Arts integration is the simultaneous teaching of more than one subject area. Latin – “to make whole.”

WHAT WE INTEGRATE
2. 21st Century Thinking Skills (Critical Thinking, Creativity, Collaborating, Communicating)

ELEMENTS OF ARTS INTEGRATION

Integrity of content areas.
A curriculum specialist could come into the room and identify the content and skills as being central to the content. (Science specialist would be able to identify it as science, etc.)

Linked to learning outcomes/standards.
What we are teaching in terms of content and skills relate back to the established curriculum standards. We have identified measurable learning outcomes for the content being taught.

Authentic and Seamless.
When we integrate multiple subject areas we connect them in authentic and seamless ways. The experience needs to blend in a natural way as it unfolds. Authentic refers to developmental authenticity, experiential authenticity, and/or content authenticity.

Purpose directs focus and priority.
The content areas do NOT need to be given equal number of standards or equal time. Most lessons have a content area that takes the lead or is the focus of the lesson. The purpose of the lesson should determine the focus. The disposition, training, and confidence of the teacher/student will determine the priority.

TYPES OF INTEGRATION
1. Subjects that are inherently integrated (study of the Renaissance that inherently reflects the music, visual arts, dance, drama, and technology of the time).

2. Combining knowledge from a content area with the application of skills or processes from another content area (study of geometry that is identified with math but is contextualized with the application of visual arts or experienced with dance).

3. Integration that is not inherent in the topic but involves integration to expand, enhance, and engage student learning (teaching a unit on the water cycle [science], examining land forms [social studies], and building a model of the living water cycle).
FRAMEWORK

The BYU arts partnership believes that arts integration in schools is essential to the human experience. The degree to which teachers implement the arts will vary depending on teacher background, student needs, and curricular needs. There are multiple entry points along a continuum towards arts integration. We support and educate teachers as they provide arts experiences (infusion, enhancement, enrichment, etc.) in their instruction and apply arts integration towards exceptional learning outcomes. We encourage, advocate, and facilitate improved practice in arts integrated instruction leading to student growth.

DEFINITION

Arts integration is an approach to teaching in which students are engaged in creative processes by exploring, reflecting, interpreting, connecting, applying and demonstrating knowledge of specific objectives in multiple content areas. Integration occurs when learned and applied skills in multiple content areas synergistically and authentically connect to each other. Authentic integration reflects students’ life experience and prepares them to contribute positively to society.