

Masterthesis: „Music lessons in special needs schools – an empirical comparison of schools with emphases in intellectual development and physical and motoric development.“ by Stefanie Hose

Abstract

Music lessons in special needs schools is a topic often neglected in relevant literature. There is a lack of concrete concepts in degree courses and serious investigations taking account of the different forms of special schools.

This masterthesis deals with two developmental emphases. On the basis of extended explanations of the terms *music education* and *music therapy*, music lessons are compared in schools with the developmental emphases in *intellectual development* and in *physical and motoric development*.

The main emphasis is placed thereby on elements of music therapy in music lessons, which, according to Tischler (1983), increase with greater handicap. Thus these elements play a bigger part in schools for the mentally handicapped than in schools for the physically handicapped.

In order to test this thesis and gain a deeper insight into music lessons in special schools in Berlin, thirteen teachers gave answers in an empirical investigation. The data were evaluated using a qualitative content analysis.

The investigation showed that the differences between school forms were only small and that most teachers believe that a separation of classical music therapy and music lessons is important. Also, the principle of provision for special needs was found to be in the foreground while music therapy and music education elements played a lesser role.

In conclusion, possibilities are presented as to how this principle could be made more applicable to the subject area of music in special schools.