

MUSIC EDUCATION:-TRADITIONAL (GHARANA) INSTITUTION AND VARIOUS TECHNIQUES

Ramu Vishwakarma
Research Scholar
Dept. of Music
Dr. Hari Singh Gour University,
Sagar (M.P.)

MUSIC EDUCATION

Music education is one of the cornerstones of a well-rounded and quality education. It is enriched with intrinsic cultural and artistic value and a skill-based activity that nurtures developmental and cognitive aspects of every human being. Music education has spread its wings all around the world which can be proved by some figures shown below. Most of the countries of the world are now having substantial number of institutions of music.

COUNTRY	NO. OF COLLEGES OR UNIVERSITIES
AUSTRALIA	19
CHINA	10
GERMANY	40
INDIA	11
ITALY	20
PHILIPPINES	13
RUSSIA	8
SOUTH KOREA	14
UNITED KINGDOM	18
UNITED STATES	MORE THAN 120

SCOPE OF MUSIC EDUCATION

Music education has wide range of careers in various fields of the society. It is contributing a noticeable share in the GDP of every country. Talent, genuine interest, sincerity and willingness to work hard can guarantee a big success in the field of music.

A person considering a career in music should have a genuine love for music, a musical sense, which means a sense of time and rhythm, besides versatility, creative ability and also stage confidence. At the same time one needs to have publicity- contacts with the right people, money for training and for making demo cassettes for commercialization. Just as there is a wide variety of forms in music like classical, folk, jazz, pop, fusion etc there are also a variety of opportunities in this field. Besides becoming a performer (vocal or instrumental) or a teacher, one can be a composer/song writer, music publisher, music journalist, Disc Jockeys/ Video

Jockeys, Artist manager/PR and so on in the Music Industry. Today the advent of satellite television, the growing popularity of the music channels and corporate sponsorship of musical events, has all made music big business. Although fame and money in this field depends a lot on luck and getting a good break, but once you are established there is ample scope for making good money in this field.

Some other career opportunities are:

1.College/Conservatory/University Music Educator

College/conservatory/university music educators may be hired for a variety of different positions. They may be brought into a school as a general music educator to teach areas of music theory, music arranging, music history, or vocal or instrumental performance. Educators are also hired to coach chamber music groups or to conduct choruses or orchestras.

2.Private Instructor

A private instructor usually does not work through a school, but gives individual instruction to students on a regular basis. They set their own fees, unless contracted by a music store or teaching group, and develop their own teaching plans and guidelines. Private instructors may work alone out of an office or home, with a group of teachers, or at a music store that offers lessons. They may teach individual lessons or offer group lessons. Lessons generally run 45 minutes to one hour and are usually scheduled once a week. They may teach at different levels of skill, from beginner to professional.

3.Choir Director

A choir director provides direction and guidance to a vocal group or choir in a school, church, or elsewhere in the community. The choir director is responsible for researching and selecting material, rehearsing and conducting the choir, and preparing and presenting public performances of the choir.

4.Music Education Supervisor (or School Music Supervisor)

A school music supervisor is responsible for directing and coordinating activities of teaching personnel who are engaged in instructing students in vocal and instrumental music in a specific school or school system. This person may teach a few days a week and administer programs in the remaining days. The music supervisor plans and develops the music education curriculum.

5.Music Therapist

Primarily, a music therapist uses music as an aid in healing, relieving pain, providing emotional comfort, and even entertaining patients with various mental and physical health related ailments. A music therapist develops a treatment plan and applies various strategic techniques to accomplish goals for the patient's improvement. It is also a unique opportunity to help and contribute to improving the lives of patients who are at various stages of illness and recovery. Music therapists work either freelance or in clinical settings such as in hospitals, nursing homes, psychiatric centers, and oncology and pain management treatment centers, as well as in drug treatment programs, correctional facilities, and hospice care programs.

6.Music Librarian

The music librarian is responsible for cataloging scores, recordings, and song folios, and they work primarily at an educational institution such a school, college, or university. Employers in this field generally prefer a master's degree in library science.

7.Elementary/Primary School Music Teacher

Elementary school music teachers work in public, private, or parochial schools. Their duties vary depending on the school and the ages and grades they teach, but for the most part they teach a general music class in kindergarten through sixth grade, introducing students to the different aspects of music and the varying degrees of skill study. They must often follow guidelines for what they teach that are set up by the school music department heads, district music supervisors, and state music education supervisors.

8.Secondary School Music Teacher

Secondary school music teachers generally teach in grades seven through twelve, and they work in public, private, or parochial schools. Their duties vary depending on the type of job they are hired for. They may teach specifically on one instrument or many. They may be responsible for leading a school band, orchestra, or choir, and for putting on school concerts and competitions. They may handle rehearsals and conduct the school groups as well.

IMPACT OF MUSIC EDUCATION:

Music education has a wide range of impacts on human beings which will benefit them directly or indirectly. Some of the positive impacts are:

- 1.Musical education helps in developing brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds.
2. There is also a causal link between music and spatial intelligence (the ability to perceive the world accurately and to form mental pictures of things). This kind of intelligence, by which one can visualize various elements that should go together, is critical to the sort of thinking necessary for everything from solving advanced mathematics problems to being able to pack a book-bag with everything that will be needed for the day.
3. It helps to think creatively and to solve problems by imagining various solutions, rejecting outdated rules and assumptions. Questions about the arts do not have only one right answer.
4. A study of the arts provides people with an internal glimpse of other cultures and teaches them to be empathetic towards the people of these cultures. This development of compassion and empathy, as opposed to development of greed and a "me first" attitude, provides a bridge across cultural chasms that leads to respect of other races at an early age.
- 5.Music learners also learn craftsmanship as they study how details are put together painstakingly and what constitutes good, as opposed to mediocre, work. These standards, when applied to a student's own work, demand a new level of excellence and require students to stretch their inner resources.
7. In music, a mistake is a mistake; the instrument is in tune or not, the notes are well played or not, the entrance is made or not. It is only by much hard work that a successful performance is possible. Through music study, students learn the value of sustained effort to achieve excellence and the concrete rewards of hard work.

8. Music study enhances teamwork skills and discipline. In order for an orchestra to sound good, all players must work together harmoniously towards a single goal, the performance, and must commit to learning music, attending rehearsals, and practicing.

9. Music provides people with a means of self-expression. Now that there is relative security in the basics of existence, the challenge is to make life meaningful and to reach for a higher stage of development. Everyone needs to be in touch at some time in his life with his core, with what he is and what he feels. Self-esteem is a by-product of this self-expression.

10. Music study develops skills that are necessary in the workplace. It focuses on “doing,” as opposed to observing, and teaches students how to perform, literally, anywhere in the world. Employers are looking for multi-dimensional workers with the sort of flexible and supple intellects that music education helps to create as described above. In the music classroom, students can also learn to better communicate and cooperate with one another.

11. Music performance teaches young people to conquer fear and to take risks. A little anxiety is a good thing, and something that will occur often in life. Dealing with it early and often makes it less of a problem later. Risk-taking is essential if a child is to fully develop his or her potential. Music contributes to mental health and can help prevent risky behavior such as teenage drug abuse, which often leads to institutionalization in a teen rehab.

12. An arts education exposes children to the incomparable.

13. The effect of music education on language development can be seen in the brain. “Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain’s circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds,” the group claims.

14. Speech and music have a number of shared processing systems. Musical experiences which enhance processing can therefore impact on the perception of language which in turn impacts on learning to read. Active engagement with music sharpens the brain’s early encoding of linguistic sound. Eight year old children with just 8 weeks of musical training showed improvement in perceptual cognition compared with controls. Speech makes extensive use of structural auditory patterns based on timbre differences between phonemes. Musical training develops skills which enhance perception of these patterns. This is critical in developing phonological awareness which in turn contributes to learning to read successfully. Speech processing requires similar processing to melodic contour. Eight year old children with musical training outperformed controls on tests of music and language. Learning to discriminate differences between tonal and rhythmic patterns and to associate these with visual symbols seems to transfer to improved phonemic awareness. Learning to play an instrument enhances the ability to remember words through enlargement of the left cranial temporal regions. Musically trained participants remembered 17% more

15. Research has also found a causal link between music and spatial intelligence, which means that understanding music can help to visualize various elements that should go together, like they would do when solving a math problem.

16. Research exploring the relationships between mathematics and active musical engagement has had mixed results, in part, because not all mathematics’ tasks share underlying processes with those involved in music. Transfer is dependent on the extent of the match, for instance,

children receiving instruction on rhythm instruments scored higher on part-whole maths problems than those receiving piano and singing instruction.

17. Learning an instrument has an impact on intellectual development, particularly spatial reasoning. A review of 15 studies found a 'strong and reliable' relationship, the author likening the differences to one inch in height or about 84 points on standardised school tests. A study contrasting the impact of music lessons (standard keyboard, Kodaly voice) with drama or no lessons found that the music groups had reliably larger increases in IQ. Children in the control groups had average increases of 4.3 points while the music groups had increases of 7 points. On all but 2 of the 12 subtests the music group had larger increases than control groups.

18. General attainment may be influenced by the impact that music has on personal and social development. Playing an instrument can lead to a sense of achievement; an increase in self-esteem; increased confidence; persistence in overcoming frustrations when learning is difficult; self-discipline; and provide a means of self-expression. These may increase motivation for learning in general thus supporting enhanced attainment. Participating in musical groups promotes friendships with like-minded people; self-confidence; social skills; social networking; a sense of belonging; team work; self-discipline; a sense of accomplishment; co-operation; responsibility; commitment; mutual support; bonding to meet group goals; increased concentration and provides an outlet for relaxation. Research in the USA on the benefits of band participation found that 95% of parents believed that participation in band provided educational benefits not found in other classrooms. Working in small musical groups requires the development of trust and respect and skills of negotiation and compromise. In adolescence music makes a major contribution to the development of self-identity and is seen as a source of support when young people are feeling troubled or lonely.

19. Music has been linked to the capacity to increase emotional sensitivity. The recognition of emotions in music is related to emotional intelligence. Increasing the amount of classroom music within the curriculum can increase social cohesion within class, greater self-reliance, better social adjustment and more positive attitudes, particularly in low ability, disaffected pupils. The positive effects of engagement with music on personal and social development will only occur if, overall, it is an enjoyable and rewarding experience. The quality of the teaching, the extent to which individuals perceive that they are successful, and whether in the long term it is a positive experience will all contribute to the nature of any personal or social benefits.

20. Rhythmic accompaniment to physical education enhances the development of physical skills. Learning to play an instrument enhances fine motor co-ordination. There may be particular health benefits for singing in relation to the immune system, breathing, adopting good posture, improved mood, and stress reduction.

TECHNIQUES AND METHODS OF MUSIC EDUCATION:

There are various methods and techniques of music education which are actively implied for teaching music in music institutions. These methods are:

1. The Orff Approach

The Orff Method is a way of teaching children about music that engages their mind and body through a mixture of singing, dancing, acting and the use of percussion instruments (i.e. xylophones, metallophones, glockenspiels). Lessons are presented with an element of "play" helping the children learn at their own level of understanding

Using the Orff approach, students learn about rhythm, melody, harmony, texture, form and other elements of music. Students learn these concepts by speaking, chanting, singing, dancing, movement, acting and playing instruments. These learned concepts become springboards for further creative pursuits such as improvisation or composing their own music.

2. The Kodaly Method

The Kodaly Method's philosophy is that music education is most effective when started early and that everyone is capable of musical literacy. Singing is stressed as the foundation for musicianship and the use of folk and composed music of high artistic value

Although the Kodaly Method follows a set sequence, the materials used in teaching musical concepts varies depending on the age of the student. The sequence followed may be simplified as: listen - sing - understand - read and write - create.

Using this method under the guidance of a certified Kodaly teacher, students can develop listening skills, sight-singing, ear training, learn how to play instruments, compose, improvise, sing, dance, analyze, read and write music.

3. The Suzuki Method

The Suzuki Method is an approach to music education that was introduced in Japan and later reached the United States during the 1960s. Although this method was originally developed for the violin, it is now applicable to other instruments including the piano, flute and guitar

The Suzuki method, also known as the "mother-tongue approach," is a method of teaching music that stresses the importance of parental influence and involvement. Parents and teachers work together to achieve a common goal. Parents are expected to attend lessons and serve as nurturing teachers at home.

This method was based on Suzuki's observation of children when he was in Germany. He observed that children are able to learn their mother tongue with no difficulty. He noted that children who are born in German households naturally learn to speak the German language. In the same manner, children who are born in a Japanese household would naturally adapt their native tongue. He concluded that all children can develop musical ability and the child's environment can greatly influence his/her development.

4. The Dalcroze Method

The Dalcroze method, also known as Dalcroze Eurhythmics, is another approach music educators use to foster music appreciation, ear-training and improvisation while improving musical abilities. In this method, the body is the main instrument. Students listen to the rhythm of a music piece and express what they hear through movement. Simply put, this approach connects music, movement, mind, and body.

The Dalcroze Method helps foster imagination, creative expression, coordination, flexibility, concentration, inner hearing, music appreciation and understanding of musical concepts.

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