

# USC Performing Arts Are *Essential* to the Curriculum

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## **THE MUSIC PROGRAM SEEKS TO PROMOTE...**

1. A focus on academic excellence, development of thinking skills (analyzing, evaluating, synthesizing) and problem solving.
2. Skills in “creative self-expression” by using music, art, dance, and drama as vehicles for learning concepts, communicating thoughts and feelings, and exploring mankind’s musical heritage in order to gain a broad cultural and historical perspective.
3. Personal leadership, collaboration, communications, teamwork, inter-personal skills, and goal setting as a contributing member of an “ensemble.”
4. Musical “life skills” – habits, understandings and proficiencies – in order to expand appreciation of all forms of artistic expression, and to participate in solo and/or ensemble music in future public school, college and adult life.
5. Decision-making in situations where there are no standard answers, analysis of and response to nonverbal communication, and adaptations and respect of divergent styles and methods for personal expression and thinking, at both work and play.
6. Discovery of individual talents, skills and interests for fulfillment of personal dreams and goals.

## **GOALS OF MUSIC**

1. To enrich the student's life by providing a means of artistic expression through music.
2. To provide a varied selection of courses and activities in and through music to suit the interests and abilities of all students.
3. To build a greater understanding of music through the performance of a wide variety of musical literature, both traditional and contemporary.
4. To encourage the growth of musical taste, deeper understanding, and expanded areas of enjoyment.
5. To provide an opportunity for the musically gifted student to develop his/her potential through special performance groups and/or advanced classes.
6. To provide good community/school relationships through public performance and other services in which the school and community may become better acquainted.
7. To provide guidance and encouragement to those students who possess the talent and interest to pursue careers in music.

## **EXPECTATIONS OF MUSIC STUDENTS “I can...”**

1. Use, understand, and frequently practice the fundamentals and correct methods for vocal and instrumental tone production, accuracy in note reading, intonation, rhythms, bowings and articulations, ensemble blend and balance, phrasing and expressiveness, form and technique, memorization, sight-reading, scales and warm-ups, dance and movement, and translation of notational symbols and other markings.
2. Help set, achieve, monitor and adjust individual and group performance goals.
3. Know, understand, and appreciate diverse musical forms, styles, media, literature, historical periods, and ethnic groups.
4. Develop time and stress management and organizational skills.
5. Demonstrate the qualities of responsibility, leadership, self-motivation, commitment, personal integrity, public service, and citizenship.
6. Develop critical thinking and skills in problem solving.
7. Understand and practice interacting musically and socially within a group, learning the techniques of "give and take" and working together with other musicians, and fostering the skills of good listening, sharing, the art of compromise, respect, and sensitivity to the feelings and needs of other members in the ensemble.
8. Advance personal skills in public speaking, poise, professionalism, and self-confidence in front of large groups and/or the general public.

# Research Briefs on the Benefits of Music Education – Did You Know?

The pace of scientific research into music making has never been greater. New data about music's relationship to brainpower, wellness and other phenomena is changing the way we perceive mankind's oldest art form, and it's having a real-world effect on decisions about educational priorities.

The briefs below provide a glimpse into these exciting developments. For a more in-depth treatment of current music science, visit [The International Foundation for Music Research](#), and to see updates on the latest findings, check the "Build Your Case" section of [SupportMusic.com](#).

## **Did You Know?**

Middle school and high school students who participated in instrumental music scored significantly higher than their non-band peers in standardized tests. University studies conducted in Georgia and Texas found significant correlations between the number of years of instrumental music instruction and academic achievement in math, science and language arts.

*Source: University of Sarasota Study, Jeffrey Lynn Kluball; East Texas State University Study, Daryl Erick Trent*

## **Did You Know?**

Students who were exposed to the music-based lessons scored a full 100 percent higher on fractions tests than those who learned in the conventional manner. Second-grade and third-grade students were taught fractions in an untraditional manner < by teaching them basic music rhythm notation. The group was taught about the relationships between eighth, quarter, half and whole notes. Their peers received traditional fraction instruction.

*Source: Neurological Research, March 15, 1999*

## **Did You Know?**

Music majors are the most likely group of college grads to be admitted to medical school. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66 percent of music majors who applied to med school were admitted, the highest percentage of any group. For comparison, (44 percent) of biochemistry majors were admitted. Also, a study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math.

*Sources: "The Comparative Academic Abilities of Students in Education and in Other Areas of a Multi-focus University," Peter H. Wood, ERIC Document No. ED327480*

*"The Case for Music in the Schools," Phi Delta Kappan, February, 1994*

## **Did You Know?**

Music study can help kids understand advanced math concepts. A grasp of proportional math and fractions is a prerequisite to math at higher levels, and children who do not master these areas cannot understand more advanced math critical to high-tech fields. Music involves ratios, fractions, proportions and thinking in space and time. Second-grade students were given four months of piano keyboard training, as well as time using newly designed math software. The group scored over 27 percent higher on proportional math and fractions tests than children who used only the math software.

*Source: Neurological Research March, 1999*

## **Did You Know?**

A McGill University study found that pattern recognition and mental representation scores improved significantly for students given piano instruction over a three-year period. They also found that self-esteem and musical skills measures improved for the students given piano instruction.

*Source: Dr. Eugenia Costa-Giomi, "The McGill Piano Project: Effects of three years of piano instruction on children's cognitive abilities, academic achievement, and self-esteem," presented at the meeting of the Music Educators National Conference, Phoenix, AZ, April, 1998*

## **Did You Know?**

Data from the National Educational Longitudinal Study of 1988 showed that music participants received more academic honors and awards than non-music students, and that the percentage of music participants receiving As, As/Bs, and Bs was higher than the percentage of non-participants receiving those grades.

*Source: National Educational Longitudinal Study of 1988 First Follow-Up (1990), U.S. Department of Education.*

## **Did You Know?**

Research shows that piano students are better equipped to comprehend mathematical and scientific concepts. A group of preschoolers received private piano keyboard lessons and singing lessons. A second group received private computer lessons. Those children who received piano/keyboard training performed 34 percent higher on tests measuring spatial-temporal ability than the others < even those who received computer training. "Spatial-temporal" is

basically proportional reasoning - ratios, fractions, proportions and thinking in space and time. This concept has long been considered a major obstacle in the teaching of elementary math and science.

*Source: Neurological Research February 28, 1997*

### **Did You Know?**

Young children with developed rhythm skills perform better academically in early school years. Findings of a recent study showed that there was a significant difference in the academic achievement levels of students classified according to rhythmic competency. Students who were achieving at academic expectation scored high on all rhythmic tasks, while many of those who scored lower on the rhythmic test achieved below academic expectation.

*Source: "The Relationship between Rhythmic Competency and Academic Performance in First Grade Children," University of Central Florida, Debby Mitchell*

### **Did You Know?**

High school music students score higher on SATs in both verbal and math than their peers. In 2001, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 41 points higher on the math portion than students with no coursework/experience in the arts.

*Source: Profile of SAT and Achievement Test Takers, The College Board, compiled by Music Educators National Conference, 2001.*

### **Did You Know?**

College-age musicians are emotionally healthier than their non-musician counterparts. A study conducted at the University of Texas looked at 362 students who were in their first semester of college. They were given three tests, measuring performance anxiety, emotional concerns and alcohol related problems. In addition to having fewer battles with the bottle, researchers also noted that the college-aged music students seemed to have surer footing when facing tests.

*Source: Houston Chronicle, January 11, 1998*

### **Did You Know?**

A ten-year study, tracking more than 25,000 students, shows that music-making improves test scores. Regardless of socioeconomic background, music-making students get higher marks in standardized tests than those who had no music involvement. The test scores studied were not only standardized tests, such as the SAT, but also in reading proficiency exams.

*Source: Dr. James Catterall, UCLA, 1997*

### **Did You Know?**

The world's top academic countries place a high value on music education. Hungary, Netherlands and Japan stand atop worldwide science achievement and have strong commitment to music education. All three countries have required music training at the elementary and middle school levels, both instrumental and vocal, for several decades. The centrality of music education to learning in the top-ranked countries seems to contradict the United States' focus on math, science, vocabulary, and technology.

*Source: 1988 International Association for the Evaluation of Educational Achievement (IAEEA) Test*

### **Did You Know?**

Music training helps under-achievers. In Rhode Island, researchers studied eight public school first grade classes. Half of the classes became "test arts" groups, receiving ongoing music and visual arts training. In kindergarten, this group had lagged behind in scholastic performance. After seven months, the students were given a standardized test. The "test arts" group had caught up to their fellow students in reading and surpassed their classmates in math by 22 percent. In the second year of the project, the arts students widened this margin even further. Students were also evaluated on attitude and behavior. Classroom teachers noted improvement in these areas also.

*Source: Nature May 23, 1996*

### **Did You Know?**

"Music education can be a positive force on all aspects of a child's life, particularly on their academic success. The study of music by children has been linked to higher scores on the SAT and other learning aptitude tests, and has proven to be an invaluable tool in classrooms across the country. Given the impact music can have on our children's education, we should support every effort to bring music into their classrooms."

*Source: U.S. Senator Jeff Bingaman (NM)*

### **Did You Know?**

"The nation's top business executives agree that arts education programs can help repair weaknesses in American education and better prepare workers for the 21st century."

*Source: "The Changing Workplace is Changing Our View of Education," Business Week, October 1996.*

## Why is Music so Important?

- Music is a language that all people speak--it cuts across racial, cultural, social, educational, and economic barriers to enhance cultural appreciation and awareness.
- Music is a symbol system as important as letters and numbers.
- Music integrates mind, body, and spirit.
- Music provides opportunities for self-expression, bringing the inner world into the outer world of concrete reality.
- Music creates a seamless connection between motivation, instruction, assessment, and practical application--leading to "deep understanding."
- Music makes it possible to experience processes from beginning to end.
- Music develops both independence and collaboration.

A 2004 Stanford University study showed that mastering a musical instrument improves the way the human brain processes parts of spoken language. Using functional magnetic resonance imaging (fMRI), researchers also discovered that musical training helps the brain work more efficiently in distinguishing split-second differences between rapidly changing sounds that are essential to processing language — *Prof. John Gabrieli, associate director of MIT's Athinoula A. Martinos Center for Biomedical Imaging.*

"When I hear people asking "how do we fix the education system," I tell them we need to do the opposite of what is happening, cutting budgets by cutting music programs.... Nothing could be stupider than removing the ability for the left and right brains to function. Ask a CEO what they are looking for in an employee and they say they need people who understand teamwork, people who are disciplined, people who understand the big picture. You know what they need? **They need musicians.**"— *Former Arkansas Governor Mike Huckabee, 2007*

- Music provides immediate feedback and opportunities for reflection.
- Music makes it possible to use personal strengths in meaningful ways and to bridge into understanding sometimes difficult abstractions through these strengths.
- Music merges the learning of process and content.
- Music improves academic achievement--enhancing test scores, attitudes, social skills, critical and creative thinking.
- Music exercises and develops higher order thinking skills including analysis, synthesis, evaluation, and problem-solving.
- Music provides the means for every student to learn.

## Academic Benefits of Music

- Students in music programs scored an average of **57 points higher** in the verbal portion, and **43 points higher** in the math portion of the SATs than students with no arts participation. (*The College Board, Profile of College-Bound Seniors National Report for 2006*)
- Students who participated in music programs **receive more awards and academic honors.**
- In schools with strong music classes, cases of low self-esteem, shyness, and school delinquency are decreased.
- Schools with strong music programs have **better school attendance.**
- Schools with strong music programs have **higher graduation rates**, especially for minority students.

"Music is one way for young people to connect with themselves, but it is also a bridge for connecting with others. Through music, we can introduce children to the richness and diversity of the human family and to the myriad rhythms of life." — *Daniel A. Carp, Eastman Kodak Company Chairman and CEO.*

The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, 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 also 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*

