

# Intensive Art Integration Program

FALL 2024 - SPRING 2025 EXECUTIVE SUMMARY

## INTENSIVE PROGRAM OVERVIEW

Arts Impact implemented an intensive arts integration program (Intensive) during the 2024/2025 school year. Each Arts Impact artist-educator spent 45 hours alongside a partner classroom teacher, working with students on complex arts integration projects. The Intensive was implemented in two 3rd grades, one 4th grade, and two 5th grades at Paul L. Dunbar Arts Enrichment Academy and two 3rd grades and one 2-5th grade special education classroom at Wilbur Wright PK-8.

Arts Impact staff collaborated with the principals and classroom teachers to plan the program using data and lessons learned from the past two years. Program evaluation and assessments were developed to examine the program's impact on student learning and engagement.



3rd grade Paul L. Dunbar Arts Enrichment Academy students

*"The Intensive reached some of the most challenging students who are not traditional learners."*

*"The Intensive is really valuable in the special education classroom. It improved motor skills and engagement for all of the students."*



A student in the 2-5th grade special education classroom at Wilbur Wright PK-8 shows off their Black History Weaving.

## KEY LEARNINGS

### Project-Based Assessment of Learning & Engagement

Pre- and post-assessments for projects in the general education classrooms were administered to students. In special education classrooms, the assessments go beyond academic skills to include functional skills, social emotional development, and engagement. It was determined that the most authentic way to assess learning and growth in academic content and art-based knowledge for these projects was through a written Project Assessment Summary completed by the artist-educator. Teachers in both general and special education classrooms completed assessments for each project to gauge student learning and engagement. In general education classrooms, assessments of student learning and engagement underscored that the students enjoyed the program, were highly engaged, and learned the intended academic and art-based content.

***It is notable that in every general education classroom post-assessment scores in both the non-arts curriculum and arts curriculum increased from the pre-assessment. In the special education classrooms, engagement and connection increased from the start to the end of the Intensive.***

## KEY LEARNINGS

### Program Quality and Satisfaction

Teacher ratings from the Intensive evaluation survey underscored the high level of student engagement they observed in their classrooms. Teacher responses also highlighted the positive changes in several important social-emotional skills including perseverance, working independently, and exhibiting empathy. Students' own perceptions of their learning also showed strong results. Further, across grade levels and schools, 100% of teachers strongly agreed to all survey questions regarding program quality and satisfaction, including "the program positively influenced student learning" and "lesson plans were developmentally appropriate." All teachers indicated they would like to participate again next year.

### Staff Reflections

In focus groups, teachers, administrators, and artist-educators discussed the successes and challenges of the Intensive program. Staff reflected on the high level of student engagement and learning, as well as growth in positive behaviors over the course of the program. School staff consistently pointed to the superior quality and creativity of art projects, and artist-educators' skill levels as key factors in maintaining student engagement. The main areas for improvement included the need for creative scheduling with teachers in different subject areas to focus on all areas of the curriculum.

"The hands-on experiences kept students very engaged. The projects helped to instill and reinforce content."



IMPACT

100%

of teachers strongly agreed their students were very engaged during this program

100%

of teachers strongly agreed that this program positively influenced students' learning and academic performance

## NEXT STEPS

The Intensive arts integration program continues to reinforce that students were engaged and found joy in the learning process supported by art, students learned and remembered content from the lessons, and students and teachers alike were highly satisfied with the program, including with their experiences working with the Arts Impact artist-educators. The intent is to expand the program into more classrooms, including general education as well as special education. Funding is an ongoing challenge.

Top Photo: A 5th grade student at Paul L. Dunbar Arts Enrichment Academy works on his Aztec Pottery. Math and social studies were integrated with art as students created ceramic mugs printed with quadrilaterals.

Middle Photo: A 3rd grade student at Paul L. Dunbar Arts Enrichment Academy created rubber bugs while learning about animal traits and adaptations.

Bottom Photo: A 4th grade student at Paul L. Dunbar Arts Enrichment Academy is excited to see her landform relief print while integrating arts with social studies.