

Bridget Koza

Prof Maranda Green-Barteet and TA Jeremy Johnson

ARTHUM 2200E

14 March 2021

## Unessay Annotated Bibliography

### *Primary Sources*

Craft, Jerry, and Jim Callahan. *New Kid*. HarperCollinsPublishers, 2019.

Hamilton, Virginia. *The Planet of Junior Brown*. Aladdin Paperbacks, 2006.

Konigsburg, E. L. *From the Mixed-up Files of Mrs. Basil E. Frankweiler*. Atheneum Publishers, 1967.

Paterson, Katherine. *Bridge to Terabithia*. Thomas Y. Crowell Co., 1977.

### *Secondary Sources*

Birch, Jo. "Museum Spaces and Experiences for Children – Ambiguity and Uncertainty in Defining the Space, the Child and the Experience." *Children's Geographies*, vol. 16, no. 5, 2018, pp. 516–528., doi:10.1080/14733285.2018.1447088.

Through analysing the design and the child visitor experience of museums, the article proposes that museum spaces for children develop imaginative alternatives to the learning rhetoric. In addition, interviews from professionals in museology, anthropology, spatial design, urban planning, geography and sociology, help the author justify the open-ended learning experience that the space provides and suggest that it is essential for a child's skill development. Museum experiences emphasise "sensory and bodily encounters with space and matter," which

keep children more engaged with learning than the traditional reading and writing format. Using this information about the importance of museums for children would validate Claudia's museum experience in *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, as the space improves her creativity and bodily kinesthetic intelligence. The author further challenges the generalisability of a child's museum experience, suggesting future research that breaks "a long history of othering children through spaces and activities designed 'for' them". It is also important to note that adult theories of empowering child spaces aren't always right and for many museums, including the Metropolitan Museum of Art, children are fascinated by different design elements.

Cecire, Maria Sachiko. "Introduction: Spaces of Power, Places of Play." *Space and Place in Children's Literature, 1789 to the Present*, Routledge, 2015, pp. 1–19.

The introduction provides the intent of the full novel, which is to explore how metaphorical and physical space creates landscapes of power, knowledge, and identity in texts. Location and spatiality aid in defining the child's relationship to the world and to their imagination. This introduction is a valuable resource for understanding the influence of children's literature and how the setting empowers their readers. Cecire's brief mention of Yi-Fu Tuan's incites further argues "that space implies a certain freedom, while places offer security", and that art can capture that personal space. Tuan claims that personal experience is central to understanding how individuals locate themselves in space and place. This part of the introduction aids in arguing the importance of art as a means of communication, how "feelings and intimate experiences are inchoate and unmanageable to most people, but writers and artists have found ways of giving them form." In *The Planet of Junior Brown*, playing the piano is the only space where Junior feels comfortable and in a true area of play. As Junior's ability to create solar systems and play

the piano is being withdrawn from him, we see how he becomes powerless losing his figurative voice and losing his sense of direction in his world.

Coholic, Diana a. "Benefits of an Arts-Based Mindfulness Group Intervention for Vulnerable Children." *Child Adolescence Social Work Journal*, ser. 33, 17 Nov. 2015, pp. 1–13. 33, doi:DOI 10.1007/s10560-015-0431-3.

The article discusses research and findings from a study exploring the effectiveness of a 12-week art-based mindfulness group program for vulnerable children (children that were involved in welfare or mental health systems). After completing the program, not only did the participants score high on self-concept and resiliency-based tests, but had a high level of engagement and enjoyment while doing the activities. The researchers saw improvement in emotion regulation, mood, coping/social skills, confidence/self-esteem, empathy, and ability to pay attention. This research that art-based programs support mental health is proof that creativity is a space for meditation. In addition, the article is not only represented through the adult perspective, but accounts for the child's opinion of the program, which justifies the power of art through the child perspective. The specific attention to the mental benefits of drawing, also emphasizes the importance of drawing for Jordan in *New Kid*. Jordan is excited by art and drawing, and as the plot unravels, we see how his artistic practice generates confidence in his character. While his emotional shift at the end of the novel is due to many other factors, this research proves that the absence of his anxiety may have been a result of his artistic practice.

Lee, SeungYeon. "Art as Social Spaces to Be: Exploring Therapeutic Benefits of Art Therapy with Newly Immigrated Children Facing Social Isolation and Loneliness." *ATOL: Art*

*Therapy OnLine*, vol. 8, no. 1, 27 Feb. 2017, pp. 1–25.,

doi:<https://doi.org/10.25602/GOLD.atol.v8i1.434>.

By studying an art therapy session with three Korean children, this article explores the social challenges and lack of interpersonal interactions for children in immigrant families. The research justifies the healing value of artistic practices, which help young people cope with social isolation and loneliness, specifically how it allows “them to work through losses and re-establish social ties broken by immigration and acculturation”. The study confirms that art practices form long-lasting healthy peer relationships as “children draw upon social resources in the environment to broaden and deepen their experiences through being with others”. In relation to *Bridge to Terabithia*, we see Jesse’s confidence develop through his imaginative play with Leslie. While Jesse isn’t an immigrant child he suffers from isolation from his family. Drawings, playing music and imagination help him be comfortable around others, build his self-confidence and heals his loneliness.

Rosier, James Tyler. “Art and Memory: An Examination of the Learning Benefits of Visual-Art Exposure.” *Electronic Theses and Dissertations*, 2010,

doi:[10.1007/springerreference\\_61782](https://doi.org/10.1007/springerreference_61782).

Rosier’s research justifies the several benefits of art education for a student’s overall intelligence, specifically through its effects related to learning and memory. Using an experimental study, they further investigated how these beneficial effects of art in childhood transfer into adulthood, aiming to determine whether a beneficial relationship exists between creative art practices and memory. Participants who did a memory task after completing an art activity revealed to have better memory performance than participants who only took the

memory test. Interestingly the article also includes several examples of past research, both neuropsychological and literary evidence, to enhance the study-generated research. Rosier begins with the example of Claude Monet and amplifies his story with scientific evidence of creativity's ability to activate the right hemispheric brain and enhance the speed and efficiency of the cerebral cortex. In using this source, it will prove how all artistic practices expand the mind, whether it be through drawing, performing music, imaginative play or learning visually. The study reveals that memory performance is better when engaged in an art condition, which validates creative spaces from the scientific perspective and suggests that art practices can benefit all humans.

Setiawan, Risky, et al. "Multiple Intelligences-Based Creative Curriculum: The Best Practice."

*Journal of Critical Reviews*, vol. 7, no. 01, 9 Jan. 2020, pp. 611–627.,

doi:10.31838/jcr.07.01.52.

Inspired by Gardner's Theory of Multiple Intelligences (1999), the researchers produced an assessment to see if a creative curriculum-based learning program for children could advance multiple intelligences. Using research and development methodology - surveys, Forum Group Discussions, and evaluations of 300 Indonesian children - they constructed analysis of a child's multi skilled performance. Results of their assessment showed that children developed multiple intelligences and participating teachers confirmed better overall performance as a student. This research justifies the usefulness of art-based learning in early childhood and in education, for development of all skill sets other than visual-spatial intelligence. The information amplifies how creativity empowers my chosen characters with diverse intelligences. In *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, Claudia adapts a bodily kinesthetic intelligence as she generates a relationship with art; in *Bridge to Terabithia* Jamie develops interpersonal

intelligence through drawing and imaginative play; In *New Kid* Jordan gains intrapersonal intelligence through drawings and in *The Planet of Junior Brown*, Junior loses his linguistically and auditory intelligence as his solar system project and access to a piano are withdrawn from him.