

## AN ARTS INFUSION CONTINUUM\*

The Arts Infusion Continuum was created to inform best practices and deeper understanding of arts infusion. It is a self, team, and school wide discussion and reflection tool meant to serve as a guideline for educators and schools to ascertain the degree of arts infusion effort in ABC schools.

Infusion Level → Instruction ↓	FOUNDATION		BUILDING		BEST PRACTICE
	Arts Basic (Serendipitous)	Arts Enhanced (Planned Exposure)	Initial Arts Integration	Developed Arts Integration	Arts Infused
<b>CONCEPTS TAUGHT</b>	<p>Knowledge is discipline specific.</p> <p>Arts concepts are taught primarily by arts specialists.</p> <p>Arts instruction may be standards-based.</p>	<p>Some superficial connections are made between arts and non-arts disciplines.</p> <p>Arts instruction is standards-based, but the arts are taught only as separate subjects.</p>	<p>Knowledge is discipline-specific however, some meaningful connections between arts and other subjects are evident.</p>	<p>Knowledge is a synthesis of arts and other disciplines.</p> <p>Significant integration is evident.</p>	<p>Knowledge is a tool for identifying issues, solving problems, and making decisions in an environment that encourages inquiry.</p> <p>Knowledge is constructed through the integrated study of arts and non-arts.</p>
<b>METHODS UTILIZED</b>	<p>Arts are rarely part of other curricula.</p> <p>All disciplines are taught in parallel without regard to the standards of the separate disciplines.</p> <p>Some communication between disciplines is evident.</p>	<p>Connections are made primarily by arts specialists within arts disciplines.</p> <p>Some formal units may be developed for investigation with one discipline emphasized, with possible regard to standards in the other subject areas.</p> <p>Connections are casual.</p>	<p>Arts content and or experiences may be utilized to understand, investigate, study, or appreciate other areas and vice-versa.</p> <p>One discipline may be emphasized with some regard to standards in the other areas.</p> <p>Interdisciplinary units and courses are evident.</p>	<p>Arts and non-arts disciplines support one another.</p> <p>Some lessons address standards from all relevant disciplines.</p> <p>Some collaboration is evident between arts and non-arts teachers.</p> <p>Non-arts teachers plan integrated arts instructional experiences.</p>	<p>Arts and non-art disciplines mutually support and enhance each other.</p> <p>Objectives in most lessons address standards from all relevant disciplines.</p> <p>Consistent planning and collaboration between arts and non-arts teachers are evident.</p> <p>Full day programs are based on themes and real-life learning experiences from the students' own world.</p> <p>A seamless curriculum is apparent.</p>
<b>STUDENT EXPERIENCES</b>	<p>Understanding of connections is incidental.</p> <p>Informal connections between art and other disciplines may occur.</p> <p>Systematic exposure is infrequent.</p>	<p>Students may find some interdisciplinary links.</p> <p>Connections most frequently take place within the humanities disciplines.</p>	<p>Some meaningful connections are made.</p> <p>Periodic units, courses, or themes bring disciplines together for specific time periods or events.</p> <p>Students are given experiences with minimal teacher guidance.</p>	<p>Some meaning in all disciplines is demonstrated and understood.</p> <p>Students demonstrate an understanding of the connections between disciplines.</p>	<p>Students are challenged to think reflectively and implement decisions using the arts as one basis for expression.</p> <p>Students do not distinguish between disciplines and can articulate disciplinary contributions.</p> <p>Student collaboration with teachers and other students is evident in most experiences.</p>
<b>STUDENT PRODUCTS</b>	<p>Students in non-arts classes rarely have opportunities to demonstrate understanding through arts-based performance tasks.</p> <p>Arts products are expected in arts classes. Arts products in non-arts classes are seldom produced.</p>	<p>Students' needs for artistic self-expression may be met; learning is demonstrated in only one discipline or the other.</p>	<p>Techniques, skills, and concepts from disciplines are addressed.</p> <p>Product proficiency is at varying levels.</p>	<p>Skills and concepts are demonstrated through the use of authentic experiences and media.</p> <p>Products reflect a higher level of proficiency.</p> <p>There is equal attention to arts and non-arts techniques.</p>	<p>Products reflect students' responsibility for identifying problems and issues, conducting research, examining values, and making reflective decisions within an arts-infused curriculum.</p> <p>Active involvement in developmentally appropriate activities results in high-quality works that are a fusion of arts and non-arts disciplines.</p>

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