



General Assembly EMU Essen 2010.


“Music Education in Europe –
Music For All”

Report English speaking
working group



Introduction

- Who is present Slovenia, Hungary, Italy, Finland
Holland Estonia, UK
- Divided in three groups
- Start from two different projects
- Seeking a key words

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- **Theme: “Music For All” – models in different music schools in Europe**
 - Aim: to consider the pros and cons of the models and to discuss it in general
 - to compare it with the situation in the own country
 - to develop advice for the EMU



Questions we discuss

Target groups

Different kind of music, not just classical

Quality or/and Quantity(500 children)

Group teaching

What is the future or those children looks like?

Where is position of the music school?



In favorite to Project for all

- Reaching all children
- Social benefits and Secondary benefits

Development of personality, motivation, self discipline, team spirit development,

- Fun introduction of music
- Ensemble music as a tool very important
- Teacher training,
- Promotional benefits for music schools
(EMU main goal!)



Against

It is just an introduction

Homework- difficult to manage

Getting wrong technic

If the sound is bad – bad experience



A lot of question come in to the
focus

- More then before starting working group



Music school – regular school –relations
active approach from music schools...

What after finishing the project?

Resources - teachers training

- Systematic musical education approach in relation with musical experiments

(different in different countries Inside regular schools as a subject as a curriculum for all students, or like an government program

- Projects to combining with System of musical education (where is possible)

- Do not forget

Quality!!! Gifted Children!!!



Conclusion

- To form a Group in EMU to share experiences in musical Projects

Why not [All for Music](#)

EMU GA Essen 2010

Music Education in Europe – Music For All

Working Group, English II

Quick survey...

Q: Is it possible to work within the primary school?

- Spain: Not always, but possible to realize.

Regular school day is very long.

- Netherlands: The schools are not so formal, it is always possible when correctly argumentated

- Germany: JeKi-project; programs within the regular schools, after school time. Music school teacher is allowed to teach in the normal school.

- Sweden: no problem, the same teachers in both systems. During school time is however not possible to discard an ordinary lesson

Quick survey...

- Norway: Most teachers have double competence; close cooperation between music schools and comprehensive school. Policy goal: every child should be able to have a place in the music- & art school, not during school time.
- Finland: Cooperation between the parties, no enterprise system, however special music classes in schools and even a few schools with individual daily instrument teaching (experimental).

Pros and cons...

There is not enough people to engage to make an effort, however, the economical and financial structures do not handle the resources meaningfully; many musicians and teachers have to work with trivial jobs because of stiff structures.

Pros and cons...

Politicians do not see the long term results; the continuity is mostly always missing when politicians talk about music education, all the phases should be taken care of.

Public funding is more and more heading to project funding; these two systems should not exclude each other.

Pros and cons...

Keywords: inclusion – exclusion; the social or racial or any other status must not be a reason for taking part.

The teachers in the primary school do not offer so much culture – if there are problems they should be solved – instead of problems talk about challenges.

Initiative to the concept of "The New Teacher".
Theory and practice often differ.

Pros and cons...

The school as the smallest common nominator.

- Two dimensions: the music school system is very expensive and needs to be advocated for.

Or, it could be a subjective right to learn to play, to have qualified teaching.

Music schools can be initiators for school projects.

The impact for the society is not recognized, the awareness of the aims and intended results. The goals have to be defined very exactly.

Pros and cons...

There are also internal disagreements within the music education system; both quality and quantity should be possible within the same system (goals).

The question of strategy, internal and external. How to influence politicians, no politician alone makes the strategies.

The strategy is much about marketing.

Pros and cons...

Music – instrument for all: reality is often more wonderful than theory – the school has to develop so that every child's special abilities and needs will be taken into consideration: “let the children choose if possible”.

Primary school: music should be taught, however, it doesn't always work. Children know music by doing music, not only by playing an instrument.

Conclusions...

“Music for all – if you prefer...”

Social aims with the means of music and instruments.

'Music for all' is about redefining the scope and aims. Every child can learn something, but on different grounds. Basic mastering of an instrument is possible for almost every child.

“When building a pyramid you have to start from the fundament, not from the top”. You have to have the knowledge of constructing the building to imagine the final result = the need for competence.

Conclusions...

Evaluation – how did we success and how did we fail?

To implement you need to offer common education/ seminars to the teachers – expensive.
Networking – EMU has to be the active part (EU-money?).

Yes, integration with the music school if possible.

Entrepreneurs as music school directors.

Does EMU need us or do we need EMU?