

SUMMARY OF KEY ADDITIONAL ARTS EDUCATION RESEARCH AND FACTS



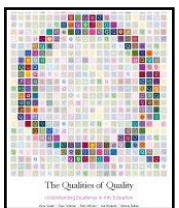
The arts boost learning and achievement for students



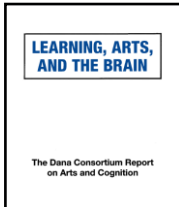
- The collection of research described in *Critical Links: Learning in the Arts and Student Academic and Social Development* (2002) finds that learning in the arts may be uniquely able to boost learning and achievement for young children, students from economically disadvantaged circumstances, and students needing remedial instruction.



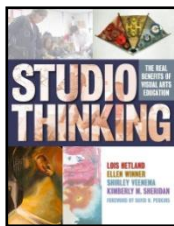
- According to *Champions of Change: The Impact of the Arts on Learning* (1999), a compilation of studies on the impact of arts on learning, students who participate in the arts outperform their peers on virtually every measure. Researchers found that "sustained learning" in music and theater correlates to greater success in math and reading, and students from lower socioeconomic backgrounds see the greatest benefits. In fact, "learning in and through the arts can help 'level the playing field' for youngsters from disadvantaged circumstances," the researchers contended.



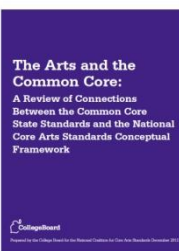
- What do arts educators and others think are the key attributes of quality in arts learning? Researchers at Harvard's Project Zero explore this question in *The Qualities of Quality: Understanding Excellence in Arts Education* (2009) through interviews, case studies and a literature review. Excellent arts education, they conclude, is not simply a matter of adopting a set of "best practices." Rather, it requires educators to reflect deeply about a range of issues, including the many possible purposes of arts education, from helping students develop aesthetic awareness to helping them grow as individuals. The report includes a set of tools that can assist decision-makers in achieving and sustaining quality arts education.



- Cognitive neuroscientists at seven major universities have found strong links between arts education and cognitive development (e.g. thinking, problem solving, concept understanding, information processing and overall intelligence.) According to the Dana Consortium study, *Learning, Arts, and the Brain* (2008) children motivated in the arts develop attention skills and memory retrieval that also apply to other subject areas.



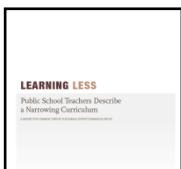
- In their 2006 book *Studio Thinking: The Real Benefits of Visual Arts Education* authors Lois Hetland and Ellen Winner discuss why students involved in the arts do better in school and on their SATs than their peers. They find that students in art classes learn a remarkable array of mental habits not emphasized elsewhere in school. Skills include persistence, expression, making clear connections between schoolwork and the outside world, observing, envisioning, and innovating through exploration. Each of these skills has a high value as a learning tool, both in school and elsewhere in life.



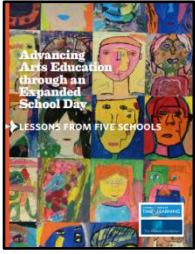
- The Common Core State Standards for English Language Arts and Mathematics were released in mid-2010, and they have been quickly adopted by almost all 50 states. According to *The College Board, The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework* (2012), aligning arts education with Common Core objectives may not detract from arts instruction and impose additional expectations on arts teachers; rather, the Common Core can potentially provide arts teachers with a common language with which to describe the cognitive skills that they are *already* addressing and cultivating through rigorous and meaningful arts experiences.

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Instruction time for the arts is decreasing, but schools are finding new ways of extending learning opportunities

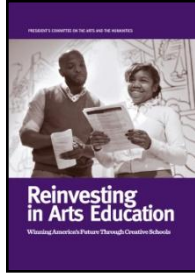


- A 2011 national survey by Common Core and the FarkasDuffett Research Group of 1,001 3rd-to-12th grade public school teachers finds that according to most teachers, schools are narrowing curriculum, shifting instructional time and resources toward math and language arts and away from subjects such as art, music, foreign language, and social studies. Two-thirds (66%) say that other subjects “get crowded out by extra attention being paid to math or language arts.”

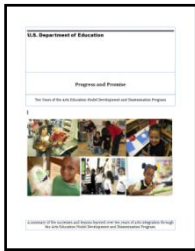


- *Advancing Arts Education through an Expanded School Day: Lessons from Five Schools*, presents case studies of five schools utilizing the longer student and teacher days to prioritize time for arts education as they work to improve overall academic instruction and focus on individual student achievement.

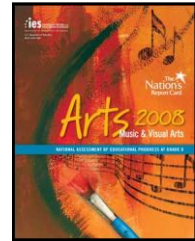
Federal data on arts education



- A 2011 report by the President’s Committee on the Arts and the Humanities, *Reinvesting in Arts Education*, synthesizes the past decade of research about how the arts boost student achievement. It also offers five major recommendations based on this research: 1) build collaborations among different approaches; 2) develop the field of arts integration; 3) expand opportunities for teaching artists; 4) utilize federal and state policies to reinforce the place of arts in K-12 education; and 5) widen the focus of evidence gathering about arts education.

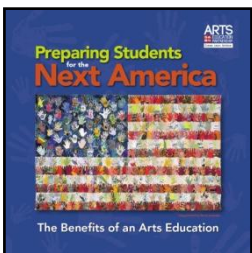


- *Progress and Promise: Ten Years of the Arts Education Model Development and Dissemination Program*, offers a summary of the successes and lessons learned over ten years of arts integration through the US Department of Education’s federally funded Arts Education Model Development and Dissemination Program.



- The 2008 National Assessment of Educational Progress (NAEP, or often referred to as the Nation’s Report Card) arts assessment measures students’ knowledge and skills in music and visual art. The inclusion of the arts in NAEP 2008 marked the fourth time the disciplines of music and visual arts have been assessed nationally. The results showed mediocre achievement in students’ knowledge and skills in both arts forms, with lower proficiency scores for minority students, males, and low income students.

Overview of research shows that arts education prepares students to succeed in school, work, and life



- The Arts Education Partnership’s latest research bulletin, *Preparing Students for the Next America: The Benefits of an Arts Education*, offers a snapshot of how the arts support achievement in school, bolster skills demanded of a 21st century workforce, and enrich the lives of young people and communities. It draws on literature found in AEP’s clearinghouse for research ArtsEdSearch.org.