Philosophy of Arts Education

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Integrating the arts is a key component that a teacher must incorporate in the classroom. In doing so, a student can delve deeper with content and receive a well-rounded, and successful learning experience. There is a strong correlation between success and arts-driven activities with different subjects. Integrating the arts provokes students to do more than just read materials and go through the motions of everyday class. The arts inspires students to become explorers of their own education. Integrating the arts in education brings students closer to the information in part because they are becoming more active, hands-on, and involved with the content. According to the article *Teaching and Learning with the Arts*, “By integrating art, drama, writing, dance, song and music throughout the curriculum, even those children who may be withdrawn will, if given opportunity through the arts, blossom into dancers, musicians, painters, writers, singers...and students who enthusiastically participate in classroom life”(Raymond). As a future educator it is very important to utilize the various strategies of multiple intelligences. Every student learns differently and has strengths and weaknesses in different areas. Multiple intelligences are important to identify and use when incorporating the arts. These multiple intelligences would be: linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, interpersonal, and naturalistic. According to Howard Gardner’s *The Theory of Multiple Intelligences*, “Multiple intelligences theory affirms the importance of the arts, increases the amount of time dedicated to the preforming and visual arts in their classroom and schools”. Using multiple intelligence strategies helps the teacher use formative and summative assessments in a more creative way rather than just pencil and paper. I believe that a school district can succeed in integrating the arts by creating an enriching environment. I believe a school district should embody the enrichment mind-set. This is where a school district fosters intellectual curiosity, emotional engagement, and social bonding in their classrooms. These classrooms create environments that offer challenging, complex curriculum and instruction, provides the lowest-performing students with the most highly qualified teachers, minimizes stressors, boosts participation in physical activity and the arts, and ensures that students get good nutrition. This enrichment mindset that was put forth by Eric Jensen in the book *Teaching with Poverty in Mind* is key to successfully integrating the arts into the curriculum. This book really opened my eyes to certain factors teachers must look at in the classroom. As a future educator this book reminded me that you must support the “whole child”. Supporting the whole child means that schools find ways to address the social, emotional, and health-related challenge that students face every day. On our various field trips, one stood out to me and was very educational and interesting. Visiting the Montessori school helped me understand why they are a successful form of education. The Montessori Method incorporates multiple intelligences and arts and allows students to choose their own pathway through hands-on experiences. I believe this experience was a very memorable trip. It helped me connect the importance of integrating the arts to success in the classroom. According to *Integrating Art-based Inquiry*, “Through the action-oriented process of art-making, and critical and creative thinking processes visible to themselves, teachers are able to develop curriculums that help their students to identify and develop metacognitive strategies (thinking about your own thinking). These processes are the foundations for thinking, learning” (Smilan) and growing as an individual not only in the classroom, but in the real world. As a future educator it is also important when integrating the arts to be developmentally appropriate with the students. Knowing not only the content standards for students but also the arts standards. This provides the teacher with concrete knowledge of what the students should be able to do and be capable of in the arts world. To conclude, integrating the arts in the curriculum is key to teaching the “whole child”. It gets the students engaged and motivated to learn and explore through creative outlets.

Works Cited

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