

The HUIC Arts and Humanities Conference

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Ala Moana Hotel, Honolulu Hawaii*

Workshop Title:

Integrating with Integrity – Music & Social Studies as Curricular Partners

Topics: Interdisciplinary Instruction; Curriculum Design; Arts Integration; Music & Social Studies; Concept-based Curriculum

Presentation format: Workshop

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Session Abstract

Curriculum integration that includes the arts has been a prominent topic among educators and curriculum designers for at least 25 years. There are many approaches, and multiple claims that support “using” the arts in the service of other subjects (Eisner, 1998; Catterall, 2002). Terms like ‘Arts Infusion’ (Luftig, 2000), ‘Arts Correlation’ (Snyder, 2001), or ‘Arts Integration’ (Burnaford, 1993) have been used and misinterpreted by many outside of the arts to promote student engagement (Fineberg, 1991; Butzlaff, 2002) and facilitate learning transfer (Betts, 1992) without regard to the intrinsic value of the arts themselves.

These often vague or superficial arts ‘activities’ are frequently topic- or theme-driven, and offer little or no real arts instruction – but serve, instead, to support a number of peripheral educational issues. Many researchers suggest that the arts contribute distinctly as well as collaboratively to a rich educational environment that is critical to a well-balanced curriculum.

The purpose of this workshop is to introduce a planning process through which foundational concepts and content-specific skills and knowledge in both music and social studies instruction is scaffolded through Bloom’s Taxonomy. Participants will explore a concept-based approach to interdisciplinary instruction that maintains depth and integrity across the interdisciplinary curriculum. Contrasts will be drawn between conceptual and thematic methodologies. Educators and curriculum designers will build planning strategies, examine and evaluate curricula, and gain insights into the practical application of quality arts-integrated instruction.

Session Outline

- Participants are introduced to the conceptual grounding of the approach* and become familiar with key criteria for interdisciplinary work. (30 minutes)
- Participants collaborate to analyze and evaluate music & social studies-integrated lessons. (30 minutes)
- Participants design instruction for an arts-integrated lesson based on the cognitive stages of understanding developed through Bloom's Taxonomy. (30 minutes)

*The following definition for Arts Integration will contextualize the approach:

Arts Integration is instruction combining two or more content areas, wherein the arts constitute one or more of the integrated areas. The integration is based on shared or related concepts, and instruction in each content area has depth and integrity – reflected by embedded assessments, standards, and objectives. It is often designed, implemented, and evaluated in collaboration with other teachers, arts specialists, community artists, and institutions; and delivered, experienced and assessed through a variety of artistic processes, inquiry methods, and intelligences. (Southeast Center for Education in the Arts, 2001. In Burnaford, G. et al. 2007. Arts Integration Frameworks, Research & Practice. Washington, D.C.)