

EUROPEAN AGENDA FOR MUSIC

How do we measure the social, societal and economic impact of music?

Group 2

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Summary

- Give everybody, old and young, the opportunity to interact with music
- The attention should be on values not on numbers
- Social impact of music as a tool for personal development are important factors of life
- EAM can be a strong tool to empower all/other stakeholders to use it and to overcome obstacles
- Polish example:
 - Music lessons in public schools are only about theory (PL) even though the curriculum stresses music making but the people don't know about it
 - Diverse music genres in school is still a struggle
 - The Kodaly method was more accessible in the past
- We have to adapt to the language of the political decision makers, e.g. in Poland the word music in the curriculum was closely linked to music theory, when introducing the new title "let's play" music making became more obvious and understandable,
- access, active participation as key
- it is dangerous to use the economic argument because in the end the music that will be supported/made is that that can deliver to the argument
- it is important to feel and to make music
- the intrinsic value of music is important
- when providing facts and figures it is important to have a value embedded
- when providing facts and figures one should tell a story and have a wholistic and humanistic approach
- music can be a tool for social inclusion, e.g. the feeling to be useless is what is dangerous, music can give meaning and thus overcome the feeling of uselessness