

National Association for Music Education

ARTSUEDUCATION

Welcome to a new national campaign in support of arts education for all students!



Sponsored by



Arts Education Partnership
American Alliance for Theatre and Education
National Art Education Association
Educational Theatre Association
National Association for Music Education
National Dance Education Organization
State Education Agency Directors of Arts Education
Young Audiences Arts for Learning

What we know

Arts education

- ✓ nurtures healthy, inclusive communities where all points of view are respected.
- promotes cultural awareness and civil discourse.
- ✓ supports the social and emotional well -being of students and fosters a welcoming and safe school environment;
- ✓ provides multiple pathways for every student's creative voice and the communication of their ideas.





Arts education is part of a well -rounded education for all students as understood and supported by federal and state policymakers.

The Challenges to arts education in 2021-22

- Budget shortfalls
- A focus on remediation
- A continued need for Personal Protective Equipment that is unique to the performing arts classroom



The campaign core ask

The Arts ARE Education and must remain central to a well -rounded education and fully funded to support the well -being of all students and the entire school community.

We are asking school boards and community members throughout the country to support funding for school -based arts education programs in 2021-22.

What we must do

Mobilize our colleagues, teachers, administrators, students, legislators, and all community members who believe that school -based education in dance, media arts, music, theatre and visual arts must remain available to all students.



The Arts ARE Education School Board Resolution

Whereas all students have the right to an arts education that includes dance, media arts, music, theatre, and visual arts taught by certified arts educators, in partnership with community providers...



The Arts ARE Education Pledge

The arts are part of a balanced education, providing America's learners with crucial skills and knowledge they need to be productive, college- and career-ready individuals...





State Representative Template Letter

Please fully fund public education, including the arts, during this year's budgeting process. In addition, I encourage you to invite the schools in your legislative district to adopt the Arts ARE Education resolution at https://artsareeducation.org



Dear School Board letter

The Arts ARE Education Resolution asks you, the school board for
______ district, to resolve that the district will continue to fully fund and provide appropriate resources to support arts education programs during the 2021-2022 school year and beyond...



Campaign talking points

Schools and communities that recognize the value of arts education in the 2021-22 school year and beyond should ensure that:

- ✓ Arts education programs continue to be funded.
- Classes are offered across all arts disciplines and appropriately scheduled.
- Curriculum and scheduling designed to address "learning loss" include the arts.
- ✓ Arts educators continue to be employed and teach in the discipline for which they were trained.

Campaign talking points

- ✓ Instructional resources that are critical to an arts program's success should always be available.
- ✓ Professional development for arts educators be appropriate and comparable to that of other subject area teachers.
- ✓ Facilities built and furnished for arts-based activities be used for that purpose.
- ✓ Arts educator evaluation be done in the larger context of professional development and mindful of the "new norms" of practice adopted under the pandemic era.

ARTSUEDUCATION



Conversation with music ed advocates





Music Education and Social Emotional Learning

Music

Social

and

Education

Emotional

Learning

What is Social Emotional Learning?

Social Emotional Learning (SEL) describes the development of skills in three domains: self, others, and responsible decision-making.

"Self" includes:

- self-awareness skills such as the ability to identify and recognize emotions
- self-management skills such as perseverance and the ability to manage impulse control.

"Others" includes:

- relationship skills such as cooperation, empathy, and respectful communication
- social awareness skills such as the ability to recognize diverse thoughts and opinions.¹

Combined, the above skills support responsible decision-making.

"Responsible Decision-Making" includes:

- Behavioral skills such as situation analysis, anticipating consequences, and generating alternative solutions.
- Cooperative skills such as balancing personal and group expectations.

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For more information, visit nafme.org



Supported by



How are music educators well-suited to help students develop socially and emotionally?

- Music educators often work with the same students in class multiple years, positioning them well to positively impact students' individual growth.
- The most conducive environment for SEL is one that includes positive developmental relationships. Music education can provide contexts for those relationships through encouraging collaboration and creativity in a safe environment.
- Musical experiences can help us connect with deep emotions. Sometimes music even elicits measurable physiological responses such as "chills" or "goosebumps," providing students the opportunity to reflect on the influence emotions have on their physical and psychological states.
- Music programs involve school staff, families, and local communities, supporting alignment of the parties necessary to support social emotional development.



What does research tell us?

- SELF-AWARENESS: Compared to other students, those with high arts engagement, including music, exhibit higher levels of self-concept in how they value themselves, their abilities, and their achievements." Specifically, active music education experiences seem to be correlated with measures of self-efficacy.²
- SELF-MANAGEMENT: Success in music depends on exercising perseverance, as evidenced by the ability to self-monitor one's progress and delay gratification in the pursuit of mastery. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation. These become impetus for further practice?
- Social Awareness: Cooperative music-making experiences which occur in group settings can positively impact participating students' proclivity for empathetic thinking and behavior.⁴
- Relationship Skills: Music classes incorporate community-advancing activities which provide students with "opportunities to express themselves, interact in novel ways, and work collective ly, practicing and developing interpersonal skills such as collaboration, communication, and conflict resolution."5

Musicianship encourages responsible decision making in several ways: Student musicians depend on each other to be on time for rehearsals, prepare for performances, and to act honorably as ambassadors of their community.

How can public policy support music education and Social Emotional Learning?

Schools can

- Hire full-time, certified music educators to teach music classes
- Support participation in music through thoughtful crafting of class schedules.
- Support music educators' professional growth with professional development that is relevant to the courses they are teaching.

States can

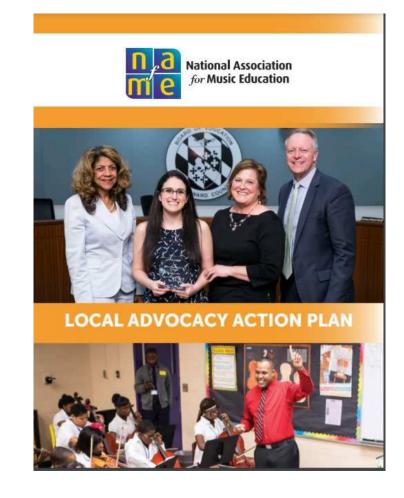
- Adopt robust state standards modeled after the National Core Arts Standards and the CASEL Framework for Social Emotional Learning and draw connections between the two.
- Include access to music education as an accountability measure on school evaluation metrics
- Support music as an integral part of early childhood care and education.

Congress can

- Fully fund Title IV, Part A 'Student Support and Academic Enrichment Grant' which supports a well-rounded education, effective use of technology, and safe and healthy schools.
- Fully fund Title I, Part A, Title II, Part A, and Title IV, Part F, which can also support access to music education for all students.
- Pass the Guarantee Access to Art and Music Education Act (GAAME), which clarifles specific eligibility for funds to support music education for students in need.



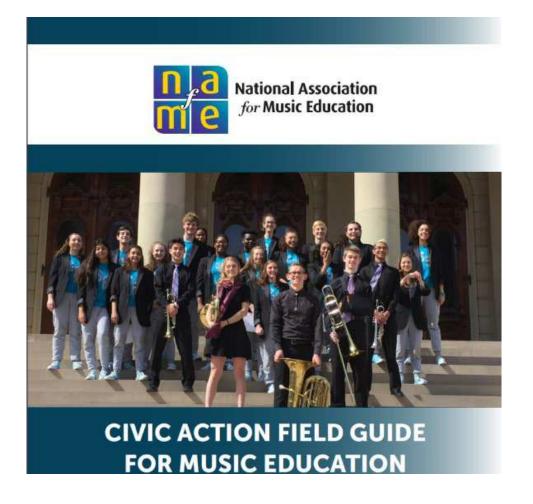
Local Advocacy Action Plan



https://nafme.org/wp-content/uploads/2020/06/Local-Advocacy-Action-Plan.pdf



Other advocacy resources...





How Funding Works – Title IV, Part A Toolkit and Frequently Asked Questions

Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) i

Designed by a bipartisan effort, one of the many new opportunities within the <u>Every Student Succeeds Act</u> (ESSA) is the Student Support and Academic Enrichment (SSAE) grant, housed under Title IV, Part A of the legislation. The purpose of Title IV, Part A, (SSAE) as defined in law, is:

"to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

- 1. provide all students with access to a well-rounded education;
- 2. improve school conditions for student learning; and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students."

ESSA states that each State Education Agency (SEA) that receives an allotment for the implementation of Title IV, Part A must ensure that the funds are used to support local educational agencies (LEAs) in providing "programs and activities that offer well-rounded educational experiences to all students, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include activities and programs in music and the arts."

As the nation's largest music education organization, the National Association for Music Education (NAfME) fully supports the purposes and intent of SSAE, Title IV, Part A. NAfME advocates that all students gain equitable access to music education and seeks to advance music education by promoting the understanding and making of music by all.

Title IV-A Available Funding: \$1.1 billion for FY18 and \$1.17 billion for FY 19.







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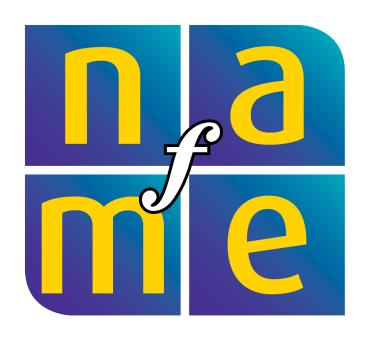
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