



THE WHAT AND WHY OF ARTS INTEGRATION

Arts Integration is defined as “co-equal instruction in which students are learning and being assessed equally in one of more arts disciplines through the arts standards’ four artistic processes and one or more other subject areas.”

“Arts education inspires, positively impacts student learning, and when integrated provides pathways for learning that transcends discipline boundaries.”

Effective, co-equal arts integration requires:

- Professional learning - knowledge, confidence
- Thoughtful planning - standards, learning goals, assessments
- Time - to learn, plan, gather resources, reflect
- Resources - support, materials, supplies, spaces

“Students need thoughtful, well-planned, and implemented instruction that connects their learning across many subjects and prepares them for life in a global, interconnected world.”

Student outcomes develop:

- Deeper conceptual understanding
- Acquisition of desirable skills
- Synthesis of learning
- Construct connections to other content areas
- Navigate all aspects of their world and interests

Chapter 8 of the CA Arts Education Framework outlines an instructional design strategy to create co-equal arts integrated learning experiences.

- Thoughtful selection of the corresponding standards in each content area
- Clearly identified learning goals for each content area
- Assessment opportunities identified for each learning goal
- Choice of the effective integration approach (Multidisciplinary, Interdisciplinary, or Transdisciplinary)