

Academic achievement
Music is linked to higher test scores

Get local
How you can support in your community

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MUSIC EDUCATION

PHOTO: TIM WHITEHOUSE, TAYLOR GUITARS, LF TEASER PHOTO ROB SHANAHAN, RT TEASER PHOTO: JILL ENSLEY



STARTING OUR YOUTH OFF ON A HIGH NOTE

Read about how **Jason Mraz** is working to make music education available for all young people

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CHALLENGES

FACT

1

PERFORMING
MUSIC
EXERCISES THE
BRAIN

A well-rounded education includes access to science, mathematics, history and the arts. Unfortunately, with budget cuts looming, music education is often first on the chopping block.

Linking music to success

The benefits of music education are unquestionable. Every year, more studies unveil the impact that early interaction with music has on babies, toddlers and school age children who participate in age appropriate, sequential music education. This vast body of scientific research shows that children who have comprehensive music education as a part of their early childhood experience and in their school curriculum enjoy improved success in their studies, think creatively and critically, stay in school and go on to graduate college.

Brain power

In Norman M. Weinberger's "The Music in Our Minds," he writes, "Learning and performing music actually exercise the brain – not merely by developing specific music skills, but also by strengthening the synapses between brain cells. In short, making music actively engages the brain synapses, increasing the brain's capacity by increasing the strengths of connections among neurons."

Dr. Laurel Trainor of McMaster University states, "Young children who take music lessons show

different brain development and improved memory over the course of a year, compared to children who do not receive musical training. Musically trained children performed better in a memory test that is correlated with general intelligence skills such as literacy, verbal memory, visiospatial processing, mathematics, and IQ."

Researchers at the University of Munster in Germany reported their discovery that music lessons in childhood actually enlarge the brain. The earlier the musicians were when they started musical training, the bigger this area of the brain appears to be.

Competitive edge

Nearly 100 percent of past winners in the prestigious Siemens Westinghouse Competition in math, science, and technology (for high school students) play one or more musical instruments.

And this list goes on. Fostering creativity, innovation and critical thinking has never been more important for our nation's students. The competitive edge that the United States has enjoyed for so many years relies on students learning in ways that encourage ingenuity, creativity and high order thinking. As students prepare to succeed in a global workplace, it is crucial that these skills are



Laurie Lock
Senior Director of Programs and Policy
The VH1 Save The Music Foundation

"Without fail, high performing schools have robust music arts programs and often low performing schools do not. Simply put, a child's education is not complete unless it includes music education."

acquired. Ensuring that students have access to the benefits of music education can foster these skills.

Making change

The VH1 Save The Music Foundation is a non-profit organization dedicated to ensuring that all children have access to the benefits of music education in America's public schools and to raising awareness about the importance of music as a part of every child's complete education.

Our staff has had the opportunity to travel across the United States, visiting schools daily and witnessing firsthand what the research tells us. Without fail, high performing schools have robust music and arts programs and often low performing schools do not. Simply put, a child's education is not complete unless it includes music education.

In this report you find a wealth of information on the benefits of music education and how to ensure that your children and the children in your community have access to a well-rounded education.

For more information on the benefits of music education and what you can do in your community, go to vh1savethemusic.com and supportmusic.com.

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WE RECOMMEND



Barry Manilow
Discusses the importance of music education

PAGE 07

"When I realized that because of budget problems they were cutting music and arts classes in schools, I decided to help."

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INSIGHT

Academic benefits of music education

Music education could be the key to ensuring your kid is a 'rock star' in life.

If your child is enrolled in a school music education program, he or she might become a "rock star" in more ways than one.

According to the National Association of Music Merchants (NAMM), the many benefits of learning to play musical instruments include increased self-esteem, improved cognitive skills and higher test scores.

Research supported by NAMM explores the connections between music making and academic achievement and has found that children's overall academic performance is higher if they participate in a rigorous music education program.

A study by Dr. Christopher Johnson at the University of Kansas found that after examining the academic progress of 4,739 elementary and middle school students in four U.S. regions, a strong relationship existed between

overall academic achievement and participation in higher-quality school music programs versus lower-quality programs or no program participation.

Specifically, in elementary schools, students in top-quality music programs scored 22 percent higher in English and 20 percent higher in mathematics than students in deficient music programs. In middle schools, students in top-quality instrumental programs scored 17 percent higher in mathematics than children in schools without a music program.

This data inspires NAMM and its members to advocate each year on Capitol Hill for expanding access to music education in U.S. public schools, since many programs have been cut or threatened because of state and local budget cuts. Local support and advocacy efforts for music education continue to keep programs strong and ensure that music and the arts are part of the core curriculum.

"Playing an instrument develops the whole



"Playing an instrument develops the whole child and is essential to a solid foundation for achieving their full potential for success in school and in life."

child and is essential to a solid foundation for achieving their full potential for success in school and in life," said NAMM President and CEO Joe Lamond. "NAMM and its 9,000 member companies strongly believe that supporting music education programs in public schools supports the right of every child to learn and make music."

NAMM's ongoing support continues on the

grassroots level with its SupportMusic Coalition of nearly 300 global affiliates. To find out more about the SupportMusic Coalition or to get involved, visit supportmusic.com.

KYM DRAKE

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Are our schools leaving music behind?

Examining music education in the U.S. is like watching the weather. It varies wildly by region and is unpredictable.

A recent U.S. Department of Education study shows that 15 to 20 percent of middle and high school students are in band, choir and orchestra programs. In many places, there is no opportunity for music education because resources are lacking or curriculum has been narrowed to meet the demands of testing.

Making the case for music education in the core academic curriculum has been ongoing for decades. The National Association of Music Merchants (NAMM) and the National Association for Music Education

(MENC) have worked to keep music education strong since the late 1930s. Currently, the groups have joined forces to create the SupportMusic Coalition, which works with non-profit organizations and businesses to ensure that music is part of a quality education for all children.

National polling indicates that Americans believe that music education is important to student success. According to a recent NAMM Gallup poll, the vast majority of respondents agree that there are social and academic benefits to music education. In fact, more than nine in ten completely or mostly agree that: playing in a school band is a good way for young people to develop teamwork skills (96 percent); music is part of a well-rounded education (94 percent);

and that schools should offer music as part of the regular curriculum (92 percent). Also, eight in ten agree that participating in school music often yields better grades (88 percent); that music education should be mandated by states (80 percent); and that music helps teach children discipline (88 percent).

Further, roughly nine in ten believe music education motivates young people to stay in school, agree that participation in music helps prepare young people to be innovative in the workforce and that playing a musical instrument helps a child develop creativity and supports a child's overall intellectual development.

With this belief in music education and evidence linking it to developmental ben-

efits, parents, teachers and community leaders are working to achieve the right for every child to learn music.

NAMM envisions a world in which the joy of making music is a precious element of daily living for everyone; a world in which every child has a deep desire to learn music and a recognized right to be taught; and in which every adult is a passionate champion and defender of that right.

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INSPIRATION

Q&A WITH INDUSTRY EXPERT RON MANUS

Why is music education important?

Science has all but confirmed that human beings are wired to respond to music. Studies have also suggested that someday music may even help patients heal from Parkinson's disease or a stroke.

Music education spurs creativity, leading to the discovery of one's uniqueness and one's special voice in this world. In terms of performance situations, music exposes us to leadership and teamwork experience through solo and ensemble performance—not to mention building self-esteem and learning the value of hard work and commitment. In my own personal experience, in junior high school, I didn't feel like I fit in with the other kids, and then I took a class on learning guitar and all of a sudden I felt like I belonged. Music changed my attitude about school, and my grades went up—so did my self-esteem. So I guess I am one of many success stories that demonstrate the power of music education.

What is being done to advance the cause?

There is a lot that is being done to advance the cause. The music and parent community has rallied to support music education. When the USA National Education Goals were first proposed by George H. W. Bush, the arts were not part of the core curriculum. A speech on the Grammy Awards by



"Music changed my attitude about school, and my grades went up—so did my self-esteem."

Ron Manus
CEO, Alfred Music Publishing

then NARAS president Michael Greene blasted the administration for neglecting a subject that was critical to societies even at the time of the great Greek civilization. Soon after that, the Secretary of Education at the time, Lamar Alexander developed a separate Arts Partnership. However, music education was changed forever and this led to the development of the National Coalition for Music Education in the USA as well as music coalition organizations in most USA states and many international countries.

In addition to the scientific research conducted on the benefits of music, the NAMM Foundation formed SupportMusic (supportmusic.com) to provide resources for local communities to use in fighting for music programs with local administrators and politicians. Now, when an administrator or politician tries to eliminate a music program, there is an army of supporters ready with real scientific data to show how this does not save money to cut these programs.

How can people get involved?

All politics are local. There probably is not a more powerful group of constituents than music parents: band, choir, and orchestra boosters. They should become educated on the benefits of music education by going to the supportmusic.com website and using all the great tools that have been developed by many individuals and organizations advocating the importance of music education. Work closely with your teachers and local administrators to help develop a positive but very strong message on the benefits of music education and the fact that cutting music education programs does not save money. In fact, cutting music education actually increases costs because where before you had a band teacher teaching 100 kids in his/her program, that program would now have to be replaced by three teachers.

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FACT

2

CUTTING MUSIC PROGRAMS DOES NOT SAVE MONEY



JASON MRAZ
Double Grammy-Winning, singer-songwriter, raised over \$55,000 for the VH1 Save The Music Foundation.
PHOTO: TIM WHITEHOUSE, TAYLOR GUITARIST

"Mr. A—Z" gets personal



IN THE CLASSROOM
Jason Mraz visits Harlem Village Academies.
PHOTO: KELLYVANN PETRY

Jason Mraz is best known for his catchy lyrics and upbeat original songs, but in his spare time, Jason also partners with programs like "VH Save The Music" and "SPARC" (a program that he participated in at the age of six in his hometown of Mechanicsville, VA) to make sure young people have the same opportunities he had.

He didn't know he would pursue music as a career until he was in high school, but music was a part of Jason's life well before his teenage years. As a child, he would rather listen to music than watch TV.

He credits his mother for inspiring his passion at such a young age and notes, "It takes parents to make this happen." His parents never stood in the way of his desire to pursue music — "they never tried to talk me out of it."

His parents weren't his only support system. Jason was lucky

to go to a school that invested in not only music programs, but high quality teachers as well. He says, "I was blessed to have amazing teachers in my public schools. They spent a lot of time on theory, studying classical music, and the proper techniques. There was also a lot of emphasis on musical history."

He worries that future generations won't have the same kind of exposure to the arts. "It really breaks my heart and makes me so nervous. I can't imagine a generation of kids that grow up without those opportunities. Music has given me everything in my life."

In his school system, music was offered beginning in 2nd grade. He started playing the trumpet in 5th grade but quickly learned that he couldn't sing music with a trumpet in his mouth, and by the next year he was set on chorus. By high school, his musical adventures expanded to concert choir, show choir, and different musical competitions, both during the school year and summer

breaks. He says, "It was amazing to me how just singing could provide all this opportunity."

Jason acknowledges that having a music education offers more than just an ability to play an instrument or sight read. "Being in a music classroom, you're working and harmonizing with others in unity. It forces you to get out of your comfort zone and gives you a sense of accomplishment."

Jason credits his musical involvement for not just social, but also educational success. Telling stories and learning different languages were both elements that attracted him to choral programs. He and his musical peers were singing "quite a mouthful" at a very young age.

He summarizes, "If there wasn't music in my school, I probably wouldn't have graduated from high school."

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MUSIC LEARNING
CAN LEAD TO
INCREASED
COGNITIVE
FUNCTIONING

Tools for teaching young children about music

The years between birth and age five are critical for young children in terms of development. The results of research on music and brain development reveal the benefits of music education for young children.

Researchers have concluded that the multiplicity of experiences found in active and substantive music learning can lead to increased cognitive functioning in a wide range of abilities such as math, language, and spatial-temporal reasoning. Since music learning has been found to positively impact intellectual development, parents are feeling an urgency to educate their young children with a substantive and developmentally appropriate program of music instruction.

The preschool age is the period of most rapid growth in cognitive ability. Therefore, it is the best time to engage children in an active program of music education. Such a program requires learning accurate singing and rhythmic performance, a vocabulary of tonal and rhythm patterns, and a repertoire of songs and musical masterworks. It also requires engaging the child in such mental functions as imitation, recall, recognition, and improvisation. At each step, learning is strengthened through repetition and with reinforcement by parents and others significant in the child's life. These substantive learning requirements go well beyond the informal and casual playtime music experiences of most preschool children.

Voice control

Music education for young children should include developing the one basic instrument common to all learners—the singing voice. The child learns control of the voice and breathing functions through exercises that expand the pitch range, improve pitch stability, and refine the sound quality. A program should provide models of singing performance and opportunities for imitation to develop singing accuracy.

Movement and rhythm

Music education for young children should also include developing the one response that seems to begin naturally almost at birth—rhythm. After a period of movement exploration with large and small muscles, rhythmic learning begins with easily performed motions, such as a lap-pat with both hands or marching to the beat. These motions are repeated in a variety of settings with the goal of increasing accuracy in matching the model.

Instruments and music concepts

A substantive music education program for young children also extends tonal learning from the singing voice to pitched instruments, such as tone bells or the piano. The patterns learned with the singing voice become the patterns played on an instrument. The mind is challenged to understand the instrument's tone making capabilities, to accommodate coordinated muscle movements required to play the instrument and to make the judgments required to compare the patterns sung with those played on instruments. Transferring the functions of imitating, recognizing, recalling and improvising from the voice to an instrument excites the brain to respond to these novel dimensions of music making.

Likewise, rhythmic learning can be enhanced and expanded through instrumental performance. Non-pitched instruments, such as drums and woodblocks (or even homemade instruments such as boxes, sticks, or kitchen pots) extend the muscle movement and coordination, and hence the brain activity, required to perform the rhythmic patterns learned. The mind is also challenged here to adjust mental control of muscle movements required to perform on the instruments and to understand the varied expressive effects of rhythms emanating from a variety of sound sources.

Parental encouragement

A nurturing parent, whose smile, facial expressions, hugs, applause, and other signs of encouragement add to the excitement of learning music, can enhance any program of music education. Participating in music activities with the child is encouraging and enjoyable, and it presents opportunities for feedback as the child negotiates the trial-and-error process of learning to imitate performance models.

Benefits of substantive music learning

Recent research in brain growth and development finds that music learning affects the “wiring” of the brain. Studies have shown that music learning in the form of increasingly complex rhythmic, tonal, and performance skills, especially in young children, enhances the development of those parts of the brain that control memory, mathematical reasoning, verbal competence, and muscular control. This enhancement occurs because significant music learning is a widely distributed neural response in the brain and this distribution overlaps those brain structures that control general intelligence.

Parents are looking for meaningful music learning experiences that also develop the brains of their preschool children. They are on the right track when they find programs that focus on tonal and rhythmic patterns in music, work on developing the singing voice, sharpen listening skills and provide a basic repertoire of music to love and remember. No other learning activity engages so many senses, interconnects so many parts of the brain, and provides so much enjoyment.

Curriculum suggestions provided by the Music Intelligence Project.

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BRASS INSTRUMENTS
A young student learns about music concepts during school practice.

PHOTO: JILL ENSLEY

Where Music Begins

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INSPIRATION

Barry Manilow, musician and songwriter, has taken on a new title: philanthropist. He is using his fame for a good cause and spreading awareness for the many benefits of music education through his program, the Manilow Music Project.

Barry Manilow lends a hand to music

Why have you devoted so much time to ensuring that other people have the opportunity to engage in music?

When I realized that because of budget problems, they were cutting music and arts classes in schools around the country, I decided to help because maybe there is a budding Bacharach out there, and like me when I was young, they need the opportunity to learn.

I created the Manilow Music Project. It sounds like a big organization, but really it's only a table full of friends trying our best to help schools around the country. We work with the generous

Yamaha Corporation, Hal Leonard Publishing and raise money any way we can.

Do you think music can make a difference in a child's success?

When I spoke to Los Angeles Superintendent, Ray Cortinez about music in the schools, he told me that when they cut music classes, the students don't come back the next semester. That's how important music is to children.

Every teacher I speak to tells me that with music classes, the students' grades go up, they interact with others and they become better human beings.

Isn't that enough proof that music is more than just "play time"?

How has music influenced your life?

Music is not what I do... it's who I am. It informs all of my choices. My family knew I was musical when I was very young, but because they had no money, they didn't know what to do with me. It was up to me when I grew up to make a decision to make music my career. But there was very little choice. Music was coming out of my ears. I could not — not make music.

To learn more go to manilowmusicproject.org.

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BARRY MANILOW RAISES FUNDS FOR MUSIC Students perform during a fund-raiser for the Manilow Music Project.

Mute child finds his voice

One year ago, other children described Akil McDowell as the kid who didn't speak. Now, they describe him as the kid who speaks with his guitar!

Akil is a 10-year-old Philadelphia student who suffers from Selective Mutism Disorder. He has not uttered a word in school since he began attending. Aside from making his academic life difficult, Akil's disorder makes social interaction nearly impossible.

His teacher, Anne Tenaglia, attended a free professional development workshop by a non-profit called Little Kids Rock, that then donated dozens of guitars, drums and keyboards to her classroom. They also provided her with an innovative curriculum geared toward providing beginners with instant musical success, enabling Akil to quickly find his voice in the guitar.

"If he is not eating, sleeping or doing homework, he is playing guitar," his mother said.

Learning to play guitar has built Akil's confidence and work ethic

so much, and his standardized test scores have increased dramatically—so have his social interactions with other kids.

The children who used to tease him and bully him now beg him to play the guitar for them. He even started composing his own songs and giving pointers to other students.

When professional recording artist Joshua Radin visited a class, Akil surprised his peers, teachers and therapists when he accepted the invitation to join him onstage at The Trocadero Theater to perform Radin's hit song "Brand New Day" for more than 1,200 fans. The experience touched Radin personally, who says he is proud that he could help.

"I've witnessed Akil's academic and social growth first-hand since he took up the guitar," Tenaglia says. "It's inspiring to learn that giving a child the opportunity to learn to play an instrument can open doors like nothing else can."



AKIL MCDOWELL PERFORMS LIVE Akil (center) onstage with Joshua Radin and two classmates at the Trocadero Theatre.

"It's inspiring to learn that giving a child the opportunity to learn to play an instrument can open doors like nothing else can."

KEITH HEJNA

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NEWS



MARCHING BAND
Students march in-sync while performing with their school band.
PHOTO: JILL ENSLEY

TAKE ACTION!

The top 25 things you can do to keep music in your schools

■ 1. Start early

Provide your child with access to the benefits of music education from birth; sing to your baby, move to music and feel the joy of making music together. Visit your local community music school to find musical opportunities and discover what you can do to get started.

■ 2. Know the law

Ensure that your local school administrators, teachers, legislators and community members know that the Elementary and Secondary Education Act includes music and arts as "core" academic subjects; support this policy for your local school.

■ 3. Get quality educators

Check that your local schools provide access to the benefits of music education taught by highly qualified teachers just like the other core academic subjects. To learn more about the Opportunity to Learn Standards for Music Education and to rate your school music program, go to supportmusic.com and click on "Grade Your School Music Program."

■ 4. Get involved

Participate in school and/or district planning committees including curriculum, assessment and budget. Position music education as an important instructional tool for improved student learning and to close the achievement gap.

■ 5. Participate in budget discussions

Understand the budget process in your district and school, including how your music program is funded and when the budget is discussed and

finalized; participate in school budget hearings and monitor district and school support for music and the arts.

■ 6. Stay on top of current information

Keep up-to-date on current research supporting the benefits of music education.

■ 7. Make it about the students

Keep all advocacy efforts centered around education, and spread news about the accomplishments of students.

■ 8. Form a coalition

Encourage parents and community members to become advocates for your community's school music programs and form a local coalition. For detailed information on building a coalition, please visit vh1savethemusic.com.

■ 9. Schedule performances for decision-makers

Arrange for your school music program to perform at school board meetings regularly. On appropriate occasions, follow this with comments from students about why music education is important. Allow school board members to see and hear the value of music education! Don't wait until there is a threat to the music program.

■ 10. Make friends

Identify key supporters of music education including members of the school board, administration, school faculty, parents, media, and influential civic and business leaders. Build relationships with these individuals before threats to the music program are apparent; invite them to concerts, greet the audience

or be guest conductors of student ensembles.

■ 11. Start the party

Encourage school staff to be involved in the school music program. Do teachers at the school play an instrument, sing or have children who study music? If so, encourage them to be involved in rehearsals and concerts.

■ 12. Go local

Encourage parents, students and/or influential members of the community to write an op-ed piece on the value of music education for your local newspaper. Invite a local news reporter to do a story or ask a newspaper to donate a full-page ad highlighting the benefits of music education; highlight student participation and accomplishments in all forms of media, wherever possible - a great music program is the best advocacy!

■ 13. Establish an award

Nominate an administrator who has demonstrated strong support for music for a "Music Education Award" given by the local or state music educators association or establish one in your district.

■ 14. Rally support

Participate in the national community recognition program presented by the NAMM Foundation "Best Communities for Music Education" and use this designation to ramp up support for your music education program.

■ 15. Educate your community

Turn a local performance into an "informance" by placing interesting music facts inside concert programs. Hold a reception

after so that community leaders can start conversations with music supporters.

■ 16. Spread the word

Help create program inserts highlighting the benefits of music education for your school concerts and performance centers throughout your community. These can be inserted into all concert programs.

■ 17. Involve different groups

Bring students to perform at local civic organizations such as the Kiwanis, Lions and Rotary Clubs and highlight the importance of music education.

■ 18. Make it official

Obtain an official proclamation from your Mayor or City Council leaders dedicating the month of March as "Music In Our Schools Month."

■ 19. Reach out to TV and radio

Ask your local television and radio stations to publicly recognize local music programs throughout the year and salute "Music In Our Schools Month" in March. Follow this by providing a calendar of local musical events during March and ask your local media to dedicate them to "Music In Our Schools Month."

■ 20. Get competitive

Sponsor an essay competition for students to write about why music is important to them. Arrange for the local newspaper to run the winning entry. Or participate in School Band and Orchestra magazine's annual essay contest for the potential to win scholarship funds: sbomagazine.com/essay-contest.

■ 21. Let parents know their options

Arrange for your local music program to perform at local pre-schools, elementary, and middle schools. Get students and their parents excited about all the music learning opportunities that can be part of their future in school.

■ 22. Take it to Congress

Write a letter to your Member of Congress about the value of music education in your community and take a delegation of music students to meet with your Congressional representative at their local office. List upcoming local school music events and invite him or her to attend.

■ 23. Do your homework

Write letters to legislators supporting music education. Research the academic and social benefits of music study and be sure to include these in your letters to advocate for music education.

■ 24. Get donations

Encourage local businesses to support music programs with special donations for special projects that supplement core education funds from the district. Be sure that this support is not seen as a replacement for district funding of music programs.

■ 25. Articulate the issues

Be involved in local, state and national music education organizations and the National Coalition for Music Education at supportmusic.com.