

# Arts Resources for Educators

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*The following resources were assembled by graduate students in the Arts in Education program at the Harvard Graduate School of Education to provide educators with a broad collection of arts education professional organizations, journals, and online resources that have proven useful to this cohort of graduate students and the diverse arts education communities in which they participate. While this list does not serve as a comprehensive source of valuable resources in the domain of arts learning, it highlights an array of concentrations and disciplines—from the highly visible to the uniquely niche—thus demonstrating the expansive and powerful role of the arts in education across multiple continents and cultures.*

## Professional Organizations

Professional organizations provide the field of arts education with community, networking opportunities, leadership, curricular resources, and the latest insights on research and policy developments. Below is a list of professional organizations that provide such services to a broad constituency of arts education professionals.

### *American Alliance for Theatre and Education (AATE)*

AATE is a network of theater artists, educators, and scholars who engage in educational theater practice with youth and communities. AATE provides research, advocacy, and teaching resources for practitioners.

<http://www.aate.com>

### *American Institute of Graphic Art (AIGA)*

AIGA supports design professionals, educators, and students pursuing and providing education in communication design.

<http://www.aiga.org>

*Arts Education Partnership (AEP)*

AEP is a vast consortium of education, arts, business, cultural, government, and philanthropic organizations interested in research, policy, and dialogue at the intersection of the arts and education.

<http://www.aep-arts.org>

*Asia Society*

The Asia Society is a worldwide educational organization dedicated to addressing global challenges in the arts, business, culture, education, and policy while strengthening partnerships between Asia and the United States.

<http://asiasociety.org>

*Association of Arts Administration Educators (AAAE)*

AAAE represents “graduate and undergraduate programs in arts administration, encompassing training in the management of visual, performing, literary, media, cultural, and arts service organizations.”

<http://www.artsadministration.org>

*Association of Teaching Artists (ATA)*

ATA fosters a national community of teaching artists through networking opportunities, collaboration, exchange of resources, and professional development experiences.

<http://www.teachingartists.com>

*Association for Theatre in Higher Education (ATHE)*

ATHE “serves as an intellectual and artistic center for producing new knowledge about theatre and performance-related disciplines, cultivating vital alliances with other scholarly and creative disciplines, linking with professional and community-based theatres, and promoting access and equity.”

<http://www.athe.org>

*Center for Arts Education Research at Teacher’s College, Columbia University*

The Center for Arts Education Research is “an interdisciplinary arts group founded to stimulate and support basic and applied research in the arts in human development, art education, and the arts in education . . . The Center calls upon expertise from professionals in the arts: visual, music, dance, theater, and media, and also from philosophy, cognitive and developmental psychology, curriculum, education, and technology.”

<http://www.tc.edu/a%26h/ArtEd/index.asp?Id=Home&Info=Homepage>

*Environmental Design Research Association (EDRA)*

An international, interdisciplinary organization, EDRA “promotes the advancement and dissemination of environmental design research, thereby improving understanding of the interrelationships between people, their built and natural surroundings, and helping to create environments responsive to human needs.” This member-only organization connects researchers, educators, and practitioners across multiple design-oriented disciplines to promote discussion and facilitate the sharing of research and best practices.

<http://www.edra.org>

*Grantmakers in the Arts (GIA)*

A national association of grantmakers to artists and arts organizations, GIA aims to “inform philanthropic practice to effectively address the urgent needs facing artists, arts organizations, and arts educators.” GIA programs and activities include conferences, workshops, webinars, publications, online communication, research, and policy work in philanthropy.

<http://www.giarts.org>

*International Society for Education Through Art (InSEA)*

A nongovernmental organization of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), InSEA provides resources that support “an international community dedicated to advocacy, networking and the advancement of research in art education.” InSEA develops publications, hosts online communities and regional and international conferences that exhibit student work, and provides practitioners with access to a range of research and teaching resources.

<http://insea.org>

*International Society for Music Education (ISME)*

A worldwide organization representing an international, interdisciplinary, and intercultural professional network, ISME seeks to “promote music learning across the lifespan” through publications, international and regional conferences, and opportunities for commissioned projects.

<http://www.isme.org>

*National Alliance for Media Arts and Culture (NAMAC)*

NAMAC “fosters and fortifies the culture and business of independent media arts” through leadership training programs, conferences, and topical publications.

<http://namac.org>

*National Alliance for Musical Theatre (NAMT)*

NAMT advances musical theater and education by providing a forum for sharing resources, networking opportunities, and program development across organizations throughout higher education and within individual practice.

<http://www.namt.org>

*National Assembly of State Arts Agencies (NASAA)*

NASAA “unites, represents and serves the [U.S.]’s state and jurisdictional arts agencies” across fifty-six states and jurisdictions. As members, state arts agencies are connected to their elected officials to advocate for arts funding, to receive education and training for grants and policy changes, and to gain access to forthcoming federal bulletins and papers addressing policy changes in the arts in education.

<http://www.nasaa-arts.org>

*National Association of Latino Arts and Culture (NALAC)*

NALAC is a nonprofit organization “exclusively dedicated to the promotion, advancement, development, and cultivation of the Latino arts field.” NALAC provides Latino arts agencies and individuals with regional and international workshops, grant programs, and networking opportunities to strengthen the growing alliance of Latino artists across the United States.

<http://nalac.org>

*National Association for Music Education (NAfME)*

NAfME provides online music education resources and hosts regional and international networking opportunities and professional development events for students and practitioners.

<http://www.nafme.org>

*National Dance Education Organization (NDEO)*

NDEO is a nonprofit organization devoted to “the advancement and promotion of high quality education in the art of dance. NDEO provides the dance artist, educator and administrator [with] a network of resources and support, a base for advocacy, and access to programs that focus on the importance of dance in the human experience.” NDEO offers resources for practitioners and organizations, such as scholarship and grant opportunities, research databases, regional and international professional development workshops, and access to federal and state advocacy opportunities.

<http://www.ndeo.org>

*National Guild for Community Arts Education*

The National Guild for Community Arts Education is a consortium of over 460 arts education programs located in forty-five U.S. states. The National Guild “foster[s] the creation and development of community arts education organizations by providing research and information resources, professional development, networking opportunities and funding, and by advocating on behalf of the field.”

<http://www.nationalguild.org>

*National Society for Education in Art and Design (NSEAD)*

A professional association and independent trade union, NSEAD serves as a “national authority concerned with art, craft and design across all phases of education in the United Kingdom.” The organization provides practitioners opportunities to share their practices and research and to participate in online and in-person discussions at the intersection of practice and policy in the U.K. NSEAD also provides members with online newsletters, journals, books, educational resources, conferences, and professional development events.

<http://www.nsead.org>

*President’s Committee on the Arts and the Humanities (PCAH)*

An advisory committee to the White House, PCAH “honors organizations and supports initiatives that give young people the opportunity to experience the mastery, discipline and accomplishment that is part of being an artist and scholar.” PCAH offers several competitive grants and awards, including the annual Youth Program Awards, formally known as the Coming Up Taller awards.

<http://www.pcah.gov>

*Theatre Communications Group (TCG)*

TCG is the national organization for the American theatre. With programs and services designed to “foster communication among professional, community and university theatres . . . TCG offers its members networking and knowledge-building opportunities through . . . conferences, events, research and communications; grants approximately \$2 million per year to theatre companies and individual artists; advocates on

the federal level and serves as the U.S. Center of the International Theatre Institute, connecting its constituents to the global theatre community.”

<http://www.tcg.org>

*Young Educators in the Arts (YEA)*

YEA supports an active community of young educators in the arts through workshops, social and professional networking events, and a variety of online tools.

<http://yeacollective.com>

## Journals

Arts education journals connect the field through literature. By publishing research, practitioner reflections, news about current events, updates on policy issues, and reviews of books, media, conferences, and exhibitions, the following journals promote intertextual conversations and forge discussion within and across a variety of arts education content areas.

*Art Education*

Published by the National Art Education Association, *Art Education* “covers a diverse range of topics dealing with subjects of professional interest to art educators. [The journal] is published bimonthly and each issue features a full-color Instructional Resource section” for educators.

<http://www.arteducators.org/research/art-education>

*Arts and Humanities in Higher Education*

*Arts and Humanities in Higher Education* is a quarterly, international, peer-reviewed journal that “publishes articles, reviews and scholarly comment relating to the arts and humanities in higher education.”

<http://ahh.sagepub.com>

*Canadian Review of Art Education: Research and Issues (CRAE)*

CRAE is “a refereed journal published by the Canadian Society for Education through Art.” The annual journal includes “theoretical and research-based submissions that address issues relating to art education.”

<http://www.csea-scea.ca/index.php/publications/journals>

*Contact Quarterly (CQ)*

CQ is a biannual journal that publishes “writings and interviews on postmodern and contemporary experimental dance, somatic movement practices, improvisational dance, mixed-abilities dance, teaching methods, creative process and performance.”

<http://www.contactquarterly.com/cq/contactq.html>

*International Journal of Art and Design Education (iJADE)*

iJADE, an “independently refereed” journal of articles and case studies published three times a year, “provides an international forum for the dissemination of ideas, practical developments, and research findings in art and design education.”

<http://www.nsead.org/publications/ijade.aspx>

*International Journal of Education and the Arts*

*International Journal of Education and the Arts* is an annual journal that “publishes peer reviewed research-based field studies including, among others, aesthetics, art theory, music education, visual arts education, media education, drama education, dance education, education in literature, and narrative and holistic integrated studies that cross or transcend these fields.”

<http://ijea.org>

*International Journal of Education Through Art (IJETA)*

*IJETA*, a peer-reviewed journal of research reports and critical essays published three times a year, “is interdisciplinary in its reflection of teaching and learning contexts and also in its representation of artistic approaches and practices. It provides a platform for those who wish to question and evaluate the ways in which art education is practiced, disseminated and interpreted across a diverse range of educational contexts.”

<http://www.insea.org/publications/international-journal-education-through-art>

*International Journal of Music Education (IJME)*

Published quarterly by the International Society for Music Education, *IJME* presents both research that expands knowledge about “the teaching and learning of music with a special interest toward an international constituency” and practice to advance “music teaching and learning at all age levels with issues of direct concern to the classroom or studio, in school and out, private and group instruction.”

<http://ijm.sagepub.com>

*Journal of Aesthetic Education (JAE)*

*JAE* is a quarterly, interdisciplinary journal that “focuses on clarifying the issues of aesthetic education understood in its most extensive meaning.” It features a variety of articles that range from “philosophical aesthetics and education, to problem areas in education critical to arts and humanities at all institutional levels; to an understanding of the aesthetic import of the new communications media and environmental aesthetics; and to an understanding of the aesthetic character of humanistic disciplines.”

<http://www.press.uillinois.edu/journals/jae.html>

*Journal of Arts and Communities*

*Journal of Arts and Communities* is a refereed journal that publishes articles, case studies, and reports or projects in progress in order to “provide a critical examination of the practices known as community or participatory arts, encompassing a field of work defined for this purpose as incorporating active, creative collaboration between artists and people in a range of communities.” Published three times a year, the journal includes “work happening in performance, visual arts and media, writing, multimedia and collaboration involving digital technology and associated forms.”

<http://www.intellectbooks.co.uk/journals/view-journal,id=159>

*Journal of Cultural Research in Art Education (jCRAE)*

Published annually by the United States Society for Education Through Art, *jCRAE* provides academic and photo essays “on social and cultural research relevant for art and visual culture education, including cultural foundations of art education, cross-cultural and multicultural research in art education, and cultural aspects of art in education.”

<http://ussea.webhost.uits.arizona.edu/JCRAE.html>

*Journal of Museum Education*

*Journal of Museum Education* is published three times a year with content “promoting and reporting on theory, training, and practice in the museum education field.” Articles contributed by museum, education, and research professionals explore topics such as: “learning theory; visitor evaluation; teaching strategies for art, science, and history museums; and the responsibilities of museums as public institutions.”

[http://museumeducation.info/?page\\_id=67](http://museumeducation.info/?page_id=67)

*Journal of Music Teacher Education*

*Journal of Music Teacher Education* is “a peer-reviewed online-only professional development journal published twice a year, [that] offers philosophical, historical, descriptive, or methodological articles related to music teacher education. Some issues offer media reviews and ‘Perspectives,’ essays that discuss opinions and viewpoints.”

<http://jmt.sagepub.com>

*Journal of Research in Music Education*

*Journal of Research in Music Education* is a “quarterly, peer-reviewed journal comprising reports of original research related to music teaching and learning. The wide range of topics includes various aspects of music pedagogy, history, and philosophy, and addresses vocal, instrumental, and general music at all levels, from early childhood through adult.”

<http://jrm.sagepub.com>

*Music Educators Journal*

*Music Educators Journal* is published quarterly and “offers peer-reviewed scholarly and practical articles on music teaching approaches and philosophies, instructional techniques, current trends and issues in music education in schools and communities.”

<http://mej.sagepub.com>

*Studies in Art Education: A Journal of Issues and Research*

*Studies in Art Education* is a quarterly research journal that “reports quantitative, qualitative, historical, and philosophical research in art education, including explorations of theory and practice in the areas of art production, art criticism, aesthetics, art history, human development, curriculum and instruction, and assessment.”

<http://www.arteducators.org/research/studies>

*Teaching Artist Journal (TAJ)*

*TAJ* is a peer-reviewed quarterly journal “that serves as a voice, forum and resource for teaching artists and all those working at the intersection of art and learning. Each issue includes a wide variety of writing about the most innovative and powerful work being done by teaching artists across the US and around the world.”

<http://tajournal.com>

*Update: Applications of Research in Music Education*

*Update* is a “peer-reviewed online-only journal [that] brings research in music teaching and learning close to everyday practice to help teachers apply research in their music classrooms and rehearsal halls.” This biannual journal publishes literature reviews and individual studies using accessible language.

<http://upd.sagepub.com>

*Visual Inquiry: Learning and Teaching Art*

*Visual Inquiry* is published three times a year and features “articles, reflections on artwork, interviews, original artwork and book/exhibition reviews” that are intended to provide a forum for “engaging the rich and multifaceted process of learning and teaching art that takes place in the classroom, studio, and beyond.”

<http://www.intellectbooks.co.uk/journals/view-Journal,id=201>

## Online Resources

In the past decade, the breadth of online resources available to arts educators has greatly expanded. Such resources provide arts education professionals with the opportunity to access information, connect to curricular resources, and engage with their colleagues. Below is a sample of online resources that range from social media platforms and blog sites to listservs and digital data archives—each geared toward the interests of arts education professionals.

*#artsed*

#artsed is the hash tag used by arts educators on Twitter and other social networking platforms. Tweets and other online material tagged with #artsed are searchable by a diverse audience interested in online conversations that broadly discuss the arts in education.

#artsed

*ARTSBlog*

ARTSBlog, the online discussion platform sponsored by Americans for the Arts, includes five different blogs focusing on arts education, arts marketing, emerging arts leaders, the private sector, and public arts.

<http://blog.artsusa.org>

*ArtsEd Digest*

*ArtsEd Digest* is an e-mail newsletter distributed bimonthly by the Arts Education Partnership that provides subscribers with news and information pertaining to arts and education, including new research, programs, events, and job opportunities.

<http://www.aep-arts.org/resources-2/artsed-digest>

*ARTSEdge*

A comprehensive resource for arts educators sponsored by the Kennedy Center for the Performing Arts, ARTSEdge “is an interactive online arts education website for K–12 teachers, parents and students” offering free materials and media tools “to enhance teaching and learning in, through and about the arts.”

<http://artsedge.kennedy-center.org>

*ArtsEdSearch*

A project of the Arts Education Partnership, ArtsEdSearch is “an online clearinghouse that collects and summarizes high quality arts education research studies and analyzes their implications for educational policy and practice.”

<http://www.artsedsearch.org>



*ArtsWatch*

*ArtsWatch* is a biweekly e-mail from Americans for the Arts that features “local, national, and international arts news.” The resource delivers a breadth of information in the education space, including recent funding trends and emerging funding sources for educational programming in the arts.

[http://www.artsusa.org/news/national\\_arts\\_news/default.asp](http://www.artsusa.org/news/national_arts_news/default.asp)

*Continuing the Conversation*

Continuing the Conversation publishes a variety of blogs and online resources designed to spur dialogue among arts educators. “The mission of Continuing the Conversation is to promote and advance dialogue in order to identify and work on urgent issues in the Arts in Education sector and to inspire those involved to lead and create change in this sector and beyond through expanding the place of the arts in education and in society.”

<http://aieconversation.org>

*Creating Quality: Tools for Improving Arts Education*

Creating Quality is an online collection of resources, tools, and information designed to help arts education professionals pursue and achieve high-quality programming.

<http://www.creatingquality.org>

*Cultural Policy and the Arts National Data Archive (CPANDA)*

CPANDA is an interactive digital archive of policy-relevant data on the arts, arts education, and cultural policy in the United States.

<http://www.cpanda.org/cpanda>

*Dance Exchange Dancer’s Resources and Toolbox*

The Dance Exchange Dancer’s Resources and Toolbox is an online database of concerts, interactive performances, community residencies, and professional training in community-based dance. Among the resources available on this site are inclusive lesson-planning and curriculum design materials that provide educators with a range of activities for students of all ages and abilities.

<http://danceexchange.org>

*International Music Education Research Centre (iMerc)*

iMerc digitally links students and educators across a broad range of musical disciplines, delivering useful content in the areas of “music education, music psychology, special needs education and music, early childhood and musical development, philosophy of music education, music technology education, musical performance, music curriculum, sociology of music,” and a range of other niche spaces in the field.

<http://www.imerc.org/imerc.php>

*Museum-Ed*

Museum-Ed provides online resources for museum educators, a digital forum for collaboration, and a virtual space where users may share current events and discuss trends in museum education practice.

<http://www.museum-ed.org>

*Music Education Research International (MERI)*

MERI digitally “disseminate[s] recent research that contributes to global views of music education.” The resource spans “geographic, cultural, political, and international boundaries . . . [and] refers to a broad definition of music education, in all settings (e.g., community, home, school, individual, and group), at all age levels from prenatal through the entire lifespan, and with regard to all aspects of music.”

<http://cmer.arts.usf.edu/content/templates/?a=900&z=135>

*NYFA Classifieds*

Supported by the New York Foundation for the Arts, NYFA Classifieds serves as a national clearinghouse for jobs, opportunities, and event listings in the arts and arts education, as well as a directory of studio rentals. Users are welcome to post or search jobs that range from internships to independent contractor work and from full-time entry level to senior leadership positions.

[http://www.nyfa.org/default\\_mac.asp](http://www.nyfa.org/default_mac.asp)

*Princeton Center for Arts and Cultural Policy Studies (CACPS)*

CACPS disseminates a range of online programming, providing scholars with “access to regularly collected information about cultural organizations, activities and providers” and supporting them in “produc[ing] timely research and analysis on key topics in arts and cultural policy.”

<http://www.princeton.edu/~artspol>

*Project MUSE*

Project MUSE is “a leading provider of digital humanities and social science content for the scholarly community.” The collections—including journals focused on area and ethnic studies, art and architecture, creative writing, education, film, music, theater, and the performing arts—support “research needs at academic, public, special, and school libraries worldwide . . . with over 120 publishers currently participating.” MUSE initiated the University Press Content Consortium (UPCC) Book Collections in January 2012 to add “book-length scholarship” to its palette of offerings.

<http://muse.jhu.edu>

*Worldwide Internet Music Resources, Indiana University School of Music*

A comprehensive, internationally sourced list of music associations, guilds, and societies, the Worldwide Internet Music Resources cover a range of niche disciplines throughout the fields of music composition, education, and performance.

[http://library.music.indiana.edu/music\\_resources/societ.html](http://library.music.indiana.edu/music_resources/societ.html)

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