



## VIEWS ON EXPRESSION AND COMMUNICATION IN THE MUSIC SESSION

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### Abstract

Human musicality could be seen as a universal set of basic behavioral traits, involving body, sound and emotion, rooted in the evolution and ontology of communication and closely related to the emergence and acquisition of culture. All healthy children from birth on seem to share a common musical nature, expressed by innate musical abilities. On these shared grounds, children develop differently as a result of personal characteristics and unique individual experiences within their social and musical context and specific cultural background.

Because of children's differing biographies, teachers are confronted with very different musical skills, practices, likes, expectations and even idioms. It seems like a big challenge to offer a music education that fits this diverse picture and at the same time ties up with the needs of a classroom or daycare situation. But, as music expresses itself by means of different parameters in different constellations, it can take different forms and can mean different things to different people at the same time. The ambiguity of musical expression and communication can provide consistent answers for dealing with current challenges in music education.

A focus on musical communication and expression seems to establish a solid ground for supporting initial musical explorations, creativity and consistent ongoing educational pathways that incorporate children's diverse musical backgrounds. What are the implications of this assumption for the design of a music curriculum for children? How can we foster musical communication and expression? How can we identify, develop and reinforce existing musical potentials by such an approach? What are the opportunities and where are the boundaries for a tangible path of musical development?

In this symposium we will present and discuss three approaches that incorporate the idea of musical expression and communication, spanning the gap from children aged 0 to 12 years.