



## Games of Musical Interaction

in group lesson

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Teaching at the 'Schule für Kranke' I'm also active as a tutor for the adolescents (from 10 to 16) staying at the hospital 'Rechts der Isar', Munich. The 8 teenagers I work with refuse to go to school and take part in a project about school refusal – school absentism as outpatients within the Department of Pediatric Psychotherapy. They live at home and come to the clinic from 8.30 p.m. to 4.30 a.m.. The adolescents in the day clinic are troubled by psychic problems but don't need an inpatient stay at hospital. They suffer from somatoform disorders, that is from headache, stomach ache, vertigo, etc., symptoms that are not caused physically. Some teenagers are traumatized by certain experiences, they have difficulties at school, in their family or in their peer group. Others show a neurotic development, being either overprotected or neglected.

Our rhythm game at the beginning of the workshop is a counter example for my work with these teenagers who don't go to school for different reasons. What they have in common, however, is the lack of motivation, concentration, discipline, perseverance and patience to enjoy more complex rhythm games like the one I did with you. When you are able to follow our rhythm game without difficulty, you are also able to perceive your own game and at the same time the one of your counterpart (interior stability), you must also be able to cope with frustration, whenever you make a mistake or whenever you get the feeling that you don't learn as quickly as your neighbour. You must also have a certain rhythmic competence (a feeling for speed and breaks, ability to bear tension). All these are competences that the teenagers I work with mostly lack.

A concept of musical encouragement must thus cope with their needs and abilities and the principles of hospital education (Disruptions have priority, Cohn 1989). A hospital teacher contacting a pupil at hospital has to show empathy and acceptance and must also consider disturbances of any kind (in the motor, sensory, emotional and social field).

The purpose of games of musical interaction embraces the encouragement and eventually skills of

- Apperception
- Capability of listening
- Self-awareness (emotional development)
- Ability of making music together (social development)
- Imagination and expressiveness (development of the ability to communicate)
- Concentration, patience, perseverance
- The experience of tension and relaxation
- Self-respect
- Playing with relish
- Therefore the focus on our making music emphasizes experiencing and not learning.

Now I would like to invite you to join me. Let's make music together.



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