Integrating the Arts Across the Curriculum
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Expert Presenters:

Sandra Ruppert, director of the Arts Education Partnership

Shana Habel, dance demonstration teacher, Los Angeles Unified School District and co-president of the California Dance Education Association
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24hrs.
Integrating the Arts Across the Curriculum

Sandra Ruppert
Director
Arts Education Partnership
What is Arts Integration
More than singing your A, B, C’s...
Arts Integration

Instruction that integrates content and skills from the arts with other core subjects to increase knowledge in both areas.
Why Arts Integration?
Arts Integration has been shown to...

- Raise achievement
- Narrow achievement gaps
- Boost attendance and engagement
- Augment teacher effectiveness
- Improve school climate
- Build community support
Arts integration can help all students succeed.
When does arts integration work best?
Key Elements

- Shared concept – “Big Idea”
- Real-world Content
- Teachers + Artists + Arts Specialists
- Process of Collaboration
- Standards-based Instruction
- Authentic Assessment
Obstacles and Challenges to Arts Integration
It would be easy to blame shrinking state and local budgets, but there are other reasons
Competing Subjects and High Stakes Testing
Lack of Resources

- Time
- Interest
- Know-how
Not just nice but necessary

Flowers + Wrench
Learn More About Arts Integration

“Arts Integration Frameworks, Research and Practice” – www.aep-arts.org


“Doing Well and Doing Good by Doing Art” – order online

More resources at: www.aep-arts.org
Authentic Arts Integration:

Finding the Significant Connections

Shana Habel
Los Angeles Unified School District
Los Angeles Unified School District

- Full-time, credentialed elementary arts specialists in Dance, Music, Theatre, and Visual Arts
- Provide standards-based arts instruction
- Curriculum is developed around arts instructional guides in all four art forms
Goal:

To make the arts part of each student’s core learning experience.

• Discrete arts instruction in dance, music, theatre and visual arts

• Integration of arts across other content areas: math, science, English language arts, history-social science.
Learning happens when connections are made - connections that are relevant and meaningful.
Characteristics of Authentic Integration:

- The process produces learning in the art form and in the subject area being integrated.
- It does not replace teaching art for art’s sake.
- Authentic integration happens at a **conceptual** level.

- Conceptual connections are significant and meaningful, not superficial or tangential.
Connections have an “elegant fit”
(Karen Erickson)
Authentic arts integration is NOT:

“Forced” connections - they do not make for an “elegant fit.”

Superficial relationships - they are not “connections”

• Developed by the Los Angeles County Office of Education in partnership with the Los Angeles Unified School District

http://www.ccsesaarts.org/content/k6_visual_performing_arts_guide.asp
An integrated lesson includes:

• Integrated student objective focusing on conceptual connections

• Focused learning in the art form and in the content area being integrated
Kindergarten Dance/ELA

Essential Question: How do dancers and writers use lines?

Concepts:
• We can make straight and curved lines and shapes with our bodies.
• Writers use straight and curved lines to form letters.
Second Grade Music/Science

Standards:
Music: Create movement to express pitch, tempo, form, and dynamics in music.

Science: Sound is made from vibrating objects and can be described by pitch and volume.
Fifth Grade Theatre/History-Social Science

**Essential Question:** How can using theatre techniques help us understand the causes, effects and implications of a moment of historical conflict?
Final Thoughts

- Find authentic connections
- Empower classroom teachers
- Promote pre-service and professional development in the arts
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