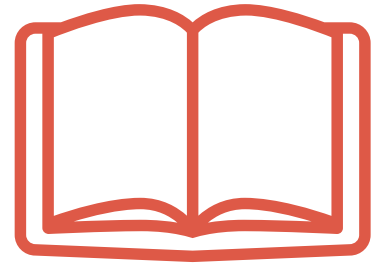


Chapter 6

Art Across the Curriculum: Language & Visual Arts



Chapter Objective: In this chapter we will explore the integration of the literary and the visual arts.

Supported Standards

[Wisconsin Standards for Art & Design Education \(November 2019\)](#)

- Standard AA 1: CREATE—Students will generate, develop, and refine artistic work.
- Standard AA 3: RESPOND—Students will critically interpret intent and meaning in order to evaluate artistic work.

[Wisconsin Standards for English Language Arts \(May 2020\)](#)

- Reading: Read and comprehend a variety of complex literary and informational texts for many purposes, including texts that reflect one's experiences and experiences of others.
- Writing: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences.
- Speaking & Listening: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

Anchor Questions

- How do visual arts intersect with language arts?
- What tools do authors utilize to plan their narratives?
- How do authors use visual elements to strengthen their storytelling?
- Where are moments of intersection between spoken language and literature?

[Back to the Table of Contents](#)

Introduction

The Haggerty Museum of Art is an academic museum at Marquette University, which happens to have no art or art history department. We collaborate regularly with a variety of departments, including biology, nursing, history, theology, and foreign languages. In this chapter we will investigate the intersection of language and visual arts.



The Haggerty's *J.R.R. Tolkien: The Art of the Manuscript* exhibition, on view from August 19 – December 23, 2022, displays John Ronald Reuel (J.R.R.) Tolkien's work.

"I wrote *The Lord of the Rings* because I wished to try my hand at a really long story that would hold the attention of readers, amuse them, delight them, and at times maybe excite them or deeply move them." — [J.R.R. Tolkien, *The Letters of J.R.R. Tolkien*](#)

Tolkien was many things: a visual artist, writer, poet, [philologist](#), and an academic. Tolkien studied medieval texts and was inspired to include elements of [manuscripts](#) in the creation of his [legendarium](#). Tolkien was also a [professor](#) who taught at the University of Leeds and the University of Oxford. ([Source](#))

Activity: [Social Identity Wheel](#) (15 – 20 minutes)

This activity, for middle and high school, helps students reflect on their multiple social identities and what impact they have had on their lives.



Watch this video to learn more about Tolkien's life story: [Bedtime History: J.R.R. Tolkien for Kids](#)



Introduction

J.R.R. Tolkien The Art of the Manuscript

The *J.R.R. Tolkien: The Art of the Manuscript* exhibition presents both the Marquette collection and materials borrowed from other institutions, including the [Bodleian Libraries at the University of Oxford](#). The Haggerty partnered with Dr. William Fliss, Tolkien Archivist in Marquette's Department of Special Collections and University Archives, and Dr. Sarah Schaefer, Assistant Professor, Art History, University of Wisconsin–Milwaukee, to create this exhibition.

[The Marquette Tolkien collection](#) "contains the original manuscripts and multiple working drafts for three of the author's most celebrated books,

The Hobbit (1937), *Farmer Giles of Ham* (1949), and *The Lord of the Rings* (1954–1955), as well as the original copy of the children's book *Mr. Bliss* (published in facsimile form in 1982). The collection includes books by and about Tolkien, periodicals produced by Tolkien enthusiasts, audio and video recordings, and a host of published and unpublished materials relating to Tolkien's life, fantasy writings, and the fandom that sprang up around his legendarium."

The Marquette Tolkien collection is globally known for its large number of Tolkien materials, more than 11,000 pieces!



J. R. R. Tolkien (English, 1892–1973), *The Book of Mazarbul* (detail), first of three facsimile pages, third version, ca. 1940–41. Ink and colored pencil on paper, 8 3/8 x 6 7/8 in. (212 x 174 mm). Raynor Memorial Libraries, Marquette University MS. Tolkien, 3/4/12/1a. © The Tolkien Estate Limited 2004, www.tolkienestate.com



Introduction

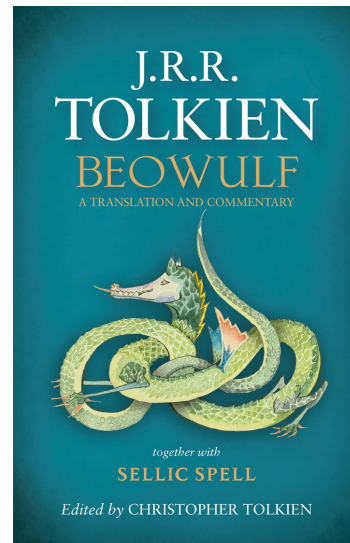
The *J.R.R. Tolkien: The Art of the Manuscript* exhibition consists of **five sections**. Each section includes a mix of written language and visual art.

1. Rooted Works

Tolkien was inspired by medieval stories, stories that have transformed over generations of tellings and retellings. For example, *Beowulf*.



Explore other medieval stories with your students [here](#).

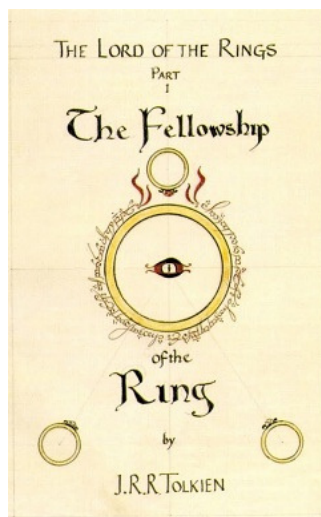


2. Records of Ancient Days

Tolkien was fascinated by manuscripts, [facsimiles](#), letters, and books. How do we record our own stories and ideas? How do we share them with others? Where will our records be in hundreds of years?

Literature connection: How did Bilbo and Frodo, from *The Lord of the Rings*, come to know the stories beyond those in which they were directly involved?

page 4



Introduction

3. Fair Letters

"Tolkien cared as much about how his texts looked as about how they sounded". (Source: [Exhibition Catalog](#)) He spent decades developing his languages and legendarium. He experimented with typography, including calligraphic scripts.



Watch these videos to learn more about calligraphy:
[Practicing Calligraphy for Kids](#)
[How To: Calligraphy and Hand Lettering for Beginners!](#)

Medieval manuscripts often included written text and illumination.

Watch these videos to learn more about manuscripts:

[Making Manuscripts](#)
[The Structure of a Medieval Manuscript](#)
[Secret Histories of Illuminated Manuscripts: The MINIARE Project](#)



4. Old Times and Distant Lands

"I wisely started with a map, and made the story fit". ([Source](#)) The author filled his books with appendices with chronicles and genealogies that helped give readers more information and enhanced the story's sense of historical depth.

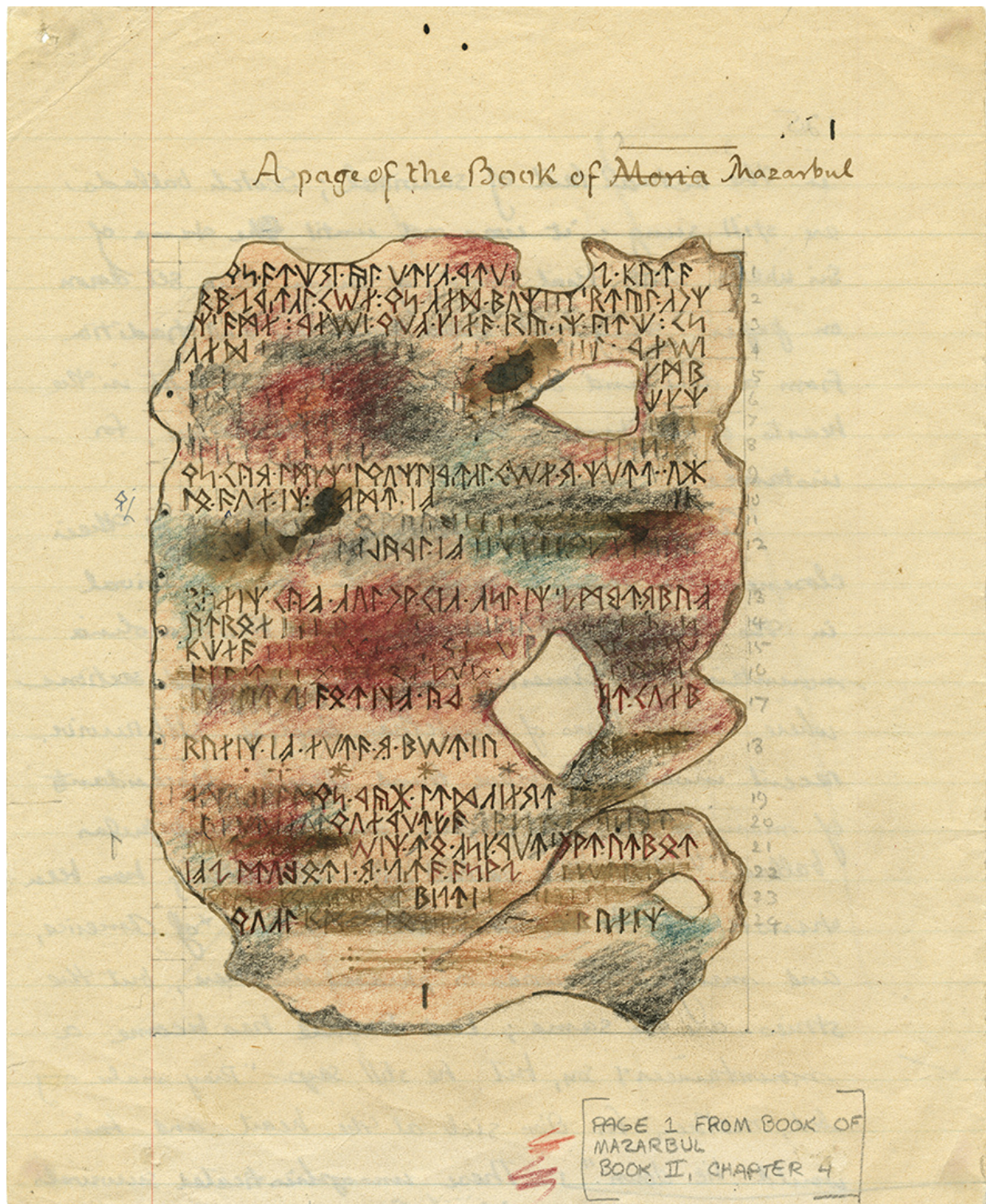
5. Glimpsing Other-worlds

The final section explores Tolkien's imagery, which has connections to both the medieval world and its history retold by artists and scholars in and around Tolkien's time. (Source: [Exhibition Catalog](#))



Watch to learn more about [Medieval Europe: Crash Course European History #1](#)





J.R.R. Tolkien (English, 1892–1973), *The Book of Mazarbul*, first of three facsimile pages, third version, ca. 1940–41. Ink, colored pencil, and pencil on paper, 8 3/8 x 6 7/8 in. (212 x 174 mm), Raynor Memorial Libraries, Marquette University, MS. Tolkien, 3/4/12/1a. © The Tolkien Estate Limited 2004

Exhibition section: **2. Records of Ancient Days**

Art in Context

Explore storytelling through
J.R.R. Tolkien's work.

Tolkien's Storytelling Transports Readers to Middle-earth.

Tolkien developed maps, languages, histories, and other aids to help conceive his complex story and keep it consistent. These elements create an immersive texture for the reader as well. Items like *The Book of Mazarbul*, ca. 1940–41, drive the story forward within a historical context. Visit the [LOTR Project website](#) to explore *The Lord of the Rings* interactive timelines, maps, and more with your students.

The Book of Mazarbul is an important part of the story line in *The Lord of the Rings: The Fellowship of the Ring*. It is a "Dwarvish record book" and account of the retaking and losing of [Moria](#), an ancient [underground city](#) of the Dwarves.

Watch a clip of
*The Lord of the
Rings* movie
featuring the
Book of
Mazarbul [here](#).



Book of Mazarbul History

Fun Fact: Third Age 2989 (abbreviated T.A. 2989) is the 2989th year of the Sun of the Third Age of Middle-earth.

The Book of Mazarbul was begun with a record of the Dwarf leader Balin's return to Moria with a group of [Longbeards](#) in [T.A. 2989](#).

The Fellowship of the Ring find the Chamber of Mazarbul and Balin's Tomb. Gimli takes the Book of Mazarbul.

T.A.
2989

T.A.
2989

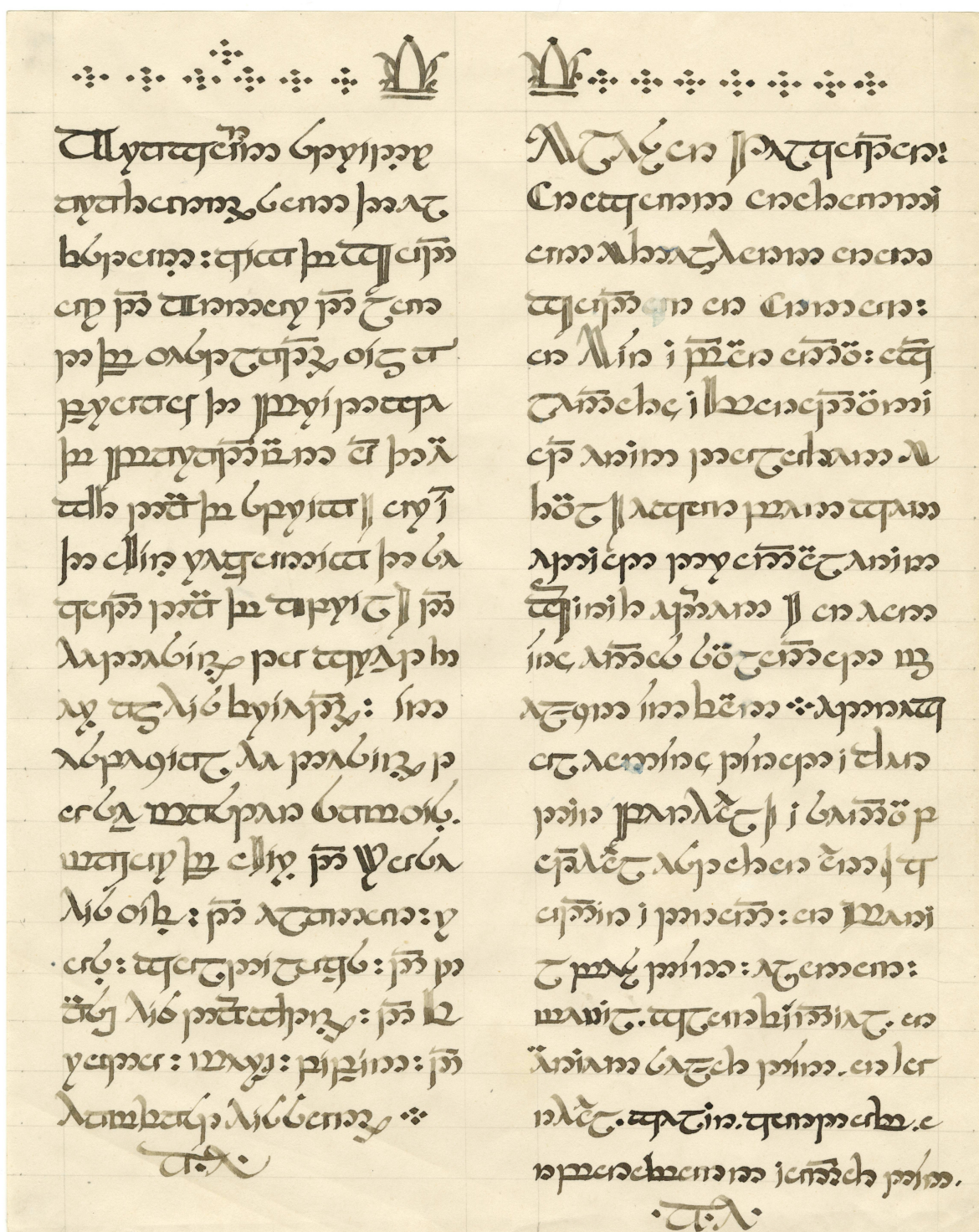
T.A.
3019

ca.
1940–
41

The Book of Mazarbul was written by different authors, using [Cirth](#) of Moria and Dale as well as Elvish Tengwar letters. The pages of the book were marked with numbers referring to the years after Balin's arrival in Moria.

In Tolkien's artwork *The Book of Mazarbul*, you can see he renamed the book from "Moria" to "Mazarbul" in this third version. Mazarbul means "records" in [Khuzdul](#), a secret language of the Dwarves.





J.R.R. Tolkien (English, 1892–1973), *The King's Letter*, second version, early 1950s. Ink on paper, 9 1/2 x 7 5/8 in. (242 x 194 mm). Raynor Memorial Libraries, Marquette University, MS. Tolkien, Mss-3/9/35/2a. © The Tolkien Estate Limited 1992, 2015

Art in Context

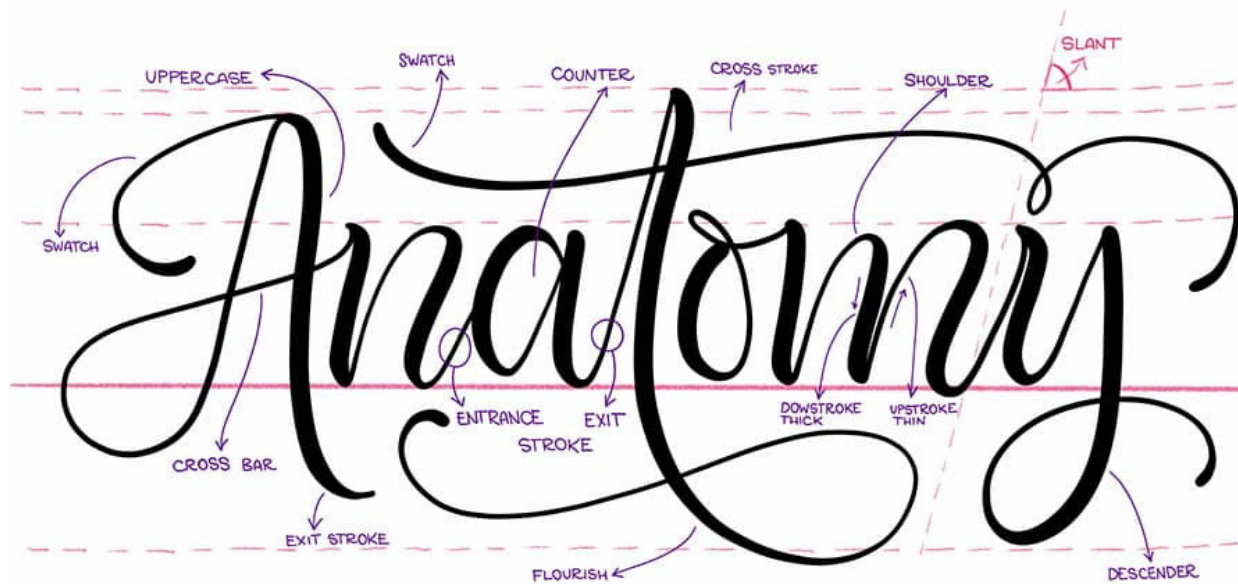
Explore *The King's Letter* through calligraphy.

Tolkien and Calligraphy

J. R. R. Tolkien utilized a variety of different calligraphy styles as he created his legendarium. "Christopher Tolkien refers to this style as 'the "pointed" style.'" Pointed pen calligraphy got its name from the type of pen used in the art. "The style appears in [Elvish Script Sample I and II, Namárië, and the King's Letter, first version.](#)" ([Source](#))



[Watch](#) as Tolkien writes Elvish calligraphy!



Learn more about Tolkien and calligraphy on the [Tolkien Estate official website!](#)

Languages constructed by J.R.R. Tolkien

"J.R.R. Tolkien constructed many [Elvish languages](#); the best-known are [Quenya](#) and [Sindarin](#). These were the various languages spoken by the Elves of Middle-earth as they developed as a society throughout the Ages. In his pursuit for realism and in his love of language, Tolkien was especially fascinated with the development and evolution of language through time. Tolkien created two almost fully developed languages, and a dozen more in various beginning stages as he studied and reproduced the way that language adapts and morphs." ([Source](#)) Learn more with MPR News [Literary mysteries: Did Tolkien really create entire languages for his books?](#)

Try this lesson plan: [Tolkien's Middle-earth: Lesson Plans for Secondary School Educators](#)



J.R.R. Tolkien (English, 1892–1973), *Draft dust jacket for The Hobbit*, 1937. Pencil, ink, and watercolor on paper, 7 3/4 x 12 in. (197 x 305 mm). Raynor Memorial Libraries, Marquette University, MS. Tolkien, 1/2/4. © The Tolkien Estate Limited 1987, 2011

Exhibition section: **2. Records of Ancient Days**

Art in Context

Use this timeline to explore the major events that shaped J.R.R. Tolkien's life.



Beginnings

[John Ronald Reuel Tolkien](#) was born in [Bloemfontein](#), the Orange Free State, in South Africa January 3, 1892.

What Exactly Is a Hobbit?

Not only did Tolkien invent the word, "hobbit", he also created these fictional characters who "lived in a hole in the ground" while grading papers in 1930s. ([Source](#))

A Trilogy Is Born!

The first book in *The Lord of the Rings* trilogy, *The Fellowship of the Ring*, is published. ([Source](#))



Tolkien was made a [Commander of the Order of the British Empire](#) in the 1972.

Fun Fact: Many of the original illustrations in *The Hobbit* were created by Tolkien himself. Learn more about paintings by J.R.R. Tolkien [here](#).

1892

1911

Talents and Interests

Tolkien was an avid reader, writer, and poet with an interest in the study of language. These talents and interests shaped his academic learning, career, and publications.

1930

1937

The Hobbit Is Published

Since 1937, [The Hobbit](#) has NEVER been out of print!

1954

1973

Tolkien's Legacy

Tolkien died on September 2, 1973, in Bournemouth, United Kingdom, yet his legacy lives on!

Dan. MK. N. T. Q.					a Rinnell. Xinnell.		him him.	
K	h(h) c(c)	c	c	k			him	him
KH	h(h) h(h)	h	h	h			him	him
G	k(k) g(g)	g	g	-	forthen		Kemtanio	Kemtanio
3	g(3) - g	-	-	-h			Kemtan	Kemtan
o	g(o) - g	-	-	h	forthen		Kemtan	Kemtan
ng	ng(n) g(g)	g	g	o(n)	forthen		Kemtan	Kemtan
Q.					N		Till	
K	k k	c, c	c, c	c, g	c, g	c, g	h h/o	c c
kh	h h	h, g	h, g	h, ch	h, ch	h, ch	h h/o	ng
g	-	g, g	g, g	g qh > o	g, qh > o	g, qh > o	g g	g
3	-	-	-	g qh > o	-	-	g g	g
o	-	-	-	g qh > o	-	-	g g	g
ng	ng(n) ng	g ng	g ng	g ng	g ng	g ng	g g	ng
Dan.					Canthos		Canthos	
t	t, t	t	t	t, d	t, d	t, d	t, t	t
th	s, s	s, r	s, r	t, d	t, d	t, d	t, t	t
dh	l, l	d, d	d, d	d, d	d, d	d, d	d, d	d
r	r, r	r, r	r, r	r, r	r, r	r, r	r, r	r
l	l, l	l, l	l, l	l, l	l, l	l, l	l, l	l
n	n, n	n, n	n, n	n, n	n, n	n, n	n, n	n
nd	n, nd	nd, nd	nd, nd	d, nd	d, nd	d, nd	d, nd	d
Dan.					Canthos		Canthos	
p	p, p	p	p	p, b	p, b	p, b	p, p	p
ph	f	f, b	f, b	f, b	f, b	f, b	f, f	f
b	v	b	b	b, v	b, v	b, v	b, v	b
w	w(w)	v	v	gw, w	gw, w	gw, w	gw, w	gw
m	m	m	m	m, m	m, m	m, m	m, m	m
mb	m, mb	b, mb	b, mb	b, mb	b, mb	b, mb	b, mb	b

J.R.R. Tolkien (English, 1892–1973), *Partial table of sound-correspondences among five Elvish languages*, ca. 1940. Ink and pencil on paper, 8 15/16 x 6 7/8 in. (227 x 175 mm). Raynor Memorial Libraries, Marquette University, MS. Tolkien, Mss-3/1/32/10b. © The Tolkien Estate Limited 2018

Exhibition section: **3. Fair Letters**

Art in Context

Explore J.R.R. Tolkien's inspiration.

Where Did J.R.R. Tolkien Get His Inspiration?

J.R.R. Tolkien began writing stories when he was 7 years old. His earliest written story was about a green dragon. Tolkien and his younger brother loved writing and inventing secret languages together! ([Source](#))

As an adult Tolkien studied the philosophies of literature, religion, [philology](#), mythology, archaeology, and Old English Poetry.



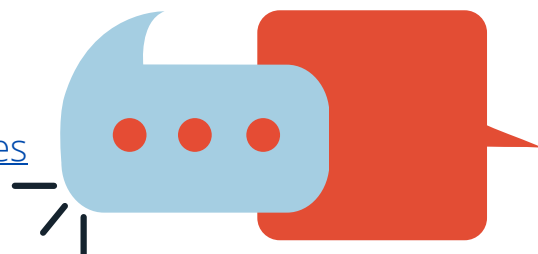
Watch to learn to [Speak Elvish: Sindarin Pronunciation](#) with Andrew Eder.

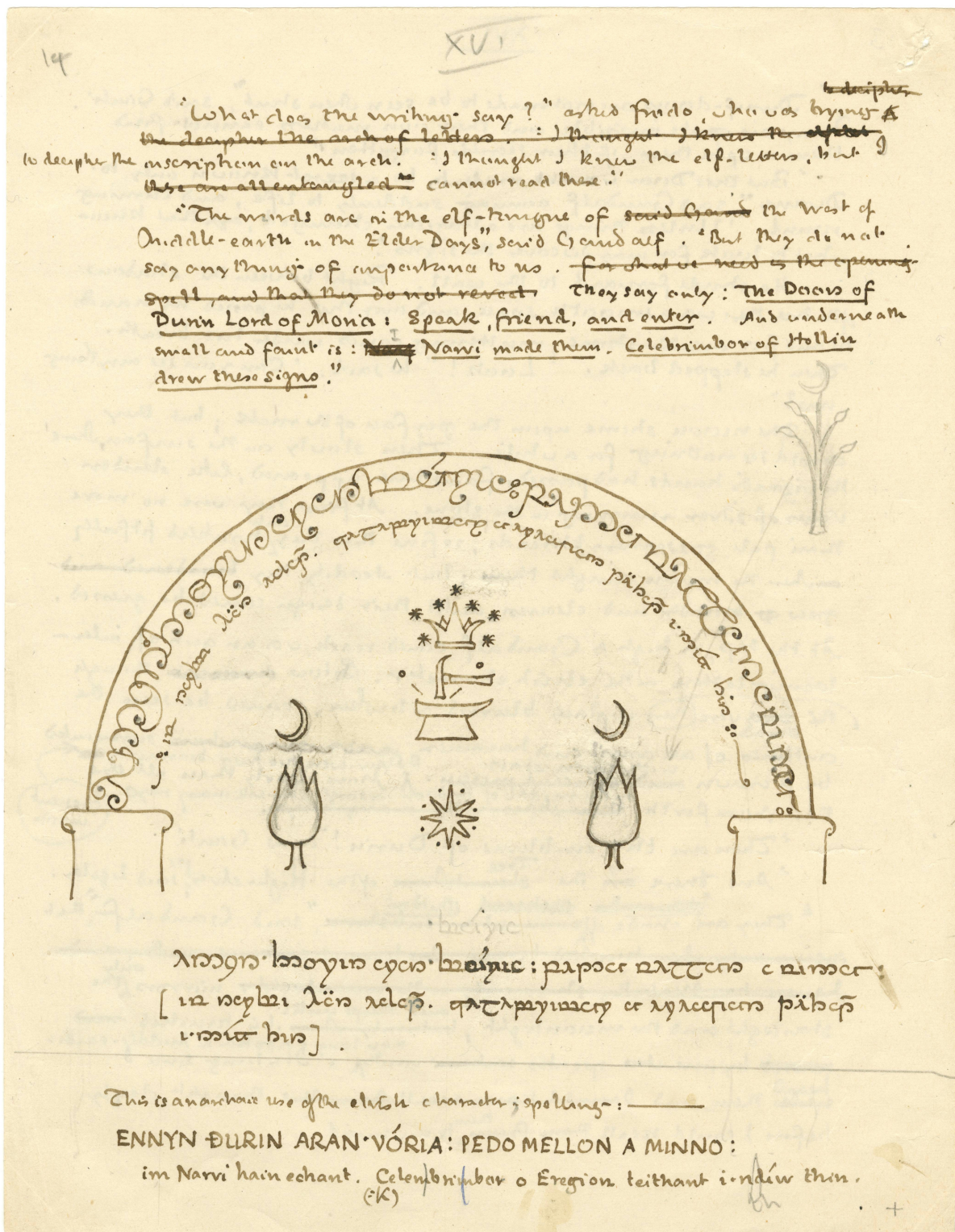
"Over the course of his education, he learned many other languages such as Middle English, Finnish (which he reportedly taught himself), Old Norse, Spanish and Welsh. Languages he was familiar with included Danish, Dutch, Norwegian and Russian." ([Source](#))

Listen to an episode of *The Thread* podcast where they discuss this question: Did Tolkien invent *The Lord of the Rings* languages? ([Source](#))



Interested in sparking your student's love of language?
Check out Annenberg Learner resources: [Teaching Foreign Languages K-12: A Library of Classroom Practices](#)

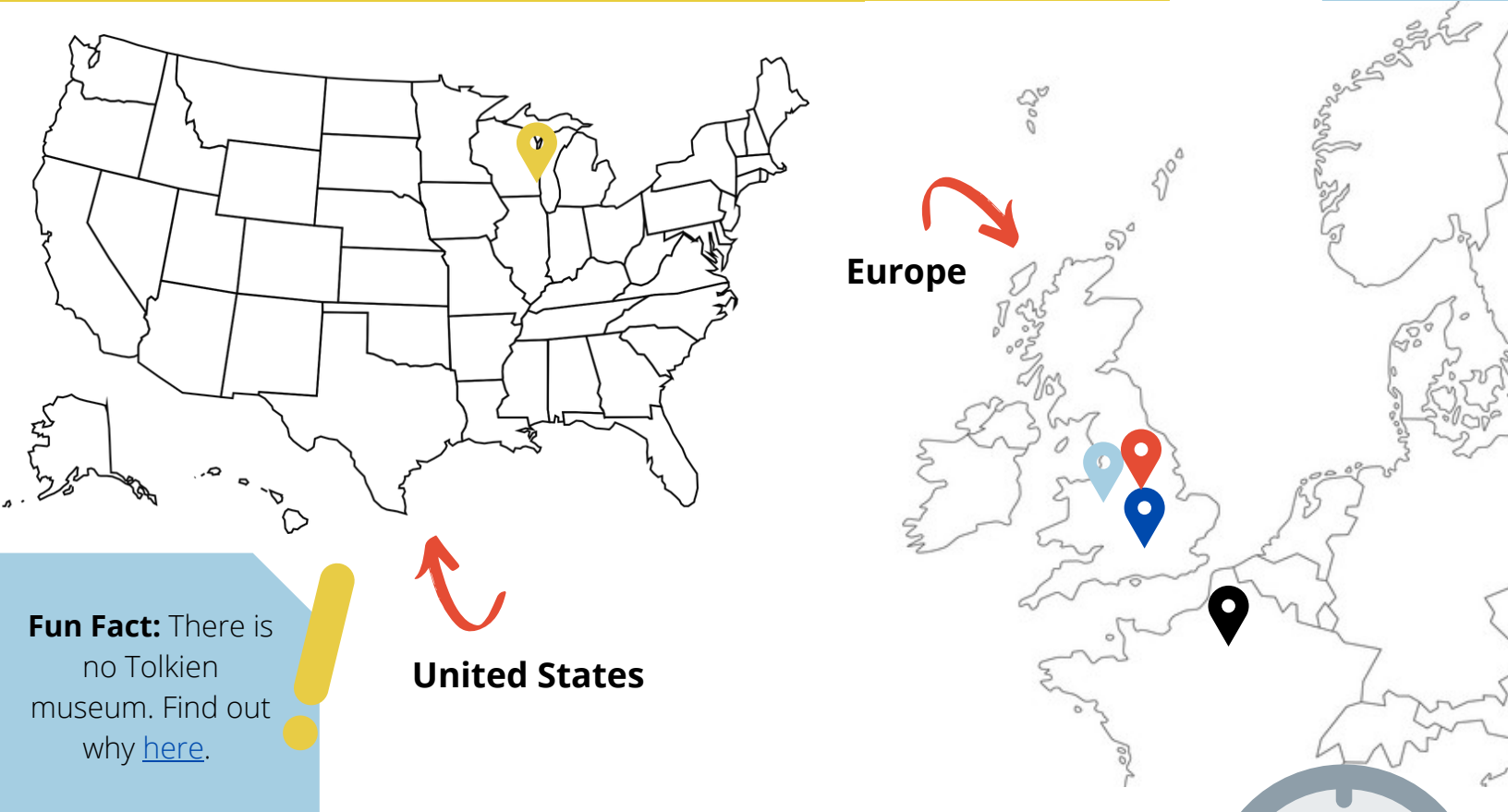




J.R.R. Tolkien (English, 1892–1973), *Doors of Durin*, first drawing, ca. 1940. Ink and pencil on paper, 8 7/8 x 6 7/8 in. (225 x 175 mm). Raynor Memorial Libraries, Marquette University, MS. Tolkien, 3/3/10/11b. © The Tolkien Estate Limited 1989, 2015

Art in Context

Use this map to explore the major J.R.R. Tolkien exhibitions.









Fun Fact: There is no Tolkien museum. Find out why [here](#).

United States

Europe

Major Tolkien Exhibitions in London, Paris, and North America!

-  **Oxford, England, 2015** – Tolkien's original dust-jacket design for *The Hobbit*, 1937, goes on public display as part of the Bodleian Library's [Marks of Genius](#) exhibition.
-  **Sheffield, England, 2015** – [Evil In The Shining Light](#), an exhibition of artworks inspired by Tolkien, opens as part of the [Opening up the Book Festival](#).
-  **Newcastle-under-Lyme, England, 2017** – [Tolkien in Staffordshire](#), an exhibition of rare photos and copies of original sketches by Tolkien, opens at the Brampton Museum.
-  **Oxford, England, 2018** – The [Tolkien: Maker of Middle-earth](#) exhibition showcases rare Tolkien works that had never been displayed before. ([Source](#))
-  **Paris, France, 2019** – This first exhibition in France, [Tolkien. Journey to Middle-earth](#), simultaneously presents the man, the philologist, and the university professor, as well as his work at The Bibliothèque Nationale de France.
-  **Milwaukee, WI, USA, 2022** – The exhibition [J.R.R. Tolkien: The Art of the Manuscript](#) considers Tolkien's work through the lens of manuscripts. [Marquette University's Raynor Memorial Libraries](#) and the Haggerty Museum of Art collaboratively present this exhibition.

Experience and Create

It is easy to see areas of overlap between language arts and visual art. The two subjects share common vocabulary.

Reading is defined as the action or skill of reading written or printed matter silently or aloud. You can also "read" an artwork to decode symbols, deepen understanding, and connect your previous knowledge about a topic. Learn how on the [National Gallery's website](#), or use this activity: [Simple Steps to Reading a Painting: A Teacher Resource Guide](#) from the New Britain Museum of American Art.

Many visual artists have depicted people reading books in their art. For example, Rudolf Schlichter (German, 1890–1955), [Lesende \(Reading\)](#), 1940. Pencil on paper, 19 3/16 x 12 7/8 in, 48.8 x 32.7 cm, 98.29.24. Gift of Marvin and Janet Fishman, Collection of the Haggerty Museum of Art, Marquette University. See more examples from [Bookmarian](#).



Create a [reading self-portrait](#) with your elementary students!

Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning. ([Source](#)) Visual artists often present artist talks to share their perspectives and give context to the artwork they make.

Watch this [recording](#) of J.R.R. Tolkien reading from *The Lord of the Rings* paired with the Ride of the Rohirrim scene from the movie trilogy.



Experience and Create

Speaking and listening

"Do your students ever get the opportunity to listen to themselves read? There's a lot of opportunity and potential to having students record themselves reading, and then listen to and critique themselves." Learn more on [#EDTECH Tips and Tools](#).



Listen with your students to one of the [best back-to-school audiobooks](#) for young listeners!

Writing is the activity or occupation of [composing](#) text for enjoyment, publication, or practice. Composing is used in a variety of art forms. Composition in visual art is the way in which different elements of an artwork are combined. Musicians view a composition as the act of creating music.

Try out the [Writing About Art](#) lesson plan from the North Carolina Museum of Art.



Watch this [Tolkien interview](#) from 1962 with John Bowen from the BBC program Bookstand.

Language choice is important when crafting written or visual works. Since words have specific meanings, and since one's choice of words can affect feelings, a writer's choice of words can have great impact in a [literary](#) work.

Watch [J.R.R. Tolkien talk about languages](#), 1968 (with subtitles)



Teacher Development Opportunity: [Building Language Skills by Talking About Art](#)

"The letter you sent me from one of your class children gave me great pleasure," Tolkien wrote to a teacher. "*The Hobbit* seems to go down well at school; I have had several letters telling me of class activities arising from interest in it." ([Source](#))

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In the next section we will consider the different styles or modes of writing.



Make It Personal

There are many different styles of writing.

- Narration – Provide details in order of events for specific situations that happened or could have happened.
- Description – Use details to explain a specific person, place, thing, or event.
- Exposition – Clarify a process or category.
- Persuasion – Convince others to act upon a specific issue or problem.

Elementary students:
Watch the [Story Elements for Kids Playlist](#)



Middle school students: [Rhetorical Modes of Writing](#)



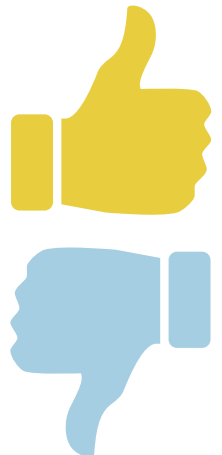
High school students: [Study Hall Playlist: Composition](#)



Activity: [Write a review](#) of the Tolkien artworks from this chapter with your students.

Make sure to address these key questions:

- Where did you connect with themes from this chapter?
- Where did you find content a mystery?
- Did this chapter add to your knowledge of J.R.R. Tolkien?
- What is your opinion of Tolkien as both author and artist? Did it change at all after seeing these artworks?
- What impact did these artworks have on you as a writer?



Open Studio

Organizations and resources

Local



[Milwaukee Public Library](#) is an anchor institution that helps build healthy families and vibrant neighborhoods—the foundation of a strong Milwaukee. MPL has a variety of resources for educators including booklists, books for your classroom, professional resources, and in-person class visits.

[First Stage](#) is one of the nation's most acclaimed children's theaters and the second largest theater company in Milwaukee. They "work with children of all ages in classrooms and through community organizations each year, bringing arts to life in classrooms and supporting Common Core Curriculum with drama-based lessons in Literacy, Arts-Integration, and Theatre."



[Woodland Pattern Book Center](#) is located in Milwaukee's Riverwest neighborhood. Woodland Pattern's Youth Literary Arts Program provides after-school arts and literature programming, with visits to Woodland Pattern to engage with art exhibits and with visiting writers and artists.

[The Bindery](#) is Milwaukee's creative lab for literary and book arts. As a makerspace and workshop with binding and print services, they offer educational programming and a shared workspace for writers and makers.

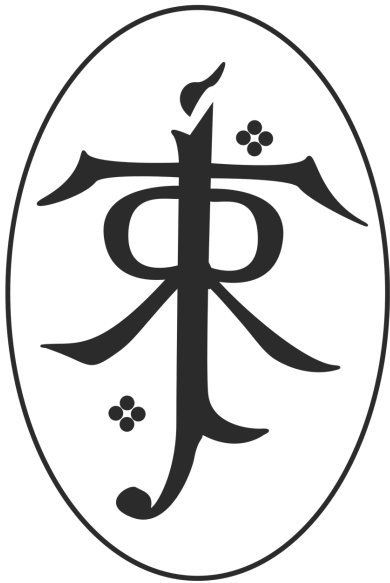


[Milwaukee Film](#) is dedicated to entertaining, educating, and engaging our community through cinematic experiences. Through their programs, educators can leverage film as a powerful teaching tool and develop their own unique film-related curriculum.

Open Studio

Organizations and resources

International



[The Tolkien Estate](#) is the legal body that manages the copyrights of J.R.R. Tolkien's works. It mainly holds the copyright over the literary texts. The late Christopher Tolkien and the late Priscilla Tolkien were former executors.

[Tolkien: Maker of Middle-earth Exhibition](#). The Bodleian Libraries' summer 2018 exhibition revealed the life and worlds of J.R.R. Tolkien. "It explored Tolkien's legacy, from his genius as an artist, poet, linguist, and author to his academic career and private life."



[Tolkienlibrary.com](#) was started in November of 2002 by Pieter Collier. Collier began writing articles to help other Tolkien book collectors with the idea of creating a bibliographical site. The website has evolved towards a general Tolkien collector's resource.



Art in Action



Organize a classroom visit led by a HMA educator.

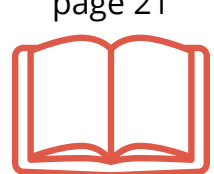
PreK-5

Lesson 1: Students will be introduced to the image of *The Book of Mazarbul* by J.R.R. Tolkien and compare it to an illustration by a contemporary writer and artist. Students will discuss similarities, differences, and connections between the images. In this lesson, students will learn about a manuscript and begin writing and illustrating their own short story.

Lesson 2: Images of *The King's Letter* and *Draft dust jacket for The Hobbit* by J.R.R. Tolkien will be presented for students to examine, and students will read the famous first line of *The Hobbit*. They will then be asked to read *The King's Letter*. Comparisons will be drawn from reading a language that students are familiar with as compared to a language that they are not. Students will begin crafting handmade books that they will write and illustrate.

Lesson 3: *Doors of Durin* by J.R.R. Tolkien will be introduced to students, and they will revisit the *Draft dust jacket for The Hobbit* from Lesson 2. Students will discuss the use of line, color, shape, and value in both of these illustrations, and complete their own book.

Lessons can be scaffolded to meet the needs of any grade level.



Art in Action



Organize a classroom visit led by a HMA educator.

6-8

Lesson 1: Students will be introduced to the image of *The Book of Mazarbul* and *The King's Letter* by J.R.R. Tolkien and compare these images to illustrations by a contemporary writer and artist. Students will discuss similarities, differences, and connections between the images. In this lesson, students will learn about a manuscript and begin writing and illustrating their own haiku poem.

Lesson 2: The images of *Draft dust jacket for the Hobbit* and *Partial table of sound-correspondences among five Elvish languages* by J.R.R. Tolkien will be presented for students to see, and they will use this to further explore the syllabic pattern of haiku poetry. Students will craft handmade books that they will write and illustrate.

Lesson 3: *Doors of Durin* by J.R.R. Tolkien will be introduced to students, and they will revisit the *Draft dust jacket for The Hobbit* from Lesson 2. Students will discuss the use of words and images and the integration of both into artistic design.

Lessons can be scaffolded to meet the needs of any grade level.

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Choose to do one lesson, or all three! Visit the Haggerty Museum of Art's [Educators webpage](#) to get started.



Art in Action



Organize a classroom visit led by a HMA educator.

9-12

Lesson 1: Students will be introduced to the image of *The Book of Mazarbul* and *The King's Letter* by J.R.R. Tolkien and compare these images to illustrations by a contemporary writer and artist. Students will discuss similarities, differences, and connections between the images. In this lesson, students will select a poem or other rhythmical literary piece and begin designing a book to illustrate this literary piece.

Lesson 2: The images of *Draft dust jacket for the Hobbit* and *Partial table of sound-correspondences among five Elvish languages* by J.R.R. Tolkien will be presented for students to see, and they will use this to further explore the syllabic pattern of the literary piece they selected along with the ways that it will be broken down and designed per page of the book. Students will continue crafting their handmade books.

Lesson 3: *Doors of Durin* by J.R.R. Tolkien will be introduced to students, and they will revisit the *Draft dust jacket for The Hobbit* from Lesson 2. Students will discuss the use of words and images and the integration of both into artistic design.

Lessons can be scaffolded to meet the needs of any grade level.

