Introduction to Arts Integration

EQ Professional Development Day
October 24th, 2014
Session Overview and Outcomes

- Participants in this session will...
  - Gain a foundational understanding of the principles of arts integration.
  - Experience shared risk-taking through arts integration to build community.
  - Make connections to classroom practices for future implementation.
  - Engage socially and professionally with TAI cohort colleagues.

Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.

Arts integration is a strategy for teaching and learning that uses the arts as primary pathways to learning.
What is **Arts Integration**?

Arts integration is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts.

### The PROCESS:

1. Pick what topic/idea you want to teach
2. Collaborate with Arts educators to align natural standards
3. Teach the lesson ensuring that there is integrity to both subjects
4. Assess student work in both content areas

### Benefits to Arts Integration

**Equity**
Yields an equitable learning environment for all learners through the own access points

**Critical Thinking Skills**
Students engage in critical thinking and construct personal meaning through their learning in arts integrated lessons

**Connective Learning**
Furnishes a research-based pathway to teaching 21st century learning skills and natural avenues for differentiation

**Student Buy-in**
Students become active participants in their learning when the arts are intentionally integrated

**Empowerment**
Instructors become facilitators of creative learning and are empowered in their own professional growth

### Ideas for integrating the Arts

- Story through dance
- Reflective journaling
- Analyze artwork
- Experimenting with sound
- Dramatic play/adolescent

*"I liked that math lesson the best because it wasn’t the regular old boring math class. We got to get up and move! That was cool! And now I know exactly what a parallel line is."
-Gavin, 4th grade student*
THE IMPACT OF THE ARTS ON LEARNING
(Fiske, 1999)

The arts reach students not normally reached, in ways and methods not normally used.
(This leads to better student attendance and lower dropout rates.)

It changes the learning environment to one of discovery.
(This often re-ignites the love of learning in students tired of just being fed facts.)

Students connect with each other better.
(This often results in fewer fights, greater understanding of diversity, and greater peer support.)

The arts provide challenges to students of all levels.
(Each student can find his/her own level from basic to gifted.)

Students learn to become sustained, self-directed learners.
(The student does not just become an outlet for stored facts from direct instruction, but seeks to extend instruction to higher levels of proficiency.)

The study of the fine arts positively impacts the learning of students of lower socioeconomic status as much or more than those of a higher socioeconomic status.
(Twenty-one percent of students of low socioeconomic status who had studied music scored higher in math versus just eleven percent of those who had not. By the senior year, these figures grew to 33 percent and 16 percent, respectively, suggesting a cumulative value to music education.)
HIGH LEVELS OF MUSIC TRAINING IS LINKED WITH BOTH SHORT & LONG TERM MEMORY IMPROVEMENT

STUDENTS WHO ARE INVOLVED IN ARTS ORGANIZATIONS ARE MORE LIKELY TO SPEND LEISURE TIME WITH COMMUNITY SERVICE & YOUTH GROUPS

ART CLASS POPULARITY
- Theater
- Dance
- Visual Arts
- Music

STUDENTS ENROLLED IN A MUSIC CLASS: 33%

SCHOOLS REPORTING BUDGET CUTS FOR MUSIC INSTRUCTION: 34%

STUDENTS IN ARTS PROGRAMS ARE 44% LESS LIKELY TO USE DRUGS THAN THEIR NON-ARTS PEERS

ARTS & MUSIC INVOLVEMENT LEADS TO BETTER GRADES IN CLASSES:
- Math
- Science
- Speech
- Social Studies
- Literature
- History
- Foreign Language

60% OF AMERICANS VOTE
86% OF ARTISTS VOTE

THEATER MAKES A STUDENT MORE LIKELY TO BE FRIENDLY TOWARD OTHER RACIAL GROUPS

STUDENTS INVOLVED IN ARTS PROGRAMS ARE 3X MORE LIKELY TO BE RECOGNIZED FOR:
- Academic Achievement
- Election to Class Office
- Awards for Writing
- Awards for Attendance
- Participation in a Science Fair

READING MUSIC HELPS WITH DYSLEXIA
PAINTING PICTURES HELPS WITH AUTISM
DANCING HELPS WITH MOTOR SKILLS
ACTING HELPS WITH SPEECH IMPEDIMENTS

STUDENTS IN THE ARTS OUTPERFORM THEIR NON-ARTS PEERS ON THE SAT BY 91 POINTS

JOBS IN THE ARTS INDUSTRY ARE SET TO INCREASE 16% IN 20 YEARS
More Advocacy and Research Resources…

- Edutopia’s Arts Integration resources: http://www.edutopia.org/blogs/tag/arts-integration
- Edutopia’s Arts Integration Pinterest Pin Board: http://www.pinterest.com/edutopia/arts-integration/
The Actor’s Toolbox – An Overview

Purpose
This silent routine, underscored with music, reinforces the tools and skills required for acting: BODY, VOICE, IMAGINATION, CONCENTRATION, AND COOPERATION. The Actor’s Toolbox should be used to begin each day or every acting session. It is a physical BEHAVIORAL CONTRACT that students sign to demonstrate their agreement to control their bodies, voices, and minds, as well as to cooperation and concentrate.

Goals
A calm, focused, and balanced class.
100% student effort and engagement.

Benefits
Provides kinesthetic review and/or agreement of tools/elements/expectations.
Establishes a vocabulary for self-regulation/control.
Provides focused behavior assessment, and provides a framework for self-reflection.
Creates a clear, unifying transition
Balances the energies of the group.

Teacher’s Role
Observe, interpret, and respond to behaviors
Provide a consistent framework of expectations
Monitor results over time, and reteach frequently

Enduring Understanding
Behavior is a choice for 99% of our students.

Essential Question
How can we help students become accountable for their own behavior?

Resources
Focus 5 Arts Integration Consulting: http://artsintegrationconsulting.com/

Reflection on Essential Questions
Math, Meaning and Movement – An Overview

Purpose
These strategies are designed to make learning physical and tangible for students by incorporating movement. Students are naturally kinesthetic learners who absorb knowledge more effectively when they are able to utilize their body.

Goals
A kinesthetic learning experience that is fresh and memorably different.  
100% student effort and engagement.

Benefits
Enhanced retention due to the whole person (mind/body/emotions) nature of learning.  
Tangible, concrete understanding of abstract concepts, especially math and science  
Effective development of classroom community as children move and work together.  
As students learn to control their bodies, they learn to control their whole selves.

Teacher’s Role
Observe, interpret, and respond to behaviors  
Provide a consistent framework of expectations and safety  
Share in the risk-taking

Enduring Understanding
Movement, as a part of the learning cycle, makes learning engaging and tangible.

Essential Question
How can we help students learn and demonstrate understanding through their body?

Resources
Eric Johnson: http://ericjohnsondance.com/Home.html

Reflection on Essential Questions
Visual Thinking Strategies – An Overview

Purpose
VTS is a simple, engaging strategy to teach and facilitate behaviors sought by Common Core State Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

Goals
Build skills necessary for effective group problem-solving and discussion.
Strengthen language and listening skills.
To develop thinking skills, including making observations, grounding opinions with observations, and weighing ideas
To develop personal connections to art and the stories it tells.

Benefits
Growth in critical thinking skills, and transfer of those skills to other contexts and content
Allows students to construct knowledge based on their own experiences and reactions synthesized with new information
Dissolves classroom hierarchies and allows all students to assert their opinion
Encourages divergent thinking – the idea that more than one path or answer can be “correct”

Teacher’s Role
Observe, interpret, and respond to behaviors
Provide a consistent framework of expectations
Facilitate open-ended discussions
Employ a student-centered approach to teaching and learning

Enduring Understanding
Examining what we see, making inferences, and presenting evidence can transfer artistic inquiry to scholastic achievement.

Essential Question
What do you see? What is going on? What else? What do you see that makes you say that?

Resources
Visual Thinking Strategies: http://vtshome.org/

Reflection on Essential Questions
The Arts are the **Backbone** of Integrated, Meaningful Learning

Both Common Core & Arts Standards are built upon **PRACTICES & BIG IDEAS** which lead to Process-Based Learning for ALL.

**Natural Connectors:**

**ENGLISH/LANGUAGE ARTS**

*Writing:* Produce Writing

*Speaking & Listening:* Present Information

*Language:* Make effective choices for meaning/style

*Reading:* Interpret word choice, analyze structure

**NATIONAL ARTS**

*CREATE*

*PERFORM PRESENT PRODUCE*

*RESPOND*

*CONNECT*

**MATH**

*#4: Model with Math*

*#6: Attend to Precision*

*#3: Construct Viable Arguments*

*#1: Make Sense of Problems & Persevere in Solving*

**Remember:** Learning is a **PROCESS,** not an end result.

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<table>
<thead>
<tr>
<th>Common Core Standard Access Points</th>
<th>Arts Access Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA: Text Complexity</td>
<td>Providing a variety of arts examples, bundling music with an art piece, reintroducing compositions with a different focus.</td>
</tr>
<tr>
<td>ELA: Evidence-based Writing</td>
<td>Visual thinking strategies (what makes you say that? what do you see, think and wonder?, etc), identifying theme and variation, compare and contrast compositions.</td>
</tr>
<tr>
<td>ELA: Speaking and Listening</td>
<td>Critical listening, concerts and recitals, art expositions, artists statements.</td>
</tr>
<tr>
<td>Math Practice #1: Make sense of problems and persevere in solving them.</td>
<td>Analysis and Composition.</td>
</tr>
<tr>
<td>Math Practice #6: Attend to precision.</td>
<td>Development of skill in the artistic craft.</td>
</tr>
<tr>
<td>Math Practice #7: Look for and make use of structure.</td>
<td>Finding and creating patterns, development of choreography, identifying and manipulating musical form.</td>
</tr>
</tbody>
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5 Shades of Integration

Begin with two subjects • Math and Art

Ratios + Color Theory

Next, Select Concepts

Time to... INTEGRATE!

Enhancement Theme-based Essential Question Co-taught Integration

Uses one area to support another in a lesson.

Lesson is based upon a theme common in two areas.

Lesson in both areas centers around an essential question.

Lesson is co-taught by experts in two or more areas.

Lesson is co-planned by two content experts & is based in teaching and assessing standards in both areas.

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<table>
<thead>
<tr>
<th>Grade</th>
<th>Shared Vocabulary between Literacy and the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Illustrations, illustrator, listen, setting, space, title, beginning, end</td>
</tr>
<tr>
<td>1</td>
<td>Audience, character, collaborate, connections, expression, fluent, phrase, plot, segment, sequence</td>
</tr>
<tr>
<td>2</td>
<td>Analyze, compare, contrast, expression, genre, introduction, point of view, rhythm</td>
</tr>
<tr>
<td>3</td>
<td>Audience, comparative, dialogue, effect, line, mood, narrator, plot, point of view, scene, stanza, theme</td>
</tr>
<tr>
<td>4</td>
<td>Animations, categorize, drama, elements, meter, narration, pose, stage directions, theme, verse</td>
</tr>
<tr>
<td>5</td>
<td>Analyze, compare, conclude, contrast, dialect, dialogue, evaluate, expression, fluent, inference, interpret, mood, multimedia, perspective, reflection, stanza, theme, tone, voice</td>
</tr>
<tr>
<td>6</td>
<td>Bias, convey, elaborate, interpret, multimedia, perceive, point of view</td>
</tr>
<tr>
<td>7</td>
<td>Alternate, analyze, audience, categorize, collaborate, composition, concept, embellish, exposure, format, function, interact, medium, mood, segment, structure, tone, unique</td>
</tr>
<tr>
<td>8</td>
<td>Analyze, bias, characterization, elaborate, evaluate, imagery, point of view, style, symbolism, theme,</td>
</tr>
<tr>
<td>9 and 10</td>
<td>Bias, coherence, clarity, comedy, character motivation, diction, dynamic, monologue, mood, plot structure, purpose, soliloquy, theme, tone, tragedy, digital media, quality</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Context, diction, digital media, nuance, perspective, satire, structure, style, subplot, subtle, theme, voice</td>
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## Math & the Arts

### Common Vocabulary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Shared Vocabulary between Math and the Arts</th>
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<tbody>
<tr>
<td>K</td>
<td>Compare, opposite, before, different, similar, object, measure, pattern, curves, slide</td>
</tr>
<tr>
<td>1</td>
<td>Similar, object, symbol, group, pattern, compare, half, describe, side, size, parallel, curves, slide, turn</td>
</tr>
<tr>
<td>2</td>
<td>form, sequence, pattern, group, interpret, symbol, slide, reflect, turn, measure, three-dimensional, line of symmetry, intersect</td>
</tr>
<tr>
<td>3</td>
<td>Expression, form, product, length, symbol, combinations, weight, angle, symmetry, line, dimensions</td>
</tr>
<tr>
<td>4</td>
<td>Comparison, expression, product, symmetry, measure, length, interpret, frequency, distance, lines</td>
</tr>
<tr>
<td>5</td>
<td>Patterns, form, expression, variation, inverse, sequence, symbol, product, ratio, part, whole, quarter, half, organize, arrange, scale, line, distance, vertical, diagonal, horizontal, symmetry, transformation</td>
</tr>
<tr>
<td>6</td>
<td>Scale, measure, compose, symbol, expression, grid, collection, interval, simulation, symmetry</td>
</tr>
<tr>
<td>7</td>
<td>Point, area, proportion, analyze, compose, notation, expression, value, range, scale drawings</td>
</tr>
<tr>
<td>8</td>
<td>Expression, value, notation, frequency, non-linear, rigid, symmetry</td>
</tr>
<tr>
<td>9 and 10</td>
<td>Expression, notation, properties, model, measure, acceleration, scale, direction, structure, value, range, vary, inverse, frequency</td>
</tr>
<tr>
<td>11 and 12</td>
<td>linear, range, oblique, measure, symmetry, composition, variation, velocity, arc, chord</td>
</tr>
</tbody>
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[www.educationcloset.com](http://www.educationcloset.com)
The Definitive List of Arts Integration Resources

- Education Closet: www.educationcloset.com
- ArtsEdge via the Kennedy Center: http://artsedge.kennedy-center.org/educators.aspx
- The Common Core and Arts: http://commoncore.org/art
- Sarah Dougherty’s pin board: http://www.pinterest.com/hightrestle/arts-integration/
- Findley Elementary’s pin board: http://www.pinterest.com/findleyAI/
- DMPS Arts Integration Page: http://artsintegration.dmschools.org/
- Edutopia’s Arts Integration Page: http://www.edutopia.org/blogs/tag/arts-integration
- Edutopia’s AI Resource Round Up: http://www.edutopia.org/arts-integration-resources
- Perpich Center: http://artsintegration.perpich.mn.gov/
- The Right Brain Initiative: http://therightbraininitiative.org/
- Scholastic: http://www.scholastic.com/teachers/collection/strategies-arts-integration
- Arts Every Day: http://www.artseveryday.org/Educators/detail.aspx?id=212
- ASU Lesson Plans: http://artswork.asu.edu/teachers/lesson_plans/integrated_arts/
- The Walters lesson plans: http://thewalters.org/teachers/resources/lesson-plans/
- 100 AI strategies: http://artsintegration.com/100-strategies/
- 56 Downloads for AI: http://www.edutopia.org/stw-arts-integration-resources-lesson-plans?crlt_pid=camptdvOWidwiCeA
- Bloom Taxonomy and responding to art: http://media-cache-ak0.pinimg.com/originals/39/3c/8a/393c8a04d54b8effd40b9c45cd527c46.jpg
- 300+ Image-based writing prompts: http://writingprompts.tumblr.com/
- Arts Impact lesson database: http://www.arts-impact.org/
- Arts Integration quality checklist: http://educationcloset.com/2013/02/12/arts-integration-quality-check/

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