# CHAPTER 2:

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

### 2.1.1 What is a literature review?

A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypotheses, what questions are being asked, and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings.

### 2.1.2 Some definitions

Here is one definition of a literature review:

According to Cooper, H. M. (1988), "A literature review uses as its database reports of primary or original scholarship and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic, or methodological in nature. Second a literature review seeks to describe, summarize, evaluate, clarify and/or integrate the content of primary reports."

### 2.1.3 Purpose of the Review of literature:

The importance of related literature cannot be denied in any research. It works as guidepost not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and lacuna in the concerned field of research. The similar or related studies carried out by researchers at various levels are called review of related literature. The various sources of it are the research reviews and survey books, journals, newspaper, records, and survey books, journals, documents, indexes, abstracts, dissertations and others information directly or indirectly connected with the problem of investigation. Importance of related literature can be presented below:

- It is crucial step to minimize the risk of dead ends, rejected topics, rejected studies, wasted efforts trial and error activity oriented towards approaches

already discovered by previous investigations and even more important erroneous findings on a faulty research design.

- It makes study comparative and critical.
- It provides ideas, theories, explanations or hypothesis in formulating, solving problem and interpreting the finding.
- It also suggests method of suitable research to the problem.

Review of related literature is helpful at all the different levels of Research:

1. **Pre-design stage:** Where the review helps the researcher is getting the perspectives of the research area, identifying the gaps and finally selecting the problem.
2. **Design preparation stage:** Where the researcher by reviewing literature gets input for preparing his/her own design by finding out which of the tools an available which of them he/she has to construct/adopt, what methodology will be appropriate etc.
3. **Post Research stage:** At this stage, the researcher can compare and construct his/her findings with those of available researches and thus analysis his/her findings more systematically and draw meaningful conclusions.

## 2.2 Art Integrated Learning

Integration of Arts with Education means an approach to learning in which students develop an understanding of different concepts or construct new knowledge through the use of different art forms by engaging themselves in a creative process that connects an art form with the concept being taught.

Art when integrated with different subjects becomes the medium of teaching learning process and thus different concepts can be easily grasped in a joyful manner. Research has established its developmental and learning benefits on students. Students in schools where arts are an integral part of an academic programme tend to have an academic advantage over students for whom that is not the case. There is a deep connection in the cognitive, social and emotional development and Arts.

Arts learning is participatory and active and requires students to interact with content and materials using both their bodies and minds. This way of learning engages students by offering them many ways to gain understanding and express their knowledge. The arts can engage students who are not typically reached through

traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999). In fact, children who frequently participate in the arts view themselves as more successful academically than those who infrequently participate in the arts (Burton, Horowtiz, Abeles, 1999).

Here the research has made his optimum efforts to review the literature related to the present study, i.e., "A Study on Effect of Art-Integrated Learning on Academic Achievement of Learners in Science at Upper Primary Level". The researcher tried to review literature catering the diverse role of Art in enhancing achievement as an imperative part of learning process.

## 2.3 Foreign References

In response to the need for arts instruction in public schools the University of California's Irvine campus developed the first arts bridge program 1996. In 1997, California's Department of Education called for an educational renaissance to revive artistic achievement in its schools. The following year the state legislature perceived the strength of the Arts Bridge model and the potential of the eight UC campuses to contribute to this desired renaissance in arts education. There are currently Arts Bridge programs on 22 university campuses in 13 states and at the University of Ulster in Northern Ireland. The basic premise was to engage fine arts students and faculty mentors from universities to plan and implement arts projects in host schools and classrooms.

### 2.3.1 DeMoss, K. & Morris, T. (2002). How arts integration supports student learning: Students shed light on the connections. Chicago, IL: Chicago Arts Partnerships in Education (CAPE).

The study focuses on 30 students in classes taught by veteran teaching artists (teaching artists associated with veteran CAPE partnerships schools) to understand students' cognitive processes when engaging in arts-integrated instruction compared to traditional instruction. Veteran teaching artists identified two similar academic units they would teach during the year, one unit incorporating the arts and the other using more traditional teaching practices. Through interviews with students, student answers to open-ended questions, and classroom observations, researchers found that students from all academic levels in units incorporating the arts reported improved motivation

and ability to assess their own learning. The researchers also described the qualities of arts-integrated learning experience as being different from non-arts integrated learning experiences.

Researchers found that when students received arts-integrated lessons compared to more traditional teaching practices, they improved their ability to assess their learning, and reported that the arts integrated instruction created greater intrinsic motivation, encouraged learning for understanding, turned what students perceived to be barriers into opportunities to be solved, and motivated students to continue learning.

### 2.3.2 Integrating the Arts into Science Teaching and Learning: A Literature Review 2018

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Combining arts with science builds on children's interests in nature while allowing artistic expression. Although educators often discuss integrating the arts into science learning, empirical support is relatively recent. This thorough review of the education research literature on arts integration synthesizes previous empirical studies and theoretical literature published on arts integration, how the arts are integrated into science teaching, and the efficacy of arts integration for science learning. It provides evidence that arts integration provides positive outcomes in important areas such as learning, school climate, and teacher collaboration. This review also discusses evidence regarding obstacles to arts integration such as time, professional development, and ongoing support for teachers. Finally, we offer implications for future research, including the need for more rigorous empirical studies on integrating the arts into science teaching and learning.

This literature review contained information about the benefits and obstacles associated with AI. First, we presented the contexts of the AI implementations including the ages and grade levels of the children, followed by a presentation of the major themes identified. For each theme, one or more studies are included as detailed examples of the research on arts integration found in this literature review. Studies included in this paper were chosen due to their stronger research design, results, and analyses. Articles that simply described a one-time arts integration event with no rigorous data collection or research design were read but are not highlighted in this paper.

### 2.3.3 Studies on School Environment:

#### 2.3.3.1 A Study by Catterall, J.S., & Waldorf, L. (1999) published by Chicago Arts Partnerships in education

**Champions of change: The impact of the arts on learning.**

Catterall and Waldorf examined the impact of the Chicago Arts Partnerships in Education (CAPE) on public school classrooms, on teachers and artists, and on students. The authors used large-scale surveys of students and teachers, along with standardized test data. CAPE was extensively integrated into the public schools. The visual arts and theater proved to be the most popular art forms with regular classroom teachers, reading and social studies were most often integrated with the arts (mathematics was least frequently chosen as an integrative subject area). "On teacher survey scales about school climate, quality of relationships with parents, professional development, instructional practices, and relationships with the community, CAPE schools outscored non-CAPE schools in every case, although the differences were small and non-statistically significant. There was a high level of teacher-artist collaboration and teacher buy-in, but low levels of average attendance at the CAPE workshops. Students had positive attitudes about arts-integrated instruction, but there were no differences in student motivation between CAPE and Non-CAPE Schools. Student achievement on standardized reading and mathematics tests favored CAPE students over a period of years; in 1997-98, some of the differences became significant. The actual data are not reported. For a subsequent 1998-1999 study, CAPE school student achievement was compared to that of students in all Chicago public schools. On reading and mathematics standardized tests, students in CAPE schools outscored other students on all 52 comparisons. There were strong differences in 6th grade and moderate differences in third grade, using performance growth over a 6-year span. There were no achievement effects in eighth grade, while there were differences favoring CAPE students in high schools, but the sample was too small to make significant comparisons.

#### 2.3.3.2 Changing Education Through the Arts: Final Evaluation Report, 2005-2008 Betts

Transforming a school's learning environment to include successful and sustained arts-integrated instruction requires participation by the whole school community. Supportive administrators, ranging from superintendents to principals, are

needed to ensure the continuity and depth of any partnership or program (Borden, 2006; Burton et al., 1999). Principals of arts-rich schools encourage teachers to take risks, to learn new skills, and to make changes in their instruction to support arts integration (Burton et al., 1999). Arts integration teaching methods, as well as the purpose, theory, and benefits of this pedagogy, must be made explicit to teachers through professional development (Betts, 1995; Borden, 2006; Werner & Freeman, 2001). Without these supports, teachers often think of arts integration as something extra and time-consuming that they must do (Werner & Freeman, 2001). With appropriate professional development, support, and collaboration with school-based arts specialists and team members, teachers discover that arts-integrated teaching can meet existing curriculum standards. Sustained partnerships and professional development opportunities allow teachers to become comfortable making natural connections in the curriculum and turning routine activities into deep knowledge for learners (Werner & Freeman, 2001).

### 2.3.4 Studies on Classroom Processes

#### 2.3.4.1 A study by Arnold Aprill, Executive Director, CAPE (Programme of Chicago Arts Partnerships in Education), Summer 2004.

This study considers the possibilities for learning and growth when artists and arts educators come into a classroom and work with teachers to engage students in drama, dance, visual art, music, and media arts. It is a nuts-and-bolts guide to arts integration, across the curriculum, describing how students, teachers, and artists get started with arts integration, work through classroom curriculum involving the arts, and go beyond the typical "unit" to engage in the arts throughout the school year. The framework is based on six years of arts integration in the Chicago Arts Partnerships in Education (CAPE). The Chicago Arts Partnerships in Education (CAPE) is a network of Chicago public schools, including classroom teachers, arts specialists, and administrators; professional arts organizations and teaching artists; and university-based researchers and teacher educators. CAPE serves as a mediating agency, a catalyst, funder, and convener. It brings people together around research, school improvement, and the arts. You belong to this community - "CAPE Schools" and "CAPE Artists" are frequently used terms.

Examined effects on students and teachers, changes in standardized reading and mathematics scores, changes in student creative and critical thinking skills, impacts of

after school programs on in school teaching and learning, development of reflective practice among teachers. Used multiple methods, including focus groups, document review, case studies, observations, interviews, surveys. Major findings of the study were as teacher change- most developed arts-integrated units (74%), School approach change - over 90% report integration of CAPE into school, 91% educators reporting collaborations with teaching artists. More success in co planning than co-teaching. Positive student attitude towards arts integrated teaching approach, Evidence for strong, significant achievement effects in elementary grades. For example, before CAPE school averaged around 40% of 6th graders performing at or above grade level in math; seven years of CAPE showed an overall rise to 60%. The average for all Chicago schools changed from 28% of 6th graders performing at or above grade level in math to around 40%, Arts-integrated teaching contributes to workplace and life skills, more than non-integrated classes.

#### 2.3.4.2 Study by Wolf,D. P. (1999) published in refereed journal and presented at conference in 2005.

In this study, researcher Dennie Palmer Wolf generated qualitative data from observations, interviews student ethnographies, and collections of student work in four classrooms, and then asked the teachers to identify evidence of student learning that was directly related to the student's participation. The goal was to find moments of shared problem-solving during the opera work and compare their characteristics with what took place during non-opera classroom interactions (e.g., during a math lesson). Wolf determined from a process of data analysis, conducted with the teachers, that there was more sustained and coherent collaboration over time when students were engaged in creating the opera than when working in other aspects of the curriculum. The author used analytical tables and verbatim transcripts of classroom dialogue and interview responses to show the specific features of collaborative interactions. In the end, we are left with a key question: "What is it about sustained and coherent collaboration that supports the development of a taste for more than convenient solutions or a capacity for understanding complex meanings?". And more broadly, we can consider what role qualitative research can play in providing a deeper, if not yet conclusive, understanding of what effects arts education programs have and why these effects may occur".

### 2.3.4.3 A Study by Catterall, J.S., Chapleau, R., & Iwanaga, J. (1999)

Involvement in the arts and human development: general involvement and intensive involvement in music and theater arts. In E.B. Fiske (ed.), Champions of change: The impact of the arts on learning. Washington, Dc: the Arts education Partnership. The research team used data from the National Educational Longitudinal Survey (NELS) to examine the relationships between general involvement in the arts and academic performance, between involvement in instrumental music and mathematics achievement, and between involvement in theater arts and human development (such as increased reading proficiency and enhanced self -concept).There was a focus on middle and high schools students, particularly on the gains made by economically disadvantaged students. Analyses of the quantitative data (e.g., standardized test scores, academic grades, and dropout rates) showed that the probability of having more arts experiences in school was greater for economically advantaged students than for low-socioeconomic status (SES) students. However, students with high involvement in the arts, across the socio-economic strata, performed better in school and stayed in school longer than students with low involvement. Also, "the relative advantage for arts -involved youngsters increases over the middle and high school years, and especially between grades 10 and 12".

### 2.3.4.4 A Study by Smilan, Cathy A. International journal of human and social science 2007

Art integration as educational reform has been the focus of recent debate. The suggestion has been made that the arts can provide unique learning opportunities in other content areas. To provide empirical evidence for this added value of the arts in learning, this study investigated the efficacy of teaching science concepts in and through the visual arts by implementing an art integrated lesson.

The study investigated the impact of an art integration to assist elementary level learners' visual perception so they could more accurately form mental models of the science ideas. The hypothesis suggests that participants in the art intervention who construct a three-dimensional representation of abstract science concepts will gain an increased understanding of those concepts. Specifically, students who work with parallel concepts in art and science to make and manipulate three-dimensional, kinetic models of the sun, earth, and moon will be able to visualize the relationships more accurately between these heavenly bodies.

Fifth grade students participated in the study which was integrated into the regular curriculum. Seventy-six randomly selected students comprised the experimental group and participated in the art project. After the completion of traditional textbook and lecture presentation by the classroom teachers, a researcher developed Science Concept Test was administered to all fifth-grade students. Statistically significant results indicated that the differences between the groups on the science concept test were due to the integration of the art intervention. These empirical data show significant differences between the group receiving the art intervention and the group receiving traditional classroom instruction, supporting the efficacy of the art integration model.

In conclusion, the study supports the literature that suggests the efficacy of art integration partnerships as alternative avenues for presenting and representing knowledge. The study additionally supports the literature establishing the need for concrete modeling of science concepts at the elementary level. Furthermore, the study indicates the need for further investigation into attitudes toward art integration partnerships, the role of the arts in the culture of education, and the viability of instruments to assess conceptual understanding in the visual arts and in science.

#### 2.3.4.5 A Study by Deasy, Asbury & Rich, 2008, and Hetland et al., 2007

Arts integration and arts education, in various formats, have positively and consistently been linked to increased student engagement, motivation, and persistence (Asbury & Rich, 2008; Deasy, 2002; Fiske, 1999; Hetland et al., 2007; Stevenson & Deasy, 2005). Art learning is participatory and active and requires students to interact with content and materials using both their bodies and minds. This way of learning engages students by offering them many ways to gain understanding and express their knowledge. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999). In fact, children who frequently participate in the arts view themselves as more successful academically than those who infrequently participate in the arts.

When the arts are used to create a frame of reference for learning, students can make meaningful connections to one another, to themselves, to their lived world, and to other content areas. Because they become "agents of their own learning", students are often more willing to take responsibility for and give direction to their own learning

experiences. As students experiment with different art forms and processes, they learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process.

### 2.3.5 Studies on Evaluation of Students

#### 2.3.5.1 A study by Ingram, D., & Reidell, (2003). Arts for academic achievement: What does arts integration do for students?

Arts for Academic Achievement (AAA) was a study implemented with the Minneapolis Public Schools in partnership with the Perpich Center for Arts Education. Unlike arts integration initiatives that focus on partnerships as a way to restore discipline- based arts instruction to the curriculum, the purpose of the Arts for Academic Achievement project was to instruction and improve student learning in non-arts areas such as reading and science. In this project, arts integration was not intended to replace the comprehensive, sequential arts instruction already provided by trained arts educators in the district. Instead, the project was based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and non-arts instruction that is enhanced by integrating the arts. A preliminary evaluation conducted in 2002 involved 21 teaching artists as informants who participated in interviews and focus groups. This evaluation of the initiative revealed changes in three areas. Artists felt they deepened their sense of mission, expanded their professional networks, and learned valuable assessment skills. Teachers, according to participating artists, increased their ability to collaborate, grew in their ability to integrate the arts, and made changes in their practice. Schools, according to artist informants, improved in terms of school climate and the sense of community as a result of the arts integration work.

#### 2.3.5.2 Ingram, D., & Seashore, K. R. (2003). Arts for academic achievement: Summative evaluation report.

Ingram and Seashore reported results that indicate a significant relationship between arts integrated instruction and improved student learning in reading. In some cases, the relationship between arts integration and student achievement was more powerful for disadvantaged learners, the group of students that teachers must reach to

close the achievement gap. Gain scores on the reading test were higher for third grade students whose teachers integrated the arts into English/reading lessons. The relationship between arts integration and reading achievement was stronger for students in the free- and reduced-price lunch program and students in the English-language learner program. Each of these statistically significant relationships are based on a model that also considered the effect of student characteristics, such as race/ethnicity and special education. For third graders, the relationship of arts integration and math achievement was also statistically significant. Gain scores on the reading test were higher for fourth-grade students whose English/ reading teacher integrated the arts. Gain scores on the mathematics were higher for fifth -grade students whose teacher integrated the arts into mathematics lessons. It was not the mere presence of arts integration but rather the intensity of the initiative that related most directly to gains in student learning.

#### 2.3.5.3 Melissa D. Mcclure, The Effects of an Arts-Based Curriculum on Academic Achievement.

The purpose of this study was to determine whether attending an arts-based middle school appeared to positively impact student academic achievement as measured by standardized achievement tests. In order to determine whether patterns of improved academic achievement were discernible following attendance at a four-year arts-based middle school, achievement data from the grade four and grade eight Tennessee Comprehensive Assessment Program (TCAP) and the grade nine through twelve Gateway Test were examined. The study examined differences between score trends, differences between scores for students from an arts-based curriculum vs. those from a standard curriculum; specifically, differences between the three standardized dependent measures of (a) language arts scores, (b) mathematics scores, and (c) science scores. The study found that the arts-based curriculum group had higher grade 8 and grade 9-12 overall standardized scores than the standard curriculum group. In addition, the overall standardized mean test score values for the arts-based curriculum group were higher than the overall standardized mean test scores for the standard curriculum group.

#### 2.3.5.4 A Study of Bates Middle School in Annapolis, Maryland, arts integration has helped raise student achievement. Job-embedded professional development differentiated arts instruction, and critical-thinking skills integrated into the curricula have been key to their success.

Arts integration has been shown by several rigorous studies to increase student engagement and achievement among youth from both low and high socio-economic background. Arts integration Middle School, in Annapolis, Maryland, as part of their school improvement plan in 2008 after the district applied for and was awarded a four-year grant under the Arts in Education Model Development and Dissemination (AEMDD) Grant Program. Since arts integration was first implemented at Bates, the percentage of students achieving or surpassing standards for reading has grown from 73 percent in 2009 to 81 percent in 2012, and from 62 percent to 77 percent for math during the same period, while disciplinary problems decreased 23 percent from 2009 to 2011. According to the data, math and reading scores among students in grades 6-8 have shown a long trend of improvement across the state of Maryland. However, the percentage of students proficient or advanced at Bates has grown nearly 12 times faster than the state in reading, and four times faster in math. Science achievement among eighth graders also has outpaced the state from 2009 to 2011. Teachers and staff report that arts integration has been one of the key reasons for the school's improvement. Several research-based practices contribute to the success of arts integration at Bates Middle School.

### 2.3.6 Studies Impact on Students:

#### 2.3.6.1 The Arts Integration Model Schools Program (AIMS), a comprehensive arts integration development program in Montgomery County Public Schools (MCPS) Maryland.

Arts integration teachers found that their students became more motivated to learn, developed a more positive attitude toward learning, became more self-confident in their ability to learn, sustained more focus during the learning process, and cooperated with other students in ways that effectively promoted learning. In changing students' level of engagement in learning experiences, arts integration changed students' attitudes towards learning and arts. With these changed attitudes came improved student achievement. The report includes additional conclusions related to

teacher leaders, time required to build a critical mass of teachers, support structures, teacher collaboration, and student test scores.

#### 2.3.6.2 "The Wow Factor" Global research compendium on the impact of the arts in education, WAXMANN, 2006

This study was an analysis of students' cognitive processes when engaging in arts integrated instruction. Cognitive processes or habits that the arts foster can support learning in other areas. The sample of children in this study, from a wide variety of socio-economic, age, and achievement backgrounds, working in a variety of art forms and in a variety of academic subjects, strongly support the notion that effective arts integration can, indeed, foster increased learning-particularly for lower-achieving students. These children served as their own control group, providing contrasts and explanations for the differences in their learning processes and outcomes in arts and non-arts units. The sorts of learning that the study found arts integration to support were in some ways different from what teachers had thought. Teachers (prior to the research) had spoken of how the increased engagement students evidenced in arts units seemed to help them remember more; the data showed little evidence of any increase in the amount of content knowledge that students gained from their arts units. However, students' knowledge from the arts-integrated units did differ in kind from their non-arts knowledge: it was more analytical and more oriented towards conceptual understanding than factual recollection. Further, their affective connections with the content they studied were generally deeper and vastly more positive and personal in their arts units than in the non-arts units. These findings suggest that the arts can play a critical role in the general culture of children's learning, providing more positive and meaningful connections with academic work, connections that may have ancillary effects on long-term learning motivation.

#### 2.3.6.3 A Study by Lobo, Y. B., & Winsler, A. (2006) The effects of a creative dance and movement program on the social competence of head start preschoolers.

This study assesses the effects of a creative dance/movement program on the social competence of preschool children. Pre-school children in a Head Start program were randomly assigned to participate in either an eight-week creative dance/movement program or a control group in which the children had free play. The researchers found

that students assigned to the creative dance/movement program improved their overall social competence, and experienced fewer internalizing problems (e.g., depression, withdrawal, and anxiety) and externalizing behaviors (e.g., aggression) compared to students who did not receive the program. The methodology adopted in the study was Preschool children in a Head Start program were randomly assigned to participate in either an eight-week creative dance/movement program (n=21) or control group (n=19) where the children played. The students were taken out of their classroom at the beginning of the day two times a week for 35 minutes for the creative dance instruction or free play. Parents and teachers did not know which students were in the creative dance/movement program or the control group. Parents and teachers completed the Social Competence Behavior Evaluation: Preschool Edition (SCBE) prior to and after the eight-week program. The SCBE was used to measure children's social skills, internalizing behavior problems, and externalizing behavior problems. Analysis of Variance (ANOVAs) were conducted to determine whether there were significant differences in the behavioral problems and social skill between students in the creative dance/movement program and the control group.

The study found that students randomly assigned to the creative dance/movement program improved their overall social skills. Further, dance students experienced fewer internalizing problems (e.g., depression, withdrawal, and anxiety) and externalizing behavior problems (e.g., aggression) compared to student who did not receive the program. Even after a relatively short dance program (35 minutes, twice a week for eight weeks), teachers and parents reported that students improved their social skills and had fewer behavioral problems. The study focused on low-income Head Start students. Early childhood educators, including those in low-income areas, may wish to include dance instruction to improve young students' social skill and decrease behavioral issues.

#### 2.3.6.4 A Study by Rinne, 2011 "Arts Activities Leverage Memory and Address Students' Learning Needs", and also discussed in Hardiman's book, The Brain-Targeted Teaching Model for 21st-Century Schools (Corwin, 2012).

Arts integration naturally involves several ways of processing information that have been shown to improve long-term memory (Rinne & Hardiman, 2011). For example, by creating a dance to represent the relation between climate change and atmospheric conditions, students physically act out meteorological concepts, which

help to strengthen memory for those concepts. Students also practice recalling concepts from memory during rehearsals and the final performance, which also helps to promote memory and is known as the generation effect.

#### 2.3.6.5 A Study by Gullat, 2007 "Arts Integration Help Students Learn"

According to a survey that was administered for a public awareness campaign, 73% of the pool of people believed that the arts could help all children develop, not just children with high socio-economic status (Gullat, 2007). Those who responded also believed that children who are exposed to the arts in schools, have an opportunity to develop their sense of creativity and individuality through the way they express their ideas. When asked if the amount of arts instruction their children were exposed to was enough, 71% responded that they were content with the present level of arts instruction. The survey was conducted by means of telephone interviews with 1,008 individuals who were over the age of 18 and who lived all over the United States. Many parents, teachers and administrators are preoccupied with making sure that students pass state exams. The one class a week of visual art may seem to be enough arts education when teachers feel strained for time. Those that do not know how to easily incorporate and integrate arts into the classroom may feel overwhelmed with that burden.

#### 2.3.6.6 A Study by Demoss, and Morris. etal 2007 "Benefits of Arts Integration"

According to the case study on how arts integration supports student learning, conducted by De Moss and Morris, the main impact of their findings stated that "the arts contribute to analytically deeper, experientially broader, and psychologically more rewarding learning". "The arts support qualities that are desirable in students, including creativity, originality, and expression". Previous research has found that "students participating in arts integration make notable gains in social competencies, such as cooperative learning and adult and peer relationship development". Art integration "encompasses an emphasis on student construction of knowledge through collaboration to make real-world connections to learning that spring out of past work, as well as on the use of reflection in continuous assessment of student learning". Art integration is important because it hands over responsibility for learning from the teachers to the students. Students become more involved in their learning and gain knowledge and meaning from their experiences. Arts integration allowed the students to "interpret content in ways that were meaningful to them".

## 2.4 Indian References

There are no such researches conducted in India on the variables related to AIL Approach and Academic Achievement of students of upper-primary level.

## 2.5 Conclusion

The review of the related literature as presented in the foregoing pages can be summed up as follows:

- Some cross-cultural studies reported that arts-integrated teaching contributes to workplace and life skills, more than non-integrated classes.
- A sizable number of studies were conducted to determine significant achievement effects in elementary grades
- A good number of studies showed the relationships between general involvement in the arts and academic performance, between involvement in instrumental music and mathematics achievement, and between involvement in theater arts and human development
- The number of the studies interpretated that Art learning is participatory and active and requires students to interact with content and materials using both their bodies and minds. This way of learning engages students by offering them many ways to gain understanding and express their knowledge
- Few numbers of studies indicated a significant relationship between arts integrated instruction and improved student learning in reading
- In many of the studies it was reflected that the relationship between arts integration and student achievement was more powerful for disadvantaged learners
- A sizable number of studies reflected that integration benefits professional practitioners, policymakers, teacher educators and researchers interested in strengthening the intellectual vitality of the curriculum and particularly interdisciplinary work within the curriculum
- The researchers showed that arts integration was not intended to replace the comprehensive, sequential arts instruction already provided by trained arts educators in the district. Instead, the project was based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and non-arts instruction that is enhanced by integrating the arts.