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.”


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.

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


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.


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.


https://books.google.com/books?hl=en&lr=&id=YPN_ffgNjr0C&oi=fnd&pg=PA3&dq=Arts+Education+Research&ots=j1UtVL1doW&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


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=cPbKUF2zyw

Teaching Resources

The Kennedy Center—ArtsEdge

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

EducationCloset


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

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 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. 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 (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

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<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<tbody>
<tr>
<td>Artfact 1: Arts Integration Social Studies Lesson Plan</td>
<td>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 elements of an arts-integrated lesson.</td>
<td>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 vague connections or is not grade-level</td>
<td>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 and/or</td>
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-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.

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

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 documented but incomplete and missing some components.

Photo essay does not contain correct number of photographs.

Captions do not sufficiently demonstrate process.

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.
<table>
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<tr>
<th>Artifact 3: Written Analysis</th>
<th>Analysis contains all the following points:</th>
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<tr>
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<td>What was the rationale used to inform your instructional practice based on the integration of an art form with social studies content</td>
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<td>How this lesson shows students made connections between the art form and the social studies content</td>
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<th>Analysis contains 7 to 9 of the following points:</th>
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<th>Analysis contains fewer than 7 of the following points:</th>
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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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