



Arts Integrated Learning: An Innovative Approach To Education

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Abstract

The arts play a variety of roles in the teaching and learning process in schools. Academicians need to spend time in the classroom and understand what is truly happening in the schools. Studies indicate that engaging in artistic endeavours in schools is beneficial not just for the sake of the arts but also has the potential to enhance student learning. Learning through the arts provides students the opportunity to construct meaning from content-related material using visual, dramatic, and musical arts. The arts provide students with the tools for the construction of knowledge. The arts encourage students to apply their arts-related intelligence to perceive and organize new information into concepts that are used to construct meaning. Irrespective of the prior researchers' philosophical stance, all eminent educational experts agreed that the arts contribute positively to the process of teaching and learning. This concept paper which is based on reviews of different reports, documents and research papers examines the intricacies of arts-integrated learning and its various benefits for enhancing teaching and learning both for teachers and students. The relationship between exposure to arts and student achievement within academic disciplines such as mathematics, and language arts is described, and the significance of arts-integrated learning in science classrooms is explained in detail. The paper also explores the modalities of arts integration in classrooms and the need for training of teachers for the effective implementation of the arts-integrated approach to teaching.

Keywords: Arts, education, arts-integrated learning, cognition, curriculum, science teaching

Can the arts foster the innovative creativity required for success? What are the advantages of music training for reading, memory, spatial performance, and computing skills? Do actors possess superior emotional and linguistic abilities? Does learning through the arts increase motivation, focus, and academic achievement? In an attempt to support the arts' place in the curriculum, a lot of research has been done in response to concerns regarding the impact of arts education on outcomes like academic achievement and competencies.

It is noted that today's classes are scripted and planned with the goal of achieving consistent results. The pupils find rare chances to share their distinct hobbies and comprehension. Research indicates that self-expression is a sign of autonomy, and students desire to feel significant, self-sufficient, and appreciated (Ryan, Deci, & Vansteenkiste, 2016). It has also been found that teachers should listen to their students and assist them in drawing connections between new and prior information to promote conceptual learning in their students (Pehmer, Gröschner, & Seidel, 2015).

According to Oxford University Press (2019), art is defined as the "expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power" (1st paragraph), and the arts as the "various branches of creative activity, such as painting, music, literature, and dance" (2nd paragraph). Education theorists have debated the value of the arts for learners over the years. According to Dewey (1934), the arts are crucial in helping children learn and develop greater levels of comprehension in academic subjects. Famous thinkers and practitioners like Catterall, Eisner, and Gardner have been debating for the past several

years that the arts are essential to educating the "whole child" (Catterall, 1998; Eisner, 1998; Gardner, 1999a). These eminent philosophers have acknowledged and endorsed the advantages that students have derived from the arts throughout their lives as adults.

Rabindranath Tagore, the Indian Nobel laureate, was a pioneer in expounding the relationship between art and education. Many studies on the subject have shown that integrating the visual and performing arts into the teaching-learning process fosters creativity, enhances problem-solving skills, and strengthens students' capacity for mental imagery as well as their awareness of how to use places creatively. Children learn and develop holistically as a result of arts integration according to the National Council for Education, Research and Training (NCERT). "Education through the arts, where learning takes place using different art forms as tools in the teaching-learning process" is explicitly mentioned in the Position Paper on Music, Arts, Dance, and Theatre of the National Curriculum Framework (NCF) 2005, which served as the basis for the NCERT program 'Art Integrated Learning'. The goal of the concept is to encourage experiential learning by giving students the chance to engage with the visual and performing arts to gain understanding and knowledge of many areas.

Two historical occurrences are cited by Darby & Catterall (1994) as the catalysts for contemporary ideas regarding the arts in education. First, scholars started their analysis with Horace Mann in the late 1800s, claiming that Mann pushed for the inclusion of music and the visual arts in Massachusetts' common schools as curricular supplements and learning enhancers. His research and theories made possible the first significant addition of the arts to a state's curriculum. Second, they pointed out that Dewey believed there was a good association between art training and cognition, which had a significant impact on curriculum choices at the time in many different places.

Furthermore, Bresler (1995) pointed out that Dewey's ideas on progressive education are the source of the integration of the arts into the curriculum. Bresler added that behaviourism was introduced and became more and more popular in American school systems in the 1930s and 1940s. Bresler went on to say that Vygotsky disputed this idea, arguing that pupils actively created their cognitive knowledge during the learning process and that the arts were essential to that process. McLellan et al. (2012) argued using the theoretical framework of the self-determination theory (Deci & Ryan, 2013), that the arts may offer opportunities for experiences of competence, autonomy, and relatedness which in turn promote motivation and well-being. Irrespective of the prior researchers' philosophical stance, all eminent educational experts agreed that the arts contribute positively to the process of teaching and learning.

The present paper expounds on arts-integrated learning, the reason for its promotion as an approach in today's classrooms, and a review of research on arts-integrated learning to expose its benefits on student achievement. This paper also throws light on how arts-integrated learning should be applied in classrooms, how it fosters learning in Science, Mathematics, and language classrooms, and the importance of teacher education to effectively implement it in classrooms.

Arts Integrated Learning Defined

Learning "through the arts" and "with the arts" is the foundation of the Art Integrated Learning approach. Through this method, art is used as a medium for teaching and learning and as a means of helping students understand concepts in any academic area. Students use a variety of artistic mediums to link disparate topics while engaging in creative exploration. A deeper comprehension and construction of knowledge about many topics result from art experiences in both the performing and visual arts (music, dance, drama, puppetry, drawing and painting, clay modelling, pottery, paper crafts, mask, and puppet making, heritage crafts, etc.). The arts are adaptable enough to provide learners with age-appropriate experiences that allow them to go at their own pace. This is consistent with the method of experiential learning (NCERT). Section 4.7 of National Education Policy (NEP) 2020 discusses art integration as "Art integration is a cross-disciplinary instructional strategy that bases concept learning across topics on many facets and forms of art and culture. In keeping with the emphasis on experiential learning, art-integrated education will be woven into classroom activities with the dual goals of fostering a happy learning environment and instilling the Indian ethos through the incorporation of Indian art and culture into the process of teaching and learning at all levels. The connections between education and culture will be strengthened by this art-integrated strategy (NEP 2020).

"Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an artistic medium," states the Kennedy Centre. Students participate in a creative process that fulfils changing goals in both subject areas and art forms (2021). "Centred on using arts techniques and activities to teach non-arts subjects, or integrating other subjects into the arts teachers' curriculum," is how Parsons (2004) defines arts integration. In order to assist students in creating links between their lived experiences with the fine arts, popular visual culture, language, and ideologies, it also incorporates the study of popular visual culture, which is inherently multidisciplinary.

Arts integration is defined as a way to help students make links across various disciplines and to facilitate the efficient transfer of knowledge and abilities from the arts to non-arts domains (Burnaford et al., 2007). According to a more recent definition, students must use higher-order thinking abilities and aesthetic qualities to further understand a particular academic concept when the arts are integrated with other curriculum elements in a co-equal cognitive integration process (Robinson, 2013, p. 192). Arts-integrated teaching is a teaching methodology that is based on a progressive, student-centred approach to instruction. The underlying tenets of this approach are that learning is experiential, dynamic, cooperative, problem-solving, and reflective. According to Robinson (2013), there are three ways to characterize arts integration: as a collaborative engagement, as a curricular linking process, or as learning through and with the arts. The teaching of the arts can take several forms: it can be a stand-alone subject, or it can be incorporated into a larger teaching strategy. Studies indicate that arts integration is advantageous for a variety of art forms, age groups, and results (Brown et al., 2018). The phrase "arts integration" is frequently used synonymously with approaches such as STEAM. This approach ranges from arts enrichment, which employs the arts as a tool for engagement, to using science, technology, engineering, the arts, and mathematics to direct students' critical thinking.

Participating in the creative process is at the core of arts integration. Students must do more than just reproduce an art project, repeat a song, or follow instructions when it comes to arts integration. They have to produce something valuable and unique. In the arts, creativity is a process rather than a single thing. There are numerous interrelated phases in it, and each phase is connected to the others. The Kennedy Center's Changing Education through the Arts (CETA) initiative claims that there are variations in how art integration is taught in the classroom. "Arts as Curriculum, Arts-Enhanced Curriculum, and Arts-Integrated Curriculum" are the three variants. While art is utilized as a tactic to support other curriculum areas in the Arts-Enhanced Curriculum, students gain knowledge and skills in a specific art form in "Arts as Curriculum." However, in the "Arts-Integrated Curriculum," learning is facilitated by the arts.

Why arts integration?

The idea of integration has existed since antiquity. Integration is mentioned as early as Plato and thereafter by Rousseau and Dewey. The idea has surfaced in constructivist teaching and learning methods in recent years. Over the past several years, there has been a resurgence of interest in integrating curricula, and there have been many discussions about the benefits and efficacy of integrated learning (Parsons, 2004).

All forms of the arts stimulate the brain. They foster creativity and give pupils the chance to analyze and critically evaluate their surroundings (Appel, 2006, p. 15). The interdisciplinary method of teaching, in which the instructor integrates several subjects into a single class or project, allows teachers to address multiple concepts at once, giving pupils greater depth, relevance, and engagement in the material. The world has become more globally interdependent and interconnected in the twenty-first century. For the pupils to understand the ideas and frameworks, they also require the necessary abilities and resources. One way to link education with the outside world is through the incorporation of the arts.

"Using art to connect to the immediate environment brings out diverse perspectives, enriching the learning processes by enabling students to observe, explore, think, and learn without constraints. It is in this process that children engage with emotions and creativity on a cognitive level to integrate and simplify complex learning experiences" (NCERT, 2019).

It is claimed that an integrated curriculum fosters holistic education and increases cognitive gain (Efland, 2002). Education theorists have long debated the value of the arts for students. According to Dewey (1934), the arts are essential for developing a child's capacity for learning and for enhancing deeper levels of comprehension across subject areas. "Arts-related activities engage representational, communicative,

expressive, and social capabilities that can stimulate new shifts in young children's awareness, perception, and thought" (Phillips et al., 2010). Researchers from John Hopkins' Neuro-Ed initiative "theorize that the benefit of embedding knowledge in long-term memory is provided by arts integration, which emphasizes repetition of information in multiple ways" (Snowden, 2011).

The multidisciplinary nature of art-integrated learning is one of its unique selling points. Students are able to draw links between a certain artistic medium and a particular subject area. It is discovered that these relationships strengthen one another. Teachers in arts-integrated learning must establish both subject-specific and artistic goals. Students are responsible for making notable progress in their understanding of the subject and the art form. It should be highlighted that both the goals and the objectives for the art forms must change in order to push students' comprehension of the material.

Hartle et al. (2015) state that there are four main reasons why integrating the arts into education is deemed significant and beneficial. First, the arts are universal across cultures because they reflect a universal longing for harmony and beauty in art. Second, the arts integrate the arts into a system of learning by helping us digest sensory data. A third justification is that the arts offer a universal language in the multicultural world of the twenty-first century, negating the necessity for translation. Ultimately, the arts "offer a natural, and inherently stimulating medium for kids to work 'in advance of themselves' to show that they can work as if they are rock stars, presidents, scientists, or painters" (p. 294).

Art can be used as a medium where students can create new knowledge and use the arts to convey it as they are seen as communication systems. The visual arts language is composed of a vocabulary known as the elements, much as spoken and written language is made up of parts of speech (Gee, 2000). Line, texture, shape, space, and colour are a few of these. The principle of design is another part of the visual arts language. The following are some examples of design principles: (a) harmony; (b) rhythm; (c) repetition; (d) pattern; (e) contrast; (f) theme; (g) variation; and (h) unity. Gee continues, saying that in addition to being introduced to this new language, students ought to be encouraged to investigate and try out these design aspects and ideas in a variety of curriculum-wide activities. As a result, the arts improve learning by enabling students to pose queries, look for solutions, and come up with new queries based on current experiences. Gee concludes by saying that visual stimulation is yet another strategy for improving pupils' critical thinking and creative learning.

In the Indian context, 'arts-integrated learning' has been identified as a part of NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement), an initiative of the Department of School Education & Literacy, Ministry of Education. The Department of Education in Arts and Aesthetics (DEAA) was established in 2005 as a distinct unit by the National Council for Education Research and Training (NCERT) with the goal of advancing all forms of art in schools and integrating them into the national education system through development, training, research, and orientation, as well as bringing children's aesthetic potential to light so they can grow up to be productive members of society.

How arts can be integrated into the teaching-learning process?

Because it involves several implementation methods, arts integration is a difficult concept. There is no one right approach to include the arts in the classroom; in fact, the planning and execution of arts integration can be considered a creative process in and of itself. One of the unique ways of encouraging students to manifest their personal ideas related to the content is to integrate art projects with STEM subjects. Moon (2016) argues that when students are allowed to present their artwork and hold discussions on it, it can motivate students, promote positive social interchange, and form a community of practice (p.5). Babaci-Wilhite (2019) asserts that incorporating the arts into an inquiry-based teaching approach, along with the use of regional languages and cultural allusions, will enhance student learning and human rights.

The degree of integration of the arts into the curriculum varies; it can be as simple as discussing a historical piece of art every day or as complex as incorporating a hands-on art project to improve the students' active learning process (Muir, 2005). Additionally, as elementary school teachers typically have more flexibility in their schedules to integrate the arts to varied degrees in their classrooms, arts integration tends to start in those grades. Students may view the arts as enjoyable, but true integration happens when the classroom is transformed into a space that values diversity, experimentation, risk-taking, creative problem-solving, and learning (Cornett, 2006).

Bresler (1995) put forth four approaches for integrating the arts into the classroom. She began by outlining the submissive strategy. Teachers who support this method added the arts to their curricula as an "extra" or "spice." There was little to no outside assistance provided by arts specialists for this type of integration. This method was compared to a craft-style method in which a brief artistic exercise served as filler for a certain subject area. Second, the arts were incorporated with other curriculum elements as part of the co-equal cognitive integration method. But in order to fully grasp a given academic idea, pupils have to apply higher-order thinking abilities and aesthetic sensibilities when using this method. Examining composers and works of music that mirrored historical events is one way to apply the coequal cognitive integration technique.

The emotive method was the name given to Bresler's third strategy. With this method, the arts enhanced the content in the classroom while immersing the pupils in them. These kinds of integration included background music, responses to artwork and music, and using the arts as a means of self-expression. The social integration strategy was the fourth. Performance-based social integration was implemented. Plays and performances at schools served as illustrations of this specific integration approach.

Students who use the arts in the classroom to educate and learn are more likely to engage with the material and remember it. Examples of this include reading aloud, acting out scenes, writing poems, singing songs, or creating puppets that represent the story's characters. Pupils will have equal opportunity to participate in numerous modes of instruction, allowing them to use a variety of activities that could lead to improved comprehension. Giving pupils the freedom to choose their artistic medium or medium of expression boosts their sense of agency and ownership over their education.

What does research tell us about the value and effectiveness of arts-integrated programs?

To support the art's place in the curriculum, a lot of research has been done in response to concerns regarding the impact of arts education on outcomes like academic achievement and competencies. The idea that participation in the arts can enhance positive outcomes like academic attainment, achievement, and social behaviour, as well as health benefits like well-being, is supported by qualitative, mixed-method, and quantitative research.

According to Chappell's (2005) report, there is a correlation between arts-integrated learning and the improvements observed in students' perceptions of, interest in, and participation in visual studies, and had improved abilities to synthesize inquiry knowledge verbally, in writing, and graphically. Lynch (2007) argues that students can communicate their learning using their "hands, bodies, and voices in meaningful ways" when receiving arts-based reading education.

Studies indicate that engaging in artistic endeavours in schools is beneficial not just for the sake of the arts but also has the potential to enhance student learning. It is also found that performance in other academic fields is correlated with the knowledge and abilities acquired in the arts. Other studies suggest that the arts help people acquire dispositions and broader thinking abilities that improve performance (Hetland et al., 2007). It has also been argued that content learning in other subject areas is improved by arts-integrated learning (Martin et al., 2013).

Gullatt (2008) in a study propounded that, integrating the arts into the teaching and learning process enables students to advance past the memory and recall phases of learning. As a result, students gain a deeper comprehension of the content by working on projects or other tasks rather than rote memorization. Furthermore, Gullat suggests that including the arts in school curricula can motivate children to learn and participate in class. Studies also show that in addition to academic content knowledge, arts-integrated learning

promotes the development of mental discipline, social competencies, and personal dispositions (Stevenson & Deasy, 2005; Hyatt, 2010).

In their study on how arts integration improves students' learning, DeMoss, K. & Morris, T. (2002) found that students' motivation to learn more was enhanced by arts-integrated learning, which also helped them become more intrinsically motivated. According to the Champions of Change report (Fiske, 1999), James Catterall and colleagues' study revealed that kids from lower-income homes have a stronger association between high arts participation and academic ability. The study also finds a strong correlation between improved reading and mathematics comprehension and ongoing participation in theatre and music.

Donna St. George (2015) found that at an elementary school serving a mixed-society student body, arts-integrated learning improved test scores in both mathematics and English. Research has also shown that the arts boost the brain's "attention network." Additionally, it has been discovered that the brain regions activated during music processing are also involved in language, auditory perception, attention, memory, and motor control.

Studies show that curricular processes and cooperative participation lead to learning "through" and "with" the arts through arts integration. Studies also show that arts-integrated learning correlates with higher levels of reading and mathematics achievement. (Adelson, J.L. et al. 2015). According to Dickinson (2002), learning experiences that incorporate the arts can raise test scores in mathematics, reading, and writing by as much as 20%. Studies indicate that the inclusion of the arts in the classroom improves students' thinking, learning, feeling, acting, and accomplishing (Jensen, 2001). It has also been suggested that learning through the arts improves kids' capacity for concentration, which in turn strengthens their cognitive and self-discipline skills. These skills can help children succeed academically, particularly in mathematics and language arts, as well as develop their capacity for creative and critical thought.

A number of meta-analyses were included in the Reviewing Education and the Arts Project (REAP) (Winner & Hetland, 2000) to evaluate the connection between academic outcomes and arts engagement. The results of the REAP were revised and expanded upon in a 2013 study released by the Organisation for Economic Co-operation and Development (OECD), which also included assessments of the behavioural and societal consequences. Studies that combined experimental and quasi-experimental methods provided evidence of the positive social and behavioural effects of drama, including perspective-taking, empathy, and emotion control. Training in music has been demonstrated to have an impact on phonological skills, IQ, and word decoding in addition to academic success. Additionally, there was some evidence supporting music's positive effects on language acquisition, but less for its effects on visual-spatial cognition. Though there were clear correlations between dance or theatre and creativity, the number of research that included small sample sizes limited the capacity to make firm conclusions.

Studies indicate that children's social, emotional, and cognitive development is enhanced when they are exposed to art and culture (Chemi 2014). Research suggest that kids who have early, positive learning experiences that are framed by the arts and culture are more likely to have a favourable desire to pursue additional artistic endeavours. Later in life, this might support mental and emotional fortitude, creativity, and learning preparedness (Goleman, 1995). Page (1995) suggested that listening to music can improve memory and lengthen attention spans.

Robinson (2013) conducted a meta-analysis of 453 arts integration studies to determine how arts integration affected the academic performance of kids from low socioeconomic status. The findings showed that reading achievement for populations of high-need students was positively impacted by arts integration, particularly when numerous art forms were used. The advantages of multi-arts integration on arithmetic proficiency, creativity/critical thinking, self-efficacy, motivation, collaboration, and student involvement were also demonstrated by positive correlational data. The hypothesis that arts integration enhances student learning, creative thinking and problem-solving was supported by this meta-analysis. Participation in the arts appears to enhance students' academic performance and retention of learning experiences. It is uncertain, nevertheless,

if the enhanced results stem from a broad exposure to the arts, from arts incorporated into content, from the application of successful teaching strategies, or from a mix of these elements. Evidence from correlational studies indicates that kids who participate in the arts learn better and retain more information about what they have learned. (Gregory, E et al. 2013). While we contend that teaching with and through the arts improves learning outcomes, no study has been done to support the idea that the arts and memory, content acquisition, or both are directly related.

According to Hardiman (2010), arts-integrated learning encourages students to practice material through a variety of performing and visual arts activities, which may increase student engagement and enhance retention. Pogrebin (2007) argues that learning that incorporates the arts improves critical thinking, raises academic accomplishment, and boosts student engagement. Garrett (2013) asserts that incorporating the arts into the classroom fosters a greater feeling of involvement, creativity, and community.

Arts and cognitive processes

According to Benegal (2010) reported in the NCERT guideline for 'Arts Integrated Learning', the arts significantly alter the brain, for example, by fortifying the "attention network." Music-related brain regions are also active in language processing, auditory perception, motor control, attention, and memory. In his investigation into the pedagogical contexts of Embodied Cognition (EC) and the arts in educational settings, Bube (2021) emphasized the significance of enhancing perception and attention through the arts. The interdisciplinary facilitation of an arts-integrated learning approach to teaching science is one method for operationalizing embodied cognition in an elementary school setting (Agostini & Francesconi, 2021).

Integrating arts into science teaching

The fundamental principle of both science and the arts is inquiry (Nichols & Stephens, 2013). Both in science and the arts, the process of inquiry is cyclical and can include formulating a question, making observations, documenting evidence, and then organizing or analysing data to create or recognize patterns. After that, the scientist or artist analyses the data, which may result in more cycles of inquiry. Scholars have debated the merits of (and variations on) arts-integrated education for over fifty years. Two key concerns with the integration of science and the arts in educational practice are highlighted by the literature. The first is about the supposed similarities between science and the arts. Scholars have contended that the arts and sciences constitute especially fruitful domains for integration due to their status as "primary fields of inquiry". Additionally, they have included subjects like light, sound, and gravity that are crucial to both science and the arts (Turkka et al., 2017).

The arts usually support science in higher education by giving students expressive tools to communicate science information. This means that knowledge is created by both scientists and artists through questioning, observing, and arranging data to find patterns (Green et al., 2018). It has also been suggested that teaching science through an arts-integrated approach improves students' long-term memory for science topic knowledge and is more successful than traditional science instruction.

STEM has been expanded to encompass the arts due to the significance of placing more attention on the arts. Yakman coined the term STEAM (Science, Technology, Engineering, Arts, and Mathematics) after realising that, in today's world, "you can't create without an understanding of the arts and mathematics, and you can't understand science without technology, which couches most of its research and development in engineering" (2012, p. 15). Important justifications for incorporating the arts into science education include their capacity to stimulate scientific thinking in creative ways, to teach students holistically, and to provide an alternative means of creating and conveying meaning. According to Wahyuningsih et al. (2020), STEAM learning is a pedagogical approach that enhances students' learning habits, including creativity, problem-solving, scientific inquiry, critical thinking, and cognitive development, and it supports early childhood education. Additionally, research indicates that science education that incorporates the arts may foster student involvement in the subject by using their ideas and creativity as a starting point for fresh knowledge (Hadzigeorgiou, 2016). Students who participate in additional arts programs have the chance to share their thoughts with their classmates in ways that make use of all of their language and semiotic capabilities to create meaning (Kusters et al., 2017).

According to the findings of Hughes, B.S. et al.'s study (2022), integration patterns that prioritize STEAM (arts-integrated science lessons) over STEM (inquiry-based science lessons) approaches do, in general, increase the knowledge of physical and life sciences for both English fluent (EF) and emerging bilingual (EB) students, giving all students more opportunities to learn science. Teaching science through the arts with STEAM lessons is an effective approach if curriculum designers are concerned about equity building (Corrigan et al., 2022). Introducing STEM units with STEAM may also effectively improve the outcomes for teaching life and physical sciences with the STEAM first-order effect advantage.

The experimental group of students using arts-integrated pedagogy had higher levels of memory of science content compared to the control group using the conventional instruction mode, according to a study by Hardiman et al. (2014) on arts-integrated learning of science content on the topics of Astronomy and Environmental Science for grade 5. A school-wide arts integration program was found to foster creative thinking in Luftig's Arts Integration study conducted in primary schools (2000). Students in Arts Integrated classes demonstrated higher levels of autonomy, divergent thinking, and scientific curiosity, according to Liu & Lin (2014).

Teacher characteristics that support successful arts-integrated programs

Art can be the spark that engages students and leads them into learning. It's critical that pupils participate in class. Nonetheless, it is as crucial that educators get involved. Through investigation and discovery, instructors and students can learn in classrooms that are connected with the arts. However, for teachers to successfully incorporate the arts into their classrooms, they must pursue professional development opportunities. Participating in training sessions and working with arts faculty members can help teachers develop fresh approaches and innovative solutions for teaching-learning scenarios. Students' attitudes, abilities, capabilities, and limitations differ due to their varying economic, social, and cultural origins; this diversity may also be reflected in the ways that they learn and think. Because Gardner (1999) distinguished between multiple types of intelligences, educators should take these distinctions into consideration while planning their lessons.

Haslip & Gullo (2018) argues that the lack of arts courses in U.S. early childhood teacher certification programs means that newly educated teachers are ill-equipped to meaningfully incorporate the arts across the curriculum. Because it was not included in their own education, many teachers are ignorant of arts integration. Teachers may feel uneasy about teaching using the arts since they were not taught about or through the arts in their own education, which makes the field of arts integration intimidating. The arts' standing in education is diminished when they are inadequately integrated into the general classroom.

Teachers who used Arts Integrated education frequently discovered that its advantages far outweighed the additional work involved. Bresler (2011) investigated the use of arts integration with high school teachers who, as a result of working with peers on an Arts Integration project, underwent significant transformations in how they saw themselves as educators. Upon working together with other educators, they stated that they no longer felt like lone instructors in the classroom and that they now saw themselves as essential components of a greater whole. Teachers who worked together with shared objectives were more likely to become leaders because they were acknowledged for their contributions to the learning community (Bresler, 2011).

The teacher, learners, and work of art or art medium where connections are made is what makes an arts integrated experience successful. By forming connections with artists and other community partners, educators can serve as advocates for the arts. The educators can utilize these tools to help kids learn and grow more.

The educators must receive sufficient training in order to apply Art Integrated Learning pedagogy. It is important to know the idea behind Arts Integrated Learning as a teaching approach for practical instruction in Arts Integrated Learning techniques. This would make it possible for all educators—including art educators—to see how different artistic mediums may be used to captivate students and help them become joyous, aware, expressive, curious, and astute observers—all of which contribute to the process of creating their own knowledge. Educators should also be trained in abilities to design and carry out Arts Integrated Learning activities for working with teachers of different disciplines, such as art education, health, and

physical education. In addition, they may be able to create inclusive classrooms using art as a means of learning for practical training on using different methods and material of various art forms as a part of the teaching-learning process (NCERT, p. 21)

Teachers must establish the goals for students' arts-integrated learning in order to ensure that they become adept in both the curricular subject and the art form. Teachers should keep an eye on their students' development and adjust the goals to increase the level of challenge as they learn to master various creative forms and communicate the material through them. Students' self-efficacy and self-belief may be strengthened as they advance through the years.

A teacher assists students in learning through mentoring and facilitation in an arts-integrated learning classroom (NCERT, 2019). Teachers should investigate the possibilities of successfully applying it in their individual classroom situations and receive training and motivation from their particular schools. "Students should not be passive instruments but active agents of education," renowned pedagogue Paulo Freire once stated. Every class needs strategic planning in order to meet its goals and requirements.

Conclusion

The research studies on arts integrated learning demonstrates that integrating arts into the teaching and learning process is beneficial for both teachers and students. When teachers are given an opportunity to participate in quality training in arts integrated learning, both teachers and students will succeed. The combination of arts form and the subject matter has a good and positive effect on students, as they become more enthusiastic and interested. Learning through arts provides students the opportunity for constructing meaning of content related material using visual, dramatic, and musical arts. It is required for all institutions to adopt the Arts Integrated Learning approach to enhance students' learning. As the review has suggested, arts integrated learning represents one of the effective approaches that should be introduced in all schools. On the other hand, a suitable environment should be made available to facilitate the adoption of this program. In future, this could be a turning point for learning through hands on experience and other joyful learning strategies.

Since the actions of teachers can greatly influence the arts integration in schools, it is imperative that educators explore the possibilities and complexities of teaching and learning with arts integration. A dearth of resources and curriculum requirements have combined to make art instruction in schools all but non-existent. But with all the advantages of incorporating art into the classroom—such as improved academic performance and the encouragement of creativity and innovation—it is imperative to start implementing art integration as early as possible.

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