



Great Public Schools for Every Student

Arts Integration in Literacy

Educator integrates an art form (or forms) into literacy 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 literacy concepts.

Method Components

Arts Integration vs. 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/Aldefinitionhandout.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

Refer to page 9 of the above Kennedy Center linked document for the checklist.

Components of an Arts-Integrated Literacy Lesson

Following are the hallmarks of a successful arts-integrated literacy lesson:

- The lesson includes 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 one literacy 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.

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.

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

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://www.theschooloflife.com/thebookoflife/art-for-arts-sake/>

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?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/>

Arts Integration: Resource Roundup

<https://www.edutopia.org/arts-integration-resources>

Global Oneness Project

<http://www.nea.org/tools/lessons/62912.htm>

5 Tips for Creating a Photo Essay with a Purpose

<https://digital-photography-school.com/5-tips-for-creating-a-photo-essay-with-a-purpose/>

Photos Help (Apple)

<https://help.apple.com/photos/mac/1.2/#/pht6e157c5f>

Do I Need a Digital Teaching Portfolio?

<https://www.edutopia.org/blog/digital-teaching-portfolio-edwige-simon>

Creating and Sharing Videos on iPhone or iPad (Apple)

<https://support.apple.com/en-us/HT207849>

How to Create Professional Videos with Your Smart Phone

https://www.huffingtonpost.com/britt-michaelian/how-to-create-professiona_b_3062287.html

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://artsintegrationconsulting.com/arts-integration-resources/>

Project Zero (Harvard Graduate School of Education)

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

Literacy and the Arts Resources

WMU Integrating Art Education and Literacy Education: A Curriculum for Secondary Level

https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1540&context=masters_theses

Activities to help develop literacy skills

<http://www.peelschools.org/parents/helpyourchild/Documents/6-8/Literacy/Help%20your%20child%20develop%20literacy%20skills%20through%20the%20arts.pdf>

Arts Integration Advances Literacy

<http://www.dcahec.com/sites/all/themes/dcarts/pdfs/AdvancingLiteracy.pdf>

Art as Literacy

https://www.jstor.org/stable/41482883?seq=1#page_scan_tab_contents

50 Ways to Integrate Art into Any Lesson

<https://www.opencolleges.edu.au/informed/features/50-ways-to-integrate-art-into-any-lesson/>

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

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 literacy 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 literacy 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 students. 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 Literacy Lesson Plan

Submit a literacy lesson plan that includes:

- Grade level
- Time needed
- At least one literacy 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 literacy standards
- Art forms that are integrated in a natural way

Artifact 2: Process

Select ONE of the following to document the process of creating and implementing lessons using art forms that show deep understanding of both the teacher and the learner. (Take care to protect student identity.)

- Upload a two-to four-minute video showing a student(s) engaged in artistic expression connecting art to literacy content. At the beginning of and throughout the video, narrate or display information to explain the learning intended for BOTH the art form and the literacy standard, as well as the connection to the literacy content area (follow your district's mandate 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 mandate concerning photography with students).

Artifact 3: Written Analysis

Connect your choice in the second option (video or photo essay) to a **written analysis** (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 literacy content
- The ways in which the lesson supports elements of constructivism
- How the lesson shows how students made connections between the art form and the literacy 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 literacy content being taught
- How the artwork and content connect to one another
- How the objectives for both the art form and the literacy content were met

How the literacy content standard was met through the art form

Artifact 1: Arts Integration Literacy Lesson Plan	<p>null</p> <p>Proficient</p>	<p>Basic</p>	<p>Developing</p>
	<p>Plan includes: Grade level, time needed, at least 1 literacy standard, at least 1 art standard, and learning objectives/outcomes.</p> <p>Plan also includes all of the key elements (listed in the Method Components section) of an arts-integrated lesson.</p> <p>Lessons allow students opportunities to make connections between the art and literacy standards.</p> <p>Art forms are integrated in a natural way.</p>	<p>Plan includes: Grade level, time needed, at least 1 literacy standard, at least one art standard, and learning objectives/outcomes.</p> <p>Content of lessons has vague connections or is not grade-level appropriate.</p> <p>Plan includes 6 to 8 of the key elements (listed in the Method Components section) of an arts-integrated lesson.</p> <p>Lessons allow students opportunities to make connections between the art and literacy standards.</p> <p>Art forms are integrated in a natural way.</p>	<p>Plan is missing 1 or more of the following: Grade level, time needed, at least 1 literacy standard, at least 1 art standard, or learning objectives/outcomes.</p> <p>Plan includes fewer than 6 of the key elements (listed in the Method Components section) of an arts-integrated lesson.</p> <p>Lesson may or may not allow students opportunities to make connections between the art and literacy standards.</p> <p>Art component(s) may or may not be forced and not naturally tied to lesson plan.</p>

Artifact 2: Process, Video Option	Proficient	Basic	Developing
	<p>Video includes all of the following components:</p> <p>Shows how you know students have gained a deep knowledge of literacy content expressed through an art form.</p> <p>Information in video provides examples of the relationship between the literacy content and the art form.</p> <p>Narration or display of information to explain the learning intended for BOTH the art form and the literacy standard is at the beginning and throughout the video.</p> <p>Narration or display of information to explain the connection between the art form and the literacy content area is at the beginning and throughout the video.</p>	<p>Video includes only 3 to 4 of the following components:</p> <p>Shows how you know students have gained a deep knowledge of literacy content expressed through an art form.</p> <p>Information in video provides examples of the relationship between the literacy content and the art form.</p> <p>Narration or display of information to explain the learning intended for BOTH the art form and the literacy standard is at the beginning and throughout the video.</p> <p>Narration or display of information to explain the connection between the art form and the literacy content area is at the beginning and throughout the video.</p> <p>Process is documented but incomplete and missing some components.</p>	<p>Video includes fewer than 3 of the following components:</p> <p>Shows how you know students have gained a deep knowledge of literacy content expressed through an art form.</p> <p>Information in video provides examples of the relationship between the literacy content and the art form.</p> <p>Narration or display of information to explain the learning intended for BOTH the art form and the literacy standard is at the beginning and throughout the video.</p> <p>Narration or display of information to explain the connection between the art form and the literacy content area is at the beginning and throughout the video.</p> <p>Process is not evident.</p>

Artifact 1: Process Photo Essay Option	Proficient	Basic	Developing
Artifact 2: Process Photo Essay Option	Photos show documentation of the process of creating and implementing your arts-integrated literacy lesson.	Process is documented but incomplete and missing some components.	Photo essay does not contain correct number of photographs, or photos and/or captions are omitted.
	Art forms documented show deep understanding of the connection between the literacy content and the art form for both the teacher and the learner.	Photo essay does not contain correct number of photographs.	Photos are not related to the lesson
	There are least 10 and no more than 20 photos.	Captions do not sufficiently demonstrate process.	
	All photos are captioned with complete sentences.	Some or all captions are missing.	
Artifact 3: Written Analysis	Analysis answers all bullet points and uses specific examples from classroom observations and student work as it directly relates to this micro-credential.	Analysis answers some but not all bullet points.	Analysis answers only a few bullet points.
	Grammar, spelling, and sentence structure enhance clear communication.	Examples used may be vague and/or may not directly relate to this micro-credential.	There are no specific examples.
		Grammar, spelling, and sentence structure may interfere with clear communication.	Grammar, spelling, and sentence structure make it difficult to understand what is being said.

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 literacy teaching practices within your school demographics?
2. How is your arts-integrated literacy lesson student-centered and celebratory of culturally responsive learning?
3. Explain how earning this micro-credential in arts integration will influence your future literacy 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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