Music Education Discourses on Music -4 By: Prateeksha Sharma

Republic Day Parade- A School Band

There are two aspects of music education- music in education and music as education. Training in music from an early age for the purpose of discipling the mind and making a career out of some aspect of music constitutes music education. When a child begins to train in music in a systematic manner a number of changes occur in the personality of the child- from discipling to becoming methodical, refinement of senses, time management (as the child also is involved with academic pursuits due to that age). It is a boost to the self-confidence of the individual as his/her musical ability sets them apart from their peers and the artiste is a source of attaction for everyone around. Since music tends to be a performing art, the necessary exposure to the stage automatically makes the child confident and able to deal with issues related to shyness, introversion, and fear of public speaking. After the training phase, the next phase of the musician is to contribute to the social fabric in the same

capacity- a role which maybe performed as a teacher, an entertainer, a healer, in the industry or attached to a spiritual organisation.

Music in education is a somewhat different application of music, in which music is utilised to improve the educational output of students. The main impact of music here is felt due to its ability to let students involve themselves in group musical experiences, which allow an expression of emotion in a medium other than speech. These experiences could be ranging from singing, playing musical instruments together, writing lyrics and setting them to music to making musical plays and productions and so forth. A competitive, performance oriented production with such activities has been seen to bring about both behavioural and academic improvements in healthy school going children as well as those suffering from mental handicaps, hearing handicaps and various other neurological and/or developmental disabilities. Such musical experiences not only foster socialisation, but also bring about group cohesiveness, enhancement of interpersonal skills, learning due to imitative behaviour and more adapted socially cooperative mannerisms.

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