fact sheets that could be distributed by businesses to other businesses, employees, families, and communities. These fact sheets were laid out and adjusted to suit the audience for which each was intended, whether it was the employee, the business, or the community. One of the fact sheet pieces in which was created for "The pARTnership Movement" was done by Jessica Stern. Overall, the piece focuses on the question of 'Why partner with the arts?'. The sheet uses this question as a method for building and laying out this piece. This piece in particular focuses on one of the eight reasons or advantages that the arts should be collaborated with regard to communities, businesses, and individuals. These eight pieces were further laid out in their writings, speeches, case studies, and advocacy on the matter. This piece focuses on is 'The Arts Show Gratitude.' The audience for this piece is primarily individuals, however, with the hope these individuals will spread the word to businesses and the community. In order to convey this reason for collaborating with the arts, Stern focuses on the use of facts and consistent colors and layouts in regard to other pieces put out by this campaign movement. The fact sheet which is created for the movement can be passed out as flyers, printed as posters, and or put into magazines.

The fact sheet itself uses a classic sans serif font throughout the piece to help show consistency. However, the hierarchy between the text can be seen through the headings in all caps, a font size

change, and a color change in the text. In addition, with regards to hierarchy, the text is blocked out in rectangle-sized parts within the layout. Though the layout boxes are unseen, it is evident due to the structured and aligned placement of the text. Some of the text is bound in by a larger rounded rectangle to help keep like ideas together as well. To aid in the translating of information from the sheet to the consumer, Stern also decided to highlight, bolden, and increase the font size of several keywords and facts in which were the most important in relaying the message. In addition, she condensed the words and sentences as much as possible for the reader to make it easier to view and interpret. Stern also focused on the use of common colors associated with the pARTnership logo. This helped the reader to identify the source of the information and feel a connection between all of the information being put out. She also adds a small graphic which allows the viewer to gain an insight as to what the sheet is about prior to reading each piece. This combination of layout, color, text, and design allowed for the piece to be read and interpreted in an insightful way. The text was not overwhelming nor lengthy, which kept the viewers' attention enough to get the message across. This visual example allows for the designer of these thesis solutions to interpret and utilize the layout and design practices that inform and persuade individuals to act on a particular issue, which in this case is the importance of art in cross-discipline education.

https://www.partnershipmovement.org/8-reasons/fact-sheets/partnership-movement-fact-sheet-arts-show-gratitude

№3 WHAT AMERICANS BELIEVE ABOUT THE ARTS: OPINION POLL

Case Study

When many people think of education, very rarely do they think of the arts. In general, many people associate English, math, science, and reading as the main factors in education. This core curriculum priority thinking is how arts lose funding in education. They are often seen as less than other courses for students and thus left with the least amount of funding. However, schools are not the only ones at fault for pushing the arts aside, in fact, it happens on a larger scale within politics and governments today. For years, art has been on the back burner in American funding and expenditures. The national organization called the Americans for the Arts saw this issue and decided to address it. The Americans for the Arts organization wanted to know how many people were being affected by the shortage in funding for the arts in education, community, and life as well as how they felt about this funding shortage. In addition, they wanted opinions on what the arts benefit as well as how the arts impact their daily lives and communities. To answer these questions and to help gauge how the everyday American felt about the decrease in funding for the arts, they decided to create a public opinion poll or in other words public opinion survey.

In May of 2018, the Americans for the Arts partnered with Ipsos to generate a survey that would address the "…importance of arts education, support for government arts funding, personal engagement in the arts, and personal and community benefits that come from engaging in the arts" (https://www.americansforthearts.org/

news-room/press-releases/americans-speak-out-about-the-arts-in-new-public-opinion-poll). The online survey tested 3,023 adults nationwide to receive their opinions on the topic. The results were astounding and overall found that the people wanted funding for the arts and that they had a huge push to integrate arts into education and life. With regards to education, the results found that ninety-one percent of those surveyed view art as an integral part in the education process. The integration of arts in education was further broken down in the survey by grade level. In every category, elementary school, middle school, and high school, over ninety-three percent of people agreed that these students deserved to be educated in the arts. This data shows that nine out of ten individuals surveyed saw the importance of art in education.

However, education was not the only source of praise when it comes to opinions on art and funding. Many people within the survey found that art is beneficial beyond the classroom and in everyday life and community. Of those surveyed, seventy-three found that through art, they can understand other cultures within their communities better. Linked to this question, seventy-two percent of people found that through art, their communities were more united. This found that the arts brought people together of all races, ages, ethnicities, genders, beliefs, etc., and as a result, the community came together.

Another key opinion that was found in the survey is that the arts help promote positivity and better mental health. Eighty-one percent of individuals say that the arts help them to cope in such a complex

and rough environment. Seventy-three percent of those surveyed say that art also made them feel at ease, welcomed, and more likely to participate. In addition, the survey found that sixty-nine percent of people felt that art helped them through everyday life.

Overall, the opinion survey found that people want more funding for the arts because they see the benefits that art has to offer inside and outside of the classrooms. This aids this thesis because it shows directly how the arts can benefit people individually on an educational and mental level, as well as on a larger level by allowing them to feel connected and inclined to interact with their communities and get involved.

https://www.americansforthearts.org/news-room/press-releases/americans-speak-out-about-the-arts-in-new-public-opinion-poll

Visual Analysis

The opinion survey conducted by the Americans for the Arts left many astounding statistical numbers which contribute to how the people feel about the arts and the need for funding for the arts as well. Overall, the survey found that people were all for the arts and that they see the benefits that art has to offer on an individual level as well as a collaborative level. Using these results from their survey, the Americans for the Arts organization wanted to create a visual method of communication that could be put out to the public to show their results. They wanted to direct their attention toward policymakers and voters, as their target market. This chosen audience would mean that the benefit of the arts would be able to be seen and viewed by those who in which can influence the funding that is given to the arts whether in the nation, state, or community as a

whole as well as within schools and school systems.

The Americans for the Arts created an infographic as their method of visual communication on September twenty-eighteen after all of their data had been collected. An infographic takes large quantities of information that would otherwise be read in long blocks of text, and designs it in such a way that condenses the wording, yet allows the viewer to obtain all of the necessary information in a more appealing and inviting way. The Americans for the Arts created a digital infographic that could be printed into poster format, placed in magazines, or projected onto a webpage to be scrolled down through. Overall, the infographic focuses on conveying the large ideas and statistical numbers which were found within the survey.

The infographic primarily utilizes the colors found in the rainbow. The use of these primary and secondary colors allows for the viewer to be drawn to the infographic and want to explore all it has to convey. The colors are not muted nor are they neon. They reflect the standard hue and vibrancy for each of the main colors such as blue, indigo, red, yellow, purple, orange, and green. To keep consistency throughout the entire infographic, they chose to utilize yellow, orange, and white as the key text and information

statistics as well as graphics and charts. The other colors such as blue, purple, red, green, etc. are darker in nature and thus needed to be larger to draw attention from a distance. Therefore, these colors are utilized as the background of information. The background colors were then used to separate the information within the infographic by category or topic. This method of organization allowed for the information to be retained in a logical manner in which allowed the viewer to make connections to other parts of the information as well as feel a flow which made the information intake easier.

Overall, the infographic cut out many words and tried to focus on creating simple graphics which conveyed the same idea and adding a large number or statistic next to it to get the point across. This makes the infographic much more inviting and makes people want to do it because they do not see much effort in looking at 'pictures' as they do blocks of text. They strived to keep the key points such as the statistics from the survey large and keep minimal text in a smaller font underneath to help further solidify the information. All of the information is kept within the same sans serif font choice, and only the size changes. This helps to show hierarchy and consistency within the piece.

The infographic combines the case study results with visual communication to help make people, specifically policymakers and voters, want to engage with the data. Overall this infographic shows how people can be drawn in and feel an easier and more willing to learn and retain information when the information is displayed in a different manner. This helps show how this thesis can visually create pieces that can first and foremost draw people in without big blocks of text, as well as make them learn and retain information that they do not realize they are learning and retaining.

https://www.americansforthearts.org/node/101585

CONCLUSION

The research conducted is pieced together to help create a sense of flow and effectiveness of the material with regards to the topic, the importance of art in cross-discipline education. Explaining how cross-discipline and art education are able to be united to help students learn is the foundation upon which the thesis writer builds. Using this foundation, she then uses factual information and research to show the three different ways art impacts students, including their physical health, mental health, and spiritual health. This basic research allows for an understanding of the topic and the research that is already done.

Leaning on the intake of the prior research, the writer then includes actual case studies and visual analyses along with image boards to give examples of these health benefits. Utilizing art to help improve education, unite communities, and raise awareness of the effects art has on everyone as a whole are several methods that were shown within the case studies and visual analyses.

Using these studies in conjunction with the image boards and additional literary research help to demonstrate ways and give validitiy to the issue that is the importance of art in cross-discipline education. This research gives evidence as to how art has been and can be implemented in classrooms and communities. Using this information, the author can now further her thesis and develop designs that coincide with her research. These designs can use the information found within the research to create posters, fliers, and social media ads.

CHAPTER 3: VISUAL PROCESS

VISUAL PROCESS

Deliverables

This thesis provides a collection of marketing materials which can be used to raise awareness and provoke action amongst stakeholders. There are three collections within the marketing materials that were created. The three collections are flyers, posters, and social media advertisements. The collections each focus on the imapacts art has on physical, mental, and spiritual health in cross-discipline classrooms.

Visual Process

The visual processes of the thesis deliverables are broken down into the three collections: flyers, posters, and social media advertisements. Within all of these collections is a focus on the impacts art has on physical, mental, and spiritual health in cross-discipline classrooms. It is important to note that the spiritual health materials may differ for Christian and public schools to avoid offending audiences.

The three collections are each individually broken down into seperate phases that were taken in the production of each of the final pieces. The phases are the preliminary phase, the secondary phase, and the final phase. Each of these phases will also be broken down into several steps to help show the visual process in an organized way. For preliminary phases in each collection, these steps include the creation of a mood board, idea mappings, and thumbnail sketches. For the secondary phase, these steps include rough drafts and first submissions. For the final phase, these steps include reviewing my thesis advisors comments, and creating my final revisions on my pieces.

FLYERS

PRELIMINARY PHASE

SECONDARY PHASE

Rough Drafts

Mood Board

The first step in my visual process is to create a mood board. This mood board contains images obtained online to inspire my flyer design process.

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https://www.pintrest.com

Idea Map

The second step in my visual process preliminary phase is to create an idea map. This idea map helps to show all of my possible options in which I can take when begining thumbnails.

Thumbnails

The third step in my visual process preliminary phase is to create thumbnail sketches for each of my flyers. Beside are my sketches for physical health flyers. These sketches experiment with differnt ways I can aid in the consumption of learned material.

Beside are my sketches for mental health flyers. These sketches explore multiple ways I can include graphics to help aid in the consumption of material.

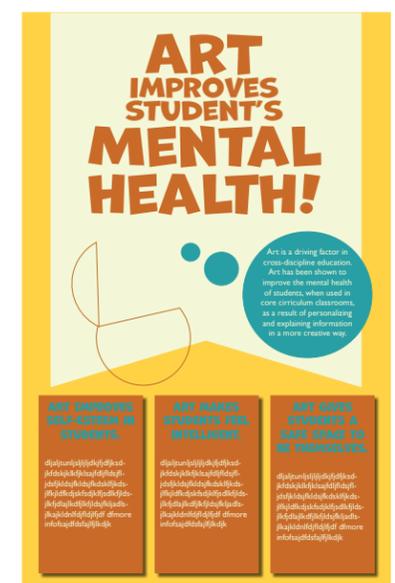Beside are my sketches for spiritual health flyers. These sketches explore multiple avenues for which I can layout this poster including sizes.
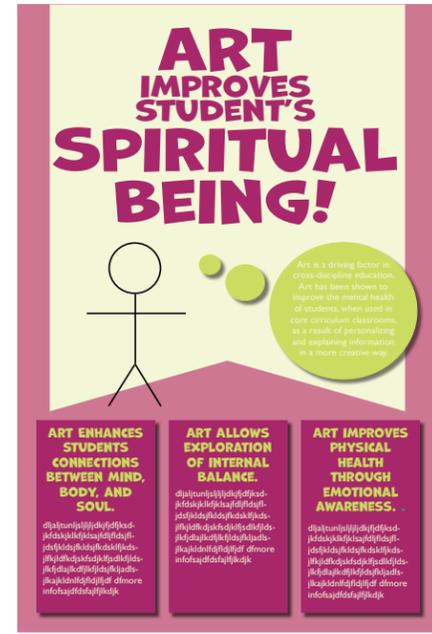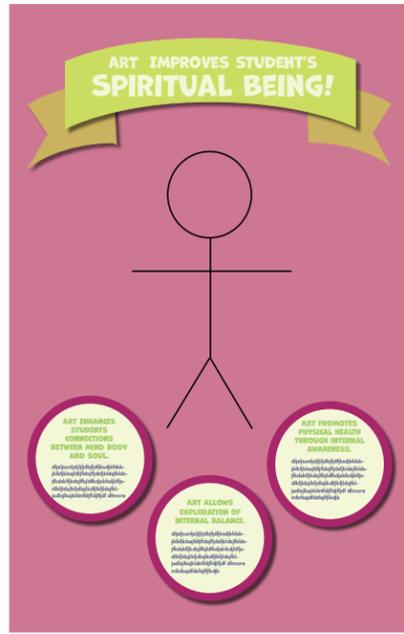
The next step in the secondary phase of the visual process is to create rough drafts. The rough drafts to the right depict the flyers which show the impacts art has on physical health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages.

The rough drafts to the right depict the flyers which show the impacts art has on mental health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages while also keeping a consistent stlye for each topic.

The rough drafts to the right depict the flyers which show the impacts art has on spiritual health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages while also keeping a consistent stlye for each topic.
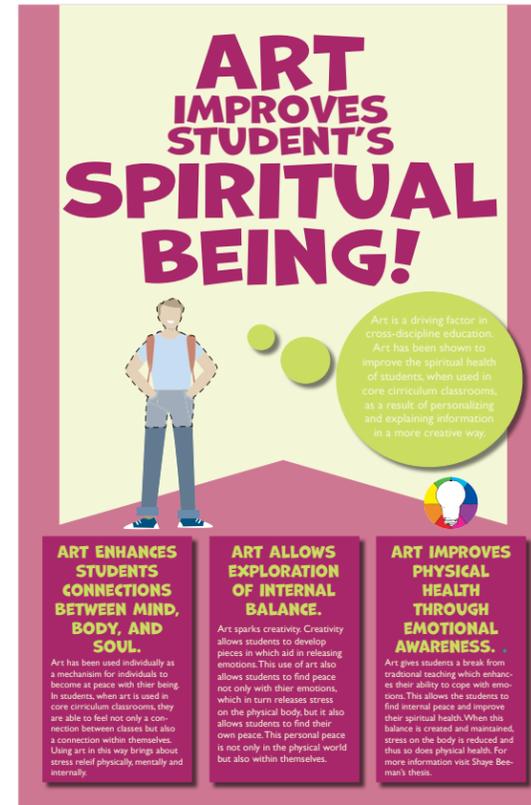
Submissions

The next step in the secondary phase of the visual process is to turn in my first submissions. The submissions beside depict the flyer which shows the impact art has on physical health. This flyer is close to being complete, however, it is waiting on additional review from my advising team.
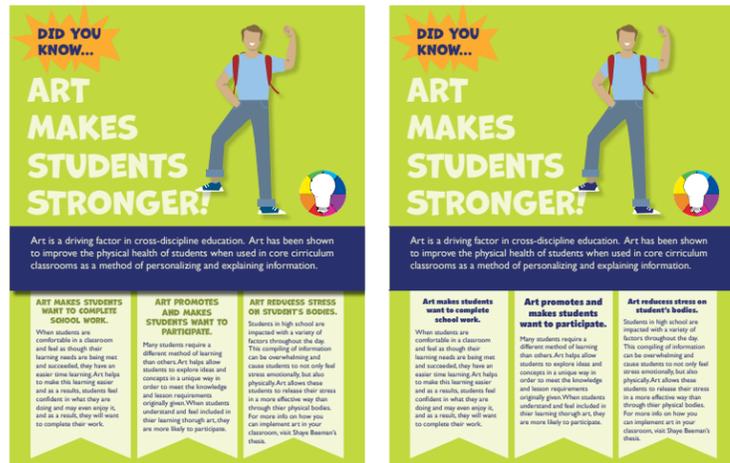
The submissions beside depict the flyer which shows the impact art has on mental health. This flyers is close to being complete, however, it is waiting on additional review from my advising team.
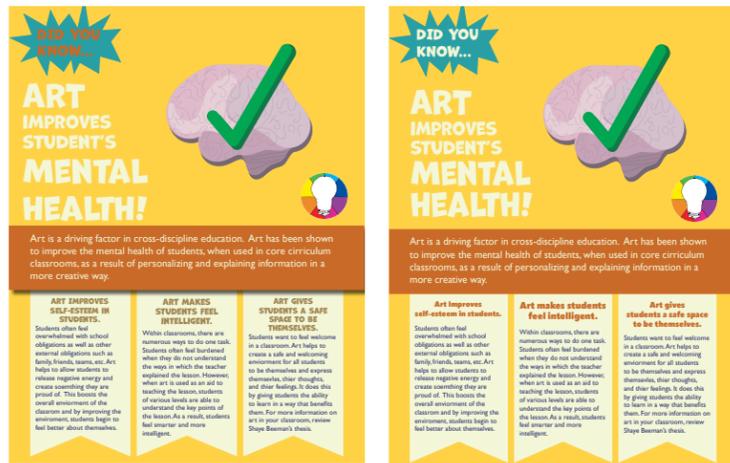
The submissions below depict the flyer which shows the impact art has on spiritual health. This flyers is close to being complete, however, it is waiting on additional review from my advising team.
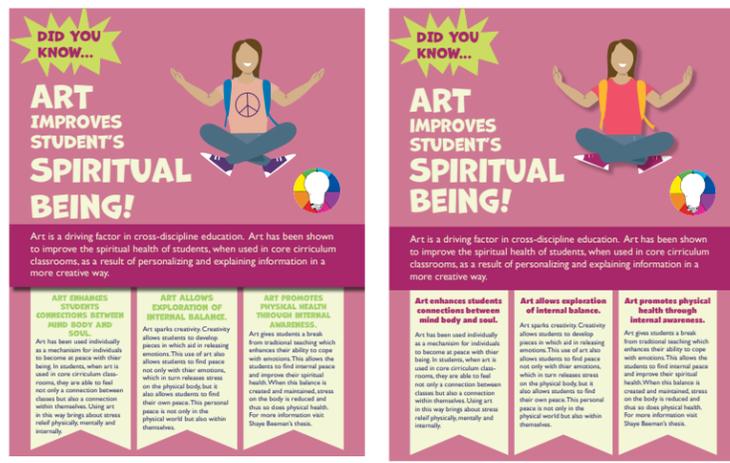
POSTERS

PRELIMINARY PHASE

Mood Board

The first step in my visual process is to create a mood board. This mood board contains images obtained online to inspire my poster design process.
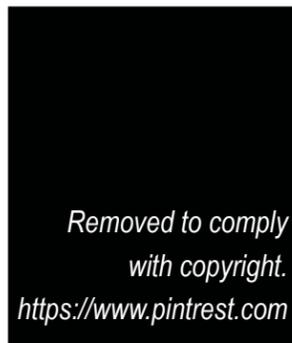
Removed to comply with copyright.
https://www.pintrest.com

Idea Map

The second step in my visual process preliminary phase is to create an idea map. This idea map helps to show all of my possible options in which I can take when begining thumbnails.

Thumbnails

The third step in my visual process preliminary phase is to create thumbnail sketches for each of my posters. Below are my sketches for physical health posters. These sketches experiment with differnt ways I can aid in the consumption of learned material through layouts.

Below are my sketches for mental health posters. These sketches explore multiple ways I can include graphics to help aid in the consumption of material.

Above are my sketches for spiritual health posters. These sketches explore multiple avenues for which I can include graphics to help aid in the consumption of material.
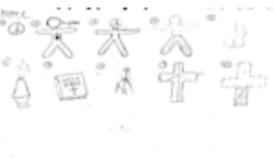
SECONDARY PHASE

ROUGH DRAFTS

The next step in the secondary phase of the visual process is to create rough drafts. The rough drafts to the right depict the posters which show the impacts art has on physical health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages.
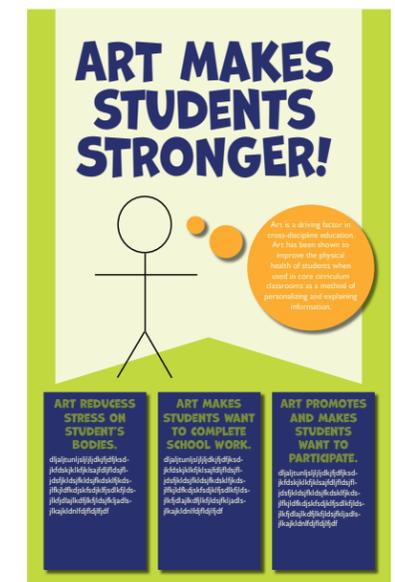
The following rough drafts below and to the right depict the posters which show the impacts art has on mental health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages while also keeping a consistent stlye for each topic.
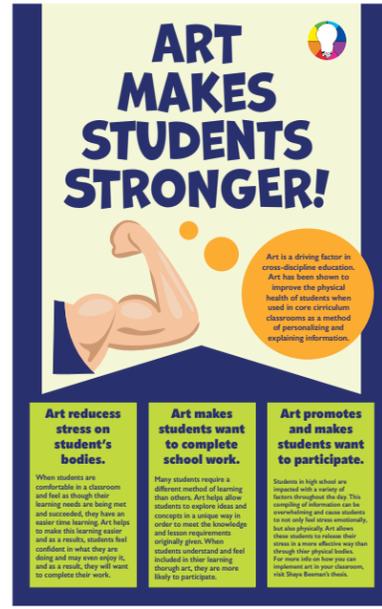
The following rough drafts below and to the right depict the posters which show the impacts art has on spiritual health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages while also keeping a consistent stlye for each topic.
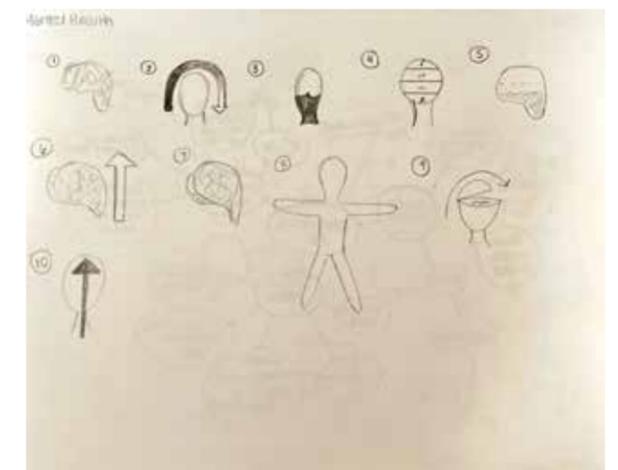
Submissions

The next step in the secondary phase of the visual process is to turn in my first submissions. The submissions below depict the poster which shows the impact art has on physical health. This poster is close to being complete, however, it is waiting on additional review from my advising team.

The submissions below depict the poster which shows the impact art has on mental health. This poster is close to being complete, however, it is waiting on additional review from my advising team.

The submissions below depict the poster which shows the impact art has on spiritual health. This poster is close to being complete, however, it is waiting on additional review from my advising team.
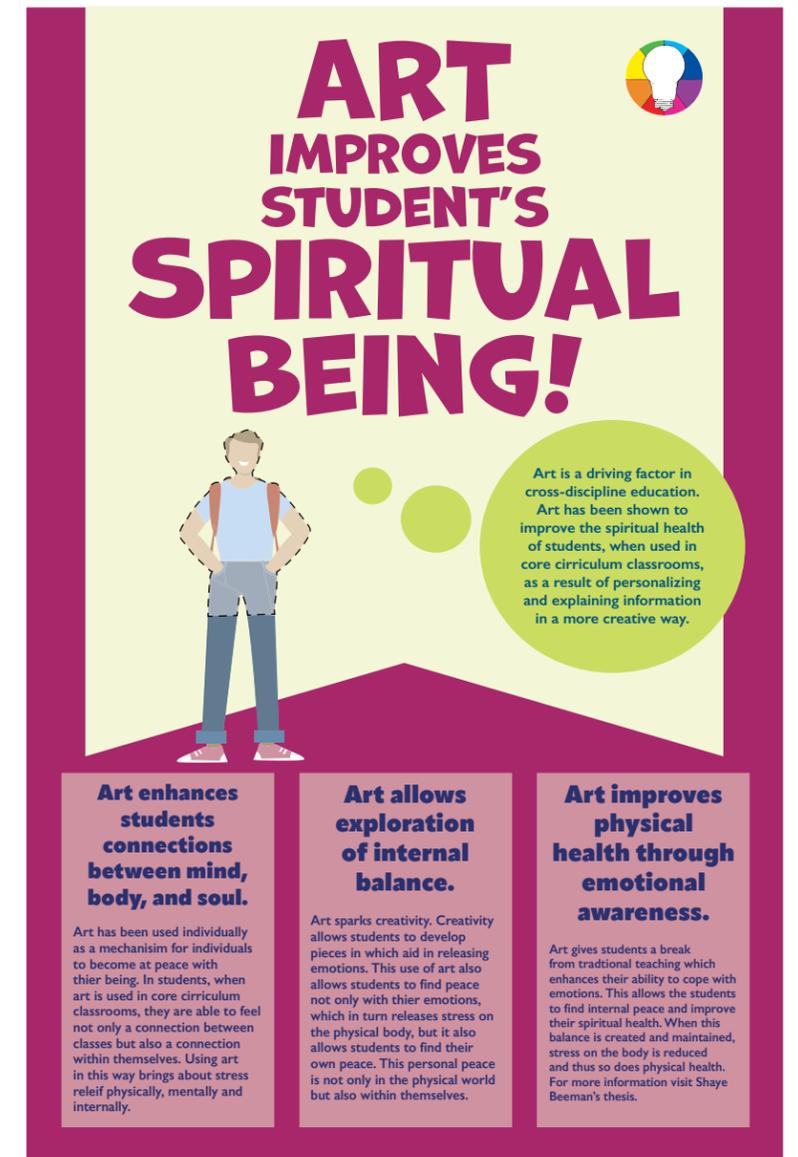
SOCIAL MEDIA ADS

PRELIMINARY PHASE

Mood Board

The first step in my visual process is to create a mood board. This mood board contains images obtained online to inspire my ad design process.

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Idea Map

The second step in my visual process preliminary phase is to create an idea map. This idea map helps to show all of my possible options in which I can take when begining thumbnails.
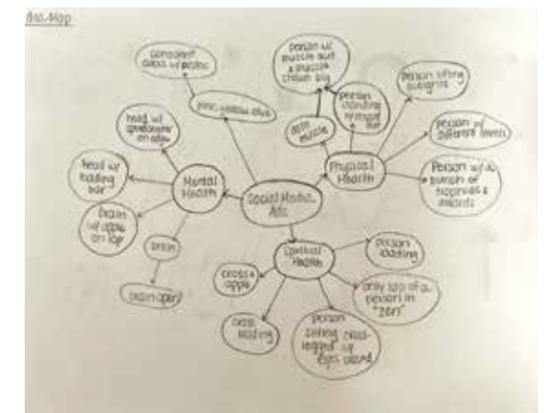

Thumbnails

The third step in my visual process preliminary phase is to create thumbnail sketches for each of my ads. Below are my sketches for physical health ads. These sketches experiment with differnt ways I can aid in the consumption of learned material.

Below are my sketches for mental health ads. These sketches explore multiple ways I can include graphics to help aid in the consumption of material.
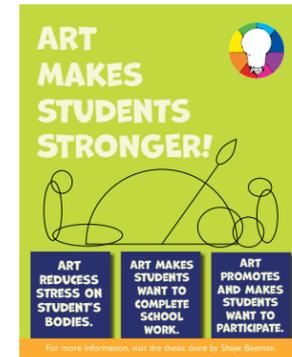

Physical Health
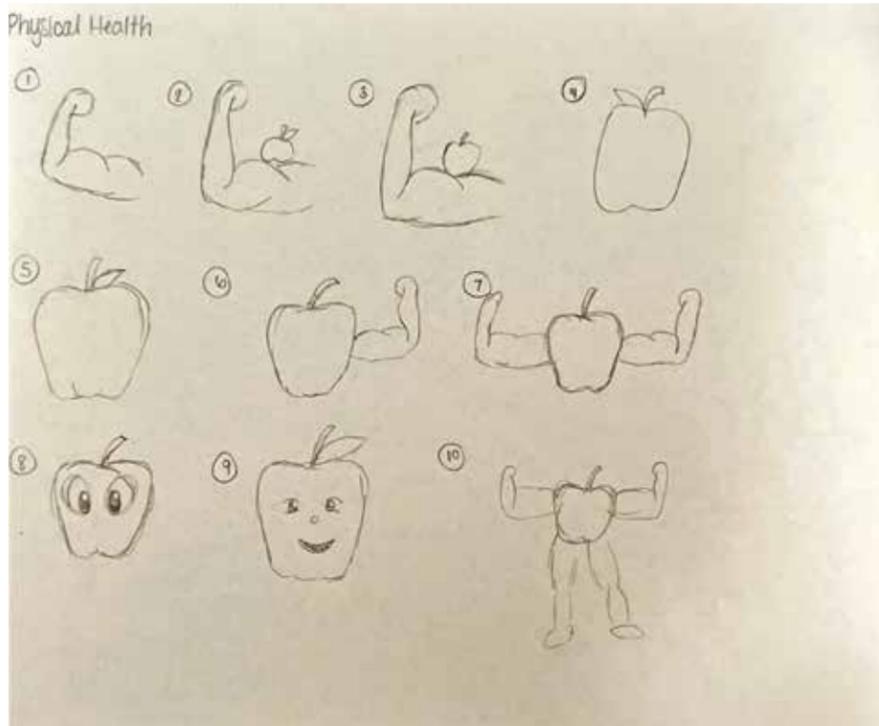
Spiritual Health

Above are my sketches for spiritual health ads. These sketches explore multiple avenues for which I can layout this poster including sizes.
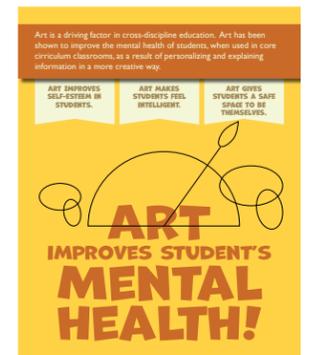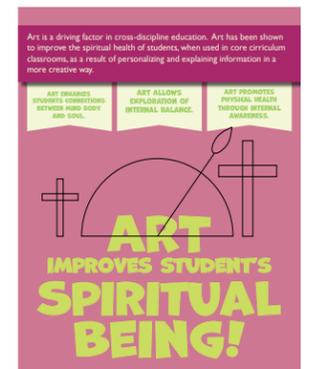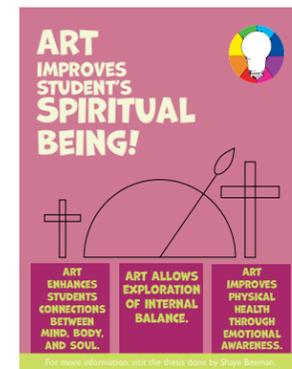
SECONDARY PHASE

Rough Drafts

The next step in the secondary phase of the visual process is to create rough drafts. The rough drafts to the right depict the ads which show the impacts art has on physical health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages.

The rough drafts below and to the right depict the ads which show the impacts art has on mental health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages while also keeping a consistent stlye for each topic.

The rough drafts below and to the right depict the ads which show the impacts art has on spiritual health. I explored two different layouts and designs for these in order to experiment with which one may be more effective in translating messages while also keeping a consistent stlye for each topic.

Submissions

The next step in the secondary phase of the visual process is to turn in my first submissions. The submissions below depict the ad which shows the impact art has on physical health. This ad is close to being complete, however, it is waiting on additional review from my advising team.

The submissions below depict the ad which shows the impact art has on mental health. This ad is close to being complete, however, it is waiting on additional review from my advising team.

The submissions below depict the ad which shows the impact art has on spiritual health. This ad is close to being complete, however, it is waiting on additional review from my advising team.
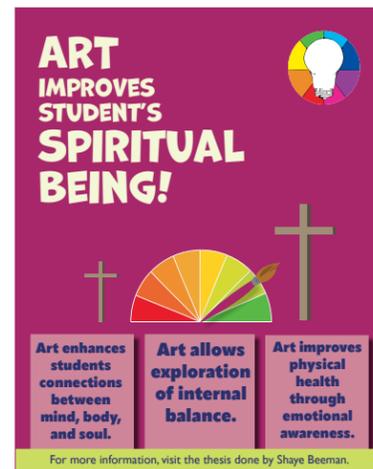

CHAPTER 4: FINAL DELIVERABLE

Final Deliverables

Everyone is constantly being targeted in some way shape or form by large companies which want you to invest in thier company or product by simply purchasing or joining thier team or movement. With this in mind, I observed several key ways in which people, and more importantly, the stakeholders are being communicated with and marketed to. Using my findings, I found that the key ways in which they were being targeted were through flyers, posters, and social media advertisements. Using these findings, I produced a set of materials which can be utilized to make stakeholders aware of the need for art in cross-discipline classrooms and provoke them to take action on the matter.

Each set of materials is focused around the three main impacts art has on students in cross-discipline classrooms. Art in cross-discipline classrooms affects and improves students physical, mental, and spitiual health. Using this, I centered the materials to translate the same information in three different ways flyer, poster, and social media advertisment format. I will first show my deliverables for the impacts art has on physical health in cross-discipline classrooms. Then I will reveal my deliverables for the impact art has on mental health in cross-discipline classrooms. Finally, I will exhibit my deliverables for the impacts art has on spiritual health in cross disicpline classrooms.
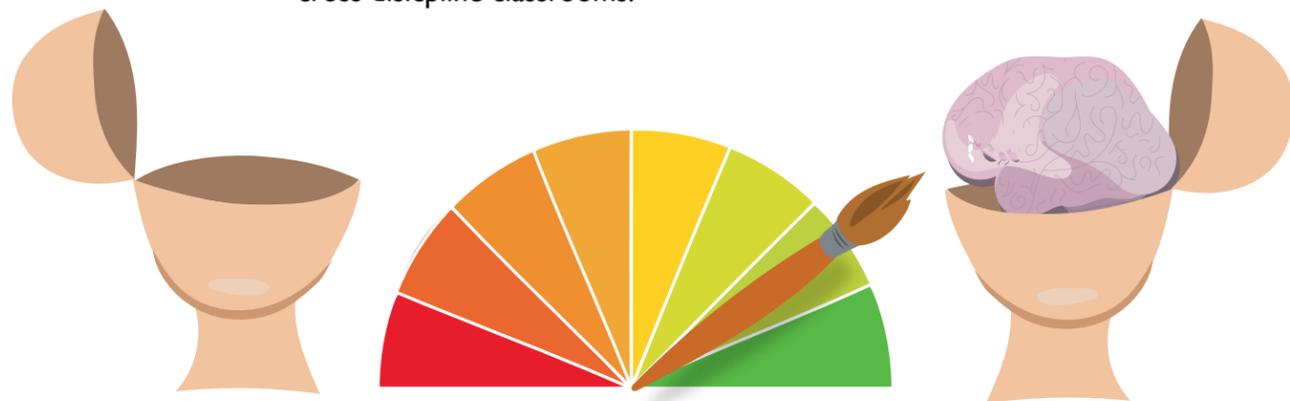
Physical Health

Flyer one, poster one, and social media advertisment one all depict a clean crisp design which focuses on the physical health of students. Through art, the deliverables state several ways in which students physical health can be impacted. Studies have shown that by using additional learning methods in classrooms such as art, students are more alert and receptive. As a result, students feel a sense of connection to thier learning and thier school work and as a result they want to complete it. In addition, when students feel a sense of connection to what they are learning, in turn, they feel more confident in thier own knowlege and that they are actually obtaining what has been taught. In turn, this will increase participation in classrooms and students will become more engaged with the course, the couse work, and their peers.

Through studies, it has also been shown that art reduces stress on students. Stress can take a physical toll on a person's body and cause a shift in behavior. Many teachers recoginize this physical disconnect of the students. By simply adding art into classrooms, students are able to learn differnet ways to complete one task. This tool helps them in everyday life learn how to balance thier stress and look for alternate ways to aid themselves in coping with the stress.

These three deliverables are designed to have consistent information, however, displayed in alternate ways in order to grab attention and promote repetition of learning so the knowlege remains instilled in the brain. Using art and graphics, the stakeholders will additionally feel as though they are able to learn the material and in turn feel a sense of connection to it. Which as a result, will make them want to learn more about the topic and utilize thier newly learned information.
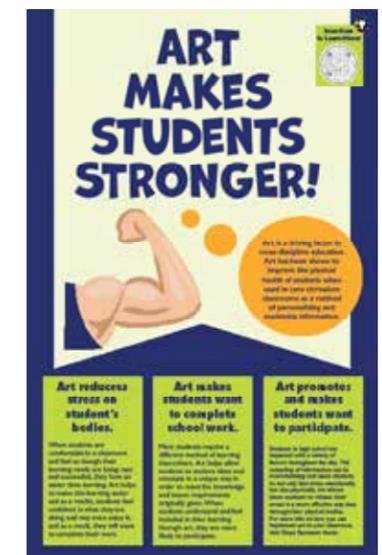
Mental Health

Mental health of students has been on a decline. Students are faced daily with stresses from social life, family situations, work, and school. Teachers have the opportunity to help students improve their mental health by integrating art into the every day curriculum.

Studies show that art is a key practice for coping with mental health. In fact, many facilities offer art therapy as an option for patients to cope with their mental stress. Art opens up doors for individuals to work out their hardships without the absolute need to verbalize them. Art allows for an alternative way of communication. By expressing issues, less remains entrapped inside an individuals mind. As a result, they are more at ease and they now have an alternative tool for release of tension.

In schools, art can be used in cross-discipline classrooms. By utilizing art, students self-esteem will improve, they will gain confidence and feel more intelligent, and the students will feel as though they are in a safe enviorment and free to be themselves. The following deliverables all show this notion. However, in order to get the message across, I designed several different platforms for which the message can be displayed. The marketing tools I created are a flyer, a poster, and a social media advertisement all geared towards art's impacts on mental health.
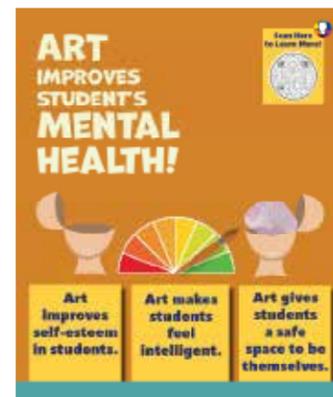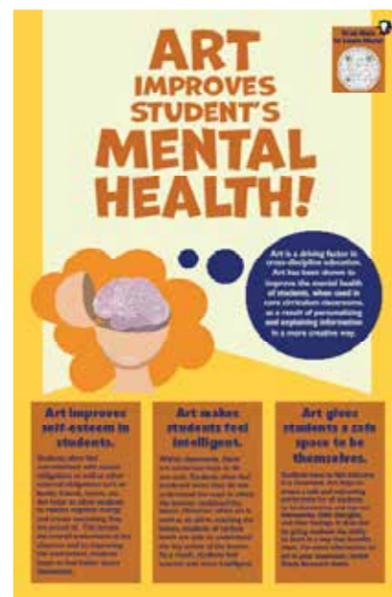
Spiritual Health

With the rise in technology, also brings a wide array of opinions and viewpoints. Social media brings many people together, however it also can rip many people apart. Spiritual health has been drastically impacted by social media, and has since left individuals lost and harmed. Since students and young people make up a large percentage of social media users, it is evident their spiritual health is declining as well.

Educators have a unique position in students lives. They have the opportunity to introduce alternate modes of self awareness. Spiritual health does not always refer to spiritual beliefs such as Christianity, etc. Spiritual health can refer to a persons capability to explore their inner being and personal aura. Though it can relate to spiritual beliefs, it does not necessarily have t, it can simply be a person's ability to connect with one's inner self. Art in classrooms allow students to feel a deeper connection between thier mind, body and soul, explore an internal balance, and promote physical health through internal awareness. Using this, I created three marketing tools geared toward educators to promote art in cross-discipline classrooms. The three tools which show the impact art has on spiritual health are a flyer, a poster, and a social media advertisement.
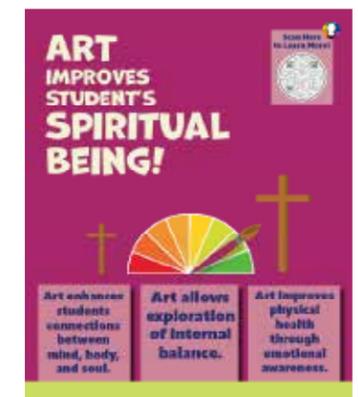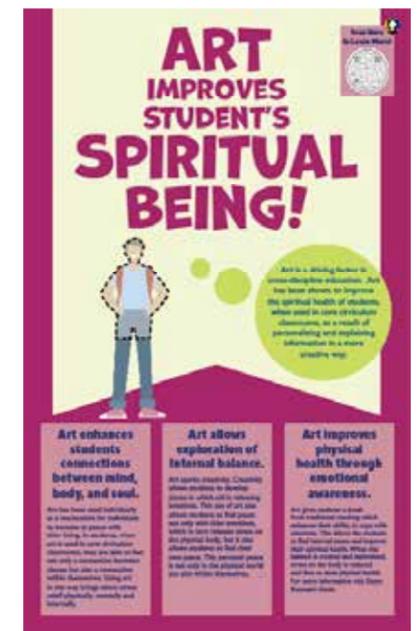
Conclusion

Students today are faced with many challenges. With the rise in technology, students are more pressured than ever before to act, feel, and look a certain way. If they do not comply with societies standards, they are often shoved aside. Through no fault of their own, students, more specifically, high school students are more suseptable to these stressers because they are in a transitional period in their lives, and they are the main users of social media and technology use.

Educators are some of the only indiviudals outside of parents and guardians who get to see the students on a daily basis. Students often are said to learn better when instructed by people outside of their home. Therefore, the impact an educator can have on a student and their health is extensive. Teachers see if students are struggling academically. Teachers can see if a student is depressed, worried, anxious, or even loosing weight quickly. Parents sometimes fail to see these key features because they are busy with other obligations such as other children, work, family matters, etc. It is teachers who are paid to recognize these changes.

Teachers can have the biggest impact on students because they see them daily and they can recognize any sudden changes in a student. Though it is not their job to become licensed therapists, they can implement methods into their every day classrooms to help aleviate the stressers students may encounter inside and outside of the classroom to improve the students physical, mental, and spiritual health.

Some ways teachers can implement art in cross-discipline classrooms is to utilize art based techniques such as using drawings, sculpting and digital art. In addition, teachers can explore interactive games and art based projects which not only promote the project and learning, but also preosnal research and intellectual development. Teachers can utlize other methods such as infographics to display dense amounts of data. This can make mass quanities of information seem more barable to the students who may be overwhelmed and would likely choose to ingore the assignment due to the stress it causes.

By integrating art, students are going to be more receptive in class and feel a connection to what they are learning. Students will become more confident in themselves and their individual skills. As a whole, this will shape students to begin to seek out alternative ways to deal with and solve problems inside and outside of the classroom. When students learn these methods, their overall physical, mental, and spiritual health will improve and make them better individuals in the world. It all starts with teacher utilization of the arts.

This thesis explores ways in which the missed opportunites to enrich students lives can be addresssed through flyers, posters, and social media advertisements. By focusing the deliverables on the people who have the power to make a change with regards to the problem, this ensures that stakeholders are aware of the issue and the postivie impacts that could occur if they chose to act.

The deliverables act as a set of marketing materials in which can be used to raise awareness in secondary schools across the

CHAPTER 5: CONCLUSION

United States. These deliverables are not only functional as a set, but also individually. These deliverables allow the distributor, whether it is the school district, the pricipal, the superintendent, the governor, or even the department chair, to choose if they would like to release all of the materials at once or gradually throughout the duration of a school year to ensure the ideas are not forgotten about. It is important to note that the spiritual health materials may differ for Christian and public schools to avoid offending audiences.

The deliverables allow and hopefully inspire stakeholders a chance to learn about the impacts art can have on the three specific areas, physical health, mental health, and spritual health. It is then up to the stakeholder to make a difference and make a change.

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