

arts in·te·gra·tion

1. an educational field that specializes essentially in relationships – between people, ideas, curricula, places, themes, and areas of study, with an emphasis on arts learning at the center of these relationships.
2. working with curricular intention to merge learning in the arts with learning in other academic subject areas.

AIMspeak

**WORKING DEFINITIONS
OF ARTS INTEGRATION TERMS**

anchor organization

the lead arts or educational organization that manages and facilitates an arts partnership and often serves as the fiscal agent to the project.

artist cadre

an intentional learning community of artists who meet on a regular basis to dialogue and debate the theoretical and practical questions and concerns of their work in schools and communities.

arts integration

1. an educational field that specializes essentially in relationships—between people, ideas, curricula, places, themes, and areas of study, with an emphasis on arts learning at the center of these relationships. 2. working with curricular intention to merge learning in the arts with learning in other academic subject areas.

arts partnership

intentional relationships initiated and developed between institutions and individuals who share programmatic and philosophical visions related to the arts and learning.

assessment

opportunities to measure and understand the effectiveness and impact of arts integration teaching and learning.

big idea

a generative, over-arching concept that helps shape an entire arts-integrated unit of study. The big idea is explored through multiple lenses across the curriculum and through various art forms as a way to generate new questions and deepen learning on a particular subject or concept.

community-based arts organizations (C.B.O.'s)

community organizations that have as their mission the development and delivery of youth development and arts programming, and who partner with schools to co-create arts integration programs.

critical response

a method of positive critical feedback developed by choreographer Liz Lerman to inspire and encourage all artists to return to their art making with a sense of purpose and confidence.

culminating event

a final showing to signify the end of a residency and celebrate both the process and product of arts-integrated learning.

curriculum coach

an experienced third party that mediates discussions between arts partners, teachers and artists to support the development of integrated curriculum.

curriculum share

a final, culminating event showcasing the collective efforts of an arts program to document and highlight the processes and products of arts-integrated learning.

documentation

the collection of project artifacts including student artwork, journal entries, process photography, audio clips, interviews, videos, written reflections, pre- and post-samples of student work, that serves to narrate an arts integration unit of study.

exit slip

a form used for assessment and reflection at the end of a classroom session, workshop or residency, typically comprised of three short questions about the learning experience.

inquiry

specific questions that help shape curriculum planning around a big idea. Inquiry questions are curiosity-threads woven into the arc of an arts-integrated unit.

inquiry-based learning

a teaching methodology that embeds participants' questions and curiosity into the design and delivery of integrated curriculum.

lead teacher

the teacher/leader within a school that has been identified as the point person and site coordinator of an arts partnership.

model works of art

examples of professional, historical, and student works of art that serve as informative structures for inspiration and creation of new work.

parallel processes

a theory of arts and literacy learning that supports and investigates the ways in which learning in and through the arts parallels the reading and writing process.

school steering committee

a leadership committee at the school level that helps to guide, set policy and manage the arts integration program at a given school. This committee usually includes the school principal, assistant principal, classroom teachers, art and literacy specialists, teaching artists, and anchor organization partners.

teaching artist

1. a professional artist who values teaching in and through the arts as much as art-making and seeks out opportunities to teach and learn in schools and communities. 2. a professional artist who views art-making as pedagogically valuable to all members of society.

text & image

engaging text as image and image as text as a way to "read" and interpret a world of symbols and meanings through art-making.