
ART INTEGRATION- A CROSS-CULTURAL APPROACH TO TEACHING AND LEARNING IN THE TWENTY FIRST CENTURY

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ABSTRACT

Integration of art is an innovative teaching learning approach through which the concepts can be taught and evaluated equitably in and through art. Due to the variety of implementation methods, arts integration is complicated. There is no one right way to include arts into the classroom, and the planning and implementation of art integration can be creative work in and of itself. The degree to which the arts can be incorporated into the curriculum varies; it may be done on a daily to monthly basis, with the discussion of a historical piece of art, or it may be done more complexly, with the inclusion of a hands-on art project to support the students' active learning. Additionally, because instructors traditionally have more opportunity in how much time they spend with their kids, arts integration is more likely to start in the elementary grades. To meet the demands of pupils in the 21st century, art integration is marketed as a potent educational strategy. Teaching through arts can assist students to conceive, create, and express their understanding about themselves, their communities, and about the wider world. Teachers must balance the arts and non-arts learning and curriculum areas in a co-equal, cognitive manner of integration, and they must focus on investigating common concepts in the classroom. The present

chapter is dealing with art integration and its elements and importance, art integrated pedagogy and its integration in the classroom, implementation of art integration at different levels of education, strategies for imparting art education and tools and practices for the assessment of learning through the integration of art into the curriculum.

Key Words: Art Integration, Cross-Cultural Approach, Teaching-Learning, Twenty First Century

INTRODUCTION

Children have a natural desire to explore their environment, play with objects, and react to sound, rhythm, and colour. They enjoy the way that sound, movement, shadow, shape, and colour interact with each other greatly from an early age. As kids get older, their depictions of the world in drawings and sculptures begin to reflect their views. The emphasis of elementary education should always be on developing artistic sensibilities and creative reactions. Using art to connect to the surrounding world encourages children to observe, explore, think, and learn while being unrestricted, which broadens their perspectives and enhances their learning. Children

connect with emotions and creativity in this process to integrate and deconstruct complicated learning events on a cognitive level. (NCERT 2019). Teachers in the twenty-first century must take on challenging tasks in the classroom in order to encourage students' creativity, intellectual curiosity, emotional well-being, and sense of active citizenship. Learners who are successful in college and the workplace depend on teachers who can design and carry out classes with the skills, knowledge, and dispositions of the twenty-first century.

WHAT IS ART INTEGRATION?

The most effective way to reach and educate every child is through arts integration, which also supports teachers' personal and professional development. Through exploration, reflection, interpretation, connections, application, and demonstration of their understanding of certain objectives in many curriculum areas, students are encouraged to engage in creative processes. This method to education is known as arts integration. When knowledge and abilities from different content areas interact truly and synergistically, integration happens. Genuine integration takes into account students' life experiences and equips them to make a constructive contribution to society. Art integration is defined as "a method of instruction in which pupils develop and exhibit learning via a creative endeavour. Students participate in an artistic process that links two subjects and advances their understanding of both" (John F. Kennedy Centre for the Performing Arts).

Integration of art within the curriculum is successful for two main reasons: first, it aligns practices with how students learn, and second, it invigorates teachers by raising professional satisfaction. The integration of the arts promotes learning that is active and immersive, accessible, authentic, introspective, social, collaborative, dynamic, evolving, and problem-focused. This is in line with research on how people learn. Students find arts integration important, relevant, and engaging because it is consistent with how people learn best. According to the President's Committee on the Arts and Humanities (PCAH, 2011) teachers can use the effective educational strategy of art integration to develop students who are ready for college and the workforce. When teachers apply artistic aspects, procedures, and ways of knowing across disciplines to meet the requirements of the "whole learner," they are implementing art integration (Stevenson & Deasy, 2005). Teachers frequently restore their sense of efficacy when they witness the beneficial effects of arts integration on their student's learning, as it is not only interesting and motivating for pupils. In line with current best practices and brain science, art integration provides educators a potent method to rediscover the joy of teaching. In order to accommodate the wide range of learner variability in every classroom, art integration is strongly associated with the principles of Universal Design for Learning (UDL). It offers a variety of options for accessing, using, and engaging with learning materials. The UDL choices remove obstacles in the learning environment for all students while maintaining high standards. This strategy supports the principles of full child initiatives: physical and

emotional safety, active participation, personalised and challenging learning. It is an effective method for educating students by offering “whole, healthy, and linked methods to learn.”

ELEMENTS OF ART INTEGRATION

Integration of art fosters improved understanding amongst disciplines and encourages learners to engage in authentic experiences that inspire them. This technique offers a variety of learning and understanding avenues while also encouraging imagination, creativity, and individual interpretation of concepts and subjects. The major elements of art integration are as follows;

Integrity of the Subject

Integrity of each subject area or talent is upheld in instances of good integration. Content and abilities are not "watered down" or "minimized" to achieve an unnatural fit or connection. Instead, each big idea keeps its integrity, and the information keeps its key traits, components, and descriptions whether it is taught independently or in an integrated way.

Connection to Established Standards

It is crucial that the lesson content make a connection back to established standards, whether teachers start with them or do so after developing an integrated learning opportunity. The curricular standards, objectives, and indicators for the relevant grade level and teaching area are directly related to the content and skills taught in an integrated lesson or unit.

Instructional Purpose, Directs Focus and Priority

Many educators think that an integrated approach necessitates giving each major concept or skill in a lesson or unit similar weightage and importance. However, a variety of methods and names for integration are acceptable and useful. Effective integration requires keeping in mind that not all content areas or skills need the same number of standards or time, since the majority of lessons emphasise a primary content area that takes the lead or serves as the lesson's focal point. The lesson priority is influenced by the lesson's goal, the teacher's personality and training, and the needs of the students.

Meaningful, Authentic, and Seamless

Effective teachers combine a variety of important ideas and abilities in smooth and realistic ways. As the lesson or unit develops, the integrated learning experience must naturally connect various learning priorities. Big ideas and abilities are connected to developmentally appropriate expectations for the child's age group through the use of developmental authenticity. Experiential authenticity links several concepts and abilities in a significant context. Content integrity denotes the establishment of real cultural, historical, or societal linkages.

ART IN SCHOOLS- THREE VARIATIONS

Art As Curriculum

If a school employs teachers of music, art, theatre, or dance, their approach is probably and predominantly one of the Arts as Curriculum. In a certain art form, students gain expertise and

knowledge. The programmes, also referred to as "arts learning" or "art for art's sake," are chosen based on standards set by the federal, state, or local governments for each type of art. Students are taught the ideas, processes, and techniques for creating two dimensional or three-dimensional art, in the visual arts forms. Students create works in a variety of media, assess them, and learn about how the visual arts have developed and evolved over time.

Art-Enhanced Curriculum

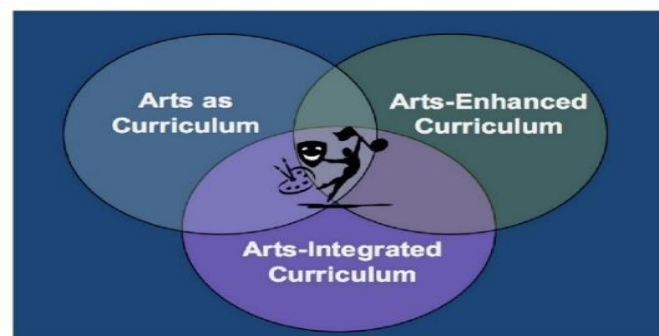
When the arts are used as a tool or strategy to support other curricular areas without any openly stated artistic objectives, the approach is known as arts-enhanced curriculum. In order to memories the alphabet's letters and order, for instance, kids can sing the ABCs. The typical expectation is not for pupils to acquire song structure, melody, or specific vocal techniques. A "hook" is used in arts-enhanced curricula to pique student's interest in the subject matter. Moreover, teachers don't always need to have any formal training in the discipline. There are occasions when the distinction between arts-integrated curriculum and arts-enhanced curriculum is not made or is mistaken with the other.

Art-Integrated Curriculum

In curriculum that incorporate the arts, the arts are employed as a teaching approach as well as a learning tool. Students achieve two learning goals when they use the creative process to look into the relationships between different art forms to comprehend both of them better. Through the incorporation of art into this topic, students fulfil learning goals in social studies and theatre. The

process of developing a dramatization gives students an actual framework in which to learn more about the social studies material, and as they learn more about the material, their understandings expand and have an impact on their dramatizations.

Figure 1 : Variations of Art in Schools



IMPORTANCE OF ART INTEGRATION

NAEA acknowledges the value of arts integration as a philosophy and views it as an essential component of contemporary art practice rather than a distinct philosophy, pedagogy, or methodology. Often based on research, art explores and interprets the world; it takes on significant concepts and problems. Integration of the arts fosters greater understanding between disciplines and encourages learners to engage in authentic experiences that inspire them. This practice offers a variety of learning and understanding avenues while also encouraging imagination, creativity, and individual interpretation of concepts and subjects. Through creative inquiry, art integration produces a level of individualized connection and understanding that supports the artistic processes. Building a learner's

ability to make connections between oneself, others, and the outside world is a particular goal of art integration. The National Visual Arts Standards and standards from other topic areas are both embraced by effective art integration. Options for art educators and generalists are provided by many forms of art integration. A paradigm that calls for the investigation of a cross-disciplinary theme in various courses is one example. Since they are the ones who integrate learning, educators must work together to implement this strategy. A model that is based on an art studio classroom is another illustration. In this paradigm, students conduct research and analyze artistic interpretations of cross-disciplinary themes, concepts, and problems. The integrators in this method are the learners. The way art integration enables students to broaden and explore their thoughts is one of its main advantages. Learning that is purposeful, inclusive, and humanistic must incorporate the arts. Learning abilities, conceptual tools, and understanding-building strategies are developed through the use of the arts. By allowing for the representation of learner voices and viewpoints through artistic expression, this method democratizes art classrooms.

ART INTEGRATED PEDAGOGY

It is a process where art serves as both a teaching and learning tool and a crucial component of comprehending ideas across the curriculum. A teaching-learning paradigm called art integrated learning (AIL) is centered on learning "through the arts" and "with the arts." Students engage in creative discovery using a variety of artistic forms while connecting various themes. Experiences

with the arts, whether they be in the visual (painting and drawing, clay modelling, pottery, paper crafts, producing masks and puppets, heritage crafts, etc.) or performative (music, dance, theatre, puppetry, etc.), support learning and the production of knowledge about a variety of subjects. For pupils who can explore at their own pace, age-appropriate learning opportunities can be accommodated in the arts.

WHY SHOULD WE INTEGRATE ART IN THE CLASSROOM?

- To reduce the burden of schoolwork by enhancing the joy and purpose of learning.
- To facilitate the three domains of cognitive, affective, and psychomotor development.
- To improve one's ability to express oneself and their communication skills.
- To encourage children to socialize more.
- To foster children's creativity and aesthetic sensibility.
- A potent pedagogical tool is art, which is a potent medium of expression.

INTEGRATION OF ARTS IN THE CLASSROOM

AIL makes use of the visual, performing, and stage arts, including painting, photography, printmaking, sculpture, clay modelling, and applied art and craft, dance, vocal music, instrumental music, theatre, puppetry, mime, storytelling, martial arts, magic performance, cinema etc. In order to meet the pedagogical demand of performance learning, art integrated learning involves working on all three domains simultaneously (cognitive, psychomotor, and

affective). This includes analyzing, imagining, exploring, creating, engaging with, expressing, validating, and using the information. This gives the procedure a holistic and experiential feel.

Visual Arts

Visual arts encourage the growth of vocabulary and the three aforementioned skills. Introduce lines, colour, and shape aspects at the beginning of the year. Students learn new vocabulary faster when spoken words (such as "zigzag," "sculpture," "portrait," etc.) are linked to a visual representation. Students exhibit their work and exercise their public speaking abilities. By drawing and labelling, we can clarify our thoughts, ideas, and feelings. When children are able to communicate their understanding through art when they are unable to do so through written expression, art has a special power.

Drama

Students who can physically act out a story, character, or event are better equipped to comprehend it. The approach includes speaking, listening, reading, and writing, but all pupils are welcome to take part. Use visuals and have English language learners act out the story while you recite it orally and physically. Students can act out their own stories for peers while collaborating to write their own stories. Even young pupils can play a scene from a narrative or a passage that describes an occurrence in silence and stillness, deepening their grasp of both life and literature.

Dance

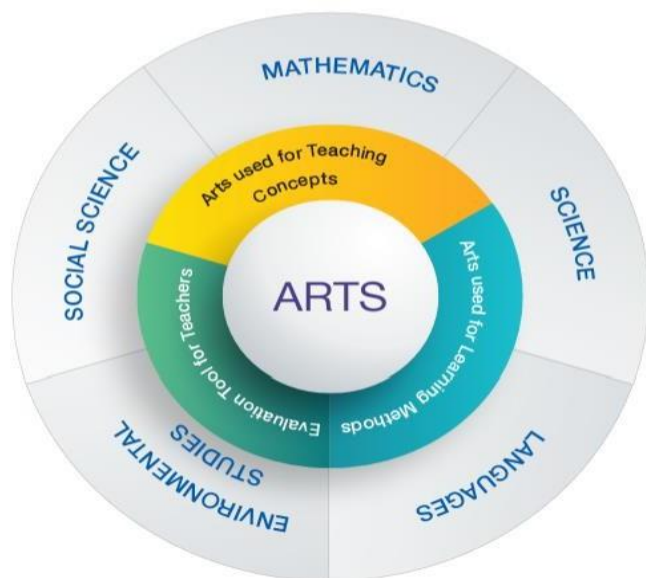
Making connections between dance and other subject areas is a time-saving method of developing interesting and dynamic learning experiences that connect a broad curriculum.

Student's concepts on how they perceive their place in a complicated world are clarified using this method. With dance, kids are encouraged to participate actively and a variety of learning styles are supported.

Music

Teachers looking for ways to incorporate music into their classrooms will find the knowledge about human learning processes learned during the method's trial sessions to be of great interest. Various learning exercises included the use of background music in two different methods. The Active Concert was held with the intention of energizing the learning process on a mental, physical, and emotional level. Due to the fact that it raises student's interest in the lesson or subject, many teachers employ music as the soundtrack for numerous tasks. The multisensory connection with material can assist teachers in fostering a laser-like attention in their students by emotionally, physically, and mentally activating the information. Here, pupils may quickly assimilate a lot of material. By supporting and encouraging students to work hard, pique their interest in their coursework, and aid in concentration, music can assist teachers set the ideal mood in the classroom. A classroom can be awakened by music. Music can soothe agitated children and give them a source of mental equilibrium if they are having trouble concentrating.

Figure 2 : Integration of Art in the Classroom



FIVE P's OF ART INTEGRATION

Perception

In order to perceive their environment, whether it be in a classroom or outside in nature, a person must be a keen observer and an attentive listener. The creative process requires us to pay attention to the delicate details all around us, such as the many hues of blue that make up our sky, the intricate designs on a butterfly's wings, the way that light and shadows change our perception of reality, the grace and fluidity of the cat's motion, the caliber of the bird's song, and the body language, facial expressions, and slang of the people we interact with in our communities. All these encounters shape who we are as individuals and the ways in which we choose to exhibit our creativity. The artist is constantly alert and present in their everyday activities because they are aware that every circumstance has the potential to be turned into a piece of art.

Practice : A person does not suddenly become famous. You need to practice if you want to

succeed at anything in life. Practice enables us to improve our abilities, proficiency, and preparedness. Athletes practice, musicians practice, actors practice, dancers practice, and fine painters spend hours in the studio honing their skills. Repetition may not definitely lead to perfection; it can unquestionably move us closer to our objective.

Perseverance

Sticking with something is a sign of perseverance. That implies persevering in the face of adversity or being pushed outside of your comfort zone. Before creating something of genuine beauty and innovation, the majority of artists and creative people make many mistakes along the way. There will be setbacks along the way; people will reject your ideas and claim that you are impossible to understand. Life can sometimes get in the way of creativity, and you may lack the motivation or time to practice. This is normal, and the key to realizing your full creative potential is to keep going and create in the face of obstacles.

Patience

Perseverance and patience are complementary traits. There are times when we believe we simply have nothing to say and therefore have no need to produce. The finest piece of advice is to simply be patient with yourself when you are experiencing a creativity block. Review your journals, sketchbooks, and notes once again. There could be an old idea lingering around that serves as inspiration for something fresh. See if you are actually being observant and a contributing member of your daily life by checking in with yourself. Join a group, pick up a new skill, read

some poetry, or visit an art gallery, museum, or performing arts venue in your community.

Passion

Passion is what it all comes down to. Regardless of how your creative spirit appears, do all you decide to do in life from a position of passion. Have enthusiasm for your task, be eager to learn more and to continue to develop, alter, and evolve. Share your ideas and hobbies with others; you never know who you could motivate.

ART INTEGRATION AT DIFFERENT LEVELS

Arts-based learning is advantageous at all academic levels. Through experiencing art integrated learning, all children are encouraged to respond with their imagination and emotional reserves. Children's needs change with age, environment, and ability. During the pre-primary stage, children are extremely curious and active. For young children, creative pursuits like painting, clay modelling, singing, and drawing are all intriguing and absorbing. All education should at this point be provided through the arts. Making learning enjoyable and engaging is the goal of children's participation in visual and performing arts. During the pre-primary stage, integration of art can be done through the following activities;

- Encourage youngsters to be aware of their surroundings by encouraging them to explore freely and with great observation.
- Encourage awareness of their surroundings.
- Permit free dialogue, creativity, and emotional expression.
- Encourage youngsters to naturally and openly express themselves.

In order to function as a teaching-learning tool, art education at the primary level needs to be integrated with the other subjects. Through art, you may encourage kids' imagination, wonder, and creativity. They should enhance the student's verbal, motor, cognitive, socioemotional, and total literacy abilities. Children are intended to benefit from AIL at the primary level by:

- Feel joy and a desire to learn.
- Understand how to live in a diverse environment.
- Investigate concepts in science and mathematics in their surroundings.
- Watch out for cross-disciplinary linkages.
- Improve your ability to observe, be curious, explore, and be creatively and freely expressive.
- Examine and comprehend the coordination and movement of the body.
- Develop verbal and analytical thinking abilities.
- Develop a desire to learn and gain knowledge with an open mind.
- Recognize and manage their feelings.
- Raise awareness of many cultures and rich heritage.

In the upper primary stage, children are prepared to understand more sophisticated connections between ideas and their surroundings. AIL can help them to expand the basic ideas and make significant connections between them and scholastic material. Children improve their ability to collaborate with others and explore ideas in groups. At the upper elementary level, AIL's goals are to assist kids in:

- Investigate different angles on themes.
- Develop understanding of topics, ideas, and concepts while keeping an eye out for the links across different disciplines.
- Take a pluralistic stance and learn to value various options.
- Encourage collaboration and respect between teammates.
- Improving language, communication, and analytical skills.
- Sensitivity to societal and environmental issues.
- Produce art and use the artistic abilities in regular activities.
- Learn to treat everyone with respect, care, empathy, and compassion.
- Encourage both cognitive and socioemotional skills.
- Recognize and control their emotions.
- Raise awareness of cultural diversity and rich heritage.

STRATEGIES FOR IMPARTING ART INTEGRATED EDUCATION

A comprehensive framework of teacher preparation will be essential for the successful implementation of AIL, even if the art experience is flexible and children do learn via experimentation and exploration. The following actions are suggested for successful AIL implementation:

Capacity Building

It will be necessary to reorient the educational system in order to employ art as a resource. All parties involved in school education, including the administration, must be educated on the

significance and applicability of this methodology. "Capacity building" in this context refers to any initiative made to raise the level of knowledge and skill of educators and others in order for them to implement AIL in their school. A school's reliance on outside help or services declines as internal capability increases. The implementation of teacher-training workshops and teacher observation programmes is necessary to bring about a paradigm shift in how teachers and students approach teaching and learning.

Planning of Activities

The teacher will need to focus on the dynamics of planning once she starts using the AIL methodology. A seamless connection between art experience and the subject matter would be necessary for AIL, as well as the development of strategies for getting kids involved in group activities. The journey will remain on course to the teacher's preplanning, familiarity with the material, and focus on directing and reviewing the students' responses.

According to NCF 2005, all instruction at this stage should be delivered through the arts, including singing, acting, dancing, painting, and clay modelling at the pre-primary stage of education. It also highlights the requirement that art instruction make up 90% of the curriculum. The teacher must therefore keep the aforementioned requirements in mind when they create activities for this stage. Focusing on the process rather than the product at this stage is another crucial consideration. Focus should be placed on using locally accessible, age-appropriate materials when creating activities for

this stage, such as pebbles, seeds, and beads, leaves, flowers, sand, clay, sea shells, feathers, wood sticks, tree barks, natural colours, etc.

In the primary stage, arts should be taught along with all other disciplines in the primary grades as a way to teach and learn various ideas. This will enable kids to express their thoughts and feelings without restraint. Additionally, through careful observation, inquisitive investigation, and uninhibited expression, they will develop all of their senses. One teacher teaches all topics to her class, as is typical in most of our primary schools. This enables the teacher the freedom and flexibility to design art experiences in a way that supports the learning of several disciplines. The educator should have the following in mind while creating activities for this phase:

- The process should be prioritised over the final product.
- The art experience should be designed to serve an interdisciplinary purpose and address the classroom's multidimensional demands.
- When developing activities in multi-grade classrooms, the instructor must take into consideration the age range of the pupils in each group. The requirement for inclusive classrooms should be emphasised.
- The grades I and II pupils should be given the materials to experiment with and express their thoughts on the subjects and conditions they observe around them.
- From third grade, teachers can provide students simple subjects that relate to their daily lives and close surroundings while yet fulfilling the required curriculum.

At the upper elementary level, attention should be placed on the development of the learner's creative expressions and use of their own imagination. It is recommended that children in this stage work in teams for their socioemotional development and enhancement of life skills (interpersonal communication, collaboration and cooperation, respect for diversity and appreciation of each other's perspectives, developing leadership skills, problem-solving skills, etc.). Since this age group marks the beginning of puberty, incorporating the arts into the curriculum helps to successfully and organically address their concerns about maturing. In this stage, the teacher must keep the following in mind as she plans the activities for this stage;

- The process is highlighted rather than the final product.
- The requirements of inclusive classrooms are met
- To prevent discrimination along the lines of social bias and gender stereotypes, they should use a diversified approach while creating the groupings.
- Children are occasionally regrouped to promote greater idea exchange and account for varying learning abilities.
- To break up the monotony, kids are allowed to use a variety of materials and art genres.
- ICT should be used as a tool for exploration.
- To increase their sensitivity and knowledge toward indigenous cultural heritage, children are given opportunity to contact with local/regional craftsmen.

- Field trips are included to locations like museums, galleries, historical monuments, melas, bazaars, etc.
- Art experience is also used as an evaluation tool, to the extent that it can be used to relate it with the concept or subject matter.

Planning Time

A crucial component of teachers' professional competence and productivity is time management at every stage. Due to the lack of time, it might be difficult for teachers to set aside time for planning art experiences. A fun and interactive learning environment could be compromised as a result of this. On the other side, there are engaging times available in schools, such morning assembly, holidays, special assemblies, and field trips, which can be used for group creative experiences and easily connected to the subject matter and learning objectives.

Planning of Resources

The art integrated experience becomes more innovative with careful resource arrangement. The instructor builds a strong library of resources, including regional and local resources, through ongoing research and significant preparation. Because they are readily available, the resources should be simple to use and simple to obtain in order to increase consumption. It is important to have faith in the concept that there are options when choosing resources, especially physical ones.

Classroom Management

If used and handled properly, the classroom may become a fruitful ground for learning. The

following are some tips for good classroom management.

- Teachers and students can move around freely while participating in activities thanks to flexible seating configurations. For increased AIL efficacy, it is suggested that conventional seating patterns (rows and columns) be discouraged and that seating in U-shapes, semi-circles, and other configurations be promoted to allow for activities and presentations.
- While engaging with the children, teachers and facilitators should roam around the classroom. This will make it easier for teachers to interact with and reach every student in the room.
- Children should work in groups to promote active participation and group learning, according to the AIL approach. Pre-primary group sizes should consist of two students, whereas standards 1 and 2 groups can contain two to three students at a time, and standards 3 to 5 groups can contain four to five students.
- By the upper elementary stage, kids have stronger group dynamics, so teachers can group kids according to what they require for the activity rather than how many there are.
- Change the makeup of groups frequently for best outcomes. This will help students get to know one another better, respect one another's talents, and learn to work together to better understand the subject, which will improve their socioemotional skills.
- Every classroom needs to have a place to exhibit the students' work.

- Children may have ready access to storybooks, comics, folktales, fables, etc. in a reading zone that is set up.
- Additionally, the classroom may contain a cutting-edge performance area that can be used for routine presentations and performances.

TOOLS AND PRACTICES FOR THE ASSESSMENT OF LEARNING THROUGH THE INTEGRATION OF ART INTO THE CURRICULUM

The AIL methodology makes it possible to evaluate learning and assess learning. Here, evaluation is a continuous, iterative process that begins with the formulation of clear learning objectives and can happen at various points throughout the teaching-learning process. The facilitators can evaluate both the student's verbal and nonverbal expressions because art is the assessment's medium. The assessment methods used in AIL are non-threatening, non-competitive, non-comparative, and non-judgemental. A number of tools and evaluation methodologies are available to the facilitator since AIL-based assessment encourages task-based performance. Any art-related activities, such as singing, dancing, role-playing, puppetry, and drawing and portfolios of finished and unfinished works should also be included. The facilitator should also make personal notes about the students' subject-specific learning progression, their propensity for various art forms, their strengths and challenges, and any unique talents or skills they may have. AIL uses

an interdisciplinary approach when creating activities, it's important to consider how concepts from several areas might be related. The learning objectives can also be combined when subjects and activities are linked. A single art activity can address two or more learning objectives. This multidisciplinary approach is applicable to all levels and disciplines.

CONCLUSION

Art-integrated learning is a method, not a thing that is finished or achieved. As a result, none of the parties involved in education should have unrealistic expectations for its outcomes. It is a technique for making the educational process engaging and efficient. Its practical implications are found on the students' cognitive, emotive, and attitudinal changes and the subsequent proactive transformation of the students towards learning. The method of learning is more important than the subject matter being covered. In the end, it encourages students, makes them goal-oriented, and separates them from career searchers so that they can change their personal, familial, and social lives in a way that is beneficial to both themselves and others. As a result, education turns into a learning process that encourages students to cherish life.

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