



Great Public Schools for Every Student

Culturally Responsive Art Instruction

Educator honors the presence of student diversity by incorporating culturally responsive arts instruction and/or integration.

Key Method

The educator creates a connection between student and community cultures when integrating art into lessons.

Method Components

Components of Culturally Responsive Teaching

- Educators acknowledge and incorporate students' cultural heritages within instruction.
- Educators recognize the benefits of culturally responsive education in improving students' academic achievement.
- Local environment, community, students, and families are recognized as resources when creating art and learning opportunities, cultivating a place-based learning environment. Students are encouraged to take active roles in their learning.

Practices of Culturally Responsive Instruction

- Educator reflects on personal attitudes and belief systems as they relate to different cultures.
- Educator utilizes different levels of culture to integrate and enhance classroom art instruction and integration.
- Different levels of culture include:
 - Surface—observable (i.e., music, food, dress,)
 - Shallow—social interactions
 - Deep—morals, spirituality, health
- Educator supports students in taking greater ownership for their learning.
- Educator provides authentic learning opportunities.

Art Instruction

- Shows students that art is a universal form of expression (i.e., everyone can make art).
- Offers students opportunities to express their own creativity through art.
- Helps students construct and demonstrate understanding through an art form.

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.

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

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

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.

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>

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>

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

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/>

Reif, N., & Grant, L. (2010). Culturally responsive classrooms through art integration. *Journal of Praxis in Multicultural Education*, 5(1). Retrieved from https://digitalscholarship.unlv.edu/jpme/vol5/iss1/11/?utm_source=digitalscholarship.unlv.edu%2Fjpme%2Fvol5%2Fiss1%2F11&utm_medium=PDF&utm_campaign=PDFCoverPages

[utm_source=digitalscholarship.unlv.edu%2Fjpme%2Fvol5%2Fiss1%2F11&utm_medium=PDF&utm_campaign=PDFCoverPages](https://digitalscholarship.unlv.edu/jpme/vol5/iss1/11/?utm_source=digitalscholarship.unlv.edu%2Fjpme%2Fvol5%2Fiss1%2F11&utm_medium=PDF&utm_campaign=PDFCoverPages)

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?](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)

[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

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?hpid=hp-local-education%3Aarts%3Ahomepage%2Fstory&hpid=hp-local-education%3Aarts%3Ahomepage%2Fstory

[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

Liz Coleman: A 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

Ken Robinson: Do 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

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>

Education Closet

<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)

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions

300-400 words

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. Why is student diversity important to you?
2. What role do your students' cultural identities play in your art instruction and integration?
How will earning this micro-credential in culturally responsive art instruction help improve your classroom practice?

- **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 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.*

Artifacts 1a, 1b, and 1c: Survey and Results

1a. Survey

Create and **upload a survey or link to a survey** that includes all three levels of culture, and give it to your students and families to complete.

1b. Raw Data Results

Compile and upload the raw data into a spreadsheet.

1c. Analysis of Results

(200–400 words)

Submit a report of your findings that includes charts and graphs of your findings as well as a reflection on your findings.

Combine your raw data and analysis into one document for upload.

Combine all Artifacts 1a, 1b, and 1c into **ONE** document for upload and clearly label each section within.

Artifact 2: Lesson Plan

Create a lesson in which students connect their understanding of the levels of their individual culture. Your lesson plan should include:

- Grade level
- Time needed
- At least one art standard
- Learning objectives/outcomes
- The three levels of culture: surface, shallow, and deep

Artifacts 3a, 3b, and 3c: Annotated Student Work Examples

Upload three annotated student work samples from the lesson you created for Artifact 2. Annotate these by highlighting and labeling the evidence of the three levels of culture.

Combine all Artifacts 3a, 3b, and 3c into **ONE** document for upload and clearly label each section within.

| null | Proficient | Basic | Developing |
|--|--|---|--|
| Artifact 1a, 1b, and 1c: Survey, Data, and Results | <p>The survey has clear instructions.</p> <p>The survey questions are clear, appropriate, and easy to answer.</p> <p>The survey addresses all 3 levels of culture: surface, shallow, and deep.</p> <p>The raw data represents at least 75% of your students and families.</p> <p>The report includes charts or graphs that support the results.</p> | <p>The survey has some clear instructions.</p> <p>The survey questions are clear, appropriate, and easy to answer.</p> <p>The survey addresses 1 or 2 of the 3 levels of culture: surface, shallow, and deep.</p> <p>The raw data represents at least 50% of your students and families.</p> <p>The report includes charts or graphs, but they do not clearly support the results.</p> | <p>The survey questions are not clear, appropriate, or easy to answer.</p> <p>The survey addresses none of the 3 levels of culture: surface, shallow, and deep.</p> <p>The raw data represents less than 50% of your students and families.</p> <p>The report does not include charts or graphs.</p> |
| Artifact 2: Lesson Plan | <p>All of the following components are included:</p> <ul style="list-style-type: none">-Grade level-Time needed-At least one art standard-Learning objectives/outcomes-The 3 levels of culture: surface, shallow, and deep. <p>Topic is relevant to the learners.</p> <p>Lessons are connected to grade-level content.</p> <p>Lessons allow students opportunities to make connections between the art and culture.</p> <p>Lessons connect to all 3 levels of culture.</p> | <p>Most but not all of the following components are included:</p> <ul style="list-style-type: none">-Grade level-Time needed-At least one art standard-Learning objectives/outcomes-The 3 levels of culture: surface, shallow, and deep. <p>Topic is partially relevant to the learners.</p> <p>Content of lessons has vague connections or is not grade-level appropriate.</p> <p>Lessons do not connect art to culture.</p> <p>Lessons connect to 1 or 2 levels of culture.</p> | <p>Only 1 to 3 of the following components are included:</p> <ul style="list-style-type: none">-Grade level-Time needed-At least one art standard-Learning objectives/outcomes-The 3 levels of culture: surface, shallow, and deep. <p>Topic is not relevant to the learners.</p> <p>Connections between content and art are not evident.</p> <p>Lessons do not connect to any of the levels of culture.</p> |
| Artifact 3a, 3b, and 3c: Annotated Student Work | <p>Student work is highlighted and evidence of all 3 components of culture are clearly labeled.</p> | <p>Student work is highlighted and/or 2 of the components of culture are labeled.</p> | <p>Student work is highlighted and/or 1 or none of the components of culture are labeled.</p> |

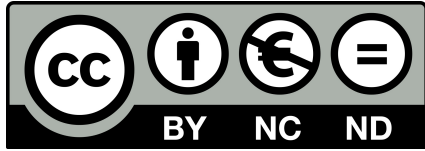
Reflection

400-500 words

Please answer the following reflective question. Please do not include any information that will identify you to your reviewers.

How has culturally responsive arts instruction impacted your current teaching practices?

- **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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