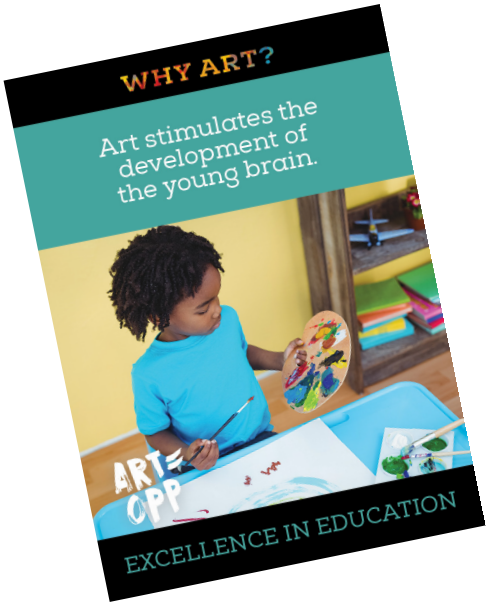




EXCELLENCE IN EDUCATION

Art stimulates the development of the young brain.

Matthew Sachs et al. "Increased Engagement of the Cognitive Control Network Associated With Music Training in Children During an FMRI Stroop Task." Plos One 12, no. 10 (2017). doi:10.1371/journal.pone.0187254.

https://www.artsedsearch.org/study/increased-engagement-of-the-cognitive-control-network-associated-with-music-training-in-children-during-an-fmri-stroop-task/

Habibi, Assal et al. "Neural Correlates of Accelerated Auditory Processing in Children Engaged in Music Training." Developmental Cognitive Neuroscience 21 (2016): 1-14.

https://www.artsedsearch.org/study/neural-correlates-of-accelerated-auditory-processing-in-children-engaged-in-music-training/

Hardiman, Mariale, Luke Rinne, and Julia Yarmolinskaya. "The Effects of Arts Integration on Long-Term Retention of Academic Content." *International Mind, Brain, and Education Society* 8, no. 3 (2014): 144-148.

https://www.artsedsearch.org/study/the-effects-of-arts-integration-on-long-term-retention-of-academic-content/

Dunbar, K. N. (2008). Arts education, the brain, and language. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.

(http://www.artsedsearch.org/summaries/arts-education-the-brain-and-language)

Neville, Helen Ph.D. , Annika Andersson, M.S., Olivia Bagdade, B.A., Ted Bell, Ph.D., Jeff Currin, B.A., Jessica Fanning, Ph.D., Scott Klein, B.A., Brittni Lauinger, B.A., Eric Pakulak, M.S., David Paulsen, M.S., Laura Sabourin, Ph.D.,
Courtney Stevens, Ph.D., Stephanie Sundborg, M.S., and Yoshiko Yamada, Ph.D. (2008). Effects of Music Training on Brain and Cognitive Development in Under-Privileged 3- to 5-Year-Old Children: Preliminary Results. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.

https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf

D'Esposito, Mark, M.D. (2008). Developing and Implementing Neuroimaging Tools to Determine if Training in the Arts Impacts the Brain. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.

https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf

Grafton, Scott, M.D. and Emily Cross, M.S. (2008). Dance and the Brain. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.
https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf
Wandell, Brian, Ph.D., Robert F. Dougherty, Ph.D., Michal Ben-Shachar, Ph.D., Gayle K. Deutsch Ph.D., and Jessica Tsang (2008). Training in the Arts, Reading, and Brain Imaging. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.
https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf
Spelke, Elizabeth, Ph.D. (2008). Effects of Music Instruction on Developing Cognitive Systems at the Foundations of Mathematics and Science. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.
https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf
Jonides, John, Ph.D. (2008). Musical Skill and Cognition. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.
https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf
Posner, Michael, Ph.D., Mary K. Rothbart, Ph.D., Brad E. Sheese, Ph.D., and Jessica Kieras, Ph.D. How Arts Training Influences Cognition. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.
https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf
Petitto, Laura-Ann, Ed.D. (2008) Arts Education, the Brain, and Language. In C. Asbury & C. Rich (Eds.) Learning, Arts, and the Brain. New York, NY: Dana Foundation.
https://dana.org/wp-content/uploads/2013/12/learning-arts-and-brain-dana-press.pdf
Fernandes, M., Wammes, J, & Meade, M. The Surprisingly Powerful Influence of Drawing on Memory. *Current Directions in Psychological Science*, 27(5), 302-308.

(https://www.edutopia.org/article/science-drawing-and-memory)

Chatzihidiroglou et al. (2018). Dancing Effects on Preschoolers' Sensorimotor Synchronization, Balance and Movement Reaction Time. *Perceptual and motor skills* 125(3), 463-477.

https://www.artsedsearch.org/study/dancing-effects-on-preschoolers-sensorimotor-synchronization-balance-and-movement-reaction-time/

Hardiman, M., Mahinda JohnBull, R., Carran, D., & Shelton, A. (2019). The effects of arts-integrated instruction on memory for science content. *Trends in Neuroscience and Education*, 14(1), 25-32.

https://www.sciencedirect.com/science/article/abs/pii/S2211949317300558?via%3Dihub

Jaschke, A., Honing, H., & Scherder, E. (2018). Longitudinal Analysis of Music Education on Executive Functions in Primary School Children. *Frontiers in Neuroscience*, 28.

https://www.frontiersin.org/articles/10.3389/fnins.2018.00103/full

Linnavallli, T., Putkinen, V., Lipsanen, J., Huotlilainen, M. & Tervaniemi, M. (2018). Music playschool enhances children's linguistic skills. Scientific Reports, 8, 8767. http://doi.org/10.1038/s41598-018-27126-5

https://www.ncbi.nlm.nih.gov/pmc/articles/nnmmnamnsdPMC5993803/

Moreno, S., Marques, C., Santos, A., Santos, M., Castro, S. L., & Besson, M. (2009). Musical training influences linguistic abilities in 8-year-old children: More evidence for brain plasticity. *Cerebral Cortex, 19(3),* 712-723. doi: 10.1093/cercor/bhn120

https://www.ncbi.nlm.nih.gov/pubmed/18832336

National Endowment for the Arts (2014). The Nature of Creativity in the Brain (Meeting) (2014 : Santa Fe, N.M.) How creativity works in the brain: insights from a Santa Fe Institute working group / cosponsored by the National Endowment for the Arts.

https://www.arts.gov/sites/default/files/how-creativity-works-in-the-brain-report.pdf

Scripp, L., & Paradis, L. (2014). Embracing the Burden of Proof: New strategies for determining predictive links between arts integration teacher professional development, [...]. *Journal for Learning through the Arts.* 10(1). 1-17. (http://www.artsedsearch.org/summaries/embracing-the-burden-of-proof-new-strategies-for-determining-predictive-links-between-arts-integration-teacher-professional-development-student-arts-learning-and-student-academic-achievement-outcomes)