



AUGUST RUSH: PLAY YOUR PART

A facilitator's guide for youth leaders, educators and families to accompany the movie, August Rush.

AUGUSTRUSHMOVIE.WARNERBROS.COM

Ages 8-15



AUGUST RUSH: PLAY YOUR PART

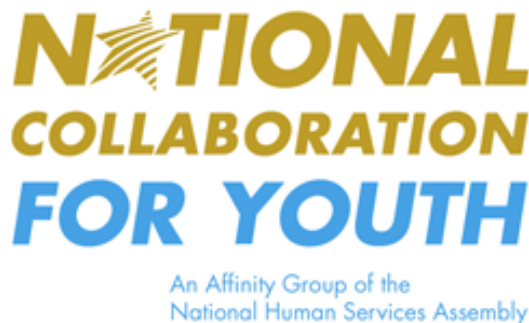
DEAR GROUP LEADER (CONDUCTOR!),

Welcome to the world of music, experienced through film. The pages that follow are a “symphony” of lessons and activities from the musically inspired film *August Rush*, designed to evoke thought, personal expression and social change through the power of music.

August Rush tells the story of a charismatic young Irish guitarist and a sheltered young cellist who have a chance encounter one magical night above New York’s Washington Square, but are soon torn apart, leaving in their wake an infant, August Rush, orphaned by circumstance. Now performing on the streets of New York and cared for by a mysterious stranger, August uses his remarkable musical talent to seek the parents from whom he was separated at birth.

August Rush highlights important themes such as individuality and self-expression, determination, and relationships with others.

This guide, *August Rush: Play Your Part* is structured for use before or after viewing the film. It offers group and individual activities for youth ages (8-15). The curriculum is provided through a partnership with Heartland Truly Moving Pictures and the National Collaboration for Youth. Heartland Truly Moving Pictures is a non-profit organization that recognizes and honors filmmakers whose work explores the human journey by expressing hope and respect for the positive values of life. National Collaboration for Youth is an organization that provides a unified voice for its coalition of more than 50 national, non-profit, youth development organizations. The 30-year-old organization concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities.



STEPS FOR YOUTH TO TAKE WITH THE AUGUST RUSH PROGRAM

STEP 1) SEE THE FILM AND READ THE SUGGESTED BOOK

The film August Rush opens in theatres on November 21, 2007. Youth may also see the film when it becomes available on DVD.

August Rush is not based directly on a piece of literature, but it is inspired by experiences in Producer, Richard Barton Lewis' life, as well as Oliver!, the musical adaptation of Oliver Twist. Oliver Twist, the second novel by Charles Dickens, an English novelist of the Victorian era, revolves around an orphan born into the workhouse who runs away to find a better life, only to fall in with a band of thieves. Themes and characters in August Rush parallel some of those found in Oliver Twist, making it an appropriate literature pairing for discussion with the film.

STEP 2) PARTICIPATE

Take part in exciting reading, writing and interactive activities that address themes from the film including musical expression, belief in oneself and relationships with others.

STEP 3) TAKE THE LEAD TO HELP OTHERS

August Rush is a music driven movie that explores one boy's journey to find his parents through music. This film showcases the real-life emotive power of music. Young people are encouraged to engage in service projects that help advocate the importance of music in their schools and communities.

Use the free, downloadable service-learning supplement to assist in the planning and managing of August Rush service projects. Please visit www.youthFILMproject.org to download the supplement and to learn more about the film.





AUGUST RUSH: PLAY YOUR PART

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NOTES FOR THE CONDUCTOR:

In August Rush, the title character is a musical prodigy. He has never known his parents, but never doubts that they exist and that they are searching for him. His parents, he believes, are speaking to him through music. August hears their love for him in the music that surrounds him. He answers back to his parents through the music he creates.

This music driven movie demonstrates the power of music to evoke emotion and to communicate to others. The activities in this module are designed to encourage youth to explore the ways in which music enhances their life on a daily basis. Youth will have the opportunity to learn more about several genres of music, discuss emotions that music evokes, and identify ways they best communicate and express themselves.



OBJECTIVES:

- >>  Learn about the genres of classical and rock music and explore the emotions they evoke
- >> Discover how to better express ideas and messages using music
- >>  Explore characteristics that define who you are

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE




USING MUSICAL EXPRESSION




We are surrounded by music on a daily basis—on television, the radio, during sporting events, at concerts, and even in your head when everything is quiet around you. Music is a form of communication, and it speaks to each of us in different ways.

In August Rush, a young boy, searches for his parents, whom he has never known, by using music to communicate to them. Believing that the sounds he hears in nature are his parent's way of speaking to him, he tries to call back to them through his own musical composition. August has never been given formal music education, but he has a way of transforming the sounds that he hears in the world around him and turning them into music. He is a musical prodigy and as such hears music in a way that many others do not have the capacity.



August: When I was alone, I used to look at the moon and see my mother and father's face. I used to imagine them here on Earth, like me, looking up at the same moon. Hundreds of miles away... Then I would hear it. It would build up from inside me, the music. And I thought if I could play it, they might hear me. They would know I was theirs. And find me.

Excerpted from the Screenplay by Paul Castro, Courtesy of Warner Brothers Entertainment.



August comes from a boy's home where he hasn't had the opportunity to explore all the different types of music the world has to offer. When he leaves the boy's home on his quest to find his parents August encounters a whole new world filled with different types of music and, while they are all uniquely different, they all communicate in powerful ways. August expresses himself using music and encounters many genres of music along his journey, two of which are Classical and Rock. The following activity explores these different genres of music and the ways in which they can communicate.




CONCERTO #1: SPEAKING YOUR OWN LANGUAGE



CLASSICAL MUSIC


In August Rush Lyla, August's mother plays classical music on her cello. Classical music is one of the oldest genres of music. It has been composed and performed for several hundred years, but reached great heights between 1550 and 1900. Classical music is traditionally performed by instruments in an orchestra along with a few other instruments such as a piano and harp. Traditional classical music does not make use of electronic instruments.

Classical music can be divided into many periods because it has been around for such a long time. Five categories of classical music periods include Medieval, Renaissance, Baroque, Classical and Romantic eras, although many of these time periods overlap. Some of the most widely known classical classic composers are from the Baroque, Classical and Romantic Periods. These composers include such familiar names as Johann Pachelbel, Johann Sebastian Bach, Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Felix Mendelssohn, Frederic Chopin, and Johannes Brahms.

These composers have had lasting impact on music. We still hear many of their compositions today. Johann Pachelbel composed n in D Major, which is commonly used today in weddings. Eine Kleine Nachtmusik, written by Wolfgang Amadeus Mozart, can still be heard at concerts and sometimes on the radio because of its continued popularity. Bom bom bom bommmmm! The powerful four notes at the beginning of Ludwig van Beethoven's Fifth Symphony are commonly heard today on TV shows and in movies.

Listen closely to the soundtracks in some of the movies you watch and you might realize that classical music is still widely used today. It has helped to shape and influence additional genres of music.

ROCK MUSIC

Louis, August's father is a rock musician who plays guitar and sings lead vocals for his band, The Connelly Brothers. Rock music is a very popular type of music that typically contains vocals, in addition to guitar, drums and bass. It is a relatively new form of music that really formed in the late 1940s and early 1950s. Some famous names in early rock music include Little Richard, Chuck Berry, Elvis Presley, and Johnny Cash. Unlike classical music which has its roots in Europe, rock music got its start in America. Once its popularity in the early 1950s took off, a new wave ck in Europe took off.

The British rock that evolved was very popular both in Europe and in America. Just a few of the British rock and roll bands whose music has widespread popularity still are The Beatles and The Rolling Stones. After rock music became popular it took on many different forms. Surf rock, folk rock, soft rock, stadium rock, punk rock, and indie rock are just a few of the many genres of rock music.

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE

ACTIVITIES

1. As August Rush demonstrates, rock and classical music aren't as separate as one might initially believe. They can be fused together to create music that is quite powerful and wonderful.

>> Can you think of any musical artists that have fused different types of music together?
(Such as Queen, Elvis Presley, and Ben Folds.)


>> What genres of music are currently popular?

>> What defines these popular genres?

>> Have they always been popular?


2. In August Rush, August is able to explore many types of instruments. He first encounters a guitar, which he learns to express himself on in a very non-conventional way. Then he learns to play both the piano and the organ. Each instrument lets him connect to music in a different manner. The following activity encourages you to explore the different ways you best connect with music.

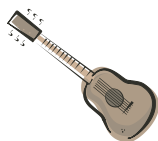
COMMON CLASSICAL MUSIC INSTRUMENTS

WOODWINDS	BRASS	PERCUSSION	STRINGS
Flute	French horn	Timpani	Violin
Oboe	Trumpet		Viola
Clarinet			Violoncello
Bassoon			Double Bass



COMMON ROCK MUSIC INSTRUMENTS:

STRINGS	PERCUSSION
Electric Guitar	Snare Drum
Acoustic Guitar	
String Bass	
Piano	



CONCERTO #1: SPEAKING YOUR OWN LANGUAGE

Talk with a music instructor or with someone in a music shop to see if you can try out some different instruments. Think about these questions when you're exploring them.



>> What instrument(s) feels most comfortable to you?

>> Do you like strumming strings, pressing strings or keys, using your lungs or hitting with sticks or mallets when you play?



>> What kind of instrument allows you to best express yourself?

>> Who are some of your favorite musicians? Are they known for their singing abilities or are they known for their ability to play an instrument?

>> Are you able to better express yourself by playing an instrument or by singing or even dancing?

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE



COMMUNICATING TO OTHERS

In August Rush, August composes a rhapsody while at Julliard, the music school. He wants the music he creates to reach the most people it can. In doing so, his desire is that his parents might hear it and find him.



READ THE FOLLOWING EXCERPT FROM AUGUST RUSH

Dean: *The New York Philharmonic Orchestra has a concert this spring... In the history of this school we've never performed the work of a first year student. Certainly no one of your age. But now, we have asked if they could perform your composition. Would you like that?*

His professor gives him a reassuring smile. August nods.

Dean: *Good. Good—*

Out of the blue... 

August: *How many people will hear it?*

Odd question. The Dean thinks about it.

Dean: *They would perform it in Central Park on the Great Lawn.*

August: *A thousand?*

Dean: *Much more. Maybe forty thousand. Not to mention all the people who will hear the radio broadcast.*

August thinks it over. Are they negotiating?

August: *Okay. 'Cause I need to play it to a lot of people...lots and lots---*

Excerpted from the Screenplay by Paul Castro, Courtesy of Warner Brothers Entertainment.

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE



Have you ever had a message that you wanted lots of people to hear? Have you ever wanted to write a song? This is the perfect opportunity! Not everyone is a musical prodigy like August who has the ability to compose musical arrangements with little to no formal music education. However, everyone can create a unique song with the help of others.



Pick one of your favorite songs, preferably one that you own or can get at the library. Write down what is it about this song appeals to you? Is it the music or the lyrics? Perhaps it's a combination of both.

>> Next, think about something that means a lot to you and that you want to share with others. It can be the way you feel about a family member, a pet or something you like to do. Maybe it is a memory from when you were little that means a lot to you. It can even be about the importance of an issue you feel strongly about.

>> Now, keep in mind the melody and beat of the song you picked, and write new lyrics for that song with the message you want to share with others about what's important to you. You can also create your own music to go along with your lyrics. Have fun and be creative!

Take it a step further...

2. These newly created songs can be something you keep to yourself, but they can also be something you can share with others. Think about the messages in your song. Maybe you read your lyrics or sing your song to who you wrote it about. You might even have a concert with your classmates to share your songs with each other.



> Go to www.youthfilmproject.org/augustrush.htm to listen to *Raise it Up* by Impact Repertory Theatre, and to *Someday* by John Legend. Listen to the lyrics of these songs. Each song is very powerful and relies primarily on strong singing voices. *Raise it Up* uses only piano and a choir. *Someday* features John Legend, a piano, and a selection of stringed and wind instruments. How do you feel after listening to each of these songs? Do you think you would feel differently about the messages each contain if different instruments were used, if they had different melodies, or if each was performed in another genre of music such as Rock and Roll or Country?

YOU IN MUSIC



August Rush is a music driven movie. The soundtrack is made up of more than 40 different songs, in fact, Producer Richard Barton Lewis informs us that the entire score was completed before a single bit of film was shot! Music is central to August Rush, but it is also a very powerful and integral part of our lives. Not only does music help us express our feelings, but the music we listen to reflects who we are.

At the end of August Rush, August's Rhapsody is performed in Central Park. The rhapsody is made up sounds and songs August has encountered throughout the film. Listen to August's Rhapsody online [HERE](#) so that you can begin to experience August's journey through his music. August's Rhapsody truly defines August and his journey to find his parents. How does music define you?

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE

ACTIVITY

Think about your life and the emotions you have on a daily basis. If you had to make a movie about a day in your life, what five songs would you select for your “Me” soundtrack? Think about the songs and artists that best represent the emotions you feel as you engage in your day-to-day activities.

1. Select five songs that reflect your  various emotions and feelings to create your own soundtrack about you. What instruments are used in the different songs, what are their different tempos and beats? What are your favorite lines or melodies from these songs? Why? 

Song:

Artist:

Instruments:

Tempo/beat:

Favorite parts:

What this song makes me feel:

Song:

Artist:

Instruments:

Tempo/beat: 

Favorite parts:

What this song makes me feel:

Song:

Artist:

Instruments:

Tempo/beat:

Favorite parts:

What this song makes me feel:

Song:

Artist:

Instruments:

Tempo/beat:

Favorite parts:

What this song makes me feel:

Song:

Artist:

Instruments:

Tempo/beat:

Favorite parts:

What this song makes me feel:

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE

2. Identify songs that express you in the morning, afternoon and at night; when you are happy and sad; when you are with friends and alone.



3. If possible, use a computer to create a CD of the songs to make your “Me” soundtrack. Hold on to it as a keepsake you can listen to in the future—months, even years from now...and connect back with you.



CONCERTO #1: SPEAKING YOUR OWN LANGUAGE



MAKE IT YOUR OWN

NOTES FOR THE CONDUCTOR:

In this section, youth will explore a number of different songs that have been performed by more than one artist. As the leader, you will provide clips of recordings of each of these songs that youth can listen to and discuss. Samples of these songs are widely available online. Full tracks of these songs can be found on the following albums:

I'm A Believer, *The Monkees*, The Monkees Greatest Hits, 1969

I'm A Believer, *Smashmouth*, Smashmouth, 2001 OR Shrek Soundtrack, 2001

Have a Little Faith in Me, *John Hiatt*, Bring the Family, 1987

Have a Little Faith in Me, *Mandy Moore*, Coverage, 2003

Help!, *The Beatles*, Help!, 1965

Help!, *Howie Day*, I Am Sam Soundtrack, 2001

This activity helps youth explore the ways in which people can express their emotions in different ways, even when using the same words. It demonstrates that doing something differently can be a positive form of self-expression.

While these examples of remakes of songs do not contain explicit topics, this discussion could lead to other songs that have been remade. Many rap songs use sampling and remixing. Discussion of all songs should be encouraged, but please note that discussion of songs outside of those suggested here could lead to explicit language.

CONCERTO #1: SPEAKING YOUR OWN LANGUAGE



MAKE IT YOUR OWN

August has a unique way of playing the guitar. Rather than strum the strings to create harmonies, he uses a combination of slap harmonics on the strings and rhythmic beating on the body of the guitar to create very powerful and unique music. August's method of playing guitar is almost one of a kind.

Sometimes it feels good and is right to do things the way others do, but sometimes it is exciting to take something and make it one of a kind. We see this not only with the way August plays guitar, but also in the way that certain artists remake songs. Many songs have been performed by a number of different artists, each performing them in a way that reflects that artist's interpretation of the lyrics.



ACTIVITY

Listen to clips of the following songs and discuss the way each version makes you feel. Compare and contrast each artist's rendition and explore how the same lyrics can seem so different when sung by someone else.



Song	Artist	Differences	Similarities
Believer	The Monkees		
Believer	Smash Mouth		
Have a Little Faith in Me	John Hiatt		
Have a Little Faith in Me	Mandy Moore		
Help!	The Beatles		
Help!	Howie Day		



What things do you do in a unique fashion?  Think about the things that many people do  such as dancing or drawing or even walking and talking. Although many of us participate in the same activities, we each go about them in a way that makes them our own.

NOTES FOR THE CONDUCTOR

This lesson focuses on developing an understanding of different relationships and how they shape who we are. August Rush explores a variety of different types of relationships, including those with other people, things and oneself. The activities allow youth to explore how certain connections define and play influential roles in the lives we live.

OBJECTIVES:

- >> Explore how relationships shape who you are and what you do
- >> Examine the unexpected influence of certain relationships

DEFINING RELATIONSHIPS

Various types of relationships and connections in August Rush define and shape the people and outcomes in the story, and they demonstrate how crucial and interconnected different relationships in life really are.

For August, from the ethereal connection he has to his mother and father who he's never met, to the bullies at the orphanage and Mr. Jeffries the social worker, to Arthur and Wizard, to Father James and the music school teachers, the different relationships he's exposed to all demonstrate the power of how people, no matter how long or brief the meeting or relationship, can have lasting influence and impact on one's life.

For Lyla and Louis, while they met briefly, it was enough to leave their hearts connected forever, despite the miles between them, Lyla's controlling father, and the different lives they went on to live.

Another type of relationship explored in August Rush is one not associated other people, but with one's own self. August, over the course of the story, learns more and more about his musical gifts, and himself. He continues to try to make sense of what he hears and feels when sounds come together and understand the longing he feels to find his parents—where he came from. In essence, he is trying to understand and get to know his own self.

At the point in the movie where August has the opportunity to play the guitar, and he plays it in the style that feels natural and is unique to him, he gets even closer to knowing who he truly is.

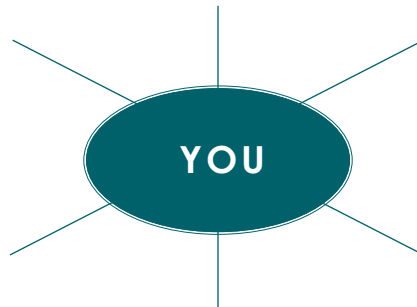
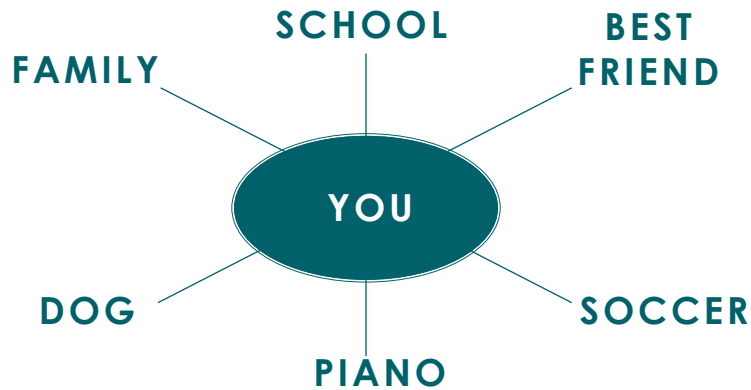
Other forms of relationships that individuals can have are those with things or activities. For August, as well as his mother Lyla, his father Louis and even Wizard, there is a connectedness they experience with music. Each of these characters has a relationship with their instrument and music. This relationship is something experienced deep inside and without it, they feel a void and long for the feeling, experiences and people they associate with it.

CONCERTO #2: CONNECTING WITH OTHERS

ACTIVITIES:

Think about all the relationships you have in your life, from your immediate family to your teachers and friends to the things you like to do that are influences in your life.

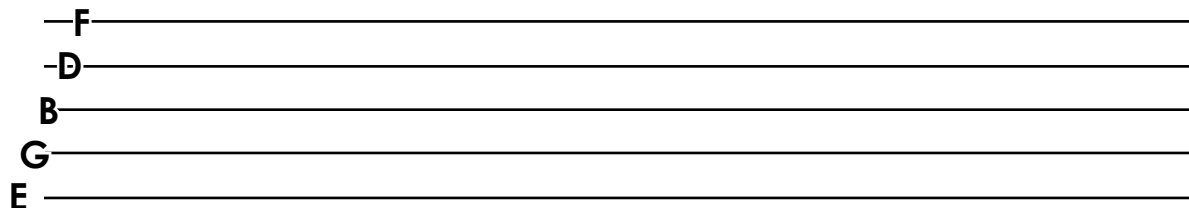
1. Create a picture, like the one below, to show all the people and things in your life that you're connected to. These are the relationships that comprise your world and contribute to who you are. Expand on your circle, adding what and who are connected to each of the people and activities connected to you, thinking about how even those relationships impact you.



CONCERTO #2: CONNECTING WITH OTHERS

When August was first discovering his musical capacity, he found letters tattooed on the backs of Wizard's fingers. These letters represent notes used for building chords when playing guitar or other instruments. Wizard's relationship with music was very strong and by tattooing these letters on his fingers he demonstrated his connectedness to music.

2. Using the letters on the musical scales, think about words that start with these letters to describe how you feel about relationships you have with someone or something. Fill in the scales with your own words.



A musical staff with five horizontal lines. The notes F, D, B, G, and E are written on the lines from top to bottom. The F is on the top line, D is on the second line from the top, B is on the middle line, G is on the second line from the bottom, and E is on the bottom line.



A musical staff with five horizontal lines. The notes E, C, A, and F are written on the lines from top to bottom. The E is on the top line, C is on the second line from the top, A is on the middle line, and F is on the bottom line.

UNEXPECTED INFLUENCES

August endures hurtful treatment from the bullies he has to live with in the orphanage. They tell him he's a "freak" and that his parents don't want him. August has to draw on his inner strength and belief, as well as the support of his friend Peter, to withstand this maltreatment.

The bullies, Wizard, and even Arthur are an integral part of what enables August to further discover his musical gifts, even though each of these relationships seem hurtful to August on some level. They demonstrate that while all relationships may not seem favorable, that they can test one's will and be helpful, and often necessary in order to realize good outcomes.

These relationships make an impact on August and the decisions he makes, making them influential in unexpected ways.

ACTIVITIES

1. Write a story based on an experience you've had with a bully or someone in your life that didn't treat you fairly. Talk about what they said or did, how they made you feel and what you did to change the situation for the better. Did you change or doubt yourself because of the bullies? Did you have a friend that helped you or that you shared the experience with, like Peter? How did that friend help you? Did your relationship with that friend change as a result?

You are an influence on more people than you think! The words we use, attitudes we portray and actions we take influence people all around us every day, whether we know it or not. There are many unexpected influences in our world that serve different purposes in our lives.

CONCERTO #2: CONNECTING WITH OTHERS

2. Talk about things you do that has an influence on someone in particular in your life. Do you have a younger sibling that looks up to you? How do you treat him or her? Do you help your friends when they need help? What examples do you set for others in your life?

Take action to have a positive influence on something or someone in your community. Here are some ideas:

- >> Start a Web site or blog about something you feel strongly about. It could be about music, a sport, a hobby or a cause such as recycling or putting a stop to bullying in your school!
- >> Participate in activities that have a positive impact on people in your community, such as fundraisers, volunteer work or helping a neighbor. Remember that every action you take can create a positive influence, even where you least expected.

NOTES FOR THE CONDUCTOR:

August hears music in the humble sounds all around him, from wind blowing across wheat fields and birds chirping to the hustle and bustle of the city. When August's journey brings him to the city, he gets his first exposure to a real musical instrument when he hears Arthur playing guitar in the park. August is so mesmerized by the sound of the guitar that he gives Arthur a dollar from the little money he has. He puts his ear on the hole of the guitar body wanting to get ever closer to the sound because he feels so connected to it.

Later in his journey, when August gets to play the guitar, he also gets to explore his own musical talent. While it's disjointed at first, Wizard can hear, and feel, the natural propensity and originality August has for music. Wizard then gives August a guitar to play in the park so he too can make money to live, as well as express himself.

Eventually August's journey leads him to Hope who shows him sheet music, something he's never seen before. August then finds an organ to play, and this gets the attention of Father James. Recognizing the tremendous talent in the boy, Father James takes August to the Julliard School of music to meet the Dean and other music teachers. Here, August's musical gifts are recognized to the fullest, which leads August to compose August's Rhapsody.

It is through the help of other people along the way in August's life that provide him the musical exposure that leads him on a wonderful journey.

This lesson gives youth an opportunity to take action to help other people discover and explore music, just as Wizard, Father James and the teachers at the Julliard School did for August. The activities are designed to assist youth in bringing music to those who may not otherwise have the opportunity to experience it first hand and to help make a lasting impact by advocating for the art, education and expression of music.

OBJECTIVES:

- >> Engage in activities to help reach children with music
- >> Work with communities to educate, enlighten and connect through music.

CONCERTO #3: MAKING A DIFFERENCE



August's journey may seem like a fairy tale, but music and arts education has the ability to open new horizons for everyone.

Studies indicate students with music education report lower drug usage, are better math and science students, and have a more broad appreciation of the world around them. At the same time funding for the arts is being cut in certain communities. With the help of youth in communities throughout the country there is the opportunity to raise awareness about the importance of music in schools as well as help engage more audiences in all forms of musical expression.

Americans for the Arts has provided a list of famous figures who have benefited from having music in their lives. Do you recognize any of these names?

POLITICAL FIGURES:

Bill Clinton, former President of the United States, is well known as a tremendous supporter of music and has played the saxophone since his youth.

Mike Huckabee, former Governor of Arkansas and 2008 Presidential Candidate plays bass guitar for his band, Capitol Offense.

Martin O'Malley, the new Governor of Maryland, isn't the only politician who has been in a band. When he was young Mr. O'Malley was a member of an Irish band, Shannon Tide.

Ross Perot, former Presidential candidate and billionaire, is an accordion player!


SPORTS FIGURES:

Joey Harrington, Quarterback for the Miami Dolphins, grew up playing classical and jazz piano, balancing piano practice with sports.

Bernie Williams, Outfielder for the New York Yankees, is a classically trained guitarist who released the CD, The Journey Within in 2003.

Serena Williams, a successful professional women's tennis player, relaxes by playing instruments such as the piano.

Danica Patrick, professional race car driver and fourth woman in history to drive in the Indianapolis 500 was once an aspiring musician who played flute and sang in high school choir.

These are just a few examples of well known figures with musical backgrounds. There are many other success stories from all other walks of life. Astronauts Cady Coleman and John Glenn; co-founder of Apple, Steve  Wozniak; and Paula Zahn a broadcast journalist are all examples of people whose lives have involved music. What other figures can you think of who have had music play an important role in their lives?



ACTIVITIES:

Like all the people along the way that helped August find music, think of how you can make a difference through music in your community.

1. Brainstorm ways you can raise awareness about the importance of music education and expression. Work with adults and teachers to gain support, and carry through with an action or event. Here are some ideas to get you started:
 - >> Plan a charity concert with your school band or orchestra, or other fund raising drive, to raise money to buy instruments and lessons for underprivileged children
 - >> Organize attending a musical event or symphony in your community with a local children's organization or orphanage to expose them to music
 - >> Set up a speaking engagement with members of your community's orchestra or music school to discuss music and the importance of music education
 - >> Attend local music performances at schools and local theater to support musicians in your community
2. Write a letter to you local or state representatives on the importance of music education for all children and tell them what you're doing to help.
3. Create a Web site or blog to put song lyrics you and your friends or classmates write, music you record, or a concert you have. Encourage people to post things on your Web site to promote a community of music.
4. Research companies and organizations that are involved in bringing music to schools, underprivileged children and communities, and find out what you can do to help.

There are several existing organizations whose goal it is to increase awareness for the arts nationwide. These organizations are wonderful resources for learning the ways to best help support the arts in your community.

As part of their "Arts. Ask for More!" campaign, Americans for the Arts is expanding its message about promoting arts education by empowering people with the tools they need to make a difference in the arts in their communities. Learn more at www.americansforthearts.org

VH1 Save the Music, www.savethemusic.com

Support Music, Brought to you by NAMM and MENC, www.supportmusic.com

Special thanks to Americans for the Arts for sharing valuable information about the importance of music and arts education in our schools and communities!

(Americans for the Arts logo)

