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Foreword by Ilona V. Missakian, Ph.D., guest editor

This volume contains articles that examine arts education for several populations and through many strategies. Three articles follow, highlighting different teaching strategies. The issue opens with three articles highlighting different teaching strategies in the section on Teaching and Learning through the Arts. The first compares lessons with and without arts activities as students report about their experiences. The second investigates a professional development model as it is incorporated into mathematics instruction. The third article examines a four-year program at an elementary school, looking at data about students in terms of habits, math, and reading as well as data about instructors in terms of practices and attitudes. In the Performing Arts section, a piece features the responses of African-American male graduates of a performing arts high school who reveal the positive gains of their experiences. Literacy and the advantages of using multi-modal texts are featured in the section on Language Arts. An article presenting a literature review of arts integration and science studies looks at the shared and emerging themes that have been in focus in such studies and suggests some areas that researchers could investigate further. The section on Teacher Preparation and Professional Development presents a reflective piece on the value of using narrative films to encourage engagement and interpretation in effective ways, working with instructors and pre-service teachers through interpretation and ethical inquiry. A final article in this issue details the development of an assessment measure through magic and how special education students perform in the last section on Research Approaches.

### **Teaching and Learning through the Arts**

*Artistic Classroom Activities: What Skills Can Students Learn?* by Skylar Davidson

This study includes comparisons of lessons with and without an arts-activity, one including performing arts and the other visual arts, used with university students in a Social Science context. The researcher examines the impact on learning that the students report and demonstrate in their work along with several observations. The student responses reveal positive responses as well as some indications that the strategies help students through some learning anxieties.

*Creative and Body-based Learning: Redesigning Pedagogies in Mathematics* by Robyne Garrett, Katie Dawson, Jeff Meiners, Alison Wrench

This study investigates an arts integration professional development model, Creative and Body-based Learning, used in primary schools Australia. Particularly looking at mathematics instruction, the researchers study the responses of teachers regarding the influence of CBL on their practices and their reflection on how their students would respond. Benefits for instructors mentioned include seeing students move out of comfort zones and having another tool of assessment.

*Art in Action: The Impact of Art infusion and Lessons Learned* by Joyce Ann Miller and Tania Bogatova

The study looks at a 4-year integration program, Art in Action, that featured dance, music, visual arts, and drama at an elementary school. Teachers and artists-in-residence plan lessons with varying levels of success in students' learning habits, reading, and math, and varying levels of success in instructors' practices. Gains are evident along with many struggles that the researchers acknowledge in order to improve implementation and planning for the success of arts integration.

### **Performing Arts**

*Taking it to the stage: Performing arts education and African American male academic identity development by Calvin Wesley Walton*

The author examines the responses of male African-American students who attended a performing arts school to study the effects of the students' involvement in their programs and the development of their academic identity and school performance. The graduates of the program participated in the case study and articulated observations about school climate, achievement, and challenge. The influence of instructors and support are also explored.

### **Language Arts**

*Re-Imaging Student Learning through Arts and Literacy by Louise J. Shaw and Lynda M. Valerie*

The study examines the power of multi-modal texts, especially visuals, to examine "many roads to meaning." Engagement and comprehension are mentioned as the study shares how groups of students and both pre-service and in-service teachers responded to the tasks and projects. A major focus is encouraging teachers to explore how multiple literacies enhance learning and understanding.

### **Arts and Sciences**

*Integrating the Arts into Science Teaching and Learning: a Literature Review by Kathryn Green*

The literature review of articles in numerous journals that have featured arts and science studies highlights the ongoing efforts to examine a variety of foci. Student populations, outcomes, gains, and obstacles are included in the review. Some of the needs for future research about arts and implications for professional development strategies, behavioral issues, and disadvantaged students are noted.

### **Teacher Preparation and Professional Development**

*Learning through Film: Lessons from Workshops for Teachers and Pre-service Teachers of English by Kevin McDermott, Carmel Hinchion, Alicia McGivern, Della Meade*

Four phases of workshops with facilitators and English teachers and pre-service teachers are described to examine the effectiveness of using narrative films to generate dialogue, discussion, and reflection. Instructors are encouraged to engage in interpretation, commentary, and connection to speculate how students might respond and to find value in openness to the familiar or challenging questions about

humanity that such films might present. The authors look back at their experiences with the teachers and their interactions during the workshops and capture observations about moving opportunities for learning.

### **Research Approaches**

*Development and Psychometric Investigation of an Arts Integrated Assessment Instrument for Educators by Susan O'Rourke, Kevin Spencer, Frances Kelley*

Magic provides the basis for developing an assessment instrument in this study. Cognitive, motor, and social skills are highlighted during the development of the measures as the team works with special education instructors at the elementary level. The researchers use a range of web and document tools to facilitate the development of the measure with the instructors and note several factors that affect the students who have varying disabilities.