

The Arts for Every Child: Why arts education is a social justice issue

Briefing Paper Full References

Bakhshi, H., Frey, C.B., and Osborne, M. (2015). <u>*Creativity vs. Robots: The creative economy and the future of employment.* London: Nesta.</u>

Catterall, James S. and Peppler, Kylie A. (2007). 'Learning in the visual arts and the worldviews of young children' *Cambridge Journal of Education*, 37(4).

CBI (2018). *Educating for the Modern World: CBI/Pearson Education and skills Annual Report.* London: CBI

Connolly, M K, Quin, E., and Redding, E. (2011). 'Dance 4 your life: exploring the health and wellbeing implications of a contemporary dance intervention for female adolescents.' *Research in Dance Education* 12 (1): 53-66.

Cullinane, C. and R. Montacute (2017). *Life Lessons*. London: Sutton Trust

Cultural Learning Alliance (2017). <u>Key Research Findings: the case for cultural learning</u>. London: Cultural Learning Alliance.

Culture and Sport Evidence Programme (CASE) (2010). <u>Understanding the impact of engagement in</u> <u>culture and sport</u>. London: DCMS.

Department for Digital, Culture, Media and Sport (DCMS) (2018) <u>DCMS Sectors Economic Estimates</u> 2017 (provisional): Gross Value Added. London: DCMS

Digital, Culture, Media and Sport Committee (2019). <u>*Changing Lives: the social impact of participation in culture and sport.*</u> London: House of Commons

Education and Health and Social Care Committees (2018) <u>The Government's Green Paper on mental</u> <u>health: failing a generation</u>. London: House of Commons

Elliot Major, L. and S. Machin (2018). Social Mobility: And Its Enemies. London: Pelican books

Hughes, J. and K. Wilson. (2004). 'Playing a part: the impact of youth theatre on young people's personal and social development.' *Research In Drama Education: The Journal Of Applied Theatre And Performance* Vol. 9 (1)

Hui, Anna N. N., He, Mavis W. J. and Ye, Shengquan Sam. (2015). 'Arts education and creativity enhancement in young children in Hong Kong'. *Educational Psychology*, 35(3).

Lobo, Y. B. & Winsler, A. (2006). 'The effects of a creative dance and movement program on the social competence of head start preschoolers.' *Social Development*, Vol 15, Iss 3, pp 501-519.

Martin, A. J., Mansour, M., Anderson, M., Gibson, R., Liem, G. A. D. & Sudmalis, D. (2013). 'The role of arts participation in students' academic and nonacademic outcomes: a longitudinal study of school, home, and community factors.' *Journal of Educational Psychology*, Vol 105, Iss 3, pp 709-727.

Merrell, C., Tymms, P. (2002). *National Theatre Transformation project: final evaluation report.* Durham: University of Durham.

Nuffield Foundation (2012). <u>Social trends and mental health: introducing the main findings.</u> London: Nuffield Foundation.

PwC (2018). UK Economic Outlook July 2018. PriceWaterhouseCoopers LLP

Roden, I., et al. (2016). "Effects of music and natural science training on aggressive behavior." Learning and Instruction, 45, 85-92



Royal College of Paediatrics and Child Health (2017). <u>State of Child Health Report 2017</u>. London: RCPCH.

Schellenberg EG, Corrigall KA, Dys SP, Malti T. (2015). 'Group Music Training and Children's Prosocial Skills.' *PLOS ONE* 10(10): e0141449. <u>https://doi.org/10.1371/journal.pone.0141449</u> [Accessed 5 May 2017].

Schellenberg, E. G. (2004). 'Music lessons enhance IQ' *Psychological Science*, 15(8) pp.511–514.

University of Nottingham/RSC/Tate (2018). <u>*Time to Listen: Evidence from the Tracking Arts Learning and Engagement [TALE] Project</u>*</u>

Young Minds (2019). *young people's mental health statistics*. [online] YoungMinds. Available at: <u>https://youngminds.org.uk/about-us/media-centre/mental-health-stats/</u> [Accessed 24 Sep. 2019].