



ATA  
Association of Teaching Artists



[www.teachingartists.com](http://www.teachingartists.com)

## Minnesota Arts for Academic Achievement (AAA) Schools Models of Arts Integration Instruction

### Residency Model

The “residency model” involves the school or teacher bringing in one or more Teaching Artists for a period of time to engage students in the Teaching Artist’s program. The purpose is usually to give students a wider range of arts experiences than the school staff can provide. The experience does not directly support the curricular goals of other non-arts disciplines.

### Elaborated Residency Model

An “elaborated residency” is fundamentally an arts experience, but this residency is intentionally tied to developing non-arts skills identified by the teachers. The Teaching Artist is the primary teacher and it is his/her program, but the teacher is available to assist with carrying out the experience.

### Capacity Building Model

The “capacity building” model prepares teachers to use an art form in his/her own teaching. The Teaching Artist’s role is to instruct teachers, while the teacher participates with the intention of learning the process and products of the art form. Teachers may work alone, directly with the Teaching Artists, or with colleagues to identify ways to infuse the art form’s skills and concepts with non-arts disciplines.

### Co-Teaching Model

The “co-teaching” model involves teacher-Teaching Artist pairs integrating concepts from the arts and non-arts disciplines that reinforce each other. At different points, students’ experiences may focus more on the art form or on the non-arts subject, while at other times the arts and non-arts instruction appear seamless. The teacher and Teaching Artist create lessons that guide the Teaching Artist during sessions that focus on the arts, and clarify what the teacher will do when the Teaching Artist is not present.

### Concepts Across the Curriculum Model\*

We define the “concepts across the curriculum” model as involving three or more people who select a unit of study in which their disciplines have common concepts. Though teachers and Teaching Artists plan together, each discipline instructs students separately using the common concepts. The projects that fit this model involved arts and non-arts teachers employed in the school selecting an art form that would further reinforce the concepts in the unit of study.

Excerpted from: Horowitz, Rob. *Summary of Large-Scale Arts Partnership Evaluations*. Arts Education Partnership

\*Freeman, C., Seashore, K.R., & Werner, L. *Methods of implementing Arts for Academic Achievement: Challenging contemporary classroom practice*. University of Minnesota: Center for Applied Research and Educational Improvement, 2003.