

# GIOCARE CON I SUONI

(PLAYING WITH SOUNDS)

## Musicotherapy Programme

### Fundamental principles of interventions

The proposed intervention provides the use of music for healthy subjects, elderly, disabled students, mental health sufferers and subjects at risk. The intervention is based on the following themes:

The importance of gratification-motivation

The deep value of expressive games

The value of movement and of rhythm as privileged means of self-acceptation and interiorization of structures

To elicit learning processes (both vertical and horizontal) through the non- didactic

Utility of the “useful doing “and the “doing together” even within the small group, as a means to stimulus and socializing moment

The aims of the intervention summarises into the activation and development of basic abilities such as: focus, perception, observation, analysis and synthesis, improvement of socialization and psychomotor development

### **Methodology and use of music**

In order to fully understand the elements that qualify this rehabilitation and therapeutic sector, it's worth to look at the meaning that the words “Music” and “Therapy” acquire within this context.

In musicotherapy, by “Music” we mean a set of sound-musical materials that goes beyond what is commonly considered musical art. When the therapist selects these materials, he or she doesn't choose them according to their artistic value, but according to their prerequisites of intervention and functionality: the selected materials will help the therapist to implement meaning and value within the relationship with the students and within the rehabilitation project as a whole.

The therapist uses any sound/musical event that is both perceivable and non-perceivable by the earing organs, without a particular hierarchy scale.

The “Therapy” word is, within this context, used to describe a “way of doing”: a precise, methodological action whose aim is to improve and help the development of the student.

The Sound-Musical element is then valid in two main operative sections:

Therapeutic: where the Sound-Musical element becomes a non-verbal communication channel and facilitate the implementation of particular inter personal relationships.

Rehabilitative: where the Sound-Musical element becomes the motivation towards the

activation of a certain function (psychomotor, vocal, etc)

It's important to highlight two tendencies: on one side, the importance of spontaneity, free production, improvisation. On the other side, the efforts that lead to organization and the controlled and rational reconstruction. TEACHER: Antonio Testa