Review of Evidence: Arts Education Through the Lens of ESSA

Supplementary Resource: Arts Education Study Reports

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Studies of Arts Education Not Included in Every Student Succeeds Act Tier-Aligned Evidence Tables

One-hundred fifty study reports that were considered eligible by screeners for this review did not meet the criteria for any of the Every Student Succeeds Act (ESSA) evidence tiers. Reviewers from the American Institutes for Research (AIR) classified the studies in the reports into evidence tiers based on the U.S. Department of Education's (2016)[1] nonregulatory guidance document. According to ESSA, for an intervention to be evidence based, research or theoretical support for the intervention must fall within one of four evidence tiers.

As a reminder to readers of this supplementary list, the evidence criteria are as follows:

> Evidence in Tiers I–III must "demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes," and the three tiers represent varying levels of rigor (i.e., "strong/moderate/promising evidence"). Tier IV evidence must "demonstrate a rationale" that an intervention is "likely to improve student outcomes or other relevant outcomes," and it must be coupled with "ongoing efforts to examine the effects" of the intervention (ESSA, Title VIII, Section 8101(21)(A)).[2]

As reviewers examined the full-text documents containing these study reports, they reported the following findings:

1. Some documents described studies or literature without reporting outcomes.

2. Some documents were descriptive, qualitative studies lacking student outcomes or outcome data indicating the effects of a program.

3. Some documents were empirical studies; however, when the full text was read, the study report was determined to be out of scope.

In addition, some study reports were based on teacher reports of one classroom or of a small number of individual student's experiences with a program or intervention. Finally, some study reports did not demonstrate a rationale through theory, research or logic model.

AIR researchers prepared a supplementary table containing the name and link to the study reports. The purpose of this supplementary table is to make additional information available to practitioners and policymakers seeking a range of interventions by art type that have been the subject of recent research studies, literature reviews, and secondary sources.

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[1] U.S. Department of Education. (2016). *Non-regulatory guidance: Using evidence to strengthen education investments*. Washington, DC: Author. Retrieved from https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

[2] Every Student Succeeds Act of 2015 (ESSA), Pub. L. No. 114–95 (2015).

Art Category	Full Citation	URL
Dance	Frichtel, M. J. C. (2017) "We were the choreographers; the dance teachers were the helpers": Student perceptions of learning in a dance outreach program interpreted through a lens of 21st-century skills. *Journal of Dance Education, 17*(2), 43–52.	https://doi.org/10.1080/15290824.2016.1200722
Dance	Giguere, M. (2011). Social influences on the creative process: An examination of children's creativity and learning in dance. *International Journal of Education & the Arts, 12*(Special Issue 1.5), 1–11.	https://eric.ed.gov/?id=EJ937076
Dance	Harding, M. (2012). Assessment in the high school technique class: Creating thinking dancers. *Journal of Dance Education, 12*(3), 93–98.	https://doi.org/10.1080/15290824.2012.701172
Dance	Giguere, M. (2011). Dancing thoughts: An examination of children's cognition and creative process in dance. *Research in Dance Education, 12*(1), 5–28.	https://doi.org/10.1080/14647893.2011.554975
Dance	Giguere, M. (2006). Thinking as they create: Do children have similar experiences in dance and in language arts? *Journal of Dance Education, 6*(2), 41–47.	https://doi.org/10.1080/15290824.2006.10387311
Dance	Stinson, S. (2015). Searching for evidence: Continuing issues in dance education research. *Research in Dance Education, 16*(1), 5–15.	https://doi.org/10.1080/14647893.2014.950642
Dance	Rovegno, I., & Gregg, M. (2007). Using folk dance and geography to teach interdisciplinary, multicultural subject matter: A school-based study. *Physical Education and Sport Pedagogy, 12*(3), 205–223.	https://doi.org/10.1080/17408980701610151
Dance	Minton, S. (2007). Middle school choreography class: Two parallel but different worlds. *Research in Dance Education, 8*(2), 103–121.	https://doi.org/10.1080/14647890701706081

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Dance	Minton, S. C., & Hofmeister, J. (2010). The International Baccalaureate dance programme: Learning skills for life in the 21st century. *Journal of Dance Education, 10*(3), 67–76.	https://doi.org/10.1080/15290824.2010.508695
Dance	Hanna, J. L. (2008). A nonverbal language for imagining and learning: Dance education in K–12 curriculum. *Educational Researcher, 37*(8), 491–506.	https://doi.org/10.3102%2F0013189X08326032
Dance	Chen, W. (2001). Description of an expert teacher's constructivist-oriented teaching: Engaging students' critical thinking in learning creative dance. *Research Quarterly for Exercise and Sport, 72*(4), 366–375.	https://doi.org/10.1080/02701367.2001.10608973
Dance	Bradley, K., Bonbright, J., & Dooling, S. (2013). *Evidence: A report on the impact of dance in the K–12 setting*. Washington, DC: National Endowment for the Arts.	https://www.arts.gov/sites/default/files/Research-Art-Works-NDEO.pdf
Drama	Kilinc, S., Chapman, K., Kelley, M. F., Adams, K., & Millinger, J. (2016). Teachers' reconceptualization of young children's identities and abilities through research-based drama professional development. *International Journal of Education & the Arts, 17*(22).	https://eric.ed.gov/?id=EJ1108678
Drama	Jackson, S., & Scheneider, J. (2000). Process drama: A special space and place for writing. *The Reading Teacher, 54*(1), 38–51.	https://www.jstor.org/stable/20204876
Drama	Mages, W. K. (2018). Does theatre-in-education promote early childhood development? The effect of drama on language, perspective-taking, and imagination. *Early Childhood Research Quarterly, 45*, 224–237.	https://doi.org/10.1016/j.ecresq.2017.12.006
Drama	Brown, V. (2017). Drama as a valuable learning medium in early childhood. *Arts Education Policy Review, 118*(3), 164–171.	https://doi.org/10.1080/10632913.2016.1244780

Art Category	Full Citation	URL
Drama	Omasta, M., & Brandley, A. T. (2016). Student perceptions of high school theatre programs: An investigation of social issues and call for replication. *Youth Theatre Journal, 30*(1), 50–67.	https://doi.org/10.1080/08929092.2016.1160015
Drama	Adomat, D. S. (2012). Becoming characters: Deepening young children's literary understanding through drama. *Journal of Children's Literature, 38*(1), 44–51.	https://eric.ed.gov/?id=EJ984603
Multiple Types	Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*. Washington, DC: National Endowment for the Arts.	https://eric.ed.gov/?id=ED530822
Multiple Types	Catterall, J. S. (2009). *Doing well and doing good by doing art: A 12-year national study of education in the visual and performing arts. Effects on the achievements and values of young adults*. Los Angeles, CA/London, UK: Imagination Group/I-Group Books.	https://books.google.com/books/about/Doing_Well_and_Doing_Good_by_Doing_Art.html?id=t85LQwAACAAJ
Multiple Types	Martinez, U., & Nolte-Yupari, S. (2015). Story bound, map around: Stories, life, and learning. *Art Education, 68*(1), 12–18.	https://doi.org/10.1080/00043125.2015.11519301
Multiple Types	Lung, H. (2013). *Art on a cart: A national mixed methods investigation of elementary art teacher experiences and perceptions* (Unpublished dissertation, University of Missouri–St. Louis, St. Louis, MO).	https://eric.ed.gov/?id=ED563547
Multiple Types	Melnick, S. A., Witmer, J. T., & Strickland, M. J. (2011). Cognition and student learning through the arts. *Arts Education Policy Review, 112*(3), 154–162.	https://doi.org/10.1080/10632913.2011.566100
Multiple Types	Gallagher, A. (2013). *What is the perceived value of weekly participation of art classes in the elementary grades*? (Unpublished dissertation, Jones International University, Centennial, CO).	https://eric.ed.gov/?id=ED559811

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Multiple Types	Shimshon-Santo, A. R. (2007). Content in context: Community building through arts education. *Journal for Learning through the Arts*, 3(1).	https://eric.ed.gov/?id=EJ1094951
Multiple Types	Zehr, M. A. (2009). NAEP finds schools' offerings in arts hold steady. *Education Week, 28*(35), 6.	https://www.edweek.org/ew/articles/2009/06/17/35naep.h28.html
Multiple Types	Hafeli, M., & Horowitz, R. (2017). *A secondary analysis of school and student data from Learning in and through the arts: Transfer and higher order thinking.* Washington, DC: National Endowment for the Arts.	https://www.arts.gov/sites/default/files/Research-Art-Works-TeachersCollegeColumbia.pdf
Multiple Types	Greene, J. P., Kisida, B., Bogulski, C. A., Kraybill, A., Hitt, C., & Bowen, D. H. (2014). Arts education matters: We know, we measured it. *Education Week, 34*(13), 24.	https://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html
Multiple Types	Ross, J. (2005). Arts education and the newer public good. *Arts Education Policy Review, 106*(3), 3–8.	https://doi.org/10.3200/AEPR.106.3.3-8
Multiple Types	Watson, A. D. (2015). Design thinking for life. *Art Education, 68*, 12–18.	https://doi.org/10.1080/00043125.2015.11519317
Multiple Types	Schroeder, K. (2000). Education news in brief. *Education Digest, 66*(4), 71.	Not available
Music	McDaniel, B. (2011). *Academic achievement differences between Title I students enrolled in music classes and Title I students who are not* (Doctoral dissertation, University of Redlands, Redlands, CA).	https://eric.ed.gov/?id=ED533427
Music	Moorefield-Lang, H. M. (2010). Arts voices: Middle school students and the relationships of the arts to their motivation and self-efficacy. *The Qualitative Report, 15*(1), 1–17.	https://eric.ed.gov/?id=EJ875244
Music	Webster, P. R. (2016). Creative thinking in music, twenty-five years on. *Music Educators Journal, 102*(3), 26–32.	https://doi.org/10.1177%2F0027432115623841

Art Category	Full Citation	URL
Music	Hoffman, A. R. (2012). Exclusion, engagement and identity construction in a socioeconomically diverse middle school wind band classroom. *Music Education Research, 14*(2), 209–226.	https://doi.org/10.1080/14613808.2012.685452
Music	Hetland, L. (2000). Learning to make music enhances spatial reasoning. *The Journal of Aesthetic Education, 34*(3/4), 179–238.	https://www.jstor.org/stable/3333643
Music	Huber, J. J. (2009). *Music instruction and the reading achievement of middle school students* (Doctoral dissertation, Liberty University, Lynchburg, VA).	https://core.ac.uk/download/pdf/58822673.pdf
Music	Boyd, J. R. (2013). *The relationship between music participation and mathematics achievement in middle school students* (Doctoral dissertation, Liberty University, Lynchburg, VA).	https://digitalcommons.liberty.edu/doctoral/674/
Music	Burton, S. L. (2017). Making music mine: The development of rhythmic literacy. *Music Education Research, 19*(2), 133–142.	https://doi.org/10.1080/14613808.2015.1095720
Music	Palkki, J. (2015). "If it fits into their culture, then they will have a connection": Experiences of two Latina students in a select high school choir. *Research & Issues in Music Education 12*(1), article 5.	https://eric.ed.gov/?id=EJ1100149
Music	Roberts, J. C. (2017). Elementary students' situational interest in lessons of world music. *Bulletin of the Council for Research in Music Education, 212*, 7–26.	https://www.jstor.org/stable/10.5406/bulcouresmusedu.212.0007
Music	Zelenak, M. S. (2015). Measuring the sources of self-efficacy among secondary school music students. *Journal of Research in Music Education, 62*(4), 389–404.	https://doi.org/10.1177%2F0022429414555018
Music	Montemayor, M. (2014). Evaluative and behavioral correlates to intrarehearsal achievement in high school bands. *Journal of Research in Music Education, 62*(1), 33–51.	https://doi.org/10.1177%2F0022429413520010

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Music	Gruenhagen, L. M., & Whitcomb, R. (2014). Improvisational practices in elementary general music classrooms. *Journal of Research in Music Education, 61*(4), 379–395.	https://doi.org/10.1177%2F0022429413508586
Music	Kenney, S. H. (2013). Moving music, mapping music: Connecting children to the classics. *General Music Today, 16*(3), 44–47.	https://doi.org/10.1177%2F1048371312474463
Music	Hester, C. V. (2013). *Cooperating teacher perceptions of music student teacher preparedness for the elementary music classroom* (Doctoral dissertation, The University of Mississippi, Oxford, MS).	https://eric.ed.gov/?id=ED554425
Music	Scripp, L., Ulibarri, D., & Flax, R. (2013). Thinking beyond the myths and misconceptions of talent: Creating music education policy that advances music's essential contribution to twenty-first-century teaching and learning. *Arts Education Policy Review, 114*(2), 54–102.	https://doi.org/10.1080/10632913.2013.769825
Music	Nielsen, L. (2013). Developing musical creativity: Student and teacher perceptions of a high school music technology curriculum. *National Association for Music Education, 31*(2) 54–62.	https://doi.org/10.1177%2F8755123312473610
Music	Vasil, M. (2013). Extrinsic motivators affecting fourth-grade students' interest and enrollment in an instrumental music program. *Update: Applications of Research in Music Education, 32*(1), 74–82.	https://doi.org/10.1177%2F8755123313502345
Music	Bolduc, J. (2008). The effects of music instruction on emergent literacy capacities among preschool children: A literature review. *Early Childhood Research and Practice, 10*(1), 1–5.	https://eric.ed.gov/?id=EJ848819
Music	Lim, H. A. (2010). Effect of developmental speech and language training through music on speech production in children with autism spectrum disorders. *Journal of Music Therapy, XLVII*(1), 2–26.	https://doi.org/10.1093/jmt/47.1.2

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Music	Roberts, J. C. (2012). *Situational interest of fourth grade children in music at school* (Doctoral dissertation, Washington University, Columbus, WA).	https://digital.lib.washington.edu/researchworks/handle/1773/20551
Music	Dieringer, S. M. (2012). *The use of music to increase task-oriented behaviors in preschool children with autism spectrum disorders in a gross motor setting* (Doctoral dissertation, The Ohio State University, City, OH).	https://eric.ed.gov/?id=ED548841
Music	Davison, P. D. (2007). The effects of band director leadership style and student leadership ability on band festival ratings. *Research and Issues in Music Education, 5*(1), 1–10.	https://eric.ed.gov/?id=EJ814927
Music	Mizka, P. (2007). An investigation of observed practice behaviors, self-reported practice habits, and the performance achievement of high school wind players. *Journal of Research in Music Education, 55*(4), 359–375.	https://doi.org/10.1177/0022429408317513
Music	Siebenaler, D. J. (2006). Factors that predict participation in choral music for high-school students. *Research and Issues in Music Education, 4*(1), 1–8.	https://eric.ed.gov/?id=EJ814925
Music	Davis, S. G. (2014). Informal learning processes in an elementary music classroom. *Bulletin of the Council for Research in Music Education, 198*, 23–50.	https://www.jstor.org/stable/10.5406/bulcouresmusedu.198.0023
Music	Abril, C. R. (2009). Responding to culture in the instrumental music programme: A teacher's journey. *Music Education Research, 11*(1), 77–91.	https://doi.org/10.1080/14613800802699176
Music	Soto, A. C., Lum, C., & Campbell, P. S. (2009). A university-school music partnership for music education majors in a culturally distinctive community. *Journal of Research in Music Education, 56*(4), 338–356.	https://doi.org/10.1177%2F0022429408329106
Music	Doyle, J. (2012). Music teacher perceptions of issues and problems in urban elementary schools. *Bulletin of the Council for Research in Music Education, 194*, 31–52.	https://www.jstor.org/stable/10.5406/bulcouresmusedu.194.0031

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Music	Meyers, B. D. (2012). Attitudes of Arizona high school band students towards solo and ensemble activities. *Journal of Band Research, 48*(1), 30–44.	Not available
Music	Zander, A. L. (2010). Creating a musical foundation: The value of early childhood music class in the transition to private lessons. *American Music Teacher, 60*(1), 25–27.	https://www.jstor.org/stable/43539794
Music	Orman, E. K., Yarbrough, C., Neill, S., & Whitaker, J. A. (2007). Time usage of middle and high school band directors in sight-reading adjudication. *UPDATE, Applications of Research in Music Education, Spring-Summer*, 36–44.	https://doi.org/10.1177%2F87551233070250020105
Music	Baker, V. (2010). *A study of the relationship between observed and reported use of a capella singing in the elementary general music classroom* (Doctoral dissertation, University of Kansas, Lawrence, KS).	https://eric.ed.gov/?id=ED517993
Music	Orman, E. K., & Whitaker, J. A. (2010). Time usage during face-to-face and synchronous distance music lessons. *The American Journal of Distance Education, 24*(2), 92–103.	https://doi.org/10.1080/08923641003666854
Music	Randies, C. (2010). The relationship of compositional experiences of high school instrumentalists to music self-concept. *Bulletin of the Council for Research in Music Education, 184*, 9–20.	https://www.jstor.org/stable/27861479
Music	Piro, J. (2009). Music training and literacy development. *Literacy Today, June*, 32–34.	Not available
Music	Miksza, P. (2009). Relationships among impulsivity, achievement, goal motivation, and the music practice of high school wind players. *Bulletin of the Council for Research in Music Education, 180*, 9–27.	https://www.jstor.org/stable/40319317

Art Category	Full Citation	URL
Music	Schmidt, C. P. (2007). Intrinsic-mastery motivation in instrumental music: Extension of a higher order construct. *Bulletin of the Council for Research in Music Education, 173*, 7–23.	https://www.jstor.org/stable/40319467
Music	Gumn, A. (2004). The effect of choral student learning style and motivation for music on perception of music teaching style. *Bulletin of the Council for Research in Music Education, 159*, 11–22.	https://www.jstor.org/stable/40319204
Music	Carlow, R. (2006). Diva Irina: An English language learner in high school choir. *Bulletin of the Council for Research in Music Education, 170*, 63–77.	https://www.jstor.org/stable/40319349
Music	Hartley, L. A., & Porter, A. M. (2009). The influence of beginning instructional grade on string student enrollment, retention, and music performance. *Journal of Research in Music Education, 56*(4), 370–384.	https://doi.org/10.1177%2F0022429408329134
Music	Reynolds, A. M., Jerome, A., Preston, A. L., & Haynes, H. (2005). Service-learning in music education: Participants' reflections. *Bulletin of the Council for Research in Music Education, 165*, 79–91.	https://www.jstor.org/stable/40319272
Music	Schmidt, C. P. (2005). Relations among motivation, performance achievement, and music experience variables in secondary instrumental music students. *Journal of Research in Music Education, 53*(2), 134–147.	https://doi.org/10.1177%2F002242940505300204
Music	Feierabend, J. M., Saunders, T. C., & Flagg, B. N. (2002). The effects of television music instruction on kindergarten students' music performance skills. *Bulletin of the Council for Research in Music Education* (152), 64–73.	https://www.jstor.org/stable/40319127
Music	Adderley, C., Kennedy, M., & Berz, W. (2003). "A home away from home": The world of the high school music classroom. *Journal of Research in Music Education, 51*(3), 190–205	https://doi.org/10.2307%2F3345373

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Music	Eason, B. J. A., & Johnson, C. M. (2013). *Prelude: Music Makes Us baseline research report*. Nashville, TN: Metro Nashville Public Schools.	https://musicmakesus.org/prelude-music-makes-us-baseline-research-report
Music	Palmer, C. M. (2016). Instrumental jazz improvisation development: Characteristics of novice, intermediate, and advanced improvisers. *Journal of Research in Music Education*, 64(3) 360–378.	https://doi.org/10.1177%2F0022429416664897
Music	Henry, M. L. (2013). The effect of key on vocal sight-reading achievement. *Texas Music Education Research*, 3–8.	https://eric.ed.gov/?id=EJ1102246
Music	Alexander, M. L., & Henry, M. L. (2012). The development of a string sight-reading pitch skill hierarchy. *Journal of Research in Music Education, 60*(2), 201–216.	https://doi.org/10.1177%2F0022429412446375
Music	Henry, M. L. (2011). The effects of pitch and rhythm difficulties on vocal sight-reading performance. *Journal of Research in Music Education, 59*(1), 72–84.	https://doi.org/10.1177%2F0022429410397199
Music	Miller, B. A. (2012). Rhythmic instruction from square one: A constructivist teacher and her metronome. *General Music Today, 26*(1), 19–26.	https://doi.org/10.1177%2F1048371312438134
Music	Kiehn, M. T. (2003). Development of music creativity among elementary school students. *Journal of Research in Music Education*, 51(4), 278–288.	https://doi.org/10.2307%2F3345655
Music	Killian, J. N. & Henry, M. L. (2005). A comparison of successful and unsuccessful strategies in individual sight-singing preparation and performance. *Journal of Research in Music Education*, 53(1), 51–65.	https://doi.org/10.1177%2F002242940505300105
Music	Broomhead, P. (2006). A study of instructional strategies for teaching expressive performance in the choral rehearsal. *Bulletin of the Council for Research in Music Education, 167*, 7–20.	https://www.jstor.org/stable/40319286

Art Category	Full Citation	URL
Music	Zdzinski, S., Dell, C., Gumm, A., Rinnert, N., Orzolek, D., Yap, C. C., … Russell, B. (2015). Musical home environment, family background, and parenting style on success in school music and in school. *Contributions to Music Education, 40*(1), 71–90.	https://www.jstor.org/stable/24711072
Music	Foster, E. M., & Jenkins, J. V. M. (2017). Does participation in music and performing arts influence child development? *American Educational Research Journal, 54*(3), 399–443.	https://doi.org/10.3102%2F0002831217701830
Music	Darrow, A.-A. (2017). Meaningful collaboration in the inclusive music classroom: Students with severe intellectual disabilities. *General Music Today, 31*(1), 40–43.	https://doi.org/10.1177%2F1048371317716960
Music	McConkey, M. (2016). Emotional competence in elementary music teaching. *Perspectives: Journal of the Early Childhood Music & Movement Association, 11*(4), 4–9.	http://www.ecmma.org/perspectives/read/emotional_competence_in_elementary_music_teaching
Music	Whitaker, N. (2016). Student-created musical as a community of practice: A case study. *Music Education Research, 18*, 57–73.	https://doi.org/10.1080/14613808.2015.1034664
Music	Salvador, K. (2015). Music instruction for elementary students with moderate to severe cognitive impairments: A case study. *Research Studies in Music Education, 37*(2), 161–174.	https://doi.org/10.1177%2F1321103X15613645
Music	Edgar, S. N. (2015). Preparing high school instrumental music educators to respond to the social and emotional challenges of students. *Journal of Music Teacher Education, 24*(3), 67–82.	https://doi.org/10.1177%2F1057083713514980
Music	Hopkins, M. T. (2015). Collaborative composing in high school string chamber music ensembles. *Journal of Research in Music Education, 62*(4), 405–424.	https://doi.org/10.1177%2F0022429414555135

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Music	Edgar, S. N. (2015). Approaches of a secondary music teacher in response to the social and emotional lives of students. *Contributions to Music Education, 40*(1), 91–110.	https://www.jstor.org/stable/24711073
Music	Edgar, S. N. (2014). An ethic of care in high school instrumental music. *Action, Criticism & Theory for Music Education, 13*(2), 112–137.	http://act.maydaygroup.org/articles/Edgar13_2.pdf
Music	Gruenhagen, L. M. (2014). "It is something i can't imagine my life without": Learning about children, their music, and teaching. *Perspectives: Journal of the Early Childhood Music & Movement Association, 9*(2), 4–11.	http://www.ecmma.org/perspectives/read/it_is_something_i_cant_imagine_my_life_without_learning_about_children_thei
Music	Stevenson, T. F. (2013). *Performance-based music ensembles' effects on academic achievement: A correlational study* (Doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA).	https://knowledge.library.iup.edu/etd/1187
Music	Michener, D., & Fishoff, J. (2012). Surprising insights: Literacy and music. *California Reader, 45*(3), 25–32.	http://californiareading.org/TCRdisplay.asp?p=TCRarchives
Music	Gudmundsdottir, H. R. (2010). Advances in music-reading research. *Music Education Research, 12*(4), 331–338.	https://doi.org/10.1080/14613808.2010.504809
Music	Green, L. (2012). Musical "learning styles" and "learning strategies" in the instrumental lesson: Some emergent findings from a pilot study. *Psychology of Music, 40*(1), 42–65.	https://doi.org/10.1177/0305735610385510
Music	Shore, R. A. (2010). Music and cognitive development: From notes to neural networks. *NHSA Dialog, 13*(1), 53–65.	https://doi.org/10.1080/15240750903458113
Music	Legette, R. M. (2003). Music achievement causal attributions as perceived by elementary public school students. *Bulletin of the Council for Research in Music Education*, (155), 44–50.	https://www.jstor.org/stable/40319423

Art Category	Full Citation	URL
Music	Principals say music programs affect graduation. (2006). *Teaching Music, 14*(2), 16.	Not available
Music	Morrison, S. J. (2000). Effect of melodic context, tuning behaviors, and experience on the intonation accuracy of wind players. *Journal of Research in Music Education, 48*(1), 39–51.	https://www.jstor.org/stable/3345455
Music	Hansen, D., & Bernstore, E. (2002). Linking music learning to reading instruction. *Music Educators Journal, 88*(5), 17–22.	https://doi.org/10.2307%2F3399821
Music	Jones. S. (2015). An exploration of band students' experiences with informal learning. *Bulletin of the Council for Research in Music Education, 206*, 61–79.	https://www.jstor.org/stable/10.5406/bulcouresmusedu.206.0061
Visual Arts	Wolf Bordonaro, G. P., Cherry, L., & Stallings, J. (2015). The role of art therapists in maximizing the mental health and potential of learners with special needs. *Advances in Special Education, 30B*, 19–45.	https://www.emeraldinsight.com/doi/abs/10.1108/S0270-40132015000030B009
Visual Arts	Patton, R. M. (2014). Games that art educators play: Games in the historical and cultural context of art education. *Studies in Art Education: A Journal of Issues and Research in Art Education, 53*(3), 241–252.	https://doi.org/10.1080/00393541.2014.11518933
Visual Arts	Malin, H. (2012). Creating a children's art world: Negotiating participation, identity, and meaning in the elementary school art room. *International Journal of Education & the Arts, 13*(6).	https://eric.ed.gov/?id=EJ984679
Visual Arts	Turk, J. (2012). Collaboration, inclusion, and empowerment: A life skills mural. *Art Education, 65*(6), 50–53.	https://doi.org/10.1080/00043125.2012.11519201
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