

## Music Advocacy's Top Ten for Parents

1. Music — specifically song — is one of the best training grounds for babies learning to recognize the tones that add up to spoken language.

- Sandra Trehub, University of Toronto, 1997.

2. Researchers at the University of Muenster in Germany have discovered that music lessons in childhood actually enlarge parts of the brain. An area used to analyze the pitch of a musical note is enlarged 25% in musicians compared to people who have never played an instrument. The earlier the musicians were when they started musical training, the bigger this area of the brain appears to be.

- Pantev et al., *Nature*, April 23, 1998.

3. A research team exploring the link between music and intelligence reports that music training - specifically piano instruction - is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills necessary for learning math and science.

- Dr. Frances Rauscher and Dr. Gordon Shaw, *Neurological Research*, University of California at Irvine February, 1997.

4. Studying music strengthens students' academic performance. Studies have indicated that sequential, skill-building instruction in art and music integrated with the rest of the curriculum can greatly improve children's performance in reading and math.

- Martin Gardiner, Alan Fox, Faith Knowles, and Donna Jeffrey, "Learning Improved by Arts Training," *Nature*, May 23, 1996.

5. There is a very high correlation between positive self-perception, high cognitive competence scores, healthy self-esteem, total interest, school involvement, and the study of music.

- O.F. Lillemyr, "Achievement Motivation as a Factor in Self-Perception," Norwegian Research Council for Science and the Humanities.

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6. On the basis of observations and experiments with newborns, neuroscientists now know that infants are born with neural mechanisms devoted exclusively to music. Studies show that early and ongoing musical training helps organize and develop children's brains.

- Susan Black, "The Musical Mind," *The American School Board Journal*, January, 1997.

7. Research shows when a child listens to classical music the right hemisphere of the brain is activated, but when a child studies a musical instrument both left and right hemispheres of the brain "light up." Significantly, the areas that become activated are the same areas that are involved in analytical and mathematical thinking.

- Dee Dickinson, "Music and the Mind," *New Horizons for Learning*, 1993.

8. Courses in music, as well as in art and drama, positively influenced the decisions of high school students not to drop out of school.

- N.H. Barry, J.A. Taylor, and K. Walls, "The Role of the Fine and Performing Arts in High School Dropout Prevention

9. The U.S. Department of Education recommends that middle/junior high school students take courses in the arts, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is well known and widely recognized that the arts contribute significantly to children's intellectual development."

- "Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years," U.S. Department of Education, 1997.

10. College admissions officers give special consideration to students who have mastered the arts in depth by taking arts courses in high school.

- Thomas C. Duffy, "Can Colleges Help School Fine Arts Programs?" *Connecticut Music Educators Association News*.

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1. In a 2000 survey, 73 percent of respondents agree that teens who play an instrument are less likely to have discipline problems.

- *Americans Love Making Music – And Value Music Education More Highly Than Ever*, American Music Conference, 2000.

2. Students who can perform complex rhythms can also make faster and more precise corrections in many academic and physical situations, according to the Center for Timing, Coordination, and Motor Skills.

- *Rhythm seen as key to music's evolutionary role in human intellectual development*, Center for Timing, Coordination, and Motor Skills, 2000.

3. A ten-year study indicates that students who study music achieve higher test scores, regardless of socioeconomic background.

- Dr. James Catterall, UCLA.

4. A 1997 study of elementary students in an arts-based program concluded that students' math test scores rose as their time in arts education classes increased.

- "Arts Exposure and Class Performance," *Phi Delta Kappan*, October, 1998.

5. First-grade students who had daily music instruction scored higher on creativity tests than a control group without music instruction.

- K.L. Wolff, *The Effects of General Music Education on the Academic Achievement, Perceptual-Motor Development, Creative Thinking, and School Attendance of First-Grade Children*, 1992.

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6. In a Scottish study, one group of elementary students received musical training, while another other group received an equal amount of discussion skills training. After six (6) months, the students in the music group achieved a significant increase in reading test scores, while the reading test scores of the discussion skills group did not change.

- Sheila Douglas and Peter Willatts, *Journal of Research in Reading*, 1994.

7. According to a 1991 study, students in schools with arts-focused curriculums reported significantly more positive perceptions about their academic abilities than students in a comparison group.

- Pamela Aschbacher and Joan Herman, *The Humanitas Program Evaluation*, 1991.

8. Students who are rhythmically skilled also tend to better plan, sequence, and coordinate actions in their daily lives.

- "Cassily Column," *TCAMS Professional Resource Center*, 2000.

9. In a 1999 Columbia University study, students in the arts are found to be more cooperative with teachers and peers, more self-confident, and better able to express their ideas. These benefits exist across socioeconomic levels.

- The Arts Education Partnership, 1999.

10. College admissions officers continue to cite participation in music as an important factor in making admissions decisions. They claim that music participation demonstrates time management, creativity, expression, and open-mindedness.

- Carl Hartman, "Arts May Improve Students' Grades," *The Associated Press*, October, 1999.