



# ACTIVATING ARTS LEARNING REFERENCES

# Introduction

In addition to staff and stakeholder input (you can read more about this process in our [How We Created Our Theory of Change](#) summary), our Activating Arts Learning work is steeped in arts education research and frameworks. We did our homework for this effort in a big way and want to share it all with you.

The references below are divided into the following sections of our theory of change:

## 1. Youth Outcomes

- Sense of Self
  - ◇ Motivation to Learn
  - ◇ Self-Awareness and Feelings of Self-Efficacy
  - ◇ Understanding of Culture and Heritage
- Ability to Communicate Thoughts and Feelings
  - ◇ Artistic Understanding and Skills
  - ◇ Relationship-Building Skills
  - ◇ Self-Expression
- Capacity to Shape Communities
  - ◇ Civic Engagement
  - ◇ Creative Entrepreneurship and Career Pathways
  - ◇ Problem-Solving Skills

## 2. Elements of Instruction

## 3. Environmental Factors

- Schools
- School Districts
- Foundations
- Higher Education
- Community Members
- Arts Educators
- Arts Organizations

Most of the references we cite can be found on Arts Education Partnership's [Arts Ed Search](#). Arts Ed Search is a searchable database full of vetted arts education research and evaluation reports with handy summaries of key findings and implications for the field. Our hope is that the resources below help advance your thinking, influence your work, and help you secure more funding.

We'd love to hear from you! Please send feedback, questions, or additional references our way. Want even more detail? Email us to request a spreadsheet with citations, key ideas, and page number references: [info@artsedcollab.org](mailto:info@artsedcollab.org).



## Sense of Self

### *Motivation to Learn*

- Anderson, A. (2015). Dance/Movement therapy's influence on adolescents' mathematics, social-emotional, and dance skills. *The Educational Forum*, 79(3), 230-247. <https://doi.org/10.1080/00131725.2015.1037512>
- Burton, J., Horowitz, R., & Abeles, H. (1999). Learning in and through the arts: Curriculum implications. In E. B. Fiske (Ed.), *Champions of change: The impact of the arts on learning*. <https://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>
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- Lobo, Y. B., & Winsler, A. (2006). The effects of a creative dance and movement program on the social competence of head start preschoolers. *Social Development*, 15, 501-519.
- Mccarthy, K. F., Ondaatje, E. H., Zakaras, L., & Brooks, A. (2004). *Gifts of the Muse: Reframing the debate about the benefits of the arts*. Rand Corporation. <https://www.rand.org/pubs/monographs/MG218.html>
- President's Committee on the Arts and the Humanities. (2011). *Reinvesting in arts education: Winning America's future through creative schools*. <https://www.giarts.org/sites/default/files/Reinvesting-in-Arts-Education-Winning-Americas-Future-Through-Creative-Schools.pdf>

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- Ross, J. (2000). Art and community: Creating knowledge through service in dance. [Paper presentation]. Meeting of the American Educational Research Association, New Orleans, LA.
- Seidel, S., Tishman, S., Winner, E., Hetland, L., & Palmer, P. (2009). The qualities of quality: Understanding excellence in arts education. In Wallace Foundation. Project Zero, Harvard Graduate School of Education. <https://www.wallacefoundation.org/knowledge-center/Documents/Understanding-Excellence-in-Arts-Education.pdf>
- Stevenson, L. M., Deasy, R., & Arts Education Partnership. (2005). Third space: When learning matters. Arts Education Partnership.

## ***Self-awareness and feelings of self-efficacy***

- Anderson, A. (2015). Dance/Movement therapy's influence on adolescents' mathematics, social-emotional, and dance skills. *The Educational Forum*, 79(3), 230-247. <https://doi.org/10.1080/00131725.2015.1037512>
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# Youth Outcomes

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- Mason, M. J., & Chuang, S. (2001). Culturally-based after-school arts programming for low-income urban children: Adaptive and preventive effects. *The Journal of Primary Prevention*, 22(1), 45-54.
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- Stevenson, L. M., Deasy, R., & Arts Education Partnership. (2005). *Third space: When learning matters*. Arts Education Partnership.

# Youth Outcomes

## *Understanding of culture and heritage*

- Bond, K. E., & Stinson, S. W. (2000). "I feel like I'm going to take off!": Young people's experiences of the extraordinary in dance. *Dance Research Journal*, 32, 52-87. <https://doi.org/10.2307/1477981>
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- Peters, D.-M. (2010). Passing on: The old head/younger dancer mentoring relationship in the cultural sphere of rhythm tap. *Western Journal of Black Studies*, 34(4), 438-446.
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# Youth Outcomes

- Seidel, S., Tishman, S., Winner, E., Hetland, L., & Palmer, P. (2009). The qualities of quality: Understanding excellence in arts education. In Wallace Foundation. Project Zero, Harvard Graduate School of Education. <https://www.wallacefoundation.org/knowledge-center/Documents/Understanding-Excellence-in-Arts-Education.pdf>

## Ability to Communicate Thoughts and Feelings

### *Artistic understanding and skills*

- Burton, J., Horowitz, R., & Abeles, H. (1999). Learning in and through the arts: Curriculum implications. In E. B. Fiske (Ed.), *Champions of change: The impact of the arts on learning*. <https://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>
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- McCarthy, K. F., Ondaatje, E. H., Zakaras, L., & Brooks, A. (2004). *Gifts of the Muse: Reframing the debate about the benefits of the arts*. Rand Corporation. <https://www.rand.org/pubs/monographs/MG218.html>

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- National Dance Education Organization. (n.d.). Dance education in the United States. [Www.ndeo.org](http://www.ndeo.org); National Dance Education Organization. Retrieved November 10, 2021, from [https://www.ndeo.org/content.aspx?page\\_id=22&club\\_id=893257&module\\_id=194704](https://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=194704)
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# Youth Outcomes

## *Relationship-building skills*

- Burton, J., Horowitz, R., & Abeles, H. (1999). Learning in and through the arts: Curriculum implications. In E. B. Fiske (Ed.), *Champions of change: The impact of the arts on learning*. <https://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>
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## ***Self-expression***

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## Capacity to Serve Communities

### *Civic engagement*

- Bond, K. E., & Stinson, S. W. (2000). "I feel like I'm going to take off!": Young people's experiences of the extraordinary in dance. *Dance Research Journal*, 32, 52-87. <https://doi.org/10.2307/1477981>
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- Stevenson, L. M., Deasy, R., & Arts Education Partnership. (2005). Third space: When learning matters. Arts Education Partnership.

## ***Creative Entrepreneurship and Career Pathways***

- Degé, F., Kubicek, C., & Schwarzer, G. (2011). Music Lessons and Intelligence: A Relation Mediated by Executive Functions. *Music Perception: An Interdisciplinary Journal*, 29(2), 195–201. <https://doi.org/10.1525/mp.2011.29.2.195>
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## ***Problem-solving skills***

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# Elements of Instruction

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# Environmental Factors

## *Schools*

- Americans for the Arts. (2012). The arts education field guide. [https://www.americansforthearts.org/sites/default/files/pdf/networks/arts\\_education/AFTA\\_FG\\_hires.pdf](https://www.americansforthearts.org/sites/default/files/pdf/networks/arts_education/AFTA_FG_hires.pdf)
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# Environmental Factors

## *School Districts*

- Americans for the Arts. (2012). The arts education field guide. [https://www.americansforthearts.org/sites/default/files/pdf/networks/arts\\_education/AFTA\\_FG\\_hires.pdf](https://www.americansforthearts.org/sites/default/files/pdf/networks/arts_education/AFTA_FG_hires.pdf)
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## *Foundations*

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# Environmental Factors

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