

**Philosophy of Music Education
Music Development: Stages through Life**

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Music, a significant portion of life, often unrecognized by individuals though exists in daily routines. Unless the sense of hearing is educated in interpreting music, an individual will not be able to recognize how the daily routine of walking creates a musical rhythm. Sound recognition has the ability to begin in the earliest stages of life if the atmosphere produces the acquired sounds.

The proper age for introducing sounds, specifically music, is often misconceived; the extent of human senses functioning during early childhood and before birth is not widely apparent. Music educators often agree with Cynthia Crump Taggart on the idea of music conception that “hearing mechanisms are developed in a fetus...a child begins to absorb the sounds of language by hearing his or her mother speak” (Taggart, 2002). The function of hearing mechanisms beginning before birth allows children to be introduced to sound before being at the physical state of a child. Musical sound however is not interpreted over night, newborns are able to recognize the difference in voices they hear but are not able to relate the sound of a voice to musical pitch. In the early stages of life, at first babies are not able to understand life in a musical perspective. However, if music is apparent and exemplified during every opportunity individuals will be able to distinguish and understand music in the routines of day to day life, including the rhythm of feet walking on the sidewalk.

Music holds an ability to be acquired beyond the sense of hearing, for example the sense of touch/feeling. Hearing mechanisms in particular circumstances are not always able to function properly creating an assumption that music is no longer a possibility. However music development can be acquired through the sense of touch or feeling through proper training and guidance. By using the sense of touch through music educational development has traditional

challenges consistent with every valuable influence in life. Ludwig Van Beethoven is an exquisite example on how challenges are able to be bringing out the best. Beethoven like every musician has struggled with music but if he did not overcome the challenges set forth in front of him Beethoven would not have come to be known as the musician he is recognized for today. The ability to gain musical knowledge through the sense of feeling is an important example on how music is able to relate and influence every individual. Music impacts individuals in multiple ways being limitless unless neglected from the brain. If the brain is neglected of music it has no possibility of being programmed, posing an adequate reason why music should be entwined through life including the period of education.

The significance of music is being deprived of its proper magnitude when it comes to education. Music is a part of the world which builds unity. The abandonment of music curriculum is reducing the appreciation and proper understanding of music in its entirety. Decreasing the opportunity for music to make its difference in future generations. If students are not introduced to music at the latest in their academic education, communities will begin to follow in similar trend, losing what Timothy Caldwell states as “the aural thread of society that connect past to future, old hearts to young, and one generation to the next” (Caldwell, 2001). In order for music to continually exist and with hold proper respect in the world it needs to have a signature role in student’s education.

Children have the mechanisms to retain music before realizing the availability, acquiring an invisible interest in. Providing music education, students will continually enhance in depth beyond what was first achieved in the state of an interest. Pre formal education is an excellent time to start immersing children in an enhancing music environment. Providing such an

environment at an early age will enhance the interest, imagination and brain development of human beings not usually acquired through other means. Subject areas including math and science are equally important as music but each subject in school curriculum has specified roles in educational development. Music allows students to be individually unique and expressive creating their identity. Budget is not an adequate reason for preventing students the ability the opportunity to express and exemplify who they are when it comes to their education. Every human being has a brain and every brain has a designated area for art enhancement that consistently should be strengthened. Ideal is music education to be a required core subject throughout a student's educational career but at minimum the option for students to participate in music education and the multiple benefits.

Social interaction is acquired through the unrecognized outcomes of education. By implementing the academic of music within education, as Isabel Barbara O'Hagin states in her article *Conton y Bailan: Music, Language, and Culture*, students will be able to "contribute to a more positive social interaction in the school setting" (O'Hagin, 2000). Interaction within music curriculum gives students an acquiring positive social experience among fellow peers that will constantly be used as students progress through life. Social interaction can be enhanced with the introduction of musical cultures into the classroom curriculum. Culture is one example of how music varies between each individual, but at the same time gives the opportunity for students and teachers to expand in unfamiliar territory in an enjoyable atmosphere. Multiculturalism existing within a musical classroom brings new teaching opportunity's that will assist in the learning atmosphere. The physicality of singing and dancing to better understand cultures or being able to hear and feel instruments unfamiliar in student's traditional surroundings "creates an atmosphere

of energy and joy” (Ford, 2000). Energy and joy allows improvement for the potential of attentiveness and interest within the school day. The required information to be portrayed to students is limitless through accessories of physical activity, instruments and technology.

Technology has advanced to the point of continual existence within academics. In the world of music, today’s technology has become an instrument of sorts from the stand point of allowing students a convenient creative tool. Technology is convenient as a teaching tool as well as educational development of the students, however using technology contains limitations. The use of technology as a teaching tool should not be used as a substitute from educator’s role in the classroom. Technologies purpose in the classroom is to assist in the educational development of students with the convenience in assessing student’s achievements and constant progress.

A degree of assessment expectations are set by National Standards for Arts Education forcing educators to have relevant and meaningful assessments while at the same time keeping the joy of music. Technology has assisted in the assessing of musical development and continuing the implementation of joy within the curriculum. Computer programs have allowed educators adequate assessment assignments that are educational toward specific curriculum. An assessment through the use of technology is continuously assisting in the musical opportunity for students to “expand and strengthen with concrete understanding and purpose” (Kelsey, 1998).

The directional focus of educational curriculum today is strongly stressed in core subjects. Students with the interest in music are limited on the amount of music opportunity within their education. Required time committed to core subject areas prevent the adequate music time. Implementing music from the start of life should be able to be continued through individual’s education and not restricted because of academic requirements.

Beyond the student body music in education allows for the involvement of community presence within the school community and if approached in the proper dignified way increases the positive impact on the music programs. The approach begins with the educator, music educator's role is not only to portray musical curriculum to students but to also advocate and work on achieving the existents of music in the world. A musical educator who does not have an up beat excited attitude while in and beyond the classroom setting will not be modeling the adequate influence of music. Having an adequate, dignified and proficient music program begins with the music educator to who should be indulged in the world of music. The proper music educator will put forth a hundred percent to ensure every student graduates with the maximum amount of knowledge the educator can provide. At the same time the educator encouraging in the continuation of music whether be playing in a musical group or professionally growing in music.

By existing in the world music deserves a respectable amount of adequate attention, when it comes down to individual's surroundings and education. Music may be categorized as sound but it brings abundance to the existing world. As Victor Hugo once said "Music expresses that which cannot be said and on which it is impossible to be silent."

Works Cited

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