

Oliver Sealey

Dr. Raschdorf

MUSC 300

October 3, 2021

Advocacy in Music Education

In the inevitable event that I am subject to budget cuts in whatever music program I am in charge of, specifically educational programs, I will prepare to communicate with my colleagues, the administration, and the school board about important issues and advocating for the music program. Although I have yet to experience the field of music education, I can prepare myself by focusing on priorities and effective forms of communication with these people.

My first priority will be to establish the importance of music education as it relates to a child's learning experience. According to research done by the University of British Columbia, they found that, "the more the students engage with music, the better they do in [Math, Science and English]." It not only supplies students with a different approach to education, such as performance based learning and emphasis on discovering new culture and creative ideas, but it also benefits in team building, developing self discipline, and enhances the learner's cognitive capacity (University of British Columbia). In addition, exercising creative, holistic thinking can ease stress for students, supplying them with a break from monotony and more logical or linear thinking, all while still exercising the brain and continuing to develop fundamental and valuable skills.

Musicians use their talents and skills as a physical, emotional, and mental outlet. This is the next priority because mental health is an incredibly important issue that needs to be accounted for with young, learning minds. To reiterate, music as a mental outlet relieves students

of overworking linear thinking. However, it also helps in an emotional manner, as students can use music to express a vast array of emotions through writing, listening to, and playing music, which are all incredibly healthy ways of relaying those emotions. It lets students exercise hand eye coordination in instrumental ensembles. It permits students to stand and even walk to the rhythm of the music as they sing in vocal ensembles, letting them move around instead of sitting at a desk all day (O'Regan, Julia).

Finally, I would prioritize community involvement. Some of my most important experiences in school were being involved in community events, such as participating in talent shows hosted by the mayor of the city, school functions performing alongside community ensembles or even college ensembles, and competition based performances such as All-State band and choir. These opportunities have riddled my elementary and secondary school experiences and are now bleeding into my college experience, as opportunities continue to lap over themselves like waves on a beach. Without community involvement, without the opportunities that I have been provided, I would not be quite as passionate about music. In my case and many others, music got me to school. It supported my drive to learn and helped me discover where I'm meant to be moving toward in the years to come.

Connecting with the community will be a great first step in communicating importance to the right people. Setting up joint ensemble performances, involving students with people in the field, and even having community members help advocate the importance of music can help. I can then communicate the successes of these events with the school board and with local media to spread awareness of music programs and their importance. I can invite administrators and school board members to observe the classroom rehearsals. When budget cuts are necessary, I can compromise with the board and work with them to help finance without dropping music and

even art programs, and I can explain, demonstrate, and provide detailed research supporting music and its importance to the future of students and their academic success. All these are things I can focus on to communicate the importance of a music education program and convince my future colleagues that it is just as important as other academic subjects.

Works Cited

O'Regan, Julia. "Using Music as an Outlet." *The Ionian*,

<https://theionian.org/3648/opinion/using-music-as-an-outlet/>.

University of British Columbia. "Music students do better in school than non-musical peers."

ScienceDaily. ScienceDaily, 24 June 2019.

www.sciencedaily.com/releases/2019/06/190624111504.htm.