



Chicago Arts Partnerships in Education

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## CRITERIA FOR ARTS INTEGRATION

The CAPE network was developed as a laboratory for arts integration, in which arts learning and other academic learning are explicitly connected, and where teachers and artist partners work together as co-planners and co-teachers. There are many fine programs that can be characterized as “arts enhancement”, in which teachers and artists cooperate, but do not collaborate. CAPE exists to support action research into arts integration, not arts enhancement. The following lists, distinguishing the two practices, were developed by Karen DeMoss as part of her FY 1999-2000 research study of student cognition in CAPE classrooms.

### OBSERVED CHARACTERISTICS OF ARTS INTEGRATED TEACHING

- **Clear activities, expectations, and outcomes:** Teachers clearly communicate to students the academic and artistic content areas to be covered, along with the activities and expectations for the arts integrated unit. The class actively pursues the content between artist visits.
- **Student work habits:** Students understand and incorporate the expectations and student responsibilities that are required of the arts integrated unit – such as set up and clean up processes, collaborative roles inside student work groups, peer critique procedures, and agreed upon classroom management rules.
- **Equal participation, connected instruction:** The teacher and artist participate equally in teaching, explicitly connecting and reinforcing each other’s instruction, and modeling coordination, cooperation, and mutual support. Both support what the other teaches in the classroom and are able to shift roles, with the classroom teacher sometimes addressing arts content, and the artist sometimes addressing academic content.
- **Content integrity:** Artists and teachers both maintain the integrity of their content areas.
- **Applied arts concepts:** Art concepts are actively applied to investigate and deepen academic content.
- **Democratic inclusion:** All students have clear, focused, and active roles.

### Observed characteristics of Arts Enhancement

- **Content coexistence vs. interaction:** The arts and academic content areas coexist but do not substantively interact. The arts and academic content areas are both addressed during classroom sessions, but are separated and prioritized. If the priority is on the arts content, there is typically very little inclusion of the academic content area during arts instruction, with little press for students to consider more deeply the academic study area. The academic content serves primarily as a vehicle for the elements of the art form that the class has learned. On the other hand, if the priority is on academic instruction, the arts learning consists of activities to present content, rather than applied concepts to investigate content.
- **Division of labor:** Arts enhancement is characterized by a division of labor, with the artist invested in the arts content and the classroom teacher invested in the academic content.
- **Variations in student involvement:** An art enhancement approach may show variations in student involvement, depending on students’ affinities for the art forms being taught.