

# Keep Music Education Strong



“MUSIC programs give kids the idea that they can make something of themselves... it takes a great deal of work to learn the art of musicianship... MUSIC is complex in its own nature; it is diverse, and that is what this country stands for...”

STUDENT,  
AGE 13  
THORNTON, TX

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**NAMM**  
believe in music

## Why learn music in school?

### Because music...

- Develops skills needed by the 21st century workforce: critical thinking, creative problem solving, effective communication, team work, and more
- Keeps students engaged in school and less likely to drop out
- Improves the atmosphere for learning
- Helps students achieve in other academic subjects like math, science and reading
- Helps communities share ideas and values among cultures and generations
- Is a disciplined human endeavor with intrinsic value to society

A recent Harris Poll revealed that 93 percent of Americans agree that the arts are vital to providing a well-rounded education for children. Let's work together to strengthen our commitment to quality music education for all children.

**MUSIC**  
IS MORE THAN  
ENTERTAINMENT.  
MUSIC IS ART.  
MUSIC IS SKILL.  
MUSIC IS PRACTICE.  
MUSIC IS LIFE.

STUDENT, AGE 15,  
ST. LOUIS, MO

## Research reveals strong correlations between quality music education in school and...academic achievement

Music enhances the process of learning. The systems they nourish, which include our integrated sensory, attention, cognitive, emotional and motor capacities, are shown to be the driving forces behind all other learning.

KONRAD, R.R., "EMPATHY, ARTS AND SOCIAL STUDIES," 2000

The College Entrance Examination Board found that students in music appreciation scored 63 points higher on verbal and 44 points higher on math than students with no arts participation.

"COLLEGE-BOUND SENIORS NATIONAL REPORT: PROFILE OF SAT PROGRAM TEST TAKERS," PRINCETON, NJ: THE COLLEGE ENTRANCE EXAMINATION BOARD, 2001

U.S. Department of Education data show that students who report consistently high levels of involvement in instrumental music during the middle- and high-school years show significantly higher levels of mathematics proficiency by grade 12.

CATTERALL, J., CHAPLEAU, R., AND IWANAGA, J., "INVOLVEMENT IN THE ARTS AND HUMAN DEVELOPMENT," 1999

Young children who received a year of musical training showed brain changes and superior memory compared with children who did not receive the instruction.

FUJIOKA, T., ROSS, B., KAKIGI, R., PANTEV, C., AND TRAINOR, L., *BRAIN, A JOURNAL OF NEUROLOGY*, OXFORD UNIVERSITY PRESS, SEPT. 2006

The vast majority—96 percent—of the school principals interviewed in a recent study agree that participation in music education encourages and motivates students to stay in school. Further, 89 percent of principals feel that a high-quality music-education program contributes to their school achieving higher graduation rates.

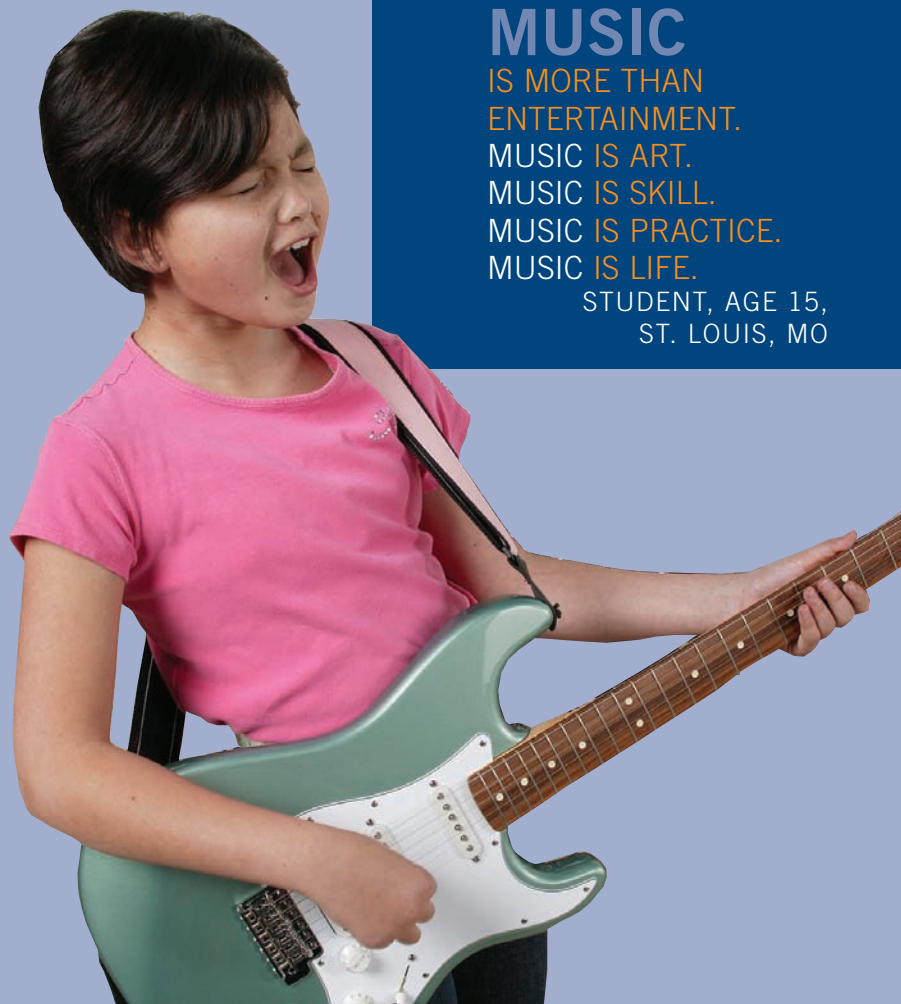
HARRIS INTERACTIVE POLL, 2006

A study of rural and urban inner-city schools found that arts programs helped schools in economically disadvantaged communities develop students' critical-thinking and problem-solving skills.

STEVENSON, L., DEASY, R., *THIRD SPACE: WHEN LEARNING MATTERS*, AEP, 2006

A study examined the influence of music education on nonmusical abilities, the effects of music lessons on academic performance, and cognitive abilities. The study revealed that students who participated in music lessons showed statistically higher intelligence quotients.

SHELLENBERG, G., *MUSIC LESSONS ENHANCE IQ, PSYCHOLOGICAL SCIENCE*, VOL. 15, NO. 8, 2004



## ...healthy social development

With music in schools, students connect to each other better—greater camaraderie, fewer fights, less racism and reduced use of hurtful sarcasm.

JENSEN, E., *ARTS WITH THE BRAIN IN MIND*, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, 2001

Students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco and illicit drugs among any group in our society.

U.S. HOUSE OF REPRESENTATIVES, *CONCURRENT RES. 266*, JUNE 13, 2000

There is a high relationship between interest in school music and high self-perception, high cognitive competence scores and general self-esteem.

COSTA-GIOMI, E., "THE MCGILL PIANO PROJECT," 1998

## ...preparation for the 21st century workplace

The skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, communicate and work cooperatively, are vital for success in the 21st century workplace.

U.S. HOUSE OF REPRESENTATIVES, *CONCURRENT RES. 355*, MARCH 6, 2006

The fact is the education system we're all trying so hard to improve was developed in the 18th and 19th centuries to meet the needs of a different age—the age of industrialism... But America is rapidly becoming a post-industrial economy. Now we need visionaries who can anticipate the future we face, while building on the traditions we've inherited. We need to figure out where we're going and reconfigure education accordingly.

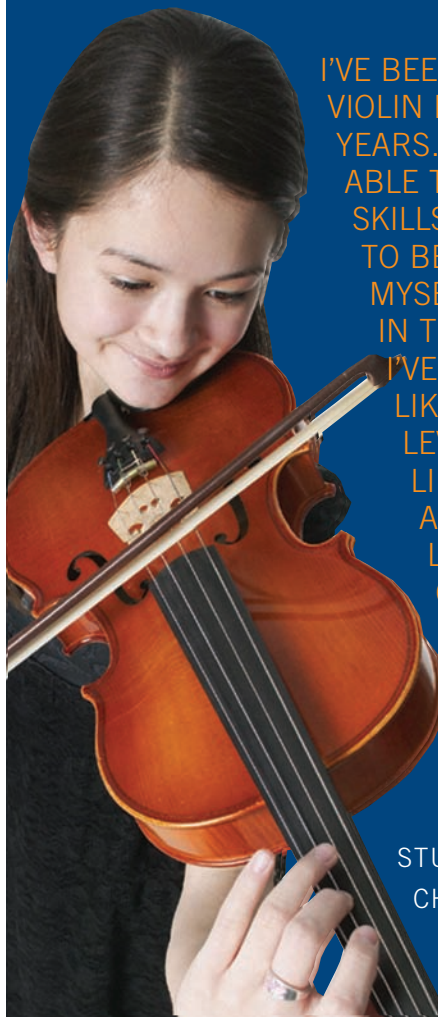
ROBINSON, SIR KEN, "HOW CREATIVITY, EDUCATION AND THE ARTS SHAPE A MODERN ECONOMY," EDUCATION COMMISSION OF THE STATES (ECS), 2005

Music majors are the most likely group of college grads to be admitted to medical school.

THOMAS, L., "CASE FOR MUSIC IN THE SCHOOLS," PHI DELTA KAPPA, 1994

The foremost technical designers and engineers in Silicon Valley are almost all practicing musicians.

DICKINSON, D., *MUSIC AND THE MIND*, 1993



I'VE BEEN PLAYING THE VIOLIN FOR OVER 10 YEARS...I AM ALSO ABLE TO USE THE SKILLS I'VE ACQUIRED TO BEGIN TO TEACH MYSELF GUITAR... IN THE MEANTIME, I'VE DEVELOPED A LIKING FOR HIGH-LEVEL MATH, LIKE CALCULUS, AND SCIENCE, LIKE ORGANIC CHEMISTRY AND PHYSICS. SOUNDS NERDY, I KNOW, BUT I PROMISE I'M NOT...

STUDENT, AGE 15,  
CHAPEL HILL, NC

## ...quality of a young person's life

The U.S. Department of Education agrees, identifying arts education as core curriculum in the federal No Child Left Behind Act. And a 2006 Gallup Poll revealed that 94 percent of Americans consider music to be part of a well-rounded education.

Students indicate that arts participation motivates them to stay in school, and that the arts create a supportive environment that promotes constructive acceptance of criticism and one in which it is safe to take risks.

BARRY N., TAYLOR, K. AND WALLS K., *CRITICAL LINKS: LEARNING IN THE ARTS AND STUDENT ACADEMIC AND SOCIAL DEVELOPMENT*, AEP, 2002

A Columbia University study revealed that students in the arts are found to be more cooperative with teacher and peers, more self-confident and better able to express their ideas.

BURTON, J., HOROWITZ, R., ABELES, H. *CHAMPIONS OF CHANGE*, AEP, 1999

## How can you get involved?

- Attend a school board meeting; speak and show support for music education in your community
- Publicly celebrate the success and popularity of your school music programs
- Rate your school, build your case and learn effective advocacy strategies at **www.SupportMusic.com**
- Create a local music education coalition of other arts groups, concerned parents and civic leaders
- Invite the local media to a school music performance
- Identify state legislative initiatives which may help or hurt your program
- Visit your congressional representatives—let your voice be heard

For more advocacy tips and tools, order your free SupportMusic Community Action Kit: Call 760.438.8001 or send an e-mail to **info@namm.org**

## About SupportMusic.com and the music education coalition

**SupportMusic.com** is a public service led by NAMM and MENC (the National Association for Music Education), which intends to critically impact resolve and support for music education in local communities around the United States. Tens of thousands of concerned citizens visit the Web site every month, looking for ways to defend their local school music programs.

The SupportMusic coalition invites all interested arts, parent, education, civic engagement and youth-serving organizations to become affiliates.

Organizations interested in participation in the music education coalition, please write to **info@namm.org**.

WHEN A CHILD LEARNS MUSIC IT IS MUCH MORE THAN NOTES AND SCALES; THEY DISCOVER THEMSELVES...IT CHALLENGES YOU WITH CREATIVITY AND DEMANDS SELF-DISCIPLINE. IT TAKES COMMITMENT AND TEAMWORK.

STUDENT, AGE 20,  
VAN NUYS, CA



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