

DIVISIVE CONCEPTS LAWS REPORT OVERVIEW



WHAT ARE DIVISIVE CONCEPTS LAWS?

Divisive Concepts Laws (DCL) are legislation and executive orders that seek to restrict teaching, professional learning, and student learning in K–12 schools and higher education regarding race, gender, sexuality, and U.S. history.

WHAT IS THE PURPOSE OF THE REPORT?

- The intent of this report is to provide information and resources to the music education profession about where and how these laws are impacting music curriculum and instruction as well as the music teacher workforce.
- Various external influences have impacted music education and NAFME is responding by gathering factual information and providing resources to members, supporters, and advocates so they are aware and can make appropriate decisions based on their individual circumstance.
- This report was designed:
 1. To provide music educators, music/fine arts supervisors, and music education advocates with information on DCL.
 2. To investigate how DCL are impacting music educators and music education.
 3. To offer resources.

HOW IS THE REPORT ORGANIZED?

It is organized in three sections:

1. FAQs on DCL and how other professional organizations are responding
2. A summary of responses to a survey regarding DCL and their impact on NAFME members' teaching, illustrated with stories from selected members
3. Information and resources from NAFME member experts regarding navigating local and state policies, culturally responsive pedagogy, repertoire diversity, social and emotional learning in music, gender and sexuality in music classrooms, and music teacher recruitment and retention

WHY WAS THIS REPORT WRITTEN?

Language in some DCL is in direct opposition to NAFME's mission and beliefs. NAFME supports the following statements:

- Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.
- Music is unique to the human experience and is essential to our humanity.
 - Music communicates and connects people across all time and cultures.
 - Music unlocks human creative expression and is a lens to the experiences and interpretations of the world.
 - Music is basic to human wholeness through our emotions, intellect, and physical and spiritual well-being.
- NAFME believes that every student has a right to music education as part of a "well-rounded education" as defined in the Every Student Succeeds Act and that music education should reflect the culture and community in which learning takes place. Further, NAFME advocates for a comprehensive music education that encompasses the breadth and depth of all music styles, genres, composers, historical backgrounds, and more.