

Position Statement on Arts Integration

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PLATFORM: Curriculum

NAEA recognizes arts integration as an integral part of contemporary art and pedagogical practice, rather than a separate philosophy, pedagogy or methodology. Art explores and interprets the world; it is often based on research and tackles big ideas and issues.

Arts integration builds greater understanding across disciplines, supporting authentic experiences that engage and motivate learners. This practice provides multiple modes of learning and understanding, while also fostering and encourages imagination, creativity, and personal interpretation of ideas and topics. Through creative inquiry, arts integration generates a level of fosters personal connection and insight, enriching the that supports the processes of artmaking process. Arts integration is particularly effective suited to building a in helping learners capacity for make meaningful connections making between self, others, and the world.

Effective arts integration aligns the curriculum with embraces the National Visual Arts Standards, and as well as standards from other content areas. Various models of arts integration provide options for art educators and generalists. Here are two examples:

- One example is a model which calls for an exploration of explores a cross-disciplinary theme in multiple classrooms. This approach requires collaboration among with educators serving as ; in it, they are the integrators.
- Another example is a model is based in the art studio, where classroom. In this model, learners research and interpret cross-disciplinary themes, ideas, and issues through art. In this approach, making learners are the integrators. One of the key benefits of a

Arts integration is the way it encourages learners to stretch and explore their thinking.

Arts integration is key to meaningful, inclusive, and holistic humanistic learning. Arts integration nurtures learner's abilities, conceptual tools and strategies to construct meaning and achieve understanding. Arts integration develops learners' skills, concepts, and strategies to construct meaning and deepen understanding. This practice democratizes art rooms enabling learners' voices and perspectives to be represented through artistic expression.

Resources:

Blythe, T., & Associates. (1998). *The teaching for understanding guide*. Wiley.

Clark, E. T., Jr. (2001). *Designing and implementing an integrated curriculum: A student-centered approach*. Holistic Education Press.

Donahue, D. M., & Stuart, J. B. (Eds.). (2010). *Artful teaching: Integrating the arts for understanding across the curriculum, K–8*. New York: Reston, VA: Teachers College Press; National Art Education Association.

Marshall, J. (with Ledo-Lane, A., & McAvoy, E.). (2019). *Integrating the visual arts across the curriculum: An elementary and middle school guide*. Teachers College Press.

Marshall, J., & Donahue, D. (2014). *Art-centered learning across the curriculum: Integrating contemporary art in the secondary school classroom*. Teachers College Press.

Stewart, M. G., & Walker, S. R. (2005). *Rethinking Curriculum in Art*. Davis.