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NCMA Independent Study

General Overview

Independent Studies are the NCMA's version of micro-credentials, a form of personalized, self-directed professional development in which teachers demonstrate mastery of a specific topic or approach to learning. Independent Studies are completed online and do not require onsite attendance at programs. Participants can earn up to 1-1.5 CEUs depending on the topic.

Overview - Independent Study for Art and Literacy

This document will serve as your primary resource in developing the artifacts for your Independent Study focused on Art and Literacy. It contains the definition for the competency you will be developing, the research that supports that competency, resources to help you develop your artifact, and directions for creating and submitting your artifact.

Timeframe: Plan for up to 15 hours to complete this Independent Study

Credits: 15 hours of Participation (equal to 1.5 CEU's once approved by your district)

This document is divided into five parts to help guide your Independent Study.

1. **Set the Stage for Learning** - get familiar with the competencies this independent study will explore, consider the needs of your classroom and review the requirements for submitting your portfolio
2. **Build Knowledge** - use the resources provided as well as your own to build knowledge and skill
3. **Design and Implement** - apply your knowledge and skill to design a lesson plan you will practice and implement in your classroom
4. **Develop and Upload Artifacts** - create a set of artifacts in order to provide evidence that you have met the demonstrated outcomes.
5. **Get Feedback** - once your portfolio is submitted a certified assessor will review it and provide concrete feedback.

PART 1 - SETTING THE STAGE

Become familiar with the competencies this independent study will explore, consider the needs of your classroom and review the requirements for submitting your portfolio

Competency Defined - On which competency will you focus?

- Supporting Literacy through Arts Integration - This independent study focuses on showing your mastery in integrating a visual arts process into literacy instruction to increase student learning and engagement

Key Method - How will you show what you've learned?

- First you will analyze current research and resources to gain an understanding of how the visual arts might support literacy instruction in your classroom. After analysis, you will determine the appropriate practices that incorporate art and literacy and design a lesson to fit your classroom needs. You will implement this lesson in your classroom and document the process. Your understanding of the competency will be shared through a written response and a process board.
- This document provides [Guidelines for Portfolio Submission and Review](#)

Method Components - What must be addressed?

1. Understanding and Application of Arts Integration

● *WHAT is Arts Integration?*

Arts integration is an approach to teaching and learning in which the arts and another subject area are taught together with the intentional purpose to make connections, foster creative and critical thinking, and develop awareness of multiple perspectives. Arts integration goes beyond using art forms to enhance a lesson and instead uses art and art standards to drive standards-based learning in multiple content areas.

● *WHY Arts Integration?*

The North Carolina Museum of Art believes that the arts are essential to all classrooms. Integrating the arts helps collapse the walls of the traditional classroom and make students more aware of the interdisciplinary 21st century world they inhabit.

[Kennedy Center's extended definition](#)

● *What are the benefits of arts integration?*

- Encourages multiple perspectives and avenues of access
- Increases engagement and understanding
- Helps reach diverse learners
- Helps students make connections and provides cultural relevance
- Deepens and personalizes the learning experience
- Helps create community
- Supports the 4 Cs - Collaboration/ Creativity/ Critical Thinking/ Communication
- Opens the classroom up to vibrant discussions, enthusiastically shared work, and equitable participation

NCMA - [Arts Integration Impacts and Indicators](#)

2. Understanding and Application of Literacy

- *What is literacy?*

Literacy begins with the ability to read and write. As students gain proficiency, literacy expands into the ability to interpret and understand content from various contexts to express oneself and interpret the world around us using written, spoken, or heard language.

[National Council of Teachers of English Defines Literacy In A Digital Age](#)

Literacy has always been a collection of communicative and sociocultural practices shared among communities. As society and technology change, so does literacy.

[National Assessment for Adult Literacy](#)

Literacy is the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

3. **Apply Components of an Arts-Integrated Literacy Lesson:** (adapted from nea.org)

- Students use their understanding of an art form to make connections to content
- Students construct and demonstrate understanding through an art form
- Students create original artwork
- Students revise original artwork
- The artwork reinforces the content being taught
- The artwork and content connect to one another
- Objectives exist for both the art form and the content
- At least one literacy content standard is addressed

[Lesson Plan Template](#)

PART 2 - BUILD KNOWLEDGE

Use the following resources provided as well as your own to build knowledge and skill around integrating art and literacy.

Supporting Research - *research and resources to support the key method and competency*

Eisner, E. (2002). The Arts and the Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Retrieved from <https://www.arteducators.org/advocacy-policy/learning-in-a-visual-age>

Hardiman M., Rinne L., Yarmolinskaya J. (2014). *The Effects of Arts Integration on Long-Term Retention of Academic Content*, Volume 8 No. 3
https://drive.google.com/file/d/1cKX_-u_7Xs8mWLIS0GhUq5F4AEna7Ui/view

Tucker, S. D.(2017). *The Effects of Arts Integration on Literacy Comprehension Achievement. (Doctoral dissertation)*. Retrieved from <https://scholarcommons.sc.edu/etd/4205>

The President's Committee on the Arts and the Humanities, (2011). *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*
https://drive.google.com/file/d/1_5X7tQFjjUbVvf38aZ0dHiJVY5YzVoy/view

Sacramento County Office of Education, (2008). Perspectives on Arts Education and Curriculum Design, Retrieved from
<https://ccsesaarts.org/wp-content/uploads/2015/01/Perspectives-on-Arts-Education-and-Curriculum-Design.pdf>

Books--

Renaissance in the Classroom: Arts Integration and Meaningful Learning.
Ed by Gail Burnaford, Arnold Aprill, Cynthia Weiss
Pub 2001

Caterall, James. *Doing Well and Doing Good by Doing Art: A 12-year National Study of Education in the Visual and Performing Arts.* Los Angeles: Imagination Books, 2009.

Putting the Arts in the Picture: Reframing Education in the 21st Century
Edited by Nick Rabkin and Robin Redmond
Chicago: Center for Arts Policy at Columbia College Chicago, 2004

Whitesitt, Linda and Elda Franklin. *The Arts Book: Designing Quality Arts Integration with Alignment, Rigor, Teamwork and Sustainability*

A dynamic resource for integration is a book written by Marshall and David M. Donahue titled *Art-Centered Learning Across the Curriculum.*

Resources - Articles, videos, teaching resources, literacy, and arts resources to support the development of your artifact

Art and Literacy Articles

Instructional Practices in the ELA Classroom
https://drive.google.com/file/d/1eblrZiS1jnYwu01h7zQWe_1nqFXVcwl/view

NAEA Position Statement on Visual Literacy
<https://www.arteducators.org/advocacy-policy/articles/546-naea-position-statement-on-visual-literacy>

Weaving Art into Literacy Instruction
<https://www.literacyworldwide.org/blog/literacy-now/2018/11/27/weaving-art-into-literacy-instruction>

Art as Text: Bridging Literacy and the Arts



<https://www.edutopia.org/video/art-text-bridging-literacy-and-arts>

20 Literacy Strategies for Engaging the Middle Level Brain

<https://www.amle.org/20-literacy-strategies-for-engaging-the-middle-level-brain/>

Teach Thought: Reading Comprehension Strategies

<https://www.teachthought.com/literacy/reading-strategies/>

Disciplinary Literacy in the Arts

<https://dpi.wi.gov/sites/default/files/imce/fine-arts/DL%20in%20the%20Arts-Tip%20Sheet%202018.pdf>

How to Design Lesson when the Student Can't Read

<https://www.thoughtco.com/literacy-strategies-4151981>

Using Art as a Way into Reading and Writing

<https://corwin-connect.com/2016/12/using-art-way-reading-writing/>

Art Making/ Art Assessment Resources

Culturally Responsive Teaching and the Arts

<https://artsintegration.com/2016/07/13/culturally-responsive-teaching-and-the-arts/>

6 Steps Toward Art Integration

<https://www.edutopia.org/blog/6-steps-toward-arts-integration-lorenza-yarnes>

Choice Based Art Education

<https://theartofeducation.edu/2015/11/03/the-difference-between-tab-and-choice-and-why-it-matters/>

Studio Habits of Mind

http://www.pz.harvard.edu/sites/default/files/eight_habits_of_mind%20.pdf

Project Zero: Harvard Graduate School of Education - Artful Thinking

<http://www.pz.harvard.edu/projects/artful-thinking>

KQED Arts School: Elements of Art

https://www.youtube.com/watch?v=BDePyEFT1gQ&list=PLiOil1qP-cMURN_8baOr3QWfySmljqKlj&ab_channel=KQEDArtSchool

Kennedy Center: Arts Edge

<https://www.kennedy-center.org/education/>



Formative Assessment: Explore a process for using assessment for learning during arts integration

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/formative-assessment/>

NCDPI Standard Course of Study - Visual Arts and English Language Arts

Visual Art K-8

<https://www.dpi.nc.gov/documents/cte/curriculum/healthfulliving/new-standards/arts/visual/essential-standards-visual-0>

Visual Art 9-12

<https://www.dpi.nc.gov/documents/cte/curriculum/healthfulliving/new-standards/arts/visual/essential-standards-visual-arts>

English Language Arts

<https://www.dpi.nc.gov/documents/files/ela-standard-course-study>

NCDPI Resources - Science of Reading

<https://www.dpi.nc.gov/districts-schools/classroom-resources/office-early-learning/early-literacy/science-reading>

LETRS

https://cdn2.hubspot.net/hub/208815/file-1938783865-pdf/docs/leters/leters_found_overview.pdf

NCMA Resources

Getting Started with Art Integration

<https://learn.ncartmuseum.org/art-integration-guide/>

Discussion and Questioning: Comprehension Strategies (reading, writing, speaking and listening, language)

https://docs.google.com/document/d/1TVrb3fgWEG3EVb4tZ0-EFfdVnwlz_Gqv/edit

Nouns and Adjectives (reading, writing, speaking and listening, language)

<https://learn.ncartmuseum.org/resources/developing-visual-literacy-nouns-and-adjectives/>

Concept Mapping (making connections, identifying key ideas, observing details)

<https://learn.ncartmuseum.org/resources/arts-integration-strategies-concept-mapping/>

Artist Trading Cards (main idea, details, developing vocabulary)

<https://learn.ncartmuseum.org/resources/atcs/>

Poetry (main idea, details, developing vocabulary)

<https://learn.ncartmuseum.org/resources/monet-inspired-poetry/>

Asking Questions (reading, writing, speaking and listening)

<https://learn.ncartmuseum.org/lesson-plans/asking-questions/>

Writing About Art

<https://learn.ncartmuseum.org/lesson-plans/writing-about-art-center-rotation-work-2/>

Making Choices

<https://learn.ncartmuseum.org/lesson-plans/making-choices/>

Identifying Emotions with Vocabulary

<https://learn.ncartmuseum.org/resources/quick-tip-identifying-emotions-with-vocabulary/>

Determining Importance

<https://learn.ncartmuseum.org/lesson-plans/determining-importance/>

PART 3: DESIGN AND IMPLEMENT

It's now time to design a lesson or a set of lessons that supports literacy through arts integration. Use the template and components listed below to design a lesson that meets the needs of your students and the growth goals you have in mind for your class.



Do you need support identifying your gaps or growth goals?
Reach out to an NCMA Educator at ncmateachers@gmail.com

Your lesson should apply the following components of a well designed Arts-Integrated Literacy Lesson:
(adapted from nea.org)

Use this template [Lesson Plan Template](#) and the key components to guide your design.

- Students use their understanding of an art form to make connections to content
- Students construct and demonstrate understanding through an art form
- Students create original artwork
- Students revise original artwork
- The artwork reinforces the content being taught
- The artwork and content connect to one another
- Objectives exist for both the art form and the content
- At least one literacy content standard is addressed

Guidelines for Implementing Your Lesson

- Use a current class you are teaching

- Document student process and final work with photos and/or video

PART 4 : DEVELOP AND UPLOAD ARTIFACTS

Create a set of artifacts in order to provide evidence that you have met the demonstrated outcomes.



Do you need support developing and uploading artifacts?
Reach out to an NCMA Educator at ncmateachers@gmail.com after reviewing the criteria below.

Portfolio Guidelines & Evaluation Criteria

- Your portfolio must include **3 parts** -
 - Part 1: An Introductory Overview
 - Part 2: Your lesson plan and work examples, and a process board
 - Part 3: A written or recorded reflection of your process of learning
- Use the document below to guide you in the development of your portfolio. **You will also use the document to submit your final portfolio.** You can refer to the grading criteria within each part to understand how the assessor will review your work

PART 4: SUBMISSION AND RUBRIC

OPEN AND MAKE A COPY: [Portfolio Guidelines and Submission](#)

Part 1: Instructional Overview

Provide a brief but detailed description of your classroom or program context to help our assessor understand your current situation. Describe how you currently support literacy instruction in your classroom and describe how you already use arts in your classroom practice. Additionally, share an overview of your lesson and justification for application by answering the questions below. Please include the following:

Classroom Background Info:

- What is the structure of education (e.g., blended, distance, face-to-face) in your school or position?
- What grade level or position do you serve in?
- What content area(s) do you teach?
- What language(s) do your students speak?

- Include other relevant information about your learners - Ex. - AG/EL/EC, advanced learners, socio-economic status, etc.

Lesson Info:

- Brief overview of lesson
- Describe the visual art and literacy standards being taught
- Describe how the lesson will be culturally responsive to engage learners
- Explain your learning goal for the lesson and specifically how it addresses the needs of your students

Part 2: Work Examples /Artifacts

Submit a document comprised of the following

1) Lesson Plan

Use this [Lesson Plan](#) Template to submit your plan. Be sure to address the Key Components listed below

Components of an Arts-Integrated Literacy Lesson: (adapted from nea.org)

- *Students use their understanding of an art form to make connections to content*
- *Students construct and demonstrate understanding through an art form*
- *Students create original artwork*
- *Students revise original artwork*
- *The artwork reinforces the content being taught*
- *The artwork and content connect to one another*
- *Objectives exist for both the art form and the content*
- *At least one literacy content standard is addressed*

2) Process Portfolio

Document the process of creating and implementing your lesson (Be mindful to protect student identity)

- 10-20 slide process portfolio submitted as a PDF or as a slideshow
- Develop a process portfolio of at least and no more than 20 slides/pages that documents your lesson plan process, classroom application and student work examples. Your process portfolio should include the following:
 - A title slide
 - Overview of lesson including standards, EQ, objectives and Key texts
 - Overview of activities
 - Overview of materials and resources
 - Examples of students work that indicate deep knowledge of literacy skills expressed through an art form
 - Include text and captions on all slides to guide the assessor

See Example Below- I want to develop an example like this

Part 3: Reflection

- Connect your photo essay with a 600 word written reflection that includes the following:
 - The rationale used to inform your lesson
 - How students constructed and demonstrated literacy skills through an art form
 - To what extent did students learn what you intended? How do you know? (Refer to Art Integration Student Impacts and Indicators)
 - To what extent and how did the lesson plan feature integration? Did it focus equally on your content area and art (through art making, discussion, or writing)?
 - Identify ways that your lesson was strong and where it needed improvement.
 - What might you want to do differently if you were to teach this lesson again? What steps might you take to make the lesson more integrated?

Reflect on where you think your lesson plan falls on the Integration continuum.



Submit your copy of Portfolio Guidelines and Submission to ncmateachers@gmail.com

PART 5 : GET FEEDBACK

Once your portfolio is submitted a certified assessor will review it and provide concrete feedback. You should get a response within one week of submission.