

## 10. POLICY POSITION

### THE NEED FOR A MUSIC AND ARTS EDUCATION CURRICULUM IN THE PUBLIC SCHOOLS

#### BACKGROUND

Through music and arts education students acquire knowledge and skills in music, dance, theater and the visual arts. Music and arts education develops creativity, problem-solving and critical evaluative skills. It helps students acquire skills in production and performance of music and the arts, as well as an understanding of history and culture. Music and arts education is an essential ingredient in a complete education; provides a competitive edge for successful education reform; engages students in individual and group activity, problem-solving, performance and appreciation of cultural diversity; and helps us understand the world around us.

#### RECOMMENDATION

By the year 2000, all students in the public schools should have sufficient instructional time in music and arts sequentially organized (pre K-12), developmentally challenging, and reflecting cultural inclusiveness. This should occur in all of the music and arts with an in-depth experience in at least one art discipline utilizing the following strategies:

1. All students in grades pre K-5 shall be provided with a developmentally challenging music and arts curriculum including, at a minimum, visual arts, dance, theater and music. These experiences should provide students with a fundamental understanding and proficiency in music and the arts.
2. All students in grades 6-8 shall be involved in music and arts activities each year and will complete a minimum of two years of education in the arts. The middle grade experiences should take students beyond fundamental understanding and proficiencies.
3. All students in grades 9-12 shall be involved in music or arts each year and earn at least one year of credit in music or arts as a requirement for graduation. These experiences should enable students to exhibit some expertise in music and arts, and to perform well on nationally accepted performance standards in at least one music or art discipline.
4. Colleges and universities shall require a minimum of one year of education in music or arts for admission.
5. By the year 1996, states shall establish and use music and arts curriculum frameworks in each music and art form. The frameworks should be developed collaboratively with other state and national leaders in music, the arts, arts education, business and education.

6. By the year 1996, states shall establish evaluation processes, compatible with curriculum frameworks, to assess the extent to which students acquire knowledge, understanding, and skills in each music and art form. Evaluation should also provide information about the quality and content of programs in music and arts education and community support. The evaluation processes should be developed collaboratively with other state and national leaders in music, the arts, arts education, business and education.
7. All students shall study and have access to music and arts of diverse cultures and periods as well as newly emerging music and art forms.

By the year 2000, all students should have access to regularly offered quality music and arts instruction by qualified teachers through the following strategies:

1. Qualified music and arts teachers shall provide music and arts instruction in elementary, middle and high schools.
2. Classroom teachers shall receive postsecondary and continuing education in how to incorporate/infuse music and the arts into teaching all subjects.
3. School administrators shall receive educational experiences that enable them to understand and articulate, plan and implement music and the arts in the school curriculum.
4. Teachers in all music and art disciplines shall be supported by appropriate state and local music and arts coordinators and/or supervisors.
5. Schools shall extend regularly scheduled music and arts instruction through direct and sustained collaborations and with community resources (i.e. museums, artists, professional theaters and performing groups, universities and colleges, etc.)

Each state and community should provide access to environments and resources which promote and support lifelong learning and participation in music and the arts for all students, through the following strategies:

1. Governmental, educational (pre K-college) and cultural agencies, organizations and institutions at the state and local levels shall support, promote and strengthen education in music and the arts through their policies.
2. Artists, arts organizations, higher education institutions, community association, businesses and parents' organizations shall develop collaborations, networks and partnerships to support education in music and the arts.

3. State government agencies, school districts, colleges and communities shall demonstrate their support by providing adequate financing and other resources for quality education in music and the arts in at least the four music arts disciplines.

Adopted by the Southern Legislative Conference, August 11, 1992, Miami Beach, Florida.

Sponsored by: Senator Robert H. Smith, Mississippi

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