



Category	Content	Fact or Quote	Source
Cognitive	Everyday listening skills are stronger in musically-trained children than in those without music training. Significantly, listening skills are closely tied to the ability to: perceive speech in a noisy background, pay attention, and keep sounds in memory.	Fact	Strait, D.L. and N. Kraus, Biological impact of auditory expertise across the life span: musicians as a model of auditory learning. Hearing Research, 2013.
Cognitive	Music training in childhood "fundamentally alters the nervous system such that neural changes persist in adulthood after auditory training has ceased."	Fact	Skoe, E. & N. Kraus. (2012). A little goes a long way: How the Adult Brain Is Shaped by Musical Training in Childhood. The Journal of Neuroscience, 32(34):11507-11510.
Cognitive	Music enhances fine motor skills, or the ability to use small, acute muscle movements to write, use a computer, and perform other physical tasks.	Fact	Forgeard, 2008; Hyde, 2009; Schlaug et al. 2005, "The Effects of Musical Training on Structural Brain Development A Longitudinal Study," The Neurosciences and Music III: Disorders and Plasticity: Ann. N.Y. Acad. Sci. 1169: 182-186 (2009).

Cognitive	Students who take music in middle school score significantly higher on algebra assignments in 9th grade than their non-music counterparts.	Fact	Helmrich. B. H. (2010). Window of opportunity? Adolescence, music, and algebra. Journal of Adolescent Research. 25 (4). - See more at: http://www.artsedsearch.org/summaries/window-of-opportunity-adolescence-music-and-algebra#sthash.BvS0RoHP.dpuf
Cognitive	Musicians are found to have superior working memory compared to non-musicians.	Fact	Berti, et al., 2006; Pallesen et al., "Cognitive Control in Auditory Working Memory Is Enhanced in Musicians," PLOS One, June 15, 2010.
Cognitive	Studies have shown that young children who take keyboard lessons have greater abstract reasoning abilities than their peers, and that these abilities improve over time with sustained training in music.	Fact	Rauscher, F.H. , & Zupan, M., "Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field experiment" Early Childhood Research Quarterly, 15 , 215-228.2000.
Cognitive	Children with learning disabilities or dyslexia who tend to lose focus with more noise could benefit greatly from music lessons.	Fact	Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy. Accessed July 17, 2014.

Cognitive	A Stanford study shows that music engages areas of the brain which are involved with paying attention, making predictions and updating events in our memory.	Fact	Baker, Mitzi. "Music moves brain to pay attention, Stanford study finds." Stanford Medicine. Accessed February 24, 2015.
Cognitive	Much like expert technical skills, mastery in arts and humanities is closely correlated to a greater understanding of language components.	Fact	Trei, Lisa. "Musical training helps language processing, studies show." Stanford News. Accessed February 24, 2015.
Cognitive	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.	Fact	National Association for Music Education. "The Benefits of the Study of Music." National Association for Music Education. Accessed July 17, 2014. .
Cognitive	Playing an instrument as a kid leads to a sharper mind in old age, according to a new study conducted by Brenda Hanna-Pladdy, a clinical neuropsychologist in Emory's Department of neurology, and her colleagues. The researchers gave 70 people between the ages of 60 and 83 a battery of tests to measure memory and other cognitive abilities. The researchers found that those who had played an instrument for a decade or longer scored significantly higher on the tests than those with no musical background.	Fact	Quoted in Diane Cole, "Your Aging Brain Will Be in Better Shape If You've Taken Music Lessons," National Geographic, January 3, 2014.

Cognitive	Adults who receive formal music instruction as children have more robust brainstem responses to sound than peers who never participate in music lessons and that the magnitude of the response correlates with how recently training ceased. These results suggest that neural changes accompanying musical training during childhood are retained in adulthood.	Fact	Skoe, E. & Kraus, N. (2012). A Little Goes a Long Way: How the Adult Brain Is Shaped by Musical Training in Childhood, Journal of Neuroscience, 32 (34) 11510. DOI: 10.1523/JNEUROSCI.1949-12.2012
Cognitive	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.	Fact	Dr. Laurel Trainor, Prof. of Psychology, Neuroscience, and Behavior at McMaster University, 2006
Cognitive	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.	Fact	Dr. Laurel Trainor, Prof. of Psychology, Neuroscience, and Behavior at McMaster University, 2006

Cognitive	Early childhood training in instrumental music improves the ability to pay attention--visual focus, active listening, and staying on task.	Fact	Neville, H., et al. (2008). Effects of Music Training on Brain and Cognitive Development in Under-privileged 3- to 5-year-old Children: Preliminary Results. In C. Asbury & B. Rich (Eds.), Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition (pp. 105-116). New York, NY: Dana Press.
Cognitive	Music education sharpens student attentiveness.	Fact	Arts Education Partnership, 2011
Cognitive	Music education equips students to be creative.	Fact	Arts Education Partnership, 2011
Cognitive	It's also notable that both teachers (89 percent) and parents (82 percent) rate music education highly as a source for greater student creativity, a 21st century skill that's highly likely to help young people stand out in an increasing competitive global economy.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Cognitive	Everyday listening skills are stronger in musically-trained children than in those without music training 4, 7. Significantly, listening skills are closely tied to the ability to: perceive speech in a noisy background, pay attention, and keep sounds in memory.	Fact	Strait, D.L. and N. Kraus, Biological impact of auditory expertise across the life span: musicians as a model of auditory learning. Hearing Research, 2013.

Cognitive	Musical experience strengthens many of the same aspects of brain function that are impaired in individuals with language and learning difficulties, such as the neural timing precision which allows differentiation between speech syllables.	Fact	Kraus, N. and B. Chandrasekaran, Music training for the development of auditory skills. Nature Reviews Neuroscience, 2010. 11(8): p. 599-605.
Cognitive	Research reveals strong connections between rhythm skills and pre-reading abilities in toddlers.	Fact	Woodruff Carr K, W.-S.T., Tierney A, Strait D, Kraus N. , Beat synchronization and speech encoding in preschoolers: A neural synchrony framework for language development. , in Association for Research in Otolaryngology Symposium. 2014: San Diego, CA.
Cognitive	Adolescent-centered studies show that even very basic rhythm abilities, such as tapping to a beat, relate with reading skills, and we have provided initial evidence for how both abilities may rely on common underlying neural mechanisms of sound processing.	Fact	Tierney, A.T. and N. Kraus, The ability to tap to a beat relates to cognitive, linguistic, and perceptual skills. Brain and Language, 2013. 124(3): p. 225-231.

Cognitive	Musical expertise is associated with distinctive enhancements in how the nervous system encodes sound (such as stronger representation of harmonic information and greater resilience to noise) that emerge with musical training, even in early childhood.	Fact	Strait, D.L., et al., Musical training during early childhood enhances the neural encoding of speech in noise. <i>Brain Lang</i> , 2012. 123(3): p. 191-201.
Cognitive	Cognitive and neural benefits of musical experience continue throughout the lifespan, and counteract some of the negative effects of aging, such as memory and hearing difficulties in older adults.	Fact	Parbery-Clark A, A.S., Kraus N. , Musical Experience and Hearing Loss: Perceptual, Cognitive and Neural Benefits. , in Association for Research in Otolaryngology Symposium. 2014: San Diego, CA.
Cognitive	Studies show that even a few years of musical training early in life improve how the brain processes sound, and that the benefits of early exposure to music education last well into adulthood, years after the training has ceased	Fact	Skoe, E. and N. Kraus, A little goes a long way: how the adult brain is shaped by musical training in childhood. <i>The Journal of Neuroscience</i> , 2012. 32(34): p. 11507-11510.
Cognitive	Three in five Americans (61%) said it [music education] provided a disciplined problem solving approach and 59% said it prepared people to manage tasks more successfully.	Fact	July 2014 Harris Poll

Cognitive	According to research published in a 2014 article in Parents magazine, learning how to play percussion instruments helps children develop coordination and motor skills, because they require movement of the hands, arms, and feet.	Fact	Kwan, A. (2013), "6 Benefits of Music Lessons," Parents.
Cognitive	Music and math are highly intertwined. By understanding beat, rhythm, and scales, children are learning how to divide, create fractions, and recognize patterns.	Fact	Lynn Kleiner, founder of Music Rhapsody in Redondo Beach, CA
Cognitive	Certain instruments, such as percussion, help children develop coordination and motor skills; they require movement of the hands, arms, and feet.	Fact	Kristen Regester, Early Childhood Program Manager at Sherwood Community Music School at Columbia College Chicago. Copyright © 2013 Meredith Corporation.
Cognitive	In order to fully reap the cognitive benefits of a music class, kids can't just sit there and let the sound of music wash over them. They have to be actively engaged in the music and participate in the class.	Fact	Dr. Nina Kraus, director of Northwestern's Auditory Neuroscience Laboratory.

Cognitive	Researchers found that after two years, children who not only regularly attended music classes, but also actively participated in the class, showed larger improvements in how the brain processes speech and reading scores than their less-involved peers.	Fact	Nina Kraus, director of Northwestern's Auditory Neuroscience Laboratory, quoted in Melissa Locker, "This Is How Music Can Change Your Brain," Time, December 16, 2014.
Cognitive	"We don't see these kinds of biological changes in people who are just listening to music, who are not playing an instrument. I like to give the analogy that you're not going to become physically fit just by watching sports."	Quote	Nina Kraus, director of Northwestern's Auditory Neuroscience Laboratory, quoted in Melissa Locker, "This Is How Music Can Change Your Brain," Time, December 16, 2014.
Cognitive	"People who had musical training are better at hearing speech in noise. And it's not that different from what you're asking your nervous system to do when you're listening for a teacher's voice in a noisy classroom. And so we just simply know that if we ask people to repeat back sentences that are presented to them in background noise that if you have musical training, that you are better at repeating back the sentences accurately than if you did not have that musical training."	Quote	Dr. Nina Kraus, director of Northwestern's Auditory Neuroscience Laboratory quoted PBS NEWS HOUR, http://www.pbs.org/news-hour/bb/education-jan-june14-harmony_01-04/

Cognitive	In science I had very low grades and then once I started learning about music and being able to practice and concentrating, my science grades have gone higher and so have my other grade in other subjects. I would concentrate in my music and it was something to be focused on and not be bothered by anyone. I was using that on my homework and on any type of class work also. Science is now one of my best subjects.	Quote	VIANEY CALIXTO, student and Harmony Project Participant quoted in PBS NEWS HOUR. http://www.pbs.org/news-hour/bb/education-jan-june14-harmony_01-04/
Cognitive	While more affluent students do better in school than children from lower income backgrounds, we are finding that musical training can alter the nervous system to create a better learner and help offset this academic gap.	Quote	Dr. Nina Kraus, director of Northwestern's Auditory Neuroscience Laboratory quoted in "Musical training 'can improve language and reading'" http://www.bbc.com/news/health-28703013
Cognitive	A Canadian study of 48 preschoolers and published in 2011, found that verbal IQ increased after only 20 days of music training. In fact, the increase was five times that of a control group of preschoolers, who were given visual art lessons, says lead researcher Sylvain Moreno, an assistant	Fact	Joanne Lipman, "A Musical Fix for American Schools," The Wall Street Journal, October 10, 2014.
Cognitive	43 high-school students from impoverished neighborhoods in Chicago randomly assigned to band or choir lessons showed significant increases in their ability to process sounds, while those in a control group, who were enrolled in a junior ROTC program, didn't.	Fact	2013 study published in Frontiers in Educational Psychology reported in http://www.wsj.com/articles/a-musical-fix-for-american-schools-1412954652

Cognitive	In a 2009 study in the Journal of Neuroscience, researchers used an MRI to study the brains of 31 6-year-old children, before and after they took lessons on musical instrument for 15 months. They found that the music students' brains grew larger in the areas that control fine motor	Fact	Joanne Lipman, "A Musical Fix for American Schools," The Wall Street Journal, October 10, 2014.
Cognitive	Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills.	Fact	© 2015 Program for Early Parent Support (PEPS), a 501(C)(3) nonprofit organization
Cognitive	Infants recognize the melody of a song long before they understand the words. They often try to mimic sounds and start moving to the music as soon as they are physically able.	Fact	© 2015 Program for Early Parent Support (PEPS), a 501(C)(3) nonprofit organization
Cognitive	Toddlers love to dance and move to music. The key to toddler music is the repetition of songs which encourages the use of words and memorization. Silly songs make them laugh. Try singing a familiar song and inserting a silly word in the place of the correct word, like "Mary had a little spider" instead of lamb. Let them reproduce rhythms by clapping or tapping objects.	Fact	© 2015 Program for Early Parent Support (PEPS), a 501(C)(3) nonprofit organization

Cognitive	Teens associate playing music with music literacy, listening skills, motor ability, eye-hand coordination and heightened intellectual capabilities.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").
Cognitive	Teens believe music helps adolescents release or control emotions and helps coping with difficult situations such as peer pressure, substance abuse, pressures of study and family, the dynamics of friendships and social life, and the pain of loss or abuse.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").
Cognitive	A study at the University of California at Irvine demonstrated that young kids who participated in music instruction showed dramatic enhancements in abstract reasoning skills. In fact, researchers have found neural firing patterns that suggest that music may hold the key to higher brain function.	Fact	Rauscher, Shaw, Levine , Ky and Wright, "Music and Spatial Task Performance: A Causal Relationship," University of California , Irvine , 1994
Cognitive	Playing a musical instrument strengthens eye-hand coordination and fine motor skills, and kids who study an instrument learn a lot about discipline, dedication and the rewards of hard work.	Fact	http://nisom.com/index.php/instruction/health-benefits

Cognitive	Involvement in participatory arts programs has been shown to have a positive effect on mental health, physical health, and social functioning in older adults, regardless of their ability. The arts also contribute to communicating, building sense of identity, preserving or restoring social capital, and strengthening social networks in communities.	Fact	Arts in Aging report from the National Endowment for the Arts. Accessed on 8/21/2015 http://www.cms.msu.edu/docs/BenefitsMusic-Adult.pdf
Cognitive	Research shows that music activities (both music listening and music making) can influence older adults' perceptions about the quality of their lives. Some research has examined the effects of music listening on biological markers of health and subjective perceptions of wellbeing. Other studies on the psychological and social benefits associated with music making activities have demonstrated that participants often place considerable value on these "nonmusical" benefits of music activity.	Fact	Coffman, D. D. (2002). Music and quality of life in older adults. <i>Psychomusicology</i> , 18(1-2), 76-88
Cognitive	Music can meaningfully reduce the perceived intensity of pain, especially in geriatric care, intensive care, or palliative medicine (an area of healthcare that focuses on preventing and relieving the suffering of patients).	Fact	Scott Christ, "20 surprising, science-backed health benefits of music," USA Today, December 17, 2013.
Cognitive	A study of healthy male college students found that, while riding stationary bicycles, the participants worked harder while listening to fast music. Extra bonus: They also enjoyed the music more.	Fact	Scott Christ, "20 surprising, science-backed health benefits of music," USA Today, December 17, 2013.

Cognitive	One study found that listening to music after a workout can help the body recover faster. While slow music produced a greater relaxation effect post-exercise, it seems that any kind of music can help the physical recovery process.	Fact	Scott Christ, "20 surprising, science-backed health benefits of music," USA Today, December 17, 2013.
Cognitive	Listening to classical music has been shown to effectively treat insomnia in college students.	Fact	Scott Christ, "20 surprising, science-backed health benefits of music," USA Today, December 17, 2013.
Cognitive	One study found that playing soft music (and dimming the lights) during a meal can help people slow down while eating and ultimately consume less food in one sitting.	Fact	Scott Christ, "20 surprising, science-backed health benefits of music," USA Today, December 17, 2013.
Cognitive	Scientists have found that the emotions patients experience while listening to music have a healthy effect on blood vessel function. Music both made study participants feel happier and resulted in increased blood flow in their blood vessels.	Fact	Scott Christ, "20 surprising, science-backed health benefits of music," USA Today, December 17, 2013.
Cognitive	Have you ever felt chills down your spine while listening to music? According to a study by Nusbaum and Silvia (2010), over 90% of us have. How powerful the effects of music, though, depends on your personality. People who are high in one of the five personality dimensions called 'openness to experience', are likely to feel the most chills while listening to music.	Fact	Nusbaum and Silvia, "Shivers and Timbres Personality and the Experience of Chills From Music," Social Psychology & Personality Science, (2010).

Cognitive	In research by Ferguson and Sheldon (2013), participants who listened to upbeat classical compositions by Aaron Copland, while actively trying to feel happier, felt their moods lift more than those who passively listened to the music. This suggests that engaging with music, rather than allowing it to wash over us, gives the experience extra emotional power.	Fact	Ferguson and Sheldon, "Trying to be happier really can work: Two experimental studies," The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice, (2013).
Cognitive	According to a study by Kawakami et al. (2013), sad music is enjoyable because it creates an interesting mix of emotions; some negative, some positive. Crucially, we perceive the negative emotions in the music, but don't feel them strongly.	Fact	Kawakami et al., "Sad music induces pleasant emotion," Frontiers in Psychology, (2013).
Cognitive	Look carefully and you'll find musicians at the top of almost any industry. Woody Allen performs weekly with a jazz band. The television broadcaster Paula Zahn (cello) and the NBC chief White House correspondent Chuck Todd (French horn) attended college on music scholarships; NBC's Andrea Mitchell trained to become a professional violinist. Both Microsoft's Mr. Allen and the venture capitalist Roger McNamee have rock bands. Larry Page, a co-founder of Google, played saxophone in high school. Steven Spielberg is a clarinetist and son of a pianist. The former World Bank president James D. Wolfensohn has played cello at Carnegie Hall.	Quote	Joanne Lipman, "Is Music the Key to Success?" The New York Times, October 13, 2013. http://www.nytimes.com/2013/10/13/opinion/sunday/is-music-the-key-to-success.html?_r=0

Cognitive	Music may not make you a genius, or rich, or even a better person. But it helps train you to think differently, to process different points of view — and most important, to take pleasure in listening.	Quote	Joanne Lipman, "Is Music the Key to Success?" The New York Times, October 13, 2013. http://www.nytimes.com/2013/10/13/opinion/sunday/is-music-the-key-to-success.html?_r=0
Cognitive	Music training not only helps children develop fine motor skills, but aids emotional and behavioral maturation as well, according to a new study, one of the largest to investigate the effects of playing an instrument on brain development.	Fact	Amy Ellis Nutt, "Music lessons spur emotional and behavioral growth in children, new study says," The Washington Post, January 7, 2015.
Cognitive	Music keeps your ears young. Older musicians don't experience typical aging in the part of the brain (the auditory cortex) that often leads to hearing troubles. It's never too late to start taking piano lessons and prevent these age-related changes.	Fact	(The Record.com – Michael Roizen, MD and Mehmet Oz, MD)
Cognitive	Researchers found that those who played an instrument for two years showed a stronger "neurophysiological distinction" between certain sounds than children who didn't get the instrumental training. For instance, the music-makers more easily could tell the difference between the words "bill" and "pill," a key skill in learning to read.	Fact	Skoe, E. & Kraus, N. (2012). A Little Goes a Long Way: How the Adult Brain Is Shaped by Musical Training in Childhood, Journal of Neuroscience, 32 (34) 11510. DOI: 10.1523/JNEUROSCI.1949-12.2012

Cognitive	When you play a musical instrument you have to learn about tone and about scores and your ability to store audio information becomes better. So not only does this make it easier to pick up other languages and have a better verbal memory in your own language, we have also seen that musicians are able to pick out exactly what others are feeling just on the tone of their voices. Empathy, disappointment, that kind of thing.	Quote	Quoted in , "Playing a Musical Instrument Makes you Brainier," by Richard Alleyne, The Telegraph, 10/27/2009.
Cognitive	You have to understand what it means for a combat veteran to be agitated in the waiting room. Their pupils are dilated. They are angry or waiting for something to happen. But when we have live music that day, they come to me far more relaxed. It's like an amazing miracle, and I don't say that lightly.	Quote	Dr. Hani Khouzam, quoted in, "Live music at Fresno's VA Hospital makes a big difference," by Diana Marcum, Los Angeles Times, January 16, 2013.
Cognitive	Music therapy utilizing improvisation on hand drums helped veterans modulate their "often misdirected, exaggerated, and unrecognized emotions," with the goal being generalization of these skills to everyday life. Drumming provided an opportunity for the men to express and control their feelings and helped build a sense of connectedness and group mission.	Fact	Burt, J. W. (1995). Distant Thunder: Drumming with Vietnam Veterans. Music Therapy Perspectives, 13, 110-112; quoted in, "Music Therapy and the Military," by Ronna Kaplan, Huffington Post, March 4, 2013.

Cognitive	Studies show that music can trigger the brain to release chemicals that distract the body from pain. When music reaches the brain's auditory cortex, there's communication between the cortex and the brain's areas that control emotion, memory, and motor control.	Fact	Abbie Fenress Swanson, "Music helps vets control symptoms of PTSD," Time, March 8, 2010.
Cognitive	A kid with a music degree isn't limited to a performance or teaching career. Musicians are everywhere. We are project managers, marketers, Finance folks, IT people and engineers. In my twenty-some years as a corporate HR person, I was always impressed by the way musical people excelled at logic and non-linear thinking, both.	Quote	Liz Ryan, "Let the kids study music, already!" Forbes, September 3, 2014.
Cognitive	Researchers from Ohio State University's Wexner Medical Center looked at how different types of music and silence were processed in the brains of 21 people with epilepsy. Whether listening to classical music or jazz, all of the participants had much higher levels of brain wave activity when listening to music, the study found. Brain wave activity in the epilepsy patients tended to synchronize more with the music, especially in the temporal lobe, the researchers said.	Fact	Robert Preidt, HealthDay, August 10, 2015

Cognitive	<p>Music has positive affects on people's emotions and creativity. When we sing together, we synchronize our breathing and feel more connected. Music is also an effective, almost magical medium for learning and retaining information, [because] it activates three different centers of the brain at the same time: language, hearing, and rhythmic motor control. By inducing emotions, it also creates a heightened condition of awareness and mental acuity. Words paired with music are far easier to retain. As an example, most of us can remember the words and meanings of songs we haven't heard for years. Isn't it interesting how you still remember your ABCs?</p>	Quote	<p>Don McMannis quoted in, "Use Music to developm kids' skill and character," Edutopia, March 19, 2009.</p>
Cognitive	<p>The perception of music and the emotions it can stir is not solely dependent on memory, and music does not have to be familiar to exert its emotional power. I have seen deeply demented patients weep or shiver as they listen to music they have never heard before, and I think that they can experience the entire range of feelings the rest of us can, and that dementia, at least at these times, is no bar to emotional depth. Once one has seen such responses, one knows that there is still a self to be called upon, even if music, and only music, can do the calling.</p>	Quote	<p>Oliver Sacks quoted in, "Use Music to developm kids' skill and character," Edutopia, March 19, 2009.</p>

Cognitive	When a child picks up a violin for the first time, she/he knows that playing Bach right away is not an option; however, when that child practices, learns the skills and techniques and doesn't give up, that Bach concerto is that much closer. In an increasingly competitive world, where people are being asked to continually develop new skills, perseverance is essential to achieving success.	Quote	Lisa Phillips, "The artistic edge: 7 skills children need to succeed in an increasingly right brain world," ARTSblog, Americans for the Arts, 2013.
Cognitive	The ability to focus is a key skill developed through ensemble work. Keeping a balance between listening and contributing involves a great deal of concentration and focus. It requires each participant to not only think about their role, but how their role contributes to the big picture of what is being created. Recent research has shown that participation in the arts improves children's abilities to concentrate and focus in other aspects of their lives.	Quote	Lisa Phillips, "The artistic edge: 7 skills children need to succeed in an increasingly right brain world," ARTSblog, Americans for the Arts, 2013.
Cognitive	"We need people who think with the creative side of their brains—people who have played in a band, who have painted...it enhances symbiotic thinking capabilities, not always thinking in the same paradigm, learning how to kick-start a new idea, or how to get a job done better, less expensively."	Quote	Annette Byrd, GlaxoSmithKline

Educational	Research reveals strong connections between rhythm skills and pre-reading abilities in toddlers.	Fact	Woodruff Carr K, W.-S.T., Tierney A, Strait D, Kraus N. , Beat synchronization and speech encoding in preschoolers: A neural synchrony framework for language development. , in Association for Research in Otolaryngology Symposium. 2014: San Diego, CA.
Educational	" [In the Latino Arts Strings Program] I had a wide range of ages to talk to, to play music with, to laugh with. Even though we were in a strict musical setting, they helped me find parts of myself that are not musical."	Quote	Fatima Gomez, BGCS/Latino Arts Strings Program Alumnus
Educational	"Music has impacted me... helping my ability to do math and to read, and to think critically."	Quote	Fatima Gomez, BGCS/Latino Arts Strings Program Alumnus
Educational	Children who study music tend to have larger vocabularies and more advanced reading skills than their peers who do not participate in music lessons.	Fact	Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy. Accessed July 17, 2014. .

Educational	Music programs are constantly in danger of being cut from shrinking school budgets even though they're proven to improve academics.	Fact	National Center for Education Statistics. "Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010." National Center for Education Statistics. Accessed February 24, 2015. .
Educational	Schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance.	Fact	The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015.
Educational	Regardless of socioeconomic status or school district, students (3rd graders) who participate in high-quality music programs score higher on reading and spelling tests.	Fact	Hille, Katrin, et al. "Associations between music education, intelligence, and spelling ability in elementary school." Adv Cogn Psychol 7 (2011): 1-6. Web. Accessed February 24, 2015.
Educational	Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without music programs.	Fact	The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015.

Educational	The College Entrance Examination Board found that students involved in public school music programs scored 107 points higher on the SAT's than students with no participation.	Fact	Profiles of SAT and Achievement Test Takers, The College Board, compiled by the Music Educators National Conference (2002)
Educational	U.S. Department of Education data on more than 25,000 secondary school students found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12."	Fact	U.S. Department of Education NELL88 Database
Educational	Nearly 100% of past winners in the prestigious Siemens Westinghouse Competition in Math, Science and Technology (for high school students) play one or more musical instruments. This led the Siemens Foundation to host a recital at Carnegie Hall in 2004, featuring some of these young people, after which a panel of experts debated the nature of the apparent science/music link.	Fact	The Midland Chemist (American Chemical Society) Vol. 42, No.1, Feb. 2005
Educational	Students in high-quality school music education programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community.	Fact	Nature Neuroscience, April 2007

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Educational	Students in all regions with lower-quality instrumental programs scored higher in English and mathematics than students who had no music at all.	Fact	Journal for Research in Music Education, June 2007; Dr. Christopher Johnson, Jenny Memmott
Educational	Students at schools with excellent music programs had higher English test scores across the country than students in schools with low-quality music programs; this was also true when considering mathematics.	Fact	Journal for Research in Music Education, June 2007; Dr. Christopher Johnson, Jenny Memmott
Educational	Students in top-quality instrumental programs scored 17% higher in mathematics than children in schools without a music program, and 33% higher in mathematics than students in a deficient choral program.	Fact	Journal for Research in Music Education, June 2007; Dr. Christopher Johnson, Jenny Memmott
Educational	Students in top-quality instrumental programs scored 19% higher in English than students in schools without a music program, and 32% higher in English than students in a deficient choral program.	Fact	Journal for Research in Music Education, June 2007; Dr. Christopher Johnson, Jenny Memmott
Educational	Music education enhances fine motor skills.	Fact	Arts Education Partnership, 2011
Educational	Music education prepares the brain for achievement.	Fact	Arts Education Partnership, 2011
Educational	Music education fosters superior working memory.	Fact	Arts Education Partnership, 2011
Educational	Music education cultivates better thinking skills.	Fact	Arts Education Partnership, 2011

Educational	Music education improves recall and retention of verbal information.	Fact	Arts Education Partnership, 2011
Educational	Music education advances math achievement.	Fact	Arts Education Partnership, 2011
Educational	Music education boosts reading and English language skills.	Fact	Arts Education Partnership, 2011
Educational	Music education improves average SAT scores.	Fact	Arts Education Partnership, 2011
Educational	Substantial majorities of both teachers and parents view student access to music and arts education as “extremely” or “very” important.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public’s Hopes and Beliefs for K–12 Music Education in the United States: 2015.
Educational	Both parents and teachers have high standards and expectations for quality music programs, especially the importance of competent, certified teachers	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public’s Hopes and Beliefs for K–12 Music Education in the United States: 2015.
Educational	On average, students have had only about three years of in-school music education, according to parents; more than a third have had one year or less, with one in six of all students having had no music instruction at all.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public’s Hopes and Beliefs for K–12 Music Education in the United States: 2015.

Educational	Fewer than half of school music programs have the musical instruments or even sheet music they need for all participating students, both teachers and parents say.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Parents and teachers in urban schools are clamoring for expansion of programs to match the access to and attributes of programs in suburban schools.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Substantial majorities of both parents and teachers want to see the scope of elementary school music education expanded.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Majorities of parents and teachers believe music education should be required in both middle and high schools.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Educational	Nearly half of parents and teachers support integrating music into the professional development of all educators	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Substantial majorities of teachers and parents believe budget cuts in music programs hurt students and that music is not as adequately funded as other core subjects. Most teachers and parents rate the funding for their own school's music program as average or worse.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Asked about 15 possible ways to cut school budgets, both teachers and parents are more willing to make cuts in 12 of the 14 other curricular, administrative and service areas than cut music and arts education. Only the number and salaries of teachers are more sacrosanct.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	More than 80 percent of teachers, and nearly as many parents, say that the time allotted to music education—adequate rehearsal time, class duration and class frequency— is important for a quality music education program.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Educational	Eight in 10 teachers and more than seven in 10 parents believe the number of minutes of music education required every week is an important quality component.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	The number and quality of musical instruments, along with materials, are high on parents' lists of "must haves" for a quality program. But many teachers report that these essentials are in short supply.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Fewer than half of teachers (42 percent) and parents (46 percent) say their schools have the musical instruments they need for all students who want to learn to play.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Just 41 percent of teachers and 46 percent of parents say their schools have enough sheet music for every participating child.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Educational	Teachers in urban schools are more likely to consider music and arts education as core to the curriculum (38 percent) and value access to it (81 percent), compared to teachers in rural areas (30 percent of whom consider music and arts education as core to the curriculum and 70 percent of whom value access to it).	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Urban teachers also believe more strongly that music education can build 21st century skills, such as communication, critical thinking, problem-solving and innovation skills.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	African-American parents (76 percent) and Hispanic parents (75 percent) are significantly more likely than Caucasian parents (67 percent) to enroll their children in school music classes where opportunities exist, and they are more interested in their children participating in virtually every type of music class in or out of school.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Educational	African-American and Hispanic parents generally believe more strongly in a wide array of potential benefits from music education, are more likely to have seen these positive impacts on their own child and more strongly support expanding music education programs. Ironically, these parents also are more likely to report that there are no music programs in their schools (21 percent of African-American parents and 22 percent of Hispanic parents report this, compared to 15 percent of Caucasian parents).	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Students in the West are more likely to have school music programs that take place only outside of school hours—and they have access to fewer types of programs as well.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	It's striking that both teachers (87 percent) and parents (79 percent) strongly believe music education has a positive impact on overall academic performance.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Educational	More than eight in 10 teachers (83 percent) and more than seven in 10 parents (73 percent) say budget cuts in music education are detrimental to students.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	On average, both teachers and parents would be more willing to cut spending in 12 of 15 other programs before they'd cut funding for music and arts education.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	Teachers in Title I schools are more likely to report that their schools have no music program at all. In Title I schools that do offer music programs, teacher responses suggest that they have fewer full-time music teachers—and teachers in these schools are more likely to report there are no professional development opportunities for the music teachers they do have.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Educational	Federal education policy specifically authorizes the use Title I funds for music and arts education. But few teachers—even the majority who know what Title I is—are aware of this significant opportunity to provide or improve music programs in the country. Even fewer parents are familiar with Title I, let alone the fact that Title I funds can be used for music education	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Educational	The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college.	Fact	Academic Preparation for College: What Students Need to Know and Be Able to Do, 1983 [still in use], The College Board, New York
Educational	According to The Harmony Project's website, since 2008, 93 percent of Harmony Project seniors have gone on to college, despite a dropout rate of 50 percent or more in their neighborhoods.	Fact	© 2015 The Harmony Project
Educational	Early sustained music learning is actually the frame upon which education itself can be built for low-income kids.	Quote	MARGARET MARTIN, founder, Harmony Project, quoted in PBS NEWS HOUR. http://www.pbs.org/news-hour/bb/education-jan-june14-harmony_01-04/

Educational	Teens long for more variety and options for making music in school, including the expansion to instruments and technology used in popular music.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").
Educational	Teens described their music teachers as encouraging, motivating and acting as both role models and friends that can be trusted for listening and giving advice.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").
Educational	Research at McGill University in Montreal, Canada showed that grade-school kids who took music lessons scored higher on tests of general and spatial cognitive development, the abilities that form the basis for performance in math and engineering.	Fact	http://nisom.com/index.php/instruction/health-benefits
Educational	A study of 8 to 11-year-olds found that, those who had extra-curricular music classes, developed higher verbal IQ, and visual abilities, in comparison to those with no musical training.	Fact	Forgeard et al., "Practicing a Musical Instrument in Childhood is Associated with Enhanced Verbal Ability and Nonverbal Reasoning," PLOS One, 2008.

Educational	<p>Soldiers of the 1700s were required to function almost as automatons, to obey, smoothly and in formation, whatever commands were given by their superiors. With clouds of gunsmoke added to the din of combat, oral commands or personal example were not always reliable means of giving direction to an army. An order that was not heard — or worse, not understood — could be as dangerous as the enemy. Musically transmitted signals, however, could be heard above the crash of gunfire. The voice of the trumpet and the cadence of the drums were clear and unambiguous, making them vital to command and control.</p>	Fact	<p>HistoryNet Staff, "The Music of War," History.net, June 6, 2012.</p>
Educational	<p>The formal discipline of music therapy has a rich, long history in providing services for our American heroes. It began after World Wars I and II, when community musicians performed in veterans' hospitals and medical professionals noticed patients' positive and emotional responses to music. In 1944, when it became evident that these hospital musicians required special training, the first music therapy degree program was founded. Currently, approximately 50 qualified music therapists work in VA hospitals throughout the U.S., according to Al Bumanis, director of communications at the American Music Therapy Association.</p>	Fact	<p>Music Therapy and the Military, by Ronna Kaplan, Huffington Post, March 4, 2013.</p>

Educational	Being able to think on your feet, approach tasks from different perspectives and think 'outside of the box' will distinguish your child from others. In an arts program, your child will be asked to recite a monologue in 6 different ways, create a painting that represents a memory, or compose a new rhythm to enhance a piece of music. If children have practice thinking creatively, it will come naturally to them now and in their future career.	Quote	Lisa Phillips, "The artistic edge: 7 skills children need to succeed in an increasingly right brain world," ARTSblog, Americans for the Arts, 2013.
Educational	"I believe arts education in music, theater, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They (children) have an enthusiasm for life a spark of creativity, and vivid imaginations that need training – training that prepares them to become confident young men and women."	Quote	Richard W. Riley, Former US Secretary of Education
Educational	"Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music."	Quote	Gerald Ford, Former President of the United States
Educational	"Music is about communication, creativity, and cooperation, and by studying music in schools, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective."	Quote	Bill Clinton, Former President of the United States

Educational	A 2012 U.S. Department of Education report that compared surveys from 1999-2000 and 2009-2010 found that music was offered in 94 percent of elementary schools during both timeframes, and that visual art offerings dropped only slightly, from 87 percent of schools in 2000 to 82 in 2010.	Fact	Jessica Siegel, "Amid Tests and Tight Budgets, Schools Find Room for Arts," CityLimits.Org, June 7, 2013.
Social	One of the biggest kicks is to see a child come into the music program as an introvert and leave as a student leader. That's a tremendous process.	Quote	Dick Zentner, 2013 Patrick John Hughes Parent/Booster Award Recipient
Social	"We have this holistic opportunity to teach children the benefits of direct participatory music education."	Quote	Linda Edelstein, Milwaukee youth symphony orchestra
Social	"To you beautiful wonderful students, you lifted us all up this morning. That's what music does, it lifts you up."	Quote	Larry Morton, former NAMM Board Chairman & President of Hal Leonard Corporation
Social	"Music is a tool for social justice."	Quote	Dinorah Marquez, Program Director, Latino Arts Strings Program
Social	"Music became my voice and it became the bridge to a larger culture."	Quote	Dinorah Marquez, Program Director, Latino Arts Strings Program
Social	"Our school has created a culture that considers the music education part of our programming, as a real partner in the full development and academic achievement for our students."	Quote	Dinorah Marquez, Program Director, Latino Arts Strings Program
Social	Music is my life. It's a safe haven.	Quote	Student @ Skaneateles High School

Social	Children who study a musical instrument are more likely to excel in all of their studies, work better in teams, have enhanced critical thinking skills, stay in school, and pursue further education.	Fact	Arte Music Academy. "Statistical benefits of music in education." Statistical-Benefits-Of-Music-In-Education. Accessed July 17, 2014.
Social	In the past, secondary students who participated in a music group at school reported the lowest lifetime and current use of all substances (tobacco, alcohol, and illicit drugs).	Fact	5 VH1: Save the Music. "The Benefits of Music Education." VH1: Save the Music. Accessed February 24, 2015. .
Social	"At this time when you are making critical and far-reaching budget and program decisions...I write to bring to your attention the importance of the arts as a core academic subject and part of a complete education for all students. The Elementary and Secondary Education Act defines the arts as a core subject, and the arts play a significant role in children's development and learning process. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively."	Quote	Arne Duncan, Secretary of Education, Letter to Schools and Community Leaders, 2009.
Social	Perserverance is developed and strengthened through music education.	Fact	Scott, L. (1992). Attention and Perseverance Behaviors of Preschool Children Enrolled in Suzuki Violin Lessons and Other Activities. Journal of Research in Music Education, 40(3), 225-235.

Social	Music education helps develop originality and flexibility, which are key components of creativity and innovation.	Fact	Craft, A. (2001). An Analysis of Research and Literature on Creativity and Education. Report Prepared for the Qualifications and Curriculum Authority. Coventry, England. Strategic National Arts Alumni Project (SNAAP). (2010). Forks in the Road: The Many Paths of Arts Alumni: Strategic National Arts Alumni Project 2010 Findings. Bloomington, IN.
Social	Graduates from music programs report that creativity, teamwork, communication, and critical thinking are skills necessary in their work, regardless of whether they are working in music or other fields.	Fact	Craft, A. (2001). An Analysis of Research and Literature on Creativity and Education. Report Prepared for the Qualifications and Curriculum Authority. Coventry, England. Strategic National Arts Alumni Project (SNAAP). (2010). Forks in the Road: The Many Paths of Arts Alumni: Strategic National Arts Alumni Project 2010 Findings. Bloomington, IN.

Social	Music education strengthens perseverance.	Fact	Arts Education Partnership, 2011
Social	Music education supports better study habits and self-esteem.	Fact	Arts Education Partnership, 2011
Social	Hispanic and African-American parents generally feel music provides more benefits to children than other parents do. Like their urban counterparts, however, they feel they're being shortchanged in a number of ways—though they're taking steps to overcome these deficits that could model solutions for other groups.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Social	Parents and teachers in Western states report that schools trail their counterparts in other regions on a number of measures; they feel more strongly than those in other regions that music should be a core subject. Parents and teachers in the West are the least satisfied about the status of their music programs.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Social	Majorities of both parents and teachers see a myriad of social-emotional, academic, 21st century skill, community, and physical and health benefits from music education—especially social-emotional benefits	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Social	Majorities of both parents and teachers are aware of research on the effects of music on the developing brain, and have personally experienced the benefits of music education on their own children or students.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Social	Four of the top five benefits teachers see in the potential of music education to help students express themselves (cited by 92 percent of teachers), become more confident (90 percent), and develop better practice habits (89 percent) and more self-discipline (88 percent).	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Social	Majorities of parents whose children are involved in music classes also credit music education for making them happier, more focused, more selfdisciplined, stronger academically and more helpful.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.

Social	Parents who are highly involved in supporting their school's music and other programs (including substantial numbers of parents who do not have high incomes) have higher expectations for music programs in their schools—and they're significantly more likely to see these demands for quality met.	Fact	NAMM Foundation and Grunwald Associates LLC (2015). Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States: 2015.
Social	"The arts are central to who we are as a people, and they are central to the success of our kids. This is not an afterthought. This is not something you do because it's nice to do. It is necessary for these young people to succeed that we promote the arts."	Quote	President Barack Obama
Social	Seven in ten Americans (71%) say that the learnings and habits from music education equip people to be better team players in their careers.	Fact	July 2014 Harris Poll
Social	Two-thirds (67%) of Americans say music education provides people with a disciplined approach to solving problems.	Fact	July 2014 Harris Poll
Social	Two-thirds (66%) of Americans say that music education prepares someone to manage the tasks of their job more successfully.	Fact	July 2014 Harris Poll

Social	Four out of five Americans (80%) believe their music education has contributed to their level of personal fulfillment.	Fact	July 2014 Harris Poll
Social	"I was twelve when I learned my first three chords on guitar and wrote my first song. My life changed forever... music became the way I told my stories."	Quote	Taylor Swift
Social	Taking music lessons offers a space where kids learn how to accept and give constructive criticism, according to research published in The Wall Street Journal in 2014.	Fact	Joanne Lipman, "A Musical Fix for American Schools," The Wall Street Journal, October 10, 2014.
Social	Music education lays the foundation for individual excellence in group settings, creative problem solving, and flexibility in work situations.	Fact	July 2014 Harris Poll
Social	Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, drug abuse).	Fact	Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998
Social	Group classes require peer interaction and communication, which encourage teamwork, as children must collaborate to create a crescendo or an accelerando.	Fact	Kristen Regester, Early Childhood Program Manager at Sherwood Community Music School at Columbia College Chicago. Copyright © 2013 Meredith Corporation.

Social	Playing an instrument teaches kids to persevere through hours, months, and sometimes years of practice before they reach specific goals, such as performing with a band or memorizing a solo piece.	Fact	Mary Larew, Suzuki violin teacher at the Neighborhood Music School in New Haven, Connecticut. Copyright © 2013 Meredith Corporation.
Social	Lessons offer a forum where children can learn to accept and give constructive criticism. Turning negative feedback into positive change helps build self-confidence, Regester says. Group lessons, in particular, may help children understand that nobody, including themselves or their peers, is perfect,	Fact	Mary Larew, Suzuki violin teacher at the Neighborhood Music School in New Haven, Connecticut. Copyright © 2013 Meredith Corporation.
Social	Music is like a dialogue because we can play a certain thing – let’s say the violins can play something back –it could be the same melody different notes and it’s like a conversation talking back and forth.	Quote	VIANEY CALIXTO, student and Harmony Project Participant quoted in PBS NEWS HOUR. http://www.pbs.org/news-hour/bb/education-jan-june14-harmony_01-04/
Social	Music is no cure-all, nor is it likely to turn your child into a Nobel Prize winner. But there is compelling evidence that it can boost children’s academic performance and help fix some of our schools’ most intractable problems.	Quote	Joanne Lipman, "A Musical Fix for American Schools," The Wall Street Journal, October 10, 2014.
Social	Making music together, children learn to work as a team while they each contribute to the song in their own way. At the same time, music helps children learn that together they can make something larger than the sum of its parts.	Fact	© 2015 Program for Early Parent Support (PEPS), a 501(C)(3) nonprofit organization

Social	More benefits of music for children include learning cooperation, sharing, compromise, creativity, and concentration - skills that become invaluable as they enter school, face new challenges, and begin to form new friendships and develop social skills.	Fact	© 2015 Program for Early Parent Support (PEPS), a 501(C)(3) nonprofit organization
Social	Teenagers may use musical experiences to form friendships, and to set themselves apart from parents and younger kids.	Fact	© 2015 Program for Early Parent Support (PEPS), a 501(C)(3) nonprofit organization
Social	"We feel strongly that abundant health benefits can be achieved by older adults who learn to make music in a supportive, socially enjoyable setting. We are just beginning to understand the positive effects of making music on our bodies and our physical health."	Quote	Dr. Frederick Tims, principal investigator for the Music Making And Wellness Research Project and professor and chair of Music Therapy at Michigan State University
Social	Teens music as their "social glue" and as a bridge for building acceptance and tolerance for people of different ages and cultural backgrounds.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").

Social	Teens look at music as an opportunity in school for engagement as performers, composers and intelligent listeners—activities and qualities that appear to be deeply meaningful to them.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on “The Impact of Music on the Lives of Children and Adolescents”).
Social	Teens feel that playing music teaches self-discipline.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on “The Impact of Music on the Lives of Children and Adolescents”).
Social	Teens believe that playing music diminishes boundaries between people of different ethnic backgrounds, age groups and social interests.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on “The Impact of Music on the Lives of Children and Adolescents”).

Social	Teens indicate making music provides the freedom for teens to just be themselves; to be different; to be something they thought they could never be; to be comfortable and relaxed in school and elsewhere in their lives.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").
Social	Teens are committed to their instruments and their school ensembles because they love to be involved in these musical and social groups; 20% of the respondents specified instruments as part of their musical identities, whether or not they were engaged in school music education.	Fact	Presentation to U.S. Congress, 2007, Washington D.C. (Invited and arranged by the National Association of Music Merchants/NAMM, on "The Impact of Music on the Lives of Children and Adolescents").

Social	Teens believe that music is an integral part of American life, and that music reflects American culture and society; there were 333 mentions of the skills that music education can provide access to, including the historical and cultural significance of music in civilizations and societies.	Fact	Patricia Shehan Campbell, Ph.D., of the University of Washington, "Adolescents' Expressed meanings of Music In and Out of School," reveals the meaning and importance of music participation in the lives of middle and high school adolescents, including those enrolled and not enrolled in school music programs. The research was based on responses by 1,155 teens who submitted student essays to Teen People magazine as part of an online contest inviting teens to speak out to help prevent the further elimination of music programs in schools across the country.
Social	Kids who make music have been shown to get along better with classmates and have fewer discipline problems. More of them get into their preferred colleges, too.	Fact	http://nisom.com/index.php/instruction/health-benefits

Social	People high in openness to experience are more likely to play a musical instrument, and more likely to rate music as important to them.	Fact	Nusbaum and Silvia, "Shivers and Timbres Personality and the Experience of Chills From Music," <i>Social Psychology & Personality Science</i> , (2010).
Social	A study of almost one thousand Finnish pupils who took part in extended music classes, found they reported higher satisfaction at school in almost every area, even those not related to the music classes themselves.	Fact	Eerola & Eerola, "Extended music education enhances the quality of school life," <i>Music Education Research</i> , 2013.
Social	A review of 23 studies covering almost 1,500 patients found that listening to music reduced heart rate, blood pressure and anxiety in heart disease patients.	Fact	Bradt & Dileo, "Music for stress and anxiety reduction in coronary heart disease patients," <i>PubMed.Gov</i> , 2009
Social	A study by Logeswaran et al. (2009) found that a quick blast of happy music made participants perceive other's faces as happier. The same was true for a snippet of sad music. The biggest effect was seen when people looked at faces with a neutral expression. In other words: people projected the mood of the music they were listening to onto other people's faces.	Fact	Logeswaran et al., "Crossmodal transfer of emotion by music," <i>Neuroscience Letters</i> , (2009).

Social	<p>In a study by Palmer et al. (2013), people from both Mexico and the US showed remarkable similarities in connecting duller, darker colors with sadder pieces of music and lighter, more vivid colors with happier music.</p> <p>A follow-up study showed that these music-to-color associations were seen because of the emotional content of the music.</p>	Fact	Palmer et al., "Music-color associations are mediated by emotion," PNAS, (2013).
Social	<p>Both the Greek and Roman armies used brass and percussion instruments — including the ancestors of the modern cornet and tuba — to convey information on the march, in the field and in camp. Greek armies on campaign employed musicians to accompany poetic recitations of odes and paeans designed to remind soldier and citizen alike of the valor of past heroes. After the collapse of Rome in the West, its tradition of martial music was preserved and refined by the Eastern empire in Byzantium.</p>	Fact	HistoryNet Staff, "The Music of War," History.net, June 6, 2012.
Social	<p>When the first American soldiers manual — compiled by Maj. Gen. Wilhelm von Steuben — was issued to the Continental Army in 1778, it contained a list of beats and signals modeled on those used in European armies. More quickly than in Europe, however, the bugle replaced the fife and drum ensemble in the American ranks. In 1867 bugle calls for the U.S. armed forces, mostly patterned after French models, were codified and standardized into a form that largely survives today.</p>	Fact	HistoryNet Staff, "The Music of War," History.net, June 6, 2012.

Social	While burgeoning technology eclipsed the need for music to accompany movement on the battlefield by the mid-20th century, it remained an effective means by which states could manipulate the morale, energies and attitudes of armies and indeed entire populations.	Fact	HistoryNet Staff, "The Music of War," History.net, June 6, 2012.
Social	Since 2005, the VA has more than doubled the number of music therapists at its clinics.	Fact	Abbie Fenress Swanson, "Music helps vets control symptoms of PTSD," Time, March 8, 2010.
Social	When a child has a part to play in a music ensemble, or a theater or dance production, they begin to understand that their contribution is necessary for the success of the group. Through these experiences children gain confidence and start to learn that their contributions have value even if they don't have the biggest role.	Quote	Lisa Phillips, "The artistic edge: 7 skills children need to succeed in an increasingly right brain world," ARTSblog, Americans for the Arts, 2013.
Social	"I must study politics and war, that my sons may study mathematics and philosophy...in order to give their children the right to study painting, poetry, music and architecture."	Quote	John Q. Adams

Social	Music is universal. It's a gabillion dollar industry, and it is omnipresent. How many hours in a row do you ever go without listening to music? Everywhere you go, everything you watch– music. Always music. We are surrounded in it, bathe in it, soak in it. Why would we not want to know more about something constantly present in our lives? Would you want to live in a world without music? Then why would you want to have a school without music?	Quote	Peter Greene, "Stop 'defending' music education," The Huffington Post, June 11, 2015.
Social	Music is freakin' magical. In 40-some years I have never gotten over it — you take some seemingly random marks on a page, you blow air through a carefully constructed tube, and what comes out the other side is a sound that can convey things that words cannot. And you just blow air through a tube. Or pull on a string. Or whack something. And while we can do a million random things with a million random objects, somehow, when we just blow some air through a tube, we create sounds that can move other human beings, can reach right into our brains and our hearts. That is freakin' magical.	Quote	Peter Greene, "Stop 'defending' music education," The Huffington Post, June 11, 2015.
Social	Music is awesome. It's human. It's universal. It's big business precisely because it is something that everybody wants.	Quote	Peter Greene, "Stop 'defending' music education," The Huffington Post.