

CONTINUUM OF PARTICIPATION

The Connecticut Office of the Arts supports advancing learning along a 3-tiered Continuum of Participation in the arts, particularly in a school setting. The Continuum of Participation was developed through COA's Higher Order Thinking (HOT) Schools Program. The tiers are progressive in the amount of time an artist engages with the same audience, the type and scope of planning involved in developing each project, and the depth of the learning experience the project provides. The Continuum of Participation is a guide that helps schools interested in a progressive approach to developing arts integrated instructional practice to develop a plan to advance along the continuum from:

- Arts Access, where schools provide students with exposure to the arts through field trips, school or classroom visits, performance(s), "informance(s)," and/or lecture demonstrations by artists or artist groups. To
- Arts Connections and Correlations, which extend Arts Access experiences and begin to make connections between the arts experience and curriculum. To
- Arts Integration, which are sequential arts learning experiences that weave ideas and concepts between and among arts and non-arts disciplines, effectively advancing knowledge and/or skills in an arts discipline while concurrently advancing knowledge and/or skills in other disciplines.

While the Continuum was developed by and for COA's HOT Schools program the concept is applicable to any entity interested in advancing arts integrated practice in K-12 schools. COA's Integrating Teaching Artists and arts organizations with progressive education programming that is directly connected to curriculum are integral to helping schools accomplish this goal.

The HOT Schools Continuum of Participation follows.



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HIGHER ORDER THINKING

(HOT)SCHOOLS CONTINUUM OF PARTICIPATION ©



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ABOUT HIGHER ORDER THINKING SCHOOLS

Higher Order Thinking (HOT) Schools, a program of the Connecticut Office of the Arts, is a community of practice that networks and develops entities interested in teaching and learning in, about, and through the arts using the HOT Approach. HOT practices and strategies stimulate student curiosity, ignite their sense of wonder, empower students so they feel invested in their school and their learning, and steer students toward a journey of lifelong learning. Students who attend a HOT school enjoy numerous outlets for expression and for reinforcement of the intrinsic value of their thoughts.

The program builds higher-order thinking skills and prepares students to be successful learners and contributors in the 21st Century through strong arts, arts integration, and democratic practice. In HOT schools, the arts are rigorous academic subjects, each with its own sequential curriculum that conveys knowledge not learned through other academic disciplines. HOT Schools teachers work collaboratively to structure interdisciplinary curricula that promote deep learning of subject matter, higher order thinking, creativity and teamwork by strategically linking learning in the arts to learning across the curriculum.

The HOT Approach is an innovative delivery system that provides teachers, teaching artists, administrators, parents, and arts organization educators vital professional development, resources, tools and strategies to develop, deepen and expand effective practices in arts education, arts integration, school culture change, and leadership development.

HOT Schools participate in ongoing professional development and employ the HOT Approach to advance teaching and learning along a continuum from Arts Access, to Arts Connections and Correlations, to Arts Integration.



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THE CONTINUUM

The HOT Schools Continuum of Participation is a guide that helps schools identify their current depth of practice toward “becoming” a Higher Order Thinking School and to develop a plan to advance along the continuum from:

- **Arts Access**, where schools provide students with exposure to the arts through field trips, school or classroom visits, performance(s), “informance(s),” and/or lecture demonstrations by artists or artist groups. To
- **Arts Connections and Correlations**, which extend Arts Access experiences and begin to make connections between the arts experience and curriculum. To
- **Arts Integration**, which are sequential arts learning experiences that weave ideas and concepts between and among arts and non-arts disciplines, effectively advancing knowledge and/or skills in an arts discipline while concurrently advancing knowledge and/or skills in other disciplines.

HOT Schools recognizes the value of each point on the Continuum and that that varied conditions impact a school’s place on the continuum and its capacity to progress along it. Two key ingredients toward advancing are staff commitment and administrative support. HOT Schools believes any school can advance along the continuum if these two conditions are present.



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FOR SCHOOLS, TEACHING ARTISTS AND ARTS ORGANIZATIONS

WHAT IT IS ... MOVING ALONG THE CONTINUUM. ...



Access

Exposure to arts through field trips, school or classroom visits, performance(s), "informance(s)," and/or lecture demonstrations by artists or artist groups.

May or may not include a study guide or cultural or academic connections highlighted during the presentation/experience.

How To Advance: Begin to define goals for arts learning and arts experiences for school community.

Explore different opportunities in various art forms; engage a HOT Coach to develop a progression plan; participate in HOT School Program professional development. Begins to build support for arts and arts integrated learning



Connection Correlation

Extension of Arts Access experiences through a pre or post-event study guide, workshops, or other resources provided by the service provider/community partner, or cultural or academic connections highlighted throughout the event.

Short-term residencies (2-5 visits, with the same group of learners) with defined program goals and objectives, and evaluation component. Includes some planning between artist/org and school.

Goals and plan in place (and supported by administration) to advance along the HOT Continuum

How To Advance: Participate in HOT PD; begins to make connections / correlations between disciplines; begins to address Common Core State Standards and learning goals in arts and non-arts classrooms. Strengthens support for arts and arts integrated learning



Integration

Sequential arts learning experiences that weave ideas and concepts between and among arts and non-arts disciplines, effectively advancing knowledge and/or skills in an arts discipline while concurrently advancing knowledge and/or skills in other disciplines.

Long term residencies(10+ visits, with the same group of learners) include an intensive collaborative planning and reflection process between the service provider and user that incorporates documenting and collecting evidence of impact throughout.

In-school unit development integrates local arts and cultural resources as a natural component of teaching and learning (global classroom); instructional practice effectively advances knowledge and/or skills in an arts discipline while concurrently advancing knowledge and/or skills in other disciplines.

Instruction aligns with Common Core Standards.

How To Advance: Continue participation in HOT PD and leadership development; shares best practices with other educators. Deepen partnerships, community and district support for arts and arts integrated learning

HOT Schools provides professional development and a Menu of Services to help schools move along the Continuum. Email HOTSchools@wesleyan.edu



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