A Comparison of Art-Infused Science Lessons and Traditional Science Lessons
for First Grade Students

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Abstract

The purpose of this study was to evaluate the effect of an art-infused activity on students’ science test scores compared to a non-art infused activity. Two first grade classrooms were involved in the study. Classroom 1 was the art-infused classroom, and classroom 2 was the non art-infused classroom. The experimenter taught two lessons that were given to both classrooms. The first lesson was about the human body organs, and the second lesson was about the parts of a plant. After discussing the topic in each lesson, classroom 1 received an art activity and classroom 2 received a worksheet. After each activity was completed, each class was given the same 10-question test. Results showed that Classroom 1 (art-infused) had higher average scores on quizzes compared to students’ scores in the non-art-infused lessons. Students not only enjoyed this activity, but on average, learned more compared to students in the other classroom. My study showed that art-infused activities made a substantial impact on students’ test scores, and students reported that they really enjoyed the lessons. Overall, these findings support the need for and value of art in education. Teachers and students might benefit from art-infused lessons across a range of curricular content.