Documenting the Work:
Sharing Arts Integration with a
Broader Audience

With

Amy Duma
Director, Teacher and School Programs
The Kennedy Center
alduma@kennedy-center.org
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What is Documentation?

Documentation is…

- The capturing and sharing of the process (how) and the product (what) of the thinking and learning that occurred during a lesson or unit.

- Communicating how students have engaged in a creative process to construct and demonstrate their understandings.

- Visual *and* narrative.

- Presented in various formats depending on the intended audience.

- Reflective.

- Should inform instruction.

- Complex because the arts are often multimodal.
The Kennedy Center’s Definition of Arts Integration

Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM.

Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.
http://artsedge.kennedy-center.org/content/arts-integration

Visit this site to explore:

The **WHAT** and **WHY** of arts integration
Examine the thinking behind the Kennedy Center’s definition for arts integration, explore various viewpoints about the value of arts integration for teaching and learning, and access a wide range of research and publications about arts integration.

Examples of **ARTS INTEGRATION in PRACTICE**
Explore examples of documentation of student learning through the arts and listen to Kennedy Center Teaching Artists describe powerful curriculum connections.

The Kennedy Center’s **ARTS INTEGRATION PROGRAM in SCHOOLS**
Learn about the Kennedy Center’s Changing Education Through the Arts (CETA) program and explore what you would see inside a CETA school.

A range of arts integration **RESOURCES**
Check out the Kennedy Center’s professional learning opportunities for teachers, teaching artists, and arts organizations. Find out how to get involved in its national networks.
# Documentation: Audiences

## Target Audiences

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<tr>
<th>Classroom Community</th>
<th>School Community</th>
<th>Outside Community</th>
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<td>Students who created the work</td>
<td>Students</td>
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<td>Artists/teachers who facilitated the work</td>
<td>Teachers</td>
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<td></td>
<td>Administrators</td>
<td>Arts Education Community</td>
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<td></td>
<td>Parents</td>
<td>Publishers</td>
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Documentation Purposes

PURPOSES TO SHARE WITH THE CLASSROOM COMMUNITY
(Artists/Teachers who facilitated the work and students who created the work)

- To show growth in student learning over time.
- To capture student understandings of an art form and another subject area.
- To assess student understandings of an art form and another subject area.
- To make the learning process visible for students.
- To build a sense of student accomplishment and pride.
- To expose and reflect on the process and how it can be applied to future learning situations.
- To create a tangible memory to share with others.

PURPOSES TO SHARE WITH THE SCHOOL COMMUNITY
(Parents, Teachers, Administrators and Students)

- To show how the arts differentiate for and include all types of learners.
- To show how specific content objectives are addressed with and through the arts.
- To generate discussions and build a sense of community within a school building.
- To share the learning process, not just the product, in order to expose and educate others on how the arts can be integrated to teach in a meaningful way.
- To build a sense of student accomplishment and pride.
- To make learning visible for students.
- To communicate to others that the arts play an important role in the school's culture.

PURPOSES TO SHARE WITH OUTSIDE COMMUNITY
(Arts Organizations, Funders, Arts Education Community and Publishers)

- To have research/data for articles, publications, grants.
- To expose a wider audience of citizens to the power of the arts.
- To market your area of expertise to organizations and agencies.
- To advocate for the arts in education.
- To provide examples of learning through exemplary arts integrated instruction.
Documentation: Presentation Formats

Displays
(Banners, Bulletin Boards, Posters)

Publications
(Documents for easy copying and distribution)

Technology
(Digital Stories, Electronic media, recordings, PowerPoint)
Directions: Consider the questions below while reviewing the publications.

What components are included to effectively communicate how students engaged in a creative process to construct and demonstrate understanding through an art form?

How will this format be helpful to you and/or your school?

Additional thoughts…. 
WHAT?

Title
Does the title immediately let a reader know the art form and the other content area?

Description
Is the description a concise overview that summarizes how students constructed and demonstrated their understandings through an art form?

Does the description include how many hours or days were spent on the process?

Do you need to define anything about the art form or the other content area so that a reader has enough background knowledge to understand the process?

Standards/Objectives
Are state, national, or Common Core standards listed for both the art form and the other subject area?

Work Samples/Products
Which student samples or photos demonstrate the product the best?

Why?

Student Reflections
Do the reflections clearly show evidence of student learning in both the art form and the other content area?

Teacher Reflections
Do the reflections clearly show evidence of impact on both students and the teacher?

Do the reflections specifically address the standards/objectives?

Rationale
Would it be helpful to explain WHY it was important for students to construct and demonstrate their understandings through an art form? (e.g., Why Dance? Why Draw? Why Sing? Why Act?)
How?

Process
Does each step of the process contain a heading, 1-3 sentence explanation, and at least one photo or supporting visual?

STEPS
Is the process broken down into 3-8 steps?

HEADING
Does each step have a 1-3 word heading that provides insight into what the photo is showing and the learning verb involved in this step of the process? (Remember that headings such as “Step 1, Step 2, Step 3” do not effectively inform the reader/viewer.)

EXPLANATION
Is the explanation a concise overview?

Is the explanation clear to someone who lacks experience or understanding in the art form or other content area?

PHOTOS AND/OR VISUAL IMAGES
Do the photos support what is being described?

Are the photos cropped?

Should the photos be black/white to lessen distractions of classroom clutter, bright colors, and/or patterns?

Additional Information

Credits
Were credits given for components such as…
Photos or Images
Music
School Name
Teachers Involved
Program (if applicable)?