

Juilliard



**The Juilliard-Nord Anglia  
Performing Arts Programme**

*An evaluation one year on*

# Preparing Your Child for the *World Stage*

Research suggests that there are many benefits for students taking the performing arts. As well as developing their cultural awareness, the performing arts can help students to make progress in learning new skills-such as collaboration, creativity and resilience. According to a report released by the World Economic Forum earlier this year, 21st century skills are needed more than ever. This report details the reasons behind our collaboration with The Juilliard School, including findings from research we carried out with our first 10 schools that received the Juilliard-Nord Anglia Performing Arts programme last year. Our research captures the initial impact that the programme has had on our students and teachers and indicates how it has not only enhanced our students' music education but also a variety of skills that are vital to success in school and later in life.

## Why we collaborate with Juilliard

### *An international perspective*

Through our performing arts collaboration with Juilliard, your child will develop cultural awareness, broadening their understanding of cultural and social history around the world to give them a unique global experience. It transcends cultural barriers and provides connections between people with little or nothing in common<sup>7</sup>.

### *Transferable skills*

We collaborate with The Juilliard School so that your child can develop transferable skills that can be used in school and the rest of their lives. Along with improving in music, dance and drama, your child will also develop skills to succeed on the world stage.

Our approach to learning is interdisciplinary and the skills that we develop through the performing arts are accessible across all subjects<sup>1,2</sup>. A curriculum in the performing arts can improve literacy<sup>3</sup>, mathematics<sup>4</sup>, and cognitive development<sup>5</sup>, along with many transferrable skills such as resilience and confidence<sup>6</sup> that will stay with your child throughout school and later on in life.

### *Learn from the best*

Nord Anglia Education collaborates with world-leading tertiary institutions to foster a love of learning in your child the same way that universities inspire students to direct their own learning. That is why we are working with the world leader in performing arts to help inspire curiosity, creativity and collaboration. Your child will have opportunities to work with Juilliard artists and experts so that they can go forth in life with the skills they need to succeed.

## What skills are needed to succeed in the 21st century?

According to The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution, a report released by the World Economic Forum earlier this year, the fast-paced technological advances will change the way we work, live and interact with each other forever. The report surveyed Chief Human Resources Officers in multinationals across the world in nine industries representing 13 million workers and outlines the skills needed to succeed in 2020.

According to survey results, some of the top skills needed in 2020 include complex problem solving, critical thinking, and creativity. These are just some of the skills that we, as a leading international schools organisation, want to develop in students through our performing arts collaboration with Juilliard so that they can succeed on the world stage.

### Top 10 skills

#### in 2020

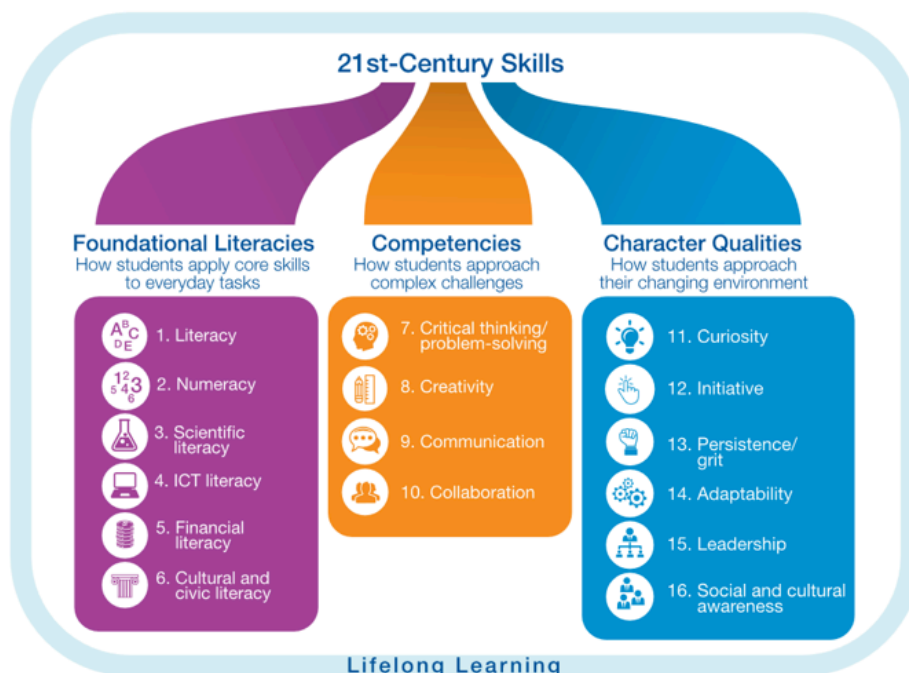
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

#### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum January 2016

## World Economic Forum predicts the skills needed for the 21st century



Source: New Vision for Education - Unlocking the Potential of Technology, World Economic Forum





*"Preparing your  
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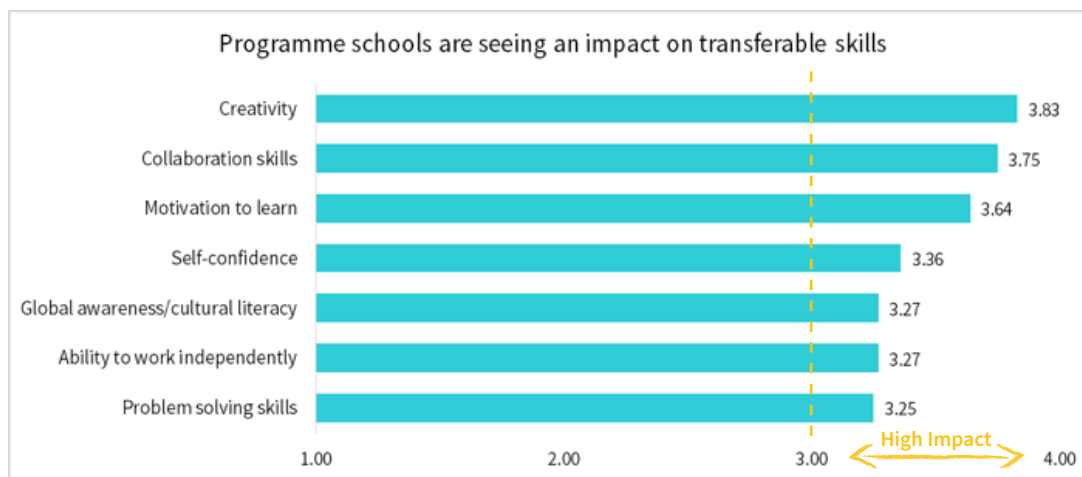
## An evaluation of our collaboration with Juilliard one year on

After the first year of collaborating with Juilliard, we conducted research across our 10 inaugural schools and compared them to schools without the programme to quantify the benefits for our teachers and students.

### The proof is in the numbers:

We surveyed 845 primary and secondary students across all our schools and 36 music teachers who were part of the first wave of schools to receive the Juilliard programme. We also carried out interviews with subject teachers and collected information from each region.

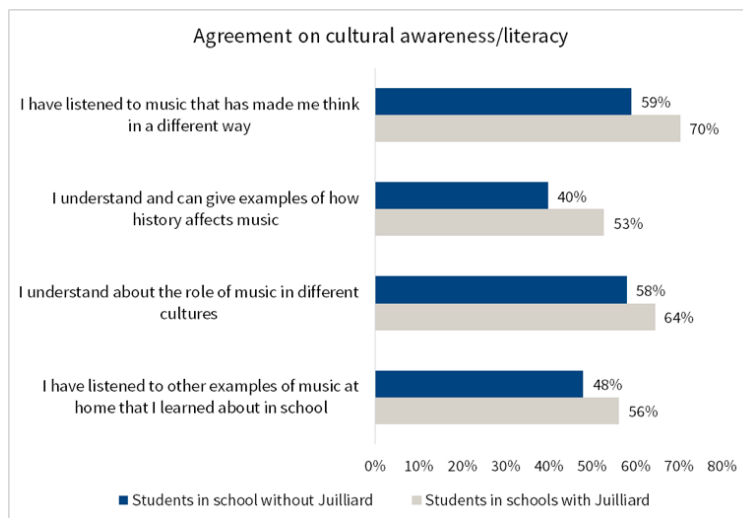
- Students in schools with the programme rated the following transferrable skills more highly, compared with students not in Juilliard schools:
  - Creativity
  - Self-confidence
  - Problem solving



Source: Teacher survey (1=No impact; 2=little impact; 3=moderate impact; 4=A lot of impact)

- Aside from musical abilities, teachers noted the programme was having a high level of impact on students in the following areas:
  - Motivation to learn
  - Creativity
  - Collaboration skills
  - Self-confidence
  - Global awareness
  - Ability to work independently
  - Problem solving

- Students in the programme were more likely to give positive ratings on cultural awareness compared to students not in the programme. Teachers also agreed that the programme supported the development of cultural awareness in students, including developing new musical ideas, and engagement with a wider range of music from various cultures around the world.



Source: Student survey, % students who agreed

- Teachers in the survey noted a considerable improvement in overall musical progress in students over the course of the year, specifically in those students working at an advanced level. 75% of teachers felt their students made more progress in music this year compared to previous years when there was no programme in the school.

### *How our teachers benefit*

Our teachers have also seen big advantages in having an embedded performing arts curriculum with Juilliard. Teachers who were part of the 10 inaugural schools noted the following in their own career development and teaching practice:

- All of the teachers surveyed in inaugural schools said that they saw an improvement in their teaching practice over the course of the year
- 72 teachers who received face-to-face training with Juilliard experts, stated that they felt inspired, motivated, valued in their role and empowered to teach.
- Teachers have also reported the effects of interdisciplinary learning across other subjects at school, where they have used music to enhance teaching and learning in maths, science, English and even foreign languages. Teachers also noted improved accessibility through the use of the Juilliard unique materials for EAL (English as an Additional Language) learners and students with special educational needs.

### *Hear what our teachers say about our collaboration with Juilliard*

“I feel inspired, empowered, excited, enthusiastic not just for myself, but for my colleagues, for NAE, for my students.”

**Emily Andrews, Music Teacher**

“This program will ensure that any child who is in an NAE school has an incredible opportunity to be inspired by professional musicians, learn to the absolute best of their ability and develop intimate appreciation for 12 works over the course of time...”

**Kristen Callaway, Music Teacher**

“It is very inspiring and it set me on fire to start working on how I could present this in ways that’s fun and engaging. I am very sure that this will create students who are globally music literate and confident individuals.” **Cheryl Heyres, Music Teacher**

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## *About The Juilliard School*

The Juilliard School, founded in 1905, is a world leader in performing arts education. Juilliard's mission is to provide the highest calibre of artistic education for gifted musicians, dancers and actors from around the world so that they may achieve their fullest potential as artists, leaders, and global citizens. Located at the Lincoln Center in New York City, Juilliard offers undergraduate and graduate degrees in dance, drama and music. More than 800 artists from 44 states and 42 foreign countries are enrolled at The Juilliard School. Beyond its New York campus, Juilliard is defining new directions in global performing arts education for a range of learners and enthusiasts through the development of new K-12 educational curricula and an increasing array of digital education products through its Juilliard/Digital brand. Nord Anglia Education began collaborating with Juilliard in September 2015.

### **Schools involved in the first year of the Juilliard-Nord Anglia Performing Arts Programme (2016-17):**

- British International School of Chicago, Lincoln Park
- British International School of Chicago, South Loop
- British International School of Washington
- La Côte International School
- The English International School Prague
- The British International School Shanghai, Puxi
- Nord Anglia International School Shanghai, Pudong
- Dover Court International School Singapore
- Regents International School Pattaya
- The British School of Guangzhou

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### **References:**

- <sup>1</sup> Catterall, J., Chapleau, R., & Iwanaga, J. (1999). Involvement in the arts and human development: General involvement and intensive involvement in music and theater arts. IN Fiske (1999) *Champions of change: The impact of the arts on learning*, 1-18: Washington.
- <sup>2</sup> Winner, E., T. Goldstein and S. Vincent-Lancrin (2013), *Art for Art's Sake?: The Impact of Arts Education*, Educational Research and Innovation, OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264180789-en>
- <sup>3</sup> Salmon, A. (2010). Using Music to Promote Children's Thinking and Enhance Their Literacy Development. *Early Child Development and Care*, 180(7), 937-945.
- <sup>4</sup> Smithrim, K., & Uppitis, R. (2005). Learning through the Arts: Lessons of Engagement. *Canadian Journal of Education*, 28(1/2), 109-127
- <sup>5</sup> Schellenberg, E. (2004). Music lessons enhance IQ. *Psychological Science*, 15, 511 - 514.
- <sup>6</sup> Hallam, S. (2010) "The Power of Music: Its Impact on the Intellectual, Social and Personal Development of Children and Young People." *International Journal Of Music Education*. 28(3), 269-289. ERIC, EBSCOhost (accessed October 5, 2015).
- <sup>7</sup> Wright, C. H. (1994). The Value of Performing Arts Education in Our Schools. *NASSP Bulletin*, 78(561), 39-42.