This chart, adapted from NJPSA/FEA*, illustrates a progression toward arts integration from both an arts and a non-arts instructional perspective. All instructional approaches on the spectrum can be valid and valuable; however, to achieve authentic arts integration, teacher practice should move in the direction of the arrows on the chart.

**ARTS CURRICULUM**
- Using arts standards to teach arts skills, deepen understanding and develop mastery of an art form.

**NON-ARTS ENHANCEMENT**
- Using other subject-area content or approaches in service of the arts to increase student engagement and enhance arts knowledge and skills.

**ARTS INTEGRATION**
- An educational approach in which an artistic discipline (or disciplines) and another academic subject (or subjects) are combined to teach and learn content knowledge and skills.

**ARTS ENHANCEMENT**
- Using arts content or approaches in service of another subject area to increase student engagement and enhance knowledge and skills in that subject area.

**NON-ARTS CURRICULUM**
- Using non-arts standards to teach skills, deepen understanding and develop mastery within a content area.

**EXAMPLE:**
- Learning about the structure of blues music; learning to sing and/or play the blues.

**EXAMPLE:**
- Supplementing blues-music learning by exploring the people and historical events that influenced the development and evolution of blues music.

**EXAMPLE:**
- Learning about the blues and the Great Depression; using that learning to write original 12-bar blues songs from the POV of people living in that time period.

**EXAMPLE:**
- Supplementing learning about the Great Depression by listening to and analyzing blues music illustrating the feelings and fears of people living at that time.

**EXAMPLE:**
- Learning about the Great Depression; reading first-person accounts of the time period.

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