

Art Integrated Learning: An Innovative and Inclusive Mode of Teaching

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ABSTRACT

Art Integrated Learning is an innovative and conceptual teaching method in which learners use a variety of artistic mediums to illustrate, experiment with, and present the material. Art integration into the curriculum involves introducing students to a variety of artistic mediums while they study academic subjects, including facts, ideas, concepts, procedures, methods, and skill sets. Teachers are employing dance, theatre, music, visual arts, etc. to teach a range of academic subjects in a more engaging way rather than teaching art as a separate subject. By incorporating various academic concepts with the arts, classroom instruction can be completely holistic. With this, cognitive domains as well as the development of the socio-emotional, behavioral, and psychomotor domains could be targeted. The goal of the paper is to examine the use of "arts" as a teaching tool and how it affects a child's general learning and development. An art-integrated learning approach is significant because it encourages inclusivity in the classroom and acts as a teacher for the growth of inclusivity.

Keywords: Classroom; Art Integrated Learning; Individual Differences; Inclusivity; Teacher.

Introduction

"The act of combining or adding parts to make a unified whole" is how the dictionary defines integration. "Combining the arts with the teaching of different curricular areas" is what art integration is defined as. It is possible to establish connections between art and academic disciplines like languages, social studies, science, and mathematics. Science ideas can occasionally be easily understood through the arts. Thus, a variety of artistic mediums can be used to concretize the abstract ideas within the subjects. Learning in this way promotes a deeper appreciation of the arts while also helping to increase knowledge and understanding of the subject matter. This is referred to as comprehensive or holistic learning.

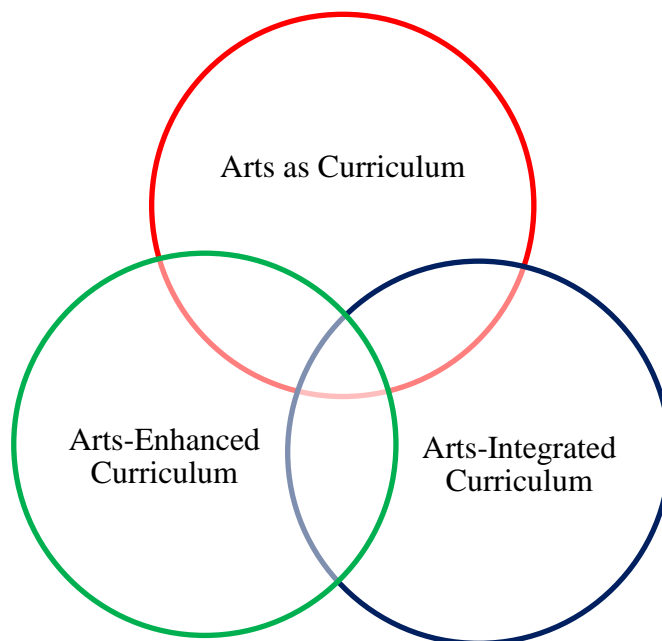
Art offers a vocabulary for communication. This expression could take the shape of a performance or something visual.

Through their access points, Art Integrated Learning (AIL) is a framework of experiential learning that offers an equal learning environment to all learners. In an environment that integrates art, students create personal meaning through art-related activities. The goal of AIL was to develop the target areas of the learner's cognitive, socio-emotional, and psychomotor domains through a pedagogy that could be used at all educational levels. Art-integrated learning has created opportunities for interdisciplinary and holistic learning at several stages of the teaching-learning process. The framework has been field-tested at various schools nationwide to ensure its viability and efficacy in facilitating the teaching-learning process before being used as an instructional tool, is uplifting and meaningful. The subsequent outcomes and input from numerous stakeholders, such as parents, teachers, and authorities, have been overwhelmingly positive. The Department of School Education & Literacy, MHRD, has incorporated the AIL pedagogy into NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement), an initiative designed to prepare elementary school teachers for competency-based and holistic

teaching. These guidelines are intended to inform all parties involved about the pedagogy of art-integrated learning in schools and its inherent value to education. It methodically explains every facet of the cutting-edge AIL pedagogy. If implemented in its full spirit, these methods can contribute to the development of lively AIL classrooms where students can be seen acting, dancing, or creating art, all of which demonstrate their developing comprehension of the fundamental academic subjects.

Every day, elementary, middle, and high school classrooms incorporate the arts in several different ways. Three primary categories can be used to summarize the variations.

- 1- Arts as Curriculum
- 2- Arts-Enhanced Curriculum
- 3- Arts-Integrated Curriculum



All three versions are legitimate, necessary, and significant. All gain from having access to arts experiences, which allow students to participate in real-world activities that enlarge and deepen their understanding of the arts by seeing exhibitions and performances by working artists.

Teachers and schools may choose to focus on one or more of the three variations, even though they are inherently linked and supportive of one another. Teachers and schools can choose the programs they offer more wisely if they are aware of the variations in the approaches.

Arts as Curriculum: A school's approach to teaching music, art, drama, or dance is probably based primarily on Arts as a curriculum. Students gain expertise and understanding in a specific artistic medium. The programs, frequently referred to as "arts learning" or "art for art's sake," are governed by local, state, or federal standards specific to each art form. Students learn the concepts, procedures, and methods necessary for creating two- or three-dimensional work, for instance, in the visual arts. Students participate in creating and analyzing works produced in a range of media and learning about the evolution and changes of the visual arts over time.

Arts-Enhanced Curriculum: Arts-Enhanced Curriculum refers to the use of the arts as a tool or strategy to support other curriculum areas without explicitly stating the goals of the art form. For instance, students use singing the ABCs to help them remember the alphabet's letters and order. However, it's not typically expected of students to pick up specific singing techniques or learn about melody and song structure.

Arts-Integrated Curriculum: Arts-enhanced curriculum serves as a "hook" to draw students into the subject matter being studied. Teachers also require little to no training in the art form. A lot of the time, arts-enhanced Curriculum and Arts-Integrated Curriculum are confused with one another, or they are not distinguished from one another. The arts take on a new role in the arts-integrated curriculum as both a teaching and learning tool. When students use the creative process to investigate connections between an art form and another subject area to gain a deeper understanding of both, they are meeting dual learning objectives. For instance, students achieve their goals in social studies and theatre (characterization, stage composition, action, and expression). The process is mutually reinforcing; as students go deeper into the social studies material, their developing understandings have an impact on their dramatizations, and creating a dramatization gives them an authentic context in which to learn more about the material. Teachers must participate in professional development to learn about arts standards and how to connect the arts to the curriculum they teach if they are to achieve deep student understanding in both the art form and the other curriculum areas through the Arts-Integrated Curriculum.

Significance of Art-Integrated Learning

Incorporating the arts into the curriculum not only makes the students joyful but also gets them moving, which helps them develop 21st-century skills. Children are forced to think creatively when using creativity and innovation in the artistic process, which helps these abilities come more naturally in real life or the workplace later on. Art-integrated learning is supported by instructional materials, lesson plans, school excellence kits, etc. Let's examine the many benefits of integrating art into the classroom.

Students who take part in art-integrated classes show greater retention of the material and can articulate its deeper meaning, which promotes prolonged retention and deeper understanding. Engaging in art-integrated projects allows students to create their learning, which fosters greater creativity, respect, and meaning in their work. As a result, it offers real and personally relevant learning. A genuine sense of "one class—one team" is fostered among students through the environment of cooperation, collaboration, and confidence that art integration creates. Working together fosters greater cooperation among students and helps them see each other's strengths, boosting confidence and fostering collaboration. There's space for self-expression and self-awareness in the arts-integrated lessons.

Importance of Art Integrated Learning in Nurturing Inclusivity in Schools

"People do not simply develop by existing, growing older, or becoming larger; they must go through certain pivotal experiences that lead to periodic reorganizations of their knowledge and understanding," said Gardner (1990). Students with disabilities are included in this. A more effective way to demonstrate how to promote inclusive education and enable students to benefit from the rich learning experience gained via participation in arts-related activities is to create a school-wide project that incorporates the arts, rather than lecturing educators on why inclusive practices are necessary for all students. The arts are inherently inclusive, entertaining, and educational.

According to Gardner (1994), children can experience "pure pleasure" from the arts because of their "therapeutic qualities".

Valentino (2016) added that it is effective to guarantee that every student has an equal chance to appreciate, engage in, and gain from the inclusive classroom environment and the arts by incorporating visual and performing arts into the curriculum. Understanding how the brain works is essential for providing support to a variety of students in a general education classroom. Additionally, a variety of artistic mediums can support inclusive teaching in the classroom. All students can participate in and contribute to a lesson through the arts, which also fosters creative skills and talents and lets teachers determine how each student can fit into the activity.

Teachers' Role in Promoting Inclusivity in the Classroom through Art-Integrated Learning

As stated by Weiner (2002), Thousand and Villa (2000), and Stainback (1996). A major component of inclusion's success is the collaboration of educators, parents, specialists, administrators, and community members as a team. The success of an art-integrated classroom depends on the teacher's ability to incorporate the arts into the other subjects. In a classroom that integrates art, the teacher is expected to act as a mentor, advisor, and facilitator for the students, helping to break down barriers to learning by bringing together various forms of art that are relevant to the subject matter. The majority of educators, however, must be ignorant of the proper ways to emphasize inclusion and learning outcomes while incorporating different artistic mediums into the subject matter.

When using the Art Integrated Learning approach in the classroom to promote inclusivity, there are a few key things to remember:

1. An all-encompassing method of education.
2. Visual interactions.
3. The capacity to transition between verbal and nonverbal forms of communication.
4. The capacity to recognize the parallels and divergences among various artistic mediums.
5. Integration of artistic reinforcement.
6. Giving students more power through integrated learning.
7. Motivating people to adopt alternative perspectives.
8. Establishing a welcoming environment for all viewpoints.
9. Giving children the chance to make decisions.
10. Recognising the special strengths of every child.
11. Encouraging kids to cooperate and work together while still doing their own thing.

Conclusion

The use of art to enhance learning in other academic subjects is known as art integration. It's a method of teaching non-art ideas and abilities through the use of art. Students' comprehension and memory of the subject matter can be

improved when art is incorporated into other subjects. Additionally, concepts that are difficult for students to learn through conventional methods can be taught through art integration. There are various ways to integrate art. It can be as easy as using music to teach a math lesson or a painting to help explain a historical concept. Teachers who wish to use art in their classrooms have access to a wealth of resources. Teaching abstract concepts is made much easier and more engaging when it incorporates various art forms. Students' ability to retain information is increased and their understanding of the subject is expedited through art integration learning. Learning through the arts serves a variety of learners with varying intelligence levels, including physical, performing arts visual, geographical, naturalistic, and so forth. This will promote students' overall development and a holistic approach.

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Competing Interests Statement

The authors declare that there are no competing interests.

Consent for Publication

The authors declare that they consented to the publication of their original research work.

Authors' Contributions

Both the authors took part in data collection, literature review, analysis, and manuscript writing equally.

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