

The National Dance Education Organization and the National Endowment for the Arts present...

Evidence: A Report on the Impact of Dance in the K-12 Setting

What is the Evidence Report?

The National Dance Education Organization (NDEO) undertook a review of recent studies of how dance impacts K-12 learning, paying particular attention to several areas determined to be under-researched in the 2004 Report to the Nation (Bonbright, 2004).

Dance can have a positive impact on Student Achievement, Teacher Satisfaction, and School Culture!

A group of researchers combed a variety of databases, including recent theses, dissertations, and articles within the Dance Education Literature and Research descriptive index (DELRdi), the Fast Response Survey System (FRSS), and a newly discovered collection

of reports from the U.S Department of Education's Arts-in-Education programs in professional development and model programs.

Studies reveal that dance classes can have a positive impact on student achievement, teacher satisfaction, and school culture. This evidence is especially useful to legislators, administrators, teachers, parents, and students advocating for dance in their school districts. This brochure summarizes these studies and may be downloaded and disseminated via www.ndeo.org/evidence.



NDEO's work on the Evidence Report was supported through funding provided by the National Endowment of the Arts.



To read the full Evidence Report, go to www.ndeo.org/evidence

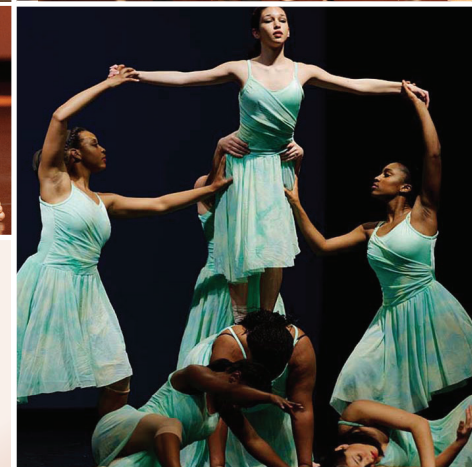
Stand Up for Dance in America's K-12 Schools

A Quick Guide for Legislators, Administrators, Teachers, Parents, and Students



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Photos by Scott Swanson. Courtesy of Anne Arundel County Public Schools.



To read the full report *Evidence: A Report on the Impact of Dance in the K-12 Setting* visit www.ndeo.org/evidence



IMPACT of DANCE EDUCATION

ON Student Achievement

Improves Academic Skills

- Florida: Students outperformed other districts in reading and math scores and increased test scores overall after incorporating visual, dance, and dramatic arts into the curriculum. (p. 22)
- Massachusetts: Integrating dance and chemistry helped students answer questions on the state achievement exam. They closed their eyes and visualized their dance to retrieve information about chemical reactions. (p. 18)
- Maryland: Dance helped students acquire abstract geometrical concepts and enhance problem-solving skills. (p. 16)
- California: Students who participated in dance demonstrated more persistence and had higher grades than those involved in non-dance activities. (p. 10)
- New York: Dance helped ESL students improve English skills and internalize understanding of the language. (p. 29)

Offers Neurological Benefits

- Dance is effective because it involves sensory input, holds students' attention for longer periods of time, helps them make connections between new and past learning, and improves long-term recall. (p. 37)

Provides Additional Student Benefits

- Lowers drop-out rates (p. 48)
- Enhances emotional well-being (p. 31)
- Supports learning of underserved populations including kinesthetic learners, special education students, and low-income learners (p. 23)

ON Teacher Satisfaction

Supports Integrative Teaching Methods

- New York: Integrating dance into the classroom helped teachers gain insights into student capabilities through the arts and teach academic subjects in new ways. (p. 24)
- Minnesota: Integrating dance and math changed teachers' perspectives on the classroom itself. Teachers thought differently about how education can take place in the classroom, they made room for integration, and they were interested in actualizing school wide change. (p. 19)

Fosters Teacher Morale

- Minnesota: Teachers in the dance and math integration study showed renewed commitment to their teaching, coming to enjoy and relish the extra time collaborating, reflecting, and planning new lessons. (p. 19)

Provides Additional Teacher Benefits

(p. 19-20)

- Increases teachers' interest in co-teaching
- Increases levels of authentic instruction
- Increases connections to the world beyond the classroom
- Increases social support for learning, high expectations, challenging work, and mutual respect



ON School Culture

Improves Attendance Rates

- New Jersey: Better than-average rates of student attendance, mobility and suspension, and teacher attendance were reported when arts were a part of the school experience (p. 30)

Upholds High Order Thinking Skills Consistent with National Standards

- Wisconsin: Dance was used as a form of assessment that measured learning beyond regurgitation of content. Students were able to use, apply, and abstract material to create new knowledge through dance. (p. 14)

Promotes Conflict Resolution

- Dance can allow students to express themselves, feel validated and accepted, and develop empathy. (p. 40)
- Dance engages all the senses, wires the brain for successful learning, develops gross motor skills, and enhances emotional well-being. (p. 38)

Offers Opportunities for Inclusion

- New York: Dance allowed immigrant and non-English speaking students to express themselves non-verbally and to incorporate aspects of self not supported in the new culture and language. (p. 31)
- New York: Dance offered new opportunities for cognitive growth and inclusion for special education students. (p. 20)