

THE KENNEDY CENTER



Workshop

Laying a Foundation:
Defining Arts Integration

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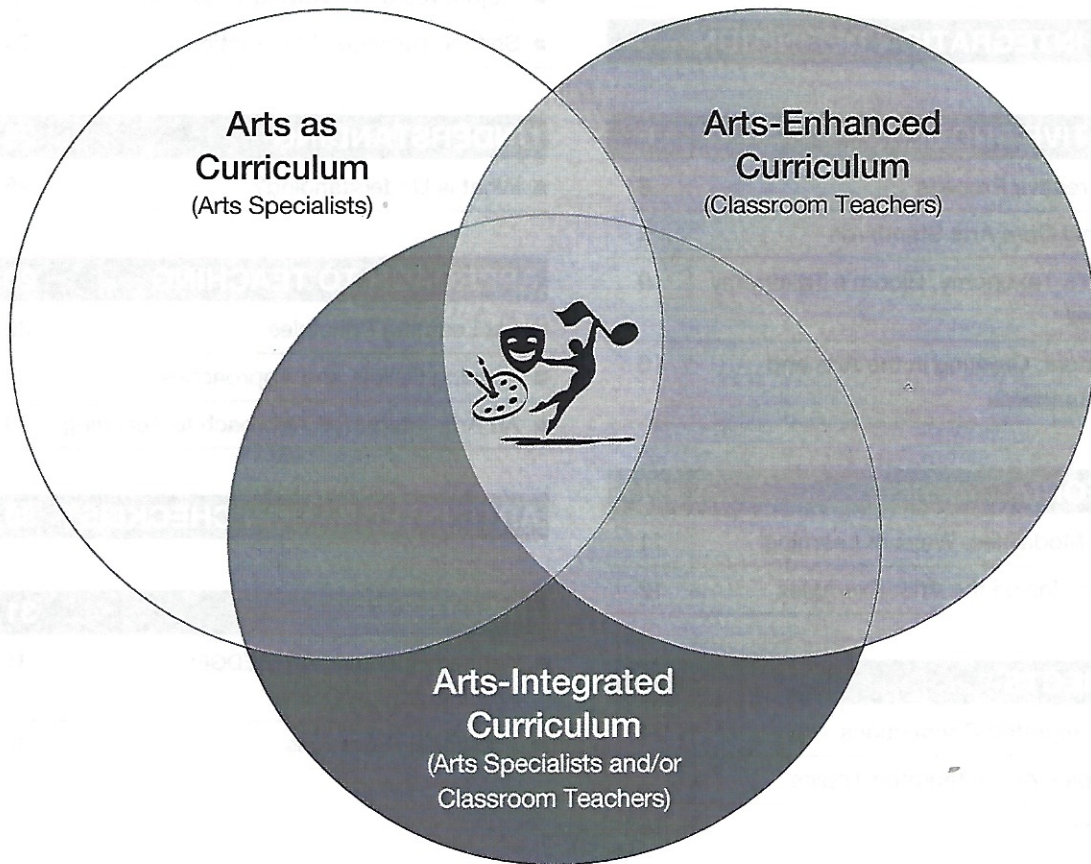
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THE ARTS IN SCHOOLS

There are three ways the arts are taught in schools.



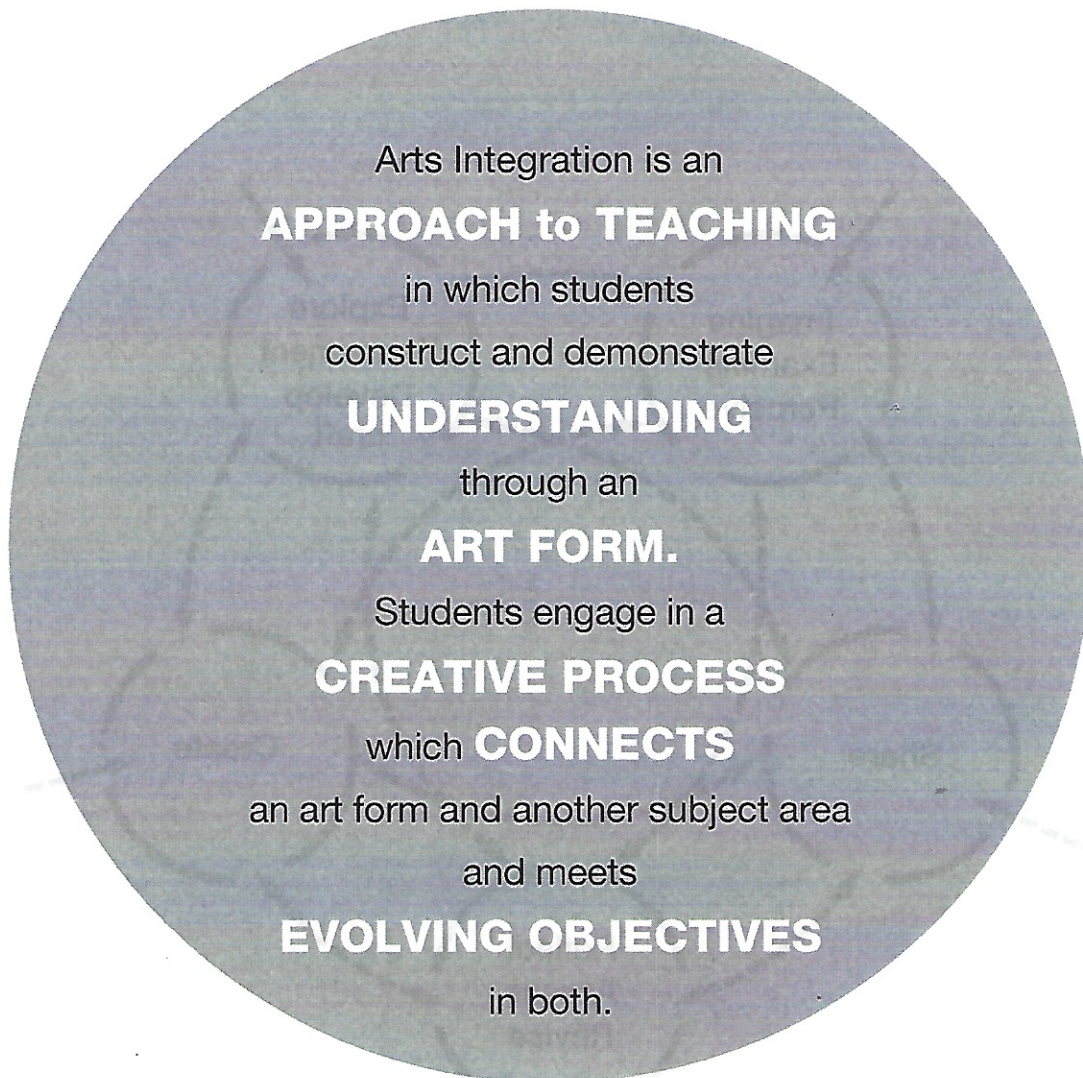
All the ways the arts are taught in schools (arts as curriculum, arts-enhanced curriculum, and arts-integrated curriculum) are supported by arts experiences—attendance at performances and exhibits by professional artists.



PURPOSE OF THIS SESSION:

To explore the defining characteristics of arts integration

The Kennedy Center's Definition

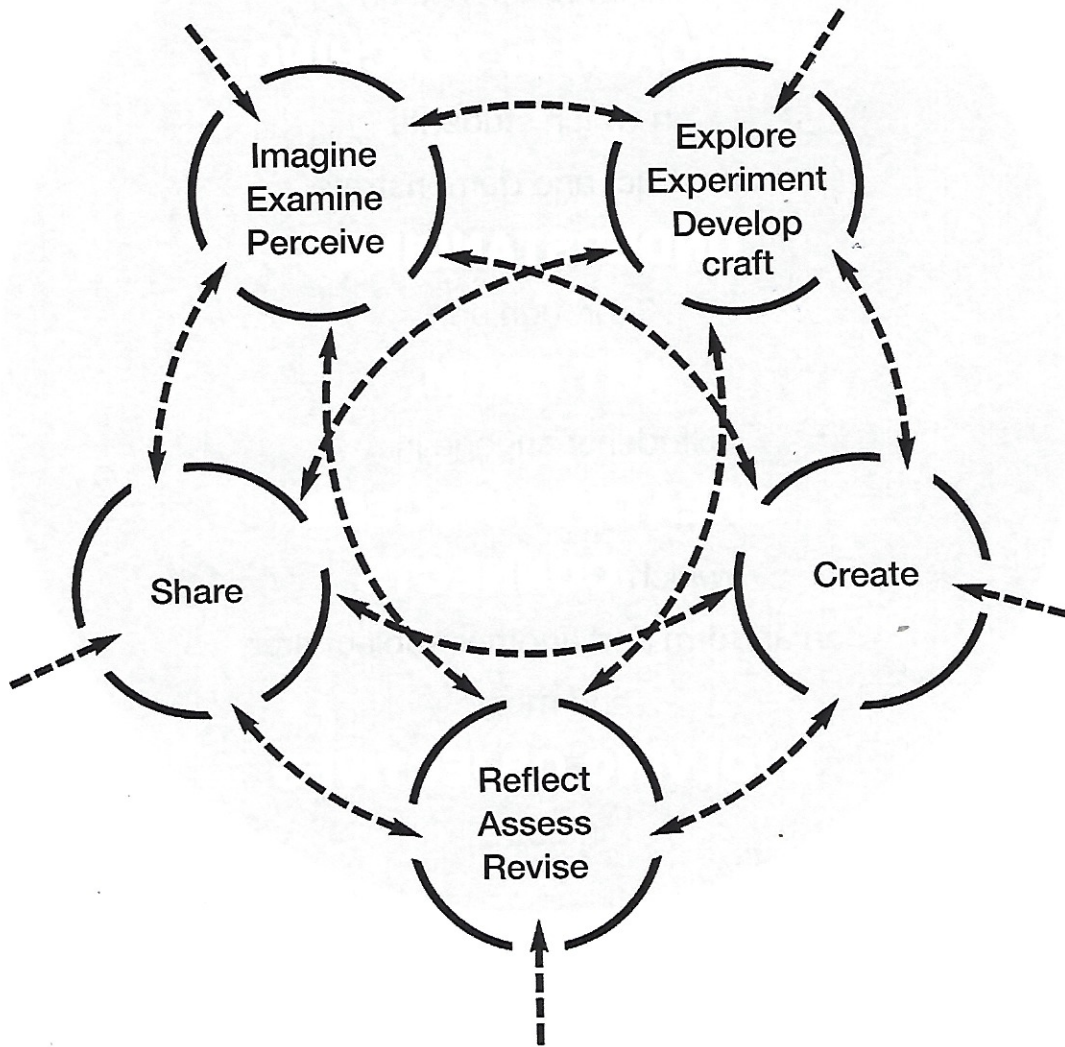


More information about this definition is available at
<https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration>



CREATIVE PROCESS

Arts and arts integration lessons typically include one or more elements of the creative process.



— CONTINUED —

CREATIVE PROCESS



Imagine
Examine
Perceive

Engage students in observing, reading, listening, viewing, brainstorming possibilities, looking at the work of professional artists.

Explore
Experiment
Develop
Craft

Engage students in skill-building within the art form. Demonstrate/model a process or skill. Involve students in a warm-up.

Create

Students make choices and create something as a way to construct and demonstrate their understanding. They do not merely memorize, repeat, or copy. As in any process, the work evolves.

Reflect
Assess
Revise

Time is given throughout the process for students' personal reflections and assessment. This naturally leads to revision.

Share

At some point within a unit, it is appropriate for students to share their work with each other to give and receive feedback. This can take place several times throughout a unit to provide multiple opportunities for feedback.



CREATIVE PROCESS



National Coalition for **CORE ARTS** Standards

National Arts Standards for 21st Century Students

- **Creating**
- **Performing, Exhibiting, Presenting**
- **Responding**

www.nationalartstandards.org

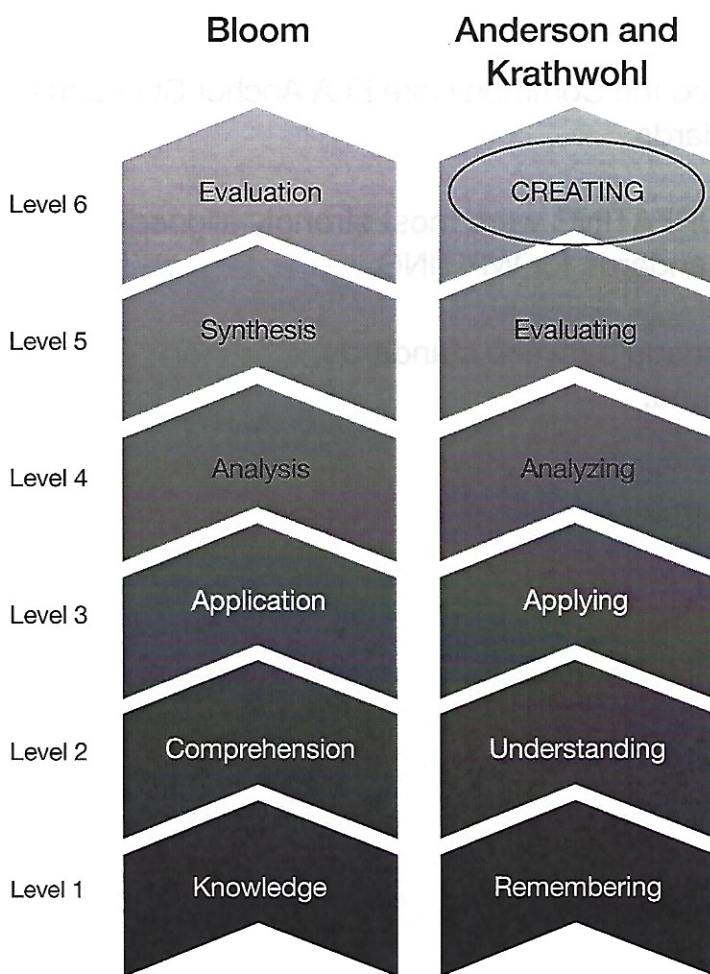




Bloom’s Taxonomy of Educational Objectives and Revision by Anderson & Krathwohl

Benjamin Bloom identified six levels of thinking in his 1956 *Taxonomy of Educational Objectives*. In 2001, Anderson and Krathwohl revised Bloom’s Taxonomy.

CREATING is the highest level of thinking.



Anderson and Krathwohl updated Bloom’s Taxonomy in three ways:

- They reversed Bloom’s last two stages—Level 5 and Level 6. **“Creating”** now sits at the highest level of mental functioning as it requires one to put together, reorganize, or synthesize elements in a new form or structure. Anderson and Krathwohl believe that Evaluating, which includes making judgments based on criteria, precedes one’s ability to Create.
- All category titles are changed to indicate **verbs/actions** rather than nouns.
- In the Level 1 category, Remembering, Anderson and Krathwohl **added a fourth knowledge dimension: the metacognitive** (knowledge of and awareness of one’s own thinking) to Bloom’s three knowledge dimensions (factual, conceptual, and procedural knowledge).

References

- Anderson, Lorin W. and Krathwohl, David R. (Eds.) et al. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. Boston, MA: Pearson Education Group.
- Bloom, Benjamin S. and Krathwohl, David R. (1956). *Taxonomy of Educational Objectives, the Classification of Education Goals, Handbook I: Cognitive Domain*. NY: Longmans



CREATIVE PROCESS

Alignment: Creating in the Arts and ELA Standards



In 2014 the College Board compared the Common Core ELA Anchor Standards with the Core ARTS Anchor Standards.

The ARTS Anchor Standards for CREATING were most strongly aligned with the Common Core Anchor Standards for WRITING.

Of the 30 comparisons that were made between standards, 26 instances of alignment were found.

References

The College Board. (2014). *The Arts and the Common Core: A Comparison of the National Core Arts Standards and the Common Core State Standards*. New York: The College Board.



Three Learning Modalities

The phrase “learning modalities” refers to the different ways in which learners acquire, process, and demonstrate what they know.



Visual
(Learn by seeing)



Aural
(Learn by hearing)



Kinesthetic
(Learn by moving,
touching)

What makes the arts unique and powerful is that they naturally draw on multiple learning modalities.



ART FORM

Looking Inside the Arts: Examples

Theater

- Exploring the Elements of Theater
- Creating through Improvisation
- Directing
- Script Writing
- Creating Monologues
- Creating Dramatization
- Exploring Role Play
- Creating Tableaus
- Creating Readers Theater
- Design: Lighting, Sets, Costume, Make-up, Props
- Watching, Analyzing, and Critiquing Theater
- Examining Genres and Styles
- Exploring Theater as a Reflection of a Culture(s)

Music

- Exploring the Elements of Music
- Creating through Improvisation
- Conducting
- Writing Songs
- Exploring Musical Phrasing
- Composing
- Playing Instruments
- Singing
- Listening
- Performing as Part of an Ensemble
- Listening to, Analyzing, and Critiquing Music
- Examining Genres and Styles
- Exploring Music as a Reflection of a Culture(s)

Dance

- Exploring the Elements of Dance
- Creating through Improvisation
- Creating Choreography
- Exploring Phrasing
- Creating Dances that Tell Stories
- Communicating through Gesture
- Performing as Part of an Ensemble
- Performing Solo
- Exploring Music for Dance
- Theatrical Aspects of Dance (lighting, sets, costumes, make-up)
- Watching, Analyzing, and Critiquing Dance
- Examining Genres and Styles
- Exploring Dance as a Reflection of a Culture(s)

Visual Arts

- Exploring the Elements of Art
- Creating with the Principles of Design
- Creating in a Range of Media:
 - Drawing
 - Sculpture
 - Collage
 - Printmaking
 - Fabric Arts
 - Painting
 - Mask-Making
 - Cartooning
- Creating Exhibits
- Analyzing and Critiquing Works of Visual Art
- Examining Genres and Styles
- Exploring Visual Arts as a Reflection of a Culture(s)



Looking Inside the Arts: Examples

Storytelling

- Exploring Story
 - Types (folktales, fairy tales, fables, myths, legends, tall tales, pourquoi “why” tales)
- Writing Stories for Telling
- Developing Storytelling Skills
 - (vocal expression, gesture, eye contact, sound effects, repetition)
- Performing Stories
- Selecting Stories for Telling
- Examining Genres and Styles
- Exploring Storytelling as a Reflection of a Culture(s)

Puppetry

- Exploring Puppet
 - Types (hand, rod, shadow, body, marionette)
- Writing Scripts
- Developing Puppetry Skills
 - (voice, gesture, movement, manipulation)
- Creating Sets, Lighting
- Selecting or Creating Appropriate Music to Communicate Mood, Characters, Plot, etc.
- Examining Genres and Styles
- Exploring Puppetry as a Reflection of a Culture(s)

Literary Arts

- Writing: Fiction
 - (science fiction, historical fiction, fantasies, fables, legends, myths, fairy tales, comic books, short stories, plays, operas, dramas)
- Writing: Non-Fiction
 - (memoir, family histories, historical events, biographies, newspaper stories)
- Writing: Poetry
 - (haiku, free verse, rap, sonnet, limerick, cinquain, acrostic, ode, sonnet)
- Exploring Oral Language
 - (oral poetry, raps, rants, storytelling, ballads, folktales)
- Creating Imagery: Simile and Metaphor
- Examining Genres and Styles
- Exploring Literary Arts as a Reflection of a Culture(s)

Media Arts

- Creating Film or Video
- Creating for Television: Directing, Lighting, Sound, Script Writing
- Creating Photographs
- Developing Computer Software Design, Web Design, Computer Games and Graphics
- Creating with 3-D Printers
- Examining Genres and Styles
- Exploring Media Arts as a Reflection of a Culture(s)



CONNECTS

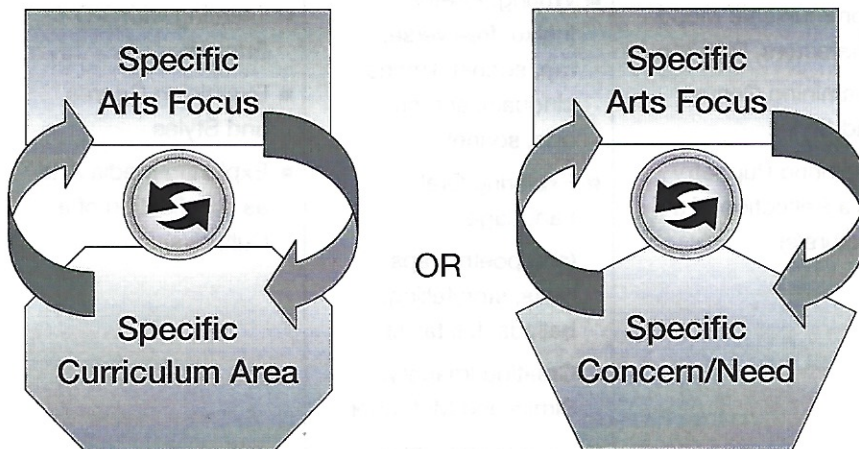
Arts-Integrated Connections

Identifying connections is the first and most critical step in planning arts-integrated instruction.

A connection is created by identifying your specific ARTS FOCUS (e.g., creative movement, rhythm, story theater, collage) and connecting it to a specific EDUCATIONAL area:

1. **Curriculum Area**—a required subject
(e.g., science, social studies, language arts, math, art form, etc.)

OR...
2. **Concern/Need**—an issue educators consider important
(e.g., English language learners, character education, classroom management)



Mutually Reinforcing Connection

Learning in one area reinforces/extends learning in the other area. Specifically, does the learning in the arts focus reinforce or extend learning in the curriculum area or in the area of concern/need? Conversely, does the learning in the curriculum area or area of concern/need reinforce or extend learning in the arts focus?



TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Theater

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|--|---|--|
| Theater | | Curriculum Area |
| <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> Exploring the Elements of Acting Creating through Improvisation Directing Exploring Types of Theater (e.g., comedy, drama, musical, readers theater) Script Writing Creating Monologues Creating Dramatizations Exploring Role Play Creating Tableaus Creating Costumes and Makeup Designing Sets Watching and Critiquing Theater | | <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> ■ Fables ■ Folktales ■ Fairy Tales ■ Story Sequence ■ Characterization ■ Theme Social Studies <ul style="list-style-type: none"> ■ Wars ■ Civil Rights ■ World Leaders ■ Timelines ■ World Cultures ■ Historical Events |
| | | Concern/Need |
| | | <ul style="list-style-type: none"> Multicultural Education Bullying Students with Special Needs Learners of English (ELLs/ELs) Classroom Management Social Skills <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication |

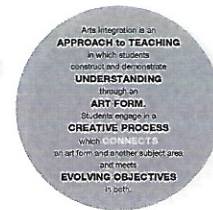


CONNECTS

TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Music

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|---|---|---|
| Music | | Curriculum Area |
| <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> Exploring the Elements of Music Creating through Improvisation Conducting Composing Exploring Musical Styles (e.g., classical, jazz, opera, folk, rock) Writing Song Lyrics Exploring Musical Phrasing Playing Instruments Singing Listening Critiquing Music Exploring Music as a Reflection of a Culture | | <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> ■ Rhyme ■ Chants ■ Oral Fluency Science <ul style="list-style-type: none"> ■ Sound, Acoustics Math <ul style="list-style-type: none"> ■ Patterns ■ Repetition ■ Counting ■ Fractions Social Studies <ul style="list-style-type: none"> ■ World Cultures ■ Historical Time Periods and Events |
| | | Concern/Need |
| | | <ul style="list-style-type: none"> Multicultural Education Multiple Intelligences Students with Special Needs Learners of English (ELLs/ELs) Social Skills <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication |



TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Storytelling

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|--|---|--|
| <p>Storytelling</p> | | <p>Curriculum Area</p> |
| <p>SOME EXAMPLES:</p> <p>Listening to, Writing, and Telling Types of Stories</p> <ul style="list-style-type: none"> ■ Folktales ■ Fairy Tales ■ Fables ■ Myths ■ Legends ■ Tall Tales ■ Pourquoi (“Why”) Tales ■ Family History ■ Personal Narratives <p>Exploring Storytelling Skills</p> <ul style="list-style-type: none"> ■ Vocal Expression ■ Gesture ■ Sound Effects ■ Eye Contact ■ Repetition <p>Exploring Storytelling as a Reflection of a Culture</p> <p>Examining the History of Storytelling</p> <p>Writing a Story for Telling</p> | | <p>SOME EXAMPLES:</p> <p>Literacy</p> <ul style="list-style-type: none"> ■ Writing Folktales, Fairy Tales, Fables, Myths, Legends, Tall Tales, Pourquoi (“Why”) Tales ■ Oral Communication ■ Oral Fluency <p>Science</p> <ul style="list-style-type: none"> ■ Life Cycles ■ Metamorphosis <p>Social Studies</p> <ul style="list-style-type: none"> ■ Family History ■ Historical Time Periods and Events ■ World Cultures <p>Concern/Need</p> <p>Character Education</p> <p>Bullying</p> <p>Multicultural Education</p> <p>Safety</p> <p>Students with Special Needs</p> <p>Learners of English (ELLs/ELs)</p> <p>Social Skills</p> <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication |



CONNECTS

TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Puppetry

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|---|---|---|
| Puppetry | | Curriculum Area |
| <p>SOME EXAMPLES:</p> <p>Puppet Making</p> <ul style="list-style-type: none"> ■ Hand Puppets ■ String Puppets ■ Rod Puppets ■ Whole Body Puppets <p>Developing Puppetry Skills</p> <ul style="list-style-type: none"> ■ Vocal Expression ■ Movement ■ Music ■ Sets ■ Lighting ■ Puppet Manipulation <p>Exploring Puppetry as a Reflection of a Culture</p> <p>Examining the History of Puppetry</p> <p>Writing a Story for a Puppet Performance</p> | | <p>SOME EXAMPLES:</p> <p>Language Arts</p> <ul style="list-style-type: none"> ■ Descriptive Writing ■ Narrative Writing ■ Script Writing ■ Non-Fiction Writing ■ Oral Language ■ Story Sequence ■ Non-verbal Communication <p>Social Studies</p> <ul style="list-style-type: none"> ■ Historical Events ■ World Cultures |
| | | Concern/Need |
| | | <p>Character Education</p> <p>Students with Special Needs</p> <p>Learners of English (ELLs/ELs)</p> <p>Multicultural Education</p> <p>Social Skills</p> <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication |



TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Dance

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|---|---|---|
| Dance | | Curriculum Area |
| <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> Creating through Improvisation Creating Choreography Exploring Phrasing Investigating Dance Styles: Modern, Classical, Folk, Social Creating Dances that Tell Stories Creating Costumes and Makeup Looking at Dance Exploring the Elements of Dance Listening to and Creating Music for Dance Examining Dance History Analyzing Dance and Writing Criticism Exploring Dance as a Reflection of a Culture Investigating Dance Injury Prevention and Care | | <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> Science <ul style="list-style-type: none"> ■ Cycles: Water/Weather ■ Solids, Liquids, and Gases ■ Formation of Rocks ■ Systems of the Human Body ■ Habitats and Environments ■ Atomic and Molecular Structure ■ Food Chain Number Sentences/ Mathematical Expressions <ul style="list-style-type: none"> ■ Graphing and Coordinate Systems ■ Geometric Shapes, Perimeter, Area, and Volume Literacy <ul style="list-style-type: none"> ■ Figurative Language ■ Character in Literature ■ Story Sequence Social Studies <ul style="list-style-type: none"> ■ Historical Events and Time Periods ■ World Cultures <p style="background-color: #333333; color: white; padding: 5px;">Concern/Need</p> <ul style="list-style-type: none"> Multiple Intelligences Multicultural Education Students with Special Needs Learners of English (ELLs/ELs) Social Skills <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication |



CONNECTS

TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Visual Arts

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|---|---|---|
| <p>Visual Arts</p> <p>SOME EXAMPLES:</p> <p>Creating in a Range of Media:</p> <ul style="list-style-type: none"> ■ Drawing ■ Sculpture ■ Collage ■ Printmaking ■ Photography ■ Fabric Art: Weaving, Quilting, Stitchery ■ Mask Making ■ Painting ■ Murals ■ Cartooning ■ Portraits <p>Viewing Works of Art</p> <p>Exploring Elements of Art (e.g., shape, color, size, texture, volume)</p> <p>Creating with the Principles of Design (e.g., balance, repetition)</p> <p>Comparing Art History Movements and Creating Examples</p> <p>Analyzing and Writing Art Criticism</p> <p>Exploring Art as a Reflection of a Culture</p> | | <p>Curriculum Area</p> <p>SOME EXAMPLES:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Drawing</p> <ul style="list-style-type: none"> ■ Letter Formation ■ Observation in Science ■ Measurement ■ Narrative <p>Sculpture</p> <ul style="list-style-type: none"> ■ Habitats ■ Historical Figures ■ World Cultures ■ Geometry ■ Measurement <p>Collage</p> <ul style="list-style-type: none"> ■ Immigration ■ Symbols ■ Land Formations <p>Printmaking</p> <ul style="list-style-type: none"> ■ Pattern ■ Repetition ■ Story illustration <p>Bookmaking</p> <ul style="list-style-type: none"> ■ Sequence ■ Writing </div> <div style="width: 45%;"> <p>Photography</p> <ul style="list-style-type: none"> ■ Point of View ■ Community, Neighborhood <p>Quilting</p> <ul style="list-style-type: none"> ■ Community ■ Folklore ■ Underground Railroad <p>Mask Making</p> <ul style="list-style-type: none"> ■ Cultures ■ Emotions <p>Painting</p> <ul style="list-style-type: none"> ■ Science of Color ■ Motion, Gravity <p>Murals</p> <ul style="list-style-type: none"> ■ History ■ Math (grid) <p>Cartooning</p> <ul style="list-style-type: none"> ■ Science ■ Story Sequence <p>Portraits</p> <ul style="list-style-type: none"> ■ Historical Figures ■ Creative Writing </div> </div> |
| | | <p>Concern/Need</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Multicultural Education</p> <p>Multiple Intelligences</p> <p>School Culture/Climate</p> <p>Students with Special Needs</p> <p>Learners of English (ELLs/ELs)</p> </div> <div style="width: 45%;"> <p>Social Skills</p> <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication </div> </div> |



TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Literary Arts

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|---|---|---|
| Literary Arts | | Curriculum Area |
| <p>SOME EXAMPLES:</p> <p>Story Writing</p> <p>Playwriting</p> <p>Reading and Creating Poetry (written, spoken)</p> <p>Writing Folktales, Fairytales, Tall Tales</p> <p>Creating Your Own Myths and Legends</p> <p>Imagery: Creating Simile, Metaphor</p> <p>Creating Poetic Form: Haiku, Cinquain</p> <p>Exploring Oral Language</p> <p>Creating Effective Rhyme</p> <p>Using Rhythm</p> <p>Creating Graphic Novels</p> | | <p>SOME EXAMPLES:</p> <p>Poetry</p> <p>Story Writing</p> <p>Playwriting</p> <p>Memoir</p> <p>Family Stories</p> <p>Graphic Novels</p> <p>Short Stories</p> <p>Historical Fiction</p> <p>Story Genres</p> <p>Folk Tales</p> <p>Fairy Tales</p> <p>Myths</p> <p>Legends</p> <p>Monologues</p> <p>Journals</p> |
| | | Concern/Need |
| | | <p>Multicultural Education</p> <p>Bullying</p> <p>Students with Special Needs</p> <p>Learners of English (ELLs/ELs)</p> <p>Safety</p> <p>Classroom Management</p> <p>Social Skills</p> <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication |

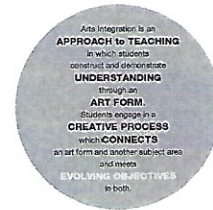


CONNECTS

TOPIC = SPECIFIC ARTS FOCUS + EDUCATIONAL AREA

Media Arts

| SPECIFIC ARTS FOCUS | + | SPECIFIC EDUCATIONAL AREA |
|--|---|---------------------------|
| <p>Media Arts</p> <p>SOME EXAMPLES:</p> <p>Creating through Media:</p> <ul style="list-style-type: none"> ■ Film ■ Video ■ Television ■ Computer Software ■ Photography ■ Web Design <p>Exploring Types:</p> <ul style="list-style-type: none"> ■ Digital ■ Electronic ■ Interactive ■ Animation <p>Exploring Styles:</p> <ul style="list-style-type: none"> ■ Imaginary/Fictional ■ Documentary <p>Exploring Forms:</p> <ul style="list-style-type: none"> ■ Digital Poetry ■ Electronic Music | <p>Curriculum Area</p> <p>SOME EXAMPLES:</p> <p>Social Studies and Language Arts</p> <ul style="list-style-type: none"> ■ Photo Essay about an Historical Figure ■ Animation to Show an Historical Event ■ Photography to Expand a Poem ■ PowerPoint Slide Show for a Book Report <p>Science</p> <ul style="list-style-type: none"> ■ Biology ■ Geology ■ Plant and Animal Kingdoms ■ Motion <p>Math</p> <ul style="list-style-type: none"> ■ Algorithms ■ Computer Programming <p>Languages</p> <ul style="list-style-type: none"> ■ Interactive Vocabulary <p>Concern/Need</p> <p>Classroom Management</p> <p>Multiple Intelligences</p> <p>Bullying</p> <p>Safety</p> <p>Students with Special Needs</p> <p>Learners of English (ELLs/ELs)</p> <p>Social Skills</p> <ul style="list-style-type: none"> ■ Cooperation ■ Collaboration ■ Communication | |



Objectives

Objectives for instruction are drawn from the Content and Achievement Standards.

An objective is... a statement that describes what the learner will know, be able to do, or appreciate as a result of instruction. Objectives are sometimes known as Expected Results.

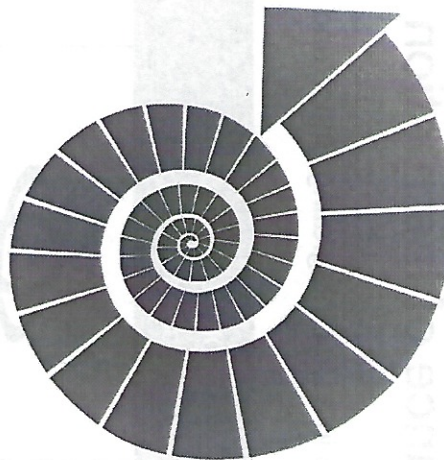
Arts integration requires that objectives are met in both the art form and the other subject area. It also requires that the objectives are **MUTUALLY-REINFORCING**. A mutually-reinforcing connection is achieved when learning in the art form reinforces/extends learning in the other subject area (e.g., science).

Evolving Objectives

e•volve—to develop by gradual changes; unfold

Synonyms: change, grow, progress, advance, go forward, develop

Antonym: regress



Objectives evolve and unfold over time as students' experience and understandings develop. As students master each objective, they are ready to take on the next, more challenging ones. Teachers monitor student progress and adjust objectives to keep students challenged and interested within a unit or across a year. As students' mastery grows, so do their feelings of self-efficacy—the belief in oneself and one's ability to achieve.

The selection of appropriate **ACHIEVEMENT STANDARDS** allows teachers to “stretch” students and to help them gradually develop deeper levels of knowledge and skill over time.

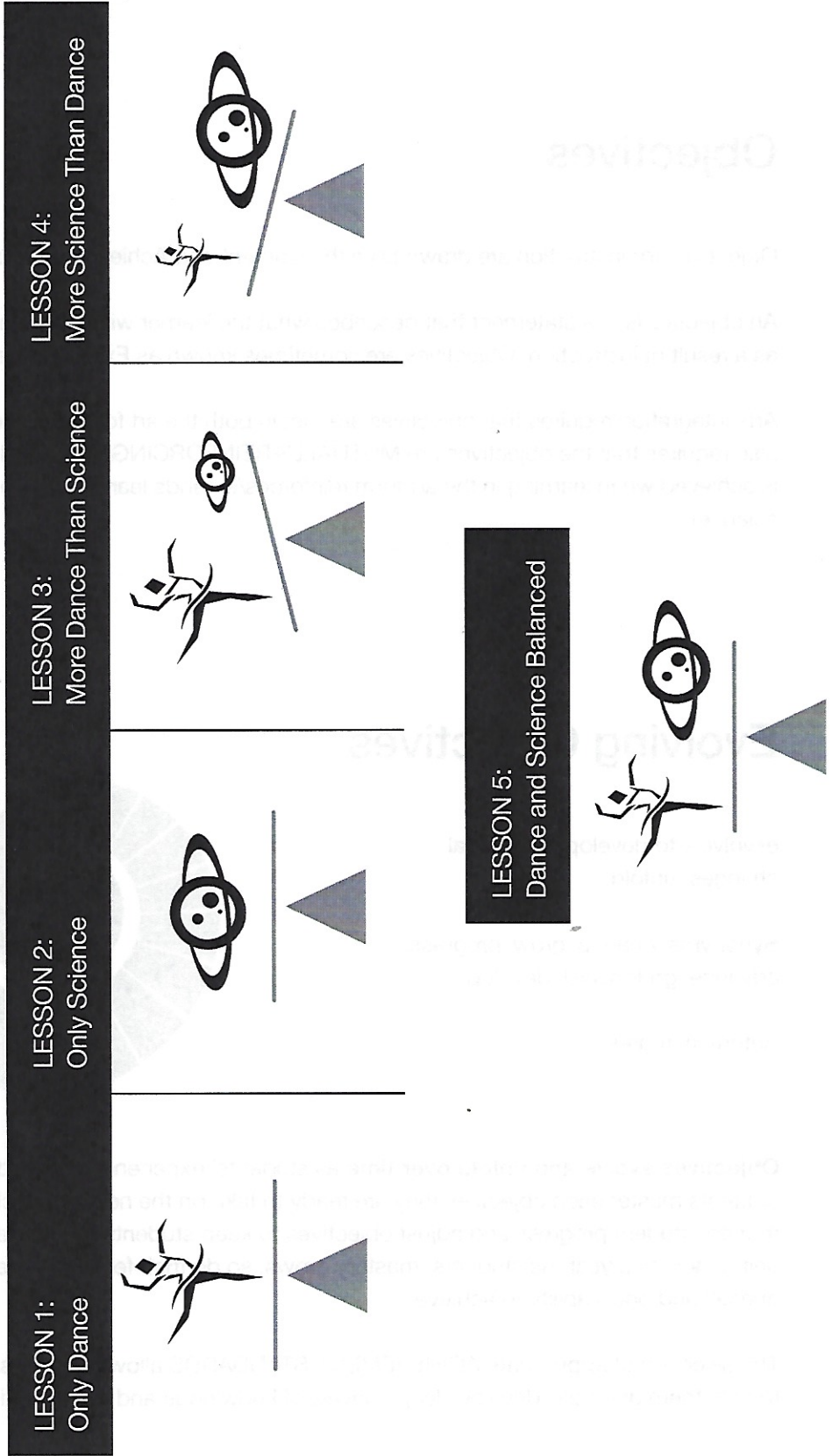
EVOLVING OBJECTIVES

Also Integrated in:

- APPROACHES TO TEACHING
- TEACHING STRATEGIES
- UNDERSTANDING THROUGH AN
- ART FORM
- STUDIES APPROACH
- ORIGINALLY DEVELOPED WHICH CONNECTS
- AN ART FORM AND ANOTHER SUBJECT AREA
- EVOLVING OBJECTIVES
- TEACH

The Shifting Balance of Instruction

Example: a Series of Lessons in a Unit Integrating Dance and Science





What Is Understanding?

Understanding

- Make sense of many distinct pieces of knowledge
- Take facts and skills and use them widely and effectively
Ability to use (or “apply” in Bloom’s, Anderson and Krathwohl’s levels)
- Requires a creative, thoughtful, and active mind
- Ability to draw inferences



Knowledge

- Facts
- Information that is known
- Requires taking in and recalling from memory
- Usually taught through lecture, repetitive drill, and memorization
- Learners simply plug in what is required

References


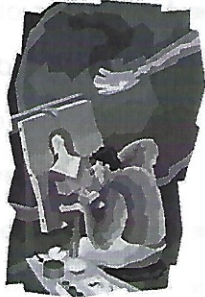




Based on information from Wiggins, Grant and McTighe, Jay. (2005) *Understanding by Design*, Alexandria, VA: ASCD.



APPROACH TO TEACHING

Six Learning Principles

Learning is...

| | |
|--|---|
| <p>1. Actively Built/ Constructed</p> <p>The meaning students construct is based on their pre-existing knowledge, understandings, and beliefs.</p>  | <p>2. Experiential</p> <p>Engaging students in real-world, authentic experiences is the optimum way for them to learn.</p>  |
| <p>3. Reflective</p> <p>Students need opportunities to think about and make personal sense of new experiences, and to integrate them with past experiences.</p>  | <p>4. Evolving</p> <p>For significant learning to take place, students need to revisit ideas, ponder them, try them out, play with them, and revise them.</p>  |
| <p>5. Collaborative</p> <p>Student learning increases when they have opportunities to learn from their peers.</p>  | <p>6. Problem-Solving</p> <p>Students learn best when they ask questions, investigate, and use a variety of resources to find solutions.</p>  |

Adapted from numerous sources including:

- J. G. Brooks and M. G. Brooks. *In Search of Understanding: The Case for Constructivist Classrooms* (Alexandria, VA: ASCD, 1993/1999) 35-85.
- Technology Assistance Program. *Tap into Learning*. "Constructivism and Technology: On the Road to Student-Centered Learning" Vol. 1, No. 2, Spring 1999 (Austin, TX: SEDL, 1999) 1-5. "Communication: A Key to Learning" Vol. 2, No. 1, Spring 2000 (Austin, TX: SEDL, 2000) 1-3. "Knowledge Under Construction" Vol. 2, Issue 3; Vol. 3, Issue 1, Fall 2000 (Austin, TX: SEDL, 2000) 1-3.
- Thirteen, Ed Online, "Constructivism as a Paradigm for Teaching and Learning." www.thirteen.org/edonline/concept2class/constructivism.



Aligning Beliefs and Approaches to Teaching

Practices are a living expression of your values and beliefs.

| Beliefs | Consistent Practice | Inconsistent Practice |
|---|--|---|
| Learning is actively built/constructed | Students discuss and examine what they already know, understand, and believe as the beginning of their learning experience. Engagement is highly personal. | Students “receive” information from the textbook or teacher. Initial instruction ignores students’ prior knowledge. Literal answers are accepted as evidence of comprehension. |
| Learning is experiential | Students engage in hands-on activities supplemented by primary sources. They experience and learn through real world, authentic challenges. Students demonstrate their learning through visual, kinesthetic, dramatic, and other ways. | Students learn mainly from textbooks and worksheets. |
| Learning is reflective | Students engage in regular oral and written reflections about what they learned and how they learned it, and what it means to them. Student reflection impacts and guides future instruction. Assessment is part of the learning experience. Student learning is evident in what they say and do. | No time is devoted to regular reflection. Feedback happens only at the end of a unit. Instruction is not altered as a result of responses. Assessment is at the end of a unit through written tests and verbal responses to questions. |
| Learning is evolving; Students are thinkers with their own emerging theories about the world | Learning is marked by cycles. Students return to ideas to expand/ explore them. Students see mistakes as a part of the learning process. | Information is “covered”—one time through. Students seek single right answers. Mistakes are considered errors. |



APPROACH TO TEACHING

| Beliefs | Consistent Practice | Inconsistent Practice |
|---|---|--|
| <p>Learning is collaborative</p> | <p>Students work in groups. Learners depend on each other's thinking to enrich their understanding and construct meaning. Students are constantly engaged in purposeful conversation.</p> | <p>Students are engaged mostly in individual learning. Desks are organized in rows facing teacher and not each other. The classroom is silent. Conversation is perceived as disruptive and "cheating." Students are required to raise their hands to speak, usually in response to the teacher's questions.</p> |
| <p>Learning is problem-solving</p> | <p>Students create their own solutions. Students make choices and evaluate the results. Questions have more than one right answer.</p> <p>Students are supported and feel safe to freely explore. They get regular, supportive encouragement.</p> <p>Teacher's physical proximity to students and language demonstrates respect for all students.</p> | <p>Instruction focuses on repetition and drill.</p> <p>Teachers provide the answers; students copy the teacher's solution. Use of worksheets, fill-in-the blank forms.</p> <p>Rewards and punishments are linked to learning. Atmosphere is guided by fear of being wrong.</p> <p>Teacher is physically separate from students and language is not respectful.</p> |

APPROACH TO TEACHING



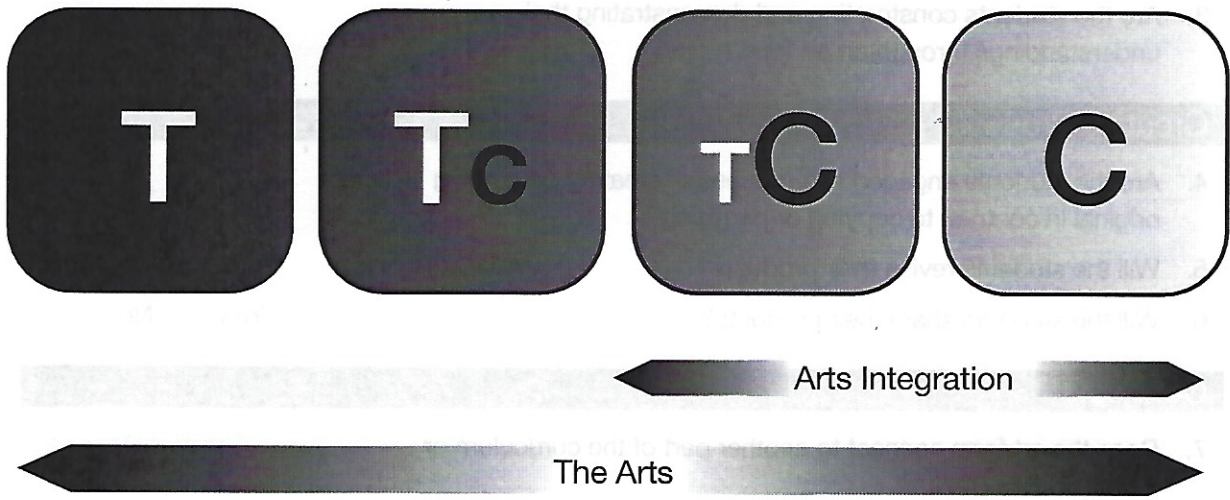
An Arts-Integrated Approach to Teaching

A consistent Traditional approach to teaching

A predominantly Traditional approach to teaching that occasionally includes some Constructivist teaching techniques

A predominantly Constructivist approach to teaching that occasionally uses some Traditional teaching techniques

A consistent Constructivist approach to teaching



The ARTS have a place in classrooms where teachers use any approach to teaching.

However, effective **ARTS INTEGRATION** requires a consistent Constructivist or predominantly Constructivist approach to teaching.

ARTS INTEGRATION CHECKLIST

Approach to Teaching

- | | | |
|---|-----|----|
| 1. Are the six learning principles of Constructivism (actively built, experiential, evolving, collaborative, problem-solving, and reflective) evident in my lesson? | Yes | No |
|---|-----|----|

Understanding

- | | | |
|---|-----|----|
| 2. Are the students engaged in constructing and demonstrating understanding in contrast to memorizing and reciting knowledge? | Yes | No |
|---|-----|----|

Art Form

- | | | |
|--|-----|----|
| 3. Are the students constructing and demonstrating their understandings through an art form? | Yes | No |
|--|-----|----|

Creative Process

- | | | |
|--|-----|----|
| 4. Are the students engaged in a process of creating something original in contrast to copying or parroting? | Yes | No |
| 5. Will the students revise their products? | Yes | No |
| 6. Will the students share their products? | Yes | No |

Connects

- | | | |
|---|-----|----|
| 7. Does the art form connect to another part of the curriculum or a concern/need? | Yes | No |
| 8. Is the connection mutually reinforcing? | Yes | No |

Evolving Objectives

- | | | |
|--|-----|----|
| 9. Are there objectives in both the art form and another part of the curriculum or a concern/need? | Yes | No |
| 10. Have the objectives evolved since the last time the students engaged with this subject matter? | Yes | No |

Arts Integration Online!

<https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration>

Visit this site to explore:

The WHAT and WHY of arts integration

Examine the thinking behind the Kennedy Center's definition for arts integration, explore various viewpoints about the value of arts integration for teaching and learning, and access a wide range of research and publications about arts integration.

Examples of ARTS INTEGRATION in PRACTICE

Explore examples of documentation of student learning through the arts and listen to Kennedy Center Teaching Artists describe powerful curriculum connections.

The Kennedy Center's ARTS INTEGRATION PROGRAM in SCHOOLS

Learn about the Kennedy Center's Changing Education Through the Arts (CETA) program and explore what you would see inside a CETA school.

A range of arts integration RESOURCES

Check out the Kennedy Center's professional learning opportunities for teachers, teaching artists, and arts organizations. Find out how to get involved in its national networks.

The screenshot shows the ArtsEdge website interface. At the top, there is a search bar with the text "Enter search term" and a right-pointing arrow. Below the search bar are navigation tabs: "EDUCATORS" (selected), "Lessons", "How To's", "Standards", "FAMILIES", "STUDENTS", "COLLECTIONS", and "MEDIA". The main content area is titled "Arts Integration" with the subtitle "The Kennedy Center's perspective". To the left of the main text is a photograph of a modern building. The main text reads: "This collection on arts integration draws from more than a decade of the Kennedy Center's efforts to clarify arts integration principles and implement best practices." Below this text, it says "Use the content index (right) to". On the right side, there is a "CONTENT INDEX" section with the heading "Navigate the arts integration resources in this collection". Below this heading is a list of links: "Arts Integration Home", "What is Arts Integration?", "Why Arts Integration?", "Perspectives", "Two Big Reasons", "Explaining Why", "Relevant Literature", "Arts Integration Connections", "21st Century Skills", and "Universal Design for Learning". At the top right of the page, there are links for "MY ARTSEGE" and "LOGIN".

Want to know more?

A wealth of resources that support and extend this workshop are available to workshop participants at <http://DefiningArtsIntegration.pbworks.com>

