



*Great Public Schools for Every Student*

## Arts Integration in Social Studies

Educator integrates art form (or forms) into social studies instruction to increase student learning and engagement.

### Key Method

The educator designs a culturally responsive learning experience that integrates art forms to make natural connections to social studies concepts.

### Method Components

#### Arts Integration versus Arts Enhancement

“(Art) enhancement is where the arts are simply supporting the content area but are not being assessed. (Art) integration is where both the art and the content area have objectives and both are being assessed.” —EducationCloset

According to the Kennedy Center for the Performing Arts, arts integration is defined as 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.”

- <http://www.kennedy-center.org/education/partners/Adefinitionhandout.pdf>

#### Guiding Principles

“While all types of arts-based instruction are encouraged, it is helpful for teachers to know if they are engaged in arts integration. To clarify its distinctive nature, an Arts Integration Checklist is provided. Teachers answering yes to the items can be assured that their approach to teaching is indeed integrated.” —Lynne B. Silverstein and Sean Layne

- [http://www.kennedy-center.org/education/partners/defining\\_arts\\_integration.pdf](http://www.kennedy-center.org/education/partners/defining_arts_integration.pdf)
  - Refer to page 9 of the above Kennedy Center linked document for the checklist.

#### Key Elements of an Art-Integrated Social Studies Lesson

Following are characteristics of a successful arts-integrated social studies lesson:

- It has elements of constructivism.
- Students use their understanding of an art form to make connections to content.
- Students construct and demonstrate understanding through an art form.
- Students create original artwork.
- Students revise original artwork.
- The artwork created connects to the content being taught.
- The artwork and content connect to one another.

- Objectives exist for both the art form and the content.
- At least one social studies content standard is addressed.

## Supporting Research

Andrade, H., et al. (2014). Formative assessment in the visual arts. *Art Education*, 67(1). Retrieved from

<http://connection.ebscohost.com/c/articles/93290484/formative-assessment-visual-arts>

The article discusses the Artful Learning Communities project, which aimed to help elementary and middle school arts teachers to assess learning in the arts, promote student art achievements through assessment, and develop the ability of teachers to systematize their assessment through the use of feedback. The project was supported by the U.S. Department of Education, and 48,000 students in grades 3–8 from schools in South Brooklyn, New York City, took part. The authors suggest that when students had the chance to become their own educators, they were able to show attributes desirable in learners such as self-teaching and self-assessment.

Appel, M. P. (2006). Arts integration across the curriculum. *Leadership*, 36(2), 14-17. Retrieved from

<https://eric.ed.gov/?id=EJ771707>

Arts education in California's schools has experienced peaks and valleys over the decades, due to budgetary cutbacks and an almost exclusive focus on literacy, mathematics, and science achievement. Gradually, the tide is beginning to turn, and interest in arts education has experienced a resurgence of sorts, resulting from new fine arts requirements at the university level, keen interest in using multiple modalities and intelligences, and research that shows that the arts help better prepare students for college and the workplace. In this article, the author discusses the benefits of arts integration; emphasizes that arts integration requires careful thought, planning, and assessment; and provides an example of a successful collaboration between arts providers, schools, a county office of education, and the University of California in which professional development is provided to educators during an intensive summer institute and a follow-up session during the fall.

Ballengee-Morris, C., & Stuhr, P. L. (2015). Multicultural art and visual cultural education in a changing world. *Art Education*, 54(4), 6-13. Retrieved from

<https://www.tandfonline.com/doi/pdf/10.1080/00043125.2001.11653451?needAccess=true>

Chappell, S. V., & Cahnmann-Taylor, M. (2013). No child left with crayons: The imperative of arts-based education and research with language "minority" and other minoritized communities. *Review of Research in Education*, 37(1), 243-268. Retrieved from

<http://journals.sagepub.com/doi/abs/10.3102/0091732x12461615>

Latham, K. (2017). Integrating art into the classroom: a necessary component of a well-rounded education. Honors College Capstone Experience/Thesis Projects, paper 717. Retrieved from

[http://digitalcommons.wku.edu/stu\\_hon\\_theses/717](http://digitalcommons.wku.edu/stu_hon_theses/717)

Pitts, S. E. (2016). Music, language and learning: Investigating the impact of a music workshop project in four English early years settings. *International Journal of Education & the Arts*, 17(20). Retrieved from

<http://www.artsedsearch.org/study/music-language-and-learning-investigating-the-impact-of-a-music-workshop-project-in-four-english-early-years-settings/>

Winner, E., et al. (2013). *Art for Art's Sake? The Impact of Arts Education*. Organisation for Economic Co-operation and Development (OECD).

[https://books.google.com/books?hl=en&lr=&id=YPN\\_ffgNjr0C&oi=fnd&pg=PA3&dq=Arts+Education+Research&ots=jlUtVl1doW&sig=Ua7E2urz-SKSreYHnjTOWLxjmY0#v=onepage&q=Arts%20Education%20Research&f=false](https://books.google.com/books?hl=en&lr=&id=YPN_ffgNjr0C&oi=fnd&pg=PA3&dq=Arts+Education+Research&ots=jlUtVl1doW&sig=Ua7E2urz-SKSreYHnjTOWLxjmY0#v=onepage&q=Arts%20Education%20Research&f=false)

## Resources

### Articles

Defining Arts Integration

[http://www.kennedy-center.org/education/partners/defining\\_arts\\_integration.pdf](http://www.kennedy-center.org/education/partners/defining_arts_integration.pdf)

More Schools Are Working to Integrate the Arts into Classroom Learning

[https://www.washingtonpost.com/local/education/more-schools-are-working-to-integrate-the-arts-into-classroom-learning/2015/10/14/d36c2e64-7201-11e5-8d93-0af317ed58c9\\_story.html?noredirect=on&utm\\_term=.138fbabaa639](https://www.washingtonpost.com/local/education/more-schools-are-working-to-integrate-the-arts-into-classroom-learning/2015/10/14/d36c2e64-7201-11e5-8d93-0af317ed58c9_story.html?noredirect=on&utm_term=.138fbabaa639)

How Integrating Arts into Other Subject Areas Makes Learning Come Alive

<https://www.kqed.org/mindshift/38576/how-integrating-arts-into-other-subjects-makes-learning-come-alive>

Using Expressive Writing to Keep Students Grounded and Engaged in Science Courses

<https://www.kqed.org/mindshift/50644/using-expressive-writing-to-keep-students-grounded-and-engaged-in-science-courses>

Formative Assessment in Arts Education

<https://www.nwea.org/blog/2015/formative-assessment-in-arts-education/>

## Videos

Eric Berridge: Why Tech Needs the Humanities

[https://www.ted.com/talks/eric\\_berridge\\_why\\_tech\\_needs\\_the\\_humanities](https://www.ted.com/talks/eric_berridge_why_tech_needs_the_humanities)

Liz Coleman: A Call to Reinvent Liberal Arts Education

[https://www.ted.com/talks/liz\\_coleman\\_s\\_call\\_to\\_reinvent\\_liberal\\_arts\\_education](https://www.ted.com/talks/liz_coleman_s_call_to_reinvent_liberal_arts_education)

Mae Jemison: Teaching Arts and Sciences Together

[https://www.ted.com/talks/mae\\_jemison\\_on\\_teaching\\_arts\\_and\\_sciences\\_together](https://www.ted.com/talks/mae_jemison_on_teaching_arts_and_sciences_together)

Ken Robinson: Do Schools Kill Creativity?

[https://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)

Ken Robinson: Changing Education Paradigms

[https://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](https://www.ted.com/talks/ken_robinson_changing_education_paradigms)

Edutopia: Arts Integration for Deeper Learning in Middle School

<https://www.youtube.com/watch?v=cPbKUF2zbyw>

## Teaching Resources

The Kennedy Center—ArtsEdge

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

EducationCloset

<https://educationcloset.com/2017/09/27/21st-century-skills-scales-susan-thomas/>

A Guide for Assessing Classroom Practice of Arts Integration

<http://www.njpsa.org/documents/EdLdrsAsSchols/InPractice/ArtsIntegrationSolutionsAssessmentGuide.pdf>

Integrating Arts Learning with the Common Core State Standards

<http://ccsesa.org/wp-content/uploads/2014/12/FINAL-Common-Core-Publication.compressed.pdf>

Structuring Summative & Formative Assessment in Visual Art

<http://www.artsintegrationpd.org/assessment/>

Digital Narrative Examples

<https://www.ispringsolutions.com/blog/5-digital-storytelling-assignments-in-the-classroom>

<https://thatsnovel.co.uk/2019/03/19/best-examples-digital-storytelling/>

Project Zero (Harvard Graduate School of Education)

<http://www.pz.harvard.edu/>

## Social Studies and the Arts Resources

Integrating Social Studies and the Arts: Why, When, and How

<http://www.kentuckyteacher.org/wp-content/uploads/2011/06/Integrating-Social-Studies-Arts.pdf>

Art and Social Studies

<https://alaskapublic.pbslearningmedia.org/collection/art-and-social-studies/#.Wx4JuFZKgmo>

Creating Connections: Integrating the Visual Arts with Social Studies

[https://www.socialstudies.org/publications/ssyl/september-october2010/creating\\_connections\\_integrating\\_the\\_visual\\_arts\\_with\\_social\\_studies](https://www.socialstudies.org/publications/ssyl/september-october2010/creating_connections_integrating_the_visual_arts_with_social_studies)

Integrating Art and Music into Social Studies Instruction

<https://www.socialstudies.org/publications/socialeducation/may-june2012/integrating-art-and-music-into-social-studies-instruction->

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive an evaluation of proficient for all components in Part 2.*

### Part 1. Overview Questions

175-250 word limit

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will identify you to your reviewers.

1. Describe the integrated art form and the social studies standard being taught.
2. Describe how the integrated art form will be culturally responsive to engage learners.
3. Explain your learning goal for this arts integration social studies lesson.

- **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

### Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will identify you or your students to your reviewers. Please check school district policies before recording video of students.*

#### Artifact 1: Arts Integration Social Studies Lesson Plan

Include:

- Grade level
- Time needed

- At least one social studies standard
- At least one art standard
- Learning objectives/outcomes
- The key elements listed in the Method Components of this micro-credential
- Lessons that allow students opportunities to make connections between the art and social studies standards
- Art forms that are integrated in a natural way

### Artifact 2: Documentation of Process

Select one of the following to document the **process** of creating and implementing lessons using art forms that show deep understanding for both the teacher and the learner. (Take care to protect student identity.) You will share the documentation through a link to the video or slideshow.

- Create a two- to four-minute video showing a student(s) engaged in artistic expression connecting art to social studies content. **Video Tips:** *Include a time stamp for specific evidences, video children from the back of the head, neck down, or with instruments blocking faces.* At the beginning of and throughout the video, narrate or display information to explain the learning intended for BOTH the art form and the social studies standard, as well as the connection to the social studies content area. (Follow your district’s policy concerning video with students.)
- Share in a photo essay, of at least 10 and no more than 20 slides, student work samples that indicate a deep knowledge of content expressed through an art form. Include text or captions on each slide to guide the assessor. (Follow your district’s policy concerning photography with students.)

### Artifact 3: Written Analysis

Connect your choice in the second option (video or photo essay) to a **written analysis** (450-600-word limit) that includes the following information:

- The rationale used to inform your instructional practice based on the integration of an art form with social studies content
- How this lesson supports elements of constructivism
- How this lesson shows how students made connections between the art form and the social studies content
- How students constructed and demonstrated understanding through an art form
- How students created original artwork
- How students revised original artwork
- How the artwork created reinforces the social studies content being taught
- How the artwork and content connect to one another
- How the objectives for both the art form and the social studies content were met
- How the social studies content standard was met through the art form

null	Proficient	Basic	Developing
Artifact 1: Arts Integration Social Studies Lesson Plan	Plan includes grade level.  Plan includes time needed.  Plan includes at least 1 social studies standard.  Plan includes at least 1 art standard.  Plan includes learning objectives/outcomes.  Plan includes key	Plan includes grade level.  Plan includes time needed.  Plan includes at least 1 social studies standard.  Plan includes at least 1 art standard.  Plan includes learning objectives/outcomes.  Content of lessons has	Plan is missing 1 or more of the following:  Grade level  Time needed  At least 1 social studies standard  At least 1 art standard  Learning objectives/outcomes

Artifact 2:  
Documentation of  
Process

elements of an arts-integrated lesson:

- Elements of constructivism
- Students use their understanding of an art form to make connections to content
- Students construct and demonstrate understanding through an art form
- Students create original artwork
- Students revise original artwork
- The artwork created reinforces the content being taught
- The artwork and content connect to one another
- Objectives exist for both the art form and the content
- At least 1 social studies content standard is addressed

Lessons allow students opportunities to make connections between the art and social studies standards.

Art forms are integrated in a natural way.

Video includes all points below:

Shows how you know students have gained a deep knowledge of social studies content expressed through an art form.

Information in video

vague connections or is not grade-level appropriate.

Plan includes 6 to 8 of the key elements of an arts-integrated lesson:

- Elements of constructivism
- Students use their understanding of an art form to make connections to content
- Students construct and demonstrate understanding through an art form
- Students create original artwork
- Students revise original artwork
- The artwork created reinforces the content being taught
- The artwork and content connect to one another
- Objectives exist for both the art form and the content
- At least 1 social studies content standard is addressed

Lessons allow students opportunities to make connections between the art and social studies standards.

Art forms are integrated in a natural way.

Process is documented but incomplete and missing some components.

Photo essay does not contain correct number of photographs.

Captions do not sufficiently demonstrate

and/or

Plan includes fewer than 6 of the key elements of an arts-integrated lesson:

- Elements of constructivism
- Students use their understanding of an art form to make connections to content
- Students construct and demonstrate understanding through an art form
- Students create original artwork
- Students revise original artwork
- The artwork created reinforces the content being taught
- The artwork and content connect to one another
- Objectives exist for both the art form and the content
- At least 1 social studies content standard is addressed

and/or

Lesson may or may not allow students opportunities to make connections between the art and social studies standards.

and/or

Art component(s) may or may not be forced and not naturally tied to lesson plan.

Process is not evident.

Photo essay does not contain correct number of photographs, or photos and/or captions are omitted.

Photos are not related to the lesson.

Artifact 3:  
Written Analysis

provides examples of the relationship between the social studies content and the art form.

At the beginning and throughout the video, narration or display of information explains the learning intended for BOTH the art form and the social studies standard.

At the beginning and throughout the video, narration or display of information explains the connection between the art form and the social studies content area. Photos document your process creating and implementing your arts-integrated social studies lesson.

Art forms documented show deep understanding of the connection between the social studies content and the art form for both the teacher and the learner.

At least 10 and no more than 20 photos are included.

All photos are captioned with complete sentences.

Analysis contains all the following points:

What was the rationale used to inform your instructional practice based on the integration of an art form with social studies content

In what ways does this lesson support elements of constructivism

How this lesson shows students made connections between

process.

Some or all captions are missing.

Analysis contains 7 to 9 of the following points:

What was the rationale used to inform your instructional practice based on the integration of an art form with social studies content

In what ways does this lesson support elements of constructivism

How this lesson shows students made connections between

Analysis contains fewer than 7 of the following points:

What was the rationale used to inform your instructional practice based on the integration of an art form with social studies content

In what ways does this lesson support elements of constructivism

How this lesson shows students made

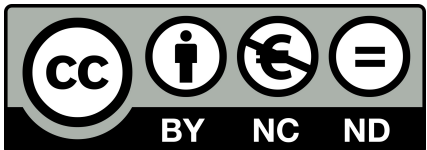


the art form and the social studies content	the art form and the social studies content	connections between the art form and the social studies content
How students constructed and demonstrated understanding through an art form	How students constructed and demonstrated understanding through an art form	How students constructed and demonstrated understanding through an art form
How students created original artwork	How students created original artwork	How students created original artwork
How students revised original artwork	How students revised original artwork	How students revised original artwork
How the artwork created reinforces the social studies content being taught	How the artwork created reinforces the social studies content being taught	How the artwork created reinforces the social studies content being taught
How the artwork and content connect to one another	How the artwork and content connect to one another	How the artwork and content connect to one another
How the objectives for both the art form and the social studies content were met	How the objectives for both the art form and the social studies content were met	How the objectives for both the art form and the social studies content were met
How the social studies content standard was met through the art form	How the social studies content standard was met through the art form	How the social studies content standard was met through the art form
Grammar, spelling, and sentence structure enhance clear communication.	Grammar, spelling, and sentence structure allow for clear communication.	Grammar, spelling, and sentence structure may inhibit clear communication.

Reflection

500 word limit

- Please answer the following reflective questions. Please do not include any information that will identify you to your reviewers.
1. How will arts integration influence your social studies teaching practices within your school demographics?
  2. How is your arts-integrated social studies lesson student-centered and celebratory of culturally responsive learning?
  3. How will earning this micro-credential in arts integration influence your future social studies lesson planning?
- **Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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