



WORKPLACE READY

The ARTS build creative innovative students who can think outside the box

Mages, W. (2018). Does theatre-in-education promote early childhood development? The effect of drama on language, perspective-taking, and imagination. *Early Childhood Research Quarterly* 45 (2018) 224-237.

https://ac.els-cdn.com/S0885200617300492/1-s2.0-S0885200617300492-main.pdf?_tid=4bd95c6f-a30b-458e-87b6-7193b0462e8f&acdnat=1539182115_c726035ce95eb5d15d522a855ab92202

Steele, J. S. (2017). Noncognitive Factors in an Elementary School-Wide Arts Integrated Model. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 12(1)

<http://www.artsedsearch.org/study/noncognitive-factors-in-an-elementary-school-wide-arts-integrated-model/>

<https://escholarship.org/uc/item/4611h6w3>

Knudsen, K. N. (2018). Challenging fiction: Exploring meaning-making processes in the crossover between social media and drama in education. *International Journal of Education in the Arts* 19 (1).

<http://www.ijea.org/v19n1/index.html>

Karppinen, S, Poutiainen, A., Kairavuori, S., Rusanen, S., & Komulainen, K. (2018). ImproStory: Social improvisation and storytelling in arts and skills subjects. *International Journal of Education in the Arts* 19 (9).

<http://www.ijea.org/v19n9/index.html>

Campbell, C. (2018). In search of our beginnings: Locating 'firstness' in arts education in the service of advocacy. *International Journal of Education in the Arts* 19 (13).

<http://www.ijea.org/v19n13/index.html>

Downey, S., Korn, R., Krantz, A. (2018). Impact study: The effects of facilitated single-visit art museum programs on students grades 4-6. RK&A for the National Art Education Association and the Association of Art Museum Directors.

<https://www.arteducators.org/research/articles/377-naea-aamd-research-study-impact-of-art-museum-programs-on-k-12-students>

Whitmore, K. Investigating the influence of dramatic arts on young children's social and academic development in the world of 'Jack and the beanstalk.' *Journal for Learning Through the Arts* 13 (1).

<https://escholarship.org/uc/item/5mh9b4th>

Lee, B., Cawthon, S. (2015). What predicts pre-service teacher use of arts-based pedagogies in the classroom? An analysis of the beliefs, values, and attitudes of pre-service teachers. *Journal for Learning Through the Arts* 11 (1).

<https://escholarship.org/uc/item/2xg3n0xf>

Klein, J., Gray, P., Zhbanova, K., Rule, A. (2015). Upper elementary students creatively learn scientific features of animal skulls by making movable books. *Journal for Learning Through the Arts* 11 (1).

<https://escholarship.org/uc/item/1mp8h0sj>

Hyatt, S.M. (2014). Creativity in an arts integrated third space: A case study of elementary school students in an international collaboration. (Doctoral Dissertation).

(<http://www.artsedsearch.org/summaries/creativity-in-an-arts-integrated-third-space-a-case-study-of-elementary-school-students-in-an-international-collaboration>)

Ingram, D., Pruitt, L., & Weiss, C. (2014). Found in translation: Interdisciplinary arts integration in Project AIM. *Journal for Learning through the Arts*, 10(1).

(<http://www.artsedsearch.org/summaries/found-in-translation-interdisciplinary-arts-integration-in-project-aim>)

Degé, F., Kubicek, C., & Schwarzer, G. (2011). Music lessons and intelligence: A relation mediated by executive functions. *Music Perception*, 29(2), 195-201.

(<http://www.artsedsearch.org/summaries/music-lessons-and-intelligence-a-relation-mediated-by-executive-functions>)

Randi Korn & Associates, Inc. (2012). Program Evaluation: Art Around the Corner. Unpublished Manuscript. Washington, D.C.: National Gallery of Art.

(<http://www.artsedsearch.org/summaries/program-evaluation-art-around-the-corner>)

Malin, H. (2012). Creating a children's art world: Negotiating participation, identity, and meaning in the elementary school art room. *International Journal of Education and the Arts*, 13 (6).

(<http://www.artsedsearch.org/summaries/creating-a-children's-art-world-negotiating-participation-identity-and-meaning-in-the-elementary-school-art-room>)

Moreno, S., Bialystok, E., Barac, R., Schellenberg, E. G., Cepeda, N. J. & Chau, T. (2011).

Short-term music training enhances verbal intelligence and executive function. *Psychological Science*, 22, 1425-1433.

(<http://www.artsedsearch.org/summaries/short-term-music-training-enhances-verbal-intelligence-and-executive-function>)

Lichtenberg, J., Woock, C., & Wright, M. (2008). Ready to innovate: Are educators and executives aligned on the creative readiness of the U.S. workforce? New York, NY: The Conference Board.

(<https://www.providenceri.com/efile/3396>)

Luftig, R. (2000). An investigation of an arts infusion program on creative thinking, academic achievement, affective functioning, and arts appreciation of children at three grade levels. *Studies in Art Education*, 41(3), 208-227.

(<http://www.artsedsearch.org/summaries/an-investigation-of-an-arts-infusion-program-on-creative-thinking-academic-achievement-affective-functioning-and-arts-appreciation-of-children-at-three-grade-levels>)

Moga, E., Burger, K., Hetland, L., & Winner, E. (2000). Does studying the arts engender creative thinking? Evidence for near but not far transfer. *Journal of Aesthetic Education*, 34(3/4), 91-104.

(<http://www.artsedsearch.org/summaries/does-studying-the-arts-engender-creative-thinking-evidence-for-near-but-not-far-transfer>)

Dunbar, K. N. (2008). Arts education, the brain, and language. In C. Asbury & C. Rich (Eds.) *Learning, Arts, and the Brain*. New York, NY: Dana Foundation.

(<http://www.artsedsearch.org/summaries/arts-education-the-brain-and-language>)

Karakelle, S. (2009). Enhancing fluent and flexible thinking through the creative drama process. *Thinking Skills and Creativity*, 4(2), 124-129.

(<http://www.artsedsearch.org/summaries/enhancing-fluent-and-flexible-thinking-through-the-creative-drama-process>)

Imms, W., Jeanneret, N., & Stevens-Ballenger, J. (2011). Partnerships between schools and the professional arts sector: Evaluation of impact on student outcomes. Southbank, Victoria: Arts Victoria.

(<http://www.artsedsearch.org/summaries/partnerships-between-schools-and-the-professional-arts-sector-evaluation-of-impact-on-student-outcomes>)