Moving toward authentic arts integration

This chart, adapted from NJPSA/FEA*, illustrates a progression toward arts integration from both an arts and a non-arts instructional perspective. All instructional approaches on the spectrum can be valid and valuable; however, to achieve authentic arts integration, teacher practice should move in the direction of the arrows on the chart.

ARTS CURRICULUM Vising arts standards to teach arts skills, deepen understanding and develop mastery of an art form.	NON-ARTS ENHANCEMENT	ARTS INTEGRATION An educational approach in which an artistic discipline (or disciplines) and another academic subject (or subjects) are combined to teach and learn content knowledge and skills.	ARTS ENHANCEMENT Using arts content or approaches in service of another subject area to increase student engagement and enhance knowledge and skills in that subject area.	NON-ARTS CURRICULUM Vising non-arts standards to teach skills, deepen understanding and develop mastery within a content area.
EXAMPLE: Learning about the structure of blues music; learning to sing and/or play the blues.	EXAMPLE: Supplementing blues- music learning by exploring the people and historical events that influenced the development and evolution of blues music.	EXAMPLE: Learning about the blues and the Great Depression; using that learning to write original 12-bar blues songs from the POV of people living in that time period.	EXAMPLE: Supplementing learning about the Great Depression by listening to and analyzing blues music illustrating the feelings and fears of people living at that time.	EXAMPLE: Learning about the Great Depression; reading first-person accounts of the time period.



*New Jersey Principals and Supervisors Association / Foundation for Educational Administration (2017). Arts Integration User Guide for New Jersey Educators and Practitioners.