

Arts Integration Checklist

Some educators confuse any effort to include the arts in their classroom with arts integration. While all types of arts-based instruction are encouraged, it is helpful for educators to know when they are engaged in arts integration. To achieve this awareness, an Arts Integration Checklist is provided. Educators answering “yes” to the items in the Checklist can be assured that their approach to teaching is indeed integrated.

Kennedy Center’s definition of Arts Integration

Arts Integration is
an **APPROACH to TEACHING**
in which students construct and demonstrate
UNDERSTANDING
through an **ART FORM**.
Students engage in a
CREATIVE PROCESS which
CONNECTS an art form and another subject area
and meets **EVOLVING OBJECTIVES** in both.

Approach to Teaching

- Are learning principles of Constructivism (actively built, experiential, evolving, collaborative, problem-solving, and reflective) evident in my lesson?

Understanding

- Are the students engaged in constructing and demonstrating understanding as opposed to just memorizing and reciting knowledge?

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 they observe? Or something original?
- Will the students revise their product / creation?

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 Integration Rubric

	Content	Process	Product
4 Exemplary	<p>Student work clearly demonstrates</p> <ul style="list-style-type: none"> • understanding of the academic standard(s) through accurate representation • understanding of the arts standard(s) through accurate representation 	<p>Student work clearly demonstrates</p> <ul style="list-style-type: none"> • growth in use of inquiry and higher order thinking skills • risk-taking • they are individually reflective of growth through the arts integration process • community building through collaboration 	<ul style="list-style-type: none"> • Congruence between the arts and content goals for the project • Increased awareness of relevance and purpose of the arts integration process
3 Accomplished	<p>Student work mostly demonstrates</p> <ul style="list-style-type: none"> • understanding of academic standard(s) through accurate representation • understanding of the arts standard(s) through accurate representation 	<p>Student work mostly demonstrates</p> <ul style="list-style-type: none"> • growth in use of inquiry and higher order thinking skills • risk-taking • individual reflection of growth through the arts integration process • community building through collaboration 	<ul style="list-style-type: none"> • Some congruence between the arts and content goals for the project • Mostly demonstrates increased awareness of relevance and purpose of the arts integration process
2 Developing	<p>Student work demonstrates minimal</p> <ul style="list-style-type: none"> • understanding of academic standard(s) through somewhat accurate representation • understanding of the arts standard(s) through somewhat accurate representation 	<p>Student work demonstrates minimal</p> <ul style="list-style-type: none"> • growth in use of inquiry and higher order thinking skills • risk-taking • individual reflection of growth through the arts integration process • community building through collaboration 	<ul style="list-style-type: none"> • Minimal congruence between the arts and content goals for the project • Minimal awareness of relevance and purpose of the arts integration
1 Beginning	<p>Student work does not demonstrate</p> <ul style="list-style-type: none"> • understanding of the academic standards and/or are not able to accurately represent understanding • an understanding of the arts standards and/or is not able to accurately represent understanding 	<p>Student work does not demonstrate</p> <ul style="list-style-type: none"> • use of inquiry and/or higher order thinking skills • risk-taking • individual reflection of growth through the arts integration process • community building through collaboration 	<ul style="list-style-type: none"> • Student work does not reflect art and content goals • Students do not self assess and/or demonstrate any awareness of relevance of the arts integration process