

Standards applicable to the skeleton unit¹².

Student Performance	Life Science Standard	Visual Arts Standard
Constructing a “bone”	Levels of organization (of bone tissue)	Students apply media, techniques, and processes and create works that demonstrate an understanding of how communication of their ideas relates to the media, techniques, and processes they use.
Construction of a skeleton	Levels of organization (skeletal system); bodily systems for support, movement, and communication	Students evaluate the effectiveness of artworks in terms of organization structures and functions.
Presenting and comparing	Diversity and adaptations of	Students create artworks

¹ Table 1 relates specific actions that students took during the unit to the relevant content standards found in the *National Standards for Arts Education* content standards for visual arts and the *National Science Education Standards content standard C: life sciences*. In practice, we used the *Wisconsin Model Academic Standards for Science* and the *Wisconsin Model Academic Standards for Art and Design Education* (available on line at <http://dpi.state.wi.us/standards/>).

² Because these lessons were first implemented in a middle-school setting, Table 1 refers to the relevant standards for grades 5–8. This table shows how an integrated unit like this one can be constructed successfully with reference to academic standards in more than one discipline. Teachers who collaborate to design and teach these units should be able to build their units around applicable middle or high school standards in both the national and their state education standards.

skeletons	organisms—analysis of internal structures; biological adaptations	that use organizational principles and functions to solve specific visual arts problems.
Reflection and assessment of outcome	Develop student understanding—from specific examples to general principles in the structure and function in organisms; communicate scientific procedures and explanations.	Students identify intentions of artwork and explore the implications of various purposes.
Revision and reworking of skeletal models	Develop descriptions and models to visualize scientific problems and solutions.	Making connections between visual arts and other disciplines. Students synthesize the creative and analytical principles and techniques of the visual arts and the sciences.