Arts Integration in Literacy

Competency

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/AIdefinitionhandout.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 in art.
- 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.

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.

Supporting Rationale and Research

Andrade, H., et al. (2014). Formative assessment in the visual arts. *Art Education*, *67*(1). Retrieved from https://drive.google.com/file/d/1ZysFTbK_kN7bkWx5vNrDU6kl3PyJeI9J/view?usp=sharing
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.

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
(use alternate access options and a free account to read)

Chappell, S. V., & Cahnmann-Taylor, M. (2013). No child left with crayons: The imperative of arts-based education and research with language "minority" and

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other minoritized communities. Review of Research in Education, 37(1), 243-268. Retrieved from https://www.edpolicyinca.org/newsroom/no-child-left-crayons-imperative-arts-based-education-and-research-language-minority-and

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 https://drive.google.com/file/d/12cCFRb3RO5UBpNxJl_ofoMNf-mXQnG3i/view?usp=sharing

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/

Resources

Articles

Art for Art's Sake?

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

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

Formative Assessment in Arts Education

Arts Integration: Resource Roundup

5 Tips for Creating a Photo Essay with a Purpose

[Photos Help (Apple)](#)

[Do I Need a Digital Teaching Portfolio?](#)

[Creating and Sharing Videos on iPhone or iPad (Apple)](#)

[How to Create Professional Videos with Your Smart Phone](#)

Videos

[Eric Berridge: Why Tech Needs the Humanities](#)

[Liz Coleman: A Call to Reinvent Liberal Arts Education](#)

[Mae Jemison: Teaching Arts and Sciences Together](#)

[Ken Robinson: Do Schools Kill Creativity?](#)

[Ken Robinson: Changing Education Paradigms](#)

[Edutopia: Arts Integration for Deeper Learning in Middle School](#)

Teaching Resources

[The Kennedy Center—ArtsEdge](#)

[Education Closet](#)

[A Guide for Assessing Classroom Practice of Arts Integration](#)

[Integrating Arts Learning with the Common Core State Standards](#)

[Structuring Summative & Formative Assessment in Visual Art](#)

[Project Zero (Harvard Graduate School of Education)](#)

Digital Narrative Examples

[5 Digital Storytelling Assignments in the Classroom](#)

[7 of the Best Examples of Digital Storytelling](#)

Literacy and the Arts Resources

[WMU Integrating Art Education and Literacy Education: A Curriculum for Secondary Level](#)

[Arts Integration Advances Literacy](#)

[Art as Literacy](#)

[50 Ways to Integrate Art into Any Lesson](#)

[Tricks for integrating the arts](#)

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 (Provides Context)

(175 - 250 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. 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. The educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

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 a 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
- Opportunities that allow students to explore their own and others' cultures

Artifact 2: Process
Select ONE of the following to document the process of creating and implementing lessons using culturally relevant 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

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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** (450 - 600 words) 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
- How students made connections with their own or others' cultures

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Lesson Plan	Plan includes: Grade level, time needed, at least 1 literacy standard, at least 1 art standard, and learning objectives/outcomes. Plan also includes all of the key elements (listed in the Method Components section) of an	Plan includes: Grade level, time needed, at least 1 literacy standard, at least one art standard, and learning objectives/outcomes. Content of lessons has vague connections or is not	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. Plan includes fewer than 6 of the key elements (listed in

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	arts-integrated lesson.

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

Lessons allow students opportunities to make connections with their own or others' cultures

Art forms are integrated in a natural way. | grade-level appropriate.

Plan includes 6 to 8 of the key elements (listed in the Method Components section) of an arts-integrated lesson.

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

Art forms are integrated in a natural way. | the Method Components section) of an arts-integrated lesson.

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

Art component(s) may or may not be forced and not naturally tied to lesson plan. |
| **Artifact 2: Process, Video Option** | Video includes <u>all</u> 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, the art | 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 | 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 |

	form, and student cultures.

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. | 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. | 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. |
| **Artifact 2: Process, Photo Essay Option** | Photos show documentation of the process of creating and implementing your arts-integrated literacy lesson.

Art forms documented show deep understanding of the connection between the literacy content, the art form, and various | Process is documented but incomplete and missing some components.

Photo essay does not contain the correct number of photographs.

Captions do not sufficiently demonstrate the process. | Process is not evident.

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

Photos are not related to the lesson. |

	cultures for both the teacher and the learner. There are at least 10 and no more than 20 photos. 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. Grammar, spelling, and sentence structure <u>enhance</u> clear communication.	Analysis answers some but not all bullet points. Examples used may be vague and/or may not directly relate to this micro-credential. Grammar, spelling, and sentence structure may interfere with clear communication.	Analysis answers only a few bullet points. There are no specific examples. Grammar, spelling, and sentence structure make it difficult to understand what is being said.

Part 3. Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

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.