

LIBERTY UNIVERSITY
SCHOOL OF MUSIC

Parental Perspectives on the Role of Music as a Core Subject

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Abstract

Despite the designation of music as a core subject by federal and many state education policies, instructional time for elementary music classes is disproportionately less than that allocated to other core subjects. The perceptions held by parents of elementary school children may indicate the extent to which elementary general music education is valued by the public, affecting the allocation of instructional time. At present, no research exists examining the views held by parents concerning the designation of music as a core subject and its role in a well-rounded education. The purpose of this study was to examine the perceptions held by parents pertaining to music education, which may affect the allocation of time and comprehensive curriculum in elementary general music classes. This qualitative phenomenological study analyzed responses collected from parents of elementary school students via open-ended questionnaires and focus groups. Questions gauged support for the designation of music education as a core subject, perceived effects of music education on academic achievement, and the ways in which parents defined “well-rounded education.” Responses were analyzed to investigate beliefs maintained by elementary school parents. Findings may inform advocates of music education as to levels of existing support, areas for targeted advocacy, and opportunities to increase music instructional time and resources. Implications for the field of education may include curricular reform and adjustments to instructional allocation across all subject areas.

Keywords: Music, Core, Subject, Allocation, Perceptions, Achievement, Well-Rounded, Elementary, Education

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CHAPTER ONE: INTRODUCTION

Despite California state and federal education policy's designation of music as a core academic subject, allocation of time for elementary music instruction is disproportionately less than the amount allocated to other core subjects.¹ When time for music class is reallocated or eliminated, budgetary constraints are commonly cited as the cause.² However, this disparity may also exist in districts with well-funded foundations or tuition-based private schools. Educational priorities, cultural beliefs, and individual perceptions held by stakeholders may contribute to allocating instructional time across curricular subjects. Commonly held beliefs may impact the value placed on respective subject areas. Among the most influential stakeholders in elementary education are parents. These individuals yield a power of advocacy over the curricular scope and programming most supported in schools. The values and priorities held by parents may influence decisions determining budget expenditure and allocation of instructional time. Understanding the beliefs maintained by parents reveals areas of existing support and opportunities for targeted advocacy.

Background

Allocated Instructional Time

National data on subject-specific instructional time allocation for students in both public and private schools revealed that the average third grader spends roughly fourteen hours per

¹ Kathleen Hoyer and Dinah Sparks, "Instructional Time for Third and Eighth Graders in Public and Private Schools: School Year 2011-12," *Stats in Brief: U. S. Department of Education*, National Center for Educational Statistics, (2017) <https://nces.ed.gov/pubs2017/2017076.pdf>.

² Marci L. Major, "How They Decide: A Case Study Examining the Decision-Making Process for Keeping or Cutting Music in a K-12 Public School District," *Journal of Research in Music Education* 61, no. 1 (2013): 6, <https://doi.org/10.1177/0022429412474313>.

week in math and reading classes while only receiving about one hour of music class per week.³ The ramifications of No Child Left Behind (NCLB) resulted in low-performing schools reallocating or decreasing arts education programming to increase time spent in reading and math to boost national test scores.⁴ Improved student outcomes in reading and math have yet to be supported by this tactic.^{5 6} Additionally, increased instructional time in music has not been shown to affect academic achievement or test scores adversely; instead, some research has demonstrated the opposite.⁷

A study in Switzerland demonstrated that increasing the amount of classroom music within the curriculum “did not have a detrimental effect on language and reading skills,” and “despite a reduction in time in these lessons, there was an increase in social cohesion within the class, greater self-reliance, better social adjustment and more positive attitudes in the children.”⁸ The United States continues to lag behind other countries that offer a more balanced approach to a well-rounded education.⁹ To close this gap, the United States may wish to examine how other

³ Hoyer and Sparks, “Instructional Time.”

⁴ Tina Beveridge, “No Child Left Behind and Fine Arts Classes,” *Arts Education Policy Review* 111, no. 1 (2010): 4-7, <http://ezproxy.liberty.edu/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fno-child-left-behind-fine-arts-classes%2Fdocview%2F609292495%2Fse-2%3Faccountid%3D12085>.

⁵ Christopher M. Johnson and Jenny E. Memmott, “Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardized Test Results,” *Journal of Research in Music Education* 54, no. 4 (December 2006): 293–307, <https://doi.org/10.1177/002242940605400403>.

⁶ Jesse Wilkins, George Graham, Suzanne Parker, Sarah Westfall, Robert Fraser & Mark Tembo, “Time in the arts and physical education and school achievement,” *Journal of Curriculum Studies* 35, no. 6 (2003): 721-734, DOI: 10.1080/0022027032000035113.

⁷ Wilkins et al., “Time in the Arts.”

⁸ Susan Hallam, “The Power of Music: Its Impact on the Intellectual, Social and Personal Development of Children and Young People,” *International Journal of Music Education* 28, no. 3 (2010): 269–89, <https://doi.org/10.1177/0255761410370658>.

⁹ Laura Bornfreund and James Elias, eds., “Why We are Behind,” *Common Core* (2009) <https://www.giarts.org/sites/default/files/Why-Were-Behind.pdf>.

countries allocate time and resources across all subject areas, including arts education.

As American society transitions to emphasize well-rounded education, stakeholders may benefit from an agreement on the term's meaning. While educational policy defines the subjects to be included in a well-rounded education, individual schools and districts determine the allocation of time and resources for these subjects. Some states have enforced minimum time requirements for subjects such as math and reading.¹⁰ The National Association for Music Education (NAfME) suggests ninety minutes per week for elementary general music classrooms.¹¹ While students regularly meet or exceed an hour of instructional time per day in other core subjects, the proposed allocation of time for music class is not provided in many elementary schools.¹² Resources for elementary music education, including adequate budget for full-time, qualified music teachers, musical instruments and supplies, and administrative oversight for a comprehensive music curriculum, may be under-supported in many California schools requiring the need for legislative action.¹³ Parental definitions of well-rounded education may reveal an assumptive balance of time, resources, and comprehensive curriculum across all subject areas.

Well-Roundedness and Childhood Development

Music education aids in developing musical and nonmusical skills shown to support

¹⁰ Barak Rosenshine, "How Time is Spent in Elementary Classrooms," *Journal of Classroom Interaction* 50, no.1 (2015): 41-53, <https://files.eric.ed.gov/fulltext/EJ1100409.pdf>.

¹¹"Opportunity to Learn Standards," National Association for Music Education, accessed January 27, 2022, <https://nafme.org/wp-content/uploads/2020/08/NAfME-Opportunity-to-Learn-Standards-2020.pdf>.

¹² Hoyer and Sparks "Instructional Time."

¹³ "Legislation and Policy," Create California, accessed November 19, 2022, <https://createca.org/legislation-policy/>.

student learning across various academic, social-emotional, and cognitive functions.¹⁴ Ongoing research in the field of neuroscience further supports such claims, demonstrating the ability of music training to fundamentally change the structure of the developing brain.¹⁵ The work of Susan Hallam synthesized findings on music and brain development, determining that if active engagement with music occurs early in development, alterations in the brain permanently alter how information is processed.¹⁶ These changes result in the transfer of the skills developed through musical training to other areas of learning, such as “language development, literacy, numeracy, measures of intelligence, general attainment, creativity, fine motor coordination, concentration, self-confidence, emotional sensitivity, social skills, team-work, self-discipline, and relaxation.”¹⁷ Hallam notes the benefit of musical engagement throughout the lifespan, particularly during childhood, while brain processes and neural pathways are experiencing rapid development.

The developmental benefits of musical engagement are not restricted to early childhood; rather, evidence supports long-term musical engagement as offering the most significant results.¹⁸ Neuroscientist and educator Eric Jensen states, “The arts develop neural systems that often take months and years to fine-tune...the benefits, when they appear, will be sprinkled

¹⁴ Lawrence Scripp, “An overview of research on music and learning,” *Critical Links: Learning in the arts and student academic and social development* (2002): 132-136, https://www.researchgate.net/profile/Lawrence-Scripp/publication/245362946_An_overview_of_research_on_music_and_learning/links/55e7116d08ae65b6389948b4/An-overview-of-research-on-music-and-learning.pdf.

¹⁵ Krista L. Hyde, Jason Lerch, Andrea Norton, and Marie Forgeard, “Musical Training Shapes Structural Brain Development,” *Journal of Neuroscience* 29, no. 10 (2009): 3019-3025, <https://doi.org/10.1523/JNEUROSCI.5118-08.2009>.

¹⁶ Hallam, “The Power of Music,” 269–89.

¹⁷ *Ibid.*

¹⁸ Eric Jensen, *Arts with the Brain in Mind* (Alexandria, VA: ASCD, 2001), vi.

across the spectrum.”¹⁹ Jensen offers a substantial argument for including music as a significant discipline. He labels the arts a “brain developer,” claiming the same systems nourished by arts education are catalysts for other learning.²⁰ Engagement must be long-term and consistent for one to benefit.

Extended music study has been correlated with higher SAT scores. College Board reporting found that students with a semester of arts coursework averaged seven to ten points higher on verbal and math scores. Still, those students with four years of coursework in music averaged forty-nine points higher in math and reading.²¹ Noting Asian countries regularly rank the highest in math and science testing, Jensen proposes this is partly due to music as a “required, equal, major discipline” in these cultures.²² For this reason, he admonishes music as not a “quick fix” answer to education, but results are cumulative.²³ If schools do not offer sufficient time in music classes to build skills, they may be inadequate in providing children with a well-rounded education.

Statement of the Problem

The Every Student Succeeds Act of 2015 listed music alongside math, reading, history, and science as a component of a well-rounded education.²⁴ Parents and educators alike

¹⁹ Jensen, “Arts with the Brain,” vi.

²⁰ Ibid.

²¹ Ibid., 28.

²² Ibid.

²³ Ibid., 29.

²⁴ “What is the purpose of ESSA?,” Every Student Succeeds Act, accessed March 3, 2022, <https://www.everystudentsucceedsact.org/>.

overwhelmingly claim to value music education; a 2015 nationwide study concluded that “seventy-seven percent of teachers and sixty-four percent of parents agree that music and arts education are ‘extremely important or ‘very important.’”²⁵ Ongoing research in music and arts education, general education,²⁶ and neurosciences²⁷ offer growing evidence of how music may improve childhood learning and development across several domains.

Despite these factors, inequitable time for music instruction in the elementary curriculum persists.²⁸ The National Association for Music Education (NAfME) recommends that elementary children receive ninety minutes per week of music instruction. Yet, nationwide, the average elementary school student receives only fifty minutes of music instruction, if any at all.²⁹ It has become a culturally accepted norm that any amount of music instruction is a privilege rather than an expected curriculum component. This phenomenon may be partly due to perceptions that music holds less educational impact within the core curriculum than math, reading, history, or science curriculum component. In a 2009 study of parent attitudes towards music education, “participants believed that music should be included. However, they were unwilling to put music alongside math, reading, and science.”³⁰ Such beliefs may contribute to why music education

²⁵ Sharon Bryant, “NAMM Foundation Study Shows Parents and Teachers in Harmony About Students Learning Music,” NAMM Foundation, April 27, 2015, <https://www.nammfoundation.org/articles/striking-chord-hopes-and-beliefs-k-12-music-education>.

²⁶ Richard J. Deasy, ed., *Critical Links: Learning in the Arts and Student Academic and Social Development* (Washington, DC, Art Education Partnership, 2002) https://www.aep-arts.org/wp-content/uploads/Critical-Links_-_Learning-in-the-Arts-and-Student-Academic-and-Social-Development.pdf.

²⁷ Hyde et. al., “Musical Training Shapes.”

²⁸ Hoyer and Sparks, “Instructional Time.”

²⁹ Ibid.

³⁰ Phillip DeWayne Vermillion, “An Examination of the Effect of Local Community Advocacy Methods on Attitudes toward Music Education among K–12 Administrators, Faculty, and Staff” (EdD diss., Northern Illinois University, 2009), ProQuest Dissertations Publishing.

fails to achieve a more substantial allocation of instructional time. The problem is that while music has been identified as a core subject and research provides evidence of academic, cognitive, and social-emotional benefits associated with music education; it receives a disproportionately small allocation of instructional time in elementary school classrooms.

Statement of the Purpose

The purpose of this hermeneutic phenomenological study is to identify the perceptions held by parents regarding the designation of music as a core subject in the elementary general curriculum, perspectives on the term well-rounded education, and perceived impact on academic achievement when more time is allocated to music instruction. The variables investigated include parental perceptions of music as a core subject, perceptions of the term “well-rounded education,” and beliefs surrounding the cognitive, academic, and social-emotional benefits of music education. The population studied includes parents and caregivers of elementary school children during the 2022-2023 school year, who are between 26-41 years of age, and residing mainly in north county San Diego, CA. The demographic includes predominantly white individuals from middle and upper-middle-class neighborhoods.

The 2015 passing of the Every Student Succeeds Act (ESSA) explicitly includes music in its definition of a well-rounded education yet does not suggest how to allocate time or resources across these areas. The educational priorities, values, and beliefs held by stakeholders have implications for music education and general education. Research conducted by the National Association of Music Merchants (NAMM) found parents to favor the inclusion of music education as part of the general education curriculum.³¹ However, it is unknown if parents

³¹ Bryant, “NAMM Foundation Study.”

support the designation of music as a core subject, nor what extent they agree with situating music equally alongside math, reading, science, or history, as part of a well-rounded education. This study also aims to understand how parents perceive the allocation of time across all core subjects and how music education may impact childhood learning and development.

Significance of the Study

Sufficient instructional time to develop related skills in any subject is essential in providing children with a well-rounded education.³² How children spend their school day concerning instructional time, curricular emphasis, and educational priorities in America, have been regularly debated, revised, and restructured. The field of music education has historically been met with reluctance to be fully supported as a core subject. This reluctance may be attributed to a division among educators, policymakers, and parents over the essential role of music in the curriculum.³³ While some argue music should be taught for the value inherently present in music as a humanistic expression,³⁴ others point to the extra-musical benefits associated with cognitive development and learning transfer across academic domains.³⁵ Yet as American culture shifts to emphasize whole-child education, this divide may be lessened. An emphasis on well-roundedness may yield increased prioritization of visual and performing arts

³² John B. Carroll, "A model of school learning," in *Perspectives on instructional time*, eds. C. Fisher & D. Berliner (Longman, 1985), 59–72.

³³ Scripp, "An overview," 132-136.

³⁴ Linda F. Nathan, "Hitting the Right Note," *Educational Leadership*, 62 (December 2018): 66, www.ascd.org.

³⁵ Hallam, "The Power of Music," 269–89.

(VAPA) disciplines.³⁶

Identifying the educational beliefs of parents may offer a pathway to influence future curricular reform and instructional allocation across all subject areas. Parental perspectives on the designation of music as a core subject, perceptions of well-rounded education, and beliefs surrounding the effects of increased time for music in the elementary classroom have yet to be studied. Understanding what subject areas parents identify as “core,” their perceptions of how time in music class relates to academic achievement, and general levels of support for the ESSA designation of music as core subject may serve as a reference point for future advocacy and policy reform. Parents of elementary school children possess the power to incite change within school systems. Analyzing parental beliefs and perceptions provides critical insight into areas of existing support and opportunities for increased outreach.

Research Questions

Parents of elementary school children may maintain some influence over curricular reform at the elementary level. Parents' perspectives may reveal fundamental issues at odds with a more elevated status of music in the elementary curriculum. The following research questions serve to guide this study:

Research Question: What are Southern California elementary school parents' perspectives pertaining to the designation of music as a core subject as defined by the Every Student Succeeds Act?

³⁶ Laura Jimenez and Scott Sargrad, “A Well-Rounded Education,” *Center for American Progress*, August 2, 2018, <https://www.americanprogress.org/article/well-rounded-education/#:~:text=According%20to%20the%20Every%20Student,sciences%2C%20English%2C%20and%20math.>

Sub-question 1: What are Southern California elementary school parents' perceptions of a well-rounded education as defined by the Every Student Succeeds Act?

Sub-question 2: What are Southern California elementary school parents' perceptions about increased instructional time in music class?

Hypotheses

The research question may be answered with the following hypothesis: Southern California parent perspectives about the designation of music as a core subject as defined by the Every Student Succeeds Act will include the perception that music is not designated as a core subject, that music is important, but not core, and that music is a co-curricular or enrichment subject. These valuations may impact the allocation of instructional time, resources, and a comprehensive curriculum for music classes. If parents felt as strongly about music's role in a child's education as math or reading, the field of music education would likely find support in the form of pressure on school boards to increase music instructional time and resources to higher levels commensurate with other core subjects. If stakeholders recognize the wide-ranging impacts of music education on whole-child development as supported by research,³⁷ they may be more inclined to advocate for and enact increased time and support for music instruction in their schools.³⁸

Research sub-question one may be answered with the following hypothesis. Southern California elementary school parents' perceptions of a well-rounded education as defined by the

³⁷ "Everything ESSA," National Association for Music Education, accessed January 27, 2022, <https://nafme.org/advocacy/essa/>.

³⁸ Carlos R. Abril and Brent M. Gault, "The State of Music in the Elementary School: The Principal's Perspective," *Journal of Research in Music Education* 54, no. 1 (Spring, 2006): 6-20.

Every Student Succeeds Act includes the perception that instructional time should be allocated equally across all core subjects, students should be exposed to a rich and varied curriculum, and curriculum should develop twenty-first-century skills. Despite beliefs prioritizing academic subjects in the general education curriculum, many parents value balance across all core subjects and a curriculum that develops twenty-first-century skills. These views are out of alignment with the realities of elementary classrooms. A well-rounded education typically centers on what ought to be included. The most recent update to the Every Student Succeeds Act (ESSA) defines well-rounded as:

Courses, activity, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music... with the purpose of providing all students access to an enriched curriculum.³⁹

The ESSA legislation is a progression toward elevating the arts, social studies, and humanities; however, it does not address issues concerning a sufficient allocation of time for each course in the general curriculum. The levels at which parents value any of these subject areas may influence how much attention it receives within the school day. It should be determined by stakeholders not only what is included in a well-rounded education but also how to balance time and resources among these subject areas.

Historically, society has perceived music education as a privilege of culture and leisure.⁴⁰ In the Oxford Handbook of Philosophy in Music Education, Chris Higgins laments, “Music... has ended up in an awkward position in the schools. It has fallen on the “wrong” side of the

³⁹ National Association for Music Education, “Everything ESSA.”

⁴⁰ Wayne Bowman and Ana Lucia Frega, *The Oxford Handbook of Philosophy in Music Education*, (New York, NY, Oxford University Press, 2012): 211-218.

knowing/doing, mind/body divides and landed as a result in its extracurricular position.”⁴¹ The specific mention of music in the ESSA definition of well-rounded education elevates the status of music in terms of policy; however, belief systems, cultures, and mindsets often require more time to enact change.

Research sub-question two may be answered with the following hypothesis. Southern California elementary school parents’ perceptions about increased instructional time in music class include the perception that increased instructional time for music may negatively impact academic achievement, including test scores in reading and math and that increased music instruction would not make a significant impact on childhood learning development. School administrators feeling pressure to meet state testing requirements in math and reading may increase time in these areas at the expense of arts education. Parents desiring the most positive academic outcomes for their children may exert increased pressure on schools to produce high scores in math and reading and exercise school choice options to enroll their children in schools with the highest standardized test scores. Demand for high levels of achievement in tested subjects has occurred at the cost of offering students a well-rounded education. Some believe the answer to increasing math, reading, and academic achievement is increasing instructional time in those subjects by reducing time in the arts. A growing number of studies demonstrate the opposite, revealing that the most high-performing schools have robust music and arts education.⁴² Ongoing research in education and neuroscience further indicates correlations between music instruction and improved reading and math outcomes.⁴³

⁴¹ Bowman and Frega, *The Oxford Handbook*, 217.

⁴² Jensen, *Arts with the Brain*.

Core Concepts

Elementary school general curriculum pertaining to “core” subjects, “well-rounded education,” as defined by ESSA, and academic achievement related to instructional time allocated to music form the basis of this project. Examining research, published data, and anecdotal evidence about the allocation of instructional time in elementary classrooms reveals a misalignment between what policymakers and the public claim should be included in a well-rounded education and current practice. Math, reading, history, and science are commonly considered “core subjects,” yet federal and many state educational policies have also designated music as a core subject. A 2007 survey of school principals revealed that “despite favorable attitudes, respondents consistently ranked music as the least important subject in the general education of students.”⁴⁴ Considering this devaluation, allocated time for elementary general music classes is an issue that has possibly been overlooked. Music may not be prioritized equitably alongside other core subjects.

As the current landscape of American education emphasizes well-roundedness, the issue of equitable instructional time across subject areas is auspicious. “Instructional allocation” refers to the average number of minutes children are engaged in a particular subject. One indicator of support and value for music education may be the instructional time allocated to general music education. Time allocated to music education may be referred to as a “special” or offered as a reward for good behavior or improved academic achievement. Music classes may be relegated

⁴³ “All Research,” National Association for Music Education, accessed January 27, 2022, <https://nafme.org/advocacy/what-to-know/all-research/>.

⁴⁴ Kevin Gerrity, “No Child Left Behind: Determining the Impact of Policy on Music Education in Ohio,” *Bulletin of the Council for Research in Music Education*, no. 179 (2009): 79-93, <https://www.jstor.org/stable/40319331>.

solely within classroom teacher preparation or planning periods, reduced or eliminated from the curriculum. Music education programs may be offered leftover resources and are seldom considered equal to other academic subjects.⁴⁵ Such imbalance does not take advantage of the many benefits provided by music education aiding in well-roundedness.

Without adequate allocation of time and resources across all subject areas, a child's education may not be considered well-rounded. The outcome of an education focused exclusively on math, reading, and science has been documented by the Center for American Progress (CAP). In a review of results from the Programme for International Student Assessment (PISA), since 2003, math, reading, and science test scores in the United States have not changed significantly, scoring lower than fourteen other countries in reading, thirty-six countries in math, and eighteen countries in science.⁴⁶ The CAP suggests, "high-performing countries are not excelling simply because they focus exclusively on core academic subjects; they also expose students to a vibrant, well-rounded education that teaches them how to read and think critically."⁴⁷ The value of music education as a vital tool in fostering well-roundedness in children has been documented, yet it may be underutilized in American elementary schools. Should American culture learn to value music equally alongside math, reading, history, and science, it may receive an adequate allocation of instructional time and resources.

The perspective that music education belongs as a fully recognized, vital component of a well-rounded education contrasts with the realities of many elementary school curriculums. Allocation of time and resources for music education may be most secure in secondary programs

⁴⁵ Vermillion, "An Examination of the Effect."

⁴⁶ Jimenez and Sargrad, "A Well-Rounded Education."

⁴⁷ Ibid.

since music classes are typically scheduled with the same meeting frequency as other courses. However, according to Howard’s theory of multiple intelligences⁴⁸, and contemporary leaders in music education,⁴⁹ ⁵⁰ early childhood is when music education has the most significant potential for developmental effectiveness. In California, only eleven percent of schools meet the state arts education mandate, meaning many elementary students do not receive access to music education during this critical period.⁵¹

Definition of Terms

Instructional Allocation: “The time that the state, district, school, or teacher provides the student for instruction.”⁵²

Every Student Succeeds Act (ESSA): United States law passed in December 2015, governing K-12 education policy. This law replaced No Child Left Behind; it modified but did not eliminate provisions relating to standardized testing. According to the Every Student Succeeds website, “The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”⁵³

Core Subject: According to ESSA, “the term ‘core academic subjects’ includes English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, and

⁴⁸ Howard Gardner, “Frequently Asked Questions- Multiple Intelligences and Related Educational Topics” (PDF, accessed August 5, 2022): 2, https://howardgardner01.files.wordpress.com/2012/06/faq_march2013.pdf.

⁴⁹ John Feierabend, “Music in Early Childhood,” *Arts Education Policy Review* 91, no. 6: 15–20, <https://doi.org/10.1080/07320973.1990.9934833>.

⁵⁰ Lili Levinowitz, “The Importance of Music in Early Childhood,” *General Music Today* (Fall 1998), <https://www.musictogether.com/about/research/research-based-program/importance-of-music-in-early-childhood>.

⁵¹ “Creativity Challenge: The State of Arts Education in California,” Create California, accessed November 19, 2022, <https://createca.org>.

⁵² Howard J. Johnston, “Time for Learning,” Education Partnerships, Inc. (January 2009), <https://files.eric.ed.gov/fulltext/ED537669.pdf>.

⁵³ Every Student Succeeds Act, “What is the purpose of ESSA?”

physical education, and any other subject as determined by the State or local educational agency.”⁵⁴

Well-Rounded Education: Refers to classroom instruction across all core subjects as defined by ESSA⁵⁵. One purpose of this study is to determine the beliefs and attitudes among parents residing in San Diego County regarding how time and resources should be allocated among these subjects.

General Music: As defined by NAFME, “The general music learning experiences should include singing, moving, listening, performing, composing/improvising, and reading/writing (literacy) music in each class meeting.”⁵⁶

Parent of Elementary School Child: This project includes guardians and caregivers of kindergarten through grade five children during the 2022-2023 academic school year.

Summary

Evidence indicating support for music in the general curriculum is abundant, yet disproportionately low amounts of time are allocated to elementary school music instruction.⁵⁷ The priorities and beliefs held by stakeholders in elementary education may affect the allocation of time, resources, and implementation of a comprehensive curriculum in music classrooms. The political labeling of music as “core” has had little bearing on its position in the general education curriculum. It may be that those with influence over curricular decisions and instructional time allocation do not fundamentally support or consider music as a core. Concerns over academic achievement and testing pressures have been identified as a cause for reductions in music

⁵⁴ “Every Child Achieves Act of 2015,” United States Senate, accessed March 2, 2022, https://www.help.senate.gov/imo/media/S_EveryChildAchievesActof2015.pdf.

⁵⁵ “What is a Well-Rounded Education?,” Mississippi Department of Education, accessed March 2, 2022, <https://www.mdek12.org/node/2799>.

⁵⁶ Debra (Gordon) Hedden, “General Music Curriculum Framework” (doc., NAFME, 2000), <https://nafme.org/my-classroom/journals-magazines/nafme-online-publications/general-music-curriculum-framework-document>.

⁵⁷ Hoyer and Sparks, “Instructional Time,” #.

instruction.⁵⁸ However, some research has provided evidence of significantly higher scores among students involved in music,⁵⁹ and no studies have found music to influence academic achievement negatively.⁶⁰ Understanding parents' perceptions of music education provide insight critical to future advocacy efforts. Parental perspectives on well-roundedness may present an opportunity for policy and curricular reform.

⁵⁸ Johnson, and Memmott, “An Examination,” 293–307.

⁵⁹ L. Thornton, A Comparison of State Assessment Scores Between Music and Nonmusic Students. *Update: Applications of Research in Music Education* 32, no. 1 (2013): 5–11, <https://doi.org/10.1177/8755123313502339>.

⁶⁰ Johnson and Memmott, “An Examination,” 294.

CHAPTER TWO: LITERATURE REVIEW

Music education has been a curricular subject in American public schools for nearly two-hundred years. Music educator and advocate Lowell Mason succeeded in establishing curricular music instruction in Boston schools in 1838.⁶¹ The Industrial Revolution in the early nineteenth century elicited changes in American society to reflect European culture and refinement.⁶² As a wave of European immigrants arrived in America in the early 1900s, the concept of the American melting pot was born. Immigrants began shedding their old national identities, adopting a new American identity. The currently entitled National Association for Music Education (NAfME) was formed in 1907. Six years into its existence, a committee of NAfME music supervisors published an 18 Songs for Community Singing pamphlet to introduce immigrant adults and children to American culture.⁶³

Today, many state and federal education policies define music education as a core subject. The 2015 reauthorization of the Every Student Succeeds Act (ESSA) named music as a component of a well-rounded education.⁶⁴ The National Association for Music Education (NAfME) serves an expansive membership and extensive programs of music education advocacy. A burgeoning repository of research in the field of general education, music education, neuroscience, and childhood development documents how music positively affects the

⁶¹ Michael Mark and Patrice Madura, *Contemporary Music Education* (Boston: Schirmer Cengage Learning, 2012), 5.

⁶² Mark and Madura, *Contemporary*, xvi.

⁶³ *Ibid.*, xvii.

⁶⁴ United States Senate, “Every Child Achieves Act of 2015.”

cognitive, academic, and social-emotional development of children. Considering its broad history, research demonstrating significant educational benefits associated with music education, and stated community support, music receives a relatively low allocation of instructional time in American elementary schools.⁶⁵ The following literature review explores the historical, political, and socio-cultural context of music education in America, its influence on student achievement and development, and levels of support for music in elementary school curricula.

Theoretical Framework

The recent reauthorization of ESSA provides children with a well-rounded education, including study in a varied and diverse set of subjects, including music. According to the United States Department of Education, a well-rounded education aims to provide all students “access to an enriched curriculum and educational experience.”⁶⁶ Howard Gardner’s theory of Multiple Intelligences (MI) claims humans possess “a number of relatively discrete intellectual capacities.”⁶⁷ These intelligences include musical intelligence, bodily-kinesthetic intelligence, interpersonal (social) intelligence, and intrapersonal intelligence (understanding of self), and naturalist intelligence (capacity to make consequential distinctions in the world of nature). Gardner is careful to underscore that MI are not learning styles. Instead, he suggests the MI approach to education “entails multiple entry points to important concepts so that learning opportunities are maximized for every child.”⁶⁸ Gardner suggests education works best if

⁶⁵ Hoyer and Sparks, “Instructional Time.”

⁶⁶ National Association for Music Education, “Everything ESSA.”

⁶⁷ Howard Gardner, “Reflections on Multiple Intelligences: Myths and Messages,” *The Phi Delta Kappan* 77, no. 3 (1995): 200–209. <http://www.jstor.org/stable/20405529>.

⁶⁸ Howard Gardner, “Multiple Intelligences’ as a Catalyst.” *The English Journal* 84, no. 8 (1995): 16–18. <https://doi.org/10.2307/821182>.

students' differences are considered.⁶⁹

An MI approach to curriculum could prepare students for success in a 21st-century world. Gardner notes, "IQ tests assess linguistic and logical-mathematical intelligence, and sometimes spatial intelligence; and they are a reasonably good predictor of who will do well in a 20th (note: not 21st) century secular school."⁷⁰ Rather, an approach that incorporates curriculum from a range of intelligences, both disciplinary and interdisciplinary, may emphasize the varied and diverse abilities of the student allowing him or her to develop his or her full potential. Research in the field of neuroscience has begun to demonstrate transfer of learning across domains, and Gardner has called music "a privileged organizer of cognitive processes in any subject, especially among young people."⁷¹ Gardner's theory along with research in the fields of general and music education, and cognitive development provide a theoretical basis for music education to be fully integrated within the general education curriculum. The notion that music may be a powerful tool in providing children with a well-rounded education may be an important angle for future music education advocacy.

Historical and Philosophical Context of Music Education

The historical and philosophical context of music education in America reveals a dichotomy between what society claims to value in education and what receives the most attention in elementary classrooms and curriculums. *The Oxford Handbook of Philosophy in Music Education* explores aspects of philosophy as they relate to music education. Chapter three,

⁶⁹ Gardner, "Reflections," 208.

⁷⁰ Gardner, "Frequently Asked Questions," 2.

⁷¹ Howard Gardner, "Is Musical Intelligence Special?" *The Choral Journal* 38, no. 8 (1998): 23–34. <http://www.jstor.org/stable/23552493>.

titled “The Aims of Education,” calls music education an “impossible profession” because of its inherent or perceived value within general education.⁷² Insight from educational philosophers Chris Higgins and John Dewey include how despite the many benefits offered by music education, studying music is generally perceived by society as a privilege of culture and leisure. Higgins suggests that by connecting liberal education with culture, “we trigger a chain reaction of associations and dissociations. Liberal learning becomes associated with leisure (not labor), freedom (not necessity), the private (not the public), the intellectual (not the practical).”⁷³ The chapter declares music to have “fallen on the wrong side of the knowing/doing, mind/body divides,” thus landing as an extracurricular subject.⁷⁴ Dewey refers to this phenomenon as tax paid by music, whereby the aims of music education become focused on technical preparation of the musician rather than the “liberal education of the whole person through music.”⁷⁵

Conversely, subjects such as reading, math, and science have historically been prioritized within the American educational system, with a more direct connection to future vocation. In response to the Russian success of Sputnik, the federal government became increasingly involved in improving education at a national level. Music education became secondary to reading, writing, and math during this period. Mark writes, “the emphasis on skills, rather than education conceived comprehensively...posed a threat to both music education and society in general.”⁷⁶ The Civil Rights Act of 1964 brought an increasing demand in society for equality

⁷² Bowman and Frega, *The Oxford Handbook*, 211-218.

⁷³ *Ibid.*, 214.

⁷⁴ *Ibid.*, 217.

⁷⁵ *Ibid.*, 219-220.

⁷⁶ Michael Mark, "From Tanglewood To Tallahassee in 32 Years," *Music Educators Journal* 86, no. 5 (2000): 25-28. <https://doi.org/10.2307/3399632>.

and fair treatment of all Americans. The movement would spur the right for inclusion of multicultural music in schools. In response to a rapidly changing society, the Tanglewood Symposium of 1967 brought together musicians, educators, sociologists, scientists, and other business leaders to define the role of music education in what would ultimately become the Tanglewood Declarations.⁷⁷ Following the symposium, the music education profession mobilized within the auspices of the Music Educator's National Conference (MENC) to enact the goals and declarations of Tanglewood. At the same time, Congress passed the Elementary and Secondary Education Act (ESEA) in 1964. This act emphasized equal access to education for all Americans with an intent to close the achievement gap in reading, writing, and math among children in low-income and middle-class households.⁷⁸

In tandem with various iterations of ESEA, the Tanglewood Declarations remained classified as guidelines for the American education system for roughly the next four decades. In 1983, the National Commission on Excellence in Education published a report titled, *A Nation at Risk: The Imperative for Education Reform*. The report detailed a significant decline in American education quality.⁷⁹ During the same year, the College Board released a report offering significant support for arts education, titled, *Academic Preparation: What Students Need to Know and Be Able to Do*, including the arts as a basic area of study, and discussed the benefits of arts education.⁸⁰ A subsequent report released by the Carnegie Foundation and written by Ernest

⁷⁷ Mark and Madura, *Contemporary*, 25-43.

⁷⁸ Federal Education Policy History, *Elementary and Secondary Education Act of 1965*, accessed August 5, 2022, <https://federaleducationpolicy.wordpress.com/2011/02/19/1965-elementary-and-secondary-education-act/>.

⁷⁹ Mark and Madura, *Contemporary*, 16.

⁸⁰ *Ibid.*, 17.

Boyer, former United States Commissioner of Education, offered a supportive statement for arts education, stating:

The arts are an essential part of the human experience. They are not a frill. We recommend that all students study the arts to discover how human beings use nonverbal symbols and communicate not only with words but through music, dance, and the visual arts.⁸¹

The benefits of arts education appeared to be gaining recognition in public discourse. Yet music education leader Paul Lehman still found the initial report from the National Commission a disappointment to the field:

A Nation at Risk is sharply at odds with most other major reports, which included the arts among the basics. I wish that the press coverage and the public discussion of this document had reflected the emphasis it places on the arts. At the same time, I am deeply disappointed that the Commission assigned the arts to a second tier of priorities, clearly subordinate to the highest ranked fields of study.⁸²

As advocacy and awareness for the benefits of music and arts education increased, policymakers maintained an approach to general education which emphasized excellence in math, reading, and science.

During the 1990s, American education policymakers once again invested in education reform. Mark comments, “the school reform movement that swept the country in the 1960s continues uninterrupted with no sign of abating...we have come to accept the fact that much of what is effective and appropriate now may well be outdated in a very short time.”⁸³ During this period a final revision to ESEA was enacted adding standards for math, reading, and language arts designed to assess student progress and enhanced accountability measures. In response to

⁸¹ Boyer, in *Contemporary*, 17.

⁸² Mark and Madura, *Contemporary*, 17.

⁸³ *Ibid.*, 31.

reform measures, additional legislation was enacted to adopt national standards for all subject areas including music.⁸⁴ Yet, without accountability measures for music education, music education continued to encounter challenges finding support in the form of time and resources for skill development in many schools.

The first two decades of the 21st century introduced new attitudes and developments in educational philosophy, with a focus on building twenty-first-century skills.⁸⁵ Critical thinking, collaboration, innovation, and problem solving have become hallmarks of present-day education.⁸⁶ The Partnership for 21st Century Education (P21) identifies the arts as “uniquely situated to provide links from school-based learning to themes that are essential to every child’s understanding of the modern world.”⁸⁷ As American educational priorities began to evolve, the 2002 passing of the No Child Left Behind Act sought to emphasize student achievement and school accountability by connecting federal funding to annual test scores in math and reading. The ramifications of NCLB resulted in a continued juxtaposition between culture and policy. Schools felt obliged to focus on developing skills in tested subjects rather than difficult-to-assess 21st-century skills.

The most recent reauthorization of ESEA in 2015, reimagined as the Every Student Succeeds Act (ESSA), provides less focus on testing and more emphasis on a “Well-Rounded Education.” In establishing a list of subjects which should be included in a well-rounded

⁸⁴ Ibid., 18.

⁸⁵ Mark and Madura, *Contemporary*, 19.

⁸⁶ Andrew J. Rotherham and Daniel T. Willingham, “21st Century” Skills: Not New, but a Worthy Challenge, *American Educator*, (Spring, 2010): 17-20, <https://dbweb01.aft.org/sites/default/files/periodicals/RotherhamWillingham.pdf>.

⁸⁷ Mark and Madura, *Contemporary*, 19.

education, ESSA identifies both basic skills and subjects which may encourage the development of 21st-century skills including music. The National Association for Music Education calls the passing of ESSA “an historic victory for music education advocates, because it includes for the first time a specific and separate mention of music as a part of a ‘well-rounded education.’”⁸⁸ However, even considering what appears to be a new era of support for music education, some argue music's place in American schools continues to be uncertain, noting the comprehensive sequential study of music has yet to be accepted as a core component of public education.⁸⁹

Educational policy and priorities have been influenced by historical, socio-cultural, and philosophical contexts. Considering recent legislature, attitudes, and reform, Rotherham et. al. asks policymakers to distinguish between “skills that are novel and skills that must be taught more intentionally and effectively.”⁹⁰ Through a philosophical lens, Bowman and Frega ask educators to consider questions of “what ought to be, musically and educationally,” including issues involving ethics and values.⁹¹ Music education is one subject that may benefit from a more intentional and practical approach. Educators, parents, and community stakeholders may consider what should be included in a well-rounded education pertaining to allocated time, resources, and purpose. The present landscape of American society, current research, and novel educational perspectives present opportunities for increased discovery.

⁸⁸ NAFME

⁸⁹ Scripp, “An overview,” 132-136.

⁹⁰ Rotherham, and Willingham, “21st Century” Skills,” 17.

⁹¹ Bowman and Frega, “*The Oxford Handbook*,” 3.

The Rationale for Teaching Music

Conflicting Positions of Advocacy

Lawrence Scripp suggests that one reason policymakers have been reluctant to support music as a core subject is because the public is divided on music's essential role in public education. The "essentialist" point of view advocates for the inclusion of music for its own unique sake and benefits, and music teachers should not be responsible for underscoring extra-musical benefits.⁹² Conversely, the "instrumentalist" belief is that music is "connected intrinsically to other subject areas and art forms," and "learning in music inevitably draws on and engages learning processes and fundamental concepts shared across many subject areas-often simultaneously."⁹³ Scripp says that while one side does not want to pander to test-score-driven administrators, the other disagrees with ignoring evidence of learning transfer between music and other subjects. In either scenario, Scripp argues music education risks remaining outside of mainstream education, existing solely as an elective or for the privileged elite.⁹⁴ Scripp suggests burgeoning studies in music, general education, and neuroscience may now connect the "gap" between these two perspectives.⁹⁵

Academic Achievement and Cognitive Development

An expanding body of research reveals how music education may affect childhood cognitive development, academic success, and social-emotional well-being. While some research

⁹² Scripp, "An overview of research," 132-136.

⁹³ *Ibid.*, 132.

⁹⁴ *Ibid.*

⁹⁵ *Ibid.*, 136.

reveals gains across a brief period of development, others suggest effects are longitudinal and challenging to measure with typical evaluation methods. The full body of research points to an ability of music to enhance learning and development across multiple functions and domains. Such research supports the designation of music as a core subject in the elementary school curriculum.

Academics

The literature examined reveals studies demonstrating positive relationships between music education and academic achievement and those finding no significant difference in outcomes. No studies found music to produce a negative influence on academic outcomes. Standardized test scores are a commonly applied method for measuring achievement. A well-known study conducted by the College Board revealed significant gains in math and verbal scores among music students.⁹⁶ Students who completed half-year courses in arts coursework averaged a seven-to-ten-point gain in verbal and math SAT scores. Those with four years of music coursework averaged forty-nine points higher on combined and averaged verbal and math SAT scores.⁹⁷ These findings support theories that extra-musical benefits are more likely to appear when music is studied over an extended period.

Subsequent and similar studies included supporting evidence for these findings, though not all studies have revealed a positive association between music and test scores. In a study of 4,739 students in 1,119 elementary schools, Johnson and Memmott found students in high-quality music education programs scored higher on standardized tests than students in schools

⁹⁶ Jensen, *Arts with the Brain*, 28.

⁹⁷ *Ibid.*

with deficient music education programs.⁹⁸ Johnson and Memmott also cite the work of Catterall, Chapleau, and Iwanaga who, over a ten-year span, tracked approximately 25,000 students, and regardless of socioeconomic background, found those with a musical background scored significantly higher on standardized tests.⁹⁹ In a meta-analysis of research on reading and music, Butzlaff posited a consistent correlation between reading performance and music instruction.¹⁰⁰

Familiar with these outcomes, Andre LaCour sought to discover whether the schools in his district with music programs achieved higher scores on the Texas Assessment of Knowledge and Skills (TAKs). LaCour's findings demonstrated no statistically significant difference in scores between schools with music programs and those without.¹⁰¹ LaCour's findings suggest important implications indicating schools may offer quality music programs without detriment to reading and math achievement. Similarly, a 2006 study by Johnson and Memmott also found music participation did not positively or negatively affect academic achievement.¹⁰²

The research is, therefore, inconsistent in demonstrating a correlation between schools with quality music programs and higher standardized test scores. While the Butzlaff meta-analysis resulted in a positive correlation between music instruction and reading performance,¹⁰³

⁹⁸ Johnson and Memmott, "An Examination," 293–307.

⁹⁹ J. Catterall, R. Chapleau and R. Iwanaga, "Involvement in the arts and human development: General involvement and intensive involvement in music and theater arts," in *Champions of Change: The impact of arts on learning*, ed. Edward B. Fiske (The Presidents' Committee on the Arts and Humanities, 1999): 1-18.

¹⁰⁰ Ron Butzlaff, "Can music be used to teach reading?" *Journal of Aesthetic Education* 34 (2000): 167-178.

¹⁰¹ Andre LaCour, "Correlation between Music Programs and Student Test Scores in Elementary Schools" (DM diss., University of Phoenix, Arizona, 2010) ProQuest Dissertations and Theses.

¹⁰² Johnson, and Memmott, "An Examination," 294.

¹⁰³ Butzlaff, "Can music be used," 177.

a meta-analysis conducted by Winner and Hetland resulted in no causal effect of arts education leading to improved academic functioning.¹⁰⁴ Music instruction may not improve standardized test scores, nor has it been shown to impede scores. Music may offer a variety of developmental benefits beyond academic success.

In response to the instrumentalist argument, Hetland and Winner state that the value of the arts in a child's education is, first and foremost, due to the importance of learning in the arts. They argue, "arts programs should never be justified primarily on what the arts can do for other subjects."¹⁰⁵ Scripp argues that academic performance is "just as likely to benefit from strong instruction in music as music is likely to benefit from strong instruction in the academics."¹⁰⁶ It may be that administrators and stakeholders continue to grapple with practical, philosophical, and ethical questions of educational priorities and testing pressures when allocating time to any subject. These findings are significant for both general and music education.

Cognitive Development

Hyde et al.'s results were consistent with prior studies demonstrating structural change in the brains of adult musicians. Unique to their study, the researchers identified a divergence from typical brain development in young children after only fifteen months of instrumental training. As no structural changes were present in children's brains prior to initial musical training, researchers suggest this indicates the structural changes were "induced by instrumental practice rather than preexisting biological predictors of musicality."¹⁰⁷ Changes were documented in

¹⁰⁴ Ellen Winner and Lois Hetland, "The Arts in Education: Evaluating the Evidence for a Causal Link," *Journal of Aesthetic Education* 34, no. 3-4 (Fall/Winter 2000): 1-9.

¹⁰⁵ Winner and Hetland, "The Arts in Education."

¹⁰⁶ Scripp, "An Overview," 136.

¹⁰⁷ Hyde et al., "Musical Training Shapes," 3019-3025.

primary motor and auditory regions, including increased corpus callosum size. Differences in these regions were expected. Unexpected changes, however, were also discovered in the frontal area, the left posterior per cingulate, and a left middle occipital region. The researchers claimed changes to the left cingulate are of particular interest as this region comprises an area involved with the “integration of sensory (mostly visual) information and the limbic system.”¹⁰⁸ Changes to the frontal region were also of particular interest. Researchers suggested these findings indicate brain plasticity may occur in brain regions responsible for the functions of instrument playing and multimodal sensorimotor integration.¹⁰⁹ Such findings are supported by a meta-analysis on music learning transfer, which revealed evidence of improved spatial-temporal reasoning,¹¹⁰ ¹¹¹ achievement in math,¹¹² achievement in reading,¹¹³ and the reinforcement of social-emotional or behavioral objectives.¹¹⁴ Hetland suggests “musical and spatial processing centers in the brain are proximal or overlapping and hence linked, rather than being entirely distinct as was predicted by modular theories of the mind.”¹¹⁵

¹⁰⁸ Hyde et al., “Musical Training Shapes,” 3023.

¹⁰⁹ Ibid.

¹¹⁰ Frances H. Rauscher and Mary Anne Zupan, “Classroom Keyboard Instruction improves Kindergarten Children’s Spatial-Temporal Performance: A Field Experiment,” *Early Childhood Research Quarterly* 15, no. 2 (2000): 215-228.

¹¹¹ Winner and Hetland, “The Arts in Education,” 1-9.

¹¹² Kathryn Vaughn and Ellen Winner, “SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association,” *The Journal of Aesthetic Education*, Fall 2000, 34(3-4): 77-89.

¹¹³ Butzlaff, “Can music be used,” 167-178.

¹¹⁴ Jayne M. Standley, “A Meta-Analysis on the Effects of Music as Reinforcement for Education Therapy Objectives,” *Journal of Research in Music Education* 44, no 2 (1996):105-133.

¹¹⁵ Hetland in Deasy, “Critical Links,” 133.

Neuroscientist and educator Eric Jensen examined research and literature on the influence of arts education on the brains of developing children. Claiming he is not himself an artist, nor does he have children in a school in which he is trying to influence curriculum, Jensen says his strong level of advocacy for arts education is based in a desire to improve overall education. Jensen argues for music as a core subject, or, at least, a major discipline. Jensen attempts to synthesize the effects of music on the development of the whole-child and the brain. He asserts a capability of music to affect “integrated sensory, attentional, cognitive, emotional, and motor capacities” which he calls, “the driving forces behind all other learning.”¹¹⁶ For this reason, Jensen contends music belongs situated equally with other core subjects such as math, reading, science, and history because they enhance the process of learning. He concludes, “the arts develop neural systems that often take months and years to fine-tune. The benefits, when they appear, will be sprinkled across the spectrum, from fine motor skills to creativity and improved emotional balance.”¹¹⁷ Jensen is careful to note that a lack of music education does not preclude one from learning, but it may “provide learners with opportunities to simultaneously develop and mature multiple brain systems,” which may result in a more well-rounded education.¹¹⁸

Susan Hallam reviewed empirical evidence relating to positive effects of active music engagement on the intellectual, social, and personal development of children. Citing research in the field of neuroscience, Hallam explains how musical skills may transfer to other activities when the processes are similar.¹¹⁹ Hallam’s findings also suggest that effects may only occur if

¹¹⁶ Jensen, *Arts with the Brain*, 3.

¹¹⁷ *Ibid.*, 2.

¹¹⁸ *Ibid.*, 3.

¹¹⁹ Hallam, “The Power of Music,” 269–89.

musical engagement is a positive and enjoyable experience. Supporting similar research on the effects of allocated time on academic achievement, Hallam references a study from Switzerland which revealed increased classroom music time did not produce a detrimental effect on language and reading skills despite a reduction in time in these subjects. A positive association was found through an “increase in social cohesion within the class, greater self-reliance, better social adjustment and more positive attitudes in the children.”¹²⁰ These findings maintain implications for advocacy and improved music teacher training.

Social Emotional

Studies documenting music and learning have suggested an association between music and social-emotional well-being. Specific research and anecdotal evidence offer support for music as a beneficial tool in enhancing a child’s emotional health. Jayne Standley’s 1996 meta-analysis suggests that application of “contingent music strategies can provide overwhelming positive reinforcement value for behavior in classrooms, on school buses, and in math and reading achievement tests.”¹²¹ Two other studies including emotionally disturbed children showed improved self-efficacy in at-risk youth when applying music listening and performance as a therapeutic strategy.¹²²

A *Music Matters* publication authored by Emily Brown highlights this effect in a California Elementary school. The underperforming school had experienced “numerous

¹²⁰ Hallam, “The Power of Music,” 278.

¹²¹ Standley in Deasy, “Critical Links,” 133.

¹²² Deasy, “Critical Links,” 129-131.

interventions” before the district “finally turned to music.”¹²³ Since the program began, the school’s principal claims to have observed a “more positive, supportive school environment,” saying the music program had “changed our students lives” as the children appeared more confident in themselves and their work.¹²⁴ A significant shift in behavior was observed as discipline incidents requiring administrative action dropped by 75 percent.¹²⁵ Evidence for the potential of music instruction to positively influence academic achievement and overall student engagement was included. The percentage of third, fourth, and fifth graders who met or exceeded standards on the Smarter Balanced Assessment’s English Language Arts exam increased twenty-seven points and math scores increased by fifteen points.¹²⁶

In a 2018 music educators’ publication, anecdotal evidence from Linda Nathan supports the previously discussed findings.¹²⁷ Nathan documented her experiences working at a charter school in Boston where students receive music instruction equally along with their other core subjects. She shared the ways in which she perceives children as thriving and quotes students’ statements on their positive experiences in the program. Nathan notes how a quality and rigorous music education expands the abilities and potential of students to be happy and successful in school, future career and life. Criticizing an educational system which devalues music education, she claims “American education is obsessed with ranking and sorting our children and schools-typically based on standardized test scores-and this has caused many school systems to eliminate

¹²³Emily Ann Brown, “Music Matters: How a San Gabriel USD elementary school uses classical and contemporary music to improve engagement and close the achievement gap,” *Districts of Distinction*. September 2019.

¹²⁴ Brown, “Music Matters.”

¹²⁵ Ibid.

¹²⁶ Ibid.

¹²⁷ Nathan, “Hitting the Right Note,” 66.

or reduce arts classes to make room for double doses of English and math classes.”¹²⁸ Echoing the sentiments of Hetland and Winner, she asserts that the arts should be taught not in an attempt to enhance other academic domains, but because they enable students to reach their personal potential.¹²⁹

Nathan maintains that music education allows students to develop flexibility, creative expression, and an ability to shift directions. She contends that learning in and from the arts is not simply emotive but cultivates intellectual rigor and an ability for deep reflection.¹³⁰ Nathan illustrates the potential of music education to develop skills essential to the success of the 21st century student, claiming schools that embrace the arts “provide opportunities for young people to realize their own talent and visions and, through experiences of fulfillment and collaboration, become thoughtful and compassionate citizens, ready to take their places in the democratic society.”¹³¹ Considering an approach to education that departs from test-driven decision-making, Nathan emphasizes a diverse range of extra-musical life skills developed in the music classroom. Nathan’s account documents what she perceives is a more well-rounded approach to education.

The rationale for the inclusion of music education in the general education curriculum includes research demonstrating its influence on student learning, cognitive development, and social-emotional well-being. Some research implies benefits derived from music instruction are amplified when experiences are enjoyable and robust. It may be that administrators, parents, and

¹²⁸ Nathan, “Hitting the Right Note,” 66.

¹²⁹ Ibid.

¹³⁰ Ibid.

¹³¹ Ibid., 67.

stakeholders are unaware of the full range of educational opportunities presented by music instruction.

No Child Left Behind and Allocation of Time

Developed in 1963, Carroll's Model for Student Learning (MSL) is based on five elements, three of which are directly related to time.¹³² These elements include: 1. aptitude, the amount of time it takes an individual student to learn a task; 2. perseverance, the amount of time the student is willing to spend on the task; and 3. opportunity to learn, which include allocated time and other circumstances such as pull-out classes or tutoring, which allow a student to learn.¹³³ Carroll's model was the first to make a distinction between allocated time, which he defines as the *opportunity* to learn and engaged time, defined as the *amount of time* that students are learning. The allocation of time in any subject is therefore a critical issue when addressing student learning.

Allocation of instructional minutes by subject among elementary schools in the United States reveals strong support for time expended in math and reading. Comparatively, music education generally receives a low amount of allocated time.¹³⁴ According to Barak Rosenshine, there is no known number of minutes necessary for adequate progress in the basic skills.¹³⁵ As No Child Left Behind (NCLB) sought to hold schools accountable by connecting standardized test scores to funding, allocation of time spent for non-tested subjects such as music was

¹³² Carroll, "A model of school learning," 59–72.

¹³³ Ibid.

¹³⁴ Hoyer and Sparks, "Instructional Time."

¹³⁵ Rosenshine, "How Time is Spent," 41.

eliminated or reallocated.¹³⁶ Independent research on the effects of NCLB found elementary schools were spending more time on math and reading, sometimes at the expense of non-tested subjects. The report found seventy-one percent of elementary schools were reducing time spent on subjects outside of math and reading, at least to some degree.¹³⁷

This practice may reveal a misconception that increased time in tested subjects will yield increased test scores.¹³⁸ Few studies exist examining the effects of NCLB on music and arts education. Wilkins, et al. noted, “one seemingly logical approach to improving test scores is to reduce the time spent in subjects that are not tested, most notably art, music, and physical education.”¹³⁹ To test if allocated time in the arts correlated with school achievement, the researchers collected and compared data from 547 schools in Virginia. Their findings represented no meaningful difference in schools who maintained music and arts programming, indicating no support for schools to reduce time in arts classes.¹⁴⁰

In a related study, Kevin Gerrity claimed, “although NCLB refers to music and the other arts as core subjects, the legislation does not encourage achievement in the core subjects with equal fortitude.”¹⁴¹ Without testing or accountability measures established, non-tested subjects such as music may be reduced or eliminated. Gerrity’s findings indicate administrators may be

¹³⁶ Gerrity, “No Child Left Behind,” 79-93.

¹³⁷ Jack Jennings and Diane Stark, "Ten Big Effects of the no Child Left Behind Act on Public Schools," *Phi Delta Kappan* 88, no. 2 (2006): 110-13, <https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/ten-big-effects-no-child-left-behind-act-on/docview/218480547/se-2>.

¹³⁸ Wilkins et al., “Time in the arts,” 721-734.

¹³⁹ Ibid.

¹⁴⁰ Ibid.

¹⁴¹ Gerrity, “No Child Left Behind.”

unfamiliar with the research demonstrating no adverse effect on test scores at schools with intact music programs. A music educator's journal article by Tina Beveridge noted reduced funding, reduced scheduling, and a general devaluing of music/arts education since the passing of NCLB.¹⁴² In considering these effects on providing a well-rounded education, Beveridge claims, "if we focus exclusively on reading and math, however important these subjects may be, we will never meet the goals of educating children to be successful in anything but the most menial tasks and jobs."¹⁴³

Two broader studies have been conducted investigating how curricular allocations are prioritized in American public schools. Both revealed a significant amount of time is allocated to reading and math with significantly less time for other core subjects including music. The first study was conducted in 2007,¹⁴⁴ five years after NCLB was enacted, while the other examined the issue of time allocation during the 2011-2012 school year.¹⁴⁵ The Center for Educational Policy (CEP) is an independent nonprofit which conducted the 2007 comprehensive study of NCLB, specifically investigating changes made to curriculum and instruction time. Three hundred and forty-nine school districts responded, and 62 percent of elementary schools reported increased time for language/reading and math since NCLB was enacted.¹⁴⁶ Forty-four percent of these schools reported reallocating time from other subjects to accommodate the increase. The

¹⁴² Beveridge, "NCLB and Fine Arts," 4-7.

¹⁴³ Beveridge, "NCLB and Fine Arts," 5.

¹⁴⁴ Jennifer McMurrer, "Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era," Center on Educational Policy (December 2007): #.

¹⁴⁵ Hoyer and Sparks, "Instructional Time."

¹⁴⁶ McMurrer, "Choices, Changes, and Challenges."

decreases to other subjects represented 32 percent of the total instructional time that had been allocated to them. The following represents the minutes per week allocated to each subject:

Table 1. Weekly allocation of instructional minutes per subject area in elementary school classrooms

SUBJECT	English Language Arts	Math	Science	Social Studies	Music
MINUTES	503	323	178	178	55

Source: Jennifer McMurrer, “Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era.” Center on Educational Policy. December 2007.

In their recommendations, the CEP encourages states to “give adequate emphasis to art and music.”¹⁴⁷ States are asked to review curriculum guidelines to ensure they encourage attention to and time for music while also considering including measures of knowledge for the arts among other measures of accountability.¹⁴⁸

The National Center for Education Statistics (NCES) prepared a 2012 report on instructional time for the United States Department of Education. This report revealed findings like that of the CEP with the most amount of time being allocated to math and reading. They reported on average, third graders in both public and private schools “spend a greater amount and a larger percentage of time on instruction in English, followed by mathematics, than on any other subject.”¹⁴⁹ The survey found third graders spend an average of thirty-three hours per week in school. The weekly number of hours for math and reading totaled about fifteen-and-a-half hours per week, representing about forty-eight percent of a child’s entire school day. Science, social

¹⁴⁷ McMurrer, “Choices, Changes, and Challenges,” 2.

¹⁴⁸ Ibid.

¹⁴⁹ Hoyer and Sparks, “Instructional Time,” 4.

studies, physical education, and music received a combined eight hours per week, representing about twenty-five percent of the day. Of that time, eight percent each was allocated to science and social studies, five percent for physical education, and three percent for music.¹⁵⁰

Reports from national and local studies reveal consistent results as to how time is allocated in public elementary schools. Tested subjects such as reading and math receive the most amount of allocated time, science and social studies receive the second most, and music receives the least. No specific amount of time has been concluded for mastery of skills or learning in any subject. It could be that pressures resulting from state testing requirements, educational priorities, and cultural perspectives influence such decisions.

Well-Rounded Education

The concept of a well-rounded education is one in which students receive learning and instruction across a variety of subject areas. The ESSA legislation lists several subjects, including music, which should be included in the general curriculum but leaves decisions regarding allocation of time or resources up to individual states and districts. Some educators argue that access is key to providing students with a well-rounded education. Along with other non-tested subjects, children may not experience as much access to music as other tested subjects. Tina Beveridge stated, “If we marginalize all non-tested subjects, we create a system in which only the most affluent members of our society have access to the most comprehensive and well-rounded educations, which widens the achievement gap, rather than closes it.”¹⁵¹

Considering research suggesting both musical and extra-musical gains are found through extended periods of instruction, the issue of allocated time is an important consideration for all

¹⁵⁰ Ibid., 6.

¹⁵¹ Beveridge, “No Child Left Behind,” 6.

who seek to cultivate a well-rounded curriculum.

Current emphasis on providing children with a well-rounded education, while examining academic success in countries where arts education is more equally incorporated among other areas of study may reveal a need for a more balanced approach to curriculum in the United States. A report from the Center for American Progress claims, “high-performing countries are not excelling simply because they focus exclusively on core academic subjects; they also expose students to a vibrant, well-rounded education that teaches them how to read and think critically.”¹⁵² The report found few states require students to complete a “truly well-rounded education”¹⁵³ to graduate high school. The authors claim a well-rounded education, rich in content, is vital to preparing students to compete globally, and such an education should include the arts and humanities in addition to other academic subjects.

Researcher Mariale Hardman noted that since the 1983 *Nation at Risk* report, education reform has included concerns over the United States losing economic strength because its students are deficient in math and science when compared to other countries. This has resulted in increased emphasis and rigorous testing of these subjects while marginalizing arts education. Yet, Hardman asserts that countries ranking highest on the Programme for International Student Assessment (PISA) also maintain mandatory arts programs.¹⁵⁴ She also discusses how the recent STEAM movement reflects a shift in educational philosophy which acknowledges learning should include “interdisciplinary study based on inquiry, design thinking, and real world

¹⁵² Jimenez and Sargrad, “A Well-Rounded Education.”

¹⁵³ Ibid.

¹⁵⁴ Mariale Hardiman, “Education and the Arts: Educating every Child in the Spirit of Joy and Inquiry,” *Creative Education*, (August, 2016): 1913-1928, <http://www.scirp.org/journal/ce> <http://dx.doi.org/10.4236/ce.2016.714194>.

problem-solving.¹⁵⁵ While this movement may be catalyzed by a “quest for global economic dominance,” it presents opportunity for a “fresh focus on arts education and integration.”¹⁵⁶ Arts education, she says, gives students “permission to be creative, but with a purpose” with better retention rates because students experience, rather than memorize, content.¹⁵⁷ Hardiman suggests that arts education and integration may be “key to promoting twenty-first century skills of creative thinking and problem solving.”¹⁵⁸

A report from the Center for American Progress documented the relationship between arts-integrated instruction and students’ achievements in the Arts for Academic Achievement (AAA) program. The analysis found a significant relationship between arts integrated instruction and improved student learning in reading and mathematics. The authors suggest their study offers evidence that arts integration was “associated with real changes that benefited student learning.”¹⁵⁹ Additionally, they found the *amount* of arts integration influenced student gains; students of teachers who integrated more arts into their English lessons were found to have significantly higher scores on the reading test than the students of teachers who integrated the arts to a lesser extent.¹⁶⁰ Included was the implication that more integration in a single subject led to higher levels of achievement in reading and math than lesser amounts of integration across

¹⁵⁵ Hardiman, “Education and the Arts,” 1922.

¹⁵⁶ Ibid.

¹⁵⁷ Ibid.

¹⁵⁸ Ibid.

¹⁵⁹ Debra Ingram and Eric Riedel, “What Does Arts Integration Do for Students?” Center for Applied Research and Educational Improvement (October 2003): 5.

¹⁶⁰ Ingram and Riedel, “What Does Arts Integration,” 6.

multiple subjects.¹⁶¹

A major report by Common Core examined those countries which outperform the United States on the PISA and found those countries offer their students a “comprehensive, content rich education.”¹⁶² The authors claimed the United States is the only leading nation who considers basic-skill mastery to be the goal of K-12 education which, they suggest, to be on the “opposite track” of countries offering students a “deep education in a broad range of subjects.”¹⁶³ They found countries that consistently outrank the United States are not concentrating solely, or even mostly, on those subjects, but rather through more “balanced and comprehensive” approach to curriculum.¹⁶⁴ A compelling comparison of allocated time reveals children in the most high-performing countries receive fewer total hours of instructional time per week than children in the United States as well as a smaller percentage of that time is allocated to reading and math.¹⁶⁵ For example, the researchers found fourth grade students in the United States spend more than six hours per week, or about 20 percent, on reading while students in Hong Kong spend about five percent.¹⁶⁶ The authors also stated, “Korea, another very high performing country, shows an even more balanced curriculum”¹⁶⁷ across all subject areas.

The report from Common Core concludes by indicating the “best strategy under

¹⁶¹ Ingram and Riedel, “What Does Arts Integration,” 6.

¹⁶² Bornfreund and Elias, “Why We are Behind,” 80.

¹⁶³ Ibid.

¹⁶⁴ Ibid., 81.

¹⁶⁵ Ibid., 83.

¹⁶⁶ Ibid.

¹⁶⁷ Ibid.

competitive conditions is to concentrate on a broad, learning-centered curriculum based on core comprehensive knowledge-based content, where the only aim is to develop the full potential of students.”¹⁶⁸ They offer that the most high-performing education systems implement a “broad holistic approach”¹⁶⁹ to education. Such data support the findings in other studies demonstrating allocated time for music and the arts to produce no adverse effect on academic achievement in math and reading. Further, it may offer support for findings demonstrating enhanced student achievement when arts instruction is fully integrated within the general curriculum. The conclusions of Ingram and Reidel also support theories that increased time and quality of instruction in arts education offer the greatest gains. An examination of schools in the United States and abroad which employ well-rounded curriculums offers evidence of the ways in which this approach to education may allow students to reach their full potential and build twenty-first century skills.

Administrative, Community, and Parental Perspectives

Administrator Perspectives

Curricular goals and allocation of resources may vary among districts and schools. The perspectives and educational values within a community and its school site leaders can influence how time and resources are allocated for both curricular and co-curricular programming. Abril and Gault examined the perspectives of elementary school principals on school music programs specifically regarding learning outcomes and curricular goals in music education. Responses to their survey indicated administrators and community leaders sometimes make curricular

¹⁶⁸ Bornfreund and Elias, “Why We are Behind,” 83.

¹⁶⁹ Ibid.

decisions based on perspectives and rationales.¹⁷⁰ Furthermore, findings indicate a disparity between elementary principals' reported valuation of music education in general, and their perceptions of the value of specific elements of music education. The principals surveyed called for greater awareness among stakeholders on the benefit of a strong music program, encouraging more education as to the goals of music programs.¹⁷¹

Along with his examination of NCLB and allocation of time in the arts, Gerrity administered a Likert-type scale survey to school principals to assess attitudes and perspectives surrounding music education. While 93 percent of respondents maintained favorable attitudes towards music, 71 percent simultaneously assigned music the lowest ranking among other core subjects.¹⁷² Such insight suggests a paradox between philosophical attitudes towards music and the relative importance assigned within the curriculum. The findings suggest educational priorities or perspectives produce as much of an effect on the allocation of time in music education as budgets or legislature.

The actions and perspectives maintained by administrators may influence perceptions of music education within school communities. LaCour noted, "students who have difficulty meeting standards and who need remediation are often not allowed the opportunity to attend music classes. This sends the message that music is not as important as the other core subjects."¹⁷³ A survey of attitudes towards music education by Vermillion provides evidence such a message may be a real perspective school principals maintain. Support for the statement,

¹⁷⁰ Abril and Gault, "The State of Music," 18.

¹⁷¹ Abril and Gault, "The State of Music," 18.

¹⁷² Gerrity, "No Child Left Behind."

¹⁷³ LaCour, "Correlation," 108-109.

“Music is a core academic subject like reading, math, and science” had the lowest mean score and a neutral median score.¹⁷⁴ Reallocation, elimination, or withholding time for music education may reenforce a perspective that music belongs in a secondary position within the general education curriculum.

Educational priorities and perspectives may also be responsible for cultivating an environment which fully supports music instruction as a critical component of well-rounded education. Marci Major examined the priorities of administrators and community members in her Lekberry school district in Ohio where there were no eliminations to their music and arts programming in over ten years.¹⁷⁵ Major found the educational philosophy of the Lekberry district “set the parameters for a curriculum in which music education played an important role.”¹⁷⁶ The school’s mission statement claimed, “to guide, encourage, and support each and every learner in the quest to realize his or her full potential.”¹⁷⁷ A school administrator said he or she believed full potential to reflect “what should make up the life of a well-rounded student.”¹⁷⁸ A school board member stated Lekberry was “a place where children received a quality education with a broad range of programs.”¹⁷⁹ Participants all believed music to be “integral to a total educational package capable of developing a child’s full potential.”¹⁸⁰ Interviewees also

¹⁷⁴ Vermillion, “An Examination.”

¹⁷⁵ Major, “How They Decide,” 10.

¹⁷⁶ Ibid.

¹⁷⁷ Ibid.

¹⁷⁸ Ibid.

¹⁷⁹ Ibid.

¹⁸⁰ Ibid.

claimed to value the “aesthetic and utilitarian functions”¹⁸¹ of music education. Major’s results support the theory educational perspectives and values are an important influence in curricular decision-making. Responses in this study revealed an emphasis on well-roundedness and the development of a student’s full potential, recognizing music instruction as a vital tool in this mission. This finding may produce implications as to the best angle of approach to music education advocacy.

Support and Advocacy

To challenge perceptions of music education as an ancillary subject, Beveridge suggested better advocacy efforts aimed at administrators and legislators to increase awareness of potential, varied benefits of music instruction within a well-rounded curriculum.¹⁸² Increased advocacy efforts may influence attitude and policy shifts, allowing schools to cultivate a more well-rounded approach to the curriculum. Vermillion sought to study the effects of music education advocacy on participants’ values of music education.¹⁸³ Vermillion found that, like other studies, attitudes toward music education were generally positive, but limited.¹⁸⁴ He suggests music education may not be as valued by decision-makers because they do not understand the value of music education, nor consider it as valuable as other subjects.¹⁸⁵ Vermillion wanted to understand what, if any, influence advocacy efforts may produce on changing attitudes or valuations of music education. His results revealed that attitudes could be changed. After

¹⁸¹ Beveridge, “No Child Left Behind,” 6.

¹⁸² Ibid.

¹⁸³ Vermillion, “An Examination of the Effect.” 1.

¹⁸⁴ Ibid., 2.

¹⁸⁵ Ibid., 29.

viewing an advocacy presentation, Vermillion once again asked participants to rate the statement, “Music is a core academic subject like reading, math, and science.”¹⁸⁶ Responses to this question produced the highest growth score, suggesting targeted advocacy efforts may be successful in improving attitudes and awareness pertaining to music education.

Community support for music education may be amplified by the voices of music educators, parents, professional musicians, and nonprofit organizations.¹⁸⁷ The founder of nonprofit organization “Keep Music Alive,” Vincent James, offers an example of effective advocacy, addressing the influence of those outside the music education profession to advance and spread information about the benefits and importance of music in a well-rounded education. The article supports what Vermillion found in his research on effective advocacy measures. Vocal support for music education, however, does not appear to consistently translate to allocated time and resources. Gerrity, for example, noted in his research, “despite favorable attitudes, respondents consistently ranked music as the least important subject in the general education of students.”¹⁸⁸ In a *School Band and Orchestra* journal opinion piece, music educator Bob Morrison claims current news headlines reveal evidence of evolving attitudes towards the importance of music education. He says more people seem to “get it,” referring to a broader acknowledgement of music as a useful tool in general education.¹⁸⁹ Headlines claiming, “Principal Fires Security Guards to Hire Arts Teachers and Transforms Elementary School,” and

¹⁸⁶ Vermillion, “An Examination of the Effect.” 30.

¹⁸⁷ James Vincent, “Let the Music Play,” *USA Today*, September 2018.

¹⁸⁸ Gerrity, “No Child Left Behind,” 87.

¹⁸⁹ Bob Morrison, “Why Not Focus on Positive Trends?” *School Band and Orchestra*. (June 2013): 10-12.

“Mayor Announces \$1 Million Investment in High-Quality Arts Education for All Chicago Public School Students,” underscores changing educational priorities in America.¹⁹⁰ However, the accompanying article from Chicago promises a mere twenty minutes of music per week for elementary school students. The literature highlights the difficulty music education encounters in securing a position in the general curriculum comparable to other core subjects even when stakeholders make claims of support.

Parents and Teachers

In 2015, the National Association of Music Merchants (NAMM) Foundation published a major survey report documenting parents’ and teachers’ perceptions of music education. The foundation notes how teachers and parents are important stakeholders in music education. Teachers are experts on the benefits and effects of music education; parents serve as children’s primary caregivers, taxpayers who support the education system, and experience the influence of music education in their children’s lives. The study found 77 percent of teachers and 64 percent of parents say access to music and arts education is “extremely” or “very important.”¹⁹¹ Additionally, more than 80 percent of parents and teachers say time for music education, including class duration and frequency, is important to a quality music program.¹⁹² Concurrently, music education was rated below physical education and sports in the extent to which parents believe it should be a core subject. Most parents surveyed and 66 percent of teachers were unaware that “the arts” are designated as a core academic subject by federal law. The NAMM

¹⁹⁰ Morrison, “Why Not Focus on Positive Trends?,” 11.

¹⁹¹ Bryant, “NAMM Foundation Study,” 8.

¹⁹² *Ibid.*, 10.

foundation recommends advocates for music education work to increase awareness among all stakeholders that music is a core curricular subject by federal policy.¹⁹³

In chapter five of Amy Cox-Peterson's "Building Family Partnerships," She emphasizes the importance of teachers partnering with parents and families to nurture the best educational outcomes for children. Developing positive and culturally responsive relationships with families may increase parent involvement. Cox-Peterson writes, "when families, schools, and communities work together, student academic achievement increases, and parents exhibit more active involvement."¹⁹⁴ Understanding the perspectives of parents may contribute to forming positive relationships and partnerships with all families. With increased parental involvement, parents may become greater advocates for music education.

The Missing Voice

While policymakers cite music as an essential component of a well-rounded education, legislation fails to emphasize accountability and skill development. This may lead to a devaluation of music in the curriculum and less time allocated to music instruction. School board, administrator, and educator perspectives and priorities typically determine those subjects that receive the greatest allocation of time and resources. Historically, progress for music education in the American school system has been slow. In seeking a way forward, other voices and angles must be explored. Parents of elementary school students may serve as important advocates for the programming most supported in schools.

¹⁹³ Ibid.

¹⁹⁴ Amy Cox-Peterson, *Building Family Partnerships: Connecting Schools, Families, and the Community*, (Thousand Oaks, CA, Sage Publications, 2011), 111.

It may be that parents are unaware of the full effects of music on childhood development and academic success. They may be further unaware of the gross imbalance of allocated time and resources across school subjects within the elementary school curriculum. A gap in the literature exists pertaining to the perspectives and awareness of parents about the value of music in a well-rounded education. No studies were found documenting parental beliefs regarding the allocation of time within the framework of a well-rounded education. This study aims to discover elementary school-age parent perspectives which could affect allocated time for music instruction. Research shows that attitudes and perspectives can change with effective advocacy methods. Understanding parental perspectives may offer an opportunity for targeted advocacy efforts.

CHAPTER THREE: METHODOLOGY

The purpose of this qualitative hermeneutic phenomenological study was to examine the perceptions of parents of elementary school-aged children regarding the designation of music as a core subject, the concept of well-rounded education, and how increased instructional time in music may impact childhood development and education. This chapter provides a description of the research design, participant selection process, research settings, and researcher motivation, including interpretive framework and philosophical assumptions. The chapter will also address research procedures, data collection methods, analysis and synthesis of the data, along with processes to ensure credibility and trustworthiness. A concluding summary reviews alignment of design choice, data collection methods, analysis and synthesis strategies, and ethical considerations for this research study.

Previous research in the profession has examined general parental support for music education, administrator perceptions of music in the general curriculum, and the historical or political events affecting allocation of time for music education in elementary schools. No studies were found examining parental perceptions of music as “core,” perspectives on the term “well-rounded education”, or the ways in which parents believe academic achievement is impacted by instructional time in music. This study aims to understand the subjective perceptions of parents, regarding the designation of music as a core subject, well-rounded education as defined by ESSA, and beliefs surrounding academic achievement as it relates to instructional time in music class.

While research has found a significant number of parents value music instruction within the general curriculum, parents do not consider music as equal in importance as math, reading,

social studies or science.¹⁹⁵ Despite its designation as a core subject by educational policy (ESSA) and studies demonstrating how music may positively influence childhood learning and development,^{196 197 198} music classes do not receive an allocation of instructional time equal to other core subjects.¹⁹⁹ This study will add to the gap in the body of knowledge surrounding this phenomenon.

The intended outcome of this study is to ascertain the parent perceptions or experiences of elementary school-aged children regarding the effects of music on a well-rounded education. The 2015 NAMM Foundation study employed a quantitative research design to measure levels of parental support for music education and findings were illustrated with numerical data. The results of this and similar studies^{200 201} reveal paradoxical information between claimed levels of support for music education (relatively high) and how parents and administrators rank music among other core subjects (relatively low). This study seeks to understand this phenomenon by developing meaning from the described perceptions of parents. Therefore, a hermeneutic phenomenological qualitative design is most appropriate.

Qualitative research has historically been conducted in the fields of anthropology, sociology, and humanities.²⁰² The nature of this study comprises issues categorized as humanities

¹⁹⁵ Bryant, "NAMM Foundation Study."

¹⁹⁶ Jensen, *Arts with the Brain*.

¹⁹⁷ Deasy, *Critical Links*.

¹⁹⁸ Hallam, "The Power of Music."

¹⁹⁹ Hoyer and Sparks, "Instructional Time."

²⁰⁰ Gerrity, "No Child Left Behind."

²⁰¹ Abril and Gault, "The State of Music"

and sociology. Creswell states, “if a concept or phenomenon needs to be explored and understood because little research has been done on it or because it involves an understudied sample, then it merits a qualitative approach.”²⁰³ Qualitative research is appropriate when a topic is new or the subject has not been addressed with a certain group of people.²⁰⁴ The concept of music as a core subject is a relatively new designation in educational policy, and perceptions of music as a core subject along with allocation of instructional time within the context of well-rounded education has not been studied among the parent population.

Phenomenology aims to provide meaning to “social and psychological phenomena from the perspectives of people involved.”²⁰⁵ Using this strategy of inquiry, the researcher identifies the essence of human experiences about a phenomenon as described by participants²⁰⁶ Groenewald claims, “the operative word in phenomenological research is ‘described,’” and the researcher is to “describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts.”²⁰⁷ Moustakas describes this process as a “return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience.”²⁰⁸ This study aims to

²⁰² John Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Edition, (Thousand Oaks, CA: Sage Publications, 2018), 34.

²⁰³ Creswell, *Research Design*, 39.

²⁰⁴ Ibid.

²⁰⁵ Thomas Groenewald, A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3 no. 1 (2004): 5, <https://doi.org/10.1177/160940690400300104>.

²⁰⁶ Creswell, *Research Design*, 13.

²⁰⁷ Ibid.

²⁰⁸ Carl Moustakas, *Phenomenological Research Methods*. (SAGE Publications, 1994), <https://www.doi.org/10.4135/9781412995658>.

collect descriptions from parents in order to analyze how lived experiences may be affecting the extent to which parents support music as a core subject. The study also seeks to describe the essence of parental perceptions of well-rounded education as it relates to instructional time allocation. A phenomenological approach is, therefore, most suited to this line of inquiry.

Hermeneutic phenomenology employs a method of inquiry that is interpretive, rather than descriptive, relying upon lived experiences and dialogue to analyze and synthesize data.^{209 210 211} In his 1989 book, *Truth and Method*, Gadamer claims personal involvement of the researcher allows for the formation of understanding. Dialogue serves as the method of inquiry, combining the lived experiences of the researcher to interpret and synthesize the essence of participant experiences.²¹² The concept of a hermeneutical circle suggests the process of knowing is under constant revision.²¹³ Engagement with a phenomenon through dialogue and feedback triggers reflection, interpretation, and new understanding.²¹⁴ The collection of lived experiences becomes data which are analyzed, coded, and synthesized to form new understanding.²¹⁵ Dialogue and feedback from participants via individual questionnaire responses and focus group discussion served as the primary method of data collection. The lived experiences of the researcher

²⁰⁹ Martin Heidegger, *Being and Time* (Oxford, UK: Blackwell Publishers Ltd, 1962).

²¹⁰ Hans Gadamer, *Truth and Method* (Sheed and Ward: London, 1989).

²¹¹ Maura Dowling, "A review of different phenomenological approaches." *International Journal of Nursing Studies*, 44 (2007): 131-142, doi: 10.1016/j.ijnurstu.2005.11.026.

²¹² Valerie Fleming, Uta Gaidys, and Yvonne Robb, "Hermeneutic research in nursing: Developing a Gadamerian-based research method," *Nursing Inquiry* 10, no 2 (2003): 113–120.

²¹³ Jean Grondin, *Introduction to philosophical hermeneutics* (New Haven, CN: Yale University, 1994).

²¹⁴ Grondin, *Introduction to philosophical hermeneutics*.

²¹⁵ Moustakas, *Phenomenological Research*.

informed the analysis and interpretation of the phenomenon.

Qualitative research employs non-numerical data in the form of words or statements from participants to construct meaning and form a richer understanding of a phenomenon. This hermeneutical study collected data via open-ended surveys and dialogue from focus groups. Participant descriptions and statements were analyzed, codified, and synthesized to interpret the ways in which parents perceive music within the context of the general education curriculum. To effectively interpret the essence of participant experiences, the researcher must seek and describe concepts found in the language shared by participants.²¹⁶ As themes emerged, the researcher was able to interpret and synthesize commonly held perceptions among parents regarding the role of music in elementary education.

Quantitative research is “confirmatory and deductive in nature,” while qualitative research is “exploratory and inductive.”²¹⁷ A quantitative research design was not chosen for this study because it does not seek to confirm or deduce the existing data which offers numerical illustrations of parental support for music education. Instead, this study aims to explore underlying perceptions that may be influencing those numbers which requires a qualitative approach.

Research Questions

Central RQ1: What are Southern California elementary school parents’ perspectives pertaining to the designation of music as a core academic subject as defined by the Every Student Succeeds Act?

²¹⁶ Moustakas, *Phenomenological Research*, 90.

²¹⁷ William Trochim and James Donnelly, *The Research Methods Knowledge Base* (Atomic Dog and Cengage Learning, 2008), 146.

Sub-question 1: What are Southern California elementary school parents' perceptions of a well-rounded education as defined by the Every Student Succeeds Act?

Sub-question 2: What are Southern California elementary school parents' perceptions pertaining to increased instructional time in music class?

Hypotheses

Central H1: Southern California parent perspectives pertaining to the designation of music as a core subject as defined by Every Student Succeeds Act will include the perception that music is not designated as core subject, that music is important, but not core, and that music is a co-curricular or enrichment subject.

Sub-H1: Southern California elementary school parents' perceptions of well-rounded education as defined by the Every Student Succeeds Act includes the perception that students should be exposed to a rich and varied curriculum, curriculum should develop twenty-first century skills, and instructional time should be allocated in a balanced manner among core subjects.

Sub-H2: Southern California elementary school parents' perceptions pertaining to increased instructional time in music class includes the perception that increased instructional time for music may negatively impact academic achievement including test scores in reading and math, and unawareness that increased music instruction could make a significant impact on childhood learning development.

Setting and Participants

The following section will identify the research setting along with the rationale for the selection. The criteria and rationale by which participants were selected will also be discussed.

Setting

The physical setting for this study was conducted via online open-ended questionnaire and Zoom focus groups. The geographic location limited participants to those living in San Diego County, CA. Data collection via online survey and zoom focus groups was selected because of its familiarity and convenience among parents and caregivers. San Diego County is home to a diverse population with several unique socio-political communities and neighborhoods. As the study aims to draw understanding from a general population of parental experience, data were intentionally collected from across the entirety of San Diego County.

San Diego County encompasses an area of roughly 4,300 square miles and houses a population of approximately 3.3 million people from diverse backgrounds.²¹⁸ The median income in San Diego County is \$82,426 with English reported as the primary language spoken in households.²¹⁹ The three largest ethnic groups are White (44.9%), Hispanic (21.7%), and Asian (11.7%).²²⁰ San Diego County maintains forty-two public school districts and served approximately 481,000 students in 2022.²²¹ There were two-hundred and ninety-six private

²¹⁸ “Geography,” San Diego County, Accessed September 21, 2022, https://www.sandiegocounty.gov/hhsa/statistics_geography.html.

²¹⁹ “San Diego County, CA,” Data USA, Accessed September 21, 2022, <https://datausa.io/profile/geo/san-diego-county-ca>.

²²⁰ Data USA, “San Diego County, CA.”

²²¹ “CDE Releases 2021-22 Statewide School Enrollment Data,” California Department of Education, Last modified April 11, 2022,

schools serving approximately 53,560 students. Politically, the county of San Diego is described as moderately liberal.

Participants

The study participants consisted of parents and caregivers of elementary school-aged children. Participants were limited to those currently caring for a child in kindergarten through grade five during the 2022-2023 school year and residing in San Diego County. Within this population, the researcher sought to analyze data from a range of perspectives to determine conclusions that may represent the population at large. A question asking participants to select their age range was included on the survey for demographic purposes. Participation was not limited to any racial, ethnic, or socioeconomic background. Parents and caregivers of both public and private school students were included. Participants were recruited via social media (Facebook) and word-of-mouth.

Sample Selection

In qualitative research, the principle of saturation is the point at which sample sizes are sufficient to thoroughly describe a phenomenon, but not so large as to introduce repetitive data.²²² In this way, the researcher may uncover a variety of perspectives, but limit the sample to the point of saturation. According to Hennik and Kaiser, saturation may be reached with

<https://www.cde.ca.gov/nr/ne/yr22/yr22rel20.asp#:~:text=Total%20Enrollment,enrollment%20statewide%20since%202014%E2%80%9315>.

²²² Greg Guest, Emily Namey, and Mario Chen, "A simple method to assess and report thematic saturation in qualitative research," *PLoS ONE* 15, no.5 (2020) <https://doi.org/10.1371/journal.pone.0232076>.

relatively small sample sizes.²²³ The findings of their systemic review revealed saturation could be achieved with as few as nine to seventeen interviews, or between four and eight focus group discussions. Research conducted by Guest, Namey, and Chen demonstrated that the “most prevalent, high-level themes are identified very early on in the data collection, within about six interviews” with new information decreasing with subsequent interviews.²²⁴ Therefore, the aim of recruitment in this study will focus on high-quality responses from the selected population as opposed to quantity.

This study converged data from both open-ended surveys and focus group discussions. The researcher proposed to recruit participants from across the various geographic and socio-political areas of San Diego County. The sample was selected from approximately thirty-five questionnaire responses and eight individuals who elected to participate in a focus group discussion. Questionnaire responses were anonymous but solicited participants to select the San Diego sub-region in which they live (North County Coastal, North County Inland, Coastal, Central, and Inland San Diego, South Bay) allowing the researcher to ensure a sampling representing perspectives across the entire geographic area. No other identifying information was collected or reported. Only one parent or caregiver from any single household was included in each focus group.

²²³ H Monique Hennink, Bonnie Kaiser, and Vincent Marconi, Code saturation versus meaning saturation: How many interviews are enough? *Qualitative Health Research* 27 no. 4 (2017): 591-608, doi: 10.1177/1049732316665344 journals.sagepub.com/home/qhr.

²²⁴ Guest, Namey, and Chen, “A Simple Method”, 10.

Researcher Positionality

The motivation for this research evolved from an inquiry into the difficulty encountered by practitioners of music education in establishing and maintaining value within the framework of general education curriculum despite over 100 years of research and advocacy per NAFME. From examining the history of music education in America, it became evident that the perspectives of parents have not been considered in the effort. It is not evident whether contemporary parents are aware or agree with the designation of music as a core subject. Parents may not be aware of policy mandating music as a vital component of elementary education, or research demonstrating the many benefits associated with music on academic, cognitive, and social-emotional development in childhood. Advocacy groups such as NAFME could employ parental involvement to further the mission of music education, but it is critical foremost to examine and understand parent perspectives currently.

This research study is designed to offer advocates of music education insight into parent perspectives. If a school district in California eliminates access to music education, it is important to know if parents are aware that state and federal policy mandate music as part of a well-rounded education. Additionally, it is critical to understand if parents fundamentally agree with such policy. Findings from this research may highlight opportunities for targeted advocacy and education to parents, which may assist in future efforts to advance the field of music education.

The approach to the research study is based in constructivism which proposes that research is socially constructed through interaction and dialogue with participants to draw

meaning from perspectives or attitudes.²²⁵ According to this framework, participant perspectives of an issue are constructed from individual perceptions and lived experiences.²²⁶ The role of the researcher is to draw meaning from these perspectives through a series of observations and inductive measures.²²⁷ For this study, the perspectives and lived experiences of parents surrounding the phenomenon were collected via means of social interaction. The researcher constructed meaning from the interactions by identifying major themes and concepts, analyzing and coding the themes, and reporting the findings.

This research study came as a result of personal observations working in the field of music education, academic research, and dialogue with fellow parents of elementary aged students. Throughout my career, funding and financial resources have been cited as a fundamental barrier to the full integration and recognition of music as a core subject in the general education curriculum. Yet working in and researching music programs at elite, tuition-based private schools where financial support is plentiful reveals similar situations regarding allocated time and attitudes regarding the impact of music instruction. The question arose: if music is *core*, how it can receive less than half the amount of instructional time as other core subjects with no opposition from parents who claim to support music education? Perhaps this phenomenon is more related to attitudes and perceptions of music education than funding.

My role in this study will be as a primary instrument of data collection as I search for the essence of participant experience. According to Peredaryenko and Krauss, a researcher may,

²²⁵ John Creswell and Cheryl N. Poth, *Qualitative inquiry & research design: Choosing among five approaches* (Los Angeles, CA: SAGE Publication, 2018).

²²⁶ Trochim and Donnelly, *Research Methods Knowledge*.

²²⁷ Creswell and Poth, *Qualitative inquiry*.

“construct and bring meaning into the world through their qualities of sensitivity, responsiveness, and flexibility, making them the most appropriate instrument for inquiries aiming to arrive at understanding and meaning.”²²⁸ As both a music educator and a parent of elementary-aged students, my own experience and background may offer the opportunity to facilitate relationship-building with focus group participants. In this way, personal experience of the researcher may benefit the study by allowing for deeper understanding of participant experience.²²⁹

Procedures

The following section will provide an explanation of the procedures followed for obtaining permission to conduct this study, data collection methods and materials, analysis methods and tools, and a discussion on validity and reliability. An exemption was granted by Liberty University IRB, which may be viewed in Appendix A. For more information, contact the Liberty University IRB Department.

Data Collection, Processing and Analysis

Informed consent

Participants received an overview of the nature and purpose of the study and research procedures. Participants were informed of any benefit or risk of participation, as well as estimated time commitment required to participate. All were notified of their right to voluntary participation including the option to withdraw from the study at any time. There was no compensation for participation in this study.

²²⁸ Margarita Peredaryenko and Steven Krauss, “Calibrating the human instrument: Understanding the interviewing experience of novice qualitative researchers,” *The Qualitative Report* 13, no. 85 (2013): 1, doi:10.46743/2160-3715/2013.1449.

²²⁹ David L. Rennie, “Human Science and Counseling Psychology: Closing the gap between Research and Practice,” *Counseling Psychology Quarterly*, 7 (1994): 235-250.

Questionnaire participants were provided a link to the online questionnaire via social media (Facebook). These participants were provided informed consent at the beginning of the questionnaire and were notified that by continuing, they would be providing consent to participate in the research. Participants were informed that their responses would be anonymous and no identifying information would be collected or recorded. Participants were advised that they could request a copy of informed consent via email.

Focus group participants were provided a link to the scheduled Zoom meeting via email. Participants were required to sign and electronically return informed consent prior to the discussion. Participants were notified that the conversation would be recorded, and the nature of a focus group could not guarantee anonymity. The researcher would keep responses confidential, and pseudonyms would be employed in any reporting. All Zoom recordings were stored on a password-locked computer and, following the study's conclusion, would be maintained for three years before being destroyed.

Participants were notified of the aims of the study on the informed consent form (Appendix A). The questionnaire comprised twenty open-ended, interview-style questions. (Appendix B). The focus group discussion included five questions (Appendix C). The survey and focus group questions were written to understand parents' perceptions regarding the designation of music as a core subject, the perceived influence of music on academic achievement, and perspectives on instructional time allocation and well-roundedness in the elementary classroom.

Confidentiality

Online questionnaire participant confidentiality was ensured by not collecting identifying information such as name, email address, or school district and ensuring that data collected would not be disclosed to unauthorized persons. Privacy and confidentiality of the focus group

participants were ensured by not requiring the use of names or asking the name of their child's school district. No identifying information was collected or reported. Participants were asked to keep all discussion questions and responses confidential but advised that participation in a focus group could not guarantee anonymity. Transcripts of the discussion were anonymized and uploaded to the coding software; the resulting summary used pseudonyms as necessary. Harm was minimized by protecting participant information and inquiring whether they objected to participation or foresaw any negative impact caused to them by participating. Raw data, including recordings, surveys, and transcripts, were kept in a password-protected google drive folder. After the successful thesis defense and three years post-study, the folder will be deleted from the cloud.

Data Collection Method

As dialogue is essential to qualitative research, interviewing and group discussion are standard data collection methods.²³⁰ Binary or closed-ended forms of questioning must be avoided; the researcher must facilitate open communication, encouraging personal responses to allow themes to emerge. Two data collection methods were employed for this study. First, anonymous, open-ended questionnaires were disseminated via an online format. The open-ended questionnaire allowed participants to share additional insights or experiences not explicitly asked by the researcher. Second, a structured focus group conducted on Zoom followed a prescribed set of questions to facilitate discussion among participants. Based on responsive interviewing techniques, the questions included main questions to address the research topic, probing

²³⁰ Herbert Rubin and Irene Rubin, *Qualitative Interviewing: The art of Hearing Data*, (Thousand Oaks, CA: Sage Publications Inc., 2012).

questions to encourage more detailed responses, and follow-up questions to extract more profound meaning.²³¹ Both methods allowed the researcher to gain insight into participants' lived experiences, critical to hermeneutic phenomenology. Data collected via the two methods provides triangulation of responses and a means of reaching the point of saturation.

Data analysis

According to Creswell, qualitative data analysis involves categorization, synthesis, and interpretation to describe the phenomenon.²³² Once focus group discussions were completed, they were transcribed using the Otter.ai computer software. Transcriptions were reviewed against original recordings to verify accuracy and forwarded to each participant for approval. The approved transcriptions were uploaded to the Delve software for coding. Survey responses were verified to ensure participant criteria were met and the survey was fully and accurately completed. The resulting surveys were uploaded to Delve as samples. The researcher categorized responses into themes and subthemes, creating a set of codes. The resulting codes were evaluated and further grouped into thematic descriptions, which were used to summarize findings.

Validity and Reliability

According to Trochim and Donnelly, rigor in a study may be achieved through the validity of the research, reliability of the findings, and triangulation of data.²³³ Validity is the best estimate of the truth of any proposition or conclusion described by the study.²³⁴ Creswell claims

²³¹ Rubin and Rubin, *Qualitative Interviewing*.

²³² Creswell, *Research Design*.

²³³ Trochim and Donnelly, *Research Methods Knowledge*.

²³⁴ Ibid.

validity is significant in qualitative research to confirm the accuracy of results.²³⁵ To increase validity, the method of triangulation was used. Triangulation employs at least two different methods of data collection to overcome the bias of a single method.²³⁶ Addressing bias may also increase validity. In this study, participant bias will be avoided through careful framing of survey questions, structuring of focus group discussions, and anonymous survey sample selection. Avoidance of researcher bias will be addressed through detailed record keeping and with frequent cross-checking and reevaluation of data.

Reliability of data may be described as a measure of consistency among the data. In a qualitative study, this would indicate that a researcher's approach is consistent through clear documentation of procedures, allowing others to follow the procedures.²³⁷ Researchers should carefully check transcripts for errors and pay careful attention that coding does not drift. Creswell suggests individual researchers achieve this by using another person to crosscheck for inter-coder agreement.²³⁸ Reliability in coding may also be achieved with computer programs for qualitative research. Careful documentation of procedures, peer review, and qualitative computer software will be utilized to ensure reliability in this research study.

Ethical Assurances

Measures to ensure ethical research practice were addressed in this study. IRB approval was secured from Liberty University prior to data collection. Participants were advised of the

²³⁵ Creswell, *Research Design*.

²³⁶ Sarah Hastings, "Triangulation," *Encyclopedia of Research Design*, accessed October 8, 2022, <https://methods.sagepub.com/reference/encyc-of-research-design/n469.xml>.

²³⁷ Creswell, *Research Design*, 176.

²³⁸ *Ibid.*, 177.

nature of the study, estimated time required for participation, and benefits or risks associated with participation. Informed consent was obtained from all participants, who were assured of the security measures taken to protect identifying or personal information. All data was kept secure in a password-protected google drive folder and would be destroyed three years post-study. Participants were informed of outcomes and implications of the study.

Summary

This qualitative hermeneutic phenomenological study aimed to examine parents' perceptions of elementary school-aged children regarding the designation of music as a core subject, the concept of a well-rounded education, and how increased instructional time in music may impact childhood development and education. Understanding these experiences and perceptions may have implications for the fields of general and music education. The chapter provided an overview of the chosen research design, including rationale for its selection. Next, the research questions and hypotheses were reviewed. A discussion of participant selection, researcher positionality, data collection methods, and analysis followed. Finally, measures taken to ensure validity, reliability, and adherence to ethical standards were included.

CHAPTER FOUR: FINDINGS

Overview

This hermeneutical phenomenological study endeavored to describe the perspectives maintained by parents of elementary-school-aged children regarding the designation of music as a core subject of study within the general education curriculum. This information may be helpful to community advocates of music education, school site administrators, and music educators. After careful analysis, the findings are reported in this chapter.

Data collection occurred over four weeks with a single focus group discussion via Zoom. Responses to the online questionnaire were anonymous. Focus group participants were assigned a pseudonym to maintain anonymity. Data analysis resulted in the discovery of five central themes along with eight subthemes. The research questions were satisfactorily answered through the discovery of these themes.

Setting and Participants

The research location varied by the participant, such as their home or workplace. Sixty-seven questionnaire participants answered questions at their convenience on a personal computer or technology device. Eight focus group participants attended an hour-long discussion conducted on Zoom. Participants were recruited via the researcher's private social media groups and text messaging via purposive sampling to meet the study criteria. Questionnaire recruitment efforts were distributed across multiple social media groups, ensuring a diversity of participant backgrounds to avoid observer bias. The researcher recruited and selected focus group participants to broadly represent the target demographic. Participants for the questionnaire were

recruited from individuals identifying as a parent or caregivers of an elementary-school-aged child living in San Diego County, CA. An unanticipated event occurred as the questionnaire was distributed widely among social groups, resulting in national participation. The researcher carefully analyzed and compared responses from those in the target sample region and those outside the area. The researcher observed no significant differences in attitudes or perspectives among participants from different geographic regions. Data collected from individuals residing outside San Diego County have been included in reporting, so long as they answered “yes” to being a parent or caregiver of an elementary school child. The questionnaire participants were assigned a number for reporting. Focus group participants are represented in the following table: names utilized are pseudonyms to maintain anonymity.

Table 2. Focus Group Participant Backgrounds

Name	Age	Race	Location	Occupation
Maria	42	White	N. Coastal	Education
Jeff	40	White	N. Inland	Construction
Alan	39	Asian	Central	Medical Doctor
Ahmed	35	Afr. American	N. Inland	Technology
Heidi	36	White	S. Bay	Education
Michelle	38	White	East County	Arts Admin
Daniel	42	White	Central Coastal	Military
Jennifer	32	Hispanic	Central	Homemaker

Findings

The researcher began the data analysis by reading each transcript according to the topic. This allowed significant similarities and commonalities among responses to emerge. The researcher started organizing the information via deductive analysis during the initial reading. Answers were sorted into broad thematic categories anticipated by the researcher. During this initial process, numerous smaller categories began to emerge. Once each transcript had been read and categorized, the researcher started an inductive process to reorganize the data into big themes with nested subthemes. The researcher identified areas of co-occurrence and triangulation among the data. Five significant themes and eight subthemes emerged from this process. Results are presented in three sections. The first section identifies the discovered themes and subthemes, followed by a discussion of each theme as represented by participant responses. The second section presents answers to the research questions. The final section provides a summary of the chapter.

Theme Development

Five significant themes and seven subthemes emerged from the data. These themes may identify the phenomenon's essence as described by the participants' experiences and interpreted by the researcher. Subthemes occurred as the researcher categorized and cross categorized data, identifying areas of triangulation. The five most significant themes include: (1) Parents are unaware of music in educational policy such as ESSA, (2) Parents perceive traditional subjects of math, reading, science, and history as core, (3) Parents believe music is a vital component of elementary education, (4) Parents believe well-rounded education should expose children to various subjects while nurturing a whole-child approach to learning. (5) Parents believe allocated time should emphasize traditionally core subjects. The following table provides a visual

representation of these themes, followed by a discussion of each theme and accompanying subthemes.

Table 3. Themes and Subthemes

Themes	Subthemes
1. Parents are unaware of education policies on music	-
2. Traditional subjects (math, reading, science, history) are core	<ol style="list-style-type: none"> a. Music is not core because it may not lead to or support vocation. b. Music ought to be core.
3. Music is a vital component of elementary education	<ol style="list-style-type: none"> a. Music promotes qualities related to SEL, encouraging well-roundedness and whole child learning.
4. Well-rounded education should provide exposure to a variety of subjects, nurturing a whole-child approach to learning	<ol style="list-style-type: none"> a. Well-rounded education should prepare for success in life outside of school, namely in the workplace. b. Well-rounded education may not imply balance in terms of allocated instructional time
5. Allocated time should emphasize traditional core subjects	<ol style="list-style-type: none"> a. Increasing time for music is contingent on academic success. b. Parents are uncertain of potential impact on learning when time for music is increased.

Parents are unaware of education policies on music

Parents are unaware of ESSA and California education policies surrounding music education. The first interview question posed to participants stated, “The United States Federal *Every Student Succeeds Act* designates music as a ‘core subject.’ California Education Policy mandates schools to provide music and arts education to all students in grades K-12. To what extent were you previously aware of this information?” Responses to this question were overall brief, typically answering in a single word, “aware” or “unaware.” Roughly 72 percent of parents

claimed they were unaware of this, with an additional 12 percent stating they were only vaguely or somewhat aware.

Traditional Subjects are Core

Parents consider math, reading, history, and science core subjects. Asked what subjects they believe are core, most participants listed these subjects. Some parents dignified their stance, claiming a belief that math, reading, history, and science are the “building blocks” of learning (Participant 53, Questionnaire). Math, reading, history, and science are considered core because they will likely support future vocation.

Music does not lead to vocation

Music is not considered core as it may not lead to or support future vocation. For many, music is regarded as a hobby or a “class luxury” (Participant 64, Questionnaire). When asked why they think music, on average, receives less instructional time than other core subjects, parents made statements such as, “people may think of music as something of a capricious side hobby” (Participant 11, Questionnaire) and “people don’t see it as a career choice” (Participant 15, Questionnaire). Another claimed, “People don’t value music because they see it as entertainment” (Participant 10, Questionnaire). Many parents do not perceive music as core because it does not regularly lead to a vocation and is often perceived as a privilege or entertainment.

Music ought to be core

Many parents expressed that while they do not presently perceive it as so, music should be included as a core content area. These views may be compositely represented with the

statement, “Math, language, science, physical education, art, music. Music should be core! So often it’s an afterthought or pushed aside” (Participant 34, Questionnaire).

Music is Vital

Music is vital in the education of elementary school children. Maintaining perceptions that music may enhance a child’s overall learning, 80 percent of parents surveyed consider music a vital component of elementary education. One participant described the importance of music, saying, “Music education enriches all aspects of education” (Participant 16, Questionnaire), while another offers the view that “it is an instrumental part of understanding the world around us. It is also therapeutic for many” (Participant 13, Questionnaire). Parents consider music vital in elementary education, noting qualities they associate with music education, including academic achievement, motor skills, and cognitive development.

Music promotes social-emotional learning

The most articulated benefits of music education were those linked to social-emotional learning (SEL) and well-being. Terms like creativity, culture, and expression frequently appeared. The connection between music education and SEL was the most common and reoccurring theme across all transcripts, secondarily acknowledging how many aspects of SEL are cross-linked with parental concepts of well-roundedness and nurturing whole-child learning. Responses indicated that music education maintains importance in the general elementary curriculum because it enhances overall learning, contributing to well-roundedness.

A well-rounded education provides exposure

When asked what they believe is implied or included in a well-rounded education, many parents thought that well-rounded education should provide exposure to various subjects,

nurturing a whole-child approach to learning. Discussing what the curriculum may include, many responses conveyed a desire for their children to experience “Wide exposure to a variety of subjects” (Participant 18, Questionnaire) and an “opportunity to explore those interests” (Participant 13, Questionnaire). Parents often associate well-rounded with learning experiences beyond the traditional core curriculum. One parent stated, “This would include various subjects that would benefit my child’s educational growth” (Participant 25, Questionnaire). Some responses emphasized offering children an opportunity to explore personal interests, to “dive deeply into subjects when they are interested” (Participant 3, Questionnaire). Nurturing the whole child, a well-rounded education should aid in the “development of the individual as well as exposure to new material” (Participant 64, Questionnaire). Similarly, another parent shared examples of diverse curriculum stating, “Math, science, reading, social studies, art, second language, music, dance, PE...it all develops the whole child” (Participant 31, Questionnaire). According to parents, a well-rounded education should expose children to various subjects that develop the whole child.

A Well-rounded Education Prepares Children for Worldly Success

Well-rounded education should prepare children to be functioning members of society

Following the term “exposure,” a reoccurring theme arose linking well-roundedness with developing skills and characteristics needed to succeed after graduation. Parents expressed an expectation that a well-rounded education “help our society graduate well-rounded people who have found their interests through education, and who have had the opportunity to explore those interests in a safe environment before navigating life as an adult” (Participant 13, Questionnaire).

Parents commonly perceived the aims of a well-rounded education as building characteristics required for success outside of school.

Well-rounded education does not imply balanced instructional time

Well-rounded education may not imply balance in allocated instructional time.

Emphasizing the opportunity to explore, parent responses did not indicate a belief that being well-rounded implied a balance of time or resources among areas of study. “Well rounded to me means exposure, learning more, being exposed to more, but not necessarily in equal parts” (Participant 48, Questionnaire). Echoing this statement, another parent noted, “Someone who is well rounded has a lot of experiences in different things, but they don’t necessarily spend the same amount of time on each activity” (Participant 23, Questionnaire).

Allocated Time Should Prioritize Traditional Core Subjects

Allocated instructional time should prioritize traditional core subjects. When asked which subjects should receive the most instructional time at school, parents were mainly in favor of prioritizing time for math and reading. One parent supported this position by stating that traditional core subjects are “the basis for learning many other things in life” (Participant 4, Questionnaire). Another expressed concern over increased time for music, saying, “I would not be comfortable with that. It could have an impact on their progress in core subjects.” (Participant 61, Questionnaire). A composite statement claims, “These are the things that students will be tested on, and these are things that will help them with real-life activities such as balancing a checkbook and reading as they get older” (Participant 7, Questionnaire).

Increased time for music is contingent on academic success

Increasing time for music instruction is contingent on academic success. Of the parents who approved increased time for music class, an emergent theme suggested their approval was dependent in some way on academic performance. Some anticipated the increased time for music could improve academic performance saying, “I would welcome the addition-music can be a time to build content knowledge in both language arts (rhymes, sounds) and math (sight reading patterns)” (Participant 31, Questionnaire). Many others echoed the sentiments, like the parent who said, “It would be fine. My kid is advanced in math and reading” (Participant 40, Questionnaire). Parents may approve of increased time for music because of expected academic gains or because they perceive their child is already performing well academically.

Parents are unsure how time in music may impact learning

Parents are uncertain about the potential impact on learning when the time for music is increased. Asked how they thought a schedule change might impact their child’s learning; many responses were neutral, anticipating neither positive nor negative outcomes. One suggested, “it would be fine” (Participant 40, Questionnaire), while another said, “I do not think this would have any negative impact on his academics” (Participant 21, Questionnaire). Many parents were open to change but unsure how it would affect their child; a composite statement claims, “I think the impact would be hard to predict, but I would be interested in trying the new schedule and happy to supplement the reduced reading and math instruction at home” (Participant 12, Questionnaire).

Research Questions

Research Question One

Most parents are unaware that ESSA and California state educational policy has identified music as a core subject of study. This answer was discovered through the development of the theme: Parents are unaware of education policies on music. Responses from the questionnaires and focus group conversation yielded consistent and similar reactions. Parents did not typically elaborate but rather kept answers concise. Out of forty-two responses, thirty-one plainly stated, “unaware.” Five respondents indicated vague awareness of the policies. Two parents said they were “somewhat aware,” one said, “initially unaware,” one said, “I think I knew this,” and one said, “I was recently made aware of this.” Six respondents said they were aware of ESSA; two of these individuals contextualized their response by claiming to possess backgrounds as music teachers; another said they were “aware of this but did not know the specific act,” and three others stated they were “aware.” Parents of elementary school children in Southern California are unaware of the designation of music as a core subject of study as defined by ESSA.

Research Question Two

Research question two was answered through theme four: Well-rounded education should provide exposure to a variety of subjects, nurturing a whole-child approach to learning; and subtheme 4a: Well-rounded education should prepare for success in life outside of school, namely in the workplace. According to parents, a well-rounded education should expose children to varied subjects, nurture whole-child learning, and endeavor to develop functioning members of society. Parents commonly expressed a desire for their children to gain “exposure to many

different subjects, ideas, and cultures” (Participant 12, Questionnaire). Speaking of the development of the whole child, parents emphasized interest-led learning through the joyful exploration of various subjects. Representing the views of many parents on this issue, a participant views well-rounded education as “allowing the children to explore multiple subjects so that learning is fun and enjoyable, not mundane” (Participant 9, Questionnaire). Parents also expect well-rounded education to equip their children with the skills necessary to succeed. One parent’s perspective of a well-rounded education is “an education that prepares people for the real world and the people they will encounter” (Participant 13, Questionnaire). A similar perspective believes a well-rounded curriculum should “enable students to become positive, contributing members of society who are able to converse appropriately and think critically” (Participant 23, Questionnaire). The perspectives held by parents about well-rounded education include the belief that well-rounded education should develop the whole child by exposing them to a variety of interest-led subjects, ultimately preparing them to be successful adults in the world.

Research Question Three

This question was answered by theme five: Allocated time should emphasize traditional core subjects; subthemes 5a: Increasing time for music is contingent on academic success; and subtheme 5b: Parents are uncertain of the potential impact on learning when time for music is increased. When asked about increasing allocated time for music, more than half of the respondents expressed an openness to trying a new schedule and, in some cases, a desire to improve time for music. Affirming positions included statements such as, “I would love that,” (Participant 15, Questionnaire) or “I would welcome such a change in scheduling” (Participant 16, Questionnaire). Commonly, parents who approved of increased time for music linked their

support with academic performance. In some cases, approval depended on a child already performing well academically. One parent stated, “If the children were meeting goals in math and reading, that’s fine. If they are struggling in math and reading no I would not be in favor of decreasing their time” (Participant 7, Questionnaire).

Similarly, another stated, “I would be fine with that new schedule. If my son struggled in math or reading, I might weigh it differently.” (Participant 11, Questionnaire). Other views expressed an expectation that increased time in music may lead to improved academic outcomes. “I think that increasing music would benefit my kid. I believe you would see her English and math scores improve as she is learning to read notes, count rests, etc...she also would likely be able to answer class discussions in a creative way as well” (Participant 5, Questionnaire). A similar response stated, “I’d be ok with it as I think math & reading can easily be bolstered through music” (Participant 62, Questionnaire).

Often, approval was contingent on academic performance in anticipation of improved academic success or considered only when students were already performing well academically. The perspectives held by parents about increased time in music class include an openness dependent on factors relating to academic performance.

Summary

Chapter four presented the results of data obtained through a one-hour-long focus group discussion, including eight participants and sixty-seven questionnaire respondents. Individuals self-identifying as parents of elementary school-aged children were asked about their perspectives on music as a core subject of study in the elementary school curriculum, views regarding allocated instructional time, and beliefs surrounding well-rounded education. This chapter began with a brief overview of the study background, research setting, and participants.

The researcher presented and described five significant themes and seven subthemes from the data. The major themes included: (1) Parents are unaware of education policies surrounding music education, (2) Parents perceive traditional subjects (math, reading, science, history) as core, (3) Parents believe music is a vital component of elementary education, (4) Parents believe well-rounded education should expose children to various subjects while nurturing a whole-child approach to learning, (5) Parents believe allocated time should emphasize traditionally core subjects. Themes and subthemes were described through a textural and structural description via participant responses. Each research question was then addressed via themes and participant quotations.

CHAPTER FIVE: CONCLUSION

Summary of Study

Chapter five summarizes this qualitative phenomenological study's purpose, findings, and implications. The researcher observed a substantial imbalance of allocated time for music instruction compared to other core subjects in the elementary general curriculum. Elementary education represents a critical period in childhood development, during which research supports the application of music instruction as a vital component of a well-rounded education. A standard allocation of approximately fifty minutes or less per week for music instruction at the elementary level may not provide an adequate opportunity to learn.

Previous research and survey data reveal high parental support for music education. However, over a year of casual, in-person, and online conversations, the researcher observed that only some parents challenge this imbalance of instructional time. Many parents accept minimal time for music at their child's school as a perk rather than an educational right. This study sought to examine beliefs and perceptions maintained by parents, which may influence their acceptance of this current status quo. The second section of this chapter discusses the findings as they relate to the research questions and literature presented in chapter two. Section three offers an examination of the implications gained through the research. The fourth section provides suggestions for future research. Finally, the fifth section of this chapter concludes with a summary of the thesis for further clarity.

Summary of Findings and Prior Research

This phenomenological study aimed to explore the perceptions and beliefs maintained by parents of elementary school-aged children regarding the role of music education in the general

education curriculum. The current body of research describes music education's historical and philosophical context in the United States. Studies examine the extent to which school administrators value music education and factors which may determine how time is allocated for music instruction in schools. Research in neuroscience, education, and childhood development illustrates how music may positively impact student learning. Public and parent surveys indicate positive attitudes toward music education. Nevertheless, the field of music education needs to work on maintaining a consistent status in the general education curriculum of children. An underrepresented perspective in the literature included the extent to which parents value music education alongside other traditional core subjects, their levels of awareness surrounding music in educational policy, and their knowledge of research within music education.

Parents are Unaware of Educational Policy on Music

The most actionable discovery made in this research was an unawareness among parents regarding the status of music as a core subject. Most parents claimed to be unaware that music has been included among other core subjects in state and federal education policy. The parents surveyed broadly claimed to value music as a beneficial supplement to their child's education and were often able to cite ways in which they know or perceive music to enhance their child's overall learning and well-being. Yet few were aware that music had been designated as a core subject of study by federal and state education policy or personally consider music to be a core subject. The findings of this study align with prior research regarding levels of parental support for music education.²³⁹ The study conducted by the NAMM Foundation found more than half of

²³⁹ Bryant, "NAMM Foundation Study".

parents (64%) rank access to music education as “extremely” or “very” important, yet fewer than half (45%) ranked music as a core subject.

Research has documented positive parental attitudes toward music education. This study sought to understand why parents may not demand their schools provide full and equitable access to music education, especially as it is mandated by the state of California and federal education policy. Based on these findings, parents are unaware of the status held by music in educational policy. Learning that music is named explicitly as a core component of study in educational policy may better inform parents that their child’s access to music education is a right rather than a privilege. Parents should know that policymakers have established music as a valuable subject of study, critical to the overall education of children. A shift in perception may improve the likelihood that children receive access to music education in the general curriculum.

Parents are Uncertain how Time in Music Affects Learning

This study found that parents were uncertain about how time in music may influence student learning. The questionnaire asked, “If your child's school decided to increase music instruction by reallocating time from math and reading, how do you imagine this would impact your child's success in these subjects?” Parents were then asked to consider a new schedule reallocating fifteen minutes daily from math and reading to a daily music class. While some parents did not express concern that this would negatively affect their child’s academics, neither did they anticipate the possibility of academic improvement. Many parents provided somewhat neutral statements like, “It would be fine” (Participant 40, Questionnaire) or “it would be a more balanced learning experience” (Participant 27, Questionnaire), despite earlier in the survey citing more specific benefits associated with music education. One parent said, “I suspect my kids would end up with more homework. I think math and reading teachers would expect just as

much work. I don't expect much else in the way of change" (Participant 35, Questionnaire). Still, others offered their approval only conditionally, based on their child's existing or continued academic success. In this way, music education is perceived as a privilege provided only when children meet reading or math standards. It could be inferred that parents worry their child's success in math or reading could be harmed rather than potentially helped through a more balanced allocation of instructional time.

Many parents may be unaware of research demonstrating positive academic and social-emotional outcomes at schools with thriving music programs.²⁴⁰ Few seemed to entertain the possibility that their child could improve academically by spending more time in music. Music education may be perceived as a perk reserved for students who are performing well academically rather than a mandated educational right capable of enhancing overall student success. Based on Gardner's multiple intelligences theory, music is "a privileged organizer of cognitive processes in any subject, especially among young people."²⁴¹ It is therefore essential to increase awareness among parents of the potential for music to enhance student learning across multiple domains.

Music is not Perceived to Support Vocational Success

When asked why they thought music received so much less time than other subjects, parents suggested that music is undervalued by society because it often does not directly lead to a vocation. One parent claimed, "Not all students will follow a musical path. Even musicians must have core courses (e.g., math, science, social studies/history)" (Participant 63, Questionnaire).

²⁴⁰ Johnson and Memmott, "An Examination," 293–307.

²⁴¹ Gardner "Musical Intelligence," 23–34.

Many consider allocated time directly related to the development of math and reading skills for college and workplace readiness while being less sure how skills developed through music education may lead to college or workplace success. Several parents acknowledged this barrier, commenting, “I think there is also a lack of awareness concerning the transference of skills from music education or its application to other subjects” (Participant 62, Questionnaire) and “Because less value is placed on the arts, likely due to lack of information about their benefits in all areas of learning” (Participant 58, Questionnaire). Parents think that because many people do not specifically apply music in their job or daily life, it may not be valued as highly as those subjects with a more obvious connection to vocational success.

Current public discourse and education policy emphasizes well-roundedness and twenty-first-century skill-building. Commonly developed in the music classroom, critical thinking, teamwork, problem-solving, and cultural awareness, are important skills for many vocations. In examining how the United States competes globally, a report from the American Center for Progress found the most high-performing countries expose students to a well-rounded education, which includes the arts.²⁴² Relating to the theoretical framework of Gardner, a curriculum that incorporates a range of intelligences, including music, may develop a child’s full potential. To promote the status of music in the general curriculum, it is essential to emphasize how skills developed in the music classroom promote well-roundedness, leading to success in the world and workplace.

²⁴² Jimenez and Sargrad, “A Well-Rounded Education.”

Parents Value Allocated Time for Music

Parents do not support reducing or eliminating time in music class. The majority claimed they would not want their child removed from music class if they were underperforming in another subject area. They also would disapprove of reducing time in music for any reason, including tutoring in another academic subject. One parent stated, “Extra time can be added at home. I cannot teach music.” (Participant 9, Questionnaire).

As most parents claimed they would not want time in music class to decrease, nor for their child to be removed from music class for tutoring in another subject, it suggests parents highly regard music time. While many parents conveyed a high level of value for time in music class, many also expressed discomfort when asked if they would support reallocating a small portion of time from math or reading to provide their child with more consistent access to music. Those in favor of maintaining or increasing time for music commonly supported their stance by sharing beliefs surrounding the benefits of music education related to social-emotional learning and well-being. A discovery made in this research involved parents most often associating music education with benefits related to social-emotional learning. A Google query asking, “What are the benefits of music education?” results in several summarized lists suggesting that learning in music may offer more self-confidence, self-discipline, increased motor skills, improved listening, and enhanced social skills. Benefits relating to behavioral health and well-being are also highlighted, mentioning the ability of music to relieve symptoms of depression, reduce stress, or elevate mood. If parents believe schools should prioritize math and reading as core subjects, it is unsurprising that music education and other social-emotional, mental health, and character-

building content is sidelined. Appearing further down the results list, an article from NAFME²⁴³ only vaguely references how music education may enhance language and reasoning, spatial awareness, or intellectual development. Still, NAFME publications target music educators, not the public. Publications and communication relating to academic gains and cognitive development resulting from music education may not be accessible or widely circulated among parents. Understanding these perspectives may explain the dichotomy between the parental valuation of time for music and discomfort with reallocating time from other subjects to support music. Parents may need more targeted communication about the potential of music to improve learning in different domains.

Music is Perceived as a Privilege, not a Right

Many parent responses suggested a perception that music should be pursued privately if a school does not offer it, rather than a right afforded to all children receiving a public education. More than half of the parents surveyed stated they would be unhappy to discover there was no music teacher at their child's school. However, of those who said they would take some action, most claimed they would seek music instruction outside of school or elect to send their child to a private school that offered music classes. One parent expressed this mindset: "People view it as a luxury." The widely shared perception that music education is a privilege maintains the implication that music is not a core component of the general curriculum. If a school announced they could no longer offer math as part of their general curriculum, it seems highly unlikely that parents would settle to provide math instruction outside of school or send their child to a private

²⁴³ "Important Benefits of Music in Our Schools," National Association for Music Education, July 21, 2014, <https://nafme.org/important-benefits-of-music-in-our-schools/>.

school. If more parents were aware of educational policy mandating music and arts education for all students in grades kindergarten through grade six, it might empower parents to demand their schools provide music education as part of the general curriculum.

Music is a Valuable Component of a Well-Rounded Education

A common perception among parents suggests that well-rounded education should prepare children for world and workplace success. A composite opinion stated the purpose of a well-rounded education as “Raising children who are proficient in all areas who are prepared for any type of future or work” (Participant 14, Questionnaire). Generally, parents did not consider the term well-rounded to imply a balance of time but rather a freedom to explore, allowing the development of the whole child. Such an approach to education aligns with Gardner’s theory of MI, which he claims works best when students’ individual differences are considered.²⁴⁴ Parents also noted teamwork, creativity, problem-solving, and personal responsibility as qualities associated with successful individuals in the workplace. These characteristics, commonly developed in the music classroom, represent a varied and diverse range of intelligences, as proposed by Gardner. Music may be promoted as a valuable course of study within a well-rounded education.

Limitations

Some limitations of qualitative research include limited generalizability, constraints surrounding data analysis, time and resources, researcher subjectivity, and replicability.²⁴⁵ This study was limited to participants within the personal social media circles of the researcher.

²⁴⁴ Howard, Gardner, “Reflections,” 200–209.

²⁴⁵ Creswell, *Research Design*.

Participant demographics did not include cultural, language, or socioeconomic background diversity. As a result of the small sample size, the findings are difficult to generalize to a larger population confidently. Data analysis in a hermeneutic study focuses on extracting meaning from a cultural phenomenon; in this study, findings were limited to the interpretation of a single student researcher. The study was also limited by the time and resource constraints of being a sole researcher in a graduate program. The interpretation of qualitative data is inherently subjective and limited to the personal perspectives and knowledge of the researcher.²⁴⁶ These findings may be difficult to replicate because of the context-specific experiences of the participants in this study.

Recommendations for Future Study

Instructional Time and Opportunity to Learn

The National Association for Music Education recommends that elementary school students receive ninety minutes of weekly music instruction. The average allocation of fifty minutes per week in music may not provide sufficient learning opportunities. Researchers should explore how much time the average elementary music teacher may need to teach a curriculum that meets state and national music standards. Another possible study may compare measures of social-emotional well-being or academic performance among school children with extended versus shorter learning blocks for music class. Professional music education organizations like NAFME may consider researching to determine best practices for the duration and frequency of

²⁴⁶ H. G. Gadamer, *Truth and Method*, (Bloomsbury Academic, 2004).

music class meetings for maximum effect at the elementary level.

Measurable Gains in Early Childhood

Much of the literature on music education in the elementary grades explore issues pertaining to social-emotional outcomes. As parents prioritize the development of basic skills in the general curriculum, research may be expanded to further discover the effects of music on cognitive development and academic success, specifically among elementary-aged children. Understanding the specific ways music instruction may enhance student learning, and skill transfer offers an opportunity for music to be more fully integrated into the general curriculum, supporting a whole-child MI approach to learning. The field of music education has documented positive educational outcomes among students who engage in music for all four years of high school. Yet it is unknown if these outcomes were influenced by music learning during the critical childhood developmental period of elementary school. Students who did not acquire basic music skills in elementary school programs may be less likely to engage in long-term music study during high school. Since consistent music study at the high-school level has been associated with positive student outcomes, it would be worthwhile to determine whether developing music skills during elementary versus later childhood affects the likelihood of success in high school music programs.

Comparison of Music Applications and Learning Transfer

Among elementary classrooms, various music teaching methods include singing-based curriculums (Kodaly, Feierabend), Orff and recorder curriculums, and early instrumental ensembles. Researchers may explore these applications to determine if one method over another increases the likelihood of learning transfer to other domains. For example, a 2000 study by

Rauscher and Zupan found increased spatial and temporal performance among kindergarteners in a keyboard treatment group compared to those without music instruction.²⁴⁷ It is worth investigating if the outcome of this experiment would differ by applying a different method of music instruction, such as a singing-based treatment. It could be that piano instruction is more effective at improving spatial and temporal performance than singing-based instruction, or they could be equally effective. Another possible study could compare potential differences in pre and post-test language rates among students in Feierabend singing programs to those in Orff instrumental programs. Specific applications of general music instruction may produce different outcomes in learning transfer. Understanding whether these differences exist has implications for schools seeking to use music as a tool for remediation.

Implications for Practice

The findings imply a challenge for the field of music education regarding awareness and perception. Increasing awareness about the status of music within educational policy may prove to be an important tool for advocacy. Public perception of how music can enhance student learning may be expanded through targeted advocacy. Music education advocates must increase awareness among parents of the workplace skills and cognitive functions that music learning develops and strengthens. One philosophy of music education advocates teaching music for the sake of music in the elementary curriculum. Yet the study of music has also been shown to provide extra-musical benefits, such as language development, literacy, numeracy, and spatial reasoning.²⁴⁸ These extra-musical benefits are critical in distinguishing between music as a

²⁴⁷ Rauscher and Zupan, "Classroom Keyboard," 215-228.

²⁴⁸ Hallam, "The Power of Music," 269-89.

hobby or luxury and music as a core study component worthy of equitable learning time and resources. Most of the parental perceptions in this study associated music education with its more visible outcomes relating to social-emotional learning. Fewer were aware of the possibility of skill transfer or cognitive changes from music, which may improve student performance in math and reading.²⁴⁹ Advocates for music education should highlight how music may enhance the whole child's development, including academic and intellectual functioning. The field of music education must increase awareness of research on music and learning, specifically how music applications may enhance development across multiple domains. Schools and music teachers may wish to highlight how music learning and participation encourage academic readiness and workplace preparedness.

Identify Community-Specific Goals and Objectives

Music education may affect childhood development across various domains, including academic success, cognitive development, and social-emotional well-being. When determining an adequate allocation of instructional time for music, school leaders and stakeholders should first determine the desired aims of its music education program. Because music can be multifunctional, the goals of music education could vary according to the specific individual, school, or district needs. The instructional time in music required to meet these needs may vary. For example, a district with a high population of ESL students may consider the application of music as a tool for improving language and literacy rates among its students. In this scenario, a school may decide to integrate music fully into the daily reading time. A classroom of special-needs students with delayed gross motor skills may seek to improve coordination through a

²⁴⁹ Scripp, "An overview," 132-136.

world-drumming or body percussion curriculum. Partnering with district occupational therapists, time for music instruction may be determined based on best practices for building gross motor skills.

Schools may seek to develop cultural awareness among their students, increase literacy rates, or prepare students to participate in secondary ensembles. While music instruction may foster any of these qualities, schools should identify and assert the specific curricular goals of music education. Clearly stating the objectives and anticipated gains of music instruction within a community may challenge the perception that music serves only as an additional perk. It may also hold school site administrators and school boards accountable to ensure time for music has been intentionally allocated to achieve stated goals. Individual teachers, schools, and districts should consider the needs of the students and community when determining curricular scope and objectives.

Examine Practices for Allocating Time

The allocation of instructional time may benefit from a more intentional approach. Current practices pertaining to instructional time for music in elementary schools need to be more evidence-based and supported by research on best practices for childhood learning and development. Presently, NAFME recommends that students in elementary school receive ninety minutes of instruction per week.²⁵⁰ However, nationally, most elementary children receive only a fraction of this time, if any.²⁵¹ Music teachers and school site administrators should critically examine the decision process for how instructional time for music is determined. Music has been

²⁵⁰ National Association for Music Education, “Opportunity to Learn Standards.”

²⁵¹ Hoyer and Sparks, “Instructional Time.”

designated as a core component of a well-rounded education; it is, therefore, essential to address the equitable allocation of instructional time, ensuring students have sufficient opportunities to learn.

Reaching this goal will require advocacy and awareness efforts targeted at school site leaders. To make thoughtful decisions and provide students with the best opportunities to learn, those responsible for developing schedules must be aware of music education and learning research and the inclusion of music as a core subject in educational policy. Equipped with this information, school site leaders may begin to prioritize time for music instruction.

Conclusion

The beginning of chapter two examined the historical context of music education in America. In the last half-decade, music education has struggled to maintain its status as a valuable subject worthy of time and resources. Historically, Americans have prioritized time and resources in schools for issues traditionally perceived as core, including math, reading, history, and science. Even as ongoing research in music education has revealed, evidence connecting the study of music with a broad range of learning and social-emotional benefits for children, allocated time for studying music in schools has largely remained elusive. Many still perceive the purpose of music education in schools as providing a creative outlet and developing musicianship. John Dewey noted this phenomenon as tax paid by music, where music education serves to technically prepare musicians and provide cultural refinement, rather than the “liberal education of the whole person through music.”²⁵² These attitudes may be evidenced by reduced or eliminated instructional time for music.

²⁵² Bowman and Frega, *The Oxford Handbook*, 219-220.

A subject like music, which can modify behaviors, improve cognitive function, and promote academic success, should be prominent in the general education curriculum. The findings of this study reveal that while parents are increasingly able to cite well-known talking points of music education and claim to hold it in high regard, music is generally considered a subject of privilege to be pursued secondarily to traditional core subjects. This perception does not support efforts to utilize music as a catalyst for overall learning. Music may require more instructional time than it currently receives to produce observable educational outcomes. If music is considered core, it ought to receive a more equitable allocation of instructional time, ensuring an opportunity to learn. There is presently no educational justification for the disproportionately low allocation of time for music education in many elementary schools. The issues of awareness and perception faced by the field of music education are summarized in the table below, along with suggested actions for improvement.

Table 4. Issues and Actions

Issue Facing Music Education	Action
NAfME recommends 90min/week; most American schools are not meeting this recommendation.	Increase awareness among music educators, administrators, and parents about NAfME recommendations. Encourage parents and educators to speak up at their individual school sites and school board meetings to challenge when this recommendation is not being met.
Many parents are unaware of the position held by music in educational policy.	Launch advocacy campaigns to build awareness among the public that music education is supported and mandated in California state and federal policy.
Many parents view music education as a perk rather than an educational right.	Refer parents to educational policy which mandates music education for children in grades K-6 in California. Local music educators may lead this initiative in their own schools. Information may be disseminated via social media and brochures.

Few Parents are aware of the potential of music to positively enhance their child's academic success.	Increase awareness through a variety of platforms about current research on music and childhood development.

Future advocacy efforts should build awareness among stakeholders about the many known and potential benefits of music education. Many research findings reveal positive academic, intellectual, and social-emotional outcomes associated with music yet remain underreported outside of those in the profession. The United States is experiencing an evolution in educational philosophy, especially as policy emphasizes a well-rounded approach to education. The advent of nurturing whole-child learning may provide an opportunity to promote the known and potential ways music education develops the whole child.

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Appendix A: IRB Exemption

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

December 29, 2022

Justine Hansen
Nathan Street

Re: IRB Exemption - IRB-FY22-23-529 Parental Perspectives on the Designation of Music as a Core Subject

Dear Justine Hansen, Nathan Street,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

Research Ethics Office

Appendix B: Questionnaire Consent

[Redacted]

[Redacted]

perspectives on the term “well rounded education.”

[Redacted]

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Appendix C: Focus Group Consent

[Redacted]

[Redacted]

perspectives on the term “well rounded education.”

[Redacted]

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Appendix D: Participant Screening

Participant Criteria Verification

Because this form is anonymous and no identifying information will be collected, you do not have to sign/return the consent form. However, please review the consent form then click the appropriate box to acknowledge your willingness to proceed.

Screening Criteria: Do you live in San Diego County?

- Yes
- No

Screening Criteria: Do you have at least one child in Kindergarten-Grade 5 during the 2022-2023 school year?

- Yes
- No

Appendix E: Questionnaire

Please respond to the following questions with as much detail as you feel comfortable providing. The purpose of this questionnaire is to learn individual parents' beliefs, so please be as honest as possible. Your responses will remain anonymous. Your participation is voluntary, and you may discontinue at any time.

Philosophical

1. The United States Federal *Every Student Succeeds Act* designates music as a "core subject." California Education Policy mandates schools to provide music and arts education to all students in grades K-12. **To what extent were you previously aware of this information**
2. In a few words or sentences, please describe what subjects that come to mind when you hear the term "core subject," then describe whether or not you believe music should also be considered "core."
3. What role do you believe music plays in a child's elementary learning and development?
4. Do you believe music education is as vital as math, reading, social studies and science to your child's elementary education? Why or why not?
5. If you discovered your school did not have a music teacher for this school year, how would you respond?

On Time/Curriculum

1. What do you perceive to be *the purpose* of music education within the elementary general education curriculum?
2. Are you aware of how often your child receives general music instruction at school? (Please indicate if there is no music instruction at your child's school.)
3. If your child's school decided to increase time for music instruction by reallocating time from math and reading, how do you imagine this would impact your child's success in these subjects? Would you feel comfortable with such a change

Use the following scenario as an example:

Old Schedule

Reading: 60min/day (300/wk)

Math: 60min/day (300/wk)

Music: 60/week

New Schedule

Reading: 45min/day (225/wk)

Math: 45min/day (225/wk)

Music: 42min/day (210/wk)

4. If *your child* was identified as underperforming in a tested subject, would you approve of *decreasing* his/her time in music class to receive extra instruction in that subject?
5. If your child's *school* was identified as underperforming, would you approve of *increased* time in music class as a means of improving school performance?

6. In a few words or sentences, please share your reactions to the following statement:

“Research does not demonstrate evidence of improved test scores in schools that have cut music programs in favor of more time for math and reading.”

7. In a few words or sentences, please share your reactions to the following statement:

“Research demonstrates increased levels of academic achievement and enhanced student well-being in schools with robust music programs.”

Well-Rounded Education

1. What do you believe is implied or included in a “well-rounded education”?
2. Do you believe “well-rounded” implies balance across all subject areas in terms of time, resources, and comprehensive curriculum?
3. Should some subjects in a well-rounded education receive more attention in terms of time and resources? If so, which ones?
4. In your opinion, why do you think music education, on average, receives less instructional time than other subjects, despite its designation as a core subject?

Appendix F: Focus Group Script

Researcher: Welcome to our discussion today about elementary education and in particular, the role you believe music plays in the education of your children. I will pose questions to the group and after a moment to reflect, I will open the floor to your responses. Please use the “raised hand” emoji when you’re ready to share. The purpose of this study is to understand your beliefs or perceptions, so there are no right or wrong answers. Some of you may know I am a music educator but please respond honestly and not with what you think I want to hear. You may ask clarifying questions or engage one another in conversation. When it is time to move on to the next question, I will give a 1-minute warning. If you have any questions about what I’ve just said, please ask them now (Pause). Ok, let’s start with our first topic:

1. What comes to mind when you think of “core subjects?”
 - a. Do you believe music is a core subject? Why or Why not?
 - b. Are you aware that State and Federal education policy includes music as a “core” subject? Do you support or agree with this?
2. What do you think is included or implied by the term “well-rounded education?”
 - a. Do you believe some subjects should receive more instructional time than others at school? If so, which ones?
 - b. What, if any, benefits do you believe children receive from music education at school?
 - c. Per week, the average elementary school student spends approximately 550 minutes in reading, 350 min in math, and a combined 350 minutes in science and social studies. Students receive approximately 60 per week in music classes. If music is “core,” do you believe this allocation of time is adequate in providing children a well-rounded education?
 - d. An equal allocation across these subjects would be approximately 260 min per week, or roughly 50 min/day. How do you think such an allocation of time would impact student learning and development?
3. What benefits are you aware of, or believe children receive from music education at school?
4. Does anyone have any further questions or comments they would like to share?

Researcher: Thank you for your time today. Once my project is complete, I will email out a copy of the findings. If you have questions in the meantime, please feel free to email me. My email address is posted in the chat box.

Appendix G: Questionnaire Responses

Link to Consent Form	Screening Criteria: Do you currently reside in San Diego County?	Screening Criteria: Are you the parent or guardian of at least one child in Kindergarten-Grade 5 during the 2022-2023 school year?	Philosophical 1: The United States Federal Every Student Succeeds Act (ESSA) designate music as a "core subject."	Philosophical 2: In a few words or sentences, please describe the subjects that come to mind when you hear the term "core subject."	Philosophical 3: What role do you believe music plays in a child's elementary learning and development?	Philosophical 4: Do you believe music education is as vital as math, reading, social studies, and science to your child's elementary education? Why or why not?	Philosophical 5: If you discovered your school did not have a music teacher for this school year, how would you respond?	Time/Curriculum 1: What do you perceive to be the purpose of music education within the elementary general education curriculum?	Time/Curriculum 2: Are you aware of how often your child receives general music instruction at school? (Please indicate if there is no music instruction at your child's school.)	Time/Curriculum 3: If your child's school decided to increase time for music instruction by reallocating time from math and reading, how do you imagine this would impact your child's success in these subjects? Would you feel comfortable in such a change?	Time/Curriculum 4: If your child was identified as underperforming in a tested subject, would you approve of decreasing his/her time in music class as a means of improving school performance?	Time/Curriculum 5: If your child's school was identified as underperforming, would you approve of increasing time in music class to receive extra instruction in that subject?	Time/Curriculum 6: In a few words or sentences, please share your reactions to the following statement: "Research does not demonstrate evidence of improved test scores in schools that have cut music programs in favor of more time for math and reading."	Time/Curriculum 7: In a few words or sentences, please share your reactions to the following statement: "Research demonstrates increased levels of academic achievement and enhanced student well-being in schools with robust music programs."	Well-Rounded Education 1: What do you believe is implied or included in a "well-rounded education"?	Well-Rounded Education 2: Do you believe "well-rounded" implies balance across all subject areas in terms of time, resources, and comprehensive curriculum?	Well-Rounded Education 3: Should some subjects in a well-rounded education receive more attention in terms of time and resources? If so, which ones?	Well-Rounded Education 4: In your opinion, why do you think music education, on average, receives less instructional time than other subjects, despite its designation as a core subject?
I have read the Consent Form and Agree to Proceed with the questionnaire.		Not aware	Yup totally core	Makes them smart	Yes brains need to work in many ways	Have my awesome friend Justine provide private lessons and demand a music teacher	Expose the children to rhythm and sound and musical concepts.	Nope. I know it's at least once a week and that she lets them watch tv which is not great	Yes	No	Yes	Believe it. Forcing children to spend more time struggling on something that isn't clicking never works	Believe it	Children being able to explore many subjects be exposed to a wide range of topics, physical movement and to be allowed to dive deeply into subjects when they are interested	Yes	Student led interests should attract more resources in areas where they are interested	Math and reading early should get too much emphasis	
I have read the Consent Form and Agree to proceed with the questionnaire.		I was not aware	Core subject to me mean math, English/writing, history and science. I think every kids would be great rather it being an elective.	I believe music helps a child's brain develop because it requires a child to use the right and left of their brain. I also feel music allows a child to be creative which they may not be able to do when studying other subjects such as math and English.	I think music is just as important as physical education (PE).	I don't think I would do anything about it only because I don't like to be conformational, but I would find a way to get my child music lesson if he had an interest.	I believe music and elementary school is used as an outlet for kids to be creative, but as I said above I believe it provides music more if it's in a child's brain development.	My child gets music one a week at school.	I feel my child would prefer more music time and reading. I wouldn't have a problem with it and don't feel it would impact my child's learning.	No I would not agree with that. If they needed extra help in math or reading I would just get them extra help at another time.	Although I believe that music helps a child brain develop I don't think this is directly relating to an under performing school. The school may be under performing because if the teacher and not the kids.	I don't feel test score and music classes are related. Many other factors would be the cause of the low test scores.	I feel this is true. Kids need an outlet and music provides that.	A well rounded education means learning about all subjects from math/reading to music and gardening.	I do not feel well rounded means equal time in all subject.	I feel math and reading are the primary subjects and would receive more attention as those are the basis for learning many other things in life.	Yes I believe it received less time.	
I have read the Consent Form and Agree to proceed with the questionnaire.		I was not aware but I am very happy to hear this	Critical to the development of the whole child. I do think music should be a "core"	The ability to work the brain in a different way. It enriches the student. They are able to express them self in a creative way, which for some may be more impactful then on paper.	I do. To read music, you need to be able to learn to translate what the notes on the page mean in your native language. It requires a level of logic/ problem solving. I also believe that music allows for the development of creative thinking. People who think creatively are able to see the world as more than just black and white. This makes them better problem solvers.	I would be mad. If I had to send my child to that school, I would take it upon myself to enroll my daughter in a music class.	I believe it is to help sculpt a well-rounded child. Life is more than numbers and literature. It encourages other avenues for children to work their brain and build confidence. It encourages team-building, and a sense of belonging to something bigger than themselves.	My daughter is in a half day program, so right now she is not getting music education. She will begin music next year once a week	I value creative thought. I think that increasing music would benefit my kid. I believe you would see her English and math score improve as she is learning to read notes, count rests, etc... she also would likely be able to answer class discussions in a creative way as well.	I believe that she could receive the help she needed after school. A child shouldn't miss out on their other classes because they are scoring poorly. If this were a question about missing history, it wouldn't be a question.	Yes absolutely. I think music inspires kids. I struggled in school and music was an outlet that kept me motivated to keep going to school. Eventually I did graduate with a bachelor's degree.	I believe it because they are continually cramming hours of information into these kid's heads. Where is the creativity? No wonder their scores are poor. They most likely have nothing to look forward to while they are there	This makes me happy because I believe schools that have a program like this are creating well-rounded Individuals	Math science history physical ed and the arts/music art).	Typically no but I believe that is how it should be	Music math and English should get the most time in my opinion.	It's not seen as a "real" subject.	

I have read the Consent Form and Agree to proceed with the question aire.		Not aware	Math, reading, writing, physical education, art and yes I believe music should be a core subject.	Important role to explore hand eye coordination, expression of self, confidence.	Yes, it's all equally Important.	I would be very disappointed. But I chose private school for my daughter and this would be one of the reasons.	To improve bodily coordination , self-confidence and appreciation of music.	My daughter received music instruction twice a week.	There should be time during the day without impacting reading or math.	I would likely seek additional time outside of school to focus on under performing subjects.	No	This makes sense to me. I believe children in a well rounded experience to thrive.	Again, I am not surprised by this statement.	All of the core curriculum including physical education, music and art.	Yes, balance but not pure equity.	I do think the common core of reading writing and arithmetic, should receive more attention.	Possibly because parents and educators value physical activity higher than music appreciation.
I have read the Consent Form and Agree to proceed with the question aire.		I was not aware music was mandated I thought it was an extra offering.	Math, reading, science, history. Yes I think it should be a core subject as long as funds are there to support it.	I think music is fun.	I think music is so fun, but if I had to choose I would put more priority on reading and math	I would encourage to school to add music.	To help expose children to music and as a means to express themselves.	I believe they have a rotation for music, but not all the time.	If the children were meeting goals in math and reading that's fine. If they are struggling in math and reading no I would not be in favor of decreasing their time.	Yes, but not completely taking away their time in music	No	Interesting. I would have to get more information to see why not.	This makes me happy to hear. I would be happy to have this be true.	Students learn from a variety of subjects not just the normal math English science in history. It encourages all students to have an opportunity to learn a different subjects.	My understanding of well-rounded is that it's not just focused on bookwork but also the arts.	I do think that math and reading should be more emphasized. These are things that students will be tested on and these are things that will help them with real life activities such as Balancing checkbook and reading as they get older.	I think it comes down to standardized test scores. A lot of schools are graded on how their children do on standardized test. Standardized tests are not given for music. They are given specifically for reading and writing and schools receive funding based on how those test scores result for the school.
I have read the Consent Form and Agree to proceed with the question aire.		I was aware it was a part of the curriculum.	Math, Science, Reading, Social Studies (History). Physical education. I feel music should be integrated and not just an elective.	Research shows that an education rich in music improves students' cognitive function and academic performance.	Not as vital but as a tool to help learning as a whole.	I would be disappointed and want to understand the reasons.	Music has shown to lead to improvements in a wide variety of different skills, including memory and spatial learning.	Yes. Our school only offers instruments during regular class hours taking them out of class where they often miss something else.	If examples of this work as tested I would be fine with these changes. If other subjects falter then readjustments would need to be considered.	I would want extra attention given to the areas that are currently being missed if possible.	I would be willing to try.	I believe this to be true. There is only so much time you can spend on each subject.	I believe this to be true.	For my children would be able to function "normally" in a society.	Yes	Math and Science need more effort to make them enjoyable and understandable. They are the build is the long term thought of most people in our system is build on these blocks and without these basics it will be harder and hard for them to be successful in school moving forward.	Overall, if I music it will be difficult to get a job within the music field. I feel like this is the long term thought of most people in our society.
I have read the Consent Form and Agree to proceed with the question aire.		Aware.	Math, English, reading, history, science, PE, music and art. Music should be considered core.	Freedom to express their voice, get energy out, emotional release and happiness	Yes, it brings happiness signals to their brains & is vital to forming pathways to learning and opening their brain.	We would be sad the principal why not, and advocate to have music as an option	It allows the children to advance in reading, fine & gross motor skills, learn rhythm that can aid in math & reading	Yes, one day a week	Yes, I'd be comfortable with the new schedules.	No, extra time to be added at home. I cannot teach music	Yes, I'd approve it.	I agree. Children can only focus while sitting for so long. Music enhances their brains to reconnect with themselves and to take a mental break	I think this is amazing! We need more studies.	Allowing the children to explore multiple subjects so that learning is fun and enjoyable, not mundane	Yes, well-rounded balance is good for not only the children, but for their futures as adults	Art, music, and sports.	It's an old rounded culture. America is only looking at test scores in the main core subjects to attempt to prove that schools are providing the basics, but they aren't supporting growth in creativity that comes from music .
I Do Not Agree to proceed with the question aire. (Please close this browser window. Your responses will not be included)		Previous school my oldest attended stopped music in 2nd grade.	Science, Technology, English, Art, & Math are all core subjects. I do think music should be a core subject as well, because it has mathematical elements and stimulates other parts of the brain.	Music helps children retain information that they find difficult retaining from traditional methods.	Yes, for reasons previously stated.	Shocked and disappointed.	Music is an afterthought in most schools.	My child has music once a week at CAV. I also enrolled my oldest in extra music this year.	30/min	No. Extra help should happen before school ends or after school.	Not sure	All the more reason to incorporate music into learning more frequently.	All the more reason to incorporate music into learning more frequently.	All subjects, philosophies and world views.	Yes	It depends on test scores.	People don't value music because they see it as entertainment.
I have read the Consent Form and Agree to proceed with the question aire.		Not at all	Math, PE and English are core subjects to me. Music should be considered a staple in education as well. I grew up in East Germany and music was a non-elective subject throughout all grades up to high school graduation. I find it indispensable.	Music theory lays a great foundation for choir and instrument learning (reading sheet music) as well as for math. Music appreciation makes for a well-rounded cultured person and has therapeutic effects. For me, classical music was a factor in getting me interested in ballet.	Yes it is as vital as math for its cerebral stimulation and character building.	I would ask the principal why not, and whether one could be added.	Foundation of music theory for instrument learning and personal growth.	Yes I am aware. My son has had music as an elective and learned drums and ukulele.	I would be fine with that new schedule. If my son struggled in math or reading, I might weight it differently.	No, I would not want music decreased for any reason.	I might just leave it as is.	I am not surprised at those findings and would've never assumed that cutting music would lead to greater test scores in the other subjects.	That doesn't surprise me at all and shows the validity of musical instruction.	Art and music are part of a well-rounded education, as well as a foreign language.	I think it does imply balance for the elementary years for sure. In middle school emphases could shift towards strengths and weaknesses/ later majors.	Well-rounded to me means balanced so no, I don't think time and resources should be applied unevenly.	I think some people may think of music as something of a capricious side hobby for those who are so inclined, or gifted. Its benefits aren't widely enough known or understood.
I have read the Consent Form and Agree to		Not aware	Math, science, language arts, social studies. Yes,	It's enriching in and of itself and also complementary , correlating	Literally as vital? No. Important and worthy of funding?	I would be disappointed and upset.	It's the responsibility of parents and educators to	No.	I think the impact would be hard to predict, but	Yes, I am strongly in favor of more individualiz	I'm not in favor of tests and open-	Probably true, but I don't know.	Seems likely to be true.	Exposure to many different subjects,	Not necessarily, but rather that all	It depends on the individual student.	People view it as a luxury and making music as a

proceed with the questionaire.				music and other arts should be considered "core".	with success/development in other areas, like math.	Yes, absolutely.		expose children to as wide a variety of instruction and opportunity as possible.		I would be interested in trying the new schedule and happy to supplement the reduced reading & math instruction at home.	ed learning plans regardless of the strengths and weaknesses involved.	minded about "solutions" (if indeed there is a problem to begin with), so yes.			ideas, and cultures.	included subjects have some meaningful time devoted to them.		diversion or hobby.
I have read the Consent Form and Agree to proceed with the questionaire.			Aware	Math, ELA, and YES music should be a core subject	Huge role. I am a teacher and I use singing and music all the time to help support learning	Yes. It is an instrument I part of understanding the world around us. It is also therapeutic for many.	I would be very upset. We choiced into Dualrd Elementary because of the amazing music program they offer.	Students should be exposed to music in order to learn about other cultures, as well as learning about themselves and their strengths and interests. I also think music develops the brain in a way that enables a stronger learning of all other subject areas.	Yes, twice a week for 5th and once a week for 1st	I would feel comfortable with this because music would support learning in math and reading.	Yes I suppose if it was necessary.	Yes	I am not surprised at all by this statement. Music is essential for supporting other subjects.	Yes, yes, yes!!!	Curriculum that helps our society graduate well rounded, good people who have found their interests through education, and who have had opportunity to explore those interests in a safe environment before navigating life as an adult. An education that prepares people for the real world and the people they will encounter.	Yes	No, except we are only state testing a few areas so this is where the true problem lies.	State testing
I have read the Consent Form and Agree to proceed with the questionaire.			Somewhat aware	Core subject is a main subject (just as important as reading, writing, and math). I absolutely believe music should be considered a core subject.	I don't just believe, but I KNOW music is pivotal in child development, growth and learning. Studies show that when students are exposed to music education, test scores increase, attendance improves as does math and reading.	Yes it is! I want my children to receive a well-rounded education. Music is absolutely as important to me as other subjects.	Unfortunately, my children's school does NOT have a music program, and I am very upset by that. It is not okay that some elementary schools have music programs and others don't. Music education should be universal in all schools.	Appreciation of different cultures, learning, and help increase engagement and love of school.	Yes. My children attend Los Pen Elementary. They do not receive any music instruction. The only music program provided is 5th grade band (my children aren't currently in 5th grade).	I don't think it would have an impact. 15 minutes less per day is not a huge difference. But going from 0 minutes to 42 minutes would absolutely make a big difference	Hmmm—that's tricky! I don't think I would. But, if my child really needed extra support and the only way they could get it was to decrease some music time I guess I would let them. But very begrudgingly, and only if there were no other options.	Yes! Absolutely!	I would say that makes sense. Music education improves test scores!	This is true. I'm an educator, have my Master's degree in child development, and I have researched the importance of music in education! I am very passionate about the arts in school!	Raising children who are proficient in all areas who are prepared for any type of future work.	Yes	Yes. Reading, writing & math	Unfortunately, some administrators and teachers don't understand the importance of music. They're of the old school belief that it takes away from the core subjects of reading and math.
I have read the Consent Form and Agree to proceed with the questionaire.			I wasn't aware	Math. Reading. Science. Yes music IS math, reading AND science!	It allows them to be expressive and emotional. It is also helpful in their ability to read, understand math and teamwork	Yes. Because incorporate s all those fields of study into one	This is the case in my kids school. It makes me sad. We give our kids music education outside of school.	The purpose is to engage children in the arts and in each other	There is none at our kids levels.	I would love that	No, I'd prefer they take the time from something else.	Yes indeed	I believe that	Of course	Music and visual arts	Yes	Integrated opportunities to put subjects together	People don't see it as a career choice
I have read the Consent Form and Agree to proceed with the questionaire.	Yes	Yes	I was recently made aware of this.	Math, science, English, history and music/art.	I believe music is essential for learning and development in the elementary years. Music education enriches all aspects of education	Yes I do believe it is a vital component of learning in the elementary years. Music education enriches all aspects of education	I would seek outside music education for my child.	To help growing minds function on different levels.	Three times per week.	I would welcome such a change in scheduling	I would prefer to increase my child's extra instruction in another manner rather than decreasing music education	Absolutely	I strongly agree. I feel music education would help improve overall scores by way of stimulating learning	I agree	Music and the arts as well as basics academics and physical education.	Not necessarily.	I do feel that there should be an equitable split for all/most subjects.	Uncertain
I have read the Consent Form and Agree to proceed with the questionaire.	Yes	Yes	I was not aware	reading, math, science, writing, history...but yes, I've always been of the belief that music, along with dance and theater, should be core subjects.	I think it's huge. It challenges their brains and development in a unique way, allows them to build confidence, and shows them that they are creative people	Yes, I do. I actually think what's been designated as core for so long can be viewed as somewhat arbitrary, linked to ideas that may not be as relevant anymore (if they ever were.)	I would be sad. My daughter is now in high school, but her elementary school had a wonderful music program, with weekly singing as well as two levels of orchestra in which she participated.	It develops a way of thinking and a kind of human confidence and fulfillment that may not come from other school subjects.	Yes, her elementary school had weekly singing (that also included recorder, rhythm games, percussion and other activities) and instrument and orchestra participation for fourth and fifth graders (not sure why not earlier.)	That sounds about right to me. :)	No...	Yes!	I believe this wholeheartedly, but I am also someone who does not believe in academic achievement part, and I know it in my bones regarding the well-being part.	I believe it regarding the academic achievement part, and I know it in my bones regarding the well-being part.	To me, a well-rounded education is one that enhances a student's ability to think critically about any subject, but also fosters a life-long joy of learning and knowledge. I have long believed that de-emphasizing the arts in primary education is a mistaken prejudice about their value (or perceived lack of value.)	sure	Well, I'm a writing teacher, so I'm going to say writing, because so many students I've taught in college have gotten through high school without being able to support an argument in writing.	Oh, gee. I'm going to have to take it way back to when facility in the fine arts was considered part of feminine virtue, and women needed to be able to play instruments, sing and dance in order to be considered "ladies." I'm not saying I believe this, but rather that it was a historical construct in some cultures. Like the art of teaching itself, this feminization has carried over into narratives of what constitutes a "tough" and "strong" nation, and certain subjects are prioritized in

																			those narratives, including math and science and now computers. Sorry for blabbering about this; probably not what you're looking for. :)
I have read the Consent Form and Agree to proceed with the question aire.	Yes	Yes	Not at all	Core subject would be a set of topics of study that would be part of a common standard curriculum that all schoolchildren learn. Music is as basic to human experience as breathing and should be part of the standard curriculum. I would say that the tracking of music should include modalities from all over the world, not just the Western classical music tradition.	Music is another tool for learning. My kid's school uses songs to teach foreign language as well as phonics and math, and also has a dedicated music class for each grade once a week.	Yes, because it is a natural way for children to express themselves.	I would ask why music had been cut and what barriers exist to restoring it (eg lack of funding, lack of qualified educators), then ask the PTA and school board to help reduce those barriers (eg fundraising events, allocating money in school budgets for music education, adding music to core curriculum).	Enhance student expression, sense of rhythm, counting ability	Yes, at least one dedicated class a week	Yes	It depends on what interventions are needed to bring my kid back to level	Yes	Fascinating finding. I would like to see the data and research methods used to come to that conclusion.	Makes sense! Music class is fun and engaging, students learn better.	Wide exposure to a variety of subjects and mastery of core abilities (reading, writing, math, logical reasoning, critical thinking).	No	Yes, the ones which require more practice to master (reading, writing, math)	It itself is not valued as highly as reading, writing, or math, because its benefits are not as obvious.	
I have read the Consent Form and Agree to proceed with the question aire.	Yes	Yes	I was not aware of this text information.	I believe core subjects are those that are the foundation for learning. I believe music should be a core subject as I feel student should be well rounded in a wide variety of information.	I believe music helps children to develop a different part of a new way. Math and music effect the same part of the brain and it's important to learn test yourself with a variety of information and not just from one source.	I believe music education helps in multiple facets. Musical theory can help improve math skills. Some children are auditory learners and music can help with that regard. Similar to art helping visual learners.	I would write to the board for the district and potentially go to school board meetings in order to address it. I would learn it outside of the school at the same time while it isn't being offered.	I believe music education is there in elementary school to provide children with a different way to learn. Science, math, reading etc. can all be learned in the music classroom.	Yes my child has music twice per week as she is in 1st grade.	I do not believe it would effect their learning in math and reading. I believe it would enhance their learning.	I would not approve. I would expect my child to work one on one in school at that already specified subject time or at home during.	I believe more time for the "arts" in school has proven to increase performance in tested subjects.	Not surprised.	Also it surprised. Students learn better in a wide ranging physical curriculum that includes adequate time for music.	I believe well-rounded education must include music, art, physical education, and other non tested subjects.	I do believe well-rounded includes a balance across all terms listed above.	I do not believe a certain subject should receive more time.	I do not believe that people are educated enough to realize that music education teaches more than just music. Multiple subjects are learned in a music educational environment as well as other social skills.	
I have read the Consent Form and Agree to proceed with the question aire.	Yes	Yes	Not aware at all	Reading, writing, & Math Yes, music should also be considered a "core subject"	It plays a primary role as I believe it helps with memory, reading and math.	Yes, because music encompasses all subjects "core subjects" and it plays a huge part in human culture and brain development.	I would be very upset and consider finding a different school that has a music program.	To learn about human culture and accelerate brain development	60 minutes a week	Yes, I would feel comfortable with the change because I know music also incorporates reading and math.	No.	Yes	Agreed.	Yes!	The arts, humanities, social studies, science, language and math	Yes	No	Many people don't see the value of music/the arts	
I have read the Consent Form and Agree to proceed with the question aire.	Yes	Yes	Very aware, as a former music teacher	Core subjects are math, history, literature, physical education and science. I do, however, believe music should be considered a core subject as so many studies show the benefits.	Music allows children to connect, to express, to perform, to have fun and to learn a skill.	Yes! Including music in a child's elementary education helps provide a well rounded education and child. My son comes home singing songs about history, math and fun. These are the things he talks about most.	Ask the principal, what's up with that?	The purpose of music in elementary education is to provide connection; connection to others, connection to other subjects and connection to themselves. It also provides a basis for future musicians.	My kindergarten goes to music class once a week though his teacher does sing a lot of songs daily as well.	Amazing! My child would love it. I do not think this would have any negative impact on his academics.	No. Music is just as valuable.	Absolutely!! This would be amazing and interesting.	I'm not surprised.	Amazing - I wish more people knew this.	Well-rounded is not all about STEM. Well rounded should include arts expression, soft skills and teamwork.	Yes - balance is the perfect word for it.	Interesting question. Initially I'd say math and literature but I fully think that's just because it's "what we've been taught", it's ingrained. I would love to see what a truly well rounded education where each subject receives equal time would look like.	It has never been viewed as essential. It has always been seen as extra or as a reward. Can children survive without music in elementary school? Sure. Should they? No. It should absolutely be a part of their daily lessons.	
I have read the Consent Form and Agree to proceed with the question aire.	Yes	Yes	Not aware	Math, language arts, science, social science, physics. Music should be considered a core subject.	They learn teamwork, body control, speech, motor skills, expression of emotion.	Yes it is equally valid as so many studies have shown that so many different parts of the brain are involved when making music.	I would be sad and maybe write to the grade level coordinator to investigate why.	Expression, fun, training your hearing your voice your body, analyzing what you hear, working with others.	Yes 2 lessons per week	Fine. Studies show that music lessons increases math scores. I hope that the music teacher is good though and actually a trained music teacher.	I hope to be able to avoid it but being a parent of a child with learning challenges I would approve even if not happy about. I would maybe try to sign up my kid for I strikebreak lesson outside school.	Yes if the school hires qualified music teachers.	I already knew that.	Not surprised	Singing, dancing, instrumental lessons, theatre, composing, improvising	Yes	No	Because of test scores. Standardized tests never assess music and unfortunately music never matters for that.	

I have read the Consent Form and Agree to proceed with the questionnaire.	Yes	Yes	I was aware of this but did not know the name of the specific act.	Math, English, Science, History, Reading, Art, Music, Business, Technology Yes, music should be considered a core subject.	Helps them become well rounded human beings	Yes because it enables them to learn through movement and music and engages other senses and both gross and fine motor skills - it is more than reading, memorizing, and responding. It requires interacting with peers.	I would be extremely disappointed and frustrated	To broaden students horizons and have them engaged in learning in a different way than a typical classroom set up	2 times per 6 day cycle for 45 minutes	I would be comfortable with them missing a bit of math and reading but not as much as shown in the example. Maybe increased to 120 minutes per week would make more sense	No. Students should not be pulled from one subject to receive MORE of a subject - that just creates students who resent school, and does not actually benefit them in the other subjects	Yes	I believe this to be true! Kids are overwhelmed with math and reading instruction and homework. Allowing students the opportunity to have other learning experiences like music or art, are crucial to their success overall - showing more math in their face will just make them dislike math more	This is a refreshing statement and wish more administrators and policy change holders would look at this research	Multiple classes that allow students to be creative, and learn in different ways (not just sitting at a desk being lectured). Courses that enable students to become positive, contributing members of society who are able to converse appropriately and think critically.	No - that would be everything being equal. Someone who is well rounded has a lot of experience in different things but they don't necessarily spend the same amount of time on each activity. Ex: a well rounded kid might get straight As, work part time, sing in church choir, and play soccer - but they don't spend the same amount of time/energy on each thing	Yes	Because people view music as entertainment only and don't understand the educational benefits	
I have read the Consent Form and Agree to proceed with the questionnaire.	Yes	Yes	I was aware music was required for 6th grade only. We have no art or music teacher at our school and I have been the unpaid defacto art teacher "volunteer" for years	I consider core to be English, math, science and history. Although I consider art and music to be an integral part of learning. I don't know a single, non-SPEd teacher that considers arts "core" subjects.	When I was a kid, the speech teacher and music teacher shared a room and we all received music therapy, chorns and recorder group. We had art twice a week. One day was art for art's sake (beauty) one day was for curriculum related art. We also did classroom art projects and singing. I felt the educational songs we sang and mnemonic devices aided in our memorization, and the art we created allowed for brain breaks, stirred our creativity and increased hand strength and hand/eye coordination.	Yes. First, it enhances other areas of study. You want to learn about economy and society? Study the art. You want to strengthen neural pathways? Listen to music, play music and sing. Second, it offers a needed break from rote memorization, extensive reading periods and too long in seats. Finally, the arts often engage students who may not excel in other core areas. By giving those students one area of success, we may keep them in school and on a path to success.	I would continue to seek outside musical opportunities and show up at SSC and SGC meetings to remind the school what is supposed to be happening.	Enhancing other curriculum, enhancing creative thinking, and providing articles of expression and joyful engagement	None.	Yes please.	No freaking way. I am so very tired of kids in ESL and SPED and kids who are struggling getting punished with less engagement. It's BS and against IDEA.	Yes, but only if there were more hands to do this. I believe the only path to better performing schools is through reduced class size, engaged, supported and properly cared for educators and fully stocked classrooms and libraries.	I fully agree. The best schools are well rounded schools with well supported staff.	Hell yes.	Core + social skills/living skills + areas of exploration in music and the arts	Yes. Reading time may stretch across art history, science and other areas of study. Music can involve dance and PE.	Yes. Although I believe social skills to be a huge factor in elementary education, I believe math, composition, and reading comprehension do deserve more time.	Yes.	We are so worried about test scores that we have stopped caring about whether kids are engaged. In short, fear holds us back from artistic engagement
I have read the Consent Form and Agree to proceed with the questionnaire.	Yes	Yes	Initially unaware.	Important for academic growth. Yes, music should also be considered "core."	Fine motor development, cognitive development.	I do. Reasons included above, fine motor development in playing instruments, cognitive development with learning notes, following direction, collective efforts with group setting. A lot of skills are needed in the area of music which is as important as other core subjects.	My reaction would be surprised/disappointment. I would possibly supplement with outside music lessons.	To improve our children's cognitive, fine motor, and social growth and prepare them for future grades.	Yes.	Yes, feel would still be successful.	If my child was underperforming, I would suggest additional support instead of taking time away from other subjects. Or tutor at home if necessary.	I would approve any subject that would improve performance, yes.	I would be weary and curious of the research done to reach this conclusion.	I would feel comfortable with this statement as it is in line with my understanding of music programs.	This would include various subjects that would benefit my child's educational growth.	I do.	I'm unsure.	Perhaps the less instructional time stems of an older line of thinking/older philosophy in the education system in those schools where they are not improving the school's educational system	
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	I was unaware	Core subjects tend to be considered English/language arts, math, science and social studies— subjects all students HAVE to take. Music is an elective or	So much! I think it helps a great deal with gross and fine motor skills, as well as social skills and problem solving. However, that is all dependent on the teacher and their approach to music education.	Yes. Music connects to those other areas, specially pulse development and reading based on previous studies.	I would offer to teach it (certified music teacher and Orff Schulwerk teacher, as well as PhD candidate in music Ed)	Again it depends on the teacher. For me, the purpose is to expose young children to music and aid them in active music making. I think that the US tends to lean on the music	Twice every six day rotation (1-2 times a week)	That would be great! And I think she would be fine with that slight adjustment.	No. I think we could find time outside of school.	Yes. Music brings kids to school. It is vital.	Duh. Teaching to the test does nothing. Time does not correlate to success or growth in anything. Targeting and strategic work is what works, and that takes more teachers	This is when it gets dangerous, because this can become a chicken or the egg phenomenon. Where ARE more robust music programs? Suburban schools, where	A liberal education. Getting a taste and general understanding of everything Jack of all trades, master of one.	Not necessarily. Lots of subjects have high upfront costs (such as gym equipment or music instrument) while others have yearly costs (like	Not really. Equal respect. Granted, things come up that require special attention, but every subject should have their own time (such as science fairs,	Less. I teach music. Depending on the school, students receive 40-80 minutes a week of music instruction as opposed to 300 of ELA or Math and Science.	

				special. I think general music should be a core subject for young children, but the current paradigm of secondary music education may not be appealing to all older children.			aesthetics as opposed to making or musicking-but that's because of policy makers.					working with smaller class sizes, not more time.	there's more money, more parent involvement etc. It's true that fine arts magnets tend to be academically higher but, again, look at the homes those children are coming from.		books). Well-rounded in my mind means equal respect from the school and community.	concerts, and sporting events).		
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I was not aware of this info	I'm a public school teacher, core is designated in our state (LA) as ELA, Math, Social Studies, and Science. This is what students are high stakes tested on and tutoring or extra support is given for.	Music is integral and is a supportive building block for other courses.	Yes. It's interdisciplinary and had reaches in traditional core classes.	I'd complain and/or homeschool my children.	To teach the creative arts.	1 class period per week.	It would be a more balanced learning experience.	No.	Yes.	I do not believe that statement.	I would believe this statement.	Teaching to the whole child, including multiple intelligence.	No.	No.	Music teachers are out numbered.
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	Not aware at all but I raise in Louisiana	English Language Math	Helps them become creative and more aware of the time arts	Yes. It helps enhance those subjects and gives children a creative outlet.	Would probably seek inexpensive options outside of school	To help children become creative and have exposure to future jobs outside of professions that only require math and ELA skills	Yes	I would be uncomfortable as children in our state have some of the lowest test scores on these core subjects	No. They enjoy music and would not want to take that away from them.	Maybe. I have would be open to it but would want more information and understanding of the music curriculum	I would want more info on this research and research to the contrary as I find this statement unbelievable	This one I believe more especially since I studied violin from 5th to 10th grades and believe that it helped me in school.	ELA Math Science and Social Studies	No	Yes. ELA Math and Science	Not applicable as in my state it is not a Core subject
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I am aware of this	I believe music is an excellent core subject alongside history, science and civics. Being creative is a natural part of learning and grow as a good citizen of the world.	I see it as an essential component of learning for children	Yes absolutely	I would seek another school environment and/or supplement my child's learning with lessons outside of school.	Encourage exploration of how music is made, putting instruments together, rhythms and harmonies. Seeing how music has influenced history and having access to music from many cultures	Twice a week in elementary and daily in middle school. My children also take private lessons and group lessons outside of school.	Yes	No	Yes	Children need time in creative spaces especially music	I believe this to be true and know music engagement is beneficial to overall learning	The arts, sciences, writing and civic engagement	Yes	No	It has been socially acceptable and therefore schools get away with calling it extra
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	As a former K-12 music teacher, I was aware of ESSA. However, I am not in California so I am unsure of that state's policies.	Language Arts, Mathematics, Science, History/Social Science, Health/Physical Education, the Arts (music, drama, visual arts).	Music plays a major role in learning and development. Most children learn through songs starting in infancy. Once they reach the academic classroom, music engages their minds with the topic being taught, and exposes them to ideas they may not explicitly learn otherwise. There is a plethora of research on the impact music has on brain development. In addition, music for its own sake is important. Music is universally used to communicate, build community, and express emotions.	Yes. Music education makes children well rounded, is enjoyable, and enhances their traditional education.	I would probably apply for the job. In all seriousness, I would push my administration to ensure the position is filled with a highly trained music teacher, someone passionate about music and about teaching children.	In the elementary setting, music education is primarily for exposing children to different types of music, engaging them with music, and ensuring that they have a basic understanding of music theory and performance practice.	30 minutes once a week.	Yes. I would feel comfortable with this change. My child is a strong reader and mathematician, but even if they weren't, I believe that additional time engaging with music can benefit those other skills. Reading and math are both inherent in music, and can be taught explicitly or implicitly. This is an excellent way to differentiate the instruction and engage aural learners.	No. If this were the case, we would find additional resources outside of the traditional school day.	Yes. If school is not engaging for students, they won't learn, no matter how many hours or direct instruction they receive in tested subjects.	This does not surprise me. Children are not machines. Additional time on tested subjects has diminishing returns, and if that time is provided by cutting out something children enjoy like music, it can make them uninterested in school, which is counterproductive.	This is not a surprise to me. When you educate the whole child, they blossom and succeed.	Developing rational thinking skills and the desire and capacity to learn. All of the subjects taught in school are different tools towards this end. The arts are just as important as math, reading, or science.	Yes. I do wish there was a way for the schedule to be a little more flexible. Maybe one day the science experiment is going to be long, so we borrow some time from reading and music class, but then another time we spend more time on music and less on science. I know our education system isn't set up this way, so therefore I would like to see an equal amount of time spent on all subjects. Additionally, a comprehensive curriculum is a must in order to ensure that music class isn't just entertainment for 30 minutes so the classroom teachers can get a planning period in. And in order to have compre	As stated above, it is possible that some subjects will need more time on certain days, but by and large, they should have equal time. Resources should be equal at all times.	Because it is undervalued in our society. People assume that it is simple and doesn't need as much time and attention as other subjects. I would also argue that at some point, music as an academic subject was relegated to women, and as with many things that are associated with women, it has been disregarded and undervalued.

				technology and engineering. My brother (who teaches teachers) mentioned STREAM to me, however, as the newest trend which adds reading and the arts. As a (former) musician, I appreciate the addition of the arts.	math, for memorization, for brain breaks and to help develop coordination.	allows more opportunities for alternative learners. I love that students who may not be as good at "traditional" course work, might find confidence in music class. The more opportunities there are for different kids to find success, the better.	the past at my kids school. I have also discussed with spouse the possibility of switching schools when I was disappointed in the lack of band for my older children.	development		expect just as much work. I don't expect much else in the way of change.		much time there already was for music.	other variables for low test scores, that a few minutes more time probably wouldn't make much difference. I do think one on one time might help for the lowest of students, but I suspect home life and teaching methods are the biggest impactors.	at. Do schools in more affluent areas have better programs, teachers, funding for music?? I think the size of the school could also impact this—larger schools tend to have more opportunities, whereas, living in a rural area and having less students effects my children's opportunities. And once again, I think home life has an effect.		also think lower grades need more time for play and music, and less time with technology, history, and science. Older grades, I would expect, even out more.	transfer to other professions to the extent reading or math might.	
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	None, I don't live in California	Core subjects are the main components required to pass to the next grade	Fundamental	Yes. Music enhances cognitive capacity in all these areas and more.	It doesn't matter, we don't have much choice in school options	Brain development and socioemotional regulation	Yes	I think they would be more successful overall	Maybe	Yes	I think this is absolutely true. I wish more schools would pay attention to data like this	Same	Inclusion of art and language in various forms as well as cultural and civic knowledge	Not necessarily	It depends on what they are. In general, I think arts should have more time in elementary for sure	Effects of no child left behind and forced standardized testing
I have read the Consent Form and Agree to proceed with the questionnaire.	Yes	Yes	Not at all aware	I think first of writing, reading, and math, but I also do believe music—and the arts—are core	So important! I don't know the science behind it or the details, but I believe in music's importance. In our house, we love music, and my husband plays guitar and our twins love it and all his gear from back in the day when he was in high school rock bands. Our twins started kindergarten this year, and they just had their winter music performance. The music teacher said their school (public, not charter) is one of the few in the district with a full-time music teacher. During the performance, she also shared some of the reasons and CA music standards they have been learning. So great to see as a parent, and I'm happy they have their weekly music class.	Yes—I haven't thought deeply about why—maybe just a love of music and art and the belief that we need art, physical education, music, etc. as much as the other subjects	I would organize! I'm a parent member of the school's site council with the principal, a couple teachers, and parents. I would start there and also consider the PTA. I recognize my family's privilege in our strong neighborhood school and the resources that come with it, including collaborative parental involvement	To understand some basics of music, singing, instruments, etc., and to also encourage positive relationships with musical learning	Once a week—it was most during the lead-up to their winter performance. I do wish they had more instruction weekly. I'm not sure if the length of time each week	Totally fine with it—but I also know I'm an English professor and we do a lot of reading and writing reinforcement. I do wish they had more instruction weekly. I'm not sure if the length of time each week	No—that seems punitive and a bit cruel and to take from music. I would not tolerate that as a parent and would push back, but, again, I recognize my family's privilege in that I would advocate for extra support after school and/or recruit a tutor	Yes—especially if supported by educational research	I believe it—but I'm also in education (albeit higher ed)	I believe it	More than the basics of English and math—knowing about how the world works, appreciation of the sciences and arts—Musical intelligence	I'm not sure	I'm not sure—I'm hesitant to say that some subjects should receive more time and resources than others since it seems subjective—even with educational research to support some subjects	Yes, I think it receives less time
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Somewhat	Math, science, language arts, social studies. I didn't previously think of music or art as a core subject in elementary school but I think it's fantastic.	Extremely important	Yes! It teaches them so many things that can't be taught in other ways, plus it's more enjoyable for many kids than sitting and learning in a classroom.	I would be very disappointed and likely try to find music classes outside of the school.	Making more well-rounded learners, and evening the playing field for right and left-brained kids	Yes, 1-3 times per week	I think it would be beneficial all-around.	Only if extra tutoring outside of school in that subject was not an option.	Yes	Not surprising. Music and art is very important. I've seen statistics from other countries that place a heavier importance on them and their kids are thriving.	Not surprising one bit. Growing up, those of us involved in music, art, and programs, or dance, or art, were majority of the time honor roll students once we were in high school.	A good amount of time in book subjects as well as movement, art, and music.	Yes.	Not usually.	Because half of this country doesn't realize the importance of the arts!
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Not at all	Reading, Math, Science, and History. Yes, I do think music should be considered core due to positive effects on brain and learning	For kids, they have burgeoning self expression skills and music is capable of providing another vehicle for communication	Yes, it evokes brain reactions, triggers emotions, bridges gaps in communication, brings people together	Annoyed	To provide wide range of experiences and opportunities to learn and experiment with different musical forms	Yes	If they pulled from math and reading, I would want to increase demonstration of rigor. Too many teachers have poor classroom management skills. If they could make sure time was used efficiently I'd be fine	No	Not necessarily	This seems obvious wrong. Music provides some children the opportunity to succeed in something that may further enhance their self esteem and confidence to take academic risks get out of their comfort zone.	Makes sense to me	Those were words I would have used in previous answer. All aspects of humanity are developed - academic skills, life skills, social emotional skills, athletic skills, etc.	Yes	Yes, reading and communication	People don't understand how rhythm and music are capable of healing trauma and it's implications on brain
I have read the Consent Form and Agree to	No	Yes	I think I know this.	The three R's - Reading, 'Riting, 'Rithmetic.	Cultural exposure, interdisciplinary connections (math)	Absolutely! My kid is musical so music is very	I would do nothing. They would find a long term sun. Our district is good	To expose kids to music foundations, other	They go twice a week and two quarters	It would be fine. My kid is advanced in math and reading.	Nope. Never. Depriving kids if their extracurricular	No because music should be thought for musics sake.	I knew that.	I knew that too.	An education that is not hyper focused in	Sometimes. This is more equal time.	Yes. Music, sports, art, science, theater will require	Less

proceed with the questionaire.				Yea Music should be a core subject.	language), kinesthetic learning, and music just lifts the soul!	important to her and our household.	about having music in the schools.	cultures, and the pleasure of music making itself.	out of the year.		ar has NEVER proven effective to increase performance in other areas.	Don't put the responsibility of academic achievement onto music. That is inappropriate. But I would support more music if the music teacher was good.			test performance on standardized math and ELA tests. Usually has robust extracurriculars and well funded core classes.	Some subjects by default require more resources. For example, band instruments are expensive. The math and band budgets shouldn't be the same.	more money than math or less.	
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I don't reside in CA so I unfamiliar with this.	Math, Science, History, English	I think music education honestly saves lives. If kids don't find outlets like music to dive deeply into from a young age, it will alter them emotionally and likely in a negative way.	Yes! The creativity and activation of a different part of your brain when music plays is important. One of my kids flourishes in art and music but struggles to learn typical core subjects. It gives her something to look forward to during the week and a way to let her creativity shine.	I would be advocating for music education at school board meetings.	To learn basics, increase knowledge, allow for creativity, and introduce music performance through singing and/or playing instruments.	Twice a week.	I think it would enhance my children's ability to focus and apply themselves more in reading and math. Having a creative outlet during the day can help dramatically!	Absolutely not!	Yes!	This statement is not a surprise because all kids are different and having different experiences throughout the way not only makes them more well-rounded kids, but it can improve their ability to focus and maintain interest in typical core subjects.	This is not a surprise because music is researched to improve wellbeing throughout the lifespan. Math may improve cognition but I have not heard about math's proven positive impact on the social, physical, and emotional well-being in the way music has.	Well-rounded education has included the arts and culturally competent education introducing well-rounded education. I would rather my kids be introduced to equal educational opportunities so they can gain knowledge in all areas and further explore areas of interest if they opt to learn more in higher education.	Equal resources and time for all subjects.	I think this is true because legislators and administrators who are too far removed from being the boots on the ground make decisions about what is necessary in education. No one considers the long-term repercussions of failing to offer the arts in the school system. We need teachers from all disciplines of specialty to be respected and supported and children deserve equal exposure to the arts. Failing to do these things is contributing to teachers leaving the profession and students with decreased emotional well-being.	
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I wasn't	English, math and science. I think of music as elective.	Unsure. I did not have music in my elementary years	Not really. Never had it myself in school.	I would be indifferent	Expand horizons	Yes, once a week	I would be fine for my child as she does well in school.	No.	No	I'm indifferent.	I think this is interesting and want to know more.	Exposure to diverse subjects.	No	Not sure	It is not considered as important as math science or English.
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I had no idea.	Math, science, ELA, and social sciences are core. I do not believe music should be considered core.	Music plays an essential role in education. It helps with coordination and can help teach critical math and other concepts.	No, but it could be included in curriculum.	I would ask what the district planned to do about it.	I've always perceived the purpose of music education to introduce students to something extracurricular they may be interested in.	Yes, they have music once a week.	That would be difficult to accept at first but if there was growth in and area I would support it.	Yes.	If they showed research to back up their decision, I would approve.	I am surprised at this statement. I would assume test scores would go up by increasing time with math and reading.	I find this statement to be interesting in that it implies academic achievement across the board, as well as overall well-being, is improved.	Well-rounded means more prepared for life after graduation.	No but I do believe it implies exposure or access to all subjects.	No. Interest-based curriculum could allow the student to give more attention to particular subjects.	I feel like historically, music in school has included learning particular songs and learning seasonal songs to perform for parents. It just isn't seen as a core subject to many people.
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I knew about the mandate in certain states but did not know about California's specifically.	I think music and the arts are imperative to the development of children and can influence the overall positive wellbeing of individuals.	Music is influential to a child's emotional and mental state and can help children and adults express themselves.	Yes. Music can help children develop and support their education in other subject areas.	I'd promote the opening using all outlets available to me.	Music is an outlet for students who need to express emotion and mentally balance themselves for learning and positive brain activity.	Once per week	I believe the arts should have a predominant presence in children's lives, so I would like this change.	I would not approve of decreasing music and would increase their time spent on the subject with music playing in the background.	Yes, because you don't know what inspires and motivates children and music could be it.	I'm glad that data shows that music is not negatively affecting children.	I support this research and I'm glad that data supports the need for music.	All subject matter areas, including the big three and art, music, and athletics.	I believe it should but it does not.	No. They should all receive equal support.	Because careers in music and art are either scarce or low paying.
I have read the Consent Form and Agree to proceed with the questionaire.	Yes	Yes	Not aware	I think of math, social studies, reading and language arts, but I agree music should be considered core.	It plays a huge role in learning.	Yes because it creates a more well rounded individual and enhanced creativity and imagination.	I would expect them to hire one, just as they would for another subject.	Encourage imagination and creativity as well as enhancing skills such as math (rhythm, counts) and reading (left to right music reading, lyrics).	Yes, 3-4 days a week	I would feel comfortable with this because the other skills will still be encouraged in music time.	No	Yes	Music has a larger impact on students than we realize. In fact, music therapy is an effective tool for people with special needs. Music clearly improves mental health and should be considered as important as other core subjects.	Students should learn all subjects in order to understand a broader education and learn about their own strengths and interests.	Yes	No	Music may not seem a necessary skill to careers parents often want their children to strive for, such as engineer, doctor, construction worker, police officer, or politician.	
I have read the Consent Form and Agree to proceed	No	Yes	None	What is included in all student instruction. Yes, music should be	Music provides an outlet and a way for students to express themselves. It	Yes. Students need to be exposed to different intelligence	I would probably ask the teacher about what other ways the school meets the needs of	To provide students with a way to express themselves	Yes, it is included in specials time once a week.	I feel that this could positively impact student learning if	No	Yes	I would say this is probably correct	I would agree with this	An attention to academics, creativity, and	I do not believe equal is equivalent to well rounded	Yes. I think all students should be exposed to all areas but time and	Yes

with the questionaire.				included in core instruction	can provide a brain break students need to rest and trigger a different area of their brain.	s just as much as academic.	building student creativity.	and build creativity		the student enjoyed music class.				kinesthetic learning.	resources should be dependent upon student interest			
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	Not aware at all and I'm an educator	Math, science, reading/writing. No, I don't believe so. I believe that the schools job is to teach reading, writing, math, etc. and that music is a superfluous subject that should be left up to the parents. I do believe music is important for children, but I do not believe that is a schools job.	I believe that music plays a vital piece in a child's development. As a middle school math teacher, I witnessed firsthand how the students that played an instrument did better at math.	I do not. A child cannot function in society without being able to read, do math, etc. They could not get a basic job, let alone better themselves and move up in their career. A child could function in society without a music education.	I would be fine with it. Our home is filled with music, we sing. I play piano, we pay for piano lessons for our kid. He does not gain much added benefit from elementary school music class.	Expose children to various composers and the components of music.	Once a week	I would not be happy at all. Music instruction is king on the cake of education and should not take away from the classes that are absolutely essential to a child's success in life	Absolutely!	No, not at all.	I'm guessing there are deeper issues with the school than the loss of music classes. If scores aren't improving, it's not because of a lack of music. It's because of something else.	All subjects, including music, Spanish, technology	No, not at all. Like I've said earlier, at the end of the day, the core subjects are the keys to a student's success. They must be given the most resources and time. The other, such as music is like tutoring or enrichment, it fills out a student's education, but should not be equal in terms of resources or time.	Absolutely. Mathematics. Reading and writing (and whatever is a piece of that: grammar, spelling, phonics, etc.)	Like I said earlier- ultimately a student will succeed in life even if they never had a music education. Whereas they would not succeed at all if they did not have a math, reading, etc. education	
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	Was not aware	When I hear "core" subjects, I think of math, science, English, social studies. I do think music should be a core subject and also believe physical education should be one as well.	A large role. Music is the universal language. It's a stepping stone for learning. Learn to play and read music, and you will appreciate the arts and culture as you grow.	I don't believe that it is as vital... however, it is very important to have a music program (along with a p.e. and arts program) in schools.	I would ask why. If it was simply a shortage, or lack of finding one, in today's post pandemic world, I would understand. However, if it was because they didn't have one, I would probably enroll my children in private music lessons.	Learning music is something that should be taught. Again, it's the universal language. Everyone around the world has the same notes and sheet music. You can understand the tone, feel, and emotions without even knowing the words. It's important for children to learn this at an early age where they can retain it better than adults at a later age.	Yes, once a week.	I think that adding more time for music in the week would be ok, but not equal time a day as math and reading. I think math and reading are critical for elementary aged children. However, taking away time from English and math at a high school level would be a completely different story. I would agree with this schedule in high school.	No, there are other subjects I would want them to take away from first, like art or technology class. However, I don't like the idea of taking them out of any class and would prefer I work extra with them at home.	I don't know enough about that research in suggesting this. If research found that underperforming children do better when given more arts and music, then yes, I'm all for it.	Well then I agree. It seems to make sense that schools with more options and courses in arts and music would have a better rounded program and therefore improved test scores. I don't see why cutting music programs would increase test scores. More time spent on something, does not always equal better results.	A) I'm happy to hear this, B) I would be more likely to agree to more music time in school if this is the case.	Learning many subjects, and the options to choose what you want to learn (to an extent). At an elementary age, you should be exposed to art, music, sciences, p.e., reading, etc. to have a "well-rounded education."	No, not necessarily a balance, or equal time. Well-rounded to me means exposure, learning more, not necessarily in equal parts.	It depends on the age/school type. If we are talking about elementary, then I believe science should be exposed to more, but not necessarily in equal parts. We as a society focus too much on technology and forget that the arts and music are just as important.	
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I was aware music is required	Core meaning foundational and required. Yes, I believe all students should have a foundational understanding of music. When I hear core, I think of math, English, science and social studies.	Music provides students different ways to apply what they've learned, especially math skills. It uses counting, patterns, and creativity!	Yes, I believe all students should have a foundational understanding of music.	If they didn't have a program, I'd push to get one. However given the teacher shortage, no teacher may cause less harm than a had teacher forced to teach something they don't want to.	Provide a foundation of music principles and explore music	Once a week in kindergarten	Yes	No	Maybe	I am not surprised. I was in advanced math and science courses and all of us were in band and choir.	I am not surprised. My personal experience was that band and choir courses were a neat in my day, taught teamwork, and had high expectations for success.	Students have the opportunity to apply and explore learning	No	I think depending on the grade level, it changes	It's not a tested subject
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	Familiar with EESA not California law as I am in Texas.	Reading and Writing. If we don't include music as a core we eventually won't have anything to read or write about.	Development, disciplinary, creative, and creative development.	Yes, I incorporate music in every subject. Music appreciation, music history and of course the science and technology of music production. (Computer science.)	For my child I would be disappointed, for my academy that would never happen.	Personal discipline and love of music.	Yes, I was the music teacher, I now homeschool and run a homeschool arts academy.	Positive impact and I would support it.	No, I do not believe in standardized tests.	Definitely	Research can be biased. Especially given which ideals the funding source for said "research" comes from.	See above answer. "Research" is not mutually exclusive. Can be devised for whatever outcome is needed to support an agenda.	Freedom and interest led is the best policy Individual student crafted to fit each individual student. Why I'm a huge supporter of home schooling.	Yes, interest led is always best.	Yes, as each child has strengths and weaknesses and certain interests it should be molded to fit a standardized government institution.	Arts in general have been pushed out of public schools because you only get government funding if your score high on ridiculous tests that only cover what some bureaucrat thinks is important. When you start making the robotics kid pass football to compete in robotics or having the math wizard pass art 1 to compete in mathletes then we will see how ridiculous the testing system is.
I have read the Consent Form and Agree to proceed with the	No	Yes	Aware of EESA, not California's education policy	First to mind are Math and Reading classes, then Science and Social Studies. I	So much. Broaden their thinking experiences, give them an opportunity to relax their minds and	Thinking about my own personal children, somewhat yes. Because of	Sad, but not angry. We've had difficulty maintaining this position throughout my boys' elementary years. Luckily, we	I have never really thought of this before! Exposure perhaps? Depending on the	Yes. It is an hour block of PE/Music (fine arts) Computers, with PE every day and	Absolutely.	No way. I would be questioning things and fight that to the end.	Sure I would approve, but I could see how other parents (maybe less aware of the	I believe it, I would love to understand more about the benefits of music programs on our kids'	Same as above!	Covers all aspects of education that are needed to develop a functioning	Not necessarily. I think as long as each subject is covered to the extent	Reading up to a point. Our students need to have been provided an opportunity to read at a	Because it's not a tested subject in Texas. Unfortunately, we eat and breathe

questionnaire.				am in SPED administration, and through a work lens, I do not think of Music class as a core subject. This is tricky - I love music class and I would be so very sad if my own children were denied a music class, but I suppose I've never considered it to be a core subject.	bodies from a day of reading and writing, strengthen coordination, various cognitive benefits, etc.	the benefits mentioned above. But just as vital? That's tough to answer. I expect they will utilize the skills taught in Reading, Writing, and Math in their adult profession. And I think History is imperative. But I'm not sure if I can hold music to the same caliber.	have a wonderful music teacher now. Although I believe it is called a "fine arts" class, specifically.	curriculum, a bit of history. I guess I just always think of it as a positive time in the kids' day to relax their minds and bodies.	alternating music and computer time every other day.			benefits of music education?) might object to such an idea.	educational functioning and hope that research is made more widely known. (Would love to read your own research!)	member of society.	that students receive the benefit from that course area. Take ELAR for example... I know that reading and writing are incorporated into other various subjects. I really don't know where I was going with that, but maybe that equal time per subject may not always mean equal.	satisfactory level to be successful post graduation. But isn't reading material in real life presented at only a third grade level? Writing, in my opinion, is very important and I want my boys to have the ability to express themselves intelligently through writing. But that is probably more a personal feeling and may not reflect others' opinions. Mark, I'm not as fond of (ha). After learning the basics, I mean, how much do you really need to know that can't be accomplished through a calculator or other means? (Coming from a PhD who struggled in math 5-12 but somehow managed to pass a year of advanced stats in college). To make a long answer short, I don't think I can say with certainty that any one subject deserves more time than another.	tested subjects.	
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Aware	Core means it's essential to learning and provides a foundation	Very important role	Yes. Music (and art) are important because they involve different thoughts and ideas. They provide as much as the others	I would be sad. We changed schools and districts to provide art and music	The purpose is to provide balanced learning	Yes.	I think daily would be ok depending on what the learning is. I do think that 42 mins is a lot though. We currently have 15-30 mins daily	Possibly. Depends on how he was doing in music	Possibly.	Agreed	AGREED!	The opportunity to lean everything.	Yes. Ideally	Not at this age	It isn't understood and most of us never had much music. It wasn't regarded as important
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Completely unaware	Reading and Math. Core subjects are the building blocks of all other subjects. With that definition I don't think music fits in as a "core" subject though I do think it's important	Significant	No, it is important but not vital. I think music serves a different purpose than academic subjects. It activates creative thinking which contributes to learning but learning it as a core subject does not achieve the same purpose	I would be disappointed	To teach the foundations of music to students	Yes	I would wonder if students were still able to meet standards for learning and reading if the learning time was reduced that much	Yes	No	I would want to see the research	I believe that but would like to see the research	A variety of subjects taught	No	Yes, math, reading, science	It is not tested on state assessments
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Not at all aware	Subjects essential for meaningful citizenship. Yes music is core to that	Music is universal...and everyone regardless of aptitude or prior knowledge can access it from where they are. Music is essential is self regulation practice.	Yes. Music goes hand in hand with math & reading and can be an entryway or reinforcer for students that aren't drawn to math and reading normally. Music also has a historical component and is an entryway to understand	I would address the school board and voice my concerns	Develop basic musicology, appreciation, and reinforce other elementary subject areas	Yes. They get 145 minute music class per 6 day cycle plus 30 minutes chorus per week. My son is also getting 20 minutes violin instruction for 6 day cycle.	My son would LOVE it and likely remain more regulated throughout the day.	No	Yes	This is also what we know to be true anecdotally	This is also what we know anecdotally	Exposure to as many subject areas and enrichment activities as possible	Yes	Yes...any subjects in which a student struggles or requires more repetition and practice should be granted that on an iep basis	Because it is not valued as a core subject or part of life...and also capitalism emphasizes math and science

							cultural studies.											
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Completely aware. I work in Education.	Core subjects are often those that are assessed on a high stakes test, but I believe they should be subjects that lead to being a productive, active citizen. The arts, including music, meet this criteria.	I think it teaches joy in learning, literacy development, mathematical reasoning, active listening, presentation skills, perseverance, the science of sound waves, and cultural appreciation.	Yes, because it supports creative thinking and connects students to school in the same ways sports does for some students.	My daughter is in Kindergarten. She is on an inter district transfer specifically because her school offers music and art.	I answered this in #3 above.	Once per week in the primary grades.	I think music includes literacy and math skills and would be fine with that change.	No. Students shouldn't be taken away from other subjects to fill deficiencies.	It would depend on whether the music program integrated math and literacy skills.	I agree completely.	Yes, as a teacher, my band students did well academically.	Space to learn about and build empathy for others, to be creative, to learn how to engage in politics, to be literate, and to ask and explore questions.	It depends in the assets and needs of the community.	See last question.	It is not assessed or reported publicly like math and ELA are.
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	I was not aware of this.	Math, Reading, Writing, Science, and Social Studies. I believe fine arts as a category should be included in the core curriculum but not necessarily just music. Kids should be able to have exposure to many types of fine arts and then choose to further pursue ones they are interested in.	I believe music helps kids learn movement and rhythm. It is also mathematical in nature and things such as that can be aided by music instruction. I also believe it plays a role in the emotional development of children and can aid in self expression.	No. Although music is important and has many benefits it is not as vital for maintaining success as an adult as the core subjects mentioned.	I would be displeased and contact the district to see what is being done about it.	Develop well-rounded children	My child receives 1 day of music/art each week. I believe the teacher does music for a grading period then switches to art and so on. The class is about 50 minutes in length.	We currently have 120 minutes a day in reading and 90 minutes a day in math. I would be very comfortable in giving up as but of that each day to increase music.	Not at all. I would not want my child to miss music time.	Yes.	This makes absolute sense. Gains should be made by interventions and small group instruction but not at the expense of music.	This makes sense as well.	The basic courses with a rich variety of other options including technology and multiple fine arts.	I do not believe all subjects should have equal time allotted, etc.	Yes, math, reading, writing, science, and social studies should get RASPEL (or near equal) resources and time. They should account for a majority (maybe 60%)?	It's not tested at the state or federal level therefore it doesn't garner the attention of legislative bodies or school boards.
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	I was not aware.	Math, science, history and English	It helps them to be more creative and improves math skills	I don't know	I would be upset.	To expose them to music history, and instruments, and to allow them to explore their musical talents.	I believe once per week.	Because my child is not struggling in math and reading, I would be ok with this.	Yes	Yes	I believe it.	I believe this also.	More than just core subjects.	Yes.	Possibly reading and math.	It is not testable, so it is viewed as superfluous.
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	I was not aware.	Yes, music should be a core subject.	Music is essential, it helps with many areas of learning- math, etc	Yes! All of the arts are essential.	I would be upset and complain or look for alternative school openings.	Rhythm/counting, singing, learning about different cultures	My child receives music/art PE on a rotating basis every third day, which frankly isn't enough.	This schedule would be a great option to offer music daily. I would like to see a change like this.	No, I don't think that decreasing time in music would help to correct that.	Yes	This tells me that simply increasing reading class duration at the cost of music education does not improve outcomes. This tells me that likely, music is vital to learning success and that the teaching methods for math and reading might need to be reevaluated.	I agree with this. Music promotes other areas of learning. As a high schooler, music was often the only reason I showed up to school.	All of the standard subjects, plus music, art, PE, languages, and other electives (computers, shop, cooking/life skills, etc)	Yes	No, courses should be allotted equal time	Because less value is placed on the arts likely due to lack of information about their benefits in all areas of learning.
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Aware- I am a teacher as well as a parent.	English, Math, writing, science and social studies. I believe music is more a core content in middle or high school as a choice for students. I think all elementary students should have exposure to music and art.	Music is huge for learning - kids can learn things to music, music can create an environment that encourages collaboration and cooperation.	I do not believe it is as foundational as reading and math, but I believe it has a place in elementary. It may be the only class where students feel connected or engaged.	I would want to know why and what was being done to address the situation.	To expose children to a variety of genres of music, to engage them in learning, and to build connections to future learning	Daily for 30 minutes	I would not be comfortable with this change - I feel that schools are already behind our world peers in reading and math education and taking time away from them will not solve that problem.	No- I think extra curriculars should be protected - there are other ways to incorporate extra learning for an underperforming student.	No- unless there was a significant amount of data to back up increased music time equaling improved school performance.	I don't believe that anything has a determining factor - I think it is a systems issue. As far as the research done previously, what is the level of transferability and where were the studies conducted. That would be something I would want to explore more.	Again, where were the studies conducted and under what conditions?	A well rounded education should include the core subjects as well as the arts and physical education in order to develop all aspects of the child.	No-	Yes - reading, math, and writing - those are the necessary things for success in multiple aspects of life	I don't think it has as much importance
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	I was not aware it was a core subject.	Normally math, ELA, science, social studies/history, and PE. I do believe music should be a core subject. I personally pay for private music lessons for my children.	Creativity, develops new brain areas, provides connections to ELA, Math, science, and social studies.	Yes. Enhances the other subjects, but music is also a skill that can be taught with immediate rewards.	I don't know that they have a music teacher. I did not know it was a subject that was mandated.	I am not sure what the school purpose is,	No. I don't believe there is general music instruction.	I believe it would make the day more interesting and allow for a balanced education. I would love the new schedule.	No	Yes	I think this makes sense. The brain can only work on and focus on a task for so long. The young brains need time to digest what they learn. Not drill more in for a longer amount of time. The addition of music would allow for a new part of	I am not surprised. Music can also create a different type of team bond that does not occur naturally in reading and math. That bond from music would theoretically carry over to reading and math activities to	Music, art, pe, along with reading, math, science, social studies. It is all integrated and can be taught in conjunction.	Yes!	No. Struggling students need exact proven teaching methods within the same time frame. Adding longer blocks of time will lead to frustration and not necessarily "fix" the issue.	Money and school boards fear of changing the system from what it always has been.

													the brain to be activated and an opportunity for the brain to process reading and math in the background during music class and vice versa.	form a collaboration that would not be present without music. Music is an opportunity for natural collaboration rather than forced academic discussions during reading and math.			School districts should be creative and mindful in how they support the different populations including struggling students. Some may thrive in music and art. They need to also feel proud of their accomplishments no matter what the subject.	
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Somewhat	Math science literature history. I believe music is of value but should not be a core class	Counting motor skill development	No. I do not believe there is enough evidence to support music as a necessary class for proper development.	I would inquire as to the history of music within the school	Appreciation of music and enjoyment	2-3 times a week	I would not be comfortable with that. It could have an impact on their progress in core subject	Yes	No	My question would be, does it demonstrate improved scores when the reverse is true and how long term were the studies.	I don't necessarily doubt that enhanced student wellbeing is tied to the arts.	For elementary grades I believe well rounded is core classes, math, literature, science, history and religion. That definition broadens for me in middle school and beyond, once fundamentals are established	Yes but we'll rounded and equal are not the same	Yes, core subjects. Math science literature and history	People parents do not view it as a necessary educational component.
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Minimal awareness	Required and deemed important by the school district; I'd agree with the designation as a core subject	Fosters creativity, allows for differential thinking, expression & fun	Yes, particularly in elementary school- the work of kids is okay and music is a great outlet for that!!	I'd be disappointed and would hope the administration would rectify this asap	Unsure- perhaps something like an opportunity to stimulate or develop specific brain function	2x/week	I'd be ok with it as I think math & reading can easily be bolstered through music	Yes if this decision was data driven	Yes if this decision was data driven	I believe this statement and am unsurprised	I believe this statement and am unsurprised	Exposure to multiple/different mediums for instruction along with the wide variety of subjects being offered	Yes that's exactly what I think it means	Perhaps, again I'd be interested in what the data supports	I think there is a public perception (or even stigma) regarding its importance that suggests it is not as valuable as other more widely commonly utilized subjects such as English. I think there is also a lack of awareness concerning the transference of skills from music education or it's application to other subjects.
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Not aware	Math, Science, English, Religion, Foreign Language, Art	History education, early start for potential talent, ways to express themselves	Perhaps, it depends on the curriculum of the school. It should be included; however, the extent of it might depend on the focus of the school (e.g., STEM program). Music should be introduced or included to some extent.	We homeschool and have private piano lessons at home.	The purpose is to introduce children to the arts.	Homeschool - they receive weekly piano lessons.	It depends. Core subjects could always have homework if needed to cover topics for additional time if needed. That example above might be too much time allocated to an elective not designated as a core class.	Underperforming in a child could be for a multitude of reasons. Additional time away from music may or may not work.	No, unless there is research that shows music would help students. Money may need to be allocated to better school resources or personnel.	Why? I am missing what music is supposed to do related to test scores. Not sure I follow the causation or correlation between music and test scores.	Music is good.	Science, math, the arts, foreign language - a combination of the arts and science	Yes, but balance doesn't necessarily mean equal time.	Yes. Those required by law and those that prepare students for next level of education.	It isn't a core requirement for most schools. Not all students will follow a musical path. Even musicians need to have core courses (e.g., math, science, social studies/history).
I have read the Consent Form and Agree to proceed with the questionnaire.	No	Yes	Not at all	Math, Science, English, History	Fine motor development, group assimilation, hand eye coordination, timing, learning to read music,	Yes because it improves connection in learning math, spatial learning, group ensemble learning and executive functioning	There needs to be a music educator at every school and a music coordinator for each division and music director at the district level	Developmental	Only in grade 4	Yes	No but would want a tutor or support provided during subject time	Yes because that age needs executive functioning development	I'm not surprised	I'm not surprised. There is incredible value in developing students at this age outside of subject knowledge. Music allows for development of the brain and the all important executive functioning which creates readiness for subject matter learning. One can't be achieved to the fullest without the other.	Development of the individual as well as exposure to new material	Not necessarily equal time. Should be based on research. Most young learners do not have the executive functioning needed to spend 45 on math or any other subject that is not hands on learning environment	Yes! Any that allow students to not sit at a desk like a machine	Because those in charge of decisions don't receive or participate in continuous learning that involves understanding current research.
I have read the Consent Form and Agree to proceed	Yes	Yes	Unknown	Math, science, English, social studies	Expansive cognitive development	It's nice. It allows for cultural learning, allows for the firing of	The PTA raises funds to pay for the music teachers' salary. Proud of that!	Enrichment. Whole person learning. Expansive cognitive	Yes. Once a week for 50 minutes.	Great!	No. Just add tutoring after school.	No.	I haven't read the research. Don't know how to	I don't know, those schools often have families with higher	Music.	Sure. And art. And debate.	Socio-emotional learning needs more time.	Because it's a class luxury.

with the questionaire.						different neurons, but for the citizen that can take a job - not core to that.		opportunities - Opportunities to build self confidence.				respond to that.	socioeconomic status, so I think it may not just be music.					
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	Unaware	Eng lang arts, math, science, and social studies/civics come to mind at first. I believe fine arts should be considered a core with reasonable attention on music, theatre, art history, dance, and other forms of artistic expression.	Music has a definite role - whether to help teach a concept, engage emotionally, promote social skills... it makes learning fun.	Yes. First off, it is enjoyable. Secondly, it can be a vehicle for teaching concepts in any of those areas listed and more. My daughter learned about 10 historically famous artists, their names, their style, and famous work all through song... at the age of 3!	I would ask the admin what their plan was for upholding the state standards for music as well as what they would do to ensure my student's experience was comparable to similarly aged children at schools where a music teacher is present.	To be understand basics of rhythm. To be introduced to meter and reading music. To explore music from various cultures and develop an appreciation and curiosity for learning more. To explore the variety of ways music can be created including voice, traditional instruments, and non-traditional means. To learn cooperative skills and increase SEL skills through music-based activities.	Yes - 45 min 2x/week.	I would want to see a cross-curricular connection and know there is collaboration between disciplines.	Yes but my child would not. She would feel like she is missing out especially if everyone else got more music time.	Would need to see evidence-based rationale and a comprehensive vision from leadership. Basically, would like to see a plan and how making these changes will be done in a strategic way with ongoing progress monitoring.	Interesting. What lever gets the most outcome? Which academic strategy has the biggest effect size and is it possible to pull that lever without decreasing time for the arts?	What does "robust" translate to? Can a low income school or small school meet the definition of "robust music program"? How can a parent differentiate between a mediocre program and a robust one? Is there a quality framework or an exemplar that can serve as a means for identifying what is good, better, best?	Balanced approach with equal emphasis on traditional subject matter and inclusive of global and digital citizenship.	Yes.	I suppose those that maybe are more challenging to teach? Reading comes to mind only because the early years are focused on learning to read and then there is a swift shift-reading to learn. That takes lots of time.	Because people are sold on the idea of increased time on task = results.
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	I was not aware	Something that is essential to life experience	It is an important part of development	Yes. Learning about rhythmic movement, instruments, tones, is all part of helping the child and the brain integrate and regulate	I homeschool and have made sure musical opportunities are available	Music can reach kids and spaces nothing else can. Music can help engage the kind and regulate the nervous system	Yes, homeschooled	I would absolutely support this change	No.	Yes	Agree	Agree	Inclusive of multiple opportunities for children to be successful	No	It should be child dependent based on their needs	Because it is not understood how it impacts the brain and regulation centers
I have read the Consent Form and Agree to proceed with the questionaire.	Yes	Yes	did not know	math english science yes music should be!	major in math and thought planning etc	yes! music will always help boost the child's academics and future endeavours no matter the route	be saddened with the loss of prime time they could be absorbing rich essential invaluable resources	Intro to music appreciation	1X WK	would love it!	no	yes	i disagree.	yes it is very true just even seeing my own friends children they seem to have great academic success while having purpose and joy	where it includes Physical ed mental social emotional wellness education combined	yes	yes with the "hands on" learning classes where it takes more time and resources like science labs/ STEM projects or musical instrument learning etc	it isnt recognized as much or respected as it is in other countries and most parents who do know the benefits must outsource the lessons
I have read the Consent Form and Agree to proceed with the questionaire.	No	Yes	Not aware	When I hear the term core subject, I think about all students regardless of type of school/zip code must take that subject. Music should be core as it is part of human nature. We need to embrace the arts as much as we embrace stem.	Music provides another avenue for self-expression, confidence, and communication for a child.	Yes. As I mentioned prior, humans naturally are musical beings and that skills need to be fostered regardless of being "good"	I would be upset and talk to the school committee in regards to this.	Music teaches students to communicate differently, work with others, and following instructions.	1 time a week	I think this is a healthy idea as length of time does not equate to learning.	No. As said before, spending hours on a subject doesn't mean you will learn the subject.	Yes as students sometimes are able to perform better in other subjects if they have a balance in subjects, including the arts.	I agree	I agree.	Art and athletics are included to the traditional curricula.	Yes	No	Capitalism. The poor and the working class are not expected to be creative and focus on becoming machines.

Appendix H: Focus Group Transcript

Unknown Speaker 00:00

I mean, I can speak for the standards. When we, when we get the standards from the state of what we have to teach our kids, it's, it's seldom the things that really matter to kids to who a kid is, and more, you have to know all the things that make you a better worker. Right. So it's reading, writing, arithmetic, the three R's is what everyone seems to focus on. There's also less so in elementary education, science and social science, but those also exist. But I think the Visual Performing Arts we call VAPA, in our district, are just as core. So

Unknown Speaker 01:01

this is my opinion. My ear grabbed hands when you said things that make you a worker, right, that allow you to become a worker reading, writing, math, science, social studies, [REDACTED] said in the chat.

Unknown Speaker 01:21

That's when I personally think about what I want for our K through five education versus what is focused on through a K from five education. I mean, I would say, communication, creativity, and critical thinking skills, and everything that we treat in those. In those core subjects that we teach are just ways of getting those things across.

Unknown Speaker 01:58

I was thinking along the same lines as what [REDACTED] was saying that the subjects that are considered core are what are considered to be most applicable to a variety of paths After elementary school, still in education, and also into becoming joining the workforce.

Unknown Speaker 02:18

I also look at it as being something that we're is like the middle part, that is the essential and then all the other things including like music, and STEM and STEAM seem to fall outside of that a little bit as a secondary concern. PE even things like that.

Unknown Speaker 02:33

So you'd put like the the reading, writing math, kind of in the center of the ball, and then we have all these other beautiful things that feed into those and gotcha out. Yeah, that makes sense. Yeah. Oh, sorry, [REDACTED].

Unknown Speaker 02:49

Thank you for having me, too. Yeah, I appreciate what [REDACTED] said about. It's right now core feels like what we're told is important versus what we feel is important. But I also think there's something to be said about having some sort of minimums. And thinking like, oh, well, every child should have the, the opportunity to be able to read and write because they are amazing outlets for what you could do with the rest of your life. You know, even if you weren't thinking from a career, being able to read allows you to enter so many different worlds that you'd never be able to without that ability. Same way, writing allows you to connect with people in a way that you might not never be able wouldn't be able to do just through basic conversation. And so I think there's there's value in some of those that are considered core that can, as I'm trying to [REDACTED] said, can be applied to a lot of different future pursuits and endeavors.

Unknown Speaker 03:52

Thank you, [REDACTED]. And [REDACTED]

Unknown Speaker 03:54

I think of especially at K five core for me is everything that makes my child well rounded. And so for me, it is not one thing or a couple of things, but it is having a broad variety of exposure and experiences, to too many, many different things that makes them well rounded. And for me, that would be the core that I would like to see in K 12 or K five education.

Unknown Speaker 04:25

So for you core, are those things that make a child well rounded? Correct. Okay.

Unknown Speaker 04:33

Yeah. I just to clarify, thank you so much for your comments. [REDACTED] and [REDACTED] I actually agree with both of you. What, to clarify my early comments, the standards from the state, focus on reading, writing and arithmetic and I, you know, and obviously I definitely want to baseline but I feel like more. As [REDACTED] said, more subjects should be part of that core. curriculum, I believe.

Unknown Speaker 05:04

If I can jump in here, unless somebody else has something they're really hoping to add, I have sort of a an additional part of this topic, which is, how many of you are aware that at least here in California state, but lots of other states? And federal education policy includes music as a core subject? And do you support or agree with this?

Unknown Speaker 05:37

I do support it. I've been a public educator for 17 years, and the standards are there. But the support for those standards is not there. In my experience. And then I district music is offered to a very, very small portion of my students, they have to be in a certain grades and have a certain schedule. And so the standards exist, but it's not reflected in the experience of my students. It is

reflected in the experience of my own elementary school child who has a school with a music teacher and receives instruction on those standards.

Unknown Speaker 06:13

And you're AP. Right, [REDACTED]

Unknown Speaker 06:17

I'm now a teacher on special assignment. I was a principal over the summer, and I just changed roles again. That was just a temporary gig. So I've been a classroom teacher in Oceanside unified for 17 years before this year, though.

Unknown Speaker 06:32

Yeah. So California, state education policy does have a mandate for K through 12. arts, music education is supposed to be included for all children. And so that's one of those things where it's like, it's there's this directive, but whether or not it's followed or not, and I think that's a really, it's an interesting thing that a lot of people I've found, think about music being, you know, on the outside of the bubble, but if we're looking strictly at at the state and federal policy, it's supposed to be in the bubble.

Unknown Speaker 07:09

Yeah, that's, that's something that is like that breakdown. And that's why, you know, using that ball analogy, like that's why it's like on the outside is because it's not funded, the way you know, the schedules aren't made in a way to support it equally across the board. And that's a that's a service. I mean, that's gonna be wrong.

Unknown Speaker 07:28

And my attempt, as a general ed teacher to address those standards is not adequate. I'm not ill, I'm ill prepared to try to teach music.

Unknown Speaker 07:37

I'm not a music teacher.

Unknown Speaker 07:40

And [REDACTED] got her hand up and [REDACTED] Oh, and then keep to sorry, yeah,

Unknown Speaker 07:45

I can't, but go ahead. And I'll wait my turn.

Unknown Speaker 07:49

I would just like to say like, I'm very aware of Ed Code, saying that kids at the elementary level should have all of those art forms. With full disclosure, I work in music education. So that's, that's part of that as well. But I also think, you know, [REDACTED] was talking earlier about standards and how at the state level, we have a standards, not just for math, reading, writing. But for science and for, for all of the art forms, we have all these standards. And the sort of expectation in writing is that all students will have access to all of these things. But that doesn't translate to classroom situations. At the elementary level, we've had lots of conversations with my colleagues about, like physical education has mandated minutes, like, like students have to have, like 200 minutes every by every two weeks. And the arts don't have that. And so for music, would it make a difference? If that was a mandated thing by the state that said, now it's not just we expect you to have this education and that districts and schools can do with it as they please. But that to have actual education minutes attached to that might make a difference?

Unknown Speaker 09:07

Could I just have a real quick round of the voices just being aware or unaware about music being designated a core subjects federally by the Every Student Succeeds Act? And then if you're here

in California, it's also a part of our ed code. So just quick round of voices of aware unaware.
aware

Unknown Speaker 09:34

unaware.

Unknown Speaker 09:40

Were not aware

Unknown Speaker 09:42

and aware.

Unknown Speaker 09:53

Okay, thank you. My timer just went off for this topic. So I wanted to ask if anybody else has anything they want to say about the idea of core subjects, and music as a core subject before we move on? Yes, talk. Go ahead.

Unknown Speaker 10:09

Yeah, just quickly, because I'm probably the not the educator in the group and not a music person. So I'm all the knots from everybody else. Definitely want you. That's right. Yeah. And I, you know, so I'm a kind of a Neanderthal because I was a [REDACTED] for 20 years, and I homeschool the kids from first grade to seventh, this eighth grade is the first year they went into public school, kind of my thought on core is that core should be an absolute minimum amount of things, not a bunch of things, but like the absolute minimum that we think is essential, and we kind of looked at in homeschool was being able to express themselves, especially writing. So we did a lot of reading, and a lot of writing, and history. So they kind of knew where things come from, and that sort of thing. And any other stuff, we kind of built in around that even math to some extent. But what I found was that even though we did music every year, you know, they were

kind of interested in some things, and not we tried lots of different instruments and things like that, because we have the ability to do that. And, and so sometimes we just, you know, we stuck with maybe just exposing them to great composers and things like that, and, you know, having that music and talking to them a little bit about these people. So at least when they heard their names, they would kind of know. But I was just saying, you know, from my standpoint, I think, you know, the core would be and I'm not, I don't have a big opinion of what it should be. But I think you know, especially for the younger, K through five, it's kind of almost like that old classical theory of learning the language, the grammar, you know, really nailing that down. If you were gonna have anything that was a core, the other stuff can kind of, you know, fall in around that. But that was kind of our take anyway.

Unknown Speaker 11:58

Thank you, [REDACTED]

Unknown Speaker 11:59

can I just one last thought on this one. And that's I know, I started the standards discussion. But for me, as a school board member, what I see from my perspective, is that money is where priority lies, right. And so when I'm looking at the budget from the governor, and we get this amazing grant for Arts Education, in the in the initial budget, and then when we come back, it's scaled back massively. And so our district, which was like, we're waiting for that final budget to find out how much we can actually use for this one time grant for arts. And again, it's one time money. And then every time there's like, oh, we have a shortfall, it's the first thing to go out of budgets. That's how I see that, even though we say lots of big words about wanting to have arts education as a priority, when we when it comes when the rubber hits the road, and we have to fund it. We lose funding first and foremost, that is different. I'm very excited about the new

proposition that just passed where we're gonna have an additional 1% arts funding that is, and it's ongoing funds. That is huge, but it took the rest of the state voting on that to make that actually happen.

Unknown Speaker 13:23

Thank you. Um, I'm going to move on to the topic of well roundedness and time at school. So a couple of things for you to think about are what do you think is included? Or implied by the term well rounded? And then in terms of time, do you believe some subjects should receive more time than others? And I think maybe we've kind of covered this a little bit. In our core subject conversation. [REDACTED] I will rewind back to something you said about how PE has standards for time. We know that physical education makes our kids bodies healthy and strong and helps their brains. And we know that giving you 15 minutes a week of gym class wouldn't really cut it right. So the folks in the PE department have figured out like this is how much time we need to make it good. The National Association for Music Education does suggest 90 minutes per week in K five. So I think if there was like 30 minutes three times a week. That sounds about right to me as a music teacher of what would probably cut it. Currently, the average elementary school students spends about 550 minutes and reading 350 in math and a combined 350 in science. Awesome. We want to read and write and do our math, and they receive about 60 minutes per week in Muse Is it class? 60? Right? So if music is core part of that core bubble, do we think this allocation of time would be adequate? And providing children a well rounded education? I said a lot of words. So let me know if I need to repeat any of that. But we're talking about time, those core subjects, and sort of how there's this growth in balance in how time is allocated in the classroom.

Unknown Speaker 15:38

Maybe I'll write this in the chat. So

Unknown Speaker 15:40

the question is, like, is 60 minutes enough?

Unknown Speaker 15:43

Right, like, what do we think about the amount of time it's given? Is 60 minutes enough? I think we probably don't really know. Right? Let's go up to just because I'm sorry, just good gas. What's your name? You just raised your hand with [REDACTED]

Unknown Speaker 16:01

I'm sorry, [REDACTED]. I'm a parent. [REDACTED] husband? So as a parent, I believe that 60 minutes is not enough. I think that that there should be more if 90 minutes is a recommendation, yes. But it goes back to funding for for that and scheduling. I really like our son who's in third grade has a music teacher at his school, that's like funded, which is amazing. But it's not the same in other schools, there's, you know, where they have none, or it's on a rotational basis with shared between multiple schools, but they get a lot of time, they have choir, they have, you know, different instruments in band and things like that in K five, which is really cool. But I think that there shouldn't be more time, there should be a fully funded position that we can, that reliably will be there next year, or the year after, and so on.

Unknown Speaker 16:59

[REDACTED] you've got your hand up,

Unknown Speaker 17:02

I would like to maybe play with the idea of when when students are really young, like pre K, kindergarten, first grade, I do feel like 16 minutes is enough, because they're also getting so much integration of the arts in their other areas, like they're singing their, their songs when they

line up, and they're just, they're doing a lot more with music. I think as students get a little older in the primary in the intermediate grades, like three, four or five, I think that that it should go up maybe closer to that 90 minute or even like 120 minute level. If students especially are having ensemble experiences, right, if they're starting to play an instrument, or words singing in a choir, or, you know, potentially both, you know, I would like to see it, increase in the upper grades. And I would also like to say just, just when I'm thinking about these numbers, I would like to also give a shout out for the other arts like that, that we can look at 60 minutes of music and say, maybe that's not enough for music. But like, are they also having 60 minutes of visual art every week and 60 minutes of theater and 60 minutes of dance. And you know, we have state standards for media arts, like I would, I would say 60 minutes is enough of music every week, if we also had those other art forms. And I feel like in a lot of places, it's just the 60 minutes of music balanced with math, reading science and social study numbers. So I'd like to see the broadness of arts education, as well as maybe those music numbers and looking at different grade levels and how many minutes they get for that. Thank you.

Unknown Speaker 18:42

Well, I have a question, [REDACTED] because there's so many music, people instructors out there. You know, when you think about what's, you know, what is something core? And I guess what I'm looking at is okay, so if we have music as a core, why is it in core? What is it that we want kids to get out of music for later in life? Or is it just for their pure enjoyment during school? And then so when you know that, then that would kind of seem like that would inform, you know, what it is that you want to put into it? And I would say, you know, like, a lot of times I think we put too much emphasis on math. When you think about what are you really doing in math, you know, there was a lot of math, even going to an engineering school, there was a lot of math I took that I

never, you know, used again, you know, so it's that kind of thing, you know, yeah, it sounds really good. Sometimes you know that we do all this stuff. And I always wonder why we're doing it. So just from a music standpoint, I'm asking I'm not I'm not debating it. What is it that you see as instructors and as musicians that you want kids to have once they are out in the world? From that instruction? What do you want them? You know, is it an appreciation? Is it the ability to, you know, read the hymnal in church as they sing it you know, what, what is it that that you'd like and I think that kind of helps you tell how much time you would need to put into it?

Unknown Speaker 20:05

That's a really good question. And I'll answer briefly that in the music education world, I think that's one topic that we kind of need to get together and agree on. I think Laurie probably knows that it's something that is a highly debated question is music for the aesthetic purpose, right? Or is it to be used as a cognitive developer to help kids improve in academic areas? Should we solely be using it as a way to build culture and appreciation? And so I'm of the mindset that it can be all of those things. But that is something that I think, is a disservice in our field that not everyone can kind of come together and agree on that. ■■■■, you had your hand up, and then might

Unknown Speaker 20:55

she two kind of prong thoughts. The first is visa vie, the amount of the amount of time we spend on the other subjects, it comes down to that that elephant in the room standardized testing, right? The problem is we don't have standardized testing for art. And so the schools don't feel the pressure to have more time allotted to the arts, because they're not at the end of the year going to be taking local control, you know, measures, like testing stuff to make sure that the kids are

getting the exact right things according to what the state expects the kids to know. You know, that's, I don't agree with that. But it's, there is all this there is all so much pressure on testing. And that's why the focus is so much how do we spend more minutes to get these kids up to scratch in math and reading. So that's, that's the one thing in my brain. And the other thing is, our RM district is actually pretty well known for our visual and performing arts program, our Vapp, as is pretty stellar, every single campus in our district gets two and a half hours of arts each, each two weeks minimum. And some of the schools actually put in, they use their site funds for additional arts time. But I don't think that that's, I think we can do more, to be quite honest. And and part of the problem is, is staffing for it as well. Because California went from, hey, you need an elementary school credential, to hey, you need a single subject credential for all of our APA teachers. So we've struggled to fill all of our APA teachers spots now, because of changes that are happening in the state, for better or for worse. I mean, it's, it's hard. It's hard to cover. It's hard to cover especially. But I totally believe that we should have more bap and I'm the person in our district that's like the loudest proponent for more rapid time. And the fact that it is enrichment for our kids, like you said, it contributes to learning in ways that that kids don't realize, you know, music makes kids better mathematicians, et cetera, et cetera.

Unknown Speaker 23:30

Thanks, [REDACTED] Let's see [REDACTED] and [REDACTED] said a few things in the comments. I thought I would say out loud, California Arts Education framework does have six philosophical foundations. [REDACTED] this is kind of in response to what you ask about, with lifelong goals that sort of answer the question what we want kids to get out of arts education long term. And then let's see, [REDACTED] was talking about time. So [REDACTED] I'll ask you, do you find it as a fellow music and arts teacher? Do you find it problematic that all of the frameworks put out by most states and

NAFME typically don't address how arts and music education can impact children academically?

Honestly, that,

Unknown Speaker 24:26

well, I know, the research the hard to quantify, right? Yeah. I also don't like putting the arts at you should teach arts for the service of other academic areas, you know, the arts to teach the arts. So yes, they do benefit students in areas of testing and students who take music for four years in high school, get higher SATs scores and all of this like correlation, not causation data. But in terms of in terms of my philosophy, I lean away from that Because I want the arts to be taught as something that we recognize as it's important standing alone and not connected necessarily with other academic areas. My and I would like to say that I do consider the arts academic areas I don't we don't. I don't say core is this and not the arts, I say the arts and music are academic areas.

Unknown Speaker 25:26

Sort of echoing along the lines of things have already been said the, the question like, What do we hope people get out of music education? And should we be teaching music education for the sake of music, music education, like, I'm also not a music educator. I'm primarily science and math by trade. But I see, like the extended measures are like when we say that music improves other areas of life. Other areas of achievement, I think we're honestly getting a secondary measure of what music does. music in general, increases your, you know, well being, it increases your aptitude for all sorts of different subjects and abilities. And that by saying, We they people achieve better in the more recognized and measurable subjects, it's just a secondary way of recognizing that benefit. So it does have its own value, both emotionally, academically, and, you

know, overall, performance wise, we just don't have a good way to measure it in a way that people can communicate to budget and time makers.

Unknown Speaker 26:49

And, [REDACTED] you might nerd out on this. But there is more neuroscience research, where they're looking at brain plasticity and how the brain like changes with it's like, I've read all these studies where like Group A, got the Music Group A didn't get the music, and guess who did better on the math test on the literacy and but it's over long term, right. So it's not something that we can put at the end of the school year and test just at the end of first grade necessarily, unless we get MRIs in right? kindergarten classrooms, you know, a test every year,

Unknown Speaker 27:31

I tend to think of it as like, we're, the brain is a muscle and we're exercising it in as many ways as we can, if you have a strong muscle that will be capable of many different things. And you don't always have to just if you lift your biceps, you will be able to like swing an axe or, you know, move a brush, but if it's strong, it's coordinated and capable, that will show up. And music is just another way of exercising this muscle that we use in all different fashions.

Unknown Speaker 28:06

Absolutely. Anyone else want to pipe in about time, time in the classroom. Otherwise we can move on music as a whole brain developer music for the sake of music versus developing the brain so you can be a math whiz. Alright,

Unknown Speaker 28:33

and just to clarify, a lot of my arguments that I'm making are just things I'm used to having to argue against, not against but in favor of my district when you're talking to a bunch of people that aren't necessarily going to support the arts. So I'm, I'm kind of practiced at that even though

I'm I believe exactly what you were saying [REDACTED] like art for art's sake is absolutely something that I believe in, but I'm the I guess I'm the the was it called the devil's advocate in terms of how to argue how to make the argument with non theatre, or sorry, theaters, my think, but non arts, arts artsy people.

Unknown Speaker 29:16

There's some comments in the in the chat about time, so maybe we can wrap up this conversation a little bit with some of these comments. So, in thinking about core subjects, comment from Ann said, different students may have different strengths and weaknesses in different subject areas they may need more or less time allocated. It's important to take into account each student's individual needs and abilities when assigning time to core subjects. Wouldn't that be a magical like, puzzle to solve like every kid could get their very own little carved out amount of time for what they need? And then [REDACTED] asks, Would you be a proponent proponent of more generalized access So the younger age, and then more specialized focus for individual needs at the older ages, for example, equal time in K five, and then more individual needs 612. And with the model of 30 minutes a day for each subject be a viable option. Is that too short to create meaningful learning? 10 subjects in 360 minutes?

Unknown Speaker 30:28

That's something that's really interesting to me, because when I started this process, I wanted to find out, well, how much time does a second grader need in math to master the average second grade math skills? How much time does the average second grader need in reading to be at level and nobody really knows, which I found really surprising that there hadn't been some deep research into, you know, about how much time it would take a child to Master's. So the average child, right, and I guess, then when you start talking about average child, then you get into a

whole other ball of wax, but there really isn't any set amount of time. So we're kind of making it up. And what happens? If we, if we did divide it all up? 30 minutes a day? What do we think would happen? Thanks for asking that question. [REDACTED].

Unknown Speaker 31:37

Just seen one last quote, I think it was Laura is Laura Bishop that made the comment about standardized testing, and in what you just said about making things up. I think that kind of ties in what she said, you know, a lot of times these timings are just, I think reactions to, you know, how do we fix gaps in the standardized testing? Let's throw more time at it. You know, I don't like you said, I don't think anybody really has a scientific answer on that. Timing. But it seems to be a lot of times, it's just more of a Oh, my gosh, we're behind let's, let's put more math time in.

Unknown Speaker 32:06

Yeah. And what's unfortunate is they have studied, people have studied, did it work, when we threw more time when we took away all the stuff outside the bubble, and through more time, it's not working on for, you know, they're not seeing significant improvement. And it's not necessarily that anyone has found us that it's always going to work to keep the music or that it's going to improve those standardized testings. But nobody's found a study in which it hurts, right? When they kept the arts intact. Nobody's found where it hurt anybody. And certainly there have been studies to show that it, it has improved in some schools. There was a school in Northern California that was failing, and all the kids were in trouble. And they were all a hot mess, and nobody could read and nobody could write and they tried everything. And they decided to fire their school resource officers not fire them, but you know, reallocate that budget, and like go hardcore on arts programming. And my guess what happens? Everybody came up to level they're like, it's a miracle. So I was reading this, like, Let me guess I'm not gonna be surprised. But so

this idea of time is really interesting to me. And it was a surprise when I found out that it's, we're kind of making it up and we're like, oh, my god, we're behind. Let's throw more time at it. But maybe we need to slow down and and think about that whole child focus or the well roundedness again.

Unknown Speaker 33:50

I'm also thinking developmentally, you know, for like a first grader, you know, a lot of first graders are getting like an hour of math for their out and for lesson, which is a lot, a lot of of one subject for a first grader, right. And I'm wondering if, if it were spread out more evenly and have more often repetition in shorter chunks isn't to my understanding of child development that is better for learning, right? When you spread out the learning and you do more repetition? I mean, I've been thinking like whatever practice, practice and piano 330 minute sessions is better than 190 minute session just in terms of retention and all those things. So, so this is interesting to me to about thinking about if they were just if they were they were all little 30 minute lessons, and they were just more often maybe using that same time somehow to cover the math content. I think that's very interesting. Thanks for presenting that.

Unknown Speaker 34:51

No, of course, [REDACTED]

Unknown Speaker 34:56

Sort of nerding out again about like the neurologic development side of things, I would love to see some research, like a little bit more quantified in terms of are there certain stages of development in which certain subjects are acquired at different rates. Because we all know that language is hugely developed in the early stages of childhood, that motion and movement are just dropped drastically evolving in those different stages of childhood, maybe we're taking these

minutes and throwing them at the wrong stage of development, and really missing opportunities to know, move something, move the needle, in a way, that's more more results per minute when you're 12. Versus when you're seven years old.

Unknown Speaker 35:47

████ from what I've seen, it absolutely is flip flopped, because like Laura was talking about in secondary ensembles, middle school, high school, often those classes are meeting regularly like any other class, but the magic spot for childhood development is really in the early stages. So it's in infancy, toddlerhood, and then especially during K three is, and it's like, kind of the same as with language development. That's where the magic is really happening. And in fact, I even read one article where they were suggesting that by the time we get to even kindergarten, a lot of times, it's too late. If children haven't had enough exposure and access to music in their early, early stages, infancy and toddlerhood

Unknown Speaker 36:41

want to tag on with █████ and I had done some reading on, like the older ways of education, and I didn't do that with our kids. So I can't tell you if it works, I was always when trying to find some new parent to try to. But you know, they were talking about that age, you know, you're you're primed for language, which and you know, if you go back and look at what the way things used to be done, you would have all your grammar and really hammer on language early on, and then move into Logic move into rhetoric, and students wouldn't really hit math until they're, you know, 1012 years old, I have seen some things on people who have educated kids that way. And one of the things they found now, you know, no scientific evidence to it, but just anecdotally, people would, you know, be worried that they're, you know, these kids are going to be way behind, because they're not really doing formal math, they're doing math in the house counting,

adding, you know, that kind of stuff is just normal life things. But when they really started to hit math at that 1011 12 range, their brains had developed to the point where that kind of thinking was just, you know, kind of almost second nature for them now. And instead of running into all this frustration with math, they were just like knocking out two or three years worth of math at a time. So by the time they got to be, you know, towards the end of high school, they were already caught up with their contemporaries. And, you know, that was one of the theories was that, you know, intellectually and developmentally, they were at a point where they could take the math in those math minutes actually counted them. And they, they didn't experience a lot of the frustration that kids do early on, you know, which they were kind of wondering if that was part of it is, you know, we're trying to pound all these, you know, like 60 minutes of math into first graders, and they just aren't ready for that. And it just becomes, you know, everybody hates math by the time they're in the sixth grade.

Unknown Speaker 38:36

Man, I'd love to see like 15 to 20 minute chunks at a time. When I homeschool my kids part time right now they go to a charter program. So they're in a regular classroom Tuesday, Wednesday, and then they homeschool with me. And I would say yeah, like, with my own kids, one on one, like 15 or 20 minutes on any subject, seems like the magic spot for what we can be effective at. But then I also think about it's a privilege that I'm one on one with my kid, right? Of course, we can knock it out of the park in 15 or 20 minutes, because we're one on one. But when you're in a costume with 30 kids. It's not like each of those children are really getting 60 minutes of math at that point, either. Right? They might be only getting about five minutes of direct connection with a teacher in that full hour. If that.

Unknown Speaker 39:30

Can I speak to that, [REDACTED]? Yeah, it really makes me think about your question. And a lot of other people brought this up, you know, what is the purpose of promoting different subjects to learn? And what is the actual learning experience because in reality, if a student is in a class, and I actually am the supervisor for all of the arts department at my school, and so I work with music art, you know, performing arts teacher Just and one of the big questions is, you know, when you have 30 students in a class, is it actually an engaging and enriching experience? If you can't get that sort of one on one support, or if there are a lot of distractions, and the music or the art is slowly taken away from? So I guess I wonder what is the outcome that we're hoping for when students are in whatever program it is, the thing that I found about arts classes is it does require more kind of communal engagement. Like if you're doing a reading unit, you can have each child sitting reading a book quietly, and they can kind of do that individualized. But if you're trying to have a choir, it's like, well, we kind of need everybody to sing. And we need everybody to be on the same page about that. And so how do we? How do we make it so that that experience actually is meaningful in settings where

Unknown Speaker 40:57

there are so many dynamics happening? And I don't have an answer, I'm still trying to figure it out.

Unknown Speaker 41:07

I know, I can tell you one. article I read [REDACTED] was where they sent a bunch of researchers into a, I think it was like third and fifth grade classrooms. And they sat there and like, wrote down, like, every minute of the day, what they were doing. And then like the six hour day, the kids were only, like, actively on task learning for about two and a half hours. So this also, like,

lifted some of my concern about okay, we're getting done with our homeschool, and about two, maybe three hours tops. Am I doing enough? And you know, my dropping the ball on my kids education here. But then when I realized that in a full six plus hour day, they're only on task for about two and a half hours it it made sense that when I'm just one on one with my kids, and we don't have all the transitions, that yeah, two and a half hours. Seems about right. Yes, Tom.

Unknown Speaker 42:03

That, just to agree with you on that one. That was our experience when we were homeschooling, like when the schools shut down. The kids are at school from 745 until 230. In the afternoon, they're there all day. But when we were here and doing our doing the work with them, you know, they were done an hour and a half, two hours, tops. And it, you know, there, the teachers and instructors were expecting, like more time like to be logged in for longer periods. It's like they're getting a full day's work. And then, hey, go read for half an hour, you know, like before you can have your day. And that definitely was our experience throughout the time. And then it was a rough transition going back to school, because all of a sudden, wait, I can get this done an hour and a half, two hours. Why am I here all day. And there was definitely some some like, issues there that like arose from that. Some relearning the process of going back to school in person.

Unknown Speaker 43:00

You probably have some experience with that to Tod right. With your kids going transitioning from home school to traditional classroom.

Unknown Speaker 43:11

I'm sorry, they were speaking to me at the same time. That's

Unknown Speaker 43:13

okay, we were just talking about that transition of like how much we can accomplish in a short amount of time at home and like a homeschool setting versus, you know, when you've got lots of children in a classroom, and once you're trying to reach everybody and lots of transitions.

Unknown Speaker 43:30

I think we rarely went over three hours, you know, when we homeschool for the whole day?

Unknown Speaker 43:38

Well, we I promised you all that we'd be done in about 45 to 50 minutes. So this was really helpful to me today. And I think we covered just about everything that I wanted to cover, I'm gonna put a link in the chat, you'll all get a wonderful gift for your participation today, your choice of either a Starbucks gift card, or a bottle of one, have it delivered to your email or directly to your house. You just fill out that little form and give me your email address and your choice of what your parting gift shall be for today. And if anybody has any questions for me at this point, or anything they wanted to say before we log off, please go for it. I'd be happy to send you my giant book when I'm all done. And you can read all of this with a cup of coffee. Yes,



Unknown Speaker 44:31

what is the thesis for your dissertation? And so the

Unknown Speaker 44:35

title is parental perspectives on the designation of music as a core subjects. a qualitative study.

Okay, cool. I just wanted to find out how are parents thinking about music and the role of plays in school and how much time kids get in music classes, especially in the K five settings? Because I have found that So, like, for example, my kids school didn't have a music teacher at the

beginning of the year. And I was like what? You know, so I'm marching into, like, you gotta get it in there. But I think for most people that I've spoken to and heard from, we most of us think of music, outside the bubble as like a privilege as an extra as like a nice city, and not necessarily something that belongs right in the core bubble. And I think most of us would agree that if you found out your children's school didn't have a math teacher this year, they're like, oh, sorry, we didn't have funding. Or if they said, Guess what, we're gonna have math, every kid gets it 50 minutes per week on Mondays, I feel like most parents would be like, why is that? That's not okay. So, um, you know, I wanted to think more about or ask parents more about how they see music, the role it plays, the time kids get, because my sense is that most of us are sort of conditioned to think that that's, that's normal. But does it have to be that way? Should it be that way? Is it enough?

Unknown Speaker 46:11

I have these conversations all the time. Like, it's one of the big things that I talked about with parents a lot. One of the things that I found on the converse side of that is that a lot of people, at least in my generation, which is like, like late millennial, early, so end of end of x, beginning of millennial, our experience in elementary school in the 80s was having an instrument put in our hands starting in third grade. And then you have that instrument class that you go to, as part of, you know, two or three times a week. And so that by your, by the time you're in junior high, if you want to take orchestra or band or whatever, it was an expectation that all of these kids would have already had four years of prep, before they get to junior high when you can choose as an elective. But like, I played the violin, just like most of the other kids in my class, we just had violin. And I talked to parents that had that same experience growing up. And they're like, where is orchestra? Why are the kids not playing instruments specifically, and not just kind of this

general kind of music approach in in classes where they're not actually getting a specific targeted instrument, if that makes sense. Like in third grade, you do like all the different instruments, and then you'd pick and then fourth, fifth, and sixth, you would be taking just that instrument, right. So that I think that there's a lot of people that want to go back to that model that I've been talking to that are in my generation, that are like, what happened to that program? Why aren't we there anymore?

Unknown Speaker 47:53

Yeah, and that's been pushed later, right. Usually fifth or sixth grade? Yeah, Tom.

Unknown Speaker 48:00

Yeah, that's, that's a big one. I agree with Kate on that one. Because I grew up in a different state in, you know, all the way through school, and moved to California later in life. And my kids going to school here, it's been, like, mind boggling how pee like, when, when I grew up, you know, in a different state in Texas, you know, the, there was a PE teacher, like every school had a PE teacher had a coach, and they had music teachers, and they had, you know, different things like that art class, you know, per se, like, it was an art teacher and a music teacher. And coming here, all that stuff just seems to like disappeared. P classroom teachers are required to do PE for their students, you know, there's a rotational PE teacher, music is, you know, lucky or not. But it just seems like those programs were just slashed and cut. And it's so different because you go, like, I go back home, and my friends back home, their kids are going to school, and they have music, music teachers aren't teachers, you know, pe coaches at the elementary K five level. And it's like, what are we doing wrong here that, like, why can we provide that when it's provided other places in here? It's like, oh, wow, that's a miracle. Or if you

Unknown Speaker 49:18

go to 25th and per pupil spending in the country, California has, like, that's part of the problem. It always comes down to money, doesn't it?

Unknown Speaker 49:29

But I also think that it comes down to priorities, because most of my career, I've worked in private schools where money was not an issue and seeing the same sort of imbalance. And then last summer, I did this huge project where I looked at all of the private elementary schools and some of the the public ones that have got money, right. You probably know some of the ones I'm talking about and, and the problems are there too. So money I feel Like always comes up. And at some point, someone has to decide there's a pot of money and somebody's deciding where we're putting the money. So I would argue that it's more about priorities than the money. It's just the money, right?

Unknown Speaker 50:15

Yeah. Like I said earlier money, the how you allocate your money is how you demonstrate your priorities, right? Yes. So for sure, for sure. Agreed. But yeah, it doesn't help that when we have standardized testing for certain subjects, and we have a certain amount of money. That is, you know, the pie is only so big, and only so many pieces go to so many things. The natural inclination is going to be, if we are judged based on our test scores, then we have to throw money at the test scores, raising priorities, right. And, for better, or for worse, I mean, like, and it's really interesting to me, too, that it's politicized. Like somewhere along the line, it became, it became very kind of right, left. This is this is what we think about education. And this is what we think about education. And it's really odd to me, because I feel like everybody should want the best for their kids and all the things that they can give to their kids. But I don't know. I think I have a lot of conversations with a lot of I'm in a political position. Yeah, we

Unknown Speaker 51:23

all want what's best for our kids, right? Like everybody really doesn't, that's sometimes hard to see that. We all want the same thing. It's just fine cat there. Well, I think you might my dream world if I could, like you know, run a school and do whatever I want. I only put a keyboard in every k two classroom, because I know how good it is for kids socially, emotionally and artistically and culturally, and cognitively and motor skills. And, you know, but then also, wow, like, are big at the piano group. You didn't get the piano guess which ones are reading above level. It's insane how over and over, I kept finding that so if we can get that word out that I think that will be amazing. Well, I will go ahead and wrap up today. If anybody feels like hanging out to talk more, I can certainly do that. Otherwise, if you want to make sure you click the link in the chat so that you can get your participation gifts. Thank you so much for your time this morning. And I will be sure to share out the results when I'm all done. Cool. Thank you. Thank you. Have a good day everybody.

Unknown Speaker 52:51

All right. Couple more people here is anybody else hanging out to chat? All right, have a great day. Thank you.

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