



Curriculum Units by Fellows of the National Initiative
2025 Volume I: Art, Design, and Biology

Through the Lenses

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My synopsis is based on a small rural school district in Texas. The curriculum that is written will support cross-curricular activities that reinforce and enhance learning. Students will undergo a series of learning experiences over a 4- to 6-week period, during which they will have a voice in their education, collaborate, peer-teach, and engage authentically in their lessons based on ongoing, spiraling research—allowing them to learn about how art and science complement each other to allow depth in learning and understanding through observation. This is not an attempt to make a scientist (although it is possible); however, it is more of a way to have my students focus intensely and gather information, see fine details, and develop ideas for artwork and photography. Through my research, I have found that the most award-winning students in the Texas Art Education Association were those who incorporated vivid details and layers into their artworks. We will heavily rely on our after-school program, ACE, to support our initiative. The ACE program has been instrumental in fostering a growth mindset and enhancing the overall success of our visual arts program at Hearne ISD. They enable me to develop art programs that give students time outside of class to tap into their creative side, assist with supplies, and offer field trips.

(Developed for Art, grades 6-12; recommended for Art, grades 6-12)

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