



Annotated Bibliography on Research Related to Arts for Children & Youth
By Elizabeth McClearn
June 2008

In March 2008, the Foundation launched a community-wide effort to reinvigorate arts education for Philadelphia's children and youth. A great deal more information about the initiative is available online through the Foundation's project partner, the [OMG Center for Collaborative Learning](#).

The following is a digest of the research demonstrating the positive effects of arts education on young people. This bibliography is not intended to be comprehensive, but rather, a snapshot of key studies that have influenced the Foundation's point of view and approach.

The Foundation does not necessarily endorse the views of the organizations or researchers who produced these materials.

- 1) **Americans for the Arts Department of Policy and Research. Thinking Creatively and Competing Globally: The Role of the Arts in Building the 21st Century American Workforce, 2007**
<http://www.artsusa.org/information_services/research/policy_roundtable/>.

Describes how the current American education system is built for the industrial economy; a bygone era. It stresses that our education system needs to be restructured to incorporate critical thinking, creativity and innovation—drivers of the knowledge economy—so that American graduates can out-think and out-perform their otherwise comparably-educated foreign counterparts.

- 2) **Arts Education Partnership, and President's Committee on the Arts and the Humanities. Champions of Change: The Impact of the Arts on Learning. Ed. Edward B. Fiske., 1999. <http://aep-arts.org/publications/info.htm?publication_id=8>.**

Compiling seven major studies, this report provides evidence of heightened achievement when students learn in and through the arts. Some themes prevail throughout the seven separate studies, such as that the arts reach students who are not otherwise being reached and in ways they are not otherwise being reached, that the arts connect students to themselves and each other, and that the arts provide new challenges for those students who are already considered successful.

- 3) **Arts Education Partnership, and President's Committee for the Arts and Humanities. Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education. Washington, DC: President's Committee on the Arts and the Humanities and Arts Education Partnership, 1999 <www.pcah.gov>.**

Presents lessons learned from 92 school districts nation-wide that value arts education and offers guidance for school administrators on how to implement or expand arts education. The study finds that the most successful school districts employ a district arts coordinator, and that funding comes from public and private sources, grants, and in-kind services and equipment. Perhaps most importantly, the study reveals that "the single most critical factor in sustaining arts education is the active involvement of influential segments of the community in shaping and implementing the policies and programs in the district".

- 4) **Arts Education Partnership. Critical Links: Learning in the Arts and Student Academic and Social Development. Ed. Richard Deasy. Washington, DC: Arts Education Partnership, 2002. <http://aep-arts.org/publications/info.htm?publication_id=10>.**

Sixty-two research studies examining the effects of learning in and through the arts on students' social and scholastic skills appear in this Compendium. Research explores the notion of transfer and suggests that quality, sequential arts experiences produce positive effects, but indicates that further research is needed to prove the arts' specific and unique claims to these outcomes. Divided into sections: Dance, Drama, Visual Arts, Multi-Arts, Music, and Visual Arts, with several research studies appearing in each discipline.

- 5) **Conference Board, The, Americans for the Arts, and American Association of School Administrators. Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce?. 2008. <<http://www.americansforthearts.org>>.**

Study comparing the views of public school superintendents and American business executives to determine their views about creativity, finds that creativity and innovation are among the top desired skills for employers. Both superintendents and employers consider arts education to be essential to fostering creativity, but the study reveals a disconnect between understanding the link between arts education and creativity, and putting that into meaningful practice.

- 6) **Dana Foundation, The. Transforming Arts Teaching: The Role of Higher Education. Ed. Jane L. Polin and Barbara Rich. New York, NY: Dana Press, 2007 <<http://www.dana.org/news/publications/publication.aspx?id=10158>>.**

This report explains how appropriately trained arts education teachers have the power to teach art in ways that positively transform students and schools. The report gives a detailed account of 24 best practices among American institutions of higher education. As the number of quality colleges and universities in the Philadelphia region is regarded as one of the city's greatest assets, this report may be useful for those who educate the educators.

- 7) **Douglas Gould and Company. Mobilizing Support for Integrated Arts Education National Opinion Research Findings., 2005 <<http://www.douglasgould.com/>>.**

An advocacy guide based on research into public opinion. It asserts that the public views arts education as creating well-rounded students who are better prepared for anything they do professionally, and suggests that the public is ready for a policy change. The article gives 12 strategies for success in changing policy.

- 8) **Galligan, Ann. Creativity, Culture, Education and the Workforce. Boston, Mass: Northeastern University, 2001 <<http://www.culturalpolicy.org/pdf/education.pdf>>.**

This issue paper examines the relationship between education, creativity, and 21st century workforce. Galligan asserts that beyond the arts, (primarily music, dance, theater, and visual arts, but also media and design), the humanities (including English language and literature, other languages, history, social sciences, art and culture, anthropology, philosophy, archaeology, and theology) are all essential parts of a child's education. Learning in these areas gives children the ability to think creatively, communicate effectively, and work collaboratively—the necessary skills to keep Americans competitive in the global economy—and Galligan argues that the federal government should provide funding for research proving the value of the arts.

- 9) **Hatfield, Thomas A. "Who Teaches Art? What is Learned?" Arts Education Policy Review 108.5 (May/June 2007): 7. <<http://www.heldref.org/>>.**

Journal article questions what American educators and parents will settle for in arts education: quality, sequential arts learning, or enrichment through arts exposure. Hatfield argues that well-meaning advocates who believe that a little art is better than nothing are misguided and actually harming policy agendas by sending the message that mere exposure is enough to educate a child in the arts.

- 10) **Imagine Nation, The, and Arts Education Partnership. Moving America's Children Beyond Average: Imagination and the 21st Century Education. Ed. Lake Research Partners. Washington, DC, 2008 <<http://www.theimagination.net/resources.htm>>.**

A national poll among likely voters conducted in December 2007 indicates that voters are probable advocates for cultivating imagination through the arts in public schools. With 88% of those polled responding that core curriculum is not adequate for the modern workforce, the survey shows that voters believe curriculum focusing on the arts and imagination will better prepare students for employment in the 21st century global, knowledge-based economy.

- 11) **Nelson, Andrew L. The Art of Collaboration: Promising Practices for Integrating the Arts and School Reform. Ed. Andrew L. Nelson. Washington DC: Arts Education Partnership, 2008 <http://aep-arts.org/publications/info.htm?publication_id=35>.**

Part of the Arts Education Partnership's Research and Policy Brief series, this publication explores implementation of The Ford Foundation's Integrating the Arts and Education Reform Initiative. The purpose of the initiative was to "1) significantly improve quality of students' education by providing integrated arts education opportunities across urban school systems; and 2) foster the widespread belief that the arts are an essential part of a high-quality education". The study reveals that community partners are integral in propelling collaborations in arts education and accordingly, recommends 16 strategies for creating and managing a collaborative organization that advocates and advances the integration of the arts into urban public schools.

- 12) **New Jersey Arts Education Census Project. Within our Power: The Progress, Plight and Promise of Arts Education for Every Child. Music for All, 2007.<<http://www.artsednj.org/>>**

A report and evaluation of a state-mandated arts education initiative that, since the late 1990s, has considered the arts among core subjects. It is a follow up to a 1989 report that NJ arts education was in a miserable state, and shows that NJ arts education programs currently exceed most comparable national and state measures.

- 13) **Public Citizens for Children and Youth. A Portrait of Arts and Education in our Public Schools. Report ed. Philadelphia: 2008 <www.pccy.org>.**

A policy brief on the value of educating children in and through the arts, this document describes the opportunities to expand arts education for public school students in the Philadelphia area.