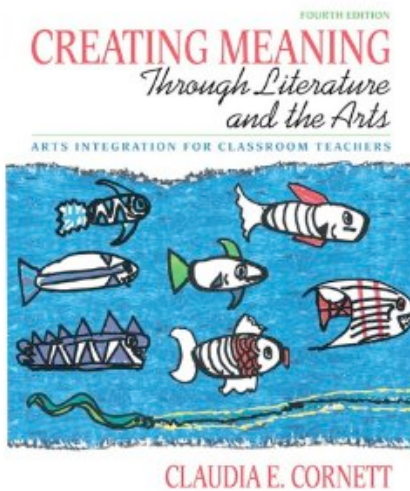
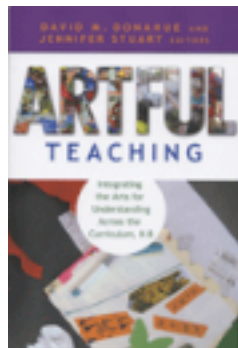


TEACHER RESOURCES



Cornett, C. (2010). *Creating meaning through literature and the arts: Arts integration for classroom teachers (4th ed.)*. Pearson.

This currently is the best-selling text on arts-based teaching for classroom teachers. The author supports the need for teaching multiple literacies. The book provides best practices from teachers in the field as well as theory and research to support such practices. The Five Seed Strategy chapters provide a wealth of diverse arts-integration (literature, visual art, music, drama, and dance) activities as substantive teaching strategies for inquiry in science, social studies, math, and language arts.



Donahue D. M. & Stuart, J. (Eds.) (2010). *Artful teaching: Integrating the arts for understanding across the curriculum, K-8*. NAEA and Teacher College Press.

This book provides arts integration projects and practices across K-8 curriculum. Rather than providing formulas to be followed, the editors share how the arts provide an entry point for gaining insight into why and how students learn through examples from public school teachers.



Taylor, P.G.; Stephen Carpenter, S.; Ballengee-Morris, C.; & Sessions, B. (2006). *Interdisciplinary approaches to teaching art in high school*. NAEA

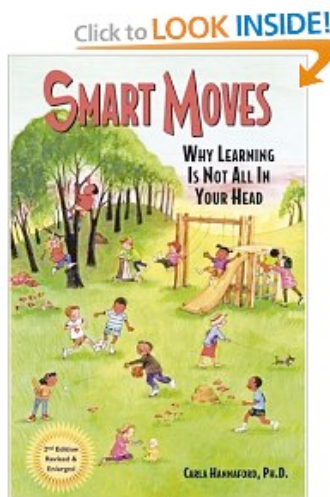
The authors draw upon personal experiences and those of other high school art teachers to create a text that provides works of art, artmaking skills, and ways of knowing to further interdisciplinary learning in high school environments.

Seamless and Sustained: An Integrated Curriculum
Nordlund, 2011, Kutztown University



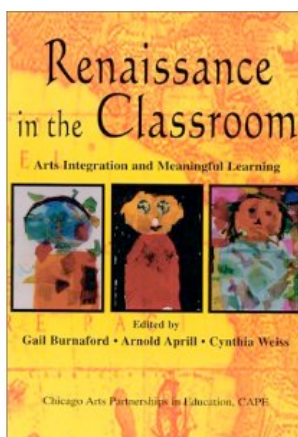
Stokricki, M. (Ed.) (2005) *Interdisciplinary art education: Building bridges to connect disciplines and cultures*. NAEA

This book is about interdisciplinary approaches to art education and forwards a variety of research methodologies and theoretical concepts along with practical suggestions for curriculum construction and assessment.



Hannaford, C. (2007). *Smart moves: Why learning is not all in your head*. (2nd ed.). Great River Books.

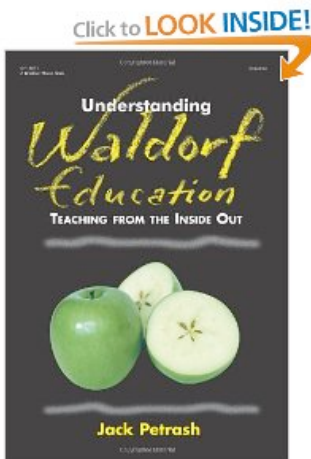
The author of this book is a Neurophysiologist and educator of 30+ years. Hannaford exams the body's role in learning and presents mounting scientific evidence that movement is crucial to learning. She advocates for a more holistic view of each learner and less emphasis on rote learning. The book includes recent brain research and emphasis on the importance of the emotional environment for expressive learning.



Burnaford, G.; Aprill, A.; & Weiss, C. (2001). *Renaissance in the classroom: Arts Integration and meaningful learning*. Routledge

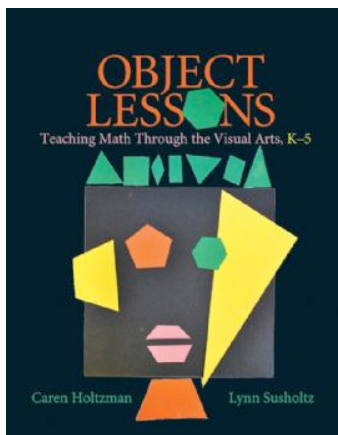
This book invites educators to consider the possibilities for learning when artists and arts educators collaborate with classroom teachers to engage students in drama, dance, visual art, music, and media arts across the curriculum in grades K-12. The book describes how students, teachers, and artists begin, implement, and assess arts integration that extends beyond the typical "unit" to engage in the arts throughout the school year. The framework is based on 6 years of arts integration in the Chicago Arts Partnerships in Education (CAPE).

Seamless and Sustained: An Integrated Curriculum
Nordlund, 2011, Kutztown University



Petrash, J. (2002). *Understanding Waldorf education: Teaching from the inside out.* Gryphon House.

This book is written by a 25+ year experienced Waldorf educator. Petrash describes the philosophies of Waldorf Education in approachable ways without the complexity of Rudolph Steiner’s literature. The book offers the concept of Waldorf’s three-dimensional education—head, heart, hands— where learning involves all of the senses and varied intelligences. Petrash shares many examples from his own rich teaching experience. Chapter 4, “The Waldorf Grade School”, models (with specific examples) how visual art, creative movement, and music mnemonic devices as well as the art of storytelling provide sustained learning in the areas of reading, math, history, and science.



Holtzman, C. & Susholtz, L. (2011). *Object lessons: Teaching math through the visual arts, K-5.* Steinhouse Publishers.

This book is a collaboration between a math educator and artist educator. The authors forward visual approaches to art in math and math in art. In each chapter, the authors use everyday objects to implement rigorous, hands-on activities that address key mathematics standards and concepts. A CD, a gallery of images, accompanies the book as well as links to education organizations, museums, and Web sites.