

Arts Curriculum Glossary

GENERAL CURRICULUM

4 types of unit structures	1) Author, artist or other figure 2) Genre or form 3) Problem, theme, topic or question 4) single book, poem, song or other work
accommodation	Creation or modification of old cognitive structures through adjusted thinking based on new information.
active engagement & learning	Strategies for motivational learning using problem solving group activities such as learning circles, which involve collaboration and interaction
active learning	Nonpassive, hands-on learning where participant is mentally and/or physically engaged, resulting in improved retention, satisfaction, and mastery of ideas and skills.
active learning	Any situation in which students learn by moving around and doing things, rather than sitting at their desks reading, filling out worksheets, or listening to a teacher.
adaptations of	Adapting curriculum and instruction models to meet diverse needs.
advanced placement (AP) program	College-level courses offered by high schools to students who are above average in academic standing.
affective education	Schooling that helps students deal in a positive way with their emotions and values; now more frequently called social and emotional learning.
age stage appropriateness	See "developmentally appropriate education."
alternative scheduling	Also called block scheduling, alternative scheduling is a way of organizing the school day, usually in secondary schools, into blocks of time longer than the typical 50-minute class period.
alternative schools	Schools that differ in one or more ways from conventional public schools. Alternative schools may reflect a particular teaching philosophy, such as individualization, or a specific focus, such as science and technology. Alternative schools may also operate under different governing principles than conventional schools and be run by organizations other than local school boards.
applied arts	Using the arts as a practical means of communicating.
assimilation	Absorbing and incorporating new information into cognitive structures (<i>schemata</i>).
authentic learning	Schooling related to real-life situations—the kinds of problems faced by adult citizens, consumers, or professionals. Use of materials and methods that allow students a "real world" experience. Authentic learning situations require teamwork, problem-solving skills, and the ability to organize and prioritize the tasks needed to complete the project. The goal is to produce a high-quality solution to a real problem.
basic skills	The fundamental skills needed to succeed in school and eventually in life. Most people think of basic skills as the ability to read, write, and compute. Others would broaden the term to include such skills as the ability to use a computer, the ability to work cooperatively with others, or even the temperament to cope with continuous change.
block scheduling	A way of organizing the school day, usually in secondary schools, into blocks of time longer than the typical 50-minute class period. Students and teachers have fewer classes to prepare for and experience fewer interruptions in the school day. Longer blocks of time allow for more complex learning activities, such as complicated science experiments.
Bloom's taxonomy	A classification of educational objectives developed in the 1950s by a group of researchers headed by Benjamin Bloom of the University of Chicago. Commonly refers to the objectives for the cognitive domain, which range from knowledge and comprehension (lowest) to synthesis and evaluation (highest).
brain-based teaching	Approaches to schooling that educators believe are in accord with recent research on the brain and human learning.
CAPE	Chicago Arts Partnerships in Education

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charter school	A self-governing educational facility that operates under contract between the school's organizers and the sponsors (often local school boards but sometimes other agencies, such as state boards of education). The organizers are often teachers, parents, or private organizations. The charter may detail the school's instructional design, methods of assessment, management, and finances.
classroom management	The way a teacher organizes and administers routines to make classroom life as productive and satisfying as possible.
coaching	Educators use this term, commonly used in athletics, to refer to any situation in which someone helps someone else learn a skill. Coaching is also considered an important part of training programs in which teachers learn new teaching methods. A process in which teachers visit each other's classes to observe instruction and offer feedback is known as peer coaching.
cognitive development	The process, which begins at birth, of learning through sensory perception, memory, and observation.
cognitive learning	The mental processes involved in learning, such as remembering and understanding facts and ideas.
collaboration	A relationship between individuals or organizations that enables the participants to accomplish goals more successfully than they could have separately.
comprehensive school reform	An approach to school improvement that involves adopting a design for organizing an entire school rather than using numerous unrelated instructional programs.
constructivism	An approach to teaching based on research about how people learn. Many researchers say that each individual "constructs" knowledge rather than receiving it from others.
cooperative learning	A teaching strategy combining teamwork with individual and group accountability. Working in small groups, with individuals of varying talents, abilities, and backgrounds, students are given one or more tasks. The teacher or the group often assigns each team member a personal responsibility that is essential to successful completion of the task.
core curriculum	The body of knowledge that all students are expected to learn. Courses that are not required are called electives.
core knowledge	Refers specifically to a reform movement founded by E. D. Hirsch, professor of English at the University of Virginia. The movement is based on the idea that there is a body of knowledge that students and citizens need to know, so school districts should offer a sequential, uniform curriculum.
creative problem solving process	(CPSP) 1) Preparation [Conscious] - Problem is presented; Motivated attitude; Problem described; Data gathering 2) Creative Thinking - Divergent thinking: Withhold judgment; Be fluent; Be flexible; Be original; Elaborate; Play with ideas; Use SCAMPER. 3) Incubation [Unconscious] and Illumination [Semiconscious] Rest; Insight 4) Evaluation and Action [Conscious] - Judge; Put idea into action; Share, publish.
critical thinking	Logical thinking based on sound evidence; the opposite of biased thinking. Thinking that is skillful and responsible.
cultural literacy	The idea of E. D. Hirsch, professor of English at the University of Virginia, that there is a certain body of knowledge (core knowledge) that people must know to be well-educated, well-rounded American citizens.
curricula	Plural of curriculum.
curriculum	A written plan outlining what students will be taught (a course of study). Curriculum documents often also include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study.
dance	A sequence of movements, which begin, proceed and finish, can be repeated in a similar fashion, and follow a planned and interesting arrangement; there must be expressive interest beyond that of its mere physicality.
DBAE	Discipline-based Art Education - a curricular model with decreased emphasis on art making and increased focus on teaching art history, esthetics, and art criticism. Stresses discussion of art as a discipline of inquiry.

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developmentally appropriate education	Curriculum and instruction that is in accord with the physical and mental development of the student. Developmentally appropriate education is especially important for young children because their physical and mental abilities change quickly and vary greatly from child to child
differentiated instruction	A form of instruction that seeks to "maximize each student's growth by meeting each student where she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs.
differentiated schooling	The view that no single form of education is best for all students and all situations.
differentiated teaching	Providing for a range of student differences in the same classroom by using different learning materials, assigning different tasks, and using other practices, such as cooperative learning.
direct instruction	Instruction in which the teacher explains the intended purpose and presents the content in a clear, orderly way. Contrasts with inductive, discovery, or constructive teaching, in which students are led, by means of investigation or discussion, to develop their own ideas.
discovery learning	Learning activities designed so that students discover facts and principles themselves rather than having them explained by a textbook or a teacher.
diversity	In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences.
drama	Creative drama-- an improvisational, nonexhibitional, process-centered form of drama in which participants are guided by a leader to imagine, enact and reflect upon human experiences.
effective schools	Schools in which all students, especially those from families in poverty, learn at a higher-than-expected level. The idea of effective schools was pioneered in the early 1980s by the late Ronald Edmonds, who compared schools in which children in poverty earned high test scores with other schools that had similar student populations. He found that effective schools had strong principals who closely monitored student achievement and created an orderly environment characterized by high expectations.
enduring ideas / understanding	The big concepts about a theme or topic that students should comprehend and retain after they have forgotten many of the details (a topic is a subject; a theme is an idea about the subject)
enduring ideas/understandings	Big concepts about a topic (subject) or theme (idea about the subject) that students should comprehend and retain after they have forgotten many of the details.
English as a Second Language (ESL)	Teaching English to non-English-speaking or limited-English-proficient (LEP) students to help them learn and succeed in schools. ESOL (English for Speakers of Other Languages) has generally the same meaning as ESL.
English language learner (ELL)	A student whose first language is other than English and who is in a special program for learning English (which may be bilingual education or English as a second language).
equal access	Refers to federal legislation that prohibits public school systems from discriminating against student religious groups. If schools permit other non-curriculum-related student groups, such as a chess club, to meet on school property, they must also permit other voluntary student groups, such as prayer groups, to meet.
equity	The goal of equity is to achieve a high-quality education for all students, regardless of gender, race, ethnicity, socioeconomic status, disabilities, or special needs. Because needs are greater in some situations than others, equal treatment is not necessarily equitable.
ESL	English as a second language. Teaching English to non-English-speaking or limited-English-proficient (LEP) students to help them learn and succeed in schools. ESOL (English for speakers of other languages) has generally the same meaning as ESL.

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essential questions	Questions that guide teaching and engage students in uncovering the important ideas at the heart of each subject.
exemplar	An example chosen to illustrate characteristics of a concept. In schools, the term exemplar sometimes refers to samples of student work used to show other students what they are expected to do. An exemplar can also help teachers (and students themselves) evaluate student work when it is completed.
exhibitions	Demanding projects designed and conducted by high school seniors in schools that are members of the Coalition of Essential Schools, founded by Theodore Sizer. Noting that students in 19th century New England secondary schools were expected to present evidence of their learning as a requirement for graduation, he suggested that a similar procedure could make modern high school education more meaningful.
experiential education	Education that emphasizes personal experience of the learner rather than learning from lectures, books and other secondary sources. Also called experiential learning, may take the form of internships, service learning, school-to-work programs, field studies, cross-cultural education, and leadership development.
flexible scheduling	Flexible scheduling, or modular scheduling, usually refers to school schedules in which classes are taught for different lengths of time on various days.
four by four (4x4) schedule	A type of block, or alternative, scheduling used in some secondary schools in place of the usual class periods of approximately 50 minutes. Students take four 90-minute classes a day, with course changes every 45 days (four times a school year).
full inclusion	The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities. Inclusion classes often require a special assistant to the classroom teacher.
gifted and talented	The National Association for Gifted Children (NAGC) denotes "a gifted individual is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression. Federal legislation refers to gifted and talented children as those who show high performance capability in specific academic fields or in areas such as creativity and leadership, and who, to fully develop their capabilities, require services or activities not ordinarily provided by the school.
Goals 2000	<p>The first national goals for education were established initially at a meeting of state governors convened in 1989 by President George Bush and, with minor changes, incorporated into legislation passed in 1994 under President Clinton. The eight goals were that by the year 2000</p> <ol style="list-style-type: none">1) All children in the United States will start school ready to learn.2) The high school graduation rate will increase to at least 90 percent.3) All students will leave grades 4, 8, and 12 having demonstrated competence in challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography.4) Every school in the United States will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in the modern economy. Students will be the first in the world in mathematics and science achievement.5) Every adult citizen will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.6) Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms.7) The teaching force will have access to programs for the continued improvement of their professional skills.8) Every school will promote partnerships that will increase parent involvement and participation in promoting the education of their children.
guided instruction	Short, focused explanations, followed by application. Teachers should coach with descriptive feedback to stretch creative thinking and ask students to discuss observations to promote depth of understanding.
habits of mind	Mental attitudes and ways of behaving that contribute to success in life, such as being able to make a plan and follow it or to make decisions based on sound information.
heterogeneous grouping	Intentionally mixing students of varying talents and needs in the same classroom (the opposite of homogeneous grouping).
higher-order thinking	Researcher Lauren Resnick has defined higher-order thinking as the kind of thinking needed when the path to finding a solution is not specified, and that yields multiple solutions rather than one. Higher-order thinking requires mental effort because it involves interpretation, self-regulation, and the use of multiple criteria, which may be conflicting.
history of & influences	Arts and literature go back to oral traditions passed on, as well as illustrations and symbols evolved over time.

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holistic learning	A theory of education that places importance on the complete experience of learning and the ways in which the separate parts of the learning experience are interrelated. Canadian scholar John Miller defines holistic learning as essentially concerned with connections in human experience, such as the connections among mind and body, rational thought and intuition, various subject matters, and the individual in society.
holistic learning and experience	In general, the process of teaching elements and other arts content begins with experiencing the art first. Thereafter students are ready to discover the inner workings and create their own art. This approach can be summarized, by thinking of a teaching sequence that goes whole-part-whole. To truly understand, students must be helped to perceive pictures, poems and songs as wholes, while attending to the patterns and pieces that contribute to making the entirety possible;
homogeneous grouping	Assigning students to separate classes according to their apparent abilities.
HOTS "higher order thinking skills"	Ability and knowledge to ask questions, strategically pursue interest, make choices, give interpretations, express meaning, and identify worthiness of ideas.
IDC "introduction, development, conclusion"	Framework for integrated planning: Introduction prepares students for lesson and allows teacher to assess students' background; in Development, the teacher presents or demonstrates; in Conclusion, students show they know and are expected to go beyond imitation of demonstrated skills or ideas.
illiteracy	Lack of the skills needed in a literate society. Whereas literacy once meant minimal ability to read and write, the term is now used to refer to many types of knowledge and skills, such as computer, scientific, mathematical, economic, or musical literacy.
immersion	As used in bilingual education programs, immersion means having students learn a second language by speaking, hearing, and reading it all day (or part of the day), including being taught several subjects in that language.
inclusion	The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities. Inclusion classes often require a special assistant to the classroom teacher.
inductive learning	Students are led, by means of investigation or discussion, to develop their own ideas. Teaching of the basic arts concepts and skills which free students to tap thinking structures (brain schema) to talk about what they see. Discovery or studio situations during which materials and tools are provided for children to explore. See "discovery learning."
ineffective integration	Results when teachers lack time and/or planning skills to work with specialists; arts specialists come for one-shot performances without pre- and post performance lessons with students.
in-service (in-service)	Also written as in-service, this is the continuing education needed by people in most professions when they have completed their pre-service training and are employed. In education, in-service training or education is now usually called staff development or professional development.
interactive learning	Occurs when the source of instruction communicates directly with the learner, shaping responses to the learner's needs. Tutoring—one teacher teaching a single student—is highly interactive. Computers and other modern technological applications have made it theoretically possible to provide effective interactive instruction to any learner on any subject.
LADDM	Literature, Art, Dance, Drama, Music
learning styles	Differences in the way students learn more readily. Scholars have devised numerous ways of classifying style differences, including cognitive style (the way a person tends to think about a learning situation), tendency to use particular senses (seeing, hearing, touching), and other characteristics, such as whether the person prefers to work independently or with others.
learning, lesson unit	State standards of learning for curricular areas through Standards, Benchmarks, Courses of Study, and Curriculum Guides are essential to planning units and lessons.
life centered curriculum	Use of reflecting on life experiences to give greater depth and breadth in curriculum areas. Identifying points of interest, tension, or conflict in any unit under study as a means of eliciting ideas, discussion and engagement.

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lifelong learning	The idea that, because people in the modern world must continue learning all their lives, schools should teach children how to learn rather than (or in addition to) teaching them fundamental knowledge and skills. Also refers to changing the mission of public schools from teaching only children through age 18 to providing educational opportunities to people of all ages.
liked - wondered - learned strategy	A strategy utilizing sentence stems to help express feelings; students note responses in columns with these labels.
limited-English-proficient (LEP) students	Students who are reasonably fluent in another language but who have not yet achieved comparable mastery in reading, writing, listening, or speaking English. LEP students are often assigned to bilingual education or English-as-a-second-language (ESL) classes.
literacy in Arts	The language, tools and symbol systems of the arts are conceptual anchors which support expanded skills to create, discuss, understand, and make judgments in the arts. Each of the arts has a unique language. Learning the language of the arts increases literacy beyond the narrow sense of simply reading words to understanding major concepts about people, cultures and the world.
literature	Creative art forms of story and poem.
magnet schools	Alternative public schools, most of which focus on a particular area of study, such as performing arts or science and technology but also offer regular school subjects. Students from any part of the school district may enroll. Most magnet schools were originally established by large urban school districts to help achieve racial desegregation, so they have entrance requirements intended to maintain racial balance. Some magnet schools have other entry requirements, such as achievement in the school's area of concentration but others do not.
mainstreaming	The practice of placing students with disabilities into regular classrooms. The students usually also receive some assistance and instruction in separate classrooms, often called resource rooms. (Programs in which students with disabilities spend all or nearly all of their time in regular classrooms are called inclusion or full inclusion programs. Mainstreaming is also known as partial inclusion.)
manipulatives	Learning materials designed to help students understand abstract ideas by handling physical objects. An abacus is a mathematics manipulative.
mastery learning	A way of organizing instruction that tries to ensure that students have mastered each increment of a subject before going on to the next. The idea assumes that a subject can be subdivided into sequential steps organized hierarchically.
memory proteins	Dopamine, which causes elation and excitement and endorphin and norepinephrine, which heighten attention are released during emotional responses triggered in the course of arts learning and engagement, where experience calls for feelings to be felt and expressed.
metacognition	Thinking about one's own thinking process; self-questioning. The ability to be conscious of and, to some degree, control one's own thinking.
middle schools	Schools for students in the early adolescent years between elementary school and high school. Most middle schools include grades 5 through 8 or 6 through 8. Middle school advocates say that young adolescents have special needs because of their rapid growth and change.
multi-age grouping	The practice of having children of different ages in the same classroom, rather than assigning them to age-graded classrooms (e.g., 6-year-old children to 1st grade and 7-year-old children to 2nd grade). Multi-age grouping is practiced more often in elementary schools than in secondary schools.
multicultural education	Schooling that helps students understand and relate to cultural, ethnic, and other diversity, including religion, language, gender, age, and socioeconomic, mental, and physical differences. Multiculturalism is intended to encourage people to work together and to celebrate differences, not to be separated by them.
multiple intelligences	A theory of intelligence developed in the 1980s by Howard Gardner, professor of education at Harvard University. Gardner defines intelligence broadly as "the capacity to solve problems or fashion products that are valued in one or more cultural setting." He originally identified seven intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. He later suggested the existence of several others, including naturalist, spiritual, and existential. Everyone has all the intelligences but in different proportions.
multi-sensory approach	Visual, auditory, kinesthetic, tactile and humor. (VAKTH)

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music	An intentional organization of sound in time and space, evoking feeling and emotions through the use of rhythm, tempo, melody, harmony, pitch and repetition.
national goals	See Goals 2000.
notation in the arts	Musical notation is the symbol system that represents elements of rhythm and pitch, fundamental building blocks of music.
opportunity-to-learn standards	Specify what schools must provide students, including curriculum, instruction, and classroom equipment ensuring that all students have the opportunity to reach the same high performance standards.
outcomes	Intended results of schooling: What students are supposed to know and be able to do. Educators and others may use the term outcomes to mean roughly the same as goals, objectives, or standards.
part to whole	See holistic learning and experience.
partnerships between arts agencies, schools	Under the auspices of The Kennedy Center, the J. Paul Getty Foundation, the Ford Foundation as well as other organizations, nationwide initiatives are helping schools across the country learn ways to integrate the arts. Contact these and local museums, arts councils or other organizations who may be involved or are interested in getting started.
pedagogy	The art of teaching—especially the conscious use of particular instructional methods.
performance assessment	A form of assessment that is designed to assess what students know through their ability to perform certain tasks. For example, a performance assessment might require a student to serve a volleyball, solve a particular type of mathematics problem, or write a short business letter to inquire about a product as a way of demonstrating that they have acquired new knowledge and skills.
philosophy defined	Begin with basic beliefs about what students need to be successful, what research and theories support the concept of arts integration, and how to establish the conditions for learning. A model for creating a classroom for student meaning making, with, about, in, and through the arts might address: Immersion, Expectation, Freedom to fail, Meaningfulness, Demonstration, Active learning, Application and practice, Independence, Responsibility, Progress and Success, Motivation, Creativity, Teachers.
problem-based learning	An approach to curriculum and teaching that involves students engaged in solution of real-life problems rather than conventional study of terms and information. Student teams organize their methods and procedures around specifics of the problem, not around subject matter as such. Problems are chosen for their appropriateness and power to illuminate core concepts in the curriculum.
process vs. product	Rule of thumb: for regular classroom arts integration is to emphasize the processes of knowing that the arts offer by giving time to explore techniques and materials. These are ways to make sense and express meaning and go beyond providing culminating events for entertainment.
progressive education	Emerging in the first half of the 20th century, progressive education emphasized having students do, rather than read about or memorize. From this perspective, progressive educators, such as John Dewey, looked to the arts as learning tools.
project approach	Projects, often part of a unit of study, offer concrete assessment information about student learning by requiring students to demonstrate what they know. They involve students in discovery learning and creative problem solving, are usually interest based and may be done in small groups. Students are encouraged to take on decision-making as appropriate for their age and stage.
reasons why	The arts are natural components of interdisciplinary and integrated learning, providing a neutral ground to learn about varied and multiple communication symbols, content disciplines, values and beliefs.

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responsibility & arts	As students engage in art making, they soon learn that nothing can be created without learning to use materials and tools and sticking with work to completion. As students get insight into what it takes to be successful, they see that those who handle tools and materials responsibly are given privileges not available to those who do not.
scaffolding	The way a teacher provides support to make sure students succeed at complex tasks they couldn't do otherwise. Most teaching is done as the students go about the task, rather than before they start. As the students become more skillful, the teacher gives them more responsibility, taking away the scaffolding when it is no longer needed. (This gradual withdrawal has been called "fading.")
SCAMPER	Strategies for manipulating concepts and ideas in content areas, finding problems; looking at content areas in new ways to facilitate the creative process: 1) S ubstitute--change characters, time, Setting... 2) C ombine--force relationships, connect 3) A dapt--compare and think metaphorically 4) M odify--change color, size, shape... 5) M agnify--add to or make larger 6) M inify--make smaller 7) P ut to other uses--apply differently 8) E liminate--subtract something 9) R everse or rearrange--backward, upside down, inside out.
schema	Psychological structure used to understand; brought about through mental organization of reality
specialists	Licensed/credentialed arts teachers, professional artists and community arts organizations comprise arts specialist resources. Specialists can show where connections between the arts and other disciplines exist and how to make them without damaging the integrity of the art form.
spiral curriculum	An approach to curriculum design that provides for periodic revisiting of key topics over a period of years, presenting them in greater depth each time. Contrasts with mastery learning, which assumes that a topic should be taught thoroughly and mastered before students move on to something else.
staff development	There is little or a lack of preparation for practicing and pre-service education majors to use the arts as daily, integral content and modes of teaching and learning, necessitating opportunities for teacher training and staff development in the arts and arts integration. While the worth of the arts as unique disciplines, with specialist teachers in each discipline, is important, a balanced perspective proposes preparing classroom teachers to include the arts as content disciplines and means of learning as well.
standards	In current usage, the term usually refers to specific criteria for what students are expected to learn and be able to do. These standards usually take two forms in the curriculum: - Content standards (similar to what were formerly called goals and objectives), which tell what students are expected to know and be able to do in various subject areas, such as mathematics and science. - Performance standards, which specify what levels of learning are expected. Performance standards assess the degree to which content standards have been met. See "world-class standards."
standards-based education	Teaching directed toward student mastery of defined standards. As nearly all states have adopted curriculum standards, teachers are expected to teach in such a way that students achieve the standards.
teacher knowledge & skills	Base for arts integration: 1) Basic elements and concepts of arts discipline, enabling creation and thinking in and about the art work; 2) Artist information 3) Styles, genres of the art 4) Forms, types and/or media 5) Subject matter 6) Actual art pieces, examples from diverse cultures 7) Cultural artifacts (e.g. musical instruments) 8) Specific approaches or teaching strategies 9) Related children's literature 10) Other connections (e.g. careers, history, etc.)
teaching for transfer	All meaningful learning is essentially creative; we come to understand as we make or create meaning for ourselves. Reminders to use specific, creative, and artistic meaning-making strategies (e.g., SCAMPER) in math, science, social studies, reading and writing assists students in establishing why they are learning them. Being explicit about the need to make the effort to create can cause a transfer of creative thinking skills.
teaching for understanding	Engaging students in learning activities intended to help them understand the complexities of a topic.
thematic instruction	Organizing all or part of the instruction of a particular group of students around a theme, such as the Declaration of Independence.
thematic unit	A segment of instruction focused on a given theme. School courses are frequently divided into units. For example, a literature course might include a four-week unit on The Individual and Society.

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unit objectives	Knowledge and skills necessary for students to demonstrate their understandings of essential questions
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unit of study	A segment of instruction focused on a particular topic. School courses are frequently divided into units lasting from one to six weeks. For example, an American history course might include a four-week unit on The Westward Movement.
unit structures	Units structured (1) around life problems, topics or themes, (2) with an artist, author, or person at the center of study; (3) focusing on a genre or form; (4) using a single or core book, a poem song, or piece of art.
unit web	Creating the focus hub of unit study then mapping out the applications to core subjects with relationally clustered information
units	Structures for integrating the arts into other core subjects
units - criteria	The arts may be used as content and means of learning in units specified by a district's standards. Students are involved in exploration, creation, response, performance, and evaluation as they explore the central topic, problem or questions.
values education	Teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens. Character education programs frequently focus on a set of values arrived at by community consensus. These values may be taught through telling stories, holding discussions, and pointing out examples when they occur.
visualization	Consciously creating a picture of something in the mind. Teachers sometimes encourage students to visualize situations to help them remember information or to prepare them for creative activities such as writing stories.
vocational education	Schooling at the high school level that allows students to spend a part of the school day attending traditional classes and the rest of the day learning a trade, such as auto repair or cosmetology. Vocational classes may be held in the same school building as the other classes or in a separate vocational-technical school. Students may also train at real work sites.
web & webbing	Written visual mapping strategy for understanding connected and relational elements of a subject, project, or focus such as literature, point of view, etc. Map has central focus with connecting legs of differentiated aspects moving outward in informational clusters.
world-class standards	Content and performance levels that are expected of students in other industrialized countries. Also refers to the movement in the United States to bring students' academic achievement and knowledge on par with students' accomplishments in the other industrialized countries.
year-round schooling	<p>Replacing the conventional school year of 9–10 months and a long summer break with a continuous school year with breaks at other times. School systems have devised several different year-round models. In the single-track approach, the lengthy summer vacation is replaced by several shorter breaks that are scattered throughout the calendar year.</p> <p>In a multitrack approach, most often used in rapidly growing communities, school is always in session, but only a portion of the students attend at any one time so that there is enough room to accommodate everyone. A school built to accommodate 750 students can be used to educate 1,000 students if, at any given time, 250 of them are on vacation. The multitrack method saves money that would otherwise have to be spent for school construction, although costs are incurred for the additional salaries, maintenance, and air conditioning (as needed). Families often resist both single-track and multitrack year-round schooling plans because they disrupt schedules and interfere with vacation plans, at least initially. Breaks at nontraditional times of the year, however, may allow families to enjoy less expensive, less crowded</p>
mixed-ability grouping	Intentionally mixing students of varying talents and needs in the same classroom.

ARTS AND CURRICULUM INTEGRATION

art-based school	Denotes an arts integrated school possessing an interdisciplinary arts approach.
change process	Statistically measured positive results of change in schools moving into arts integrated curriculum

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goals of integration	In the arts, to make meaningful arts connections that add depth to learning, not simply adding more things to the curriculum, but to ensure that the arts are not reduced to entertainment only.
guided art & language lesson	A special kind of integrated art and language arts lesson which enables students to develop their listening, speaking, reading, and writing skills, further integrating the arts with other academic subjects.
IB	See International Baccalaureate.
immersion principle	Creation of an aesthetic environment by displaying art, playing music, etc. to infuse the arts.
infusion	Integration through permeation. A method of continuous introduction of the arts into other core subjects.
infusion	Integration through permeation. A method of continuous introduction of the arts into other core subjects.
integrated arts philosophy & curriculum	A model for creating a classroom for student meaning making with, about, in and through the arts, anchored in basic beliefs about what students need to be successful.
integrated curriculum	A way of teaching and learning that does not depend on the usual division of knowledge into separate subjects. Both integrated curriculum and interdisciplinary curriculum are intended to help students see connections. However, integrated curriculum involves investigation of topics without regard to where or whether they appear in the typical school curriculum, while interdisciplinary curriculum draws its content from two or more identifiable disciplines.
integrated school	Denotes an arts integrated school possessing interdisciplinary arts approach.
INTEGRATES	Model featuring 10 Principles for Arts Integration - ways to achieve curricular goals and standards, while maintaining the integrity of each art form; important to balance using art as a teaching and learning tool with respecting the arts as special disciplines themselves. Principles include: I mmersion in an arts-based environment, N itty gritty arts concepts and skills provide foundation for meaning making, T eaching habits bring students to know what to expect, E nergizers and warm-ups increase creative problem solving, G reat related children's literature should support each arts area, R outines organize the day and maximize time for the arts, A daptations of curriculum models to integrate art and meet student needs, T rips extend arts-based learning, E vidence to document and assess student progress, and S pecialists in the arts.
integration	Variety of ways and intensities with which classroom teachers include the arts.
integration checklist guidelines	Process of continuous questioning as integration progresses: 1) Does the integrative structure reveal overarching patterns or truths? 2) Does it fascinate, challenge and interest students? 3) Is it inclusive enough to pull in many disciplines in meaningful and natural ways? 4) Is it worthy of time and attention? 5) Does the structure allow for students to use methods to investigate? (e.g., primary sources, authentic researching strategies) 6) Does the structure allow students to view the issue from the perspectives of the various disciplines? 7) Is the integrity of each discipline maintained in integration?
integration definition	Integration process occurs when two or more when two or more ideas are combined. All parts retain their worth, but a synergism is created in which the sum is greater than the parts and time use is maximized.
integration how to	Principles for integration through specific ideas to move to an arts-based curriculum. Immersion, nitty gritty arts concepts and skills, teaching habits, energizers and warm-ups, great children's literature, routines, adaptations, trips, evidence, and specialists in the arts are important and necessary.
integration models	Avenues for arts integration which are selected to fit student needs, curricular structures, available materials, time constraints, and teaching personnel. Goals are the same for all integration models: to make natural and meaningful arts connections that add depth to learning.
integration, general knowledge	The arts draw on the common concepts of shape, action, pattern, and rhythm and can be tapped for their power to reveal these same aspects in other curricular areas. This way of teaching and learning uses the arts as meaning-making tools and begins with seeing the curriculum from the "what if" vantage point of an artist, while maintaining a focus on targeted curricular concepts, skills or themes.

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integration, meaningful	Entails the use of lessons with two or more prongs, e.g., an art and math focus or art and language arts focus; integration should maintain the integrity of each discipline being integrated; a critical integration question to ask to help ensure meaningful integration: "What did my students learn about each discipline being integrated?" Learning through the arts, which transfers the meaning making processes of art to other curricular areas provides layers of lateral growth opportunities esthetically, emotionally, developmentally, sensorially, as well as developing higher-order thinking and creative problem-solving skills.
integrative themes	Distinction between thematic units that are topic based featuring related arts and arts-based activities, and thematic cycles, a means of pursuing a line of inquiry, where one task grows out of questions raised in the preceding tasks, all connected to an original theme or initiating questions; units are designed to cause students to think more deeply. See units.
interdisciplinary curriculum	A way of organizing the curriculum in which content is drawn from two or more subject areas to focus on a particular topic or theme. Effective interdisciplinary studies have the following elements: <ul style="list-style-type: none"> - A topic that lends itself to study from several points of view. - One or more themes (or essential questions) the teacher wants the students to explore. - Activities intended to further students' understanding by establishing relationships among knowledge from more than one discipline or school subject.
interdisciplinary instruction	Instruction which involves two or more academic, scientific, or artistic disciplines; an approach which cuts across disciplines, e.g., the history of music or the art of science.
International Baccalaureate (IB)	A rigorous, pre-university course of study that leads to examinations accepted by more than 100 countries for university admission. The two IBO curriculums for primary and middle school years are broad, inclusive and inquiry based. Teachers engage students in their own learning and seek reliable assessment to measure effective learning. The IBO Diploma Programme requires students to study six contrasting areas of curriculum over a minimum of two years. Courses are offered at two levels, higher and standard, the former requiring 240 hours of study in each area and the latter, 150 hours per area.
knowledge/skill base for arts integration	Basic knowledge of key concepts, principles, techniques, and tools in the arts disciplines; solid foundation on child development and learning theory and research; commitment to integrating the arts.
language experience approach	LEA. A classic art strategy to teach reading and writing.
Learning to Read through the Arts	An integrated arts curriculum, which yielded an improvement of 1-2 months in reading skills for each month students participated.
levels of integration	Beginning level: Teaching with the arts; e.g., adding daily arts routines or centers and stations; more integration happens when teachers plan lessons about arts content, enabling students to be involved in the arts in more mindful ways; fullest integration is teaching through the arts and involves creating an aesthetic classroom environment in which substantial content units are planned using the arts as both learning tools and unit centers. See WAIT model.
multidisciplinary curriculum	Curriculum in which the same topic (e.g., harmony) is studied from the viewpoint of more than one discipline (e.g., music, history, and literature).
nitty gritty arts integration principles	Use of charts of elements, banners, and big books to use as reference tools. Explanations of "why" to learn elements and arts concepts.
PARTICULAR - adapting for special needs students	10 ways to adapt integration strategies for special needs students - 1) Place relative to learning setting, 2) Amount of time and materials, 3) Rate (oftenness) pace, 4) Target objectives, 5) Instruction , 6) Curriculum , 7) Utensils , media and tools, 8) Level of difficulty 9) Assistance or scaffolding 10) Response (connect to real life)
principles for integration	See INTEGRATES and "integration how to."
reasons to integrate	1) The arts are fundamental to all cultures and time periods. 2) The arts were first and remain the primary forms of human communication. 3) The arts develop the brain and give students the chance to be smart in different ways. 4) There is a strong positive relationship between the arts and academic success. 5) The arts are avenues of achievement for students who might not otherwise be successful. 6) The arts develop cooperation, perseverance, self-regulation, discipline and the value for hard work--important skills for personal life and success in the work place. 7) The arts focus on alternative forms of assessment and evaluation. 8) Goals 2000, the National Assessment and the National standards for the Arts (1994) call for arts-based education for all children.

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Reggio Emilia School	School in Italy that has formed the entire curriculum based on hands-on projects that result in student products to be shared or displayed.
response options	Activities that engage and enhance the integration method. Journals; writing; book response, art response, music response
teacher habits for integrating art	Effective teachers use habits that set up an aesthetic classroom, ask provocative questions, respond with descriptive comments, and are models of how to listen, look, and feel the world's beauty.
team plan - collaborating with specialists	To facilitate classroom teacher collaboration with arts specialists: support a mutual exchange of month by month list of units, concepts and skills to be presented in core subjects and invite arts connections in special classes; classroom teachers can solicit ways to follow up on arts classes to extend art, music, dance and drama.
WAIT - "with-about-in-through"	Model for arts integration teaching methods and structure. Teaching <i>with</i> the arts, teaching <i>about</i> the arts, assigning work <i>in</i> the arts, and teaching through an art environment - all structures enabling students to live and learn through the arts.

STANDARDS AND ASSESSMENT

accountability	The responsibility of an agency to its sponsors and clientele for accomplishing its mission with prudent use of resources. In education, accountability is currently thought to require measurable proof that teachers, schools, districts, and states are teaching students efficiently and well, usually in the form of student success rates on various tests.
achievement gap	Persistent differences in achievement among different types of students as indicated by scores on standardized tests, teacher grades, and other data. The gaps most frequently referred to are those between whites and minority groups, especially African-Americans and Hispanics.
achievement tests	Tests used to measure how much a student has learned in various school subjects. Most students take several standardized achievement tests, such as the California Achievement Tests and the Iowa Tests of Basic Skills. These norm-referenced, multiple-choice tests are intended to measure students' achievement in the basic subjects found in most school districts' curriculum and textbooks. Results are used to compare the scores of individual students and schools with others—those in the area, across the state, and throughout the United States.
action research	Systematic investigation by teachers of some aspect of their work in order to improve their effectiveness. Involves identifying a question or problem and then collecting and analyzing relevant data.
alignment	The effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed on official tests.
assessment	Measuring the learning and performance of students or teachers. Different types of assessment instruments include achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments.
authentic assessment	Assessment that measures realistically the knowledge and skills needed for success in adult life. Specifically, authentic assessments are performance assessments that are not artificial or contrived.
benchmark	A standard for judging a performance. Teachers and students can use benchmarks to determine the quality of a student's work. Some schools develop benchmarks to tell what students should know by a particular stage of their schooling.
competency tests	Tests created by a school district or state that students must pass before graduating. Sometimes called minimum competency tests, such tests are intended to ensure that graduates have reached minimal proficiency in basic skills.
constructed response	Test items on which students must provide an answer (short answer, explanation of the process for determining the answer, etc.).
criterion-referenced tests	Tests designed to measure how thoroughly a student has learned a particular body of knowledge without regard to how well other students have learned it.

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data based decision making	Analyzing existing sources of information (class and school attendance, grades, test scores) and other data (portfolios, surveys, interviews) to make decisions about the school. The process involves organizing and interpreting the data and creating action plans.
formative test	A test given primarily to determine what students have learned in order to plan further instruction.
high-stakes tests	Tests used to determine which individual students get rewards, honors, or sanctions. Low-stakes tests are used primarily to improve student learning. Tests with high stakes attached include college entrance examinations and tests students must pass to be promoted to the next grade. Tests affecting the status of schools, such as those on which a given percentage of students must receive a passing grade, are also considered high stakes.
indicator	A statistic, such as the percentage of students attending school daily, used as evidence of success in accomplishing an abstract goal, such as student interest in learning.
minimum competency tests	See "competency tests."
performance tasks	<p>Activities, exercises, or problems that require students to show what they can do. Some performance tasks are intended to assess a skill, such as solving a particular type of mathematics problem. Others are designed to have students demonstrate their understanding by applying knowledge.</p> <p>Performance tasks often have more than one acceptable solution. They may call for a student to create a response to a problem and then explain or defend it. Performance tasks are considered a type of assessment (used instead of, or in addition to, conventional tests), but they may also be used as learning activities.</p>
portfolio	A collection of student work chosen to exemplify and document a student's learning progress over time. Students are often encouraged or required to maintain a portfolio illustrating various aspects of their learning.
reliability	In testing, an estimate of how closely the results of a test would match if the test were given repeatedly to the same student under the same conditions (and there was no practice effect).
rubric	<p>Specific descriptions of performance of a given task at several different levels of quality. Teachers use rubrics to evaluate student performance on performance tasks. Students are often given the rubric, or may even help develop it, so they know in advance what they are expected to do. For example, the content of an oral presentation might be evaluated using the following rubric:</p> <p>Level 4—The main idea is well developed, using important details and anecdotes. The information is accurate and impressive. The topic is thoroughly developed within time constraints.</p> <p>Level 3—The main idea is reasonably clear and supporting details are adequate and relevant. The information is accurate. The topic is adequately developed within time constraints but is not complete.</p> <p>Level 2—The main idea is not clearly indicated. Some information is inaccurate. The topic is supported with few details and is sketchy and incomplete.</p> <p>Level 1—A main idea is not evident. The information has many inaccuracies. The topic is not supported with details.</p>
selected response	Preferred by some testing specialists over the more common term "multiple choice" because it is more specific and contrasts with "constructed response," meaning items that require the student to provide an answer.
standardized testing	Tests that are administered and scored under uniform (standardized) conditions. Because most machine-scored, multiple-choice tests are standardized, the term is sometimes used to refer to such tests, but other tests may also be standardized.
student-led conference	A variation of the usual parent-teacher conference in which the student plays a major part. The student prepares for the conference and leads it by showing the parents or family members samples of her work, often in the form of portfolios, and discussing areas of strengths and weaknesses.
summative test	A test given to evaluate and document what students have learned. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.
validity	In testing, validity means how well a test measures what it is intended to measure.

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Sources: *Creating Meaning Through Literature and the Arts*, 2nd Ed. / Claudia E. Cornett / ISBN 0-13-097777-2 / Merrill Prentice Hall, Publisher |
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