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## NCMA Independent Study

### *General Overview*

Independent Studies are the NCMA's version of micro-credentials, a form of personalized, self-directed professional development in which teachers demonstrate mastery of a specific topic or approach to learning. Independent Studies are completed online and do not require onsite attendance at programs. Participants can earn up to .5-1.5 CEUs depending on the topic.

### Overview - Introduction to Arts Integration

This document will serve as your primary resource in developing the artifacts for your Independent Study focused on an **Introduction to Arts Integration**. It contains the definition for the competency you will be developing, the research that supports that competency, resources to help you develop your artifact, and directions for creating and submitting your artifact.

**Timeframe:** Plan for up to 5 hours to complete this Independent Study

**Credits:** 5 hours of Participation (equal to .5 CEU once approved by your district)

This document is divided into five parts to help guide your Independent Study.

1. **Set the Stage for Learning** - get familiar with the competencies this independent study will explore, consider the needs of your classroom and review the requirements for submitting your portfolio
2. **Build Knowledge** - use the resources provided as well as your own to build knowledge and skill
3. **Design and Implement** - apply your knowledge and skill to design a lesson plan you will practice and implement in your classroom
4. **Develop and Upload Artifacts** - create a set of artifacts in order to provide evidence that you have met the demonstrated outcomes.
5. **Get Feedback** - once your portfolio is submitted, a certified assessor will review it and provide concrete feedback.

## PART 1 - SETTING THE STAGE

*Become familiar with the competencies this independent study will explore, consider the needs of your classroom, and review the requirements for submitting your portfolio*

**Competency Defined** - Which competency will you focus on?

- **Introduction to Arts Integration** - This independent study focuses on your mastery of communicating an introductory understanding of the definition, benefits, and approaches of arts integration and advocacy for arts in education.

**Key Method** - *How will you show what you've learned?*

- First you will analyze current research and resources to gain an understanding of how the arts might support learning across the curriculum. After analysis, you will determine the benefits of arts integration and the value of arts in your own classroom and develop an infographic to communicate those key ideas to students, parents, administration, colleagues or other key stakeholders.
- This document provides [Guidelines for Portfolio Submission and Review](#)

**Method Components** - *What must be addressed?*

**1. Understanding and Application of Arts Integration**

- **WHAT is Arts Integration?**  
Arts integration is an approach to teaching and learning in which the arts and another subject area are taught together with the intentional purpose to make connections, foster creative and critical thinking, and develop awareness of multiple perspectives. Arts integration goes beyond using art forms to enhance a lesson and instead uses art and art standards to drive standards-based learning in multiple content areas.
- **WHY Arts Integration?**  
The North Carolina Museum of Art believes that the arts are essential to all classrooms. Integrating the arts helps collapse the walls of the traditional classroom and make students more aware of the interdisciplinary 21st century world they inhabit.

[Kennedy Center's extended definition](#)

NCMA - [Arts Integration Impacts and Indicators](#)

**2. Arts Advocacy**

While arts integration can be a highly successful approach to teaching and learning, many educators and administrators are unaware of this model. Your advocacy can be the catalyst for other educators and create a positive culture toward arts integration over time.

**PART 2 - BUILD KNOWLEDGE**

Use the following resources provided as well as your own to build knowledge and skill around integrating art and literacy.

**Supporting Research** - *research and resources to support the key method and competency*

Eisner, E. (2002). The Arts and the Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Retrieved from <https://www.arteducators.org/advocacy-policy/learning-in-a-visual-age>

Hardiman M., Rinne L., Yarmolinskaya J. (2014). *The Effects of Arts Integration on Long-Term Retention of Academic Content*, Volume 8 No. 3

[https://drive.google.com/file/d/1cKX\\_-u\\_7Xs8mWLIS0GhUq5F4AEna7Ui/view](https://drive.google.com/file/d/1cKX_-u_7Xs8mWLIS0GhUq5F4AEna7Ui/view)

Tucker, S. D.(2017). *The Effects of Arts Integration on Literacy Comprehension Achievement. (Doctoral dissertation)*. Retrieved from <https://scholarcommons.sc.edu/etd/4205>

The President's Committee on the Arts and the Humanities, (2011). *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*

[https://drive.google.com/file/d/1\\_5X7tQFjiUbVvf38aZ0dHiJYVY5YzVoy/view](https://drive.google.com/file/d/1_5X7tQFjiUbVvf38aZ0dHiJYVY5YzVoy/view)

Sacramento County Office of Education, (2008). *Perspectives on Arts Education and Curriculum Design*, Retrieved from

<https://ccsesaarts.org/wp-content/uploads/2015/01/Perspectives-on-Arts-Education-and-Curriculum-Design.pdf>

#### **Books--**

*Renaissance in the Classroom: Arts Integration and Meaningful Learning.*

Ed by Gail Burnaford, Arnold Aprill, Cynthia Weiss

Pub 2001

Caterall, James. *Doing Well and Doing Good by Doing Art: A 12-year National Study of Education in the Visual and Performing Arts*. Los Angeles: Imagination Books, 2009.

*Putting the Arts in the Picture: Reframing Education in the 21st Century*

Edited by Nick Rabkin and Robin Redmond

Chicago: Center for Arts Policy at Columbia College Chicago, 2004

Whitesitt, Linda and Elda Franklin. *The Arts Book: Designing Quality Arts Integration with Alignment, Rigor, Teamwork and Sustainability*

A dynamic resource for integration is a book written by Marshall and David M. Donahue titled *Art-Centered Learning Across the Curriculum*.

**Resources** - Articles, videos, teaching resources, literacy, and arts resources to support the development of your artifact

#### **Art Education Advocacy Articles**

ArtsNC Advocacy Resources

<https://artsnc.org/arts-education/advocacy-resources/>

Americans for the Arts - Arts Education Action Kit

<https://www.americansforthearts.org/by-topic/arts-education/arts-education-action-kit>

Americans for the Arts - Advocacy Toolkit for Individuals and Organization

<https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/legislative-issue-center/advocacy-toolkit-for-individuals-and-organizations>

National Assembly of State Arts Agencies- Support for Arts Education Fact Sheet

[https://nasaa-arts.org/nasaa\\_research/arts-ed-grant-making-fact-sheet/](https://nasaa-arts.org/nasaa_research/arts-ed-grant-making-fact-sheet/)

NAEA (National Art Education Association) Advocacy Made Simple

<https://www.arteducators.org/advocacy-policy/articles/51-advocacy-made-simple>

## PART 3: DESIGN AND IMPLEMENT

It's now time to design a tool to advocate for the arts and arts integration in your school environment. The infographic might hang in your classroom, might exist on your web page, might be shared with families or your administration.

Use the components listed below to design your infographic.

### Arts Integration Infographic

Create an infographic to inform either **students** or **non-student stakeholders** (parents, other teachers, your school or community, etc.) about the value of the arts and arts integration. The content should address reasons why students should experience art and what they can gain from creating art. Content needs to be grounded in research-based sources that go beyond a quote or statement supporting the arts and arts integration.

Choose a design tool that works for you. Create a slide in powerpoint, use [canva](#), use photoshop, or feel free to hand draw it. No matter the tool you use it should be well crafted, ready to be presented, and address the following:

- Why the arts and arts integration are beneficial
- Overall impact the arts and arts integration will have on the classroom
- Addresses reasons why students should experience art and what they can gain from creating art.
- [Guidelines for Portfolio Submission and Review](#)



Do you need support developing your infographic?  
Reach out to an NCMA Educator at [ncmateachers@gmail.com](mailto:ncmateachers@gmail.com)

## PART 4 : DEVELOP AND UPLOAD ARTIFACTS

Create a set of artifacts in order to provide evidence that you have met the demonstrated outcomes.



Do you need support developing and uploading artifacts?  
Reach out to an NCMA Educator at [ncmateachers@gmail.com](mailto:ncmateachers@gmail.com) after reviewing the criteria below.

### Portfolio Guidelines & Evaluation Criteria

- Your portfolio must include **2 parts** -
  - **Part 1: An Introductory Overview, Reflection, and Works Cited**
  - **Part 2: Your infographic**
- Use the information below to guide you in the development of your artifacts. You can refer to the grading criteria within each part to understand how the assessor will review your work

#### Part 1: An Introductory Overview, Reflection, and Works Cited

Provide a brief but detailed description of your classroom or program context to help our assessor understand your current situation. Describe how you currently support arts integration in your classroom and describe how your school supports arts integration.

Additionally, share an overview of the intended audience and purpose for your infographic and what you learned from the process. Please include the following:

##### Classroom Background Info:

- What is the structure of education (e.g., blended, distance, face-to-face) in your school or position?
- What grade level or position do you serve in?
- What content area(s) do you teach?
- What language(s) do your students speak?
- Include other relevant information about your learners - Ex. - AG/EL/EC, advanced learners, socio-economic status, etc.

##### Intended Audience and Purpose

- Who is the infographic intended to reach?
- How will it be presented (a handout, on a web page, hung in the classroom or hallway, presented at a workshop or PD session)

- What impact do you hope it will make?

Infographic Info:

- The rationale used to design your infographic. How and why did you choose the format?
- Explain your goal for the infographic and specifically how it addresses the needs of your students and school

Works Cited

- Include a list of the resources used to inform your work

## Part 2: Infographic

Choose a design tool that works for you - create a slide in powerpoint, use [canva](#), use photoshop, or feel free to hand draw it. No matter the tool you use it should be well crafted and ready to be presented and address the following:

- Why the arts and arts integration are beneficial
- Overall impact arts integration will have on the classroom
- Address reasons why students should experience art and what they can gain from creating art.

Submit your copy of Portfolio Guidelines and Submission to [ncmateachers@gmail.com](mailto:ncmateachers@gmail.com)

## PART 5 : GET FEEDBACK

Once your portfolio is submitted a certified assessor will review it and provide concrete feedback. You should get a response within one week of submission.