

# ANNOTATED BIBLIOGRAPHY

## Samples to Get You Started

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### Sample #1 -

Marshall, J., & D'Adamo, K. (2011). Art practice as research in the classroom: A new paradigm in art education. *Art Education*, 64(5), 12-18.

Marshall and D'Adamo (2011) argue that because art production is increasingly viewed as a way to research, art-based research should follow in the K-12 paradigm. The article uses a high school student in an art classroom in CA to illustrate this and offers examples from the student's journal to highlight how the student moves from student to learner to researcher.

This study was conducted within the confines of an IB program. I wonder what doing art-as-research would look like without the experience and support of an IB program? Could it work in my classroom with my middle school students? The article lays out some of the things that students learn through art-as-inquiry, but I think I would like to see more direct quotes from students explaining this rather than a summary from the author to add more validity.

### Sample #2 -

Seidel, S., Tishman, S., Winner, E., Hetland, L., & Palmer, P. (2009). A study of excellence in arts education. *Principal Leadership*, 10(3), 46-51.

The article summarizes the findings from *The Qualities of Quality: Understanding Excellence in Arts Education*, a study commissioned by the Wallace Foundation and conducted by Harvard GSE. The study asked 1.) How do arts educators in the United States-including leading practitioners, theorists, and administrators-conceive of and define high quality arts learning and teaching?; 2.) What markers of excellence do educators and administrators look for in the actual activities of arts learning and teaching as they unfold in the classroom?; and 3.) How do a program's foundational decisions, as well as its ongoing day-to-day decisions, affect the pursuit and achievement of quality? The authors conducted interviews, site visits and a literature review. The article shares a tool called the Four Lenses Tool that was used to help answer the subjective questions the study examined.

I really appreciated the list of seven broad goals for art programs that they pulled from their research. It helped me think critically about my own art program. I think I'd like to really work on having students think creatively and make connections. The tool will be especially interesting for use in future studies. I would like to read the full study associated with the article, available from the Wallace Foundation (Seidel, Winner, Tishman, Hetland, and Palmer, 2009).