



Doing Well And Doing Good By Doing Art The Effects Of Education In The Visual And Performing Arts On The Achievements And Values Of Young Adults

**Pamela Burnard, Ylva Hofvander
Trulsson**



Doing Well And Doing Good By Doing Art The Effects Of Education In The Visual And Performing Arts On The Achievements And Values Of Young Adults:

Music Learning as Youth Development Brian Kaufman, Lawrence Scripp, 2019-05-30 Music Learning as Youth Development explores how music education programs can contribute to young people's social emotional cognitive and artistic capacities in the context of life long musical development International scholars argue that MLYD programs should focus in particular on the curiosity energy and views of young people affecting the teachers musicians pedagogy programs and music with which young people interact From fields of progressive music education authors share their perspectives on approaches that can lead to new ways of enabling youth learners as they transition to adulthood A vast range of possible outcomes arising from in school afterschool and community based music programs are examined in order to highlight the aspects of youth development that music learning is particularly well suited to support Following an introductory essay that provides new perspectives on pursuing lifelong musical development the volume features two primary sections The first focuses on case studies exploring several programs through the lens of the transitional stages of music learning as youth development helping the reader understand key concepts and explore challenges for creating music learning as youth development programs The second section addresses the broad implications and policy issues of programs described including discussing why music learning should be conceived of as critical to formative stages of youth development that can lead to a productive and fulfilling life The conclusion synthesizes the range of perspectives provided by eight contributors and offers implications for life long human development through music in the 21st century

Bourdieu and the Sociology of Music Education Pamela Burnard, Ylva Hofvander Trulsson, 2016-04-15 Pierre Bourdieu has been an extraordinarily influential figure in the sociology of music For over four decades his concepts have helped to generate both empirical and theoretical interventions in the field of musical study His impact on the sociology of music taste in particular has been profound his ideas directly informing our understandings of how musical preferences reflect and reproduce inequalities between social classes ethnic groups and men and women Bourdieu and the Sociology of Music Education draws together a group of international researchers academics and artist practitioners who offer a critical introduction and exploration of Pierre Bourdieu's rich generative conceptual tools for advancing sociological views of music education By employing perspectives from Bourdieu's work on distinction and judgement and his conceptualisation of fields habitus and capitals in relation to music education contributing authors explore the ways in which Bourdieu's work can be applied to music education as a means of linking school institutional habitus and learning and curriculum and family class habitus The volume includes research perspectives and studies of how Bourdieu's tools have been applied in industry and educational contexts including the primary secondary and higher music education sectors The volume begins with an introduction to Bourdieu's contribution to theory and methodology and then goes on to deal in detail with illustrative substantive studies The concluding

chapter is an extended essay that reflects on and critiques the application of Bourdieu's work and examines the ways in which the studies contained in the volume advance understanding. The book contributes new perspectives to our understanding of Bourdieu's tools across diverse settings and practices of music education. **Artistic Thinking in the Schools** Pamela Costes-Onishi, 2019-07-11 This book examines current context specific trends and developments in empirical research on arts education and arts in education in order to evaluate and create responsive approaches to future global challenges. By highlighting the centrality of the arts in advancing future orientations in education it offers a timely and valuable contribution to educational issues on preparing teachers and learners for the increasingly complex societal dynamics and unpredictable global economy. 3rd International Conference on Lifelong Education and Leadership for ALL-ICLEL 2017 Prof. Dr. Paulo Alberto da SILVA PEREIRA, 2018-12-27 Copyright 2017 ICLEL Conferences All rights reserved by ICLEL Conferences. Encyclopedia of Diversity in Education James A. Banks, 2012-05-17 The diversity education literature both nationally and internationally is broad and diffuse. Consequently there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live work and lead. With continually evolving information on diversity policies practices and programs it is important to have one place where students scholars teachers and policymakers can examine and explore research policy and practice issues and find answers to important questions about how diversity in U S education enriched with theories research and practices in other nations are explained and communicated and how they affect institutional change at both the K 12 and postsecondary levels. With about 700 signed entries with cross references and recommended readings the Encyclopedia of Diversity in Education 4 volumes in both print and electronic formats will present research and statistics case studies and best practices policies and programs at pre and postsecondary levels. Diversity is a worldwide phenomenon and while most of the entries in the Encyclopedia will focus on the United States diversity issues and developments in nations around the world including the United States are intricately connected. Consequently to illuminate the many aspects of diversity this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A to Z this Encyclopedia will cover the full spectrum of diversity issues including race class gender religion language exceptionality and the global dimensions of diversity as they relate to education. This four volume reference work will be the definitive reference for diversity issues in education in the United States and the world. **Doing Well and Doing Good by Doing Art** James S. Catterall, 2009 A twelve year national study of education in the visual performing arts effects on the achievements and values of young adults. *Pedagogies of Kindness and Respect* Paul Lee Thomas, 2015 Pedagogies of Kindness and Respect presents a wide variety of concepts from scholars and practitioners who discuss pedagogies of kindness an alternative to the no excuses ideology now dominating the way that children are raised and educated in the U S today. The fields of education

and especially early childhood education include some histories and perspectives that treat those who are younger with kindness and respect This book demonstrates an informed awareness of this history and the ways that old and new ideas can counter current conditions that are harmful to both those who are younger and those who are older while avoiding the reconstitution of the romantic innocent child who needs to be saved by more advanced adults Two interpretations of the upbringing of children are investigated and challenged one suggesting that the poor do not know how to raise their children and thus need help while the other looks at those who are privileged and therefore know how to nurture their young These opposing views have been discussed and problematized for more than thirty years *Pedagogies of Kindness and Respect* investigates the issue of why this circumstance has continued and even worsened today *Doing Well and Doing Good by Doing Art* James S. Catterall, 2009 Professor James S Catterall of UCLA her presents his analyses of long term outcomes for the students featured in *Champions of Change* a decade ago 12 000 students now followed through age 26 The impacts of intensive involvement in the visual and performing arts during secondary school on young adults are shown to include doing better and going further in college doing well and greater involvement in community service and pro social activities doing good The book presents assessments of arts rich versus arts poor schools an intriguing comparison of passionate involvement in the arts versus athletics in school and the fortunes of limited English speakers in arts rich versus arts poor schools Nick Rabkin formerly Senior Arts and Culture Program Officer at the MacArthur Foundation writes Unlike other research on the effects of arts education Catterall was able to show that low income students benefited from arts learning even more than more privileged students This new study picks up the same thread and shows that the positive effects of arts education last well into adulthood And Professor Shirley Brice Heath Professor Emeritus at Stanford University and Professor Brown University writes This book will show students how someone can make statistical analyses comprehensible for those who work in schools and those who need to think much more theoretically and in terms of research findings *Arts and Activities* ,1970 *Current Index to Journals in Education* ,1996 **Educational Film/video Locator of the Consortium of University Film Centers and R.R. Bowker** Consortium of University Film Centers, 1986 **Doing Well and Doing Good by Doing Art** James S. Catterall, 2009 *Who's who in the South and Southwest* ,2002 Includes names from the States of Alabama Arkansas the District of Columbia Florida Georgia Kentucky Louisiana Mississippi North Carolina Oklahoma South Carolina Tennessee Texas and Virginia and Puerto Rico and the Virgin Islands *Who's Who in the South and Southwest, 2001-2002* Marquis Who's Who, 2001-11 *Visual and Performing Arts* California. Legislature. Assembly. Speaker's Task Force on Arts Education, 1990 **Why are We Doing Art?** Tereze Lear, California State University, Sacramento, 2010 **Effects of Arts Education on Participation in the Arts** Louis Bergonzi, Julia Smith, 1996 Using data from the 1992 Survey of Public Participation in the Arts SPPA92 research focused on the question Does arts education make arts participation more accessible to Americans The effects of both school based arts education and community based arts

education were considered and compared Art forms considered in this investigation were classical music jazz opera musical plays or operettas non musical dramatic plays ballet other forms of dance poetry novels or short stories visual art and video programs about the arts or artists Measures of arts consumption employed were live attending at arts performances attendance listening to radio broadcasts or audio recordings on record tape or compact disc audio media watching performances on television and or using the videocassette recorder video media and reading print literature or listening to recordings of print literature print media The following are summarized research findings presented in this document 1 Arts education was the strongest predictor of almost all types of arts participation arts performances being the exception Those with the most arts education were also the highest consumers and creators of various art forms 2 The higher one s socioeconomic status SES the more arts education one received The SES was more important to increased community based arts education than for school based arts Men were only slightly less likely than women to take arts courses in school but much less likely to do so in community based arts education agencies outside of school White respondents reported much higher levels of community arts education than did Asians African Americans or Hispanics 3 The more one received of both school and community based arts education the more one participated in arts as an adult either through consumption or creation The exception was in art performance where having received community based arts education did nothing to predict arts performance and receiving school based education actually decreased the likelihood that individuals would continue to perform as adults This document includes figures tables appendices notes and a bibliography MM *Visual and Performing Arts: Their Effects on Academic Achievement* Christina M. Reid, State University College at Buffalo. Department of Elementary Education and Reading, 2007 Buffalo State College Master s project in Elementary Education and Reading 2007

The Effects of Participation in Visual and Performing Arts on Overall Student Achievement Jamie Ann Rubin, 2008 The Impact of the Visual and Performing Arts on the Education of a Group of Asian Students Gylene Sabihon Ornellas, 2002

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