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Growing up Complete with Music

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Article Information	Abstract
<p>Article history: <i>Received:</i> 28.08.2012 <i>Revised:</i> 20.10.2012 <i>Accepted:</i> 24.11.2012</p>	<p>Plato rightly says, "...rhythm and harmony enter most powerfully into the innermost part of the soul and lay forcible hands upon it, bearing grace with them, so making graceful him who is rightly trained..." It is obvious that Plato recognized the beneficial contribution of music towards the holistic development of a child. Music attributes to perceptual, physical, cultural, emotional, intellectual, social and aesthetic development of a child. Dr. Frank Wilson's research has shown that involvement in music connects and develops the motor system of the brain in such a way that cannot be done by any other activity. Dr Wilson feels that these findings are so significant that it will lead to a universal understanding of music as an absolute necessity for the total development of the brain and the individual's personality.</p>
<p>Keywords: Music Therapy Resonance</p>	<p>The feelings of the mother are transmitted to the child and they may have both positive and negative effects on his body and on the psycho-spiritual world. The fetus develops very rapidly and is, therefore, also very susceptible to harmful external influences. Music in harmony with the nature helps the nature of the child to create a natural inner harmony and its natural sense of beauty to unfold. (Prof. Walentina Sidorenko—"The Effects of Medical Resonance Therapy Music on the Unborn Child")</p> <p>One's potential of abilities is never greater than at the moment of birth. The necessity of early music experience is based on the conclusions of M. Ibuka, G. Doman, D. B. Fox and E. Gordon which maintain that the most significant time for learning in the child's life is considered from the day he is born until three years of age, a period when the structures of the brain develop to the extent of 70-80 percent and form the basis of human abilities. Adding to the same, findings of D. Shetler show that infants who have received systematic prenatal music stimulation are more advanced not only in their development of musical aptitude, but also in other spheres such as problem solving, risk taking and creativity.</p> <p>Music has been called the language of emotions, capable of stimulating various forms of activities, producing relaxation from tension caused by worry and fear and stimulating the imagination or creativity of an individual. It furnishes as a medium of expression for ideas, thoughts and feelings. Hence, this way, it plays a significant role in child's emotional development. L. Vigotsky emphasizes the uniformity of emotional and intellectual sphere in a child's psyche to form a harmonious personality successfully.</p>

1. INTRODUCTION:

Among the psychological effects of music, the most pronounced ones are in the behaviour and temperament of the individual. Emotions, feelings and thoughts have been reported to be greatly influenced by music listening and participation in music making. Music activities lead to the development of imagination and creative thinking. Shyness, aggressiveness and many other such characters of a child have been normalized by music. For those children whose educational retardation is accompanied by emotional problems, music can serve as a channel for emotional release by the way of singing and playing of instruments. According to a recent study, children with consistent music training have better verbal memories than those who don't play an instrument, and the advantage seems to endure even after they quit their lessons. Researchers from the Chinese University of Hong Kong studied 90 boys of the age group of 6-15. Of the group, half had music training both from individual lessons and from participating in their school's string orchestra. The other half had no musical training. When tested for the verbal memory, the young musicians performed significantly better than their non musical peers. (Peter Devries- 'The Extra Musical Effects of Music Lessons and Pre schoolers', Australian Journal of Early Childhood, Vol.29, issue 2, pg. 2, 2004)

Music is absolutely concerned with the problems of emotional content, value and beauty. It is one of the most wonderful art in the hands of mankind to alter or modify the feelings and emotions in all living beings to such an extent that it works better than any other form of therapy in the world.

The intensity of emotion depends upon the yielding nature of the nerve substance. A person of nervous temperament is of nervous constitution and readily feels for love, joy, pity, kindness,

anger and hatred. Music moves a person of this kind and gives him immense pleasure.

Man's action is the result of the exercise of the will power and the nerve power or in the other words, mind and body. Music with which the baby enters the world is to be the medium of instruction in the early part of life, as advocated by Froebel. The nervous system will thereby be regulated and it will contribute to muscular development. In order to have sound mind and body, it is necessary that the will power and nerve power should be in equilibrium because an unmusical person with more will power and less nerve power is devoid of sympathy and pity. He is hard hearted, deep in thoughts, reserved and strategic. Music training in this case tends to soften his feelings. Such persons without education are worse than a brute and danger to the society. Likewise, a musical person with the sound general education is an ornament to the society. He knows the right and the wrong, feels for the sick and helps the poor.

Though the advantages of music education are known to everyone yet, the will power is cultivated and the development of nerve power is neglected to a deplorable degree. Music is one of the seven forms of human intelligence, all equal in nature, yet the education system is biased towards nurturing the logic intelligence or developing only will power. A country where there is no music education is far behind the scale of civilization.

A musical child is a sympathetic child and his tender qualities grow with the age when guided under proper surroundings and in right path, is sure to grow obedient, intelligent and sympathetic. Group activities in music enable him to exercise responsibility. He learns various important qualities of behaviour associated with social competence and development

of human relationship. The child learns co-operation, consideration, responsibility, self-control and self-discipline. Hence, music makes him a good citizen by enhancing social aspect of his life.

The child develops self-respect through a sense of achievement and social recognition through participation. At the time while deriving pleasures from the experience, he is laying the foundation of enjoyment and self-satisfaction in later life. This feeling of success and enjoyment has a profound effect on his emotional life in both childhood and adulthood. These feelings will attribute to his sense of appreciating beauty, hence developing aesthetic aspect of his personality. Plato says "...beautiful things he would praise and receiving them with joy into his soul, would be nourished by them and become noble and good..."

Music also has a humanizing and refining influence as it elevates character. It cultivates nobler emotions of hope, courage, affection, generosity, charity, kindness, sympathy and devotion and banishes baser feelings of anger, envy and hatred. Thus after having broad view of the contributions of music made towards enriching one's life, it will not be a hyperbole to say that in addition to food, shelter and clothing, music may also be considered a necessity of life.

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