

MUSIC EDUCATION

helps young people feel inspired and motivated.



Become active in your community and create opportunities for high-quality music education for children.

Get **INVOLVED** Today.

Children deserve a complete education that includes music and arts instruction.

How strong and vibrant is your school music program? You can help defend opportunities in music for every child: Meet with parents and civic leaders, learn how school budgets are determined, visit with school administrators, and present a case for music education to school leadership and your school board.

Order your free SupportMusic Community Action Kit: Call 760-438-8001 or send an e-mail to info@namm.org. NAMM Member hotline: 800-767-6266

Go to www.SupportMusic.com for free tools and resources from the SupportMusic Coalition, representing national, state and local organizations united to defend music education.

NAMM[®]
believe in music

Support Music
Brought to you by NAMM and MENC **.com**

Or contact the community-minded organization below for more information:



Why Learn to Play Music?

Versión en **ESPAÑOL** en el reverso



“Opening my trumpet case for the first time, I didn’t know that I was actually opening a door to other things...”
STUDENT,
AGE 13

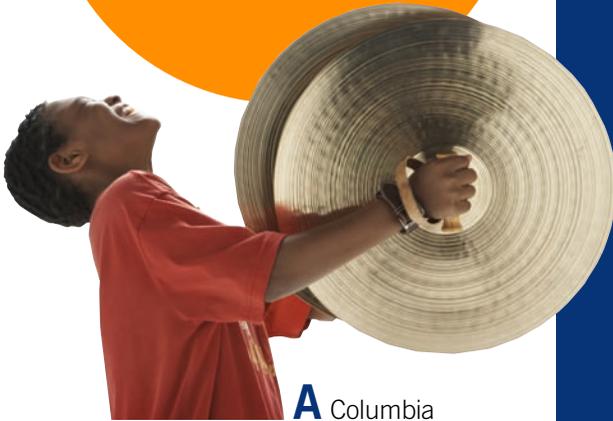
Research tells us children who **PLAY MUSIC** do better in school and in life.

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.



PLAYING MUSIC

builds motivation and self-esteem.



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.

BURTON, J., HOROWITZ, R., ABELES, H. *CHAMPIONS OF CHANGE*, ARTS EDUCATION PARTNERSHIP, 1999

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



“I’ve been playing the violin for over 10 years ... I am able to use the skills I’ve acquired to begin teaching myself guitar. Meanwhile, I’ve developed a liking for calculus, and science, organic chemistry and physics. Sounds nerdy, but I promise I’m not ...”

STUDENT,
AGE 15

MUSIC LESSONS

boost thinking skills.

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

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.

GLENN SCHELLENBERG, *MUSIC LESSONS ENHANCE IQ*, *PSYCHOLOGICAL SCIENCE*, VOL. 15, NO. 8, 2004

SCHOOL MUSIC

fosters well-being.

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, 2005

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

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



LEARNING MUSIC

builds skills for the future.

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 RESOLUTION 355*, MARCH 6, 2006

“With my instrument, I have learned to listen to the sounds of the ensemble to create a more beautiful overall voice.”

STUDENT,
AGE 17

