ESITYS:

ORIENTAATIO YHTEISKUNTATIETEELLISYYTEEN MUSIC FOR ALL -HANKKEESSA. Tieteen ja taiteen merkityksistä reaalipolitiikassa ja kaksi tutkimusesimerkkiä.

Diverse learnership in the Project society. A case study of the project Disabled people as Musicians.

Sanna Kivijärvi / Music for All -research group

This study is a case study concerning the project Kehitysvammaiset muusikoina (Disabled people as musicians) which is organized by the special music centre Resonaari. The aim of this report is to describe and evaluate how the objectives of the project were completed during the year 2010. The research questions are “How were the objectives of the project realized?” and “What sorts of larger effects and/or connections does the project possibly have in the society?” The goals of the project were 1a) Development of the main musical skills, 1b) Supporting of the joint-playing and 2. Progressing the equality of the musicianship. The study is part of a project managed by the Music for All -research group.

The data for this study was collected through observation from the musician students’ project “Runon ja musiikin ilta Savoy- teatterissa”. The band, “Resonaarigroup”, consists of five musician students defined as disabled people. The teachers and organizers of the musician project are the directors of Resonaari, Markku Kaikkonen ja Kaarlo Uusitalo. The data was collected regularly during the entire project when they were practicing and performing. The timeframe was from August 19th to September 26th, 2010 including a period during the event Meeting in Music in Estonia. The quality of the collected data was extended by documents and recorded material from the band rehearsals. The data was analyzed by the open coding and categorization-method.

The objectives including musical skills were evaluated by focusing on the level of the support the teacher was giving. The focus was in the musician 1, M1. The progress in the joint-playing was analyzed by concentrating to the social functions of music during the project.

The summary illustrates that the musical objectives of the project were fulfilled during the year 2010. It is possible that the case of the study indicates even the forthcoming
events in general. This study shows that the objective 2 (Progressing the equality of the musicianship) was also met, at least partly. The ongoing tendency in the attitudes towards disability and musicianship is described in the paper as “Democratic cultural revolution”. Diverse learnership from the point of view of the project-oriented society can be recognized in three different aspects: in combining the project-oriented work and diverse learning, in the development work, and in the equality work. As the research environment is unique, the generalization of the results is challenging. The results can still have continuity when the project proceeds and other (music) projects among diverse learners take place.

**Keywords:**
project, project society, projectisation, equality, diverse learnership, Special Music Education

**Disabled People as Musicians: A Case Study utilizing Systems Intelligence Approach Integrated with Complex Responsive Processes Model**

**A Relational Orientation to Special Music Education.**

This case study concerns the project Disabled People as Musicians which is organized by the Special Music Centre Resonaari. The aim of the report is to describe and evaluate the interaction and collaboration between the participators of the project by elaborating the key concepts of systemic approaches and the Systems Intelligence viewpoint (Luoma, Hämäläinen, Saarinen 2006; 2008; 2011). The study is part of a research project managed by the research group Music for All which is situated in the University of Helsinki, University of Jyväskylä, Åbo Akademi University and Special Music Centre Resonaari.

The qualitative data for this study was collected through observation from the musician students’ concert project. The band, “Resonaarigroup”, consists of five musician students defined as disabled people and their two teachers and organizers of the complete venture. The material was collected regularly during the entire project when the band was practicing and performing; the timeframe was from August 19th to September 26th, 2010. The available material was analyzed carefully using the ATLAS ti software. The quality of the collected data was extended by record and video material from the band rehearsals and the data collection continues in the subsequent steps of the project.
As the research environment is unique, the generalization of the results is challenging. The results can still have continuity when the project proceeds and as music education among diverse learners take place extensively. There is a need for more detailed definitions and outlinings of the conceptual content and the characteristics of Special Music Education. The summary of the research illustrates that above all, the pedagogy and its development are in the sphere of Special Music Education. There is a demand without hesitation to search for solutions to the problems arising concerning collaboration; the focus in this study is in the further development of the interaction and cooperation with the students with Special Educational Needs.

**Keywords:**

Special Music Education, interaction, systems approach, General System Theory, Systems Intelligence, Complex Responsive Processes Model, social functions of music, Special Educational Needs