Workshop 1
What Is Arts Integration?

In this workshop session, you'll explore different approaches to arts integration, and consider which is the best fit for you and your colleagues. The program presents three instructional models for integrating the arts: independent instruction, team-teaching, and collaborations with community resources. You'll also explore three types of curricular connections used in integrating the arts: informal, complementary, and interdependent.

Learning Goals

The goals of this workshop are for you to:

- Deepen your own definition of arts integration
- Clarify why you think it is important

Featured Classroom Examples

- A chorus teacher and a social studies teacher connect the theme of World War II for their middle school students.
- A sixth-grade language arts teacher gets advice from a theatre specialist about using puppetry to expand the exploration of Greek mythology.
- A dance teacher and a science teacher work with seventh- and eighth-graders to study the laws of motion.
- A sixth-grade social studies class examines artifacts from a civilization created by another group of students.

Workshop Session (On-Site)

Get Ready

Define what arts integration means to you, then read and discuss the following quotation: (10 minutes)

"Arts integration is…

…arts learning that is deeply immersed in other content areas.

…a strategy to move the arts off the sidelines of education.

…a negotiation between the learner and the community.

…a way of thinking about learning and teaching.

…a way to teach beyond the standards.

…not an island."

—Gail Burnaford, *Renaissance in the Classroom: Arts Integration and Meaningful Learning,* 2001

Discuss:

· Which of these definitions resonates most closely with your own? Which is different?

· How might these definitions expand your own notion of what arts integration is?

Watch the Workshop Program (60 minutes)

Consider the following questions as you watch the program—they will appear as discussion prompts on the screen. If you are part of a professional development group, consider stopping the video to discuss each question with your colleagues.

· What experiences have influenced your interest in arts integration?

· How could you make informal connections with other content areas in your school?

· How can contact with another subject benefit your instruction?

· In integrated instruction, when is it best to teach alone, and when could team-teaching be beneficial?

· How can integration strengthen your instruction and deepen student understanding of the content you teach?

Activities and Discussion

Activity: Inventory Your Integrated Teaching

Participants may be unaware of the ways their teaching already draws on multiple disciplines. This exercise encourages teachers to listen actively to one another, and find connections between the things they care about and do.

Complete a self-inventory of your integrated teaching. (15 minutes)

Distribute copies of the Integrated Teaching Self-Inventory (at the end of this chapter) and have each participant fill it out.

Workshop Session, cont'd.

Describe your integrated teaching to the group. (20 minutes)

Participants should describe for the group an example of the integrated teaching they do. They should identify which of these collaborative approaches they use most often:

Independent Instruction	Teachers in different disciplines teach in their own classrooms.
Team Teaching	Two or more teachers plan and teach together.
Community Resources	Teachers work with artists, educators, and other local resources such as museums.

Summarize the integrated teaching that the group already does. (15 minutes)

Ask the group to help summarize the kinds of integrated teaching they already do. Consider these questions:

· What disciplinary interconnections are most common? Why?

· What types of collaboration are most prevalent—teaching independently, team teaching, or using community resources? Why?

· What new or surprising things did you learn about your colleagues' work outside their own disciplines? How might you build on this?

Between Sessions (On Your Own)

Online Activity: What's *Your* Definition of Arts Integration?

After viewing this program and discussing it with colleagues, you may be ready to think more deeply about what arts integration is and what makes it important. Try the interactive exercise called "What's *Your* Definition of Arts Integration?" It's available on the Web site that accompanies *Connecting With the Arts: A Workshop for Middle Grades Teachers* (**www.learner.org/channel/workshops/connectingwitharts**). When you are finished, print out your definition and save it with other workshop materials so that you can refer to it, and refine it, in other sessions.

Additional Resources

Web Resources

Authentic Connections: Interdisciplinary Work in the Arts (PDF)
www.mpsaz.org/arts/integration/pdf_files/interart.pdf

> A document aimed at assisting and supporting educators in interdisciplinary work, and at clarifying how the arts can be taught through interdisciplinary content standards

Curriculum Integration: Middle School Educators Meeting the Needs of Young Adolescents
http://www.ncsu.edu/chass/extension/ci/index.html

> A Web site on curriculum integration including concise overviews of major developmental and applied theorists

Learning Through The Arts (PDF)
www.arts.gov/pub/ArtsLearning.pdf

> A guide to arts learning from the National Endowment for the Arts

Print Resources

Beane, James A. *Curriculum Integration: Designing the Core of Democratic Education.* New York: Teachers College Press, 1997. ISBN: 0-80773-683-X

> James Beane details the history of curriculum integration and analyzes current critiques to provide a complete theory of curriculum integration.

Eisner, Elliot W. *The Arts and the Creation of Mind.* New Haven, Conn.: Yale University Press, 2002. ISBN: 0-30009-523-6

> The author describes how various forms of thinking are evoked, developed, and refined through the arts.

Integrated Teaching Self-Inventory

Primary Subject(s) I teach: (circle all that apply)

Dance	Music	Theatre	Visual Art	Language Arts	Math	Science	Social Studies

Other_____

Possible Secondary Subjects	Integration I integrate these subjects or skills…	Collaboration When I integrate these I am generally…	Benefits Reasons I like to integrate these include…
DANCE	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
MUSIC	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
THEATRE	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
VISUAL ART	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
LANGUAGE ARTS	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
MATH	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
SCIENCE	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	
SOCIAL STUDIES	☐ A lot ☐ A little ☐ Not at all	☐ Teaching independently ☐ Team teaching ☐ Using outside resources	

Notes