

# We Want Music but . . . .

## *Support for Pull-Out Instrumental Music as Part of the School Day Curriculum.*

**We just have no time in the school day. Students miss what is being taught in their classroom.**

With California's rigorous standards there is a tremendous amount of curriculum to cover, but the curriculum should be considered as a whole, not little individual lessons that students might miss. Let's suppose music instruction occurs on Wednesdays and the teachers see groups of students leaving the classroom throughout the morning. This is the perfect day to have students work on projects that cover the California standards in a more holistic, ongoing fashion. Students might work on book reports that utilize comprehension and writing skills or work on math activities that involve problem-solving and reinforcing of math skills.

**Our teachers would never allow the disruption.**

Today's educational leaders know that music instruction is not a distraction; rather, it is an important piece in a child's education. As the school administrator, you know how to give encouragement to your teachers. If the school principal supports music as a discipline that enhances classroom instruction and encourages teachers to embrace the whole child, music instruction simply becomes a natural part of the school day.

**Our focus is on academics and improving test scores.**

Music instruction is academic and study after study supports the data that music instruction increases test scores. A school with music instruction provides a more rigorous, academic program than schools without music.

### Keys to Success: Music Study!

Music is designated a core academic subject.

*No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)*

The College Board identifies the arts as one of the six basic academic subjects students need in order to succeed in college.

*Academic Preparation for College: What Students Need to Know and Be Able to Do, 1983 [still in use], The College Board, New York*

Preschoolers provided with several months of music training scored significantly higher on a task designed to measure spatial-temporal reasoning than was expected by population norms.

*Rauscher, Shaw, Levine & Wright, 1993*



Students participating in music scored higher on the SATs than students with no arts participation.

- Scores for students in music performance classes were 57 points higher (Verbal) and 41 points higher (Math).
  - Scores for students in music appreciation classes were 63 points higher (Verbal) and 44 points higher (Math).
- College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001*

Elementary students' math test scores rose as their time in arts education classes increased.

Second grade students who were given music lessons scored 27% higher on proportional math and fraction tests than children who received no special instruction. They were also able to solve proportional math problems at a sixth grade level.

*Keeping Mozart in Mind, Academic Press*