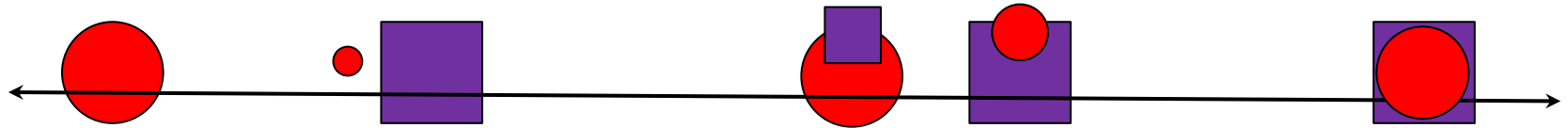
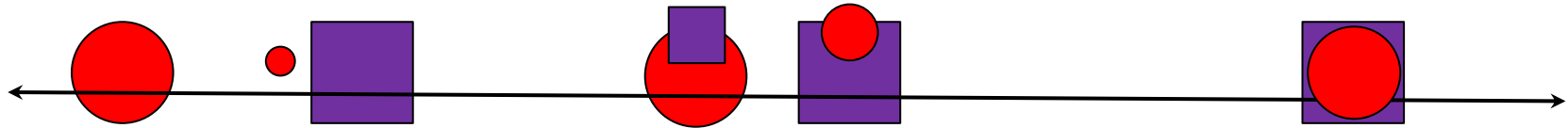


Arts Integration Continuum of Models | Crosswalk with Artistic Processes and Examples

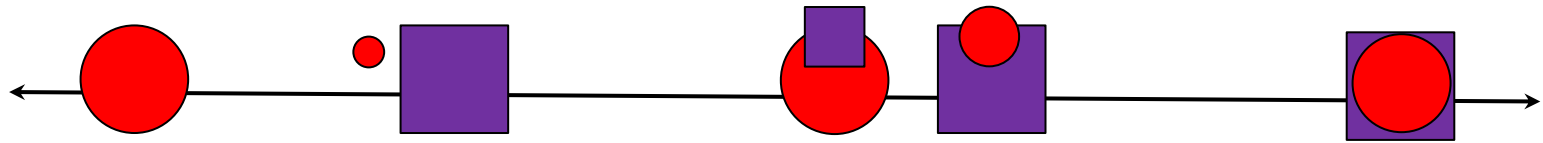


	Arts as Curriculum	Arts-Enhanced Lesson(s) or Unit	Arts Integrated Lesson(s) or Unit <i>(one subject is most important)</i>	Arts Integrated Lesson(s) or Unit w/ Artist-in-Residence <i>(one subject is most important)</i>	Arts Integrated Lesson(s) or Unit <i>(with two equal subjects)</i>
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Teachers	Taught by a teacher with appropriate arts license	Used by non-arts teacher who does not necessarily have deep familiarity with or training in the art form	Teacher of the most prominent subject plans, delivers, and assesses learning in consultation with other teacher	In consultation with teaching artist, host teacher plans, delivers, and assesses learning	Teachers of both content areas collaborate to plan, deliver, and assess learning
CREATE <i>Generate original work</i>					
PERFORM/PRESENT <i>Share existing work using interpretive or re-creative skills</i>					
RESPOND <i>Observe, describe, analyze, interpret, evaluate</i>					
CONNECT <i>Relating work with personal meaning and external contexts</i>					

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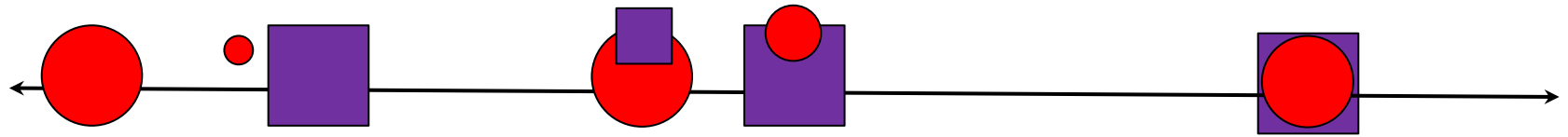
A FEW EXAMPLES...	Arts as Curriculum	Arts-Enhanced Lesson(s) or Unit	Arts Integrated Lesson(s) or Unit <i>(one subject is most important)</i>	Arts Integrated Lesson(s) or Unit w/ Artist-in-Residence <i>(one subject is most important)</i>	Arts Integrated Lesson(s) or Unit <i>(with two equal subjects)</i>
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CREATE <i>Generate original work</i>	Students rehearse and revise a devised or scripted work using theatrical staging conventions.			Students create a photo series exploring the topic/theme of “community” through collaboration with a teaching artist.	Through collaborative teaching, students learn from both an art and science teacher as they explore and balance learning about both aesthetic considerations and ecological impact of construction of buildings through architectural pop-up books.
PERFORM/ PRESENT <i>Share existing work using interpretive or re-creative skills</i>		Students use tableaux to demonstrate plot points, narrative structure, and character development in an ELA literacy lesson.	Students analyze line, shape, and color in a painted self-portrait, and then respond through a danced self-portrait.		Students receive collaborative feedback and revise preliminary architectural sketches and prototypes of their architectural designs. They will also defend choices made through collaboration.
RESPOND <i>Observe, describe, analyze, interpret, evaluate</i>	Students identify and describe elements that create contrasting performances of the same piece of music.			By working with an artist in residence, students can observe, identify, explain, and analyze the ways that music, dance, theater, visual, or media arts are used to represent and shape cultural identity, including the arts of MN American Indian tribes and communities.	Students develop personal criteria which are relevant to understanding their combination of scientific and artistic considerations within their design phases and resulting architectural pop-up book.
CONNECT <i>Relating work with personal meaning and external contexts</i>		Students make a visually engaging “personal stats” journal, connecting statistics to everyday life in a way that makes them relevant.			Students connect personal ideas about the value of aesthetics within creating architecture in our communities and the value of preservation of our buildings. They also consider multiple perspectives regarding new construction of architecture and its impact on the environment.



How might a unit appear across the curriculum in different forms of arts integration?	Arts as Curriculum	Arts-Enhanced Lesson(s) or Unit	Arts Integrated Lesson(s) or Unit <i>(one subject is most important)</i>	Arts Integrated Lesson(s) or Unit w/ Artist-in-Residence <i>(one subject is most important)</i>	Arts Integrated Lesson(s) or Unit <i>(with two equal subjects)</i>
<p>Create and perform an original scene, short play, guided drama, or “panel of experts” piece about human impact and sustainability in Earth’s systems (6th grade theater + science standards)</p>	<p>Students build knowledge/skills and meet benchmarks in the arts area</p>	<p>An arts experience is used as a “hook” towards meeting benchmarks in a non-arts area</p>	<p>Address benchmark(s) in an arts area + a second subject, but one subject is given more attention than the other</p>	<p>Address benchmark(s) in an arts area + a second subject through a residency</p>	<p>Explore deep learning in an arts area + a second subject through big ideas, EQs, EUs, and meet benchmarks in both subjects</p>
<p>Students work with the theater teacher to meet the following benchmarks (and more):</p> <p>4.6.2.3.1 Revise original ideas and artistic choices in a devised or scripted work.</p> <p>4.6.3.5.2 Apply various physical choices to communicate character in a work.</p> <p>4.6.4.8.2 Describe the aesthetics of the production elements in a work.</p> <p>4.6.5.10.1 Select themes or social issues...and express them through a work.</p> <p>(*These would also be used in the green column for full arts integration.)</p>	<p>Science teacher assigns students to this unit, with the primary purpose of demonstrating their knowledge of the impacts of climate change. Students are NOT assessed on their dramatic writing, characterization, or performance skills.</p> <p>This school either does not have a licensed theater educator on staff OR the two teachers do not have the time to plan and scaffold this unit together.</p>	<p>Science teacher assigns this unit, and has a few conversations with the theater teacher to understand which benchmarks students are working on so that they can continue building those theater skills in this science class project. However, students are NOT assessed on their dramatic writing, characterization, or performance skills.</p> <p>This school may have a licensed theater educator on staff, but the two teachers do not have significant time to plan and scaffold this unit together.</p>	<p>Science teacher brings in a theater artist from the community to work with students on creating scripts, physical and vocal characterization, and/or puppets for their performance pieces.</p> <p>This school either does not have a licensed theater educator on staff OR the outside theater artist may have specific expertise (i.e. puppetry) that is needed for the unit. Ideally, if a licensed theater educator is on staff, they are a part of the planning for this unit.</p>	<p>Science teacher and theater teacher work together to plan this unit, beginning with a big idea. Science standards and theater standards are scaffolded, taught, and assessed by the two teachers working together.</p> <p>6E.1.1.1.3 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p>6E.2.1.1.3 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p>6E.3.2.1.3 Apply scientific principles to design a method for monitoring and minimizing human impact on the Environment.</p>	

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WHY Incorporate the Arts?					
WHO Do you need?					
WHAT Arts Skills & Knowledge?					
WHAT Time, Resources & Support?					