

Appendix for Eyeball It![®] —Arts Education Benefits and Trends

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Research on teaching visual arts gives abundant evidence of their benefits to children—academic, social-emotional and personal. Articles and reports from artists and art educators further enrich our understanding of these benefits.

Eyeball It![®] draws from and is aligned with the conclusions of reliable research and writings. Listed below are studies, articles and a clearinghouse about arts education that informed the development of Eyeball It![®] (Most were published since 2009, although a few released earlier that remain particularly relevant or provide historical context are also included.) Listed, too, are reports from leaders and groups in arts education providing information about arts education policies and practices, and strategies to expand and improve teaching and appreciation of the arts. Eyeball It![®] is designed to enrich these efforts.

1. America for the Arts, (2015). “10 Arts Education Fast Facts,” Washington, DC. Facts draw from surveys on arts education. Low-income students highly engaged in the arts twice as likely to graduate college as their peers with no arts education. Students who take four years of arts and music classes score an average of 150 points higher on SAT than students who take only one-half years or less. <https://www.americansforthearts.org/by-topic/arts-education/10-arts-education-fast-facts>
2. Americans for the Arts, (2020). “10 (Newer) Arts Education Fast Facts,” Washington, DC. Data on and facts about arts education. Arts education promotes academic achievement. Arts education reduces disciplinary infractions. <https://blog.americansforthearts.org/2020/09/18/10-newer-arts-education-fast-facts>
3. Arts Education Partnership, (2012). *ArtsEdSearch*, Washington, DC. Nation’s first online research and policy clearinghouse of research examining mounting body of evidence on benefits of an arts education. <https://www.artsedsearch.org/>
4. Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G., (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. National Endowment for the Arts, Washington, D.C. Report separates students by socio-economic bracket and quantity of art experience. Significant finding: High school students who earned few or no art credits were five times more likely not to have graduated than students who earned many art credits. <https://www.artsedsearch.org/study/the-arts-and-achievement-in-at-risk-youth-findings-from-four-longitudinal-studies/>
5. Chen, Grace, (2020). “How the Arts Benefit Your Children Academically and Behaviorally.” *Public School Review*, New York, NY. Academic benefits. Behavioral benefits. Improved school attendance. Benefits for low SES students.

<https://www.publicschoolreview.com/blog/how-the-arts-benefit-your-children-academically-and-behaviorally>

6. Deasy, Richard J., Editor, (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Arts Education Partnership, Washington, DC. Relationship between learning in art forms, including visual arts, and development of basic academic and social skills. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/critical-links-learning-in-the-arts-and-student-academic-and-social-development>
7. Deasy, Richard J., & Stevenson, Lauren M., (2015). *Third Space: When Learning Matters*. Arts Education Partnership, Washington, DC. Report of study on how arts education can transform high-poverty schools. <https://www.artsedsearch.org/study/third-space-when-learning-matters/>
8. Fiske, Edward, Editor, (2002). *Champions of Change: The Impact of the Arts on Learning*. Arts Education Partnership, Washington, DC. A compilation of seven studies reporting that learners can attain higher levels of achievement through engagement with the arts. Learning through the arts can help “level the playing field” for youngsters from disadvantaged backgrounds. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/champions-of-change-the-impact-of-the-arts-on-learning>
9. Hawkins, Tyleah, (2012). “Will Less Art and Music in the Classroom Really Help Students Soar Academically?” *Washington Post*, Washington, DC. Information from leaders in arts and education, including Narric Rome, senior director of Federal Affairs and Arts Education for Americans for the Arts; and Sandra Ruppert, executive director of Arts in Education Partnership. Includes (1) history of unstable and usually decreasing funding for arts in public school (wealthier districts can make up for lost funding with donations, while districts serving low-income students generally cannot); (2) College Board publication reporting higher standardized test scores among students with art-rich backgrounds; (3) report by the Center for Music Research citing role of fine and performing arts in high school dropout prevention.

https://www.washingtonpost.com/blogs/therootdc/post/will-less-art-and-music-in-the-classroom-really-help-students-soar-academically/2012/12/28/e18a2da0-4e02-11e2-839d-d54cc6e49b63_blog.html
10. Institute of Education Sciences, (2012). *Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-2010*. National Center for Education Statistics, U.S. Department of Education, Washington, DC. National data on arts education. Shows limited availability of visual arts instruction in public schools, large class sizes and student/teacher ratios. Discussion of integration of visual arts and other subject. Student assessment in visual arts. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/arts-education-in-public-elementary-and-secondary-schools-1999-2000-and-2009-2010>
11. Kisida, Brian, & Bowen, Daviel H., (2019). “New Evidence of the Benefits of Arts Education.” Brown Center Chalkboard, Brookings Institute, Washington, DC. Results of initiative in Houston to provide students with enriching experiences across arts disciplines, including visual arts.

Study found remarkable impacts on students' academic, social and emotional outcomes.
<https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/>

12. Lord, Clayton W., (2021). "10 Trends that Will Impact Arts, Culture, and the Creative Economy in 2021." *ArtsBlog*, Americans for the Arts. Washington, DC. Budget ripple effects in local and state governments will make 2021 a risky time for local and state arts agencies, arts educators, and the entire creative section. <https://blog.americansforthearts.org/2021/03/16/10-trends-that-will-impact-arts-culture-and-the-creative-economy-in-2021>
13. Lord, Clayton W., (2022). "2022 Trends that Will Impact the Arts." *ArtsBlog*, Americans for the Arts, Washington, DC. Money. Global (and local) unrest. Digital goes mainstream. <https://blog.americansforthearts.org/2022/04/19/2022-trends-that-will-impact-the-arts>
14. National Assessment of Educational Progress, (2020). "Interpreting NAEP Arts Results." Washington, DC. Overview of 2016 NAEP assessment to assess students' knowledge and skills in arts disciplines. Results reported by shared characteristics, including race/ethnicity, gender, students with disabilities, socioeconomics, school type and location type. <https://www.aep-arts.org/topics/the-nations-report-card-naep/>
15. National Endowment for the Arts, (1987). *Toward Civilization: A Report on Arts Education*, Washington, DC. What is basic arts education? Why is it important? The precarious state of arts education in American schools. Recommendations to improve arts education. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/toward-civilization-a-report-on-arts-education>
16. Ruppert, Sandra (2006). *Critical Evidence: How the Arts Benefit Student Achievement*, National Assembly of State Arts Agencies, Washington, DC. Why it is important to keep the arts strong in schools? How study of the arts contributes to student achievement and success. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/critical-evidence-how-the-arts-benefit-student-achievement>
17. Search Institute, (2010). "Finding the Student Spark: Missed Opportunities in School Engagement." *Insights and Evidence*, Minneapolis, MN. Nonprofit organization is leader in research on young people's success. Central to their thriving is concept of "sparks," the interests and passions students develop that "light a fire" in their lives. Arts identified in research as a spark linked to school success. <https://www.search-institute.org/wp-content/uploads/2018/01/Nov-2010.pdf>
18. Stevenson, Lauren M., (2013). *Preparing Students for the Next America: The Benefits of an Arts Education*. Arts Education Partnership, Washington, DC. Snapshot of how arts support achievement in school, bolster skills required in the 21st century workplace, and enrich lives of young people and communities. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/preparing-students-for-the-next-america>
19. Wolfensohn, James, and Williams, Harold, (1992). *The Power of the Arts to Transform Education: An Agenda for Action*. Arts Education Partnership Working Group, Washington, DC.

Recommendations to improve arts education that build on information in NEA's 1987 report *Toward Civilization*. Benefits of arts education. Why arts education standards and assessments are important. Professional development and teacher education. Arts education partnerships. <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/the-power-of-the-arts-to-transform-education-an-agenda-for-action>

20. Workman, Emily, (2017). *Beyond the Core: Advancing Student Success through the Arts*. Education Commission of the States, Denver, CO. Explores how the arts bolster development of deeper learning skills. <https://www.ecs.org/beyond-the-core-advancing-student-success-through-the-arts/>

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