



[www.nafme.org/programs/all-in](http://www.nafme.org/programs/all-in)



# ***All In for Advocacy and Music Education***



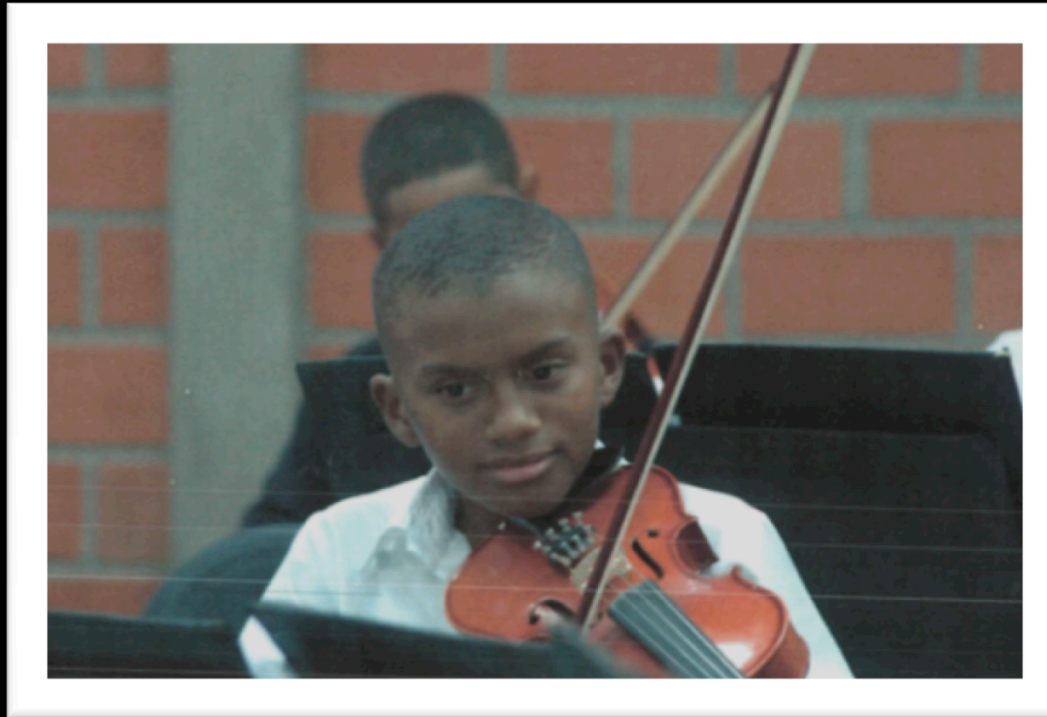
***Larry Livingston and Marcia Neel***

***January 15, 2016***

***11:00 AM and 12:15 PM • Harrison B***

# The Case for Music Education

## *The Global View*



## What the Research Shows



## **FLORIDA STUDY SHOWS CONVINCING CORRELATION**

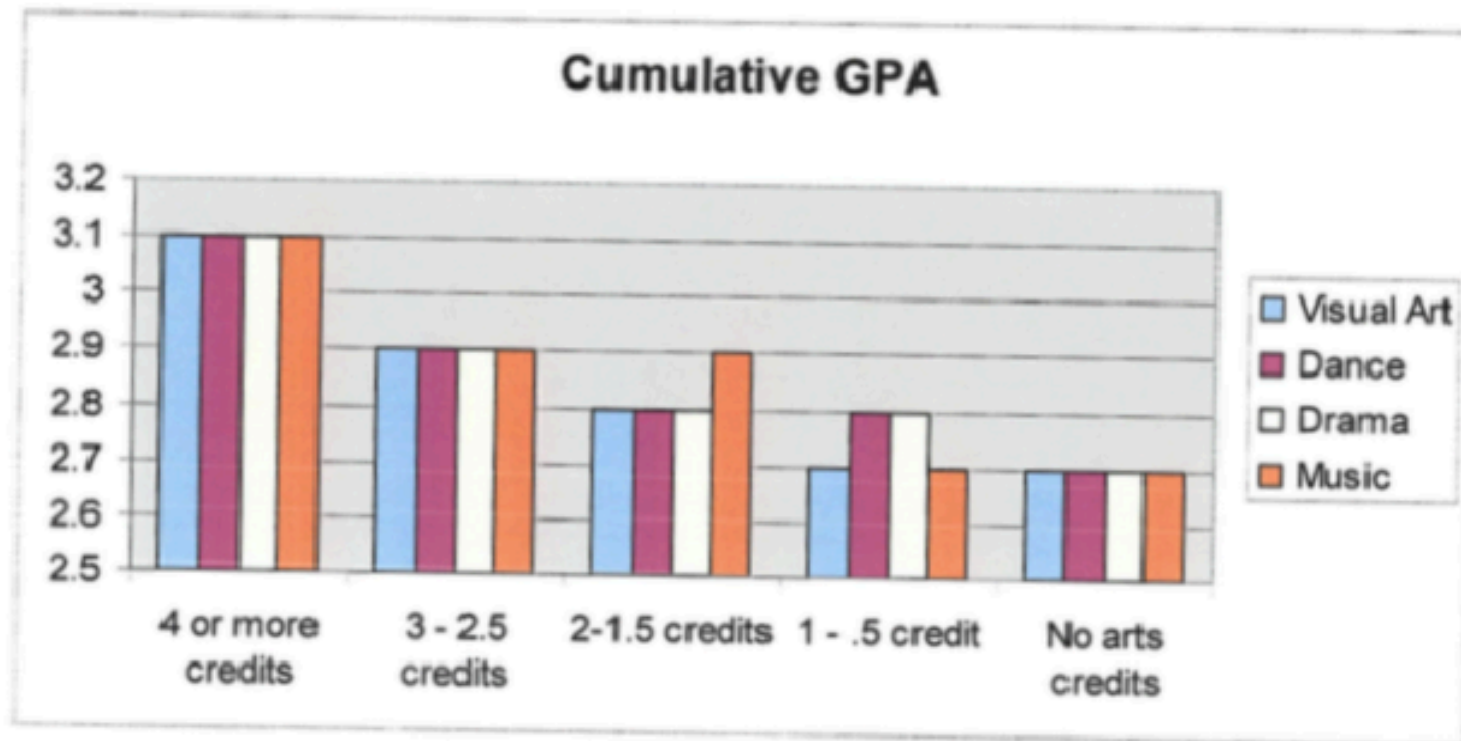
**A new study of the Florida 2007-2008 12th Grade Cohort (consisting of 188,859 students) illustrates a powerful correlation between participation in music courses and**

- ◆ higher graduation rates**
- ◆ higher GPAs and test scores**
- ◆ and lower drop out rates.**

## **FLORIDA STUDY CONFIRMS THAT MUSIC EDUCATION BENEFITS *ALL* STUDENTS, NOT JUST “THE TALENTED”**

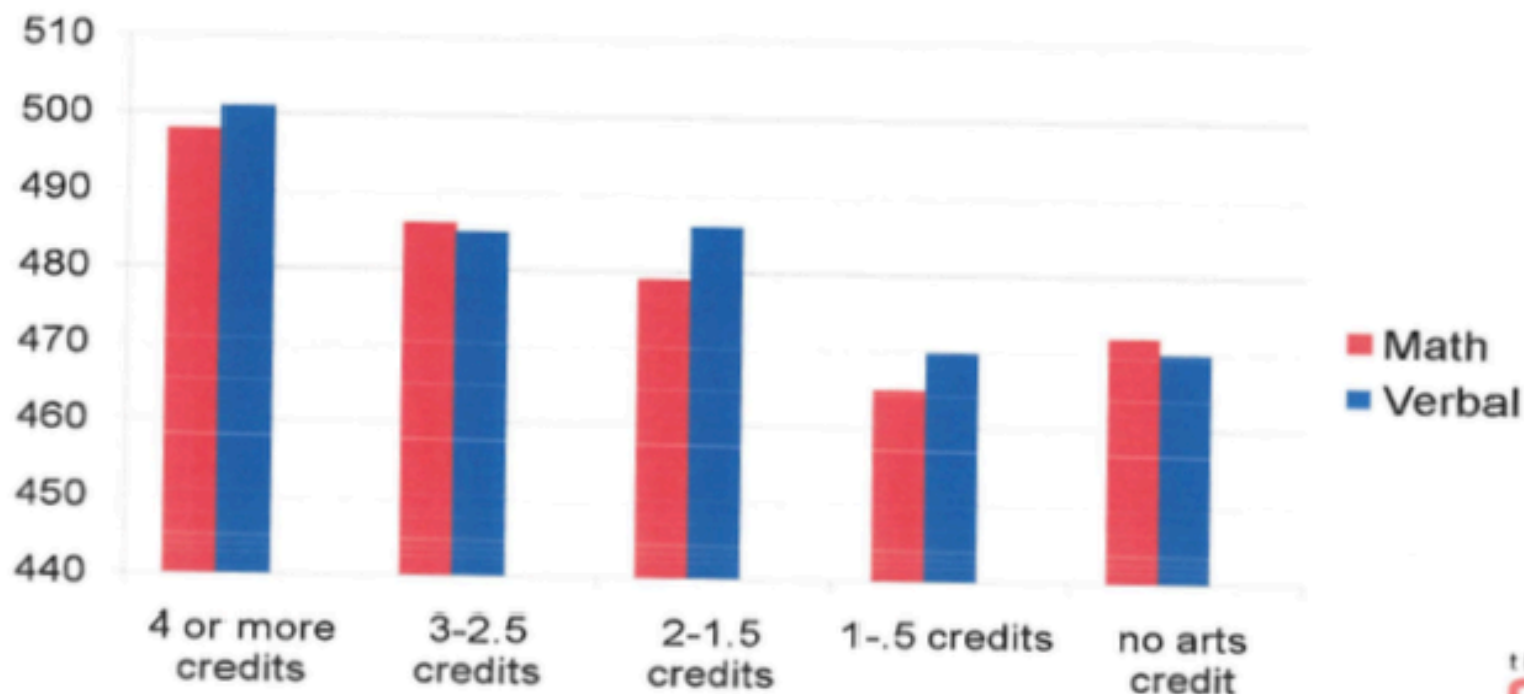
- ◆ The frequent perception is that only “talented” students join music classes and these students tend to always score well on academic assessments.
- ◆ The University of Florida data are taken from the entire state student population and include expanded cultural and academic demographics.
- ◆ Data show that participation in school music education activities can benefit *all* students, not just the “talented” few.

**FOR ALL FLORIDA STUDENTS, THE MORE MUSIC CLASSES TAKEN, THE HIGHER THE STUDENT ACHIEVEMENT IN SUCH MEASURES AS GRADUATION RATE, GPA, FCAT, AND THE SAT**



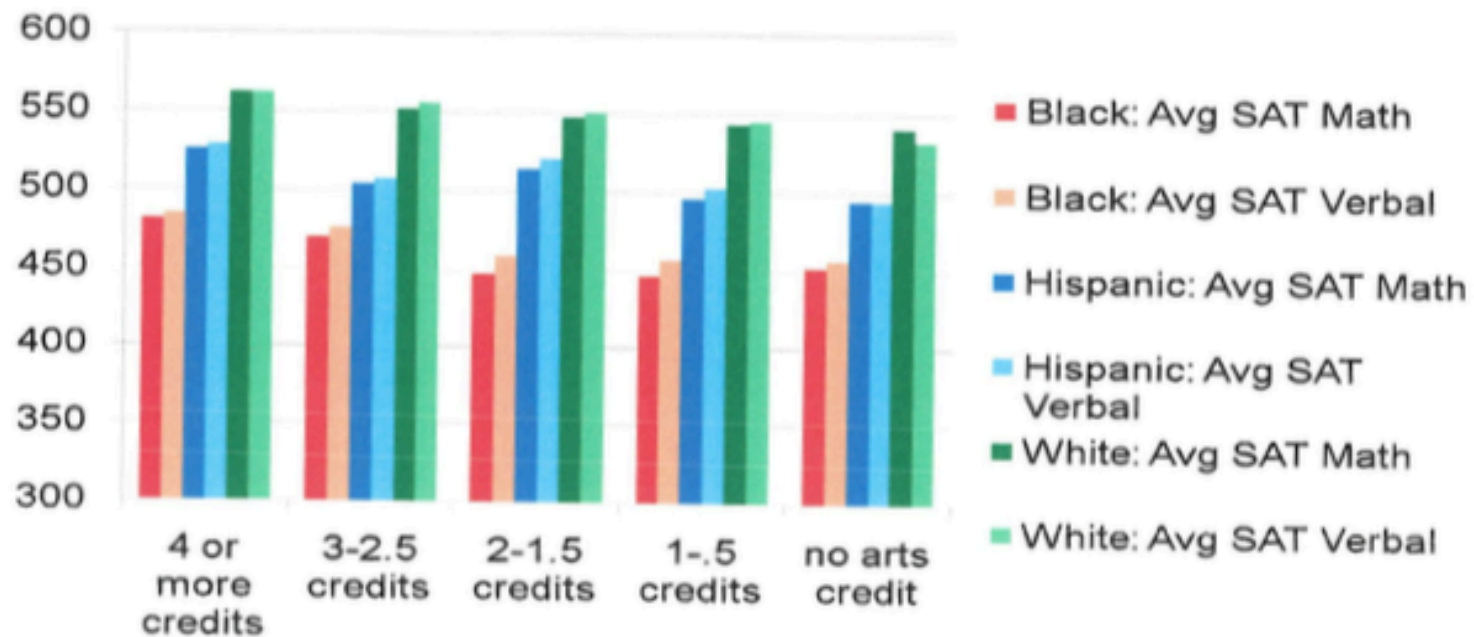
# FOR FLORIDA STUDENTS ON FREE AND REDUCED LUNCH, THE MORE MUSIC CLASSES TAKEN, THE HIGHER THE STUDENT ACHIEVEMENT

Correlation Between SAT Scores and Music Classes Taken By Students on Free and Reduced Lunch



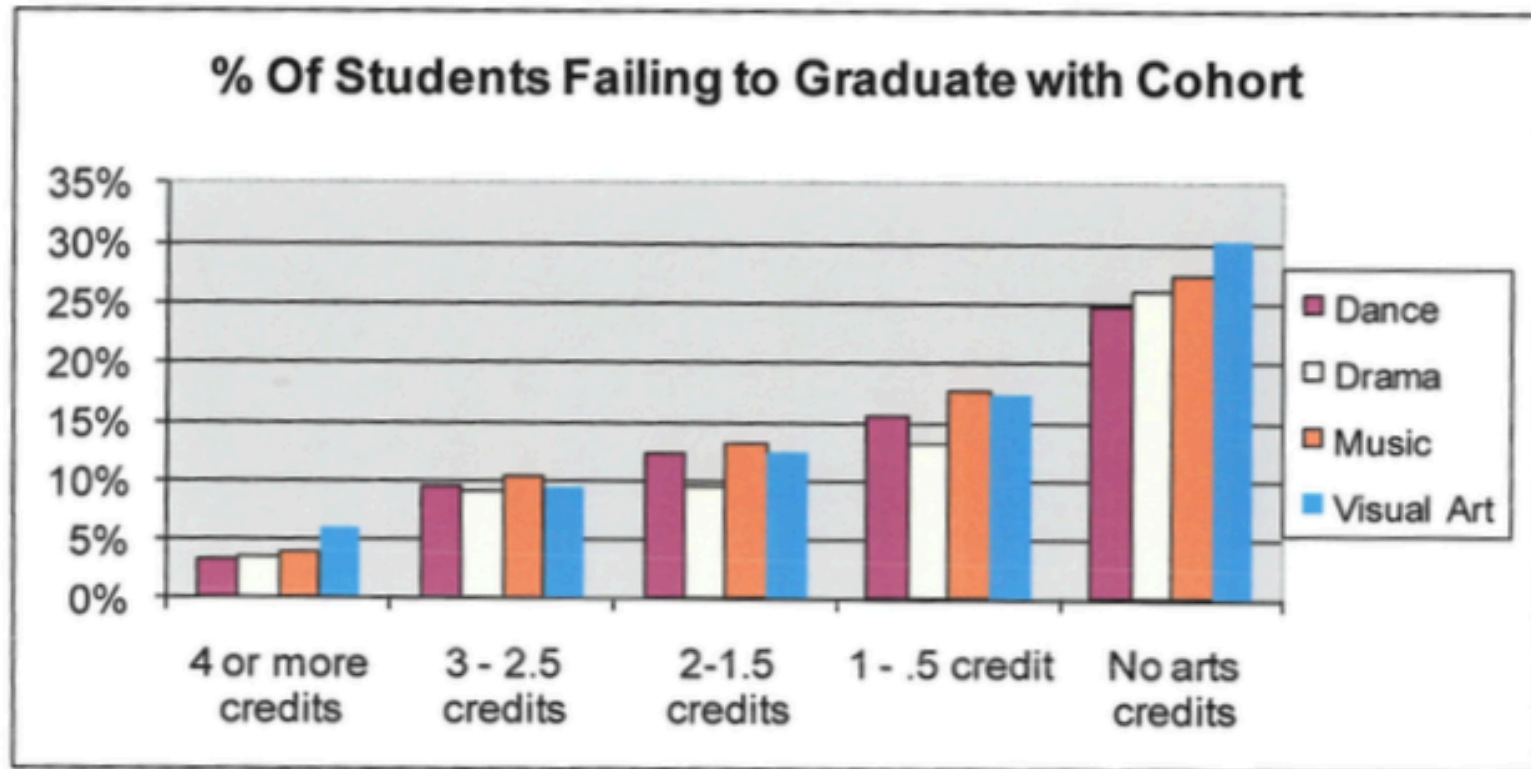
# FOR FLORIDA STUDENTS OF ALL ETHNICITIES, THE MORE MUSIC AND ARTS CLASSES TAKEN, THE HIGHER THE STUDENT ACHIEVEMENT

## Correlation Between SAT Scores and Music Classes Taken By Students of Different Ethnicities





## FLORIDA STUDY SHOWS THAT THE MORE MUSIC CLASSES TAKEN, THE LESS LIKELY A STUDENT IS TO DROPOUT OF SCHOOL



## **MULTIPLE STUDIES SHOW THAT MUSIC EDUCATION PREPARES STUDENTS TO LEARN**

*Music instruction prepares students to learn in the following ways:*

**ENHANCES FINE MOTOR SKILLS** – the ability to use small, acute muscle movements to write, use a computer, etc. (all essential for classroom learning)

**PREPARES THE BRAIN FOR ACHIEVEMENT** – the same parts of the brain used in processing math are strengthened through music practice

**FOSTERS SUPERIOR WORKING MEMORY** – the ability to mentally hold, control and manipulate information to complete higher-order tasks, such as reasoning and problem solving

## **RESEARCH SHOWS THAT MUSIC EDUCATION IMPROVES VERBAL RETENTION**

**Musical training develops the region of the brain responsible for verbal memory—the recall and retention of spoken words—which serves as a foundation for retaining information in all academic subjects.**



Ho, Y., Chueng, M., Chan, A.S. (2003). Music Training Improves Verbal but Not Visual Memory: Cross-section and Longitudinal Explorations in Children. *Neuropsychology*, 17(3), 439-450.

## **RESEARCH SHOWS THAT MUSIC EDUCATION SHARPENS STUDENT ATTENTIVENESS**

- ◆ **The ability to pay attention—visual focus, active listening and staying on task—is essential to school performance and beyond.**
- ◆ **This ability begins to develop early in life and is continuously refined.**
- ◆ **Early childhood training in instrumental music improves these attention abilities.**
- ◆ **Continued music education throughout adolescence reinforces and strengthens attentiveness.**

Neville, H., Andersson, A., Bagdade, O., Bell, T., Currin, J. Fanning, J., et al. (2008).  
Effects of Music Training on Brain and Cognitive Development in Under-privileged 3-to-5-  
year-old Children: Preliminary Results.



## **STUDIES SHOW THAT MUSIC EDUCATION DEVELOPS THE CREATIVE CAPACITIES FOR LIFELONG SUCCESS**

- ◆ **Engagement, persistence and creativity are components of higher-level thinking and complex problem solving.**
- ◆ **Research shows that music education nurtures these habits of mind that are essential for success in today's global, knowledge-based economy.**



## **STUDIES SHOW THAT MUSIC EDUCATION STRENGTHENS STUDENT PERSEVERANCE**

- ◆ Students involved in music surpass their peers on tasks measuring perseverance.
- ◆ The foundation of perseverance is motivation, commitment and persistence, all traits of creative individuals.



Scott, L. (1992). Attention and Perserverance Behaviors of Preschool Children Enrolled in Suzuki Violin Lessons and Other Activities. *Journal of Research in Music Education*, 40(3), 225-235.

## RESEARCH SHOWS THAT MUSIC EDUCATION EQUIPS STUDENTS TO BE CREATIVE

- ◆ Employers identify creativity as one of the top five skills important for success in the workforce.
- ◆ Music education helps develop originality and flexibility, which are key components of creativity and innovation.



## **STUDIES SHOW THAT MUSIC EDUCATION SUPPORTS BETTER STUDY HABITS AND SELF-ESTEEM**

- ◆ A study of music majors found that they felt more prepared for success in college than non-music majors.
- ◆ This readiness may be due to the discipline and focus developed via intense practice and performance opportunities prior to college.



Chesky, K.S., & Hipple, J. (1997, December). Performance Anxiety, Alcohol-related Problems, and Social/Emotional Difficulties of College Students: A Comparative Study Between Lower-division Music and Non-music Majors.



# The Case for Music Education

## *10 Things You Can Do Monday!*

### 10 Easy Strategies



## The Two Queries...

*1. What Do Principals Really Think?*

*2. What Have You Done to Make an Advocate out of Your Principal?*



*1. What I love best about my music teacher is that he/she is... (here we go!)*

Caring

Dedicated

Passionate

Committed

Success-oriented

Organized

Dynamic

Positive

A Team Player/Builder with Students, Staff  
and Parents



*1. What I love best about my music teacher is that he/she is... (cont.)*

Communicative

Encouraging

Flexible

Professional

Creative

Talented (Performer)

Intense (In a Good Way)

Effective with Pedagogy



*1. What I love best about my music teacher is that he/she is... (cont.)*

Responsible

Collegial

Motivational

Inspirational

Helpful

Content-oriented

A Music Advocate (Recruiter)

Demanding (Self and Students)



## *2. To improve the music program, I would ask my music teachers to...*

Communicate ! Communicate! Communicate!

Coordinate/Collaborate with Colleagues

Articulate with Feeder Schools More

Recruit/Retain More

Focus on Building Group Identity

Promote More

Perform More





## *2. To improve the music program, I would ask my music teachers to... (cont.)*



Help Administrators to Help Them  
(esp. on Class Sizes)

Extend Learning Into the Community

Develop More Partnerships

Incorporate School-wide Objectives

Assess Their Own Programs More  
Often



3. *What troubles me most* is that he/she is  
*not...*

Passionate

Considerate of the “Big Picture”

Communicative

Demanding Enough

Managing the Classroom Well

Lesson-planning Effectively

Even-tempered

A Team Player

Organized



# What Have You Done to Make an Advocate Out of Your Principal?

“I communicate and keep my principal informed.”



Every  
Student  
Succeeds  
Act

Google: “NAfME Everything ESSA”

*#MusicStandsAlone*

**“I communicate and keep my principal informed.”**

**The Arts and Achievement  
in At-Risk Youth:**

**Findings from  
Four Longitudinal Studies**

James S. Catterall,  
University of California Los Angeles  
with

Susan A. Dumais,  
Louisiana State University  
and

Gillian Hampden-Thompson,  
University of York, U.K.



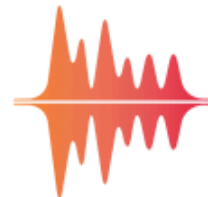
“I communicate and keep my principal informed.”



Metropolitan Nashville Public Schools

# *prelude*

## Music Makes Us Baseline Research Report



**MUSIC MAKES US**  
*inspire. create. perform.*



- Always Have Small Ensembles READY to Perform
- Invite Her (and Faculty) to PERFORM in the Holiday Concert
- Copy Him on All Correspondence
- Communicate Music Advocacy Information
- Took him Golfing *...He Won!!!!*

# **It's a Team Effort!**

## **Show Your Administrator The Way**



# 1. Engage Your Principal

Come on down...

“Help me give out instruments to the kids!”



# 1. Engage Your Principal

Come on down...

“I need an audience to help the students prepare for...”





# 1. Engage Your Principal

Come on down...

“Could you give a ‘talk’ to the Boosters?”



# 1. Engage Your Principal

Come on down...

“Could you provide **Opening Remarks** at our upcoming concert?”



- Praise your administrator in front of the parents for the support.
- Have students present a signed print.

**2. Ask your students to complete the sentence, “*Music makes the difference because...*” then use their responses.**

“...when you’re sad and then you hear music, it will cheer you up. And when you’re down, it will make you get up from where you are and start dancing. Music will always be there for you.”



# *Music Makes the Difference Because...*

“...it makes me feel free and like nobody is judging me.”



“...it helps me express my feelings into something other than words. Music makes you want to dance, and sing out loud; it can cheer you up, even on the gloomiest days.”



## 2. Ask your students to complete the sentence, *“Music makes the difference because...”*

### Use their responses...

- a. In your upcoming concert programs
- b. In your school newspaper’s “music corner” (Don’t have a “music corner?” You know what to do!)
- c. As copy for making banners/posters to display around the school
- d. As copy for recruitment fliers and posters at feeder schools
- e. As copy for IMEA publications
- f. As copy for a publication about your school’s FANTASTIC music program

3. Retrieve information about the value of studying music - quote it in any of the above outlets but especially on recruitment information! Share with your supervisor.

*HINT:* Start by visiting:

[www.nafme.org/take-action/  
advocacy-resources/  
supportmusic.com](http://www.nafme.org/take-action/advocacy-resources/)

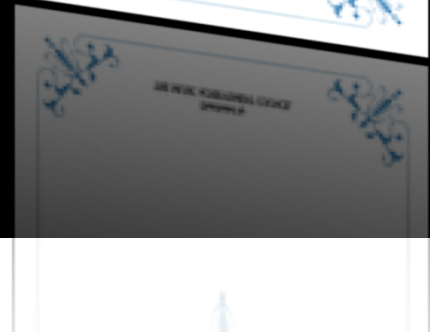
## 4. Recruit 24/7



# 4. Recruit 24/7

## First Performance Concert!

A scripted  
demonstration of  
what your  
students have  
learned





## 5. Recruit 24/7 – *Keep Music Education Strong* *GREAT FOR PARENT NIGHTS TOO!!!!!!*



Recently Revised to include the Very Latest Research and Statistics on the **Benefits of Music Education**.

**FREE COPIES** of assorted brochures available from ***SupportMusic.com***

6. In your next concert program, include an insert designating each attendee as a member of the newly-formed Mozart Middle School Coalition for Music Education/Music Boosters Club/Committee to Promote Music Education

- a. To help make the program better for those they love
- b. To help establish the program as a school-wide entity using a positive approach
- d. To feel invested -- i.e. “*buy-in*”

*continued...*

FOR PROGRAM INSERT: (Thank-you to the state of New York!)

**Mozart Middle School  
Music Department**

Congratulations!

You are now a member of the Mozart Middle School (Coalition for Music Education/ Music Boosters Club/Committee to Promote Music Education).

Because of your intense interest in the development of this program, we would like to add your name to our brand new mailing list so that you can be kept informed about all of our music news and department activities.

Simply complete this form and pass it over when the students come down the aisles to pick them up from you.

Thanks for your interest in the Mozart Middle School Music Program. We look forward to seeing you at all of our events.

Sincerely,

Name  
Director

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Name \_\_\_\_\_ Phone (H) \_\_\_\_\_

Preferred E-mail \_\_\_\_\_ FAX \_\_\_\_\_

Street Address \_\_\_\_\_ Zip \_\_\_\_\_

Place of Business \_\_\_\_\_ Phone (W) \_\_\_\_\_

Name of Contact (Student) in Music Program \_\_\_\_\_

# 7. Let the Information Come Directly to YOU!!!

Get on Twitter and start following!!!

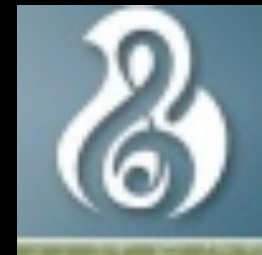
@NAfME

@NAMM Foundation

@MusicEdConsult

@MusicAchCouncil

@EricWhitacre





8. Arrange performances for the principal's meeting, school board, city council, state legislature, etc.  
*They will appreciate the "good news" for a change.*

**BE READY!!!!!!!!!!**

**PERFORM WELL!!!!**

9. Create a website, Twitter account, etc. and communicate, communicate, communicate. Share the GOOD NEWS!!!!



# Website Videos Could Include:

## Student Projects: *with Permission*



# Website Videos Could Include: School Announcements





# Website Videos Could Include:

## Performance Videos



10. Come up with a clever version of a “Happy Birthday” song to serenade your school staff on their special day. THEY WILL LOVE YOU FOR IT! Give away FREEBIES!



# Remember...***Your principal needs YOU!***

- Be an active, involved member of the faculty.
- Take part in as many school activities as you can.
- Volunteer to help when needed.
- Organize faculty functions, school food drives, etc. (at least one each semester)
- Ask how you/your program can help build school spirit.

11. *BONUS:*

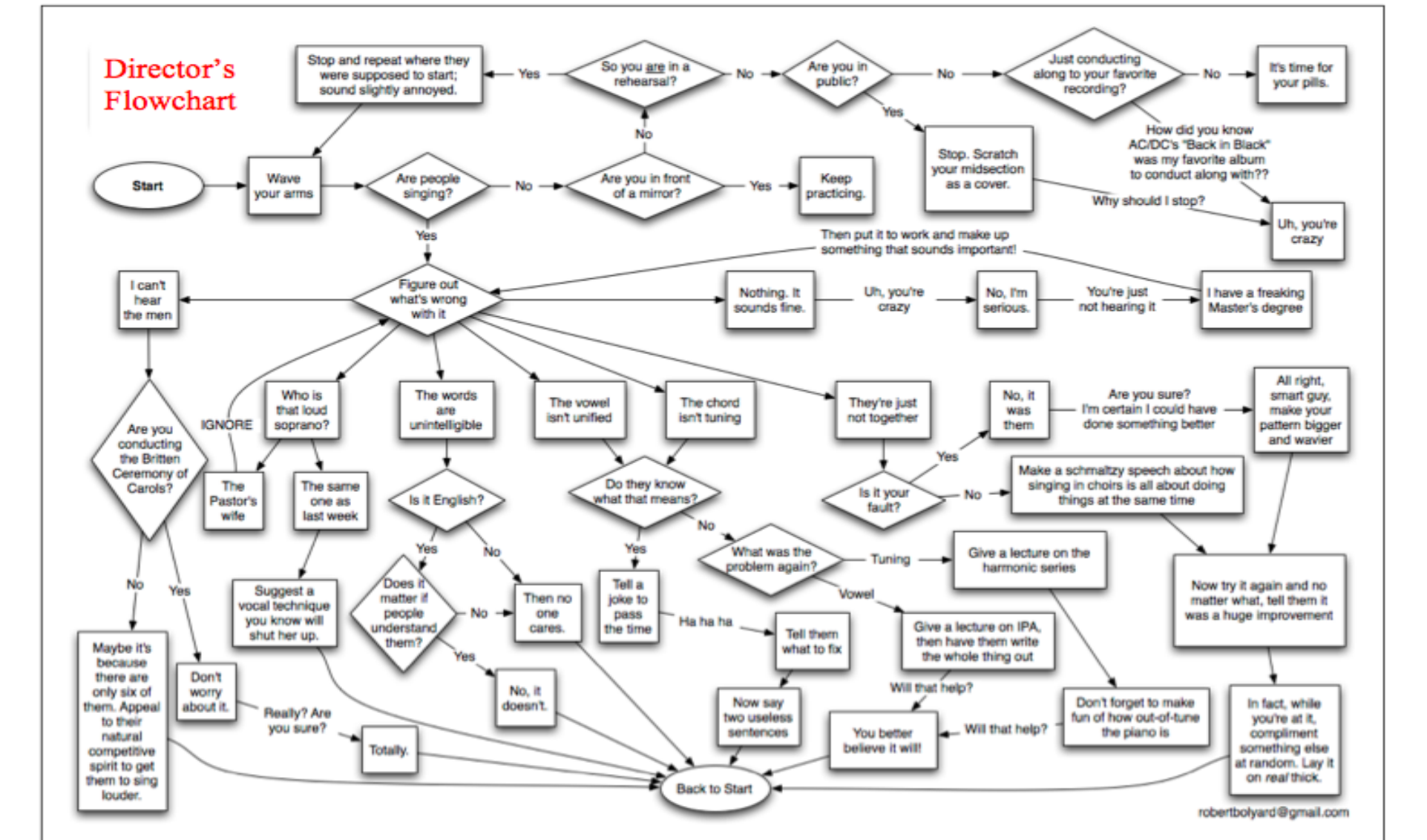
Never stop refining your abilities  
in all things.



Keep looking for  
“a better way.”



# *How Can I Do It All?*



*How Can I Do It All?*

Stay Focused  
on the “Why!”

*We are ALL in this  
for the Kids!*

# ***Thank You!***



*All Reports and PPT are Posted Online:*

[www.musicedconsultants.net/  
conference-materials](http://www.musicedconsultants.net/conference-materials)

*Contact Information:*

[marcia@musicedconsultants.net](mailto:marcia@musicedconsultants.net)

@MusicEdConsult on Twitter



[www.nafme.org/programs/all-in](http://www.nafme.org/programs/all-in)