

Research Shows Show Strong Links Between Participation in Music and the Arts and Social and Emotional Learning

- ✓ Students in music classrooms, face-to-face or virtual, are regularly taught collaboration, self-regulation, self-awareness, and decision making, all cornerstone skills of successful social and emotional learning (Schafer, 2020).
- ✓ The social climate that is forged in the music classroom plays an important role in relationship building, social development, and individual student well-being (Adderly, Kennedy, & Berz, 2003).
- ✓ Social and Emotional skills are nurtured over time as students work with peers and teachers through music activities that require project collaboration both during school and outside of the school day, as well as multiple years of enrollment within the same class or program (Carter, 2011; Gregory & Ripski, 2008).
- ✓ The arts are associated with preserving ethnic and racial diversity in urban neighborhoods, lower rates of social distress, and reduced rates of ethnic and racial harassment. The presence of cultural assets in urban neighborhoods was associated with economic improvements, including declines in poverty (Stern, M. J., 2012).
- ✓ Creating music together can positively impact mood states and offer opportunities to increase self-awareness (Stewart, J., Garrido, S., Hense, C., & McFerran, K., 2019).
- ✓ Four priorities for a safe classroom include predictability, flexibility, connection, and empowerment, which are all in direct alignment with music teaching practices (Newhouse, 2020).
- ✓ Existing brain research suggests that experiences in the arts – particularly extended musical experiences – contribute to a fully functioning brain and body. Students' explorations in the arts can be enriched through the use of web-based and other information technologies (Upitis, R., 2001).



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