

Arts Integrated Units of Instruction

One Model

Brainstorm as partners (teachers, artist, arts organization) **ways to integrate:**

- Thematically (i.e. slavery)
- Conceptually (i.e. synthesis)
- Similar needs or challenges (gap analysis)

Set Goals for each core area of the curriculum including the arts (design with the end in mind)

- 1-3 goals (outcomes) for each curriculum area and identify the NYS Standards and Performance Indicators for each
- Construct an essential question to help guide the learning
- Identify content and skills to be taught by all partners (lesson development)
 - Map out what is going to be taught before, during, in-between and after the artist visit (or arts event)
- Determine ways to assess the teaching (measure criteria with rubrics, post unit reflection etc.) and student learning (performance assessments: project or performance with rubrics, portfolios, journal writing, pre/post testing etc.)

Identify Resources:

- Internal resources:
 - Materials/equipment on hand at the school
 - School staff that could help with the unit (i.e. art, music, and technology teachers; custodial staff)
 - Physical space needed (i.e. auditorium; alternative classroom space)
- External resources:
 - Donated materials from community and businesses
 - Community entities (museums, government, service organizations)
 - Other experts who could volunteer time (including parents)

Schedule and Logistics (ways of working together):

- Teach as a team, same time, same place with one teaching plan of instruction
- Teach in different classrooms, but in the same general time period with predetermined instruction that supports each other
- Teach at different times of the year, but with the awareness of what has been taught previously—reinforcing previous lessons and extending the learning
- Classroom teacher **always** co-teaches with the teaching artist for these reasons:
 - To help students make connections in the curriculum—both before, during and after the artist's visit
 - For special needs and/or discipline consistency
 - Liability

Timeline and Costs (include all aspects of the project from planning to post evaluation):

- Arts integrated units may happen over a period of days or a whole year depending on the need and money available
- Having time in-between artists' days is beneficial for student learning and reflection but may not always be possible due to the availability of the artist/arts organization and/or costs involved.