



Our Collective Power through Music Education - the Real Civic Engagement

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2:00-3:00 AM • W181



Driving Question

- How can music and music learning address and align with societal needs?
 - How can we engage students and others in the community through the power of music to impact awareness and desired changes in our schools communities?
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Sharing our stories





Teaching/Learning Scaffold:

- Standards, relevance, empathy
 - Aligning with rigorous music learning and high-level performance standards
 - Broadening the context
 - Working Braintrust
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Standards & Relevance

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work

7.2 Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate elements of music.

Essential Question: How do individuals choose music to experience?

Process Component: Analyze

CONNECTING—Anchor Standard 10: Synthesize & relate knowledge & personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Process Component: Synthesize

Standards & Relevance

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

Process Component: Relate

Data in Support - National Civic League

Civic Engagement & Inclusion through Art

- Arts and culture play a key role in positive social outcomes.
- In our most vulnerable communities, low-income neighborhoods with cultural resources have 14% fewer cases of child abuse and neglect. 'At-Promise' students involved in arts are 23% more likely to attend college than peers with low arts involvement.²
- Across *all* communities, participation in the arts has a **positive and statistically significant effect on people's levels of civic engagement**.³
- National Endowment for the Arts, Americans for the Arts, & ArtsFund draw quantitative connections between arts engagement and civic engagement.

Singers Sing and “Act”

Choral singers are much more involved in their communities and civically engaged than the members of the public at large surveyed, assuming more positions of leadership and influence in the process.

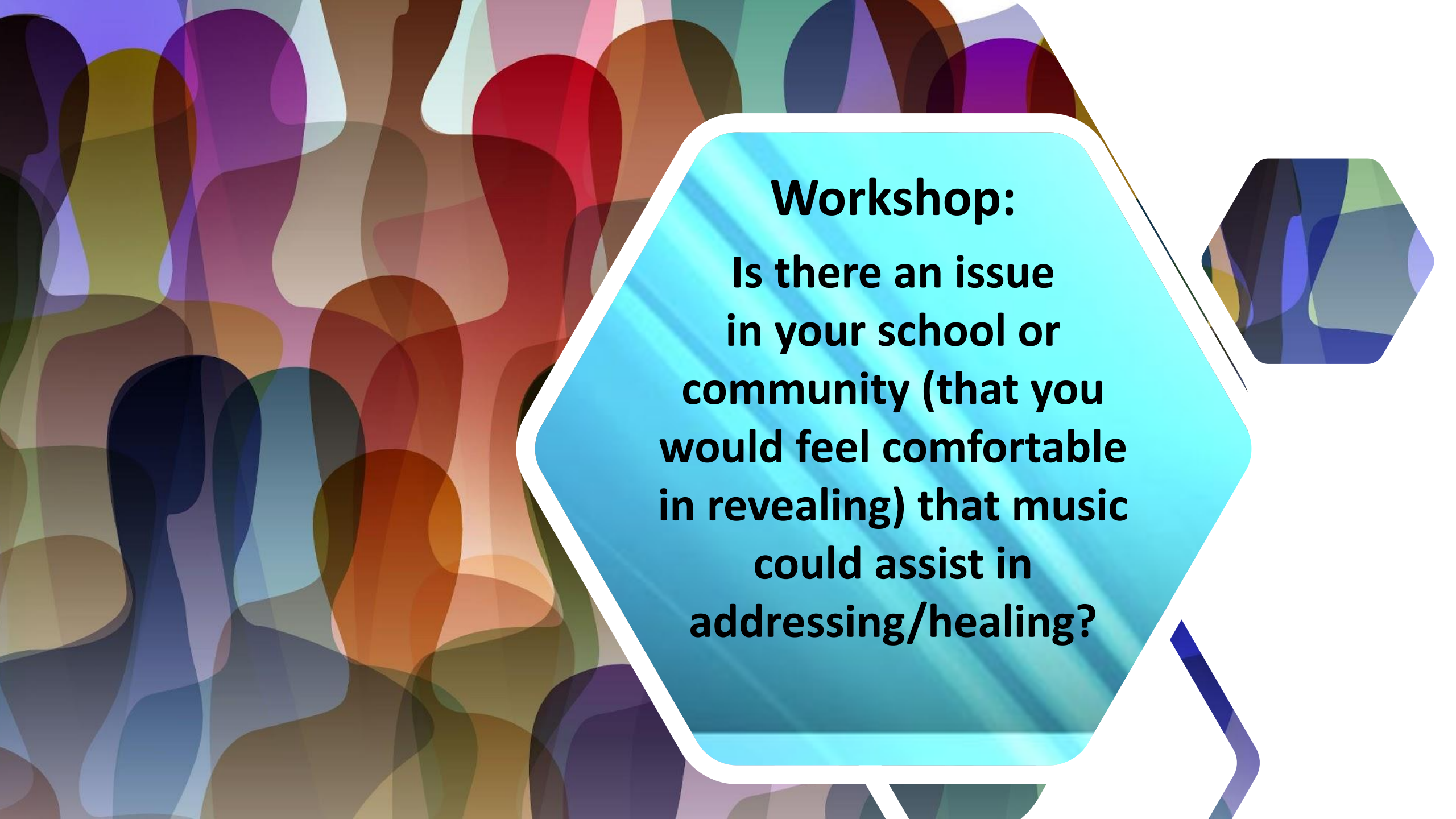
Choristers are significantly more likely to:

- Do volunteer work in their communities outside their choruses (84% vs. 69% of the general public)
- Volunteer frequently (18% vs. 8% of the general public)
- Volunteer “fairly often” or more (44% vs. 27% of the general public)
- Contribute financially to the organizations they support (77% vs. 63% of the general public)

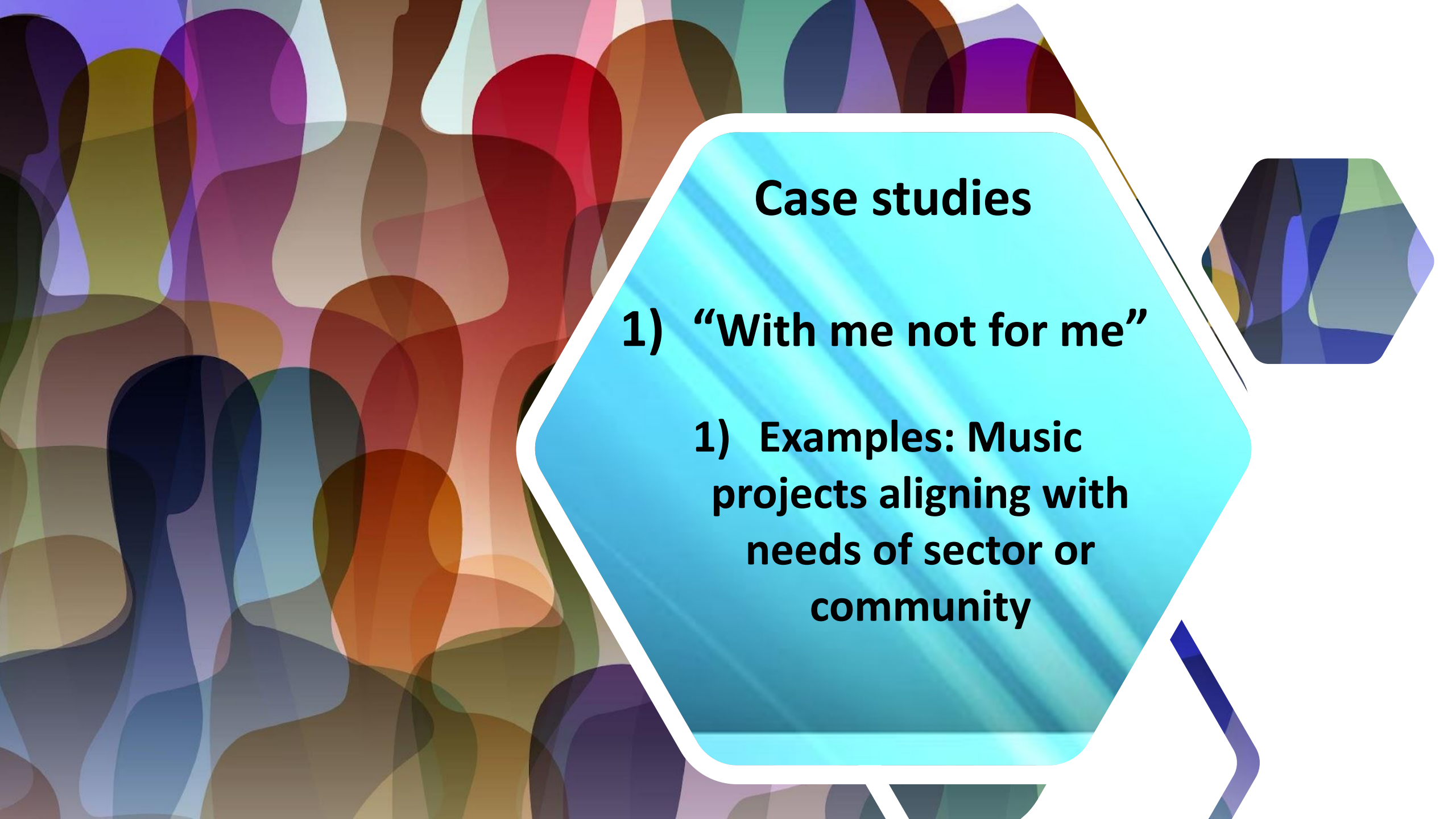


“We wouldn’t have
had a civil rights
movement
if it wasn’t
for music.”

— John Lewis, recipient of NAMM
Foundation SupportMusic Award

The background is a dense, abstract composition of overlapping, semi-transparent shapes in various colors including purple, blue, green, yellow, and red. A large, light blue hexagon with a white border is positioned in the center-right, containing the main text. To its right, there is a smaller, darker blue hexagon. A blue line extends from the bottom right corner of the large hexagon towards the bottom edge of the frame.

Workshop:
**Is there an issue
in your school or
community (that you
would feel comfortable
in revealing) that music
could assist in
addressing/healing?**



Case studies

1) “With me not for me”

1) Examples: Music projects aligning with needs of sector or community

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WORKSHOP

- **REVEAL**
- **LISTEN**
- **TRUST**
- **SOLVE**



“The artist as citizen, has a golden opportunity for you to really show and utilize the full power of music to actually make impactful change in people's lives.”

Jon Batiste

Three actionable items

- Take a look at your repertoire and what you teach. *What historical and societal norms can be explored?*
- Engage students in direct community service through music, *with conversation.*
- Workshop with students on how music can address a current need - their perspective is honored.