THE ARTS INTEGRATION LADDER: Building Buy-In One Rung at a Time

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ABOUT ME

An Introduction for our Time Together

ARTS TEACHER | ARTS INTEGRATION SPECIALIST | CURRICULUM INNOVATION SPECIALIST | FOUNDER OF EDCLOSET
WHAT IS ARTS INTEGRATION?
Arts Integration is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts.
ROLE OF THE ART TEACHER

ART TEACHER
Art content first!
Skills and Processes

COLLABORATOR
Co-teaching
Collaborative Planning
Modeling

ADVOCATE
Gallery shows
Art nights
Sharing at PD events
ROADMAP TO BUILDING BUY-IN
CREATE A TEAM

Who do you want on there?
How will you recruit?
How big should it be?
CONQUER RESISTANCE

What are “pain points” for people?

How can you address each area of concern?
BUY-IN ROADMAP
How to get from here to there

LADDER OF INTEGRATION

How do you begin?
What ensures that the art is treated with integrity?
How do you know if it’s working?
How do you recognize efforts without being cheesy?
When do we celebrate?
TEAMWORK
MAKES THE DREAM WORK
THINK:
WHO DO I WANT ON THIS TEAM?
<table>
<thead>
<tr>
<th>TEAM CHECKLIST</th>
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<tbody>
<tr>
<td><strong>CLASSROOM (2-6)</strong></td>
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<tr>
<td>- At least 2 different contents (primary/secondary, english/math)</td>
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<tr>
<td>- 1 Naysayer</td>
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<td>- 2+ Risk-Takers with positive focus</td>
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<tr>
<td><strong>ARTS (2-3)</strong></td>
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<tr>
<td>- Others who already make connections</td>
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<tr>
<td>- 1 Naysayer</td>
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<tr>
<td>- People who are active in the school staff</td>
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<tr>
<td><strong>LEADERSHIP (2-3)</strong></td>
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<td>- Team leaders (may overlap)</td>
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<tr>
<td>- Administration</td>
</tr>
<tr>
<td>- Student leader (optional)</td>
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<tr>
<td><strong>COMMUNITY (2-3)</strong></td>
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<tr>
<td>- Business leaders</td>
</tr>
<tr>
<td>- Parents/PTA Members</td>
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<td>- Local arts council members</td>
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<td>- Non-profit organizations</td>
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**LIMIT TO 10 OR LESS!**
PROMOTE BENEFITS AND FEATURES

BENEFITS

Results you get from taking action

FEATURES

Tangible qualities of the idea

BENEFIT: Increase student achievement in math and reading by 20%

FEATURE: More hands-on learning and less rote teaching
CONQUERING RESISTANCE
1. Create a list of pain points for each team member category.
2. Be READY to address each of those pain points head on with a possible solution.
3. Make sure your solutions are realistic and easy to digest.
There’s no time to do this!

I’m not an artist.

It’s “One More Thing” to add to my plate.

Gather resources, lessons, materials that are already created.

Start small and with their access point.

Show how it weaves into what they are already doing.
RESISTANT POINT

This will be used to replace us.

There is lack of integrity to my arts area.

We’ll become a “dumping ground”.

READY RESPONSE

Arts Integration isn’t possible unless the students have learned the arts skills first.

By actively working with classroom teachers, we can correct poor implementation

Arts Integration provides us with more opportunities to showcase the importance of the arts and advocate for our own efforts.
LADDER OF INTEGRATION
Arts Integration doesn’t happen all at once.

No matter where you are in your journey, remember that it’s a PROCESS.
SHOW AND TELL

SHOW FIRST, THEN TELL

- View a sample AI Lesson/School
- Showcase a strategy at a staff meeting
- Invite students to share a strategy you used
- Share a video of a lesson you did at a school event.
- Bring in a Teaching Artist
VISUAL THINKING & ELEMENTS

- Identify common vocabulary using the elements of art
- Sketch noting
- See/Think/Wonder
- iNotice3
- Badge Craft
CURRICULUM MAPPING

- Look for VERBS between your standards and other content areas
- Don’t force connections - only select 2-3 standards to start
- Create a grid connecting content and art standards and a lesson “seed”

**operations and algebraic thinking**

<table>
<thead>
<tr>
<th>Math Standard</th>
<th>Arts Standard</th>
<th>Lesson Seed Idea</th>
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<tbody>
<tr>
<td>1.OA.C.4: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</td>
<td>VA.CT-1.b: Use observation and investigation to make a work of art.</td>
<td>Create a city architecture that shares some total numbers of rooms in buildings using different configurations. For instance, one house could have 4 rooms on the main floor and 4 rooms on the top floor. Another could have 4 rooms on the bottom floor, 3 rooms on the second level and 1 room for the attic.</td>
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<tr>
<td>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</td>
<td>VA.CT-1.b: Propose potential choices characters could make and/or potential new endings to plot and story within process drama.</td>
<td>Create an if-then interactive drama/ improvisation using true and false equations. Students pose an “if” question through a dramatic representation. For instance, students could act out “If Charlie had 2 apples and he gave one away,” and then partner or partner group would act out the solution. i.e. “then, Charlie would only have 1 apple left”. Students must act immediately, not planning their actions.</td>
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START SMALL! 2-3 PER YEAR.

- Use your curriculum map to create a lesson plan together
- The lesson should take place AFTER you have taught the skills/ processes explicitly in each class (art and classroom)
- Assess BOTH the content and the arts standard
DOCUMENTING EVIDENCE

COLLECT A VARIETY OF WORK

- Student Interviews
- Thinking Routines/Journal Entries
- Post-it Statements & Inquiries
- Artistic Critiques
- Videos/transcriptions of the project process
- Portfolios of assignments and the process
- Student or Teacher Blogs
- Surveys
- Concept Map
- Compositions
- Student peer reviews
- Presentations/Gallery Shows
CELEBRATIONS
REMEMBER:
PEOPLE NEED TO FEEL SINCERELY **VALUED** WHEN TRYING SOMETHING NEW.
# CELEBRATION IDEAS

## SMALL ITEMS
- Small, handwritten notes on distinctive paper
- Celebration “Lift Up Notes” on a bulletin board in the staff lounge
- Feature in the weekly/monthly newsletter
- Quick email of appreciation
- 1-hour early leave coverage
- Complimentary lunch/morning muffin with a thank you note

## BIG ITEMS
- Video showcase at the end of the year
- Highlights at parent events
- Community night
- Bulletin board showcase in the Front Hallway of the best lessons of the month

**PICK 2 SMALL & 1 BIG ITEM PER YEAR**
30 DAY JUMPSTART PLAN

CREATE A FEATURES/BENEFITS LIST
☐ Benefits to this approach
☐ Features of this approach

WHO DO YOU WANT TO WEAR YOUR JERSEY?
☐ No more than 10 people
☐ Mix of backgrounds
☐ Be ready for resistance

LET PEOPLE SEE THE PROCESS IN ACTION
☐ Visit other schools
☐ View online (TeachingChannel.org)
☐ Staff Meetings

BEGIN SIMPLY
☐ Watch a lesson/strategy in your room
☐ Try a simple strategy in their room
☐ Bring in a Teaching Artist
☐ Schedule a collaborative planning

HIGHLIGHT HOW IT’S GOING
☐ Pick a celebration “routine” for catching great moments
☐ Share at staff meetings
☐ “Celebrate-able Moments” board in staff lounge
☐ Video Highlights Reel
QUESTIONS? GET IN TOUCH!

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