



## Arts Integration Planning Guide

### **Introduction: The Purpose of this Guide**

This Arts Integration Planning Guide is intended to inspire thinking around curricular topics that excite you and your students. We have included some questions to take your thinking to new places and spawn discovery on your part as well as your students. We know that many of you are working collaboratively and hope this process is useful when groups come together to design high quality learning experiences that engage students and fit coherently into your curriculum.

It is certainly not necessary to answer all the questions included. Use the ones that make most sense in your situation. Feel free to either follow the steps one by one or skip over ones that seem obvious or give you trouble and then come back as your plan develops. Probably the most important questions to ask yourself are in Step III "Focusing on What Matters". You may need to return to those questions several times during the process. Our hope is that this guide provides a springboard for new and creative instructional design. We suggest that you invite an Arts Integration Planner (AIP), a Coach or Arts Teacher to contribute their specialized knowledge of the arts to the process.

### **Step I Teacher and Student Interest**

What in your curriculum are you passionate about? What is the reason you are teaching this subject? What gets you wondering and engaged as a learner and teacher?

What have you noticed students talking about? What questions are they asking about in the world around them?

### **Step II Create a mind map with your topic at the center.**

Let your imagination run wild. No idea should be censored. This is truly a brainstorm. Include anything that comes to mind that is related to the main topic. Here are some possibilities of what can be included:

- What the curriculum includes on the topic
- Things covered in your textbook
- Images, historical or artistic
- Skills typically necessary to exploring the topic
- What standards are related to the topic
- Habits of mind often used in engaging with the topic
- Local expertise, community members
- Literature, stories, poems
- Music related to the topic
- Theatre you may have seen or heard about on the topic
- Media, current issues newspaper, TV
- Rich web-based sources of information
- Resource books and videos that you've found valuable in the past.

### **Step III Focus on what matters**

Apply a filter to focus down on the most important learnings, the big ideas and key questions?

Some questions you can use:

WHAT MATTERS most in all that was listed in the mind map?

- What is most coherent with and central to other parts of my curriculum?
- What big ideas are inherent in this topic?
- Will the key learnings be important to students in 20 yrs?
- How will this unit interest/engage students?
- Relevancy — applicable to student's personal experience?
- Is it researchable? Is information accessible?
- Is it developmentally appropriate?
- What would make this cognitively challenging?
- What critical thinking processes are naturally involved in exploration of this topic?
- How could this be an inquiry-based experience? (*not just regurgitating information from known sources*)
- How is the learning applicable to other disciplines? Transferable?
- Does it foster creativity?
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### **Step IV**

**Create an outline of subtopics to be explored related to the Big Idea.**

What are some of the areas of study that will lead to understanding the Big Idea?

### **Step V Create Inquiry Questions**

Spend some time wondering about the topic personally or better yet, with your students.

- Record your questions, and wondering.
- Listen carefully and record questions brought forth by students.
- What larger questions might launch this unit of study and cause students to begin to wonder?
- What questions lead into each sub topic?
- What kinds of questions spark inquiry and wonder?
- What questions would be useful for students to reflect on as the unit progresses and each lesson closes?

Check to make sure your questions lead to the Big Idea.

### **Step VI Organize your instructional sequence.**

Be sure to include:

- Launch event or HOOK
- Brief description of each lesson and the inquiry questions related to that lesson.
- Formative assessment of student learning/understanding
- Standards being addressed in each discipline
- Thinking skills or dispositions to be developed

**Step VII Reflection on the Unit**

- What evidence do you have of student learning?
- How did the launch event work?
- Where did you notice the most genuine student engagement?
- What would you do differently in future?
- Are there lessons that could be eliminated?
- Is there any scaffolding of concepts or skills that would have enabled students to be more successful?
- What needs to be taught in order for them to be successful in their final performances of understanding?