

Morning Breakout Session - Arts Integration

Session facilitators: **Kim Leavitt, Phoenix Symphony**
 Sara Stewart, Arts Integration Solutions

- Session began with introductions and a movement exploration
 - Participants moved around the space, creating different shapes and angles
 - After stopping with partner, everyone shared their experience with arts integration
 - How has everyone evolved his or her practice
 - Consider what changes each has person heard of, observed or adopted into arts integration
 - Common core is affecting districts; some are supported more than others
 - Think about change, how it affects you
- Kim Leavitt presented her experience in arts integration implementation
 - Authentic arts integration is a method of teaching; it's a primary pathway to learning other subjects.
 - For arts integration to be authentic it has to be connected to different methods
- Methods of Teaching
 - Professional development
 - Used to assist teachers to understand arts integration.
 - They might have their own ideas on integration
 - These ideas, combined with arts integration standards can be gathered and put into lesson plans
 - All teachers can benefit from professional development on some level
 - Primary Pathways
 - Collaboration between teachers, specialists - idea of Frank Lloyd Wright teacher collaboration
 - Collaboration - math teacher exploring Frank Lloyd Wright artwork integrated it with text for subject. Next, a visual arts teacher built on Frank Lloyd Wright artwork integrated it into her lesson plan. Teaching artist then met with students, graphed students as if they were points on graph, was able to talk about geometry as it being 2-D and 3-D, using art as a reference. Three teachers then talked to students about Frank Lloyd Wright - students could use geometry to be someone like Frank Lloyd Wright, were able to learn class content through integration of one artistic subject. The collaboration was important component in the lesson plan. This concept will work if the district supports collaboration.
- Support
 - School administrators can go to district for support, grants.
 - Data from Tennessee implementation online:
http://www.tn.gov/arts/value_plus_schools.htm
- Arts Integration can be used to leverage change
 - Internal changes are easy, external ones are more difficult
 - Professional development can be used to implement arts integration
 - Authentic arts integration is tailored to individual schools

- Policy changes
 - Arts Integration for STEM
 - Can it be used to explore big ideas?
 - Next generation science standards have cross-cutting themes.
 - Science and other subject texts' can be combined with/can integrate dance, music, theater, etc.
 - Incorporating art affects cognitive development
 - Positive changes have been noticed in students who learn through arts integration
- Mind Over Music (see additional resources on conference website, www.azarts.gov/jaec)
 - STEM initiative
 - K-5
 - Teacher Training
 - Musician Training
 - Team-teaching
 - Quasi-experimental
 - This is an arts integration tool
 - Students are asked to use critical thinking skills
- Questions?
 - Have art teachers needed to be re-taught to implement these ideas?
 - For some teachers, training on arts integration will assist gaining new knowledge. Art specialists have pressure to produce within their area, so this implementation will help to alleviate some stress. The benefits of re-training to implement benefits school as a whole.
 - How does time play into implementation?
 - Letting the district know the amount of time needed will help. Arts integration specialists collaborate with teachers, staff.
 - They are upfront with teachers; teachers need to find time, meet with each other on lunch breaks, find time for meetings, etc.
 - If one teacher accepts ideas of collaboration, others will follow. It's about baby-steps; administrators will then be more open to the adoption of the ideas.
 - Can the process of adopting implementation outside of school setting be addressed, i.e. afterschool or community programs?
 - There is a lot more room to develop programs and professional development.
 - Some after school programs are more open to new ideas.
 - There can be more opportunities here.
 - It seems that you can get to results faster since there are not as many road blocks.
 - Arts integration programs do not want to sacrifice substance - arts content that is taught must be authentic, however. Make sure to look at the natural pairings that will work with particular subjects.
- Ideas to think about
 - How do you leverage change for yourself?
 - How do you leverage change for your school?
 - Connect with teachers on standards
 - Many times it takes an art integration specialist to take the first step. Once the data for collaboration is available, take that information to school administrators/teachers.