

ROUTLEDGE RESEARCH IN EDUCATION

How Arts Education Makes a Difference

Research examining successful classroom practice and pedagogy

Edited by
Josephine Fleming, Robyn Gibson and
Michael Anderson



How Arts Education Makes Difference

Claire Penketh



How Arts Education Makes Difference:

How Arts Education Makes a Difference Josephine Fleming, Robyn Gibson, Michael Anderson, 2015-12-22 This book presents ground breaking research on the ways the Arts fosters motivation and engagement in both academic and non academic domains It reports on mixed method international research that investigated how the Arts make a difference in the lives of young people Drawing on the findings of a longitudinal quantitative study led by the internationally renowned educational psychologist Andrew Martin the book examines the impact of arts involvement in the academic outcomes of 643 students and reports on the in depth qualitative research that investigates what constitutes best practice in learning and teaching in the Arts The book also examines drama dance music visual arts and film classrooms to construct an understanding of quality pedagogy in these classrooms With its evidence based but highly accessible approach this book will be directly and immediately relevant to those interested in the Arts as a force for change in schooling *How Arts Education Makes a Difference* discusses The Arts Education Motivation Engagement and Achievement Research Visual Arts Drama and Music in Classrooms Technology mediated Arts Engagement International Perspectives on Arts and Cultural Policies in Education This book is a timely collation of research and experiential findings which support the need to promote arts education in schools worldwide It will be particularly useful for educationists researchers in education and arts advocates

How Arts Education Makes a Difference Josephine Fleming, Robyn Gibson, Michael Anderson, 2015-12-22 This book presents ground breaking research on the ways the Arts fosters motivation and engagement in both academic and non academic domains It reports on mixed method international research that investigated how the Arts make a difference in the lives of young people Drawing on the findings of a longitudinal quantitative study led by the internationally renowned educational psychologist Andrew Martin the book examines the impact of arts involvement in the academic outcomes of 643 students and reports on the in depth qualitative research that investigates what constitutes best practice in learning and teaching in the Arts The book also examines drama dance music visual arts and film classrooms to construct an understanding of quality pedagogy in these classrooms With its evidence based but highly accessible approach this book will be directly and immediately relevant to those interested in the Arts as a force for change in schooling *How Arts Education Makes a Difference* discusses The Arts Education Motivation Engagement and Achievement Research Visual Arts Drama and Music in Classrooms Technology mediated Arts Engagement International Perspectives on Arts and Cultural Policies in Education This book is a timely collation of research and experiential findings which support the need to promote arts education in schools worldwide It will be particularly useful for educationists researchers in education and arts advocates

The Palgrave Handbook of Global Arts Education Georgina Barton, Margaret Baguley, 2017-02-14 This extensive Handbook addresses a range of contemporary issues related to arts education across the world It is divided into six sections Contextualising Arts Education Globally and Locally Arts Education Curriculum Policy and Schooling Arts Education Across

the Life Span Arts Education for Social Justice Indigenous and Community Practice Health Wellbeing and Arts Education and Arts Based and Research Informed Arts Education The Handbook explores global debates within education in the areas of dance drama music media and visual arts Presenting wide ranging research from pedagogies of adaptation developed in Uganda to ethnomusicology in Malaysia and community participatory arts to wellbeing in Canada the Handbook highlights the universal need for arts education and in particular the importance of indigenous including both traditional and contemporary practice arts education With contributions from internationally renowned scholars and practitioners and building on the World Alliance for Arts Education Global Summit in 2014 the Handbook creates an essential resource for arts education practices in and out of school alongside institutional traditional and contemporary contexts Students teachers and practitioners across the arts disciplines will find the text invaluable for developing further opportunities to promote and study arts education

Handbook of Research and Policy in Art Education Elliot W. Eisner, Michael D. Day, 2004-04-12 This work provides an overview of the progress that has characterized the field of research and policy in art education It profiles and integrates history policy learning curriculum and instruction assessment and competing perspectives

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

Multidisciplinary Perspectives on Arts and Arts Integrated Learning for Middle Level Education Stephanie Cronenberg, 2025-10-28 Multidisciplinary Perspectives on Arts and Arts Integrated Learning for Middle Level Education brings together a diverse array of international perspectives on arts and arts integrated learning in and out of schools for young adolescent students aged 10 15 Addressing the importance of arts learning for young adolescents and aligned with discourse in middle level education this volume provides a much needed resource for stakeholders interested in the future of arts education for young adolescents Exploring arts and arts integrated learning through perspectives of creative writing dance media arts music theater and visual arts the book draws

on theoretical and empirical research in arts learning contexts in Australia Canada Denmark the United Kingdom the United States and the Virgin Islands This book advocates for middle level arts learning that cultivates and encourages young adolescents dispositions toward lifelong engagement in the arts and the cultivation of arts learning spaces that value young adolescents multifaceted identities and motivate students to learn through autonomy relatedness and competence The international authors come from a wide range of disciplinary communities and draw upon scholarship in arts education culturally responsive pedagogy self determination and motivation theory and adolescent development to construct their arguments and contextualize their research

International Yearbook for Research in Arts Education 4/2016 Aud Berggraf Sæbø, 2016 This yearbook is the fourth in an annual series of publications by the International Network for Research in Arts Education INRAE INRAE aims to disseminate high quality international research in arts education related to the implementation of UNESCO s Seoul Agenda Goals for the development of arts education This yearbook reflects the growing practice around the world of interchanging the terms arts education and cultural education to such an extent that they may eventually be regarded as nearly synonymous We question if there are differences and how arts and cultural education may be interwoven in different regions of the world With this in mind we want to reconsider fundamental questions of what arts education is about Some authors write from a general more global perspective while others are concerned with challenges within one specific art subject or with particular reference to developments in their own country Overall the articles analyse and discuss the possibilities and challenges of arts and cultural education around the world

Music in the Lives of Young Children Warren Brodsky, Wilfried Gruhn, 2021-03-04 This annotated anthology documents historical trends and basic findings regarding music in early childhood education development and care The papers in this volume discuss the main research trends of musical engagement with early children such as music in the family employing music in child care and musical skill and development This collection hopes to stimulate further reflections on the implementation of music in daily practice The volume represents many facets of research from different cultural contexts and reflects trends and projects of music in early childhood The findings incorporate a historical perspective with regards to different topics and approaches The book provides practitioners and researchers of music education music development and music psychology an opportunity to read a selection of articles that were previously published in the journal Early Child Development and Care Each paper concludes with an annotation note supplied by the principle author addressing how they see their article from the perspective of today

Arts Education and Sustainability in a Time of Crisis WoongJo Chang, Shin-Eui Park, 2025-03-04 This book is a result of the 4th UNESCO UNITWIN Symposium that took place in Seoul Korea on May 25 and 26 2021 Held online for the first time due to the Covid 19 pandemic distinguished arts management and cultural education scholars addressed a timely array of issues including the power of arts participation to transform behavior and perceptions inclusivity in arts education the disruptions and opportunities of the lockdown the power of arts creativity in broader problem solving the role

of local arts educators on the transcultural horizon and the role of international cooperation in reconstituting vibrant national arts scenes Encompassing visual written and performance arts education from primary through higher education this book provides a unique window into the power of the arts to meet the harrowing tests we continue to face in the context of the global pandemic The book offers a unique perspective that is both international in scope and addresses local responses to an unprecedented global pandemic with an emphasis on the Korean and East Asian context Understanding Art Education Nicholas Addison, Lesley Burgess, John Steers, Jane Trowell, 2010-01-04 What is distinctive about art and design as a subject in secondary schools What contribution does it make to the wider curriculum How can art and design develop the agency of young people Understanding Art Education examines the theory and practice of helping young people learn in and beyond the secondary classroom It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School which offers pragmatic approaches for trainee and newly qualified teachers this book suggests ways in which art and design teachers can engage reflexively with their continuing practice Experts in the field explore The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education Understanding Art Education will be of interest to all students and practising teachers particularly those studying at M Level as well as teacher educators and researchers who wish to reflect on their identity as an artist and teacher and the ways in which the subject can inform and contribute to education and society more widely Arts-Research-Education Linda Knight, Alexandra Lasczik Cutcher, 2017-12-01 Drawing from an international authorship and having global appeal this book scrutinizes suggests and aggravates the relationships boundaries and connections between arts research and education in various contexts Building upon existing publications in the field of arts based educational research it deliberately connects and disconnects the terms in order to expose and broaden the scope of this field thereby encouraging fresh perspectives This book portrays both contemporary theoretical prospects as well as contemporary examples of practice It also presents work of emerging scholars thereby growing the field The book includes academic text based chapters as well as poetry narrative fiction visual essays and combinations of text image sound video that demonstrate performance of music theatre exhibition and dance This book provides and provokes critical dialogue about the forms representations dissemination and intersections of the arts research and education This is a focused collection and resource for scholars and students with an international authorship perspective and audience *International Handbook of Research in Arts Education* Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and

visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research

The Richness of Art Education Howard Cannatella, 2008-01-01 This book is intended for anyone interested in knowing more about arts education It makes a daring contribution to the subject in a clear pragmatic committed and ambitious way The book discusses thoroughly the theory and practice of arts education and what it means to be a teacher of art It is a powerful and inspiring account of the challenges of teaching in the arts that will appeal to anyone in the teaching profession With clarity and engagement The Richness of Arts Education addresses what it means to be a teacher in the arts Familiarity and knowledge of teaching is checked by the constant relevant examples that the book critically explores The book rethinks some of the real ground of teaching in the arts and encourages a deeper understanding of them Primary and secondary teachers college and university teachers and policy makers will find this book formidable It is a book for today and tomorrow Howard Canatella's The Richness of Arts Education provides a deep philosophical engagement with the arts and art education And if that were not enough it also provides a sustained discussion of the ways in which art education enriches our philosophical understanding of the arts specifically education certainly but also some key issues within philosophy itself In other words Canatella adequately demonstrates the riches that art education entails While the key figures he engages with do not encompass the entire range of possible philosophical perspectives that could be brought to bear on the field of art education an impossible task in any case he engages each figure deeply The scholarly literature in each section is thoroughly explored to highlight the thesis that holds the entire project together the deeply textured quality of art education and the many benefits that we can derive thereof This should be a valuable book to art teachers no doubt but to educators and philosophers too

Teaching and Learning in Art Education Debrah C. Sickler-Voigt, 2019-10-08 In this student centered book Debrah C Sickler Voigt provides proven tips and innovative methods for teaching managing and assessing all aspects of art instruction and student learning in today's diversified educational settings from pre K through high school Up to date with the current National Visual Arts Standards this text offers best practices in art education and explains current theories and assessment models for art instruction Using examples of students visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning Teaching and Learning in Art Education explores essential and emerging topics such as managing the classroom in art education artistic development from early childhood through adolescence catering towards learners with a diversity of abilities integrating technology into the art field and understanding drawing painting paper arts sculpture and textiles in context Alongside a companion website offering Microsoft PowerPoint presentations assessments and tutorials to provide ready to use resources for professors and

students this engaging text will assist teachers in challenging and inspiring students to think creatively problem solve and develop relevant skills as lifelong learners in the art education sector

A History of Disability and Art Education Claire Penketh, 2023-08-16 Drawing on recent theoretical frameworks from critical disability studies and art education including normalcy ableism disability and Crip theory this book offers an analysis of the conceptualisation of ability in art education and its relationship with disability Drawing on the work of Cizek and Lowenfeld in Austria Ruskin and Richardson in England and Dewey and Eisner in the United States it critically examines the influence of ideas such as the dominance of vision and visuality the emergence of psychological perspectives the Child Art Movement the implications of assessment regimes and the relevance of art education as a critical social practice on the production of disability Offering a sustained inquiry into the differential values attributed to learners and their work and the implications of this for framing our understanding of disability in art education this book shows that although art educators have frequently advocated for the universal appeal and importance of art education they have done so within historical contexts that have produced and determined problematic ideas regarding disability It will be of interest to all scholars and students of disability studies art in education art history and education studies

Why We Need Arts Education Howard Cannatella, 2015-06-25 This is a book that will be of interest to those who teach know care theorise administer set policies and discuss the arts in education Each chapter in this book makes various references to actual arts teaching practices Teaching and learning examples figure prominently Concrete teaching incidents are covered throughout the book Various actual classroom teaching situations are given Highlighted at particular points are arts teaching practices that demonstrate how the arts drive up standards in education generally and why teaching expertise in the arts can be seen as central to this Teaching practices and theories in the arts overlap in applied ways Current teaching and curriculum issues are debated Teaching explanations expressing the actions character and skills of an art the knowledge claims the truth relationships ideas and conceptions in student focused contingent ways are discussed Explored are learner like student teacher dialogues everyday shared common experiences of art and the reverent pleasures and insights that correspondingly relate to how things are worked felt and examined by students Familiar ordinary cherished touching sensitive and dignified comprehensions are portrayed In capacity strengthening ways the book attends to the elevated consensual continuous broad united narrow enlarged diverse open freed lively inventive imaginative deeper and richer horizons that exemplify how the arts in education as a common good contribute to society This text argues persuasively why we should be teaching arts education more comprehensively in a public system of education and how we should be doing it

Spectra of Transformation Benjamin Jörissen, Lisa Unterberg, Leopold Klepacki, Juliane Engel, Victoria Flasche, Tanja Klepacki, 2018 Like every pedagogical field the fields of aesthetics arts and cultural education have been confronted with various transformational dynamics in recent decades Transformation processes such as globalization digitization or transculturalization not only characterize a change in social and cultural framework conditions

but also lead to changes in self understanding working methods contents and objectives in the research of these educational fields The anthology *Spectra of Transformation* gathers a variety of perspectives on the question of the research on aesthetics artistic and cultural education which were discussed by international participants and speakers at the Winter School 2017 in Nuremberg *The Psychological and Physiological Benefits of the Arts* Vicky Karkou,Nisha Sajani,Felicity Anne Baker,Jenny M. Groarke,Hod Orkibi,Johanna Czamanski-Cohen,Maria Eugenia Panero,Jennifer Drake,Corinne Jola,2022-08-16 *Resources in Education* ,1997-07 **International Yearbook for Research in Arts Education 1/2013** Eckart Liebau,Ernst Wagner,Max Wyman,2013 This Yearbook is the first in what is anticipated to be an annual series of publications by the International Network for Research in Arts Education INRAE It is designed as a forum for information sharing and discussion of issues arising from the adoption and implementation of the Seoul Agenda the statement of principle and action that emerged from the 2010 World Conference on Arts Education in Korea and has since been unanimously ratified by the UNESCO General Conference The Yearbook is intended as a living contribution to the international debate about quality in arts education This first edition emphasizes short contextual contributions that summarize recent advances made in this field and establishes the parameters for ongoing discussion

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