

## Effectiveness of music in teaching learning process

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### ABSTRACT

*Music is a form of art. When different kinds of sounds are put together to form a pleasing sound, it is called as Music. It can help brain to focus on many cognitive abilities and process them in an effective manner. When we hear about music and other programmes in school curriculum, we consider it as very unimportant subject and give least priority. Moreover focus on arithmetic, reading, writing and speaking skills are more focused. Schools these days cut off music classes and training to save expenditure. The effect of music is foreseen and its importance is not included for the holistic development of the students. This paper focuses on music and its relation in teaching learning process.*

**Keywords:** Music

### Introduction:-

Music is a word derived from the Greek word mousike, which means the art of muses. Muses symbolizes the goddess of music, poetry, art and dance according to Greek culture.

Undoubtedly, music is related with evolution of human beings. It entangles all the elements of the universe *"I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music."* ~ Billy Joel.

Many evidences reveal that music has been inherited since many years. However, there are no evidences regarding its transition but we can see its existence in flutes, scriptures and carvings on stones and other stones.

### Review of the Studied Literature:-

1 William Balach, Kelly Bowman, and Lauri Mohler, all from Pennsylvania State University, studied "The effects of music genre and tempo on memory retention."

They had four groups learn vocabulary words using one of four instrumental pieces - slow classical, slow jazz, fast classical, and fast jazz. Each of the four groups was divided into smaller groups for the recall test. These sub groups used either the same (i.e. slow classical, slow classical) or different (i.e. slow jazz, fast classical) pieces when taking the recall test. The results did show a dependency on the music. Recall was better when the music was the same during learning and testing. These same researchers did another test which restricted the changes in the music to just tempo (i.e. slow to fast jazz) or just genre (i.e. slow jazz to slow classical). Surprisingly, the results showed that changing the genre had no effect on recall but changing the tempo decreased recall.

### 1. The Effects of Background Music on Primary School Pupils' Task Performance

Susan Hallam, John Price & Georgia Katsarou

This paper reports two studies exploring the effects of music, perceived to be calming and relaxing, on performance in arithmetic and on a memory task in children aged 10-12. The calming music led to better performance on both tasks when compared with a no-music condition. Music perceived as arousing, aggressive and unpleasant disrupted performance on the memory task and led to a lower level of reported altruistic behaviour by the children. This suggests that the effects of music on task performance are mediated by arousal and mood rather than affecting cognition directly. The findings are discussed in relation to possible practical applications in the primary school and home.

### 2. Music training improves verbal memory

Agnes S. Chan, Yim-Chi Ho & Mei-Chun Cheung 12<sup>th</sup> November 1998

Magnetic resonance imaging has shown that the left plenum temporal region of the brain is larger in musicians than in non-musicians. If this results from a change in cortical organization the left temporal area in musicians might have a better developed cognitive function than the right temporal lobe. Because verbal memory is mediated mainly by the left temporal lobe, and visual memory by the right,

adults with music training should have better verbal, but not visual, memory than adults without such training. Here we show that adults who received music training before the age of 12 have a better memory for spoken words than those who did not. Music training in childhood may therefore have long-term positive effects on verbal memory.

#### **4. Effect of music therapy on mood and social interaction among individuals with acute traumatic brain injury and stroke.**

By Nayak, Sangeetha, Wheeler, Barbara L., Shiflett, Samuel C., Agostinelli, Sandra  
Rehabilitation Psychology, Vol 45(3), Aug 2000, 274-283

Objective: To investigate the efficacy of music therapy techniques as an aid in improving mood and social interaction after traumatic brain injury or stroke.

Design: Eighteen individuals with traumatic brain injury or stroke were assigned either standard rehabilitation alone or standard rehabilitation along with music therapy (3 treatments per week for up to 10 treatments).

Measures: Pretreatment and post treatment assessments of participant self-rating of mood, family ratings of mood and social interaction, and therapist rating of mood and participation in therapy.

Results: There was a significant improvement in family members' assessment of participants' social interaction in the music therapy group relative to the control group. The staff rated participants in the music therapy group as more actively involved and cooperative in therapy than those in the control group. There was a trend suggesting that self-ratings and family ratings of mood showed greater improvement in the music group than in the control group. Conclusions: Results lend preliminary support to the efficacy of music therapy as a complementary therapy for social functioning and participation in rehabilitation with a trend toward improvement in mood during acute rehabilitation.

#### **Elements of Music:-**

1. Pitch :- When the instrument is being played, the level of sound developed due to its vibrations is called pitch. Its intensity can be measured in low or high scale.
2. Rhythm:-It refers to the duration of the sound (whether it is long or short).
3. Melody:- When pitch and rhythm combines together it forms melody.
4. Timbre:- The characteristic that helps a person to differentiate between vowel sound and variety of instruments is called timbre.
5. Dynamics:-The physics of music that helps to develop different qualities of music is called dynamics.

#### **Types of Indian Music depending on its Origin:-**

3. Classical Music: depending on the areas, classical music was further divided into Carnatic music and Hindustani music.
  - 1.1 Carnatic music was found in peninsular regions .it was originated in 14<sup>th</sup> -15<sup>th</sup> centuries AD. It is referred to be more structured and refined form of music when compared to Hindustani music. It is further classified into 72 ragas.
  - 1.2 Hindustani Music was found in northern, eastern and central regions of India.
    - 1.2.1 Hindustani music is further classified into various types:

Traditional Music

Folk Music

Pop Music

Rock Music

Hiphop

#### **Effect of Music :-**

Music is not just a source of entertainment but has proved to be much more in our lives.

Different types of music have different impact on the biochemical functioning of human body. There are enumerate advantages which can be enlisted as below:-

- It helps in lowering stress levels,
- It helps to change moods.
- It assists in development of brain.
- It helps in memory building.
- It stimulates the release of Dopamine which is known as a feel good chemical.
- It strengthens heart and improves the recovery time.

- It decreases the secretion of stress hormone Cortisol, which is responsible for weakening of immune system.
- It helps in developing concentration.

### **Music and Young Minds:-**

Music can be linked to the holistic development of a child. Its implications in all eras of development can be viewed as under:-

- Music is academic: - Listening to music helps to develop abilities like concentration and stability in thoughts. We can also say that as academics is a process, music is also the same.
- Music is physical: - It requires a lot of strength to carry any instrument and play it constantly. This not only develops physical strength ability but also trains muscles.
- Music is emotional: - Expressions can be verbal or non verbal. Music is the best way to let one's emotion flow out from one's body, mind and soul.
- Music is psychological:- It helps to create feelings like brotherhood, teamwork, confidence building, stress buster, increases creativity.

It should be incorporated in one's life at an early stage and continued lifelong.

### **Implication of the study:-**

We don't need a lot of expensive supplies to incorporate music into our class. Here are a few ways to bring music into the class at little or no cost:

- Create a CD or playlist of songs to use for motor skills, academic, or relaxation time.
- Make instruments out of recycled materials. A guitar can be made from a cereal box, drums from cans and plastic bottles.
- Clapping, snapping, tapping, whistling, humming, and stomping are great ways to make music. For ideas on how to start music simply by using your body, check out the musical *Stomp*—for example, the part of the show in which clapping is the main instrument.
- Post anchor charts to refer to for specific dancing songs or yoga positions.

### **Conclusion:-**

Music helps us to facilitate multisensory learning which will help teacher to create a free and open atmosphere for the creative thinking amongst students. It will help students to develop focus, self expression and motivation in their personality. All the predetermined objectives of teaching learning process will become achievable just by changing our thought process and style of teaching

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