



Arts Education Resources

Foundation Funding for Arts Education: An Overview of Recent Trends

Loren Renz and Josefina Atienza

Published: October, 2005

Published by The Foundation Center and Grantmakers in the Arts, this first in-depth study on foundation funding for arts education finds that giving in this area grew faster than arts giving overall between 1999 and 2003. In the latter year, programs serving children and youth received over 40 percent of the \$208.8 million given for arts education by the largest U.S. foundations. According to *Foundation Funding for Arts Education: An Overview of Recent Trends*, arts education funding nonetheless targets all age groups and a wide range of purposes—from incorporating the arts into school curriculum, to expanding arts education facilities, to supporting the education of emerging artists, to advancing programs that foster a life-long appreciation of the arts for all age groups.

Arts Education and the Brain: What a New Research Study May Tell Us

Janet Eiber and Michael Gazzaniga, Ph.D.

Published: Fall 2005

Designed by Rebecca Luib, project manager, the Dana Foundation; presented by Michael Gazzaniga, Ph.D., director, Center of Cognitive Neuroscience, Dartmouth College and president, American Psychological Society, and Janet Eiber, the Dana Foundation.

Does the study of arts change the brain? Does it affect learning? There are good correlations between children who take part in the arts and academic performance. Now, Dr. Michael Gazzaniga is directing a consortium of leading neuroscientists at six research institutions, funded by the Dana Foundation, to study whether there is a causal relationship. The research will be the first extensive scientific attempt to develop a comprehensive picture of the role of arts education in changing the brain. Dr. Gazzaniga will be the founding director of a new Mind Science Center at UC Santa Barbara in 2006.

Arts and Cognition

Molly Walker

Published: Winter 2006

Published in the Winter 2006 GIA Reader, "Arts and Cognition" examines the Dana Arts and Cognition Consortium's study dealing with the effect of the arts on learning. The three-year study being undertaken by the Consortium is described as being "the first extensive scientific attempt to provide a comprehensive picture of the role of arts education in changing the brain."

Teaching Kids about Architecture and Design

Jeanne F. Butler

Published: Spring, 2006

Jeanne F. Butler is senior advisor to the American Architectural Foundation on K-12 education and arts programs and partnerships. In this article, published in the Spring GIA Reader, she reports on a new initiative by the American Architectural Foundation that hopes to boost interest in teaching kids about architecture and design.

Yeast to Make the Bread Rise

Bess Lomax Hawes

Published: Fall 2002

Bess Lomax Hawes first presented "Yeast to Make the Bread Rise" in October 1999 as a keynote address at the Children's Music Network (CMN) National Gathering in Petaluma, California. In response to enthusiasm from its members, CMN subsequently published the essay in Pass It On! in the fall 2000. The essay is published here with permission from both Hawes and CMN.

On My Mind

Naomi Shihab Nye

Published: Summer, 2005

This autobiographical narrative by Naomi Shihab Nye is an excerpt from "The Whole Day as a Dance Floor," keynote address, 2004 GIA conference, "Dancing with Different Partners," October 19, 2004. Naomi Shihab Nye is a literary artist - poet, essayist, columnist, and editor.

Building Connections through the Arts

Moderator: Janet Brown, South Dakotans for the Arts

Panelists: Ruth MacKenzie and Joan Griffin, performers; Jan Mandel, Central High School; Rebecca Peterson, Fergus Falls Center for the Arts; Rick Shiomi, Theater Mu

Published: Fall 2000

This is the transcript from the GIA 2000 Annual Conference. The arts don't build community – it is people connecting with one another that builds community, and the connections are made through "doing."

Young and Engaged: Youth in Community Arts Programs

Moderator: Ed Jones, J.P. Morgan

Panelists: Randy Cohen, Americans for the Arts; Maria Marewski, Children's Media Project; Laurie Palmieri, The Bronx Writers Center; Steve Sapp, The Bronx Writers Center; Jennifer Williams, Centre for Creative Communities (U.K.)

Published: Fall 2001

Three years ago GIA's conference focused on a variety of research and implementation models in non-school hours. Researcher Shirley Brice Heath states that youth value "'having something to do.' Young people expect to play many different roles, help make rules, and to be able to take risks by trying something new, taking inspiration from unexpected sources, and creating new combinations of materials, ideas, and people." Panelists will discuss the structure and goals of a variety of programs in the U.S. and the U.K., the ways in which their community activities engage young people, and successes and

shortcomings of their programs in achieving established goals. In addition, we will investigate youth programs from the standpoint of assessment and best practices so that funders may develop a set of tools with which to make better informed grant decisions.

Learning and the Arts: Crossing Boundaries

Amdur Spitz & Associates, editors

Published: 2000

"Learning and the Arts: Crossing Boundaries" was a meeting of 120 funding professionals in the arts, education, or children, youth and family programs of fifty foundations, that was organized by the Getty Trust, the John D. and Catherine T. MacArthur Foundation, and the Geraldine R. Dodge Foundation. Together with a group of outstanding researchers, practitioners, and policymakers, they explored the value philanthropy can add to education and child development by integrating the arts into schools and non-school programs for children and youth.

Essays and presentations are included from Alexandra Christy, Nick Rabkin, Janet Rodriguez, Vicki Rosenberg, Ken Robinson, Elliot Eisner, Shirley Brice Heath, Bonnie Pittman, Russ Chapman, Elisa Crystal, Mary Sue Sweeney Price, Rudy Crew, Dick Deasy, James Catterall, Sandy Rieder, and Steve Seidel.

One City, Many Voices: Arts Integration in School Reform

Ron Bogle, Susan McCalmont, William Weitzel

Published: Fall 2002

The story of the last ten years of school reform efforts in Oklahoma, a unique collaboration among educators, city officials, and business leaders, united around the importance of the arts in education. This case study presents *what* has happened, a discussion of *why* it has happened, and a look at *where* this community-wide effort is going. The keynote address will consist of dialogue between William Weitzel, CEO and superintendent of the Oklahoma City Public Schools, and Ron Bogle, who previously served on the Oklahoma City School Board. The moderator of the dialogue is Susan McCalmont, president of the Kirkpatrick Foundation. The Foundation has been a leading supporter of the arts in Oklahoma, and an effective proponent and investor in the efforts to make arts education an important part of school reform in the public schools.

Dancing with Schools II: The Analysis

Designed by Deena Epstein, senior program officer, The George Gund Foundation; a conversation with Rob Horowitz, associate director, Center for Arts Education Research at Teachers College, Columbia University; and Nick Rabkin, director, Chicago Center for Arts Policy.

Published: Fall 2004

There is growing recognition that arts education is beneficial for children and can play a role in school reform efforts. But what about arts education makes the most difference for children? Should we simply be teaching the various disciplines or should the arts be inte-grated with other academic subjects? What role should community arts organizations play? What level of exposure makes a difference? We heard from researchers who recently completed work that answers some of these questions.

The Creative Economy

Doug Henton and Kim Welsh

Published: Summer 2002

Doug Henton and Kim Walesh are co-founders of Collaborative Economics, based in Mountain View, California. They help business and civic leaders strengthen regional economies and communities.

The ideas and examples in this article are based on their experience as strategic advisors to regional leaders, and on research they direct for the Alliance for Regional Stewardship.

UNESCO World Conference on Arts Education: Building creative capacities for the twenty-first century

Tom DeCaigny, Leah Goldstein Moses

Published: Summer, 2006

Tom DeCaigny is executive director, Performing Arts Workshop. Leah Goldstein Moses is principal, The Improve Group. They attended the World Conference courtesy of the U.S. Department of Education to present evaluation findings from Performing Arts Workshop's Artists-in-Schools Demonstration Project. This article was published in the Summer 2006 GIA reader.

Arts Education Partnership Winter Forum: January 2003

Kassie Davis

Published: Summer 2003

The Arts Education Partnership (AEP) held its winter forum on January 26 and 27 in San Francisco. The focus of the meeting was "Critical Issues in Arts Education: Partnering with Philanthropy."

Connections between Education in the Arts and Student Achievement: Perspectives on Relevant Research

Nick Rabkin - Critical Links: A New Compendium of Research

Dale Rose and Michaela Parks - The Arts and Academic Achievement: What the Evidence Does (and Doesn't) Show

Published: Fall 2002

The theme of education in the arts can be found throughout GIA's programs. The role that the arts can play in education is one of four primary themes that will be explored at our 2002 conference, Creative Connections; and the "Bookmarks" column in this issue of the Reader concentrates on "Arts Education Resources on the Web". The following two articles take a look at recent research, specifically research that explores the connections between education in the arts and student learning in other realms. The writers of both articles – Nick Rabkin, who reviews Critical Links, and Dale Rose and Michaela Parks, who review a special issue of The Journal of Aesthetic Education – highlight the need for additional research.

Related Reading from the GIA Library

- [Evaluating Arts Education](#)
- [School Based Arts Education](#)

View Other Member Interests

- [Native American Resources for Funders](#)

