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“Who needs this?” An empirical investigation of the everyday relevance and future prospects of primary school music education

Abstract

Arts and culture, including music, are expressions of societal development which need to be stimulated in the first place. School music classes represent a crucial part in this capacity building process. However, as an artistic subject, music increasingly takes a subordinate role in educational curricula, compared to traditional subjects like German or mathematics. This study aims to empirically evaluate the long-term relevance and the future significance of music classes by employing qualitative semi-structured interviews of high school students. The interviews focused on the students' experiences and views on their primary school music education. Contrary to common knowledge, the respondents expressed a high importance of music classes, although a high everyday relevance of music did not emerge. The future prospects of school music education were evaluated rather negatively.