

Moscow State School 1535

**Musical education of different countries
and the factors
which affect its quality and perception**

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Moscow 2019

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INTRODUCTION

Music is a form of art, which translates from Greek as the "art of the Muses." In ancient Greece, the Muses were the goddesses who inspired the arts, such as literature, music, and poetry.

Music has been performed since the dawn of human time with instruments and through vocal song. While it is not certain how or when the first musical instrument was invented, most historians point to early flutes made from animal bones that are at least 37,000 years old. The oldest known written song dates back 4,000 years and was written in ancient cuneiform.

Music has always been an important part of the culture of the overwhelming majority of the world. It has been always helping people to express their feelings through the dancing, singing, making rituals etc. It is impossible to imagine all these feelings expressions without music, whatever it might be: primitive or not trivial, rhythmic or quite chaotic. The thing is that the music has not always been a set of a nice melody and lyrics, but it has been also represented as a couple of tunes which has been considered to have a special meaning in some cases.

For instance, in ancient times Indians used to carry out the ritual of sacrifice with the couple of rhythms of the drums in the background. They are supposed to appease the Gods and to let them know people apologize them, but even nowadays these rituals are taken place. In the modern world all these factors are still playing a huge role, but they might affect differently.

Long time ago people realized that such factors as religion, physiological characteristic (including language), nationality, its geographical location and as a consequence the quality of the musical education , they all affect on musical culture of different countries. So that is why we can observe many genres which

are extremely numerous and very different from each other. Huge amount of people can obviously see the difference between Spanish and Chinese, Russian and French music, so this is the evidence of the existence of all these factors. All these cultures are very different from each other, so to understand why it is needed to compare all the factors.

Statement of the problem

To tell the truth, the importance of the problem has always been surrounded in the world of human beings as the music is that thing people cannot live without because it is actually everywhere. You may hear it walking in the park or sitting in the taxi, eating in the restaurant or watching the film at the cinema.

As a consequence of the permanent attendance of music in people's life makes them compare and differ it according to some considerations.

Purpose of the study

Considering that there is a disparity among music all around the world, this project warrants an investigation to determine the most important factors which mostly affect on the difference of the musical education and to find out what makes the strongest impact on the development on music's culture of the certain country.

Assumptions and delimitations

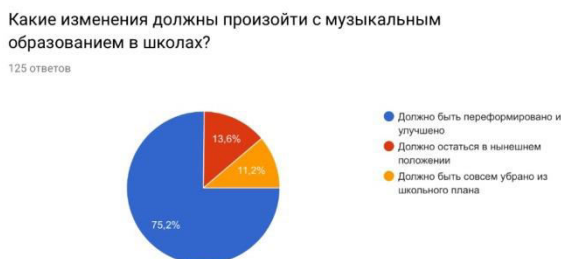
This study was bounded and delimited by the number of assumptions and parameters. The study targeted a subset of college students especially who are interested in musical studies or research. An additional limitation was the data gathering method of some people's opinion about relating to project topic.

Chapter 1

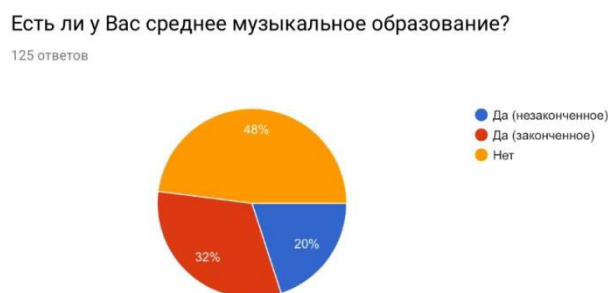
- One of the most influencing things affecting on the musical culture is how do the children get the importance of musical traditions through communicating to the elder generation: grandparents, aunts, uncles, parents, teachers of the kindergarten and the school. The last ones are playing the biggest role as the school's educational process is one of the most important stages of their life. School is about making decisions from the very young age (7-10 years old) which are usually not as essential as the puberty stage are when children is asked to start choosing their own life path from at least choosing subjects which they want to do to pass their final exams. Music is an enriching and valuable academic subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as numeracy, literacy and language, but it is not supposed to be taken very seriously among people of different ages. However, it is still depends on the country, its religion and prejudice about the particular things. For instance, let us have a look at Russian musical education.
- Music is the subject which is taken place in the program of the primary school (1-4 grades) and very rarely the first two years of the middle school (5-6 grades). The purpose of these lessons is to acquaint children with musical culture of different countries. The biggest part of the whole subject program is focused on the Russian folk music and the greatest Russian composers such as M. Glinka, D. Shostakovich, P. Tchaikovsky and others. Most people find it very precious and important to transmit this knowledge to the children because Russian classical music is an integral part of the cultural heritage of the whole world. Brilliant Russian composers presented

our world thousands of incredible masterpieces. They managed to combine folklore Russian song with classical European compositional forms.

- However, according to the survey that was made especially for this project the situation in Russia is disappointingly unsatisfactory. Poll results are shown in the pictures 1&2. More than a half of all the answered are not really happy about the musical education at school, 28 percent of all the questioned people responded that they are totally unhappy with musical education and the smallest part is the people which are satisfied with its quality. The very large majority of people (75,2 percent) told that the musical education should be fundamentally changed in a better way, 13,6 percent of the interviewed think that it should not be changed at all and the last sector which is thought to remove this subject from the obligatory one comprised less than 12 percent of the whole chart.



(Pic.1)



(Pic.2)

- Talking about general situation, modern children do not need any musical education, but if we make a research about the attitude to the music as a subject a couple of centuries ago in our country we will be very surprised: In monarchical times, Russia was a society in which music was highly valued: spiritual - from the time of the baptism of Russia (988), secular - from the reforms of Peter I (end of the XVII century). The presence of musical education was also appreciated. For instance, there was the Imperial School of Law for nobles aged 12-17 years, which was founded in 1835 at the expense of Prince Peter of Oldenburg (Nicholas I's nephew). It was a part of the Ministry of Justice which was preparing the future lawyers. Even despite the fact that this was a lawyer school, the achievements of the graduates of the school, in which great importance was attached to the development of musical culture, were impressive: there were poets, diplomats, world chess champions, ministers of justice, cultural figures etc. The attitude to art was so comprehensive that in 1859, in order to make serious music access to the general public and promote the spread of music education, was created the Russian Musical Society. The beginning of the revolution put an end to the whole perfect attitude to the music and musical culture in general. Many great Russian composers left the country. Almost all of them got a confession on the West and did not come back to the Homeland. Even in 1917-1918 we had a 20-year gap in comparison to the West countries.

- Music is an essential part of Western culture. The need and appreciation for music is evident in the everyday lives of people for it is heard in movies, on television and throughout all forms of audio media. The majority of people also choose to listen to music for pleasure so it is not surprising, considering the bombardment of music one is faced with, that music can be an instrument of social influence and change. Music is a powerful form of communication. It can be personal, political, opportunistic, and can be self-expressive with therapeutic effects due to the release of emotion. So, many people are supposed

to think that the situation on the West is so much better. Well, let's have a look at the Great Britain's survey of the musical education circumstance. Researchers, from Sussex University's School of Education and Social Work surveyed secondary music teachers at 657 state and 48 private schools across England over five years. Staff at about 60% of the state schools specifically mentioned the English Baccalaureate as causing a negative effect on the provision and uptake of music at their school, while just 3% believed it had benefitted the subject. In the five years to 2016-17 the schools in the survey entered fewer students for music qualifications, with:

- schools offering Music BTEC level 2 falling from 166 in 2012-13 to just 50 in 2016-17
- the number offering music GCSE falling by six percentage points - from 85% in 2012-13 to 79% in 2016-17.

In a separate report, the Local Government Association, which represents 370 councils in England and Wales, said music lessons in schools would be under threat if the government failed to cover the cost of the teacher pay rise to centrally employed music teachers. Despite the difficulties and negative aspects in the British musical education, the British Government are trying to make the situation better with the help of some influential people such as Darren Henley. He is chief executive of Arts Council England. His two independent government reviews into music and cultural education resulted in England's first National Plan for Music Education, new networks of Music Education Hubs, Cultural Education Partnerships and Heritage Schools, the Museums and Schools program. Before joining the Arts Council, he led Classic FM for fifteen years. He holds degrees in politics from the University of Hull, in management from the University of South Wales and in history of art from the University of Buckingham. Thanks to such influencing people the situation's not getting worse

- To understand the real world's situation of music education it is needed to make a research of the position of the brand different country situated on the other continent. Throughout South America music is the heart of the country. Brazil has a flavor of its very own. The type of music in Brazil is the Samba which has a rich African style mixed Portuguese and Indian influence. Samba is the heart beat of Carnival. Bossa Nova is the mixture of American Jazz and Samba. It became popular in the 1960's.

Classical music is also part of the Brazilian culture. A man by the name of Heitor Villa Lobos is the country's most famous composer. He composed operas and symphonies. Combining Brazilian folk melodies and classical orchestra music together, he created a style of his own. Musical education in Brazil consists of excellent conservatories and music schools. In 1932 the development in modern musical education in Brazil came about. Villa Lobos was appointed General Director of Music Education. He introduced novel methods of musical instruction particularly in choral singing. Included also in the curriculum of Brazilian schools was the subject Califasia (the art of fine speech), California (the art of singing). Other musicians include Ernesto Dos Santos. He is noted as an African American composer of popular music as well as the Sambas. Oscar Fernandez wrote symphonic and operatic compositions. Francisco Mignone has written compositions for the piano and the orchestra. There are over 25 musicians who contributed to Brazilian music. Music in Brazil has always had a secondary importance on the chairs of the schools. Now, through a law created by the Brazilian government, starting on the second half of 2011 all the country's elementary and high schools should include the teaching of music in the official curriculum. This article shows the importance of music education in schools through the results obtained by the Projeto Educação pela Arte (Education through Art Project), developed from 2008 to 2010 in a Brazilian public school located in a poor area of Campinas, São Paulo, with high rates of crime and teenage pregnancy.

So, after making a survey of the music culture and education in these countries, it is possible to find out that each of them has its own advantages and disadvantages:

-Russian Federation is very rich with its great composers of previous centuries and unforgettable melodies created by them. However, nowadays the quality of musical education of this country is the lowest of all discovered ones. Russian Government do not give money to public schools because it does not think it is a proper way of spending money and there is no difference in music lessons in private schools.

-The United Kingdom's modern music has become very famous nowadays, a lot of singers and composers write plenty of fantastic music rotated all around the world. The situation with the education is slightly better, however statistics says that the number of pupils choosing music as a learning subject went down comparing to previous years. Unfortunately, the financial pressure plays its role and that is why the number of good teachers willing and able to teach the growing generation decreases in a rapid way.

- Brazil is the best country according to this survey. Brazilian musical culture has always been very rich and even nowadays Brazilian people cannot imagine their life without incendiary rhythms of Samba. Moreover Carnival is the most expected event of the year thanks to its singing and dancing. Brazil has excellent conservatories and music schools. Even though the musical education in general-education schools has a second importance, it is not so abandoned as in Russia or UK, for instance. They understand the importance of music on the national level. That is why music as a subject is obligatory at elementary and even high schools of the country. It is also included in the school curriculum of public schools located in poor areas with the high rate of crime.

Summary

An investigation of the distance literature provided the background involving Internet links, which provide the theoretical framework for this study to understand the factors that influence student acceptance of the survey of the musical education. This investigation shows that the quality of the education of music at general-educated schools is directly proportional to the comprehension of its importance in the culture of the country.

Chapter 2

Methodology

To answer these questions the regression analysis, some historical and Internet resources were used, which allowed the researcher to determine how the model of the educational system of the musical sector is worked. This chapter indicates the methods used to answer the research questions. It specifically describes the data analysis, data collection procedure.

Conclusions and recommendations

Based on the results of this study, another conclusion that can be drawn is that the musical culture in the world in general is not perfect and should be improved. Based on the findings and conclusions for this study, the following recommendations for further research are presented.

Summary

Information from this study may be beneficial for those who are interested in improving the future of the world culture and for the people who are studying music and the influence of it in different countries.

References

All the information were taken from the Internet news and historical resources which you can find in an “Appendices” section

Appendices

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