The Arts, Health and Wellbeing Briefing

References

Catterall, James S. and Peppler, Kylie A. ‘Learning in the visual arts and the worldviews of young children’ Cambridge Journal of Education 2007, 37(4)

Connolly, M K, E Quin, and E Redding. (2011) "Dance 4 your life: exploring the health and well-being implications of a contemporary dance intervention for female adolescents." *Research in Dance Education* 12 (1): 53-66.

Grossi, E., et al. (2010) "The impact of culture on the individual subjective well-being of the Italian population: an exploratory study." *Applied Research in Quality of Life* 6 (4): 387-410.

Grossi, E., et al. (2012) "The Interaction Between Culture, Health and Psychological Well-Being: Data Mining from the Italian Culture and Well-Being Project." *Journal of Happiness Studies* 13: 129-148.

Hallam, S. (2015) *The Power of Music*. London: Music Education Council: pp99

Jenny Hughes and Karen Wilson. (2004) “[Playing a part: the impact of youth theatre on young people's personal and social development](http://www.tandfonline.com/doi/abs/10.1080/1356978042000185911).” [*Research In Drama Education: The Journal Of Applied Theatre And Performance*](http://www.tandfonline.com/toc/crde20/9/1)Vol. 9 (1)

Konlaan, B. et al. 2000. “Visiting the cinema, concerts, museums or art exhibitions as determinant of survival: a Swedish fourteen-year cohort follow-up” *Scandinavian Journal of Public Health* 28 pp.174–178

Leadbetter, C. and O’Connor, N. *Healthy Attendance? The Impact of Cultural Engagement and Sports Participation on Health and Satisfaction with Life in Scotland* (Scottish Government Social Research, 2013)

Merrell, C., Tymms, P. (2002). *National Theatre Transformation project: final evaluation report.* Durham: University of Durham.

Mowlah, Andrew, Vivien Niblett, Jonathon Blackburn and Marie Harris (2014) *The Value of Arts and Culture to People and Society.* London: Arts Council England.

Nuffield Foundation. 2012. Social trends and mental health: introducing the main findings. London: Nuffield Foundation.

Rees, G. & Main, G. (eds). 2015. Children’s views on their lives and well-being in 15 countries: An initial report on the Children’s Worlds survey, 2013-14. York, UK: Children’s Worlds Project (ISCWeB).

Roden, I. et al. 2016. “Effects of music and natural science training on aggressive behavior.” Learning and Instruction, 45, 85-92

Royal College of Paediatrics and Child Health. 2017. State of Child Health Report 2017 Accessed May 21 2017 [*http://www.rcpch.ac.uk/system/files/protected/page/SoCH%202017%20UK%20web%20updated.pdf*](http://www.rcpch.ac.uk/system/files/protected/page/SoCH%202017%20UK%20web%20updated.pdf)

Schellenberg EG, Corrigall KA, Dys SP, Malti T. 2015. “Group Music Training and Children's Prosocial Skills.” PLOS ONE 10(10): e0141449. Accessed 5 May 2017 <https://doi.org/10.1371/journal.pone.0141449>

Young Minds. 2016. Mental Health Statistics. Accessed September 21, 2016. <http://www.youngminds.org.uk/training_services/policy/mental_health_statistics>.

**Foreword references**

Connolly, M.K., Quinn, E. and Redding, E. (2011) ‘Dance 4 your life: exploring the health and well-being implications of a contemporary dance intervention for female adolescents’ *Research in Dance Education*, 12(1), pp.53–66

Roden, I. et al. (2016) ‘Effects of music and natural science training on aggressive behavior.’ *Learning and Instruction*, 45, 85-92

Kreutz, G., Bongard, S, Rohrmann, S., Grebe, D., Bastian, H.G. & Hodapp, V. (2004). ‘Effects of choir singing or listening on secretory immunoglobulin A, cortisol and emotional state’, *Journal of Behavioural Medicine*, 27(6), 623-635.

Cultural Learning Alliance (2017) *ImagineNation: the value of cultural learning*