

## Foundations of Music Education: You Can Thank the Greeks

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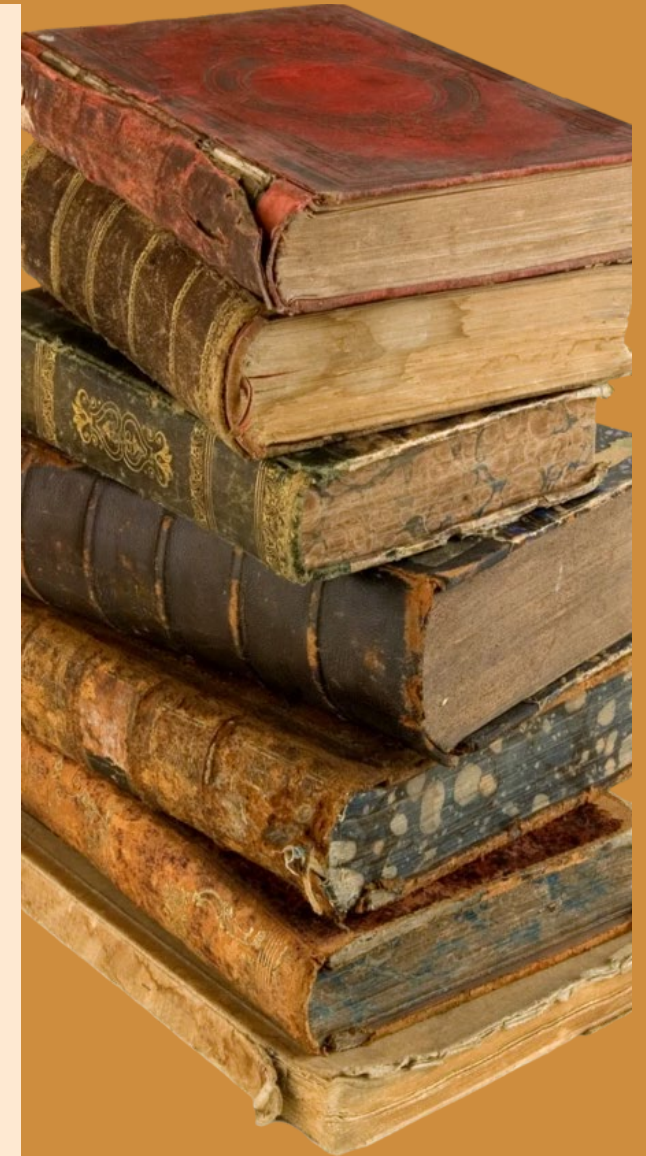
# Foundation of Music Education: You Can Thank The Greeks

Researched and Presented by: Abigail Karn



## Greek Paideia (the upbringing & education of an ideal member of society)

- Paideia included music education as well as education in other academic subjects
  - Plato believed that education began with the soul
    - This is where music is understood and felt
  - Rhythms & melodies imitate moral qualities & attitudes
    - Goal was to have moral members of society
  - Music must follow a set of standards to produce moral people
    - Ex. Phrygian and Dorian modes portrayed courage
    - Ex. Rhythms should be simple to portray a life of order & bravery
  - Only this music could be used in music education because of its affect on the soul
    - Music was a scientific subject
    - Music could produce pleasure



# Music Education & Early Childhood

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- The Greeks understood that babies in the womb could respond to music
  - People are musical by nature
- Children were taught songs that could develop the soul
- Early childhood music education created moral adults





# Greek Foundations in the Medieval Era

- Byzantine Empire
  - Importance of music education for developing good church members
  - Music was a scientific subject
  - Certain modes & rhythms built good members of society
- Latin West
  - Importance of music education for developing good members of society
  - Music was a scientific subject
    - Aristoxenus theory of sound & harmonics
    - Boethius's writings about the *quadrivium*

# Music Education & the Quadrivium

- Quadrivium: grouping of 4 subjects of arithmetic, geometry, astronomy, and **music**
  - Upper division of 7 liberal arts in Medieval Era
- Boethius believed music & arithmetic were intertwined
  - Greek thought of music as a science
- Evidence of the quadrivial approach to music education
  - John Tucke's notebook

TABLE I

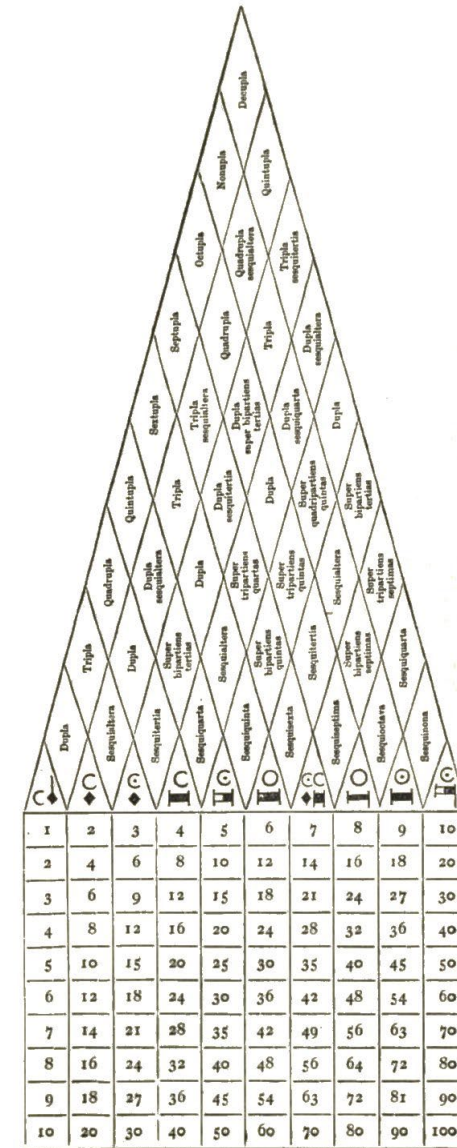
	Lists					
	A	B	C	D	E	F
silver					1	
black	✓	1	1	✓	2	1
gold or yellow	✓	5	3		3	2
blue	✓	3	4	✓	4	3
red	✓	4	5	✓	5	4
green	✓	2	2		6	5
sanguine [= dark red?]			6			
purple			7			

# Beliefs in the Middle Ages

- Expectation that every child would study music the whole way to university
- Augustine's university program "Exemplification Discipline"
  - Music discloses realities that cannot otherwise be understood
  - *Figura*
- Belief that music could produce pleasure

# Greek Foundations in the Renaissance Era

- Thomas Morley's "Plaine and Easie Introduction"
  - Greek thought that certain aspects of music are "perfect"
  - Greek thought of music as a science
    - Proportions of equality and inequality
- Music taught at universities alongside mathematics & astronomy
  - Quadrivium & music as a science



This table shows how Thomas Morley and those in the Renaissance Era viewed Proportion in music. The table is meant to be read from top to bottom. For example, if one wanted to know which numbers make the Proportion for Dupla, they would find it on the chart and follow the lines in which it is enclosed until they found the two numbers that these lines lead.



# The Reformation & Music Education

- Music had value because it was an active exercise for the whole person
  - Greek *paideia*
- Singers & instrumentalists required to provide music for church
- Belief that music has power and ethos
  - Plato's thought
- Lutheran & Calvinist schools designated first hour to teach music

# Greek Foundations in the Baroque Era

## German Lutheran Churches

- Music developed students into learned men of school & church
- Greek belief that music developed good members of society

## The Doctrine of Affections

- Music could stir the heart if done properly
  - Greek belief that music had direct impact upon soul



# Music Education & the Enlightenment

- Lorenz Mizler's learning society
  - Music is a mathematical exercise of the soul
  - Students created music that affected the listener's soul
  - Greek idea of music directly impacting the soul

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