

artists *as* educators

Kennedy Center Seminar:  
**Laying a Foundation:  
Defining Arts Integration**

**NOTE TO  
PROSPECTIVE  
SEMINAR  
SPONSORS**

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## **INTRODUCTION**

**We're delighted that you are considering hosting the  
Kennedy Center Seminar,  
*Laying a Foundation: Defining Arts Integration.***

**To ensure this Seminar will meet your needs and aligns with  
your organization's approach to arts integration,  
please read the following pages.**

**The Seminar examines Kennedy Center's definition for arts  
integration. It answers the question, "What is arts integration?" The  
Seminar includes a one-hour example lesson, but the focus is on how  
the lesson embodies the definition rather than *how* to design arts  
integration lessons.**

**This Seminar is designed as a foundation and prerequisite for other  
Kennedy Center Seminars about residency planning and presenting  
as well as workshop planning and presenting.**

**If you decide to host the Seminar, please review the Agreement and  
complete the online Seminar request form.**

## ARTS INTEGRATION

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The Seminar helps teaching artists examine the definition for arts integration.

Read the definition.

If your organization has a different definition, include it on the Agreement Form (p. 8).

**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.

## EXPECTED RESULTS

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The Seminar's  
Expected Results are  
listed here.

### **By the end of the Seminar:**

Participants will know...

- A comprehensive definition for arts integration
- The meaning of key terms within that definition
  - That practice of arts integration is supported by current theories that are influencing and shaping education
    - About relevant resources

### **Participants will be able to:**

- Identify the key features of arts integration in a model lesson
- Reflect on their beliefs and practice related to arts integration

### **Participants will appreciate:**

- The changing view of the purpose of education and how arts integration is aligned with that view

## THE ARTS IN SCHOOLS

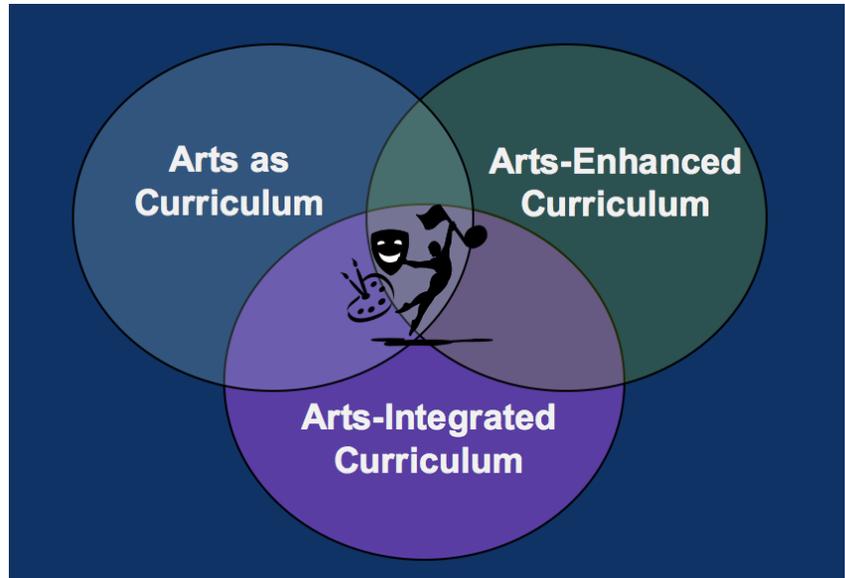
**NOTE TO  
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The Seminar introduces three ways the arts are taught in schools.

All three are necessary and important.

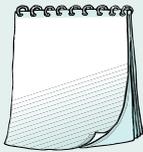
However, this Seminar focuses exclusively on arts integration.



All the ways (arts as curriculum, arts-enhanced curriculum, and arts integrated curriculum) are supported by arts experiences—attendance at performances and exhibits by professional artists.

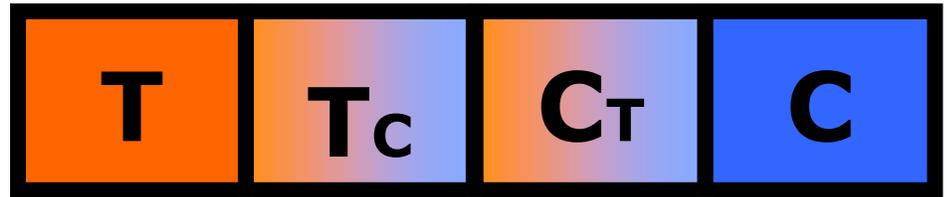
# ARTS INTEGRATION IS AN APPROACH TO TEACHING

## NOTE TO PROSPECTIVE SEMINAR SPONSORS



The Seminar examines approaches to teaching--both T (traditional) and C (Constructivist).

Although the arts can be taught using any approach, the Seminar states that arts integration requires a Constructivist or predominantly Constructivist approach to teaching.



## CONSTRUCTIVISM

Constructivists view learning as an active process of creating, rather than acquiring, knowledge. Students are actively engaged in learning by doing, questioning, exploring, reflecting, and assessing.

### WHAT IS LEARNING?

Learning is a change in our understanding. Knowledge as not fixed; it is dynamic.

Learning is...

Actively built/constructed

Experiential

Reflective

Evolving

Collaborative

Problem-solving

Constructivists believe students have personal experience, feelings, and beliefs that impact their interpretations of experience.

### ROLE OF THE TEACHER

The role of the teacher is to create a collaborative, problem-solving environment where students make discoveries and to construct meaning from these discoveries.

# WHAT IS UNDERSTANDING?

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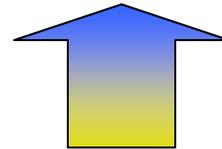
The Seminar states that arts integration builds students' *understanding*.

Understanding is built on knowledge.

But knowledge alone does not equal understanding.

## UNDERSTANDING

- Make sense of many distinct pieces of knowledge
- Take facts and skills and *use* them widely, and effectively  
  
Ability to *use* (or “apply” in Bloom’s sense)
- Requires a creative, thoughtful, and active mind
- Ability to draw inferences



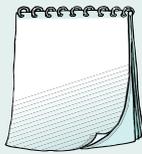
## KNOWLEDGE

- Facts
- Information that is known
- Requires taking in and recalling from memory
- Usually taught through lecture, repetitive drill, and memorization
- Learners simply plug in information

Based on: Wiggins Grant and Jay McTighe. *Understanding by Design*, Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

# PROCESS **AND** PRODUCT

## NOTE TO PROSPECTIVE SEMINAR SPONSORS



The Seminar states that in arts integration both process and product are important.

When students participate in the creative process, they create a product.

**P**ROCESS (n.)—  
a method of doing  
or producing something

**P**RODUCT (n.)—  
what you create;  
the final result of a process;  
any work created as a  
result of artistic effort

**P**RODUCTION / **E**XHIBIT (n.)—  
a staging or presentation of work;  
what you do with what is created

## Options for Next Steps



After the Seminar, Sponsors follow-up with *Next Steps*. Below are listed options for Sponsors to consider for follow-up. Sponsors may pick and choose among the options or add their own. Sponsors should discuss their plans with the Seminar Leader before finalizing them. At the conclusion of the Seminar, Sponsors distribute a page to participants listing the *Next Steps* they will offer.

### [Option 1]

#### **Follow-Up Meeting:**

[Sponsors name(s)] will bring together the Seminar participants to continue the discussion about arts integration. [Mileage reimbursement /continental breakfast and lunch/honorarium] will be provided. This follow-up meeting will be held on [date] at [location]. All those who participated in the Seminar are invited to attend.

- **Topic 1: Examining the Arts Standards**  
Examine relevant standards and explore possible connections between their art form and other subjects in the curriculum.
- **Topic 2: Exploring Mutually-Reinforcing Connections**  
Working with other teaching artists in your art form, refer to the *Arts Integration Checklist* and discuss ideas for making connections between your arts focus and the curriculum or a concern/need. Connections are mutually reinforcing and meet objectives in both the arts and the other subject area.
- **Topic 3: Arts Integration is an Approach to Teaching**  
Participate in a session, led by an educator, to learn more about the Constructivist approach to teaching.

### [Option 2]

#### **Draft Your Own Belief Statement**

At a meeting, further examine the Belief Statement provided in the binder and work with colleagues to draft your own version.

### [Option 3]

#### **"Google Group"**

Participate in a "Google Group" for selected articles to read and comment on; arranged for and facilitated by [Sponsor].

### [Option 4]

#### **Get Information**

Add your name to [sponsors'] our mailing list and attend [residencies for students] or [workshops for teachers led by Kennedy Center teaching artists.]

### [Option 5]

#### **Book Club**

Join a book club arranged by [Sponsor] to read a selected book and participate in an in-depth exploration of the content and how it applies to your practice of arts integration.

Continued →

*[Option 6]*

**Study Group**

[Sponsor or Participants] arrange for a study group that meets regularly to read about and discuss a mutually agreed-upon topic.

*[Option 7]*

**How to Apply to Work with Us**

[Sponsor] describes the type of work needed and how teaching artists might develop and apply for that work.

## AGREEMENT

**If, after reading the information and discussing it with a Seminar Leader or Kennedy Center staff, you would like to host this Seminar, please confirm that you have read and understand the following by checking the appropriate box on the online Seminar Request Form.**

### Arts Integration

I have read the Kennedy Center's definition of arts integration and it is:

consistent with our definition

**OR**

Our organization uses a different definition for arts integration; it is listed below:

### Expected Results

I understand the Seminar's Expected Results.

### The Arts in Schools

Although the arts are taught many ways in schools, I understand that the Seminar focuses exclusively on arts integration.

### Arts Integration is an Approach to Teaching

I understand that the Seminar states that arts integration thrives when teachers work from a Constructivist learning philosophy.

### Understanding Builds on Knowledge

The Seminar states that arts integration uses knowledge to build understanding.

### Process and Product

The Seminar states that both process and product are part of creative work.

### Next Steps: Requirements for Sponsor Follow-up

After the Seminar, I understand that the Sponsors provide feedback and guidance to the teaching artists as they continue to develop their understanding of arts integration. We are committed to offering this feedback and guidance.

I recognize that if individuals, other than the Sponsors, will provide the follow-up, they are required to observe all Seminar sessions.