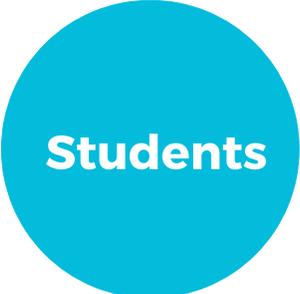


# What is arts integration?

The CPS Department of Arts Education defines arts integration as **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.**

## Benefits of arts integration



### Students

- Multiple pathways to construct and demonstrate understanding
- Opportunities to make and articulate connections across subject areas
- Development of cross-subject, 21st-century competencies like problem-solving, decision-making, collaboration, and communication skills
- Improved social-emotional skills
- Higher levels of engagement



### Teachers

- A means of differentiating instruction through multiple modes of representation, expression, and engagement
- Increased collaboration with peers
- Opportunities to share knowledge and skills across fields
- Increased engagement in high-quality instructional practice



### School

- More engaged, more motivated students
- Increased academic achievement
- Improved discipline
- Increased success in attracting and retaining teachers
- A vibrant, creative, and innovative teaching and learning environment

# A sampling of arts integration impact research

Students participating in arts-integrated lessons are **4.4 times more likely to be highly thoughtful and highly engaged** than in regular classroom instruction. (Perpich Center for Arts Education, 2014)

4.4

Students who participated in arts integrated units were able to **see multiple perspectives in a situation, have better classroom dialogue, notice and respect personal boundaries, and to critique others in productive, non-hurtful ways** (Broussard, 2011).

In eight underperforming schools across the nation that implemented an arts-integrated curriculum, the **average improvement in math proficiency over four years was 22.5 percent**. Reading proficiency improved by 12.6 percent. (Abodeely, 2015)

22.5%

Arts integration can have a **dramatic effect on student attendance rates** (Jensen, 2002; Walker, Tabone, & Weltsek, 2011). It can also lead to a **decrease in referrals and suspensions** (Nobori, 2012) and **increased intrinsic motivation** (DeMoss & Morris, 2002).

The average student **could move from the 50th to the 54th percentile as the result of arts integration** in his or her school. (Ludwig, Boyle, & Lindsay, 2017)

54th

# Arts integration myths and misconceptions

Concerned about implementing arts integration in your classroom or school? Below we bust some myths and common misconceptions about the approach.

## Myth #1

**Introducing the arts into other subjects will distract students from learning or affect the depth of instruction.**

Research shows that students in arts-integrated classrooms remember more content for a longer period of time. Skill- and knowledge-building in the integrated subjects is not affected; on the contrary, students learn better and at a higher level.

## Myth #2

**Non-arts teachers need a degree, endorsement, or background in the arts in order to practice arts integration.**

Non-arts teachers do not need to be experts in the arts to practice arts integration—and vice versa. Collaboration, curiosity, and open-mindedness are key to arts integration. Each teacher brings their own subject-area skills and knowledge to the table to create integrated learning experiences, and facilitate (rather than drive) student exploration, learning, and transfer of learning across subjects.

## Myth #3

**Arts teachers should be mainly responsible for leading, creating, and sustaining a school's arts integration initiatives.**

Authentic arts integration happens when *all* stakeholders—teachers, administrators, students, families, community members, and arts partners—support an arts integration approach, understand its value, and work collaboratively to create an arts-rich environment throughout the school.