

Ingham Intermediate School District and
Michigan State University Federal Credit Union Institute for Arts and Creativity at Wharton Center
Kennedy Center Partners in Education Professional Development Series Workshop

Arts Integration: Understanding Why and How

Arts Integration – Sample Definitions

Southeast Center for Education in the Arts

The University of Tennessee at Chattanooga

Arts Integration is instruction combining two or more content areas, wherein the arts constitute one or more of the integrated areas. The integration is based on shared or related concepts, and instruction in each content area has depth and integrity reflected by embedded assessments, standards, and objectives.

Integrated instruction is often designed, implemented, and evaluated in collaboration with other teachers, arts specialists, community artists, and institutions; and delivered, experienced and assessed through a variety of modalities: artistic processes, inquiry methods, and intelligences.

Integrating curriculum with the arts involves:

- Organizing instruction that is often drawn from life experiences – allowing students to question and engage in real-life issues
- Combining subject areas – not separating them. Students learn and use skills from all disciplines and across disciplines to become knowledgeable about personal and global issues
- Developing skills and applying knowledge in more than one area of study. In an integrated curriculum, education through the arts allows students to learn how to analyze, evaluate and draw reasoned conclusions from what they see and hear.

Vermont Arts Council

Integrated arts education is a pedagogy in which the arts are deeply embedded within the core of interdisciplinary learning and affirms the indispensability of arts as a core curriculum subject and concurrently a catalyst to learn other subjects. With integrated arts education arts play a major role in helping students address broad curriculum themes and achieve robust habits of mind including such characteristics as imagination, discipline, collaboration, inquiry, divergent problem solving, empathy, and making connections. The focus is on enriching students' abilities to attain, analyze, discern, and invent knowledge. Integrated arts education acknowledges and fosters Multiple Intelligences. An Integrated arts education ranges from a single lesson to an entire curricula framework.

The emphasis is on both content and learning skills. Critical to integrated arts education is a commitment to learning objectives in the arts and therefore, the arts are assessed with integrity like other fields of knowledge and vital results. Criteria for assessing the arts should include elements and principles of art media, point of view and intent, aesthetic judgment, and critique and reflection.

Chicago Arts Partnerships in Education (CAPE)
Checklist: Strategies for Effective Arts Integration

The most effective curricular work developed by the CAPE Partnerships consistently exhibits the following strategies:

_____ Clear identification of arts content, academic content, and learning skills that will be developed by the arts integrated curricular work

_____ Identification of primary research and inquiry questions

_____ Identification of a variety of hands-on approaches to generating and representing new knowledge

_____ A clear understanding of how hands-on activities connect to applied analytical thinking

_____ An expectation that students will draw on field research from sources outside the school

_____ Articulated assessment methodologies

_____ Opportunities for students to reflect on their work with their peers

_____ Opportunities for students to make presentations about their new knowledge

_____ Opportunities for students to teach what they have learned to others

_____ Strategies for engaging parents and community