

## 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](http://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](http://www.in.gov/arts/files/2016_PACE_Project-Report_ExecSumm.pdf)

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## 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).

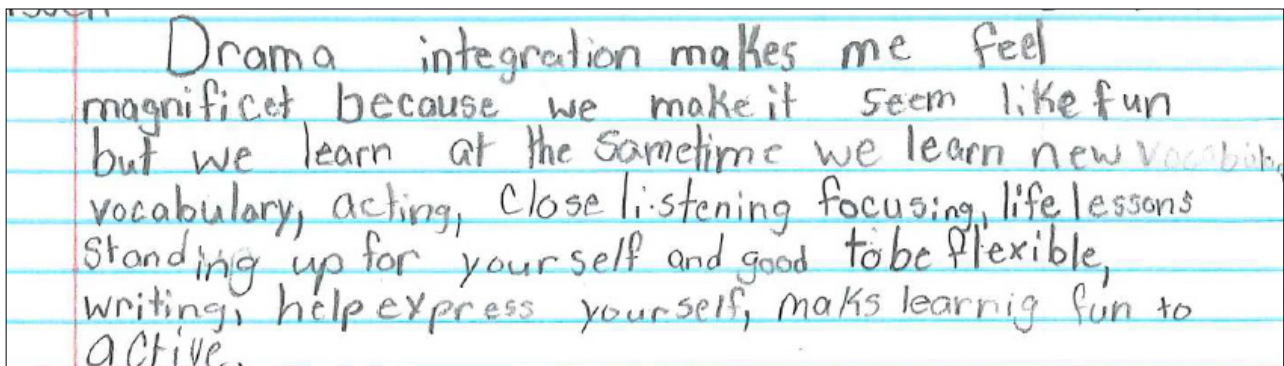
### Research Highlights and Primary Outcomes

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](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.

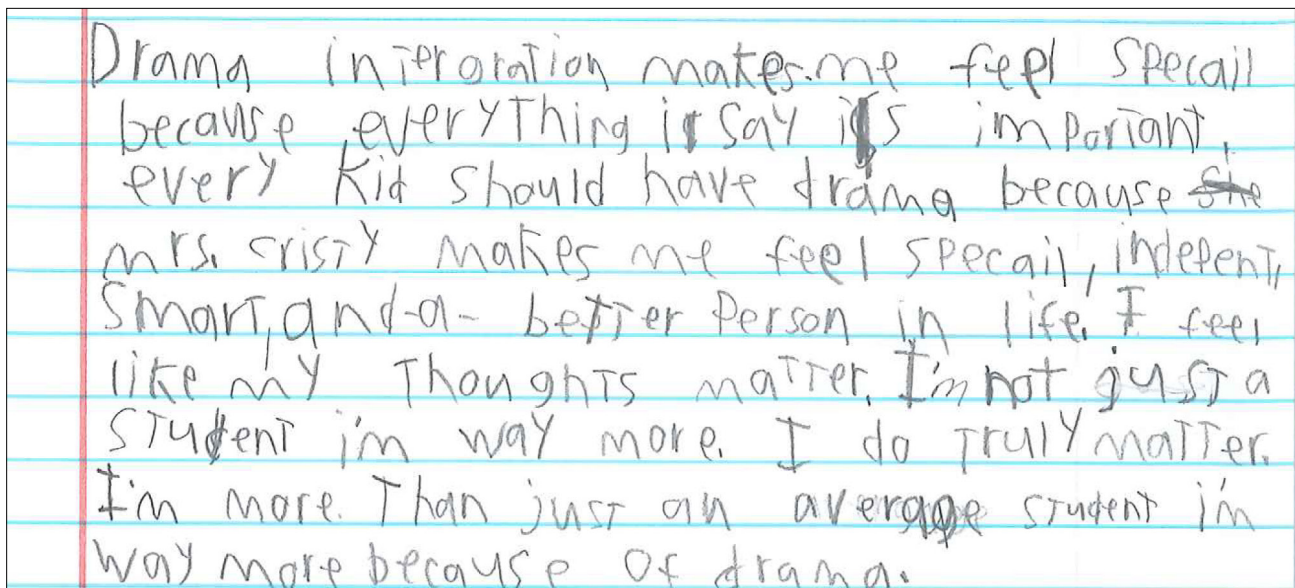
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Drama in teration makes me feel special because every thing i say is important, every kid should have drama because she mrs. cristy makes me feel special, indelent, smart, and a better person in life. I feel like my thoughts matter. I'm not just a student im way more. I do truly matter. I'm more. Than just an average student im way more because of drama.

*Writing about drama integration from South Bend PACE students*