

Possible Concepts for Integrated Instruction			
Dance	Music	Theatre	Visual Art
balance contrast direction force/energy genre interpretation level movements pathway pattern point of view repetition rhythm shape space style time unity/variety variation	balance contrast duration dynamics form genre harmony interpretation melody pattern perception pitch point of view repetition rhythm scale style tempo texture timbre tone unity/variety variation	audience balance character conflict conflict/resolution contrast dialogue dramatic action genre interpretation mood plot/story point of view repetition rhythm setting style theatre conventions theme unity/variety variation	Angle balance color contrast description form interpretation line pattern perception point of view proportion repetition rhythm scale shape space style symmetry texture unity/variety
Literature	Mathematics	Science	Social Studies
beliefs/values cause/effect change character conflict/cooperation cycle form genre interactions motivation order patterns perceptions point of view space systems time	cause/effect field gradient interaction invariance model number order pattern probability proportion quantification ratio scale symmetry system theory	cause/effect change cycle energy/matter equilibrium evolution field force interaction model order organism population replication systems theory time/space	beliefs/values cause/effect change/continuity civilization conflict/cooperation culture cycle diversity evolution interaction interdependence migration/immigration order patterns point of view populations systems

Concepts derived from *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts* by H. Lynn Erickson, and from the staff of the Southeast Center for Education in the Arts.