

# What is an Arts Integration School?

- Arts integrated programs “enhance the understanding of areas of study outside of the arts disciplines themselves, as well as providing in-depth learning in the arts.”
- They incorporate a new way of thinking about teaching and learning.
- Their curriculum is developed with artists and arts educators at the table as peers with teachers in content fields.

# What does an Arts Integrated Classroom Look Like?

## Two Examples

- Burlington – Words Come Alive
- Kensington Parkwood Elementary, Montgomery County, Maryland

# Kensington Parkwood

Example of a 4<sup>th</sup> grade  
Traditional Arts  
Integrated curriculum  
assignment



The class studied the work of Stuart Davis. They used the way he created art with brightly colored, flat, recognizable elements and words, letters and shapes, to create self portraits that expressed personal stories.

Summer was over and school was beginning. At the end of last year Mrs. Connor told me that I would be going to mainstreamed math and reading. I was really excited. The bus came and I took my backpack, left the house and said goodbye to my mom. Five minutes later I was at school. When I went in I saw Ms. Martin and said hello to her.

Then I saw Mrs. Connor and said hi to her. After I unpacked my bag Mrs. Connor said that she had something to tell me. She told me that I was going into mainstream math and reading with Mrs. Architzel. I was so happy and gave her a big hug. I felt like a brand new person. I wanted the new challenge. I knew I was ready for it. So far things are great.



# Standards are Interdisciplinary

## Writing:

- 4.4.A.1. Use the writing process to plan/pre-write, draft, revise, edit and publish.
- 4.4.A.2. Write to express personal ideas
- 4.4.A.2.a. Write in poetry about topics of personal interest that: include an introduction, maintain the topic, use sensory details, and include a conclusion.
- 4.4.A.2.b. Write personal narratives: include an interesting beginning, provide a logical sequence of events, include sensory details, and include a conclusion.

## Visual Arts:

- 1. demonstrate ability to perceive, interpret and respond to ideas, experiences and the environment through visual art

# Arts Integration → Best Practices

<b>Infusion Level</b> →	<b>FOUNDATION</b> <b>Arts Basic</b> <b>(Serendipitous)</b>	<b>BUILDING</b> <b>Developed Arts</b> <b>Integration</b>	<b>BEST PRACTICE</b> <b>Arts Integrated</b> <b>21<sup>st</sup> Century Learning</b>
<b>STUDENT PRODUCTS</b>	<ul style="list-style-type: none"> <li>•Students in non-arts classes rarely have opportunities to demonstrate understanding through arts-based performance tasks</li> <li>•Arts products are expected in arts classes</li> <li>• Arts products in non-arts classes are seldom produced</li> </ul>	<ul style="list-style-type: none"> <li>•Skills and concepts demonstrated through the use of authentic experiences and media</li> <li>•Products reflect a higher level of proficiency</li> <li>•Equal attention to arts and non-arts techniques</li> </ul>	<ul style="list-style-type: none"> <li>•Products reflect students' responsibility for identifying problems and issues, conducting research, examining values, and making reflective decisions within an arts infused curriculum</li> <li>•Active involvement in developmentally appropriate activities results in high-quality works that are a fusion of arts and non-arts disciplines</li> </ul>

# Arts Integration → Best Practices

Infusion Level →	FOUNDATION	BUILDING	BEST PRACTICE 21 <sup>st</sup> Century Learning
Instruction ↓	Arts Basic (Serendipitous)	Developed Arts Integration	Arts Infused
CONCEPTS TAUGHT	<ul style="list-style-type: none"> <li>• Knowledge is discipline specific</li> <li>• Arts concepts are taught primarily by arts specialists</li> <li>• Arts instruction may be standards-based</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge is a synthesis of arts and other disciplines</li> <li>• Significant integration evident</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge is a tool for identifying issues, solving problems, and making decisions in an environment that encourages inquiry</li> <li>• Knowledge is constructed through integrated study of arts and non-arts</li> </ul>
METHODS UTILIZED	<ul style="list-style-type: none"> <li>• Arts are rarely part of other curricula</li> <li>• All disciplines are taught in parallel without regard to the standards of the separate disciplines</li> <li>• Some communication between disciplines is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Arts and non-arts disciplines support one another</li> <li>• Some lessons address standards from all relevant disciplines</li> <li>• Some evidence of collaboration (arts and non-arts teachers)</li> <li>• Non-arts teachers plan for integrated arts instructional experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Arts and non-art disciplines mutually support and enhance each other</li> <li>• Objectives in most lessons address standards from all relevant disciplines</li> <li>• Consistent planning-collaboration between arts and non-arts teachers is evident</li> <li>• Full day programs are based on themes and real-life learning experiences from the students' own world</li> <li>• A seamless curriculum is apparent</li> </ul>

# How our arts magnet would be different – staffing

- Three full-time art educators on faculty (visual, drama/dance, and music) work with classroom teachers to develop effective means of teaching all other content areas using both visual and performing arts.
- A full-time curriculum planner coordinates professional development, partner and parent involvement, and daily scheduling.
- Visiting teaching artists and architects infuse dynamic energy and real-world connections into the classroom.

# How our arts magnet would be different – professional development

## Examples of St. Michael's College Summer Courses:

- [GED 651](#) Hands on! Learning in and through the Visual Arts
- [GED 673B](#) Special Topics: Creating the Picture Book
- [GED 673C](#) Special Topics: Exploring Cultures through Clay
- [GED 673D](#) Special Topics: Art History for the Classroom Teacher
- [GED 673A](#) Color Theory and Application for Educators
- [GED 673E](#) Special Topics: Bringing History to Life
- [GED 678](#) Aesthetic Perspective on Education: Imagination, Culture and Art

Arts Integration professional development also is offered at the Kennedy Center for the Arts (DC), Lincoln Center (NYC), and Antioch University (NH)

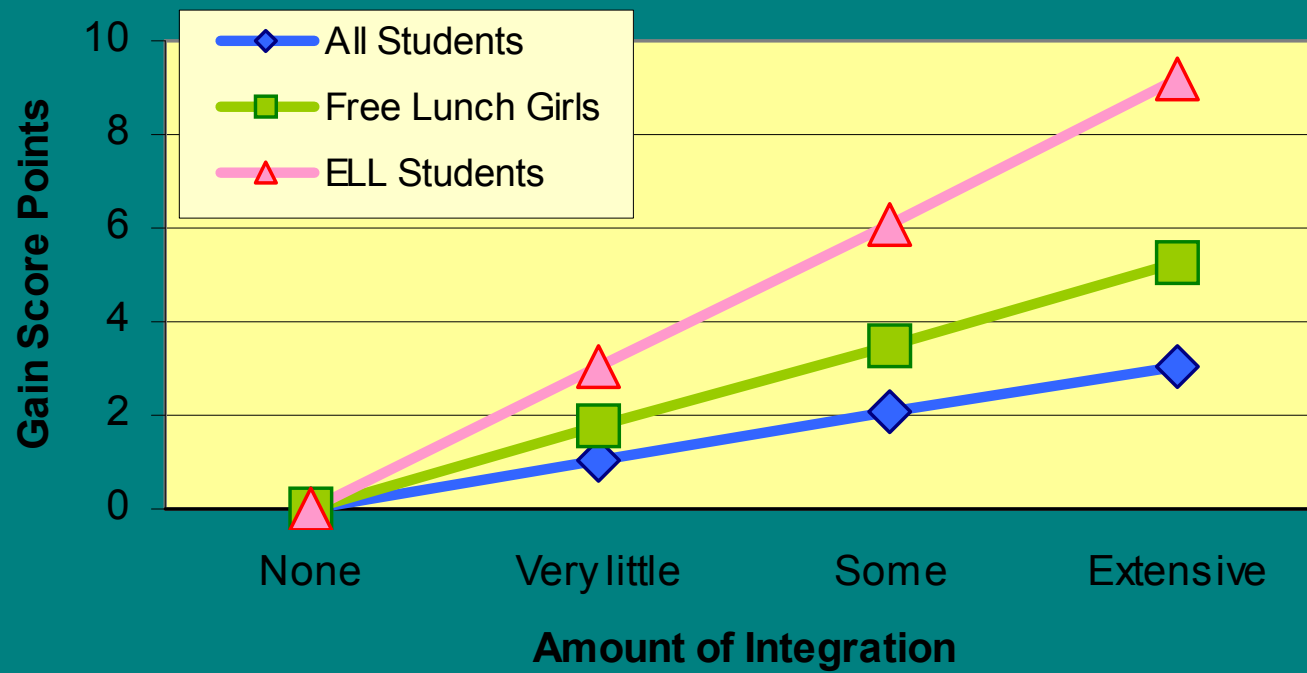
# Why Arts Integration? – Ways of Knowing

- Integrated programs can be the link that joins conceptual knowledge and student motivation to a lifelong love of learning.
- “Arts-integrated schools make clear that the arts . . . are deeply cognitive. They develop essential tools of thinking itself: pattern recognition and development; qualitative judgment; symbolic, metaphoric, and allegorical representation. These same thinking tools are used in science, philosophy, math, and history. . . .”
- The Arts reflect the best elements of our shared humanity.

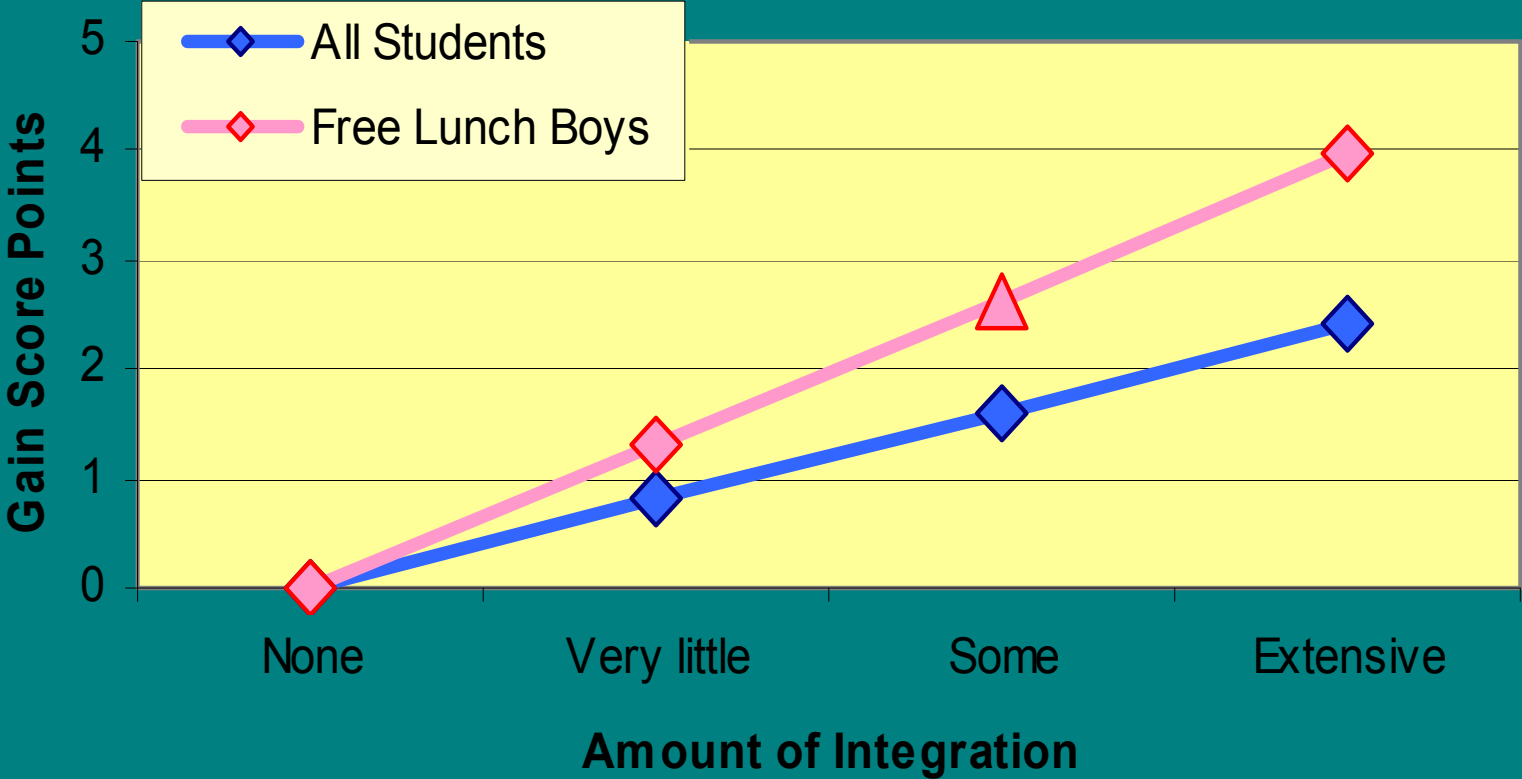
# Why Arts Integration: Helping All Learners

- Researchers have found that enriched arts education bridges gaps created by socioeconomic and language barriers because art is a shared language and skill that all children understand.
- [Critical Links: Learning in the Arts and Student Academic and Social Development](#) (Deasy, 2002) among other research studies shows that successful arts programs make success in other academic areas more likely; promote competence in learning English as a second language; and significantly improve the oral language and social skills of children with learning disabilities.
- This type of education also was found to benefit “high fliers” because “the arts provide new challenges for those students already considered successful.”
- Students performing “below the standard” or “nearly meeting the standard,” require educational opportunities that partner their learning styles (visual, auditory, kinesthetic, interpersonal, intrapersonal) with their areas of weakness (verbal linguistic, logical/mathematical).

### Third Grade Reading Gain Score Points Associated with Arts Integration



# Fifth Grade Reading Gain Score Points Associated with Arts Integration



# Why Here?

## Livable City for the Arts Partners

- St. Michael's College Undergraduate and Graduate Programs in Art Education
- Flynn Center for the Performing Arts
- Vermont Youth Orchestra
- Very Merry Theater
- Additional potential partners include: Fleming Museum (UVM), Burlington City Arts, Shelburne Museum, Jeh Kulu Dance Theater, and more.

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