

# Education Through Music

*Partnering with inner-city schools to provide music education as a core subject for all students.*

## Their Story

Education Through Music (ETM) was founded on the belief that *every child* is entitled to a high-quality education, regardless of race or socioeconomic circumstances. They believe all children can excel in school and in life when they have equal access to a well-rounded education, one that includes music. Many schools that serve low-income communities do not offer the same breadth of classes, particularly in the arts. As schools struggle to provide or are pressed to eliminate classes in the arts, many students are routinely denied exposure to a well-rounded learning experience. ETM is rebuilding and restoring music education in those schools so that all children have the opportunity to excel.

ETM uses music as a catalyst to improve academic outcomes. They provide music as a core subject for all children at their partner schools, including students with special needs. When ETM partners with a school they begin by working with the principal to assess the school's needs and then deliver a compatible program complete with classroom materials and instruments. The teachers are skilled at teaching music as a core subject, as well as supporting learning in other key academic areas including math, science and language arts. **NYCON Member Since: 2010**

## Did You Know?

Research shows that music education can lead to...

- Better Core Learning Skills**  
 Children's music education has even been linked to better reading, writing and mathematical skills (Hallam, 2010).
- Increased IQ**  
 Music education in childhood has been linked to boosts of seven points on IQ scores during childhood (Schellenberg, 2004), and this effect has shown to last beyond high school graduation (Schellenberg, 2006).
- Fewer Dropouts**  
 Kids who are involved with the arts have higher grades and are less likely to drop out of school (Ruppert, 2009).
- Higher Emotional Stability**  
 Kids who play musical instruments are likely to have higher self-esteem, confidence, discipline, concentration and emotional intelligence than kids who don't play instruments (Hallam, 2010).

### How NYCON Helps:

*"The Board Self-Assessment Webinar was very useful in providing insights and strategies about ways to deepen board engagement and tips on self-assessment methods."*

*-Katherine Damkohler, Executive Director*



### ETM's Unique Model

#### ENGAGEMENT

Principals \* Teachers \* Parents & Community

#### EDUCATIONAL COMPONENTS

Music Education \* Supports Learning \* Improving Outcomes

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