

Arts Grow SC

Arts Learning Rubrics Glossary

Arts Content Areas

Include, but are not limited to:

- Creative writing, poetry, and storytelling
- Dance and creative movement
- Theatre/drama
- Music
- Visual arts and design

Arts-Based Strategies

The practice of using approaches specific to arts content areas to provide instruction or expression of learning in academic content areas¹. Arts-based strategies are flexible, meaning that they can be used across multiple academic content areas and with a wide range of grade levels, learning objectives, or learning activities.

Arts Enhancement²

An approach in which the arts are used as a tool to engage students in learning academic content areas. Learning objectives in the art form are not explicitly addressed.

Arts Integration

An approach in which students develop proficiencies in both the arts standards and the academic content standards. In this approach, students typically meet dual learning objectives.

Arts Learning

An approach in which students develop knowledge and skills in a particular art form. Student learning is aligned to the national, state, or local standards of the individual art form.

¹ Dacey, L. & Donovan, L. (2022). [*Integrating the Arts in Mathematics: 30 Strategies to Create Dynamic Lessons, 2nd edition*](#). Shell Education.

² Definitions for *arts enhancement*, *arts integration*, and *arts learning* adapted from [the Kennedy Center](#).

Assessment

Evaluation of how proficiently students demonstrate abilities, knowledge, or skills in a given content area. Assessment may include traditional tests (e.g., multiple choice, true/false, etc.) or more authentic, performance-based tests (e.g., drawing a setting, performing a monologue, singing a song, writing a persuasive essay, etc.).

Content Knowledge

Discipline-specific information that teachers need to instruct students effectively. Organizations should provide arts and academic content knowledge appropriate to their scope and mission.

Learning Activities

The ways in which teachers present content to support student engagement with the learning process.

Learning Objectives

Specific learning targets related to a lesson and/or unit. Learning objectives may be derived from national, state, and/or district standards for arts, academic content areas, and social-emotional content.

Academic Content Areas

Include, but are not limited to:

- English Language Arts (ELA)
- Math
- Physical education
- Profile of the South Carolina Graduate (PSCG) competencies³
- Science
- Social studies
- Social-emotional skills and guidance

Participants

The audience served by the organization, which may include teachers, administrators, teaching artists, students, and/or community members.

³ South Carolina Department of Education. (2024). [*Profile of the South Carolina Graduate Competencies*](#).

Organizations may focus on serving a specific group of participants or a range of stakeholders.

Resources

Educational materials that are provided to participants by the organization. Resources may include, but are not limited to, asynchronous recordings, lesson plans, links to high-quality educational websites, materials databases, one-on-one meetings, and templates.

Standards

National, state, and district criteria that outline what students should learn in a given content area. The South Carolina College- and Career-Readiness Standards (SCCCRS) can be accessed on the SCDE website.