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Reviewing the Role of Music in Cultivating Creativity

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Abstract

Music has proved to be playing an intense role in shaping up of one's personality. Several research studies have shown positive relation of music with enhancement of various aspects of personality. This review study finds out the role of music in cultivating creativity. Creativity is a dynamic area when we talk about cognitive science. Music influences cognitive shaping and so helps in fostering creativity as an important aspect of one's personality. In this paper, we review the existing literature around this topic confirming the significant role of music in cultivating creativity and also study the limitations due to potential variables.

Key Words: Impact, Role, Music, Creativity, Personality, Cultivate

Introduction:

The role of music in day-to-day life is a widely researched topic. The significance of music has been proven by many qualitative and quantitative research studies. In this article, author studies and reviews the existing literature which throws light on the role of music in shaping up of creativity. The author finds that however music has a positive influence in creativity enhancement but there are many variables also which may limit this possibility.

Objectives:

This article intends to understand the concept of creativity as explained by the various important psychologists and educationalists through their work in this field. This paper aims to study the various theories and derivatives given by them around the concept of creativity and creative people. Another objective is to research and review the existing literature that throws light on music as a factor contributing to cultivate and enhance one's creativity. Finally, the author also aims to suggest few limitations as well as the practical implementation of music as a tool for overall growth.

Concept of Creativity:

1. **Mihaly Csikszentmihalyi,** who is also known as the 'Father of Flow' described creativity around the idea of flow[1]. In his bestselling book ***Flow and the Psychology of Discovery and Invention (1996)*** he explains the concept of creativity. He explains that theory of creativity is centered around the idea of "flow," which is a state of deep focus

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and immersion in an activity. He suggests that creativity is not just about talent but about being able to achieve a balance between skill and challenge. It would be hard to tell humans apart from other animals if we were not creative. Being creative makes life richer and more fulfilling. Humanity would not advance if there were no innovation.

He goes on to say that creative people are unusual in their capacity to adjust to various circumstances and use whatever is required to accomplish their objectives. According to Mihaly, a creative person has a multifaceted personality because they are able to convey a variety of emotions via their creativity.

2. **Graham Wallas** in his work "**The Art of Thought" (1926)** proposed a four-stage model of creativity: preparation, incubation, illumination, and verification[2]. He emphasized that creativity involves both conscious and unconscious processes.
3. **Edward de Bono** through his work **"Six Thinking Hats" (1986)** introduced the concept of "lateral thinking," a creative process that moves away from traditional step-by-step logic[3]. His approach focuses on breaking free from conventional thinking patterns and looking at problems from different angles.
4. **"The Social Psychology of Creativity" (1983)** author **Teresa Amabile** developed the "Componential Theory of Creativity," which highlights the role of natural motivation, domain-relevant skills, and creativity-relevant processes in stimulating creativity. The author emphasizes on the social environment's impact on creative output.[4]
5. **K. L. Kapur, Sushmita Subramanyam and Anisha Shah (1997)** in their research study **'Creativity in Indian Science'**[5] quote, "Creativity demands a strong, well-defined sense of what I am, what I want."
6. **Frames of Mind: The Theory of Multiple Intelligences (2011),** According to Howard Gardner's perspective, creativity is not a single skill but rather results from a variety of intelligences, such as linguistic, spatial, musical, bodily-kinesthetic, logical-mathematical, interpersonal, intrapersonal, and naturalistic intelligences.[6]
7. **Joseph Campbell** in his work "**The Hero with a Thousand Faces" (2008 Edition)** explored creativity from a mythological and storytelling perspective. His work focused on the archetypes and universal themes found in myths across cultures, highlighting the creative role of the storyteller in shaping human experience.[7]

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8. **Roger von Oech** in his notable work on creativity "**A Whack on the Side of the Head" (2008 Edition)** offers practical exercises to break mental barriers and encourage creative thinking.[8] He motivates thinking outside of traditional frameworks.

These authors have contributed significantly to our understanding of creativity, each offering unique insights based on their respective fields of expertise.

Role of Music in Cultivating Creativity

1.In a multiple author research article, Katherine E Eskine, Ashanti E. Anderson, Madeline Sullivan, Edward Golob (2018) studied the effects of music listening on creative cognition and semantic memory retrieval.[9] It was experimental research in which 2 separate experiments were conducted. The first looked at the relationship between creative cognition and music listening, while the second investigated whether music's effects on mood and/or semantic memory may be used to support creative cognition. Participants in the first trial listened to hip-hop, classical, and babble music before answering 15 questions on the Remote Associates Test of Creativity. The second experiment replicated the first and also looked at mood and semantic memory. Participants in both tasks demonstrated greater originality following music listening, which was linked to mood. The findings show that listening to music simultaneously improves respondents' mood, creative cognition, and semantic recollection.

2.Elizabete Quarry examined the connection between children's musical abilities and creativity in a study report. 10. This study was carried out in order to ascertain if the correlation between musical proficiency and creative levels is realistic and complimentary in Kosovo's primary schools. Therefore, 106 students who were within the age of 7–12 in several elementary schools in Pristina were surveyed through two standard instruments, a protocol for evaluating student achievement in the subject of music education and through the Williams Standard Test of Creative Thinking (WCTT 1994). The results obtained showed that creative thinking and musical skills have statistical correlation.in Kosovo, and these findings are also complementary. Pupils who have more musical proficiency also exhibit greater levels of creativity in both the classroom and in daily life. The study demonstrates that pupils who had a strong foundation in music have a high degree of creative thinking, and vice versa.

3.In a research paper by **Aidan Kang (2023)** another important connection between problem-solving and music is discussed.[11] The purpose of this study is to learn more about how music might influence our capacity for divergent thought as a component of creative thinking. With the aim of identifying such connections, it expands on developments in approaches to study the

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connection between music and divergent thinking. This raises awareness of the relationship between creative expression and cognitive creativity. This study was conducted by combining data gathered from a group of volunteers who demonstrated how music affects our ability to think creatively with an analysis of the body of current literature. The results imply that music does, in fact, stimulate and improve cognitive capacities.

4. Irina Cheremisova Kurysheva (2017) wrote an article which presents the results of the study confirming music as an effective means for psychological support of creative personality development from the perspective of a new aesthetic-semiotic approach.[1] The utilisation of "live" performances of classical music in psychological therapy is the main focus of the study. Through the use of music, the author created a psychological mechanism that consists of a network of interrelated circumstances for the development of creative personalities. It was predicated on the researchers' analysis. The experimental and control groups' kids' levels of musical and creative growth were compared during the experiment. University students' musical and creative growth traits were determined. The experiment's findings showed that including a special education program into the curriculum significantly accelerates a person's growth in musicality and creativity and strengthens the bonds between those traits (p-0.01).

5. Experimental research by Lalchuangkima, Reuben (2022) analyses the impact of music training on creativity and achievement levels through comparing pre-test and post-test data of experimental and controlled groups.[13] This study revealed that training of music impacts students' creativity. The controlled group showed a significant difference between the pre- and post-creativity tests. Additionally, it suggests that music instruction has an effect on students' musical performance. The attitudes of both male and female pupils towards music were mostly consistent, hence the effect of music instruction was little. Nonetheless, the results imply that music instruction affects both male and female students' musical proficiency.

1.To study the dual role of background music in creativity, Xiao, Xinyao and Tan, Junying and Liu, Xiaolin and Zheng, Maoping (2023) carried out a research work.[14] Chinese folk music, which is known for its propensity for melancholy, was chosen as the emotional stimulant and background music, according to the writers. The authors investigated how performance in the Alternative Uses Task (AUT) was affected by several musical genres, such as vocal and instrumental, each of which has a distinct emotional valence (either positive or negative). A total of 114 individuals were divided into three groups at random—instrumental, vocal, and silent—after answering a questionnaire about their musical preferences. The

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findings showed that, in contrast to a calm setting, background stimuli such as voice and instrumental music had a substantial impact on AUT performance. Music having a negative emotional charge supported individual creativity in creative. The two-path hypothesis (positive and negative) of emotional effect on creativity is empirically validated by this study, which also challenges the traditional wisdom that only positive background music fosters creativity.

2. **Kevin Hilton, Cathy Lockhart, A G Rodell & B Rodel (2004)**, experimented about the use of music to influence creative and critical thinking.[15] This study focused on mood and arousal management rather than brain growth, as in the "Mozart Effect," where it was suggested that a person's musical preferences may affect cognitive response. The creativity assessments selected for this study were the "Creative Fluency" and the "Critical Review Test." Overall, a mix of psychological and ethnological research methods were used in this study. The sample groups, each consisting of ten or more participants, were primarily undergraduate Product/Industrial Design students from Australia, Sweden, and the United Kingdom. Determining the participants' preferred musical genres, the times they most liked listening to them, and their classification of these genres were the goals.

The study's main conclusions were that people's responsiveness to activities requiring creative or critical thinking was on par with working to no music at all if they did not identify with a particular track or genre of music. Nonetheless, listening to one's favourite calming music was proven to increase responsiveness to both the creative and critical thinking tasks.

As we see, above studies supports and advocate the role of music teaching, music learning and music listening in the and enhancing creativity as a part of cognitive development. However, we also come across some limitations due to variables and varied factors which are discussed as follows.

Limitations

1. The effect of music on creativity and productivity can be limited due to the mood of the listener in a particular moment or time. Also, the willingness of a person to listen to the appropriate music at the appropriate time may not be in sync which can blur the identification of actual effect of music.
2. Some studies show that music with a negative emotional charge bolstered individual originality in creative performance.

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3. The creativity of an individual also depends on their genetics. Music can have a stimulating effect on one's creativity but may not be able to generate it from the root.

Discussion

In India, National Education Policy (2020) was introduced and gradually it is being implemented in the whole country. The focus of this policy is on the wholesome and inclusive growth of students. There have been many improvements in the prevailing system of bookish knowledge. NEP aims teaching and learning in a fun based and skill-based manner. A great emphasis has also been given on the inclusion of various art forms in the main stream education. Hence the role of music as an art form has now even greater significance considering wholesome growth of children. Realizing the role of music in the holistic growth of a person it has been considered to include it in the curriculum and a child's life from early age.

Many schools in India are now equipped with better music and fine art faculties with the aim to enrich children with the therapeutical, psychological, socio-psychological and cultural benefits of learning through music and other fine arts. During the findings for this study, the author happened to know about an institution which is dedicated towards the enhancement of creativity in young children through various fine arts, sports, innovative science and other creative activities. National Bal Bhavan is situated in New Delhi and functions autonomously under the Ministry of Education.

National Bal Bhavan was established in 1956 with the goal of fostering children's creativity by giving them a variety of chances, activities, and a shared platform to engage, explore, create, and perform in accordance with their age, aptitude, and ability. 16 It provides a stress-free, stress-relieving atmosphere with limitless opportunities for invention. Additionally, this school has several associated bal kendras and bal bhavans spread throughout India. These establishments serve as a model and source of inspiration for fostering creativity via music and other skill-based pursuits. The fact that these institutions are able to function successfully is evidence that music does, in fact, have a big impact on developing one's creativity and personality.

Conclusion

After reviewing the available literature and latest researches it can be concluded that music cultivates creativity by stimulating various brain areas responsible for imagination, problem-solving, and spatial-temporal skills. Music also provides a platform for creative expression, allowing individuals to explore their emotions and ideas through sound. Music encourages brain

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activation, stimulating imagination, divergent thinking, fostering of emotional expression, collaborative creativity and it also prepare for a creative economy. Music cultivates cognitive skills, problem solving, empathy and a stress-free mind as a part of creative process.

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