

The vision of arts integration education in the 21st century is to develop and refine a hybrid approach to preparing traditional, innovative and adaptable teachers. The goal is to produce better and more proficient teachers, artists and performers, and better human beings that positively contribute to the global society. Arts education programs must connect the schools to the community, transform the teacher into a facilitator of knowledge that ultimately leads a student to develop wisdom and motivates students to be resourceful in utilizing technological tools outside of the school day. Art education in the 21st century must represent a paradigm shift from a focus on teaching to a focus on learning.

Teacher preparation education programs should and must prepare future and current teachers with the fundamental skills to develop, prepare and execute effective lesson plans employing differentiated strategies to align with the diverse learning styles of students. Additionally, arts integration teachers must be equipped with a high level of skill as a teacher/performer in an effort to model and diagnose the proper development of technical proficiency in students. An effective teacher education program must also include significant training in developing demographic and cultural understanding and adaptability strategies.

Arts integration education must be a process by which any student can be taught fundamentals of art performance, theory, history and production, and encouraged to explore and be creative in finding meaning based on the student's innate context of aesthetics. Art is relevant to the student's life, consequently directly connected to their culture. Therefore, art integrated education must be situated in schools in a manner that is

designed to be relevant in developing art skill and fundamental principles that can be applied in many ways that fosters a life-long appreciation and involvement in the arts. Common understandings and concepts in the arts must be taught as a point of departure, rather than the end, in order to translate, communicate and preserve cultural connections and historic significance in education.

Students in the 21st century are confronted with the reality of navigating vast amounts of information through technology, both in isolated ambiguous, as well as, in cooperative and diverse methods of learning. The ubiquity of art through digital transmission has impacted and altered the way performance art is experienced, resulting in alternative approaches to disseminate art. Traditional pedagogy alone will misalign with the non-tradition aspects of an increasingly technological and diverse demographic of students. Consequently, essential skills for the 21st century teacher must include a combination of critical-thinking, communication, collaboration, creative and innovation strategies.

Educating a person in the arts must be pursued through a posture that is non-tangential to the general education curriculum. Arts Integration as an embedded strategy in the scope of a holist experience in education must be the ultimate goal for the classroom of the 21st century, while simultaneously rigorously resisting a rationalization of secondary utility.

Arts integration education must be the “door” by which students can experience learning, as opposed to the esoteric “wall” that students often encounter when endeavoring to follow their passion in school.