

The City - Neighborhood Schools Initiative



Music, Art and Public Education: A Powerful Relationship



June, 2002

The City-Neighborhood Schools Initiative
a joint project of
Philadelphia Citizens for Children and Youth
and
The Alliance Organizing Project

June, 2002

***This project is supported in part by a grant from
The Annie E. Casey Foundation***

“What we must first seek to answer is whether music is to be placed in education or not, and what power it has... whether as education, play or pastime.”

- Aristotle

Philadelphia Citizens for Children and Youth

Seven Benjamin Franklin Parkway, Sixth Floor, Philadelphia, Pa 19103

215-563-5848 / 215-563-9442 / info@pccy.org / www.pccy.org

Alliance Organizing Project

511 North Broad Street, Third Floor, Philadelphia, Pa 19123

215-625-9916

Table of Contents

The Organizations	Page 5
Executive Summary	Page 7
The Impact of the Arts on the Lives of Children and Youth	Page 9
The Art and Music Story in Philadelphia	Page 12
Music and Art Programs Across Philadelphia	Page 15
What Parents Had to Say	Page 21
Appendix 1: Pennsylvania and Philadelphia Standards for Music and Art	Page 26
Appendix 2: National Standards for Music and Art	Page 28
Appendix 3: Partnerships	Page 27
Appendix 4: National Spotlight: Los Angeles Unified School District (LAUSD) ..	Page 29
Appendix 5: National Spotlight: Chicago Arts Partnership in Education (CAPE) .	Page 30
Appendix 6: Survey	Page 31
Endnotes	Page 33
Acknowledgments	Page 36

The Organizations

Philadelphia Citizens for Children and Youth

Founded in 1980, Philadelphia Citizens for Children and Youth (PCCY) serves as the region's leading child advocacy organization and works to improve the lives and life chances of the region's children. Through thoughtful and informed advocacy, community education, targeted service projects and budget analysis, PCCY seeks to watch out and speak out for the children in our region. PCCY undertakes specific and focused projects in areas affecting the healthy growth and development of children, including after-school programs, child care, public education, child health and child welfare. PCCY's ongoing presence as an outside government watchdog and advocate for the region's children informs all of its efforts.

The Alliance Organizing Project

The Alliance Organizing Project (AOP) is a membership-based organization of parents and others in Philadelphia organizing to build power and improve schools so that all children can achieve. AOP reaches these goals through building relationships among all stakeholders, developing leaders, building parent groups, and waging issue campaigns on a local school and citywide level.



Executive Summary

As we begin a new millennium in public education, the role of the arts in our schools is uncertain, yet research consistently reveals that involvement in the arts leads to student achievement.¹

The arts have been found to stimulate, develop and refine cognitive and creative skills, to increase student motivation, improve critical thinking and problem solving skills and make learning more enjoyable among all students. For children from underprivileged backgrounds, arts help to level the playing field. Studies have found that students from low socioeconomic backgrounds who are involved in the arts earn better grades and test scores, are less likely to drop out of school, watch fewer hours of television, are less likely to become bored in school, are more involved in community service and have more positive self-concepts than students who are not involved.²

Yet in Philadelphia, as in many other school districts across the nation, the role of the arts in schools has been diminished in recent years. The loss has been a result of many factors including shrinking resources, the growing emphasis on basic skills, standardized tests and declining support for “non-core” enrichment subjects. The difficulty of securing qualified teachers plays a role as well.

We spoke with principals, teachers and parents at dozens of elementary, middle and high schools across the city to learn about the quality of school based music and art programs. We found much variety among and between schools. With severe budget cuts over the years, many schools have been unable to focus resources on the arts. In the arts, as in other areas, schools that need to provide more to their students are too often providing less.

As schools across the nation struggle with the impact of increased testing and declining revenue, the Philadelphia schools community additionally faces drastic changes in its management and governance structures. Through all the changes, we need to remember that schools and students are more successful when art and music are a part of the core educational expectation and experience.

“The reason why the arts are not valued more is because when many people think of the arts in public schools they only see kids singing and children painting and don’t make the connection between the arts and improvements in academics, behavior, attendance and overall involvement in school... Even more importantly, art and music make life more livable and that’s the real power and magic of the arts.”

- A Philadelphia Elementary School Principal

The Impact of the Arts on the Lives of Children and Youth

The Art and Music Story in Philadelphia



***“I do not want art for a few any more than education for a few,
or freedom for a few.”***

- William Morris



The Impact of the Arts on the Lives of Children and Youth

A Philadelphia Story

When Lamar was in seventh grade, he was a low performing and unmotivated student. After taking his first art class in school, he discovered his future career path. Over the remainder of his middle and high school years, Lamar enrolled in art classes, developed aesthetic values and learned to use his artistic talent to produce work that reflected his love of fashion. During his senior year, he designed prom dresses for many of his classmates. Today, Lamar is a freshman at Syracuse on full scholarship and majoring in fashion design.

What Research Shows:

- **Do urban public school students from families of low socioeconomic status perform better on standardized tests in schools that integrate the arts into academic subjects than students in schools that do not? YES!**

Where is the proof? In a 1999 study, 19 Chicago Arts Partnership in Education (CAPE) schools (schools that integrate arts into the curricula) were compared with 29 similar Chicago public schools that did not participate in any arts partnerships. The study found that urban public school students from families of low socioeconomic status who attended CAPE schools that integrated the arts with academics consistently outperformed comparison students in reading and math scores.³

- **Is there a relationship between studying the arts and improving SAT scores? YES!**

Where's the proof? In 2000, a meta-analysis (statistical analysis of a large collection of individual studies) was conducted, involving more than 10 million American high school students that studied the relationship between the arts and improving SAT scores. The meta-analysis found that students who took art classes had higher math, verbal, and combined SAT scores compared to than students who did not take art classes. The more years of art classes that students take, the higher the SAT scores have been.⁴

- **Do students in middle and high school who have high involvement in the arts perform better academically than those with low arts involvement? YES!**

Where's the proof? A 1998 study examined data from 25,000 students in grades eight through ten. The study found that among students of low socioeconomic status, those with high arts involvement earned better grades and test scores, were less likely to drop out of school, watched fewer hours of television, were less likely to report boredom in school, had a more positive self-concept and were more involved in community service.⁵

A Philadelphia Story

Throughout elementary and middle school, Ricardo was a poor student who suffered from extremely low self-esteem. After taking an art class as a freshman in high school, his life turned around. He discovered that he was a talented artist; he gained confidence in his academic abilities and motivation to work in his other subjects. He became an honor student and today is a double major in engineering and math at Tuskegee University.

What Research Shows:

- **Is there a relationship between music and mathematics? YES!**

Where's the proof? A 2000 meta-analysis synthesized 10 years of studies investigating the relationship between music and mathematics and 10 years of SAT analysis. The meta-analysis found that students who took music classes in high school were more likely to score higher on standardized tests in mathematics than those who did not. Sustained participation in music education programs likely assists in the development of thinking skills related to mathematical reasoning, which in turn improves mathematical scores.⁶



- **Do children in “arts-rich” schools show more creativity and a higher academic self-concept than those in “arts-poor” schools? Do “arts-rich” schools have a more positive school climate when compared to “arts-poor” schools? YES!**

Where's the proof? A 2000 study examined 2,406 fourth, fifth, seventh, and eighth grade students in 18 public schools that ranged in their quality of arts programming. The study found that students in “arts-rich” schools had a higher academic self-concept, were more able to express ideas and feelings, were more creative, and were more cooperative learners. Teachers in “arts-rich” schools were more innovative, had an increased awareness of different aspects of students’ abilities and found school to be more enjoyable.⁷



- **Is there a relationship between music instruction and performance in reading? Does music instruction lead to enhanced reading ability? YES!**

Where's the Proof? In 2000, a meta-analysis was conducted of 30 studies that examined the relationship between music instruction and reading. The meta-analysis found that a strong relationship exists between music instruction and standardized measures of reading ability.⁸

A Philadelphia Story

Alicia was a high school student who grew up in a very impoverished neighborhood. She had severe emotional issues due to traumatic experiences throughout her childhood. As a way of coping with her situation, Alicia began working with the school's art teacher during lunch periods and found ways of channeling her pain through creating works of art. Working with her art teacher instilled a sense of hope in Alicia. By the time Alicia was a senior, she had won multiple citywide art awards. Today Alicia attends college and is majoring in computer graphic design.



The Art and Music Story in Philadelphia

In New York City, public schools are spending \$75 million to hire new art teachers. In Los Angeles, the second largest district in the country, a ten-year arts plan has been instituted to ensure that every student is exposed to the arts (see Appendix 4). In Baltimore, the Mayor has agreed to back a school board plan that will target \$93 million in arts funding by 2003.⁹

In Philadelphia, fewer and fewer resources are dedicated to the arts. It is, by now, an old story. The cuts in art and music administrators occurred in 1994 - the cuts in teachers followed.

In 1994, the Philadelphia School District severely cut back music and art administration as well as teachers in the arts. In that year, the Division of Art lost four central administrators leaving only one coordinator to provide central support services, coordinate professional development, improve quality and expand Saturday enrichment programs. The Division of Music lost its two vocal support administrators and a music instrumental coordinator. In the spring of 2002, as this report was being written, both the art and the music programs had one person each in the central office overseeing these programs, providing support, guidance and coordination to the teachers in the schools.^{10,11}

**Since 1994, the District Has Lost 45 Art Teachers.
Currently, Eighty-Two Schools Do Not Have Full-Time Art Teachers.¹²**

Elementary Schools

Anderson
Arthur
Birney
Blaine
Blankenburg
Bluford
Bregy
Bridesburg
J.H. Brown
Catherine
Cleveland
Crossan
Day
Disston
Dobson
Douglas
Durham
F.S. Edmonds
Ellwood
Emlen
Feltonville

Ferguson
Fidler
Forrest
Fox Chase
Fulton
Gideon
Girard
Greenfield
Hackett
Harrison
Harrity
Hartranft
Heston
Hill
Hopkinson
Howe
Huey
A.S. Jenks
Kinsey
Leidy
Locke
Logan

Longstreth
Ludlow
Mann
Mayfair
McCloskey
McClure
McDaniel
McKinley
Mifflin
Moffet
Morris
Morrison
Overbrook
Palumbo
Pastorius
Pennell
Pennypacker
Pollock
Powel
Rowen
Smedley
Smith

Spring Garden
E.M. Stanton
Vare
Waring
Martha Washington
Ziegler

Middle Schools

AMY NW
LaBrum
Pierce
Stoddard-Fleisher

High Schools

Boone
Carroll
Douglas
Franklin
Germantown
South Philadelphia
Swenson

The Sound of Silence in Music Classrooms

The Philadelphia School District has employed traveling music teachers in many schools where there were not “regular” music staff. In the past few decades, the number of these traveling or itinerant music teachers has been cut almost in half.¹³

The Steady Decline of Itinerant Music Teach



Currently, Eighty-Three Schools Do Not Have Full-Time Music Teachers¹⁴

Elementary Schools

Adaire
Alcorn
Arthur
Bethune
Bridesburg
J.H. Brown
H.A. Brown
Comegys
Crossan
Day
Dick
Duckrey
Edmonds
Emlen
Filter
Fulton
Gideon
Harrington
Harrison
Hartranft
Houston
Howe
Huey
Hunter
Jackson

Kinsey
Kirkbride
Lea
Lingelbach
Logan
Lowell
Ludlow
Marshall, John
McCloskey
McClure
McKinley
Meade
Morris
Morrison
Nebinger
Olney
Palumbo
Pennell
Pennypacker
Prince Hall
Reynolds
Richmond
Sharswood
Sheppard
Sheridan
Smedley

Smith
Spring Garden
E.M. Stanton
Taggart
Walton
Waring
George Washington
Webster
Whittier
Willard
Wilson

High Schools

Audenreid
Bodine
Bok
Carver
Fels
Germantown
Kensington
Parkway
Roxborough
Saul

Middle Schools

Cooke
Harding
Jones
LaBrum
Pickett
Rhodes
Shaw
Stetson
Stoddard-Fleisher
Vaux
Wagner

A Few Key Reasons Why Music and Art are Taking a Backseat

New Graduation Requirements Limit Opportunities for Participation in the Arts

New graduation requirements for June 2002 lower the number of electives from five to three credits. Students must now complete two additional credits in math and science. This change will further reduce student opportunities for participation in the arts by decreasing the number of elective credits and increasing the pressure on those who are struggling with math and science.¹⁶

There is a National Shortage of Music Teachers

There has been a national shortage of music teachers, particularly among urban schools, in the last decade. Low performing middle and high schools are hardest hit because qualified music teachers often choose to work with younger students.¹⁵

What Gets Tested, Gets Taught

In Philadelphia, like most districts, the core academic subjects are assessed by standardized tests. No similar assessments exist for the arts. The majority of principals place a major focus on tested areas and much less emphasis on ensuring high quality programs in the arts.¹⁷

And

Lack of Resources

“This year we traded an art teacher for a major subject teacher, I don’t know where we would be if we did not have the extra subject teacher, so the art position had to be cut.”

- A Principal from Philadelphia



Music and Art Programs Across Philadelphia





Music and Art Programs Across Philadelphia

This section presents examples of the great variety of experiences of Philadelphia schools in providing art and music education to students. Due to serious budget cutbacks, too many of our schools are unable to provide students with the high quality music and arts education that they deserve. A number of principals with whom we spoke noted that in recent years, music and art teachers were either cut from school budgets or not replaced when a teacher retired. In many cases, principals were forced to decide between hiring a music or art teacher, or a teacher in a core academic area. The latter was chosen most frequently.

McKinley Elementary School (North) - School Population: 368

- **History of Music and Art:** For the past three to four years, McKinley has not had music teachers due to budget cuts. This is the second straight year that the school has not had an art teacher. At McKinley, classroom teachers bring art into the lives of children in different ways, such as involving students in painting murals inside and outside of the school.
- **Number of Art and Music Teachers:** No art or music teachers.
- **School Based Music Programs:** No school based programs.
- **School Based Art Programs:** No school based art programs.
- **School Performances:** No student performances.

Alternative Middle Years (AMY) Northwest (Mt. Airy) - School Population: 240

- **History of Music and Art:** In the late 80's all of the vocal and instrumental music teachers and an art teacher were cut from the budget.
- **Number of Art and Music Teachers:** No art or music teachers.
- **School Performances:** No musical performances; a play is performed by eighth-grade students and is choreographed by a volunteer from outside of the school.
- **A Key to Valuing the Arts Program:** *Flexible curriculum:* AMY trains staff to be "generalist" teachers who incorporate the arts into core curriculums and in some cases provide specialized courses in the arts. For example, the generalist science teacher teaches music composition using keyboarding, teaches a Broadway course (students watch and write about Broadway musicals) and a computer art design course. The principal teaches a class in printmaking, water colors and paper mache. *Parent Involvement:* Parents facilitate school programs such as jewelry making. *Art Collaborations:* When funding is available, artists are hired to teach exploratory courses in clay/pottery and dance.

Germantown High School (Germantown) - Student population: 1,829

- **History:** Germantown High School at one point had a very strong music and art program. The school boasted of several choirs and an instrumental music program. As funding was cut, so were music and art. Last year, the school had one art teacher, but she left at the end of the 2000-2001 school year. This year, students do not have art and have not had music for some time.
- **Number of Art and Music Teachers:** No art or music teachers.
- **School Based Music and Art Programs:** No art and music programs offered.
- **School Performances:** None

South Philadelphia High School (South) - School population: 1,291

- **History:** In years past, the school had several music and art teachers. Over the years they have had to eliminate all but one music teacher due to budget cuts.
- **Number of Art and Music Teachers:** No art teacher, one full-time music teacher.
- **School Based Music and Art Programs:** General music classes (music appreciation, music history, piano instruction).
- **School Performances:** No band or chorus performances.

Baldi Middle School (Northeast) - School Population: 1,177

- **History:** Over the past seven years, the school lost one full-time art teacher.
- **Number of Art and Music Teachers:** One full-time art teacher for sixth-grade students, one full-time art teacher for mentally gifted, three itinerant music teachers.
- **School Performances:** Winter and spring band concert.
- **A Key to Valuing the Arts:** *Showcasing student talent:* Students are entered in citywide art contests, and student art exhibits are organized at the school.

Tilden Middle School (Southwest) - School Population: 1,600

- **History:** Ten years ago, there were no music or art teachers at the school. Due to a dramatic increase in the student population in the past three years, one music and two art teachers were hired. However, there are still not enough teachers to accommodate the large student population.
- **Number of Art and Music Teachers:** Two full-time art teachers, one full-time music teacher, one itinerant music teacher.
- **School Based Music and Art Programs:** Students in the fifth, sixth and eighth grades take music and art classes. Seventh-grade students do not take music or art because the school is focused on preparing students for eighth-grade and standardized tests.
- **School Performances:** Spring recital, small band ensemble performances, choir.
- **Key to Valuing the Arts:** *Partnerships:* “Save the Music Project” (school received grant to fund 32 individual headsets and 16 keyboards), “First Doors to the Future” (Temple University students teach Tilden students ballet), “America Sings” (students travel across the country and sing with other high school choirs at shelters).

There are schools that have been able, somehow, to provide quality art and music education to students. Staff at these schools noted that valuing the arts started with a school philosophy that includes the arts as an important vehicle for providing students with a high quality overall education. In addition to designating funds to the arts through special grants, Title I or desegregation funds, school staff pointed to other factors that were most important in sustaining high quality art and music programs. These include: integrating the arts into core academic subject areas, writing grants for music and art programs, establishing partnerships with art organizations, exposing children to the arts through school field trips, displaying artwork and entering students in contests, and involving parents in school performances.

Anne Frank School (Northeast) - School Population: 810

- **Number of Art and Music Teachers:** One art teacher, one music teacher, two itinerant instrumental teachers.
- **School Based Music and Art Programs:** All children receive music instruction, art instruction and participate in ongoing art exhibits.
- **School Performances:** Winter and spring performances, orchestra, glee club (4th and 5th grade choir), junior choir, band, percussion and string ensembles.
- **A Key to Valuing the Arts:** *Outside Partnerships:* Museum trips, “Singing City in Schools” (music professionals work with Glee Club on music composition), “Sounds of Learning” (Opera Company of Philadelphia teaches students about operas and students attend dress rehearsals), “Pennsylvania Council on the Arts Grant” (guest composers work with 3rd grade students on composing musical plays), “Philadelphia Folk Song Society” (musical groups perform for school at five assemblies throughout the year) and “Philly POPS” (Philly Pops provides interactive jazz performances).

George Washington High School (Far Northeast) - School Population: 2,747

- **Number of Art and Music Teachers:** One vocal music teacher, one band director, one visual arts teacher, five itinerant teachers.
- **School Based Music and Art Programs:** Students take classes in music appreciation, AP music theory, visual arts (pottery, ceramics, photography, graphic arts and design).
- **School Performances:** choir, orchestra, jazz band, concert band, marching band, chamber choir, string quartet, barbershop quartet.
- **A Key to Valuing the Arts:** *Outside Partnerships:* art and music workshops are provided to students, *Parent Involvement:* parents have an active booster club which assists with fundraisers to support the arts (i.e. supported student trip to Disney World), *Administration:* regardless of budget cuts, the administration has vowed to keep the arts intact.

Shawmont (Roxborough) - School Population: 750

- **Number of Art and Music Teachers:** Five full-time music teachers, three itinerant music teachers, one full-time art teacher.
- **School Based Music and Art Programs:** All 750 students get a minimum of one art and music class a week. *Music majors:* take music classes every day of the week (music theory, practice, history, vocal, instrumental). The average instrumental music major in seventh and eighth grade is proficient in two or three different instruments.
- **School Performances:** Winter and spring concert featuring: band, three chorus groups, Suzuki violin group, percussion group, jazz band, vocal ensemble, pit orchestra. The school also puts on a full Broadway show annually.
- **A Key to Valuing the Arts:** *Outside partnerships:* Philadelphia Orchestra, and Philadelphia Opera Company. *Showcasing student talent:* Band and choruses regularly participate in competitions throughout the city, state and country.

Meredith Elementary School (Queen Village) - School Population: 458 students

- **Number of Teachers:** One art teacher, one music teacher, part-time dance teacher, three itinerant instrumental teachers.
- **School Based Music and Art Programs:** All students in kindergarten through fifth grades receive basic music and art instruction in groups of 15. *Music:* music theory, keyboard skills, music appreciation and vocal training. *Art:* ceramics, printmaking, drawing, perspective, value studies and contours. Students in grades sixth, seventh and eighth grades have the option of choosing music or art as a major (all majors have two 45-minute classes per week).
- **School Performances:** Orchestra, glee club, concert choir, winter holiday celebration, African-American history, ensemble, spring musical theatre production.
- **A Key to Valuing the Arts: Innovative Curriculum:** The school finds creative ways to weave arts and music into the classroom curriculum. All teachers are considered to be artists and are encouraged to make subjects “come alive” through the arts (i.e. some classes teach multiplication through using music).

“Some people just don’t get it. In order to provide a child with a complete education, we need high quality art programs...The arts are put on the back burner; we are considered prep teachers. However many students who don’t succeed in regular class succeed in art classes; they get to use their hands and minds.”

- Art Teacher in Philadelphia

Magnet Schools for the Arts

Philadelphia currently has two magnet schools dedicated to the arts: the High School for Creative and Performing Arts (CAPA) and the Girard Academic Music Program (GAMP).

Girard Academic Music Program (GAMP) - School population: 500 students - Grades Fifth through Twelfth

- **Admission Requirements:** Students must score in the 80% percentile on standardized tests, have a B average and an interest in music.
- **Number of Art and Music Teachers:** Six full-time music teachers, five itinerant music teachers
- **School Based Music and Art Programs:** All students in fifth through eighth grades take a minimum of five music classes per week. Students in grades nine through twelve take at least seven music classes per week.
- **School Performances:** Winter and spring concert, school choir (all students participate), middle and high school band, string ensemble, string orchestra, full orchestra, swing band, concert choir, jazz band.
- **A Key to Valuing the Arts:** *Flexible curriculum:* The school finds unique ways of weaving music into core subject areas. Many students participate in music therapy and music technology service learning projects. *Showcasing student talent:* GAMP students perform throughout the country and world (i.e. New York, Colorado, Canada, Bahamas, Italy).

High School for Creative and Performing Arts (CAPA) - Student population: 670

- **Admission Requirements:** Students must maintain a B or better average, have excellent attendance record, score 70% or higher on city wide tests, and pass audition in one of six art areas.
- **Number of Art and Music Teachers:** 12
- **School Based Music and Art Programs:** *Dance:* ballet, modern, jazz, tap, ethnic dances; *Drama:* students participate in dramatic performances and take classes in oral interpretation, method acting, children's theatre and television production; *Instrumental music:* violin, cello, guitar, bass, percussion, etc; *Vocal music:* individual voice training and development, solfeggio, harmony, music theory, and composition; *Visual arts:* drawing, painting, computer graphics, commercial arts, ceramics, three dimensional sculpture; *Performances:* dramatic plays, musicals, brass ensemble, jazz ensemble, string ensemble, concert band, string quartet, chamber winds, orchestra, jazz band, concert choir, mixed choir, dance concerts, art exhibits, writing exhibitions.
- **A Key to Valuing the Arts:** *Flexible curriculum:* Curriculum is flexible so that the arts and current events are woven into lesson plans. For example, teachers show link between physics of dance and its application to mathematics. *Showcasing student talent:* CAPA students have appeared on local and national television programs, performed with the Philadelphia Orchestra and Academy of Music and performed throughout the country.

What Parents Had to Say





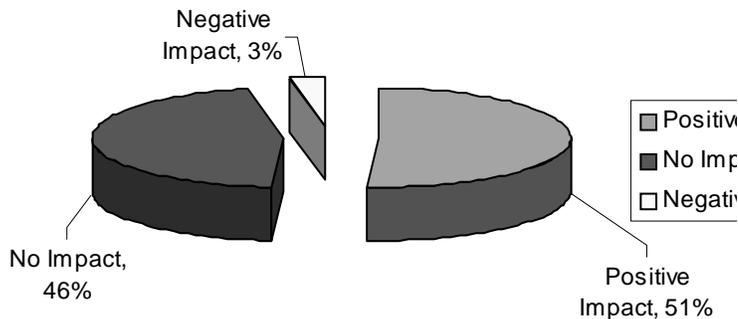
What Parents Had to Say

The Alliance Organizing Project (AOP) asked parents about art and music's impact on their children's educational experience. The majority of parents reported that art and music opened a needed avenue for school success for many children and helped improve kids' attitudes toward school. The surveys also revealed that schools need to find new ways to involve parents in school based music and art programs.

The following are a few of the survey results that were collected from parents at Welsh Elementary, McKinley Elementary, Kelly Elementary, Hunter Elementary, DeBurgos Middle, Edison High, and Germantown High. A total of 186 surveys were completed. *Pie Graphs 1,3 and 5 only reflect parent responses at schools with a music program (Welsh, Kelly, Edison) Pie Graphs 2, 4 and 6 only reflect parent responses at schools with an art program (Welsh, Kelly, Hunter, DeBurgos, Edison)*

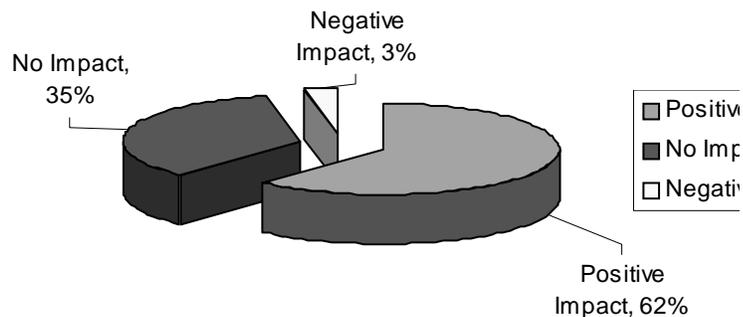
"Our children need a place where they can express themselves... kids who have trouble in math and science may be good at art and music and they need to have a place to shine."
 - Parent in Philadelphia

1) The majority of parents believe that their schools' music program has a positive impact on their children's attitude towards school.



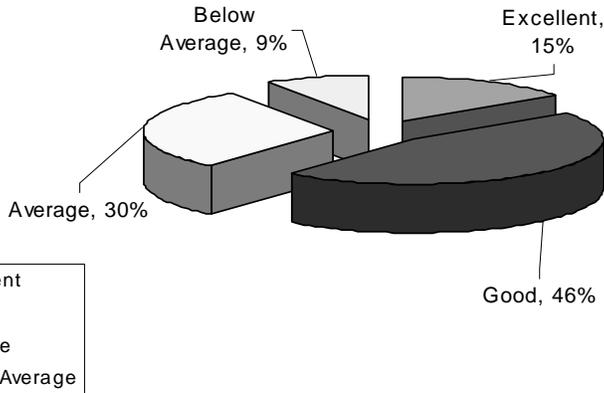
"Kids don't want to come to school because they don't have anything to look forward to like playing and listening to music. We used to have a music program, but not anymore and that's why kids act out."
 - Parent in Philadelphia

2) The majority of parents believe that their schools' art program has a positive impact on their children's attitude towards school.



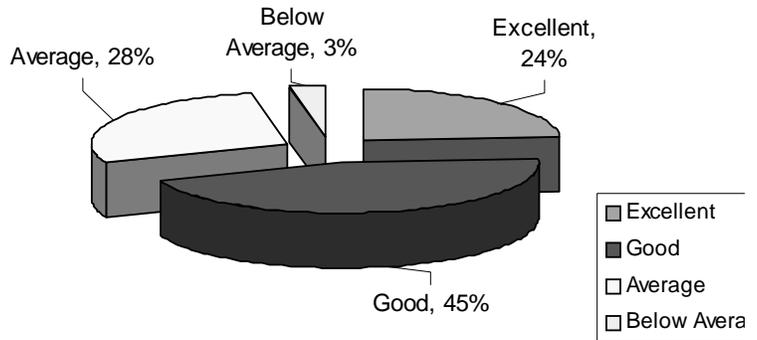
How would you rate the quality of your children's music and art programs?

3) Music Program



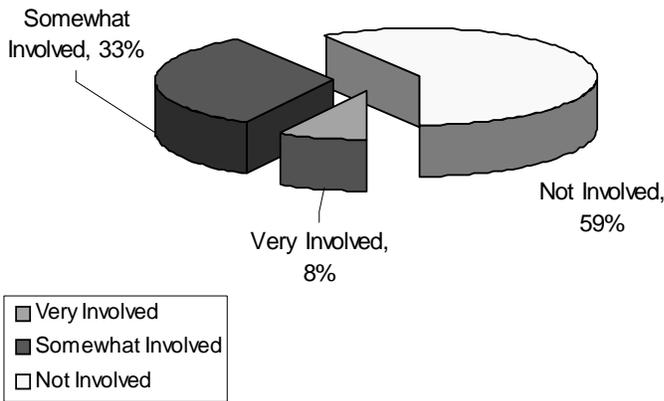
Graphs 3 and 4 show that most parents surveyed view art and music programs positively.

4) Art Program

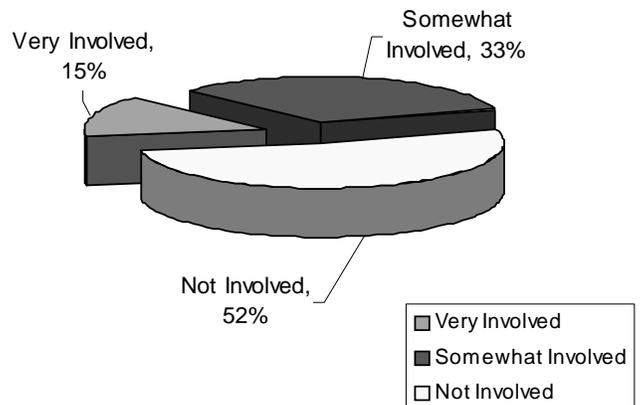


How involved are you in your children's music and art programs?

5) Music Program



6) Art Program



Graphs 5 and 6 show the majority of parents are not involved in their children's music and art programs.

“We don’t know what we are losing when we cut music and art out of schools. You never know how many scientists or lawyers we’ll lose.”

*- Doc Gibbs
Band Leader for Emeril Live*

Appendix



Appendix 1: Pennsylvania and Philadelphia Standards for Music and Art

In Pennsylvania, arts education (dance, music, theatre, and visual arts) is mandated for grades K-12 and local districts determine classroom time and instructional content to meet the required standards. Individual districts are required to create an assessment system in the arts for the third, fifth, eighth and twelfth grades. In order to graduate from high school, students must complete two credits in the arts and humanities.¹⁹

Philadelphia Standards for Music (Abbreviated)

1. Sing a varied repertoire of music alone and with others.
2. Perform on instruments alone and with others in a varied repertoire of music.
3. Improvise melodies, variations, and accompaniments.
4. Compose and arrange music within specific guidelines.
5. Read and Notate Music.
6. Listen to, analyze, and describe music.
7. Evaluate music and music performances.
8. Understand relationships among music, arts, and outside the arts.²⁰

Philadelphia Standards for Visual Arts (Abbreviated)

1. Media, Technique, Processes - Understand and apply art media, techniques, and processes.
2. Elements, Principals, Features - Demonstrate knowledge of elements, principles, and expressive features from diverse historical periods and cultures, especially African, Asian/Pacific, European, Latino, and Native American cultures.
3. Subject Matter, Symbols, Ideas - Recognize, select, and evaluate a variety of subject matter, symbols, and ideas from diverse cultures and historical periods, especially African, Asian/Pacific, European, Latino, and Native American cultures, in making original works of art.
4. Reflecting on Artwork - Observe, reflect, and value the characteristics, meanings, uses, and merits of one's own artwork and artwork from diverse cultural groups and historical periods.
5. Historical, Social, Cultural - Understand the visual arts and artifacts in relation to historical, social, and cultural contexts, especially African, Asian/Pacific, European, Latino, and Native American cultures.
6. Racial, Cultural, Gender - Use the visual arts and artifacts as a way of understanding ourselves and our communities through racial, cultural, and gender differences and similarities.
7. Relationship with Other Arts - Understand the interconnection between the visual arts and all disciplines.²¹



Appendix 2: National Standards for Music and Art

National Standards for Music Education (Abbreviated)

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.²³

National Standards for Art Education (Abbreviated)

1. Communicate at a basic level in the four arts disciplines - dance, music, theatre, and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
2. Communicate proficiently in at least one art form including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
3. Develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives.
4. Demonstrate an informed acquaintance with exemplary works of art from a variety of cultures and historical periods and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
5. Demonstrate an ability to relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.²⁴

“We lost a music teacher this year and students at our school are upset because they are being shortchanged and they know it. Now there is an expressive arts department with computers and technology but no teachers.”

- Music teacher in Philadelphia



Appendix 3: Working Together

The Picasso Project

The Picasso Project is a fund created to support music and art programs in the Philadelphia Public Schools and raise awareness of their importance in the healthy development of children. This fall, staff at public schools across the city will have the opportunity to apply for mini-grants that will provide special learning opportunities for students through the arts.

*To learn more about the Picasso Project, contact
Philadelphia Citizens for Children and Youth at 215-563-5848*

Philadelphia Arts in Education Partnership²²

Founded in 1996, The Philadelphia Arts in Education Partnership was created to promote collaboration among artists, arts teachers and arts organizations and institutions and to provide advocacy and professional development supporting sequential, substantive and culturally diverse content in arts education. Since its inception, the Philadelphia Arts in Education Partnership has doubled its number of members and substantially increased its work with Philadelphia public schools. The Partnership has facilitated professional development initiatives for teachers, artists and administrators and raised money to sponsor and support its Mini-Grants Program. These grants provide direct funding to teachers and school teams for arts-based curriculum projects.

To learn more about the Philadelphia Arts in Education Partnership, contact: 215-717-6596. Below are a few examples of mini-grant programs that are planned in Philadelphia's schools this year.

Francis Scott Key School and Strings for Schools, Inc

Exploring Cultures through Art and Music - This interdisciplinary music, art, and writing project focuses on cross-curricular areas of study and is based on the theme of understanding cultural diversity. Through guided performances by professional, multicultural instrumental ensembles, the creation of visual interpretations by the students, research and other computer related tasks; the students will explore their individual identities and cultures. The project will culminate with the construction of a large mural depicting a world map and figures based on multi-ethnic presentations by professional musicians.

Edison High School and The Balch Institute for Ethnic Studies

Philadelphia: A City of Immigrants - The students will research various ethnic, racial and national groups that comprise the population of Philadelphia, and explore the theme of immigration in America's history. Students will create portfolios of their writing, research, and sketches. The project will culminate in the creation of murals including an illustrated map of Philadelphia. These murals reflect the students' exploration of Philadelphia's rich cultural heritage.



Appendix 4: National Spotlight: Los Angeles Unified School District (LAUSD)

Background on LAUSD²⁵: Los Angeles is home to the second largest school district in the nation with over 740,000 students and 780 schools, K-12. In 1999, the District instituted a ten year arts education plan to systematically implement a comprehensive, standards based program in the arts for all students, pre-K through twelfth grade. The program will cost an estimated \$190 million over ten years.

The Mission: In 1999, the District committed to develop, promote and implement a comprehensive standards-based visual and performing arts education program available to all students in all grades.

Goal #1: Provide a substantive program of curriculum, instruction, and assessment in dance, music, theatre and visual arts in grades K-12.

Goal #2: Sponsor year-round professional development programs for administrators, general teachers, arts teachers and artists working in schools that are aligned with District arts standards, curricula and assessment.

Goal #3: Develop partnerships with public and private community arts organizations and with businesses to offer fiscal and programmatic support to augment and complement the District arts education goals.

Goal #4: Use print and electronic media to achieve goals one and three.

Goal #5: Evaluate the impact and effectiveness of the District Arts Education Plan.

Accomplishments in first three years

- Eleven new local district advisors in visual and performing arts were hired to improve the delivery of arts instruction and integration of arts within the school day.
- There are 140 traveling music and 52 traveling dance, theatre and visual arts specialists serving elementary schools.
- Over 600 credentialed music, visual arts, theatre and dance teachers serve middle and senior high schools.
- Extensive professional development has been secured from outside arts providers who collaborate annually with individual classrooms and schools. A guide that aligns the work of nonprofit arts agencies with the teaching strategies and learning goals of LAUSD has been completed.
- There are 98 elementary schools that have been designated as ARTS Prototype Schools. These schools receive the services of arts specialists in music, dance theatre and visual arts; augmented materials allocation; artists residencies and extensive professional development, as well as access to district-aligned community arts resources.



Appendix 5: National Spotlight : Chicago Arts Partnership in Education (CAPE)

Founded in 1992, The Chicago Arts Partnership in Education (CAPE) creates partnerships between art agencies and artists with Chicago public schools.²⁶ Groups of teachers and artists develop and co-teach courses that incorporate arts instruction with academic objectives in core subjects including reading, social studies and science. To date, the CAPE Program has established collaborations between 37 Chicago public schools, 53 professional development arts organizations and 27 community organizations.

Population of the CAPE schools:

- About 90% of students come from minority backgrounds.
- More than 84% of students come from low-income families.

Highlights of the CAPE Program Components

- A wide range of artists including writers, painters, dancers and actors spend time in core curriculum classes. Math has been found to be the most challenging subject to mesh with instruction in the arts.
- More than half of the teachers have at least one unit yearly that is co-taught by an artist; approximately 25% of teachers plan four or five units which bring together arts and academic subjects.

Curriculum examples:

- Teacher and partner artists developed curricula together and co-taught classes during the regular school day and incorporated arts education in the humanities and science curricula. In a fourth grade classroom, students created a musical composition weaved into the history of Chicago. In a high school classroom, an artist taught students the history of dyes and textiles, while chemistry teachers link related knowledge to chemistry principles.

Factors contributing to the success of the CAPE program

Reduction in class size

- The team teaching approach allows both teachers and artists to provide more individualized attention to students. CAPE provides two adults for every class.

Alternative learning strategies

- Integrating the arts in academic subjects offers alternative learning strategies for students and is particularly beneficial for students having difficulty with traditional curricula. Principals, teachers, artists and coordinators who completed surveys all said that CAPE assisted in the development of students' decision making, speaking, writing and creative thinking skills.

Professional Development

- There are numerous professional development opportunities offered to teachers and artists. The CAPE program offers close to a dozen workshops over the school year for teachers and artists to create lesson plans and learn how to integrate arts into the classroom.



Appendix 6: Survey

Survey of Music and Art Programs in Philadelphia's Public Schools Philadelphia Citizens for Children and Alliance Organizing Project

School _____

Please Circle only one of the following answers:

1) Does your children's school offer a music program during school hours?

Yes No

If you answered No to Question #1: Has the school ever offered a music program over the past several years?

Yes No Not Sure

If you answered yes to Question #1:

How would you rate the quality of the program?

Excellent Good Average Below Average

How involved are you in your children's music program?

Very Involved Somewhat Involved Not Involved

Has the music program had any impact on your child's attitude towards school?

Positive Impact No Impact Negative Impact

2) Does your children's school offer an art program during school hours?

Yes No

If you answered No to Question #2: Has the school ever offered an art program over the past several years?

Yes No Not Sure

If you answered yes to Question #2:

How would you rate the quality of the program?

Excellent Good Average Below Average

How involved are you in your children's art program?

Very Involved Somewhat Involved Not Involved

Has the art program had any impact on your children's attitude towards school?

Positive Impact No Impact Negative Impact

Endnotes



Endnotes

1. Deasy, Richard. 2002. *Critical Links: Learning in the Arts and Student Academic and Social Development*. The Arts Education Partnership, 132-134.
2. Champions for Change. 1999. *The Impact of the Arts on Learning*. Arts Education Partnership and President's Committee on the Arts and the Humanities.
3. Catterall, James and Waldorf, Lynn. 1999. *Chicago Arts Partnership in Education (CAPE): Evaluation Summary*. Washington, D.C.: Champions for Change: The Impact of the Arts on Learning. The Arts Education Partnership and President's Committee on the Arts and Humanities.
4. Vaughn, Kathryn and Winner, Ellen. 2000, Fall. *SAT Scores of Students who Study the Arts: What We Can and Cannot Conclude about the Association*. The Journal of Aesthetic Education, 34 (3-4): 77-89.
5. Catterall, James. 1998. *Involvement in the Arts and Success in Secondary School*. Washington DC: Americans for the Arts Monographs, 1 (9).
6. Vaughn, Kathryn. 2000, Fall. *Music and Mathematics: Modest Support for the Oft-Claimed Relationship*. Journal of Aesthetic Education, 35 (3-4): 149-166.
7. Burton, Judith, Horowitz, Robert and Abeles, Hal. 2000. *Learning in and Through the Arts: The Question of Transfer*. Studies in Art Education, 41(3): 228-257.
8. Butzlaff, Ron. 2000, Fall. *Can Music Be Used to Teach Reading?* The Journal of Aesthetic Education, 34 (3): 167-178.
9. Deasy, Richard and Fulbright, Harriet. 2001, January. *The Arts' Impact on Learning*. <http://www.edweek.org/ew/ewstory.cfm?slug=19deasy.h20>.
10. The Division of Art, School District of Philadelphia.
11. The Division of Music, School District of Philadelphia.
12. The Division of Art, School District of Philadelphia.
13. The Division of Music, School District of Philadelphia.
14. The Office of Student and School Progress, School District of Philadelphia; The Division of Music, School District of Philadelphia.
15. The Division of Music, School District of Philadelphia.
16. The Division of Art, School District of Philadelphia.
17. The Division of Art, School District of Philadelphia.

18. Longley, Laura. 1999. *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*. President's Committee on the Arts and the Humanities and Arts Education Partnership.
19. The Bureau of Curriculum and Academic Services, Pennsylvania Department of Education.
20. School District of Philadelphia. - <http://www.philsch.k12.pa.us/teachers/frameworks/gridmenu/index.htm>
21. School District of Philadelphia. – <http://www.philsch.k12.pa.us/teachers/frameworks/gridmenu/index.htm>
22. Philadelphia Arts in Education Partnership, <http://www.paep.net>
23. Music Education National Conference, <http://www.menc.org/publication/books/standards.htm>
24. http://artsedge.kennedy-center.org/professional_resources/standards/natstandards/intro.html/#04
25. Arts Education Branch, Los Angeles Unified School District
26. Chicago Arts Partnership in Education, <http://www.capeweb.org>.

Acknowledgments

Music, Art and Public Education

A Project of
Philadelphia Citizens for Children and Youth
in collaboration with
The Alliance Organizing Project

PCCY Project Staff

Shelly D. Yanoff, Executive Director, PCCY
Aldustus Jordan, Education Specialist, PCCY
Steven E. Fynes, Information & Events Coordinator, PCCY

AOP Project Staff

Melania Page-Gaither, Executive Director, AOP
Cecilia James, Parent Organizer, AOP
Helen Rowe, Parent Organizer, AOP
Lucy Ruiz, Parent Organizer, AOP

We are grateful for the assistance of the Division of Art and Division of Music of the School District of Philadelphia, The Office of Student and School Progress of the School District of Philadelphia, the Board of Directors of our organizations and all of the school administrators, parents, teachers and students for their support for this project.

PCCY Board of Directors

Patricia West, *President* * Amelia Belardo-Cox, Fasaha Traylor, *Vice Presidents* * Cheryl L. Weiss, *Treasurer* * Carleton H. Lee, Miguel Ramirez, *Secretaries* * Penny Ettinger, Richard T. Frazier, John E. Riggan, Allener Rogers, Donald F. Schwarz, Laval Miller-Wilson, Wendy C. Wolf
Executive Committee Members * Douglas Bauer * Judith Borie * David W. Brown * David Camp
Ellen Cavanaugh * Helen Dennis * Lindsay M. Forgash * Heather Forkey * Philip Ray Gordon
Barbara A. Grant * Sister Nancy Hagenbach * Thomas J. Henry * Judith R. Hyman * Lillian M.
Jackson * Yucynthia Jean-Louis * Stephanie E. Kallen * Nancy D. Kolb * Robert Listenbee
Keith F. Look * Natalia Martinez * Beth McDaid * Loraine Ballard Morrill * Nicole Napson
Marni Sweet * John F. Whealin * Lois Yampolsky ** Honorary Directors, Christie W. Hastings
and Lucy M. Sayre

PCCY Funders

Dolfinger-McMahon Foundation * Health Partners of Pennsylvania * Independence Blue Cross
Merck & Co * Pennsylvania Partnerships for Children/Robert Wood Johnson Initiative
Prudential Financial Securities * Siemens Medical Solutions * Tasty Baking Company * The
AMJ Foundation * The Annie E. Casey Foundation * The Austin Community Foundations
The Barra Foundation * The Binswanger Company * The Butler Family Fund * The Connelly
Foundation * The Dyson Foundation * The Ewing Marion Kaufman Foundation * The
Independence Foundation * The Kaplan Fund * The Marjorie D. Rosenberg Foundation * The
November Fund * The Pennsylvania Health Law Project/Nathan Cummings Foundation * The
Pew Charitable Trusts * The Philadelphia Eagles Youth Partnership * The Philadelphia
Foundation * The Phoebe Hass Charitable Fund * The Prudential Foundation * The Samuel S.
Fels Fund * The Shefa Fund * The Wachs Family Foundation * The William Penn Foundation
The William Goldman Foundation * United Way of Southeastern Pennsylvania * United Way/
Glaxo SmithKline Foundation



NATIONAL ASSOCIATION
OF CHILD ADVOCATES



United Way
of Southeastern
Pennsylvania

