



Chicago Arts Partnerships in Education

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CAPE Partnership Planning Assessment Form: Evidence of Arts Integration in a School

The arts are a meaningful presence in your school if there is evidence of the following indicators. Which ones apply to your school?

- Art in the hallways
- When kids are asked what's important in their school, they mention the arts
- Arts specialists (music, drama, art, dance teachers) are included in whole staff planning
- Artists are/have been present during the year
- Teachers involved in arts projects are communicating often with others who are not
- School staff and students are connected to art in the community
- There is a real relationship between the artists working with your school and the teachers, not to mention the students
- There is evidence of the arts in formal and informal teacher lesson plans
- The school calendar reflects the arts as it relates to other areas of the curriculum (for example, when the 6th graders are studying Egypt, they are also involved in making Egyptian hieroglyphic drawings and displaying them for the whole school)
- There is sharing of the arts with parents and community
- There is a connection between in-school and after-school programming in the arts
- There is evidence of the arts in reading and writing assignments
- The arts are a regular part of teacher-made tests and other assessments
- The arts play a role in in-services during a school year
- There is a pattern of the spreading of impact over several years; more teachers and students become involved and more grade levels are included
- There is planning time provided for teachers to integrate the arts collaboratively and there has been useful staff development for teachers to know how to use that planning time well

Which ones would be important as goals? How would you work toward the ones that are not evident right now?

From: Burnaford, G., Aprill, A., & Weiss, C. (2001). Renaissance in the Classroom: Arts Integration and Meaningful Learning. Mahwah, NJ: Lawrence Erlbaum Associates.