

Why Music Education?

Music Motivates Students to Come to School and Stay in School

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. (Source: Barry, N., Taylor, K. and K. Walls Critical Links: Learning in the Arts and Student Academic and Social Development, AEP, 2002.)

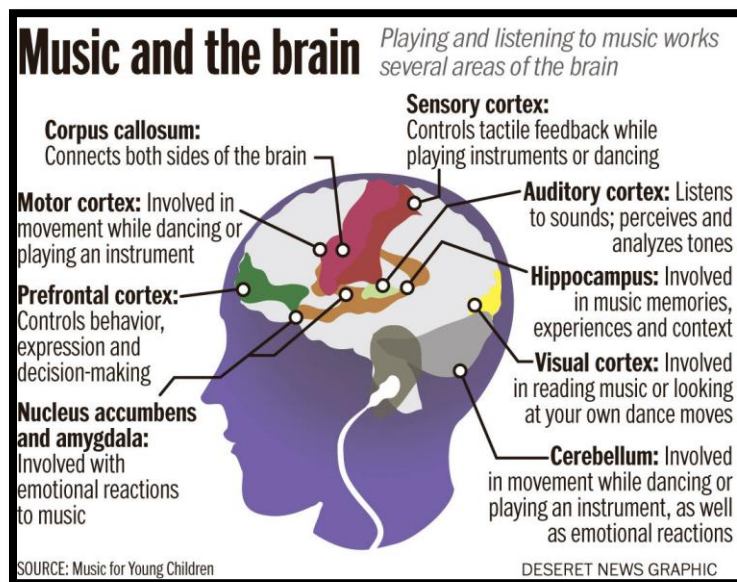
The vast majority —96 percent—of the school principals interviewed in a recent study agree that participation in music education encourages and motivates students to stay in school. Further, 89 percent of principals feel that a high-quality music education program contributes to their school achieving higher graduation rates. (Source: Harris Interactive Poll, 2006.)

Music Increases Academic Performance

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. (Source: Glenn Schellenberg, Music Lessons Enhance IQ, Psychological Science, Vol. 15, No. 8, 2004.)

The College Entrance Examination Board found that students involved in public school music programs scored 107 points higher on the SAT's than students with no participation. (Source: Profiles of SAT and Achievement Test Takers, The College Board, compiled by the Music Educators National Conference, 2002)

Musically trained children performed better in a memory test that is correlated with general intelligence skills such as literacy, verbal memory, visiospatial processing, mathematics, and IQ. (Source: Dr. Laurel Trainor, Prof. of Psychology, Neuroscience, and Behavior at McMaster University, 2006)



Music Promotes a Positive School Environment

With music in schools, students connect to each other better— greater camaraderie, fewer fights, less racism and reduced use of hurtful sarcasm. (Source: Jensen, E., Arts With the Brain In Mind, Association for Supervision and Curriculum Development, 2001.)

A Columbia University study revealed that students in the arts are found to be more cooperative with teachers and peers, more self-confident and better able to express their ideas. (Source: Burton, J., Horowitz, R., Abeles, H. Champions of Change, Arts Education Partnership, 1999.)

Music Develops Life Skills

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. (Source: U.S. House of Representatives, Concurrent Resolution 355, March 6, 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. (Source: Stevenson, L., Deasy, R., *Third Space: When Learning Matters*, AEP, 2005.)

The U.S. Department of Labor issued a report in 1991 urging schools to teach for the future workplace. The skills they recommend (working in teams, communication, self-esteem, creative thinking, imagination, and invention) are exactly those learned in school music and arts education programs. (Source: 1991 SCANS Report, U.S. Department of Commerce)

Music Creates Good Citizens

“The challenge to American education has never been simply to raise test scores — that is a relatively recent and limited goal. The challenge has always been to raise citizens who are capable of active participation in the social, cultural, political and economic life of the world’s longest experiment in democracy, an experiment demanding a free, educated and committed citizenry. We are amazed to discover anew the role of the arts in realizing that vision and creating that democracy.” (Source: Lauren M. Stevenson and Richard J. Deasy, *Third Space: When Learning Matters*, Arts Education Partnership, 2005.)

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