

ARTS IN THE CLASSROOM: ENGAGING ALL LEARNERS THROUGH INTERDISCIPLINARY ARTS LEARNING

THE ARTS & LITERACY DEVELOPMENT

RESEARCH & RESOURCES



The following citations are compiled by Consortium Partners in the **Arts in the Classroom Professional Development Program** (Santa Clara County, California); an Arts in Education Model Development & Dissemination project, this program has been funded by the U.S. Department of Education – Office of Innovation and Improvement.

Please contact us if you know of additional resources related to the arts and literacy development, that we may include in this listing.

DANCE & LITERACY DEVELOPMENT

Block, B.A. (2001). Literacy Through Movement: An Organizational Approach. *The Journal of Physical Education, Recreation, and Dance* 72 (1): 39-48.

This article explores accepted theories of the reading process and connections with theories of motor control and motor learning. The author describes an approach for infusing reading theories into a movement curriculum.

Gilbert, A. G. (1992). *Creative Dance for All Ages*. Reston, VA: National Dance Association.

Designed to be used in any elementary school classroom, this resource includes information needed to teach children the basics of dance and movement, shared in a user-friendly format. Includes lesson plan units and interdisciplinary approaches to dance and movement in the elementary classroom.

MUSIC & LITERACY DEVELOPMENT

Butzlaff, R. (2000). Can Music Be Used to Teach Reading? *The Journal of Aesthetic Education* 34 (3): 167-178.

The author conducted a meta-analysis to determine whether a broad set of research studies showed a general relationship between learning in music and reading. A strong and reliable association was found between learning in music and performance on standardized reading/verbal tests, and the article discusses the parallels between music and reading processes (e.g., reading from left to right, sequencing, etc.).

Hansen, D., & Bernstorff, E. (2002). Linking Music Learning to Reading Instruction. *Music Educators Journal* (March 2002): 17-22.

This article discusses the value of music knowledge and skills in relationship to reading. It presents a useful table comparing skills and processes in reading and music, including phonological awareness, phonemic awareness, sight identification, orthographic awareness, cueing systems awareness, and fluency.

Scripp, L. (2002). An Overview of Research on Music and Learning. In Deasy, D. (Ed.). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, D.C.: Arts Education Partnership.

The author examines the role of music in education through a review of key research, and confirms the positive connections between learning in music and student development across curriculum areas.

THEATRE & LITERACY DEVELOPMENT

McCaslin, N. (2000). *Creative Dramatics in the Classroom and Beyond* (7th ed). New York: Longman.

The author investigates the varying forms of creative dramatics and children's theatre for use in classrooms. The book includes several chapters on connecting language arts with drama.

McMaster, J.C. (1998). "Doing Literature: Using Drama to Build Literacy. *The Reading Teacher* 51 (7): 574-584.

This article explores the use of theatre in the classroom as a teaching tool to promote students' interest in literacy. The author discusses the integration of theatre as a strategy for developing emergent literacy, decoding knowledge, vocabulary, and fluency.

Spolin, V. (1986). *Theatre Games for the Classroom, A Teacher's Handbook*. Evanston, IL: Northwestern University Press.

In this handbook, a vital resource for elementary theatre teachers, Spolin provides valuable information, lesson plans, and ideas for "side-coaching" students new to drama/theatre.

Wagner, B. (1998). *Educational Drama and Language Arts: What Research Shows*. Portsmouth, NH: Heinemann.

Wagner explores the research in the relationship of educational drama to language arts over the last 50 years, and makes suggestions based on that research to decision makers and future researchers.

Whiteson, V., (Ed.). (1996). *New Ways of Using Drama and Literature in Language Teaching. In New Ways in TESOL Series II*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Contributors to this volume offer original and exciting ways to incorporate drama, stories, and poetry into the language classroom. Contributions range from ideas for lessons for young children to those for graduate students. The authors make creative use of accessible and well-loved English literature.

VISUAL ARTS & LITERACY DEVELOPMENT

Carger, C. L. (2004). *Art and Literacy with Bilingual Children. Language Arts* 81 (4): 283-292.

The author offers specific examples of using the visual arts, oral discussions, and journaling to explore and understand literature with children. She presents the theoretical foundation of her classroom-based research, and includes detailed descriptions and analysis of students' discussions of their own artwork. The article offers recommendations about integrating the use of visual arts media; using literature that reflects students' own backgrounds; and discussing not just content, but also book illustrations as a means of building language.

Hamblen, K. A. (1993). *Theories and Research That Support Art Instruction for Instrumental Outcomes. Theory into Practice* 32 (4): 191-198.

This paper presents a brief review of theory and research findings that support the using the visual arts to impact learning in other subject areas. Findings show that the visual arts tend to interest and motivate students, and thus art education may be ideal for many at-risk students. A list of 98 references is included.

Olshansky, B. (1994). Making Writing a Work of Art: Image-making Within the Writing Process. *Language Arts* 71 (9): 350-356.

The author explicates an approach to integrating visual arts throughout the writing process, and the value of the Image-Making Process in providing pathway into writing for students with a variety of learning styles. The article references a two-year study conducted by the Laboratory for Interactive Learning at the University of New Hampshire, and findings regarding the writing progress of students participating in the proposed image/writing process.

Wilhelm, J. D. (1995). Reading Is Seeing: Using Visual Response to Improve the Literary Reading of Reluctant Readers. *Journal of Reading Behavior* 27 (4): 467-503.

This case study explores the effects of picture-mapping and visualization training on two students' reading motivation and comprehension. The author found that the students "became much more sophisticated readers...took a more active role in reading, and began to interpret text rather than just passively read it."

GENERAL / MULTIDISCIPLINARY ARTS & LITERACY

California Department of Education. (1996). *Literature for the Visual and Performing Arts: Kindergarten Through Grade Twelve*. Sacramento: CDE Press.

An annotated list of resources in dance, music, theatre, and visual arts.

Catterall, J. S. (2002). The Arts and the Transfer of Learning. In Deasy, D. (Ed.). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, D.C.: Arts Education Partnership, 151-157.

This article provides an overview of a variety of studies about the relationship between learning in the arts and other subjects. Catterall presents a useful table summarizing the links between specific arts learning areas and related cognitive capacities (e.g., the link between piano/keyboarding and spatial reasoning). He concludes that the arts are valuable in learning motivation and the higher order transfer of knowledge and skills.

Cornett, C.E. (2007). *Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers* (3rd ed.). New Jersey: Pearson Education, Inc.

New edition which features an introduction to arts integration; philosophy, research and theories that support arts integration; and many chapters devoted to connecting Visual Arts, Dance, Music, and Theatre to Literary Arts.

Goldberg, M. (1997). *Arts & Learning: An Integrated Approach to Teaching and Learning in Multicultural and Multilingual Settings*. New York: Longman.

Each Chapter is designed to help the reader to understand the interdisciplinary connections between the arts and other subject areas. Chapter 4 focuses on "Communication, Expression, and the Experience: Literacy and the Arts."

Goldberg, M. (2004). *Teaching English Language Learners through the Arts - A SUAVE Experience*. Boston: Pearson Education.

SUAVE (Socios Unidos para Artes via Educacion, or United Community for Arts in Education) is an initiative designed to address, through artistic exploration, the problems confronted by teachers in their attempts to stimulate communication skills in second language learners. Developed as a collaborative endeavor among California State University San Marcos, California Center for the Arts-Escondido, and local school districts, SUAVE is an award-winning program now involving twenty schools over five districts. It focuses on language learning needs among ELLs in a primarily Latino-based immigrant population. The principles on which SUAVE is based on the idea that whereas all second language learners struggle with social fears and culturally defined hindrances, all children "speak" the universal language of color, music, and dramatic imaginative play.

INTERNET RESOURCES

Arts Education Partnership

<http://www.aep-arts.org>

Reports and publications regarding arts education and arts education policy, available for purchase and some of which are available for free download. Also refer to two panel discussions published on their website:

- A. "What are the Connections between the Arts and Literacy," June 18, 2004
- B. "What should the Arts Education Community Know About Literacy?" June 18, 2004

The Arts/Literacy Project at Brown University

<http://www.artslit.org/programs.html>

The ArtsLiteracy Project (ArtsLit) is dedicated to developing the literacy of youth through the performing and visual arts. Based in the Education Department at Brown University, ArtsLit gathers an international community of artists, teachers, youth, college students, and professors with the goal of collaboratively creating innovative approaches to literacy development through the arts.

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