

Memorandum

To: State Board of Education
From: Indiana Arts Commission
Date: April 4, 2018
Subject: Arts Integration and the IAC



The Indiana Arts Commission (IAC) is an agency of State Government funded by the Indiana General Assembly and the National Endowments for the Arts, a federal agency. On behalf of the people of Indiana, the IAC advocates engagement with the arts to enrich the quality of individual and community life. The IAC is governed by a 15 member board of gubernatorial appointees and serves all citizens and regions of the state.

Learn more about the IAC including opportunities for funding, learning, and connecting on our website www.in.gov/arts

The IAC and Arts Education

The Indiana Arts Commission strengthens arts education in Indiana through grant funding, capacity building, and technical assistance to enhance arts education delivery, support, and resources. We strive to increase access to arts education resources for educators, artists, and arts organizations as well as increase public awareness of the value of a well-rounded education and life-long learning in the arts.

- The IAC serves as connector between arts and education institutions,
- follows and actively shares trends and best practices with the field, and
- promotes the role of the arts education and arts learning in enriching the lives of all Hoosiers.

Partnering Arts, Communities, and Education: An IAC arts education initiative

The Indiana Arts Commission's Partnering Arts, Communities, and Education (PACE) arts integration research program is establishing a model for elementary schools and artists / arts organizations to achieve long-term, in-depth, and sustainable partnerships in the classroom. PACE matches teaching artists with classrooms for focused, year-long arts experiences aligning with academic curriculum, and integrated into classroom literacy activities.

Find the results of our first year of program evaluation here:

www.in.gov/arts/files/2016_PACE_Project-Report_ExecSumm.pdf

Contact Information

Stephanie Haines
Arts Education and Accessibility Manager
shaines@iac.IN.gov
(317) 232-1274

What is Arts Integration?

Arts integration is a teaching strategy in which the arts are integrated with the non-arts curriculum to deepen the students' understanding in both (Werner & Freeman, 2001).

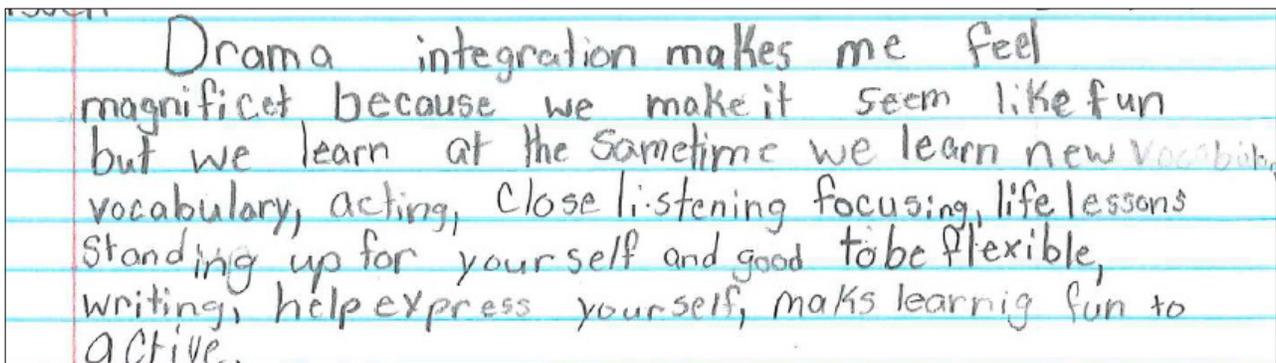
Research Highlights and Primary Outcomes

Excerpt from, *Changing Education through the Arts: Final Evaluation Report, 2005-2008*, George Mason University

Impact on Students

Arts integration and arts education, in various formats, have positively and consistently *been linked to increased student engagement, motivation, and persistence* (Asbury & Rich, 2008; Deasy, 2002; Fiske, 1999; Hetland et al., 2007; Stevenson & Deasy, 2005). Arts learning is participatory and active and requires students to interact with content and materials using both their bodies and minds. This way of learning engages students by offering them many ways to gain understanding and express their knowledge. *The arts can engage students who are not typically reached through traditional teaching methods*, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999). In fact, children who frequently participate in the arts view themselves as more successful academically than those who infrequently participate in the arts (Burton, Horowitz, Abeles, 1999).

When the arts are used to create a frame of reference for learning, students can make meaningful connections to one another, to themselves, to their lived world, and to other content areas (Burton et al., 1999; Fiske, 1999; Hetland et al., 2007; Stevenson & Deasy, 2005). Because they become “agents of their own learning,” students are often more willing to take responsibility for and give direction to their own learning experiences (Deasy & Stevenson, 2005). As students experiment with different art forms and processes, *they learn to take risks through exploration and to develop flexible thinking skills*, envisioning from different vantage points and responding to new possibilities in the creative process (Burton et al., 1999; Deasy & Stevenson, 2005; Eisner, 2002; Fiske, 1999; Hetland et al., 2007).



Writing about drama integration from South Bend PACE students

Benefits for Teachers and Schools

The benefits of arts integration extend beyond students, affecting teachers and schools as well. While a multitude of arts integration models are currently being applied in schools, almost all are built upon the collaborative efforts of classroom teachers and arts specialists (which may include artists in residence, visiting artists, school-based arts teachers, arts coaches, or some combination of these). Such collaborative relationships contribute to increased teacher satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school (Burton et al., 1999; Deasy & Stevenson, 2005; Werner & Freeman, 2001). These teachers are more willing to take risks, both in their curriculum planning and in front of their students. They are innovative in their teaching, willing to experiment, persevere in integrating the arts despite barriers, and approach their classes in a more child-centered rather than adult-centered manner (Burton et al., 1999; Werner & Freeman, 2001).

Transforming the Learning Environment

Transforming a school's learning environment to include successful and sustained arts-integrated instruction requires participation by the whole school community (Betts, 1995). Supportive administrators, ranging from superintendents to principals, are needed to ensure the continuity and depth of any partnership or program (Borden, 2006; Burton et al., 1999). Principals of arts-rich schools encourage teachers to take risks, to learn new skills, and to make changes in their instruction to support arts integration (Burton et al., 1999). Arts integration teaching methods, as well as the purpose, theory, and benefits of this pedagogy, must be made explicit to teachers through professional development (Betts, 1995; Borden, 2006; Werner & Freeman, 2001). Without these supports, teachers often think of arts integration as something extra and time-consuming that they must do (Werner & Freeman, 2001). With appropriate professional development, support, and collaboration with school based arts specialists and team members, teachers discover that arts-integrated teaching can and does meet existing curriculum standards. Sustained partnerships and professional development opportunities allow teachers to become comfortable making natural connections in the curriculum and turning routine activities into deep knowledge for learners (Werner & Freeman, 2001).

National Program Models

Changing Education through the Arts program at The Kennedy Center

Teachers learn how to integrate the arts with other curricula. CETA Partner Schools have had a strong interest in extending and supplementing their arts education programs with arts integration. The schools' arts specialists work with the Kennedy Center to coordinate and support efforts to help teachers develop knowledge and skills to integrate the arts with other subject areas. <http://education.kennedy-center.org/education/ceta/kcapproach.html>

Chicago Arts Partnership in Education (CAPE)

Chicago Arts Partnerships in Education engages students, inspires teachers, and demonstrates impact by weaving visual, digital, and performing arts into classrooms across Chicago. <http://capechicago.org/>

The Right Brain Initiative

The Right Brain Initiative transforms learning for all children through the arts, creativity, innovation and whole-brain thinking. We make change by training educators to weave creative thinking into core subjects, enabling collaboration between the arts community and K-8 teachers in the Portland region's school districts, and being community partners. <https://therightbraininitiative.org/>

Arts Integration Checklist

Excerpt from, The Kennedy Center, http://www.kennedy-center.org/education/partners/defining_arts_integration.pdf

Some educators confuse any effort to include the arts in their classroom with arts integration. The list below is part of the Arts Integration Checklist which can help illuminate the path to arts integration.

Art Form

Are the students constructing and demonstrating their understandings through an art form?

Creative Process

Are the students engaged in a process of creating something original as opposed to copying or parroting?

Will the students revise their products?

Connects

Does the art form connect to another part of the curriculum or a concern/need?

Is the connection mutually reinforcing?

Evolving Objectives

Are there objectives in both the art form and another part of the curriculum or a concern/need?

Have the objectives evolved since the last time the students engaged with this subject matter?

Arts Education and Arts Integration Resources

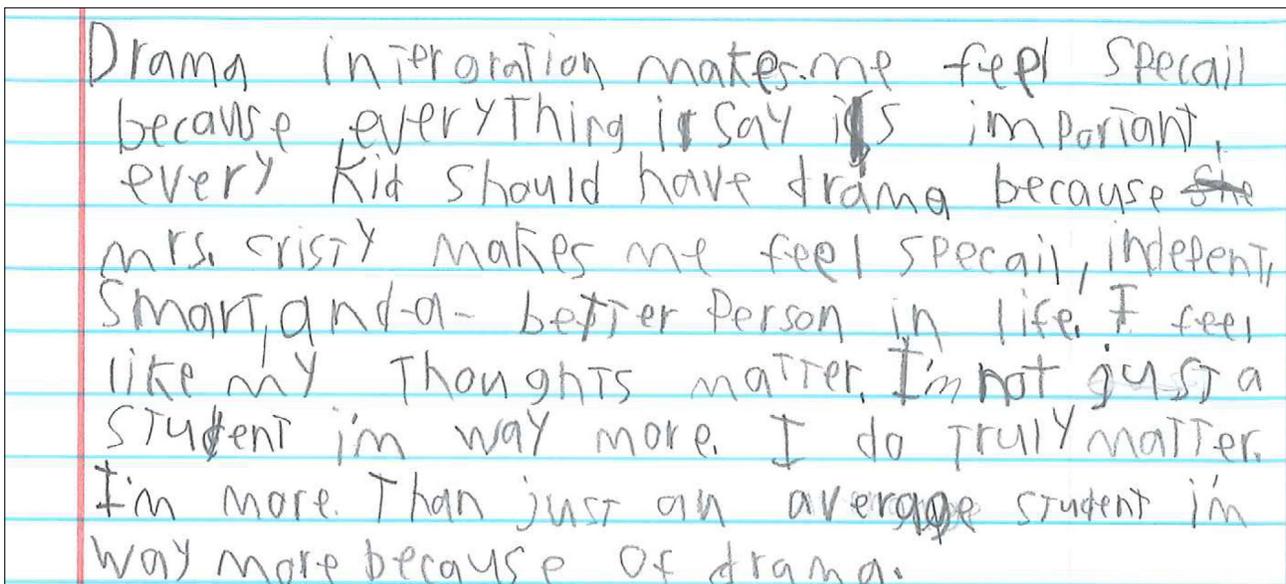
This bibliography provides a range of sources for examining research about arts education and arts integration and for learning more about arts integration.

1. Arts Education Partnership. *Creating Quality Integrated and Interdisciplinary Arts Programs*, Washington, DC: Arts Education Partnership, 2003. The report offers some reflection on arts integration while examining a diverse group of partnerships and a set of new important tools to aid efforts in improving arts teaching and learning across the classroom. Accessible at <http://www.aep-arts.org/wp-content/uploads/2012/08/Creating-Quality-Download.pdf> (Retrieved 3/23/18)
2. Baldwin, Patrice *School Improvement Through Drama: A creative whole class, whole school approach*. A&C Black, 2009
3. Barry, Nancy H. *Oklahoma A+ Schools: What the Research Tells Us, 2002-2007, Part One: Students and Teachers*. *AEP Wire*, Arts Education Partnership, March 2011. Accessible at <http://www.aep-arts.org/wp-content/uploads/2012/03/AEP-Wire-Oklahoma-A+-Part1.pdf> (Retrieved 3/23/18)
4. Betts, Julian R (1995), *Does School Quality Matter? Evidence from the National Longitudinal Survey of Youth*, *The Review of Economics and Statistics*, 77, (2), 231-50
5. Borden, L.M. & Perkins, D.F. *Child Youth Care Forum* (2006) 35: 101. <https://doi.org/10.1007/s10566-005-9005-4>
6. Burnaford, Gail, Arnold Aprill, and Cynthia Weiss, eds. *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. Mahwah, NJ: Lawrence Erlbaum Associates, 2001. This book provides looks at how children learn and provides a framework for including visual arts, dance, drama, and music into other subjects.
7. Burton, Judith M., Robert Horowitz, and Hal Abeles. *Learning in and through the arts: The question of transfer*. *Studies in Art Education*, v41(3), p118-57, Spring 2000. This article investigates the cognitive skills developed through arts, such as higher order thinking, that have an effect on learning, thinking, and in subject matter domains. Focuses on the artistic experiences of students who attended the 12 target elementary and middle schools.
8. Catterall, James S. *Doing Well and Doing Good by Doing Art: A 12-year Longitudinal Study of Arts Education – Effects on the Achievements and Values of Young Adults*. Los Angeles, CA: I-Group Books. 2009.
9. Cziboly, Adam. DICE – The impact of Educational Drama and Theatre on Key Competences. p-e-r-f-o-r-m-a-n-c-e 2.1-2 (2015). Accessible at: <http://www.dramanetwork.eu/file/Policy%20Paper%20long.pdf>
10. Deasy, Richard J. (ed). *Critical Links: Learning in the Arts and Student Academic and Social Development*, Washington, DC: Arts Education Partnership, 2002. This compendium summarizes and discusses 62 research studies that examine the effects of arts learning on students' social and academic skills. Accessible at <https://www.gpo.gov/fdsys/pkg/ERIC-ED466413/pdf/ERIC-ED466413.pdf> (Retrieved 3/23/18)
11. DeMoss, Karen and Terry Morris. *How Arts Integration Supports Student Learning: Students Shed Light on the Connections*. Chicago, IL: Chicago Arts Partnerships in Education (CAPE), 2002. This research study looks at 30 students across ten classes in veteran teacher-artist partnerships to explore the processes and outcomes associated with arts-integrated learning units versus learning processes and outcomes in comparable non-arts units. Accessible at <http://www.capeweb.org/wp-content/uploads/2011/05/support.pdf> (Retrieved 3/23/18)

12. Donahue, David M. and Jennifer Stuart, eds. *Artful Teaching: Integrating the Arts for Understanding Across the Curriculum, K-8*. NY: Teachers College Press and the National Art Education Association, 2010. This book provides case studies that show exemplary arts integration practices that provide insights into why and how students learn.
13. Drake, Susan. *Integrated Curriculum: A Chapter of the Curriculum Handbook*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. This chapter of the Curriculum Handbook provides an overview of integrated curriculum, examines current trends in education, and offers practical ways to use standards-based, integrated curriculum in the classroom.
14. Duma, Amy. *A View into a Decade of Arts Integration*. Washington DC: Journal for Learning through the Arts, 2014. The John F. Kennedy Center for the Performing Arts has been involved in an intensive, sustained partnership with schools, Changing Education Through the Arts (CETA), since 1999. The CETA program is a whole school reform model designed to impact student learning and attitudes by building teachers' capacities to make arts integration one of their primary approaches to teaching across the curriculum. Accessible at <https://files.eric.ed.gov/fulltext/EJ1050588.pdf> (Retrieved 3/23/18)
15. Dupont, Sherry. *Raising Comprehension Scores through Creative Drama*. The International Journal of Learning: Annual Review, vol. 16, no. 5, 2009, pp. 291–302., <https://doi.org/10.18848/1447-9494/CGP/V16i05/46266>
16. Eisner, Elliot W. *The Arts and the Creation of Mind*. New Haven, CT: Yale University Press, 2002. Eisner makes the case that the arts are critically important means for developing complex and subtle aspect of the mind. Eisner describes how various forms of thinking are evoked, developed and refined through the arts.
17. Fiske, Edward B., ed. *Champions of Change: The Impact of the Arts on Learning*. Washington DC: Arts Education Partnership and the President's Committee on the Arts and the Humanities, 1999. Seven research studies examining learning in the arts, the relationship to other learning, and the impact on student learning and development. Accessible at <http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf> (Retrieved 3/23/18)
18. Gazzaniga, Michael with Carolyn Asbury and Barbara Rich eds. *Learning, Arts, and the Brain: The Dana Consortium Report on the Arts and Cognition*. NY: Dana Foundation, 2008. Coordinated, multi-university scientific research grapples with the question: Are smart people drawn to the arts or does arts training make people smarter? Accessible at https://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning, Arts and the Brain_ArtsAndCognition_Compl.pdf
19. Hanna, Judith Lynne. *Partnering Dance and Education: Intelligent Moves for Changing Times Champaign, IL: Human Kinetics, 1999*. This book provides information for dance educators and specialists, policymakers in grades K-12, and professional dancers regarding using dance to develop students' minds, emotions, and bodies. Hanna also explores how dance can be used in public education to improve social and academic skills.
20. Hetland, Lois, Ellen Winner, Shirley Veenema, and Kimberly M. Sheridan. *Studio Thinking: The Real Benefits of Visual Arts Education*. NY: Teachers College Press, 2007.
21. Ingram, Debra, and Eric Reidell. *Arts for Academic Achievement: What does Arts Integration Do for Students?* Minneapolis, MN: Center for Applied Research and Educational Improvement, 2003. This report summarizes findings on the relationship between arts-integrated instruction and student achievement in the Arts for Academic Achievement (AAA) program. Accessible at <https://conservancy.umn.edu/bitstream/handle/11299/144121/1/DoforStudents.pdf> (Retrieved 3/23/18)
22. Joronen, Katja, et al. *Children's Experiences of a Drama Programme in Social and Emotional Learning*. Scandinavian

23. Juliano, Joseph; et.al. *Authentic Connections: Interdisciplinary Work in the Arts*. Reston, VA: The Consortium of National Arts Education Associations. This brochure seeks to assist and support educators in interdisciplinary work and to clarify how the arts can be taught with integrity through the interdisciplinary content standards. Accessible at <https://arteducators-prod.s3.amazonaws.com/documents/449/4f945f19-b16a-4b5d-9f35-bd57b52f4536.pdf?1452927862> (Retrieved 3/23/18)
24. Longley, Laura. ed. *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*. Washington, DC: President's Committee on the Arts and Humanities and Arts Education Partnership, 1999. This book includes case studies and profiles of 91 school districts throughout the United States that are recognized for offering arts education throughout their schools. Identifies the critical factors that must be in place to implement and sustain comprehensive arts education. Stresses the essential role of community involvement and partnerships. Accessible at <https://eric.ed.gov/?id=ED429029> (Retrieved 3/23/18)
25. Ludwig, Meredith J., et al. *Review of Evidence: Arts Integration Research Through the Lens of the Every Student Succeeds Act (ESSA)*. American Institutes for Research, 2017, Review of Evidence: Arts Integration Research Through the Lens of the Every Student Succeeds Act (ESSA).
26. Rabkin, Nick and Robin Redmond, Eds. *Putting the Arts in the Picture: Reframing Education in the 21st Century*. Chicago, IL: Columbia College Chicago, 2005. This book examines the role of arts in education, investigating the cognitive benefits of art as an integral part of learning, and the challenges of making the arts an equal partner in school reform and curriculum.
27. RealVisions. *Montgomery County Public Schools Arts Integration Model Schools Program 2004-2007, Final Evaluation Report*. Berkeley Springs, WV: RealVisions, June 2007. This evaluation report examines a comprehensive arts integration professional development program. The study supported by a three-year Arts in Education Model Development and Dissemination Grant from the U.S. Department of Education focuses on three model schools. Accessible at https://artsedge.kennedy-center.org/~media/ArtsEdge/Images/Articles/Educators/how-tos/arts-integration/realvisions_ceta_evaluation_v2.pdf (Retrieved 3/23/18)
28. Ruppert, Sandra. *Critical Evidence: How the Arts Benefit Student Achievement*. Washington DC. National Assembly of State Arts Agencies and the Arts Education Partnership, 2006. This booklet responds to the needs of policymakers, educators, parents and advocates for fact-based, non-technical language documenting the most current and compelling research on the value of arts learning experiences. Accessible at <https://files.eric.ed.gov/fulltext/ED529766.pdf> (Retrieved 3/23/18)
29. Sabol, F. Robert. *No Child Left Behind: A Study of its Impact on Arts Education*. Reston VA: National Art Education Association, 2010. This study provides the results of a nationwide study on the impact of the landmark legislation No Child Left Behind on visual art education. Accessible at <https://www.arteducators.org/research/articles/107-no-child-left-behind> (Retrieved 3/23/18)
30. Seidel, Steve, Shari Tishman, Ellen Winner, Lois Hetland, and Patricia Palmer. *The Qualities of Quality: Understanding Excellence in Arts Education*. Cambridge, MA: Harvard Graduate School of Education, Project Zero, 2009. This research examines the challenge of creating and sustaining high quality formal arts learning experiences for K–12 youth, inside and outside of school. The project, funded by the Wallace Foundation, offers a literature review to determine the field's implicit and explicit criteria for quality. Accessible at <http://www.wallacefoundation.org/knowledge-center/Documents/Understanding-Excellence-in-Arts-Education.pdf> (Retrieved 3/23/18)

31. Snyder, L., Klos, P., & Grey-Hawkins, L. *Transforming Teaching through Arts Integration*. Anne Arundel County, Maryland. Journal for Learning through the Arts, 10(1), 2014. Transforming Teaching through Arts Integration AI Implementation Results: Middle School Reform through Effective Arts Integration Professional Development In four years, Anne Arundel County Public Schools (AACPS) increased sixth and seventh grade student achievement on the Maryland State Assessment (MSA) by 20% at Bates Middle School, a low performing school that had been targeted for restructuring by the state. Accessible at <https://escholarship.org/uc/item/67d5s216> (Retrieved 3/23/18)
32. Stevenson, L.M. and Richard J. Deasy. *Third Space: When Learning Matters*. Washington, DC: Arts Education Partnership, 2005. This book is based on a three-year research study that examined the impact of an arts-centered curriculum on school improvement. It describes the process of transformation in 10 elementary, middle and high schools serving economically disadvantaged students in rural and urban regions of the country.
33. Weiss, Cynthia and Amanda Leigh Lichtenstein, eds. *AIMprint: New Relationships in the Arts and Learning*. Chicago: Columbia College Chicago, 2008. This book presents perspectives about a theory of practice for arts integration in the schools. Includes descriptions of classroom practice, examines structures for professional development, essays and interviews with partnering organizations, and samples of arts integrated unit plans.
34. Werner, Linnette; Carol Freeman. (2001). Arts for Academic Achievement: Arts Integration - A Vehicle for Changing Teacher Practice. Center for Applied Research and Educational Improvement. Retrieved from the University of Minnesota Digital Conservancy, <http://hdl.handle.net/11299/143711>.

A photograph of a student's handwritten note on lined paper. The text is written in blue ink and expresses how drama integration makes the student feel special, independent, and smart. The student mentions Mrs. Cristy and states that they are not just a student but someone who truly matters.

Drama in integration makes me feel special because everything I say is important, every kid should have drama because Mrs. Cristy makes me feel special, independent, smart, and a better person in life. I feel like my thoughts matter. I'm not just a student in way more. I do truly matter. I'm more than just an average student in way more because of drama.

Writing about drama integration from South Bend PACE students