

*Parents Can Make a Difference
Encouraging Arts Advocacy-
Don't Cut the Arts!*

As community leaders, PTA members can make a difference in children's education by **encouraging adequate funding** for better Arts education. Each child should have opportunities in the Arts, regardless of which school he or she attends. Parents also can be **involved in decision making** about if and how the Arts will be taught in their children's schools. You can value and encourage your children's enjoyment of and *participation in the Arts at home*. Parents should **contact** their legislators, boards of education (state and local), superintendents and principals to **promote Arts education**.

The Arts should be an integral part of the curriculum.

Be an advocate for the Arts!

Cutting funding for the Arts diminishes our children's potential in the future.

WHAT ARTS IN EDUCATION PROGRAMS ARE AVAILABLE?

Encourage your PTA and school to invite artists, musicians, storytellers, and actors to perform; have a Hands-on-Arts Day; develop a famous artists program; make the sets for school chorus concerts and integrate discussions of the Arts across the curriculum.

Encourage your child and school to participate in these programs:

Cultural Arts Programs, Georgia PTA Ann Weeks Music Scholarship, Georgia PTA Performing Arts Program, National PTA Reflections Program, and National PTA Reflections Theme Search.

WEBSITE: WWW.GEORGLAPTA.ORG

RESOURCES:

Georgia PTA,

National PTA

¹ Source: Dr. James Catterall, UCLA, and 1997.

² Source: 1988 International Association for the other subjects, such as evaluation of Educational Achievement (LAEEA) Test

³ Source: Seniors National Report: Profile of SAT and Achievement Test Takers, the College Board, compiled by Music Educators National Conference, 2001.

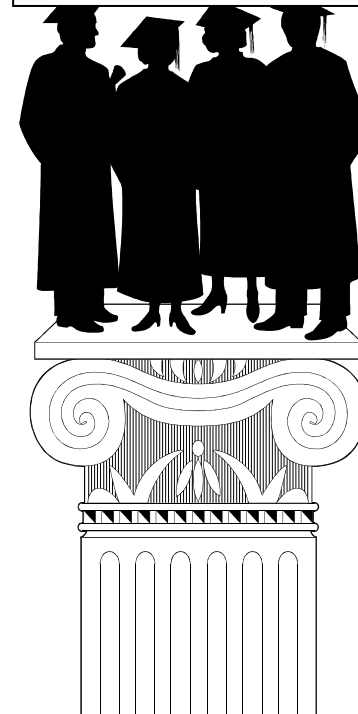
⁴ Source: Academic Preparation for College: What Students need to know and Be Able to Do, 1983 [still in use], The College Board, and New York

⁵ Source: Grant Venerable, "The Paradox of the Silicon Savior," as reported in "The Case for Sequential Music Education in the Core Curriculum of the Public Schools," The Center for the Arts in the Basic Curriculum, New York, 1989.

⁶ 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

⁷ Source: Houston Chronicle, January 11, 1998

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**Participation
in the Arts
Increases
Student
Achievement**

WHY ARE THE ARTS AN IMPORTANT PART OF YOUR CHILD'S EDUCATION?

Arts programs promote self-esteem, open the horizons of the creative mind, and **enhance scholastic skills**. As a result, students' lives are enriched and their visual and auditory skills strengthened. Student's abilities in reading, writing and arithmetic are increased. Arts Programs boost students' **success with technology** because information processing in most new technologies is based on graphic and visual understanding.

Exposure to the Arts increases sensitivity to the emotions and needs of other human beings. Arts also increase positive self-esteem and affect who we become as adults. Dance, theater, voice, playing an instrument, story telling, visual arts creation, writing and photography - all help to build a child's confidence and add joy to the learning experience.

Information about Georgia PTA arts programs is available from your local PTA/PTSA and on the Georgia PTA Website: www.georgiapta.org

BENEFITS AND RESEARCH ABOUT ARTS IN EDUCATION

The Arts contribute to understanding among different peoples, helping students learn about other cultures by studying their art, music, dance and legends. Also, the Arts enhance learning in history by reinforcing ideas and expanding concepts taught. Art enhancement has helped children become better learners by helping

them analyze, interpret and work hard to complete a goal.

Over the years, evidence about the educational value of the Arts has grown steadily. High school students, for example, who study at least one of the **Arts – theater, visual arts, dance, or music - score about 40 points higher on the verbal and math sections of the Scholastic Aptitude Test** (SAT) than other students. Some schools are even beginning to use **new Arts methods** to assess student academic performance. These methods help schools determine the level of students' achievement beyond standard written tests.

A ten-year study, tracking more than 25,000 students, shows that music-making improves test scores. Regardless of socioeconomic background, music-making students earned higher marks on standardized tests than those who had no music involvement. The test scores studied included not only standardized tests, such as the SAT, but also reading proficiency exams¹.

The world's top academic countries place a high value on music education. Hungary, the 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 ².

The Arts Are Important in High School and College

- High school music students score higher on SATs in both verbal and math than their peers. In 2001, SAT takers with coursework and 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 and experience in the arts³.
- The College Board identifies the Arts as one of the six basic academic subject areas students should study in order to succeed in college⁴.
- The very best engineers and technical designers in the Silicon Valley industry are, nearly without exception, practicing musicians⁵.

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% of music majors who applied to medical school were admitted, the highest percentage of any group. For comparison, (44%) of biochemistry majors were admitted⁶.

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 problems of this nature, researchers also noted that the college-aged music students seemed to have surer footing when facing tests⁷.