

## Why Arts Integration (1)

This is the first in a series of articles that will discuss the reasons we are passionate about arts integration in the classroom. Arts integration has proven to be an effective approach to teaching and learning for both students and teachers. Studies that confirm this fact will be presented through this series. If you have a study you would like highlighted in the next few months, please send the information to Wendy Strauch-Nelson ([wendy@thepaine.org](mailto:wendy@thepaine.org)).

We will begin with the Kennedy Center whose definition of arts integration ArtsCore has adopted. The Kennedy Center did an impact evaluation of arts integration through their Changing Education Through the Arts (CETA) program. The 2012-2013 study focused on 4<sup>th</sup> and 5<sup>th</sup> graders in 32 schools in the greater Washington DC area. It considered 796 students, parents, and 90 teachers and was designed using a control group. More specific information related to the research design can be found at the link listed below.

Here is a brief summary of the findings. When compared with the control group (students not receiving arts integrated instruction) the study found that ...

1. CETA students generated more original and creative ideas than non-CETA students at the end of the school year.
2. CETA students reported more positive attitudes about the arts and a belief that the arts helped them understand non-arts subjects better.
3. Teacher reports of overall creativity were higher for CETA students than for non-CETA students over the course of the school year.
4. Teacher reports of social creativity<sup>4</sup> were higher for CETA students than for non-CETA students over the course of the school year.
5. Parent reports of student personality traits associated with increased creativity were greater for CETA students than for non-CETA students at the end of the school year.
6. Parent reports of CETA student participation in arts activities were greater than those of non-CETA students.
7. Analyses conducted with only CETA students revealed that over the course of one academic school year, CETA students showed an increase in both flexibility and creativity, and exhibited more positive attitudes about artists.
8. CETA students were more engaged in their school work overall than non-CETA students throughout the school year.
9. CETA students experienced greater emotional engagement, higher levels of interest, increased applied effort, and more frequent experiences of being positively challenged throughout the school year.
10. Teacher reports of overall student engagement were higher for CETA students than for non-CETA students at the end of the school year.
11. Teacher reports of student emotional engagement were higher for CETA students than for non-CETA students throughout the school year.
12. Teacher reports of applied student effort and grit related to the completion of school work were higher for CETA students than for non-CETA students throughout the school year.

Each of these outcomes along with the research design is discussed in further detail in the summary report which can be found at: [https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/articles/arts-integration/KC-AE-Selected\\_Findings\\_CETA\\_v18.pdf](https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/articles/arts-integration/KC-AE-Selected_Findings_CETA_v18.pdf)

### RECOMMENDED CITATION:

Chand O'Neal, I. (2014). Selected Findings from the John F. Kennedy Center's Arts in Education Research Study: An Impact Evaluation of Arts-Integrated Instruction through the Changing Education through the Arts (CETA) Program. Washington, DC: The John F. Kennedy Center for the Performing Arts.