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.”


**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


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.
Supporting Research


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.


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.


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


http://digitalcommons.wku.edu/stu_hon_theses/717


https://books.google.com/books?hl=en&lr=&id=YPN_ffgNjj0CCoi=fnd&pg=PA3&dq=Arts+Education+Research&ots=jUtVl1doW&sig=Ua7E2urz-SKSreYHnjTOWlxjmY0#v=onepage&q=Arts%20Education%20Research&f=false

Resources

Articles

Defining Arts Integration


More Schools Are Working to Integrate the Arts into Classroom Learning

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


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 TechNeeds 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=cPbKUFzbyw

Teaching Resources

The Kennedy Center—ArtsEdge
http://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration

Education Closet


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


Structuring Summative & Formative Assessment in Visual Art

http://www.jennytiefelarted.com/blog/structuring-summative-formative-assessments-in-visual-art

Digital Narrative Examples

http://www.artsintegrationconsulting.com/resources/documentation-of-student/digital-narrative-examples/

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&amp;article=1540&amp;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


Tricks for integrating the arts

https://www.edweek.org/tm/articles/2015/02/24/3-visual-artists-and-tricks-for-integrating-the-arts.html

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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).

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<tr>
<th>null</th>
<th>Proficient</th>
<th>Basic</th>
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<tbody>
<tr>
<td><strong>Artifact 1:</strong> Arts Integration Literacy Lesson Plan</td>
<td><strong>Plan includes:</strong> Grade level, time needed, at least 1 literacy standard, at least 1 art standard, and learning objectives/outcomes.</td>
<td><strong>Plan includes:</strong> Grade level, time needed, at least 1 literacy standard, at least one art standard, and learning objectives/outcomes.</td>
<td><strong>Plan is missing 1 or more of the following:</strong> Grade level, time needed, at least 1 literacy standard, at least 1 art standard, or learning objectives/outcomes.</td>
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<td><strong>Plan also includes all of the key elements (listed in the Method Components section) of an arts-integrated lesson.</strong></td>
<td><strong>Content of lessons has vague connections or is not grade-level appropriate.</strong></td>
<td><strong>Plan includes fewer than 6 of the key elements (listed in the Method Components section) of an arts-integrated lesson.</strong></td>
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<td><strong>Lessons allow students opportunities to make connections between the art and literacy standards.</strong></td>
<td><strong>Plan includes 6 to 8 of the key elements (listed in the Method Components section) of an arts-integrated lesson.</strong></td>
<td><strong>Lesson may or may not allow students opportunities to make connections between the art and literacy standards.</strong></td>
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<td></td>
<td><strong>Art forms are integrated in</strong></td>
<td><strong>Lessons allow students</strong></td>
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<td>Artifact 2: Process, Video Option</td>
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<td><strong>Video includes all of the following components:</strong></td>
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<td>Shows how you know students have gained a deep knowledge of literacy content expressed through an art form.</td>
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<td>Information in video provides examples of the relationship between the literacy content and the art form.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Process is documented but incomplete and missing some components.</td>
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<tr>
<th>Artifact 2: Photo Essay Option</th>
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<tr>
<td><strong>Photos show documentation of the process of creating and implementing your arts-integrated literacy lesson.</strong></td>
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<tr>
<td>Art forms documented show deep understanding of the connection between the literacy content and the art form for both the teacher and opportunities to make connections between the art and literacy standards.</td>
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<tr>
<td>Art forms are integrated in a natural way.</td>
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<tr>
<td>Process is documented but incomplete and missing some components.</td>
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<tr>
<td>Photo essay does not contain correct number of photographs.</td>
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<td>Captions do not sufficiently demonstrate process.</td>
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| Art component(s) may or may not be forced and not naturally tied to lesson plan. |

| Video includes only 3 to 4 of the following components: |
| Shows how you know students have gained a deep knowledge of literacy content expressed through an art form. |
| Information in video provides examples of the relationship between the literacy content and the art form. |
| 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. |
| 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. |
| Process is documented but incomplete and missing some components. |

| Video includes fewer than 3 of the following components: |
| Shows how you know students have gained a deep knowledge of literacy content expressed through an art form. |
| Information in video provides examples of the relationship between the literacy content and the art form. |
| 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. |
| 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. |
| 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 |
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.