

Musikalische Begabung erkennen und fördern

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The main reason for administering tests is to improve instruction. By testing students, teachers can effectively analyze individual student's test results and compare them to those of other students within the same peer group.

When administering music aptitude and music achievement tests, however, teachers should first understand the differences between the following three important concepts: Music aptitude and music achievement, developmental and stabilized music aptitudes, and measurement and evaluation.

Music aptitude is a measure of a student's potential to learn music. Music achievement is a measure of what a student has *already* learned in music. For example, people are not born knowing how to compose music in a given style. That must be learned. Once it has been learned, it is considered to be music achievement.

Students who have a high level of music achievement must also have a high level of music aptitude. However, students who have a low level of music achievement do not necessarily have a low level of music aptitude. There are students with high music aptitude who never reach their full potential due to a lack of appropriate musical instruction. Given proper instruction, however, these same students could be just as successful as those who already have a high level of both music aptitude and music achievement. At the same time, students with low music aptitude who receive proper instruction may achieve more success than students with average music aptitude who receive improper instruction.

Everyone has some level of music aptitude, is musical, and can learn to listen to and perform music with some degree of success. More than two-thirds of us are average and have average music aptitude. The rest of us have either above or below average music aptitude. Very few of us have exceptionally high or low music aptitude. The results of valid music aptitude tests suggest that approximately one or two in one hundred have exceptionally high music aptitude, and only one in one thousand has the potential to achieve as a genius.

The child's genetic makeup is a determining factor of his or her music aptitude. While heredity does *influence* music aptitude, it does not *determine* it.

Approximately half the number of students with high stabilized music aptitude are not identified as such throughout their school careers. Those who are known identify themselves because they are motivated to achieve. Typically, they are later recognized by their teachers as a result of their music performance skills. Unfortunately, young children rarely identify themselves having high music aptitude, and only in rare instances do they have the opportunity to distinguish themselves through music performance skills. This is another reason why it is very important to administer developmental music aptitude tests to young students.

Although objective music aptitude scores are more valid than parents' and teachers' simple observations, neither is perfectly free of error. In most cases, however, parents and teachers can expect that the unique knowledge test scores provide will help them stay informed of students' educational progress with a far greater degree of objectivity, intelligence, and sensitivity. Student's music achievement and developmental music aptitude should be measured continuously at various times during the year and in summary terms at the end of each semester of year. This system enables instructors to diagnose and record students' academic progress.

(Text aus: Gordon, Edwin: *Music Aptitude and Related Tests. An Introduction*, Chicago 2001)

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