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## Integrating the Fine Arts into the Science Curriculum

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# Integrating the Fine Arts Across the Science Curriculum

Katelyn Robisky Educational Studies



## Methodology

Data was taken from the following sources:

- Observations/Reflections
- Whole Class Discussions
- Individual Conferences
- Lesson Plans
- Student Work

My self-study involved developing and teaching a science unit on habitats that focused on the integration of the fine arts (songs, art projects). It included 8 lessons with 4 fine arts activities. After each lesson, I was able to observe and assess how much the students were engaged and motivated.

## Research Questions

- Will integrating the fine arts into the science curriculum improve students' motivation, engagement, performance, and overall learning experience?
- Would integrating the fine arts make science be a more prominent part of the day?

## Participants

- 19 kindergarten students - 11 girls, 8 boys
- Student ethnicities: Caucasian, Hispanic, African American, Indian, Asian
- Majority of students were from a low income background

## Results & Conclusions

I found that by integrating the fine arts into the science curriculum, students were generally more engaged and interested in the lesson. They were able to express themselves through their own creativity. Also, the students who generally struggled academically were actively engaged in the learning process. Using the fine arts also helped to engage the hands-on learners and actively immerse student's motivation and interest in the science subject.

I realized that in order to integrate the fine arts into other subjects, much time is needed. However, it is a beneficial and valuable learning experience for the students.



## Acknowledgements

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