

## *Art Therapy in the Modern World and Music Therapy in Particular*

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### العلاج بالفن في العالم الحديث والعلاج بالموسيقا خاصة

تسونكا البكري، قسم الموسيقى، كلية الفنون الجميلة،  
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#### ملخص

تهدف هذه الدراسة الى التعريف بأهمية العلاج بالموسيقى والتعرف على أنواع العلاج بالموسيقى. كما تبين الدراسة المرضى الذين من الممكن أن يطبق عليهم هذا النوع من العلاج، وتطرقت الدراسة ايضا الى عرض قائمة لأهم الأشخاص الذين يتعاملون بموضوع العلاج بالموسيقى وذلك حتى يتسنى بسهولة للمهتمين بالحصول على المعلومات التي يحتاجونها.

العلاج بالموسيقى، اكثر الفنون العلاجية انتشارا، تم مناقشته بتفاصيل كبيرة، والباحث أورد عدداً من مجموعات المرضى الذين عولجوا بطريقة ناجحة. كما يقترح الباحث عدداً من الخطط الواجب اتباعها مقرونة مع طبيعة الموسيقى الملائمة والممكن تطبيقها على المرضى، الدراسة هي مقدمة في موضوع العلاج بالموسيقى والعلاجات الفنية ومن خلالها اقدم فرصة للفهم الافضل للأفكار والاهداف بالاضافة الى الطرق المتاحة للعلاج، والتي يمكن استعمالها بطريقة ناجحة.

#### Abstract

This article aims at locating the new academic discipline of art therapy and dwells more specifically on the various kinds of widespread art therapies. In the text these are concisely described, and the patients in the treatment of whom they are used are specified. At the same time I list the names of famous scholars and physicians working in this field, in order to enable the specialists interested in these disciplines to find easily the qualified information they seek.

Music therapy, as the most widespread art therapy, has been discussed in great detail. I have suggested a listed contingent of patients to whom it is successfully applied. I have taken the liberty of quoting also a few listed plans, associated with suggestions for work with specific composers or pieces of music, and their application. The article is an introduction to the subject of art therapies and music therapy, whereby I give the opportunity of a correct understanding of the ideas and objectives covered in them, as well as the possible paths of treatment which can be successfully applied.

## **Introduction**

In the evolution of modern human society, globalization is accompanied by a growing interest in creativity in different spheres. By way of the global “cultura anim”, (cultural breath, wind, air) a term first used by Marcus Tullius Cicero (106 B.C – 43 B.C), contemporary international communication is realized. New trends in psychology, philosophy, aesthetics and culture have developed on this basis, which are conducive to the spiritual and physical development of the man of today. One of these trends proves to be Art Therapy – one of the phenomena of our time. It is spearheaded at making use of art, not only in its form of a hedonistic means of entertainment, but also as a means of re-socialization and therapy.

The idea of this article has been the familiarization with this part of psychology and treatment, which is as yet not well known in Jordan. Generally speaking, art therapies and music therapy, specifically, have been new disciplines worldwide and as such, they are still being theoretically structured and methodologically discussed. This is likewise the idea of this research: to make a review of the existing art therapy disciplines, to locate and base them in guidelines. The need of that citation is based on the idea , that some of them ( like therapy with tales, sand therapy, Pan-eurhythmia and eurhythmia are not well known).. Art therapy is one of the new disciplines, undivided part from modern medicine. Like integrant section from nowadays treatment, we can find it in many different kinds of physical and mental recoveries. We found art treatments in most of sanatoriums and hospitals, connected with psychological and pediatric purpose. The particular fact, provoke the Researcher of that study to directs his attention to the mentioned subject. In this point of view the Researcher has the opportunity of outlining the main paths of treatments and popular methodologies, which characterize the art therapies in general and music therapy, in particular. Similar study has not been so far made in the country, but the need of it has been pending. The researcher does not pretend to be exhaustive in this development, because of the fact that Art has multiple aspects and in a work of a restricted size, as this article, it is not possible to presents it with adequate depth and competence. As a main objective, the Researcher endeavors to awake the interest in this new specialty in the field of the music sciences and of psychology. This is no chance incentive on the Researcher part, but an interest, inspired by trends developing worldwide. In some countries like Great Britain, USA, Netherlands, Germany, Belgium, France, Scandinavian countries, Canada, Japan and elsewhere, art therapy education has been a fact for decades and it has been part of

the state-provided education. Jordan has not been left behind in this process and before few years was opened specialty of Music Therapy at the National Conservatoire in Amman, as well as future idea to be established such of faculty in the Music Department of the Yarmouk University. This comes to show that the new trends have been taken into account in the international search for new guidelines in the use of the inexhaustible opportunities of art for preventing health care, in therapy, prophylaxis, correction activities and re-socialization. This will also be researcher purpose: familiarization with the main parameters of the art therapies, the methodological systems of music therapy particularly. Same like, defining the main lines in structures of most popular advanced art therapies, parts of academic educations in Europe and USA.

Researcher cannot allow himself to enter in presentation of modern methods of art treatment, before headlining the historical course of Art therapy in general.

The contemporary path of art therapy practices and music therapy may be followed along the following lines. The words “Art Therapy” have Latin origin: “art” and “therapia”, meaning therapy or treatment. The multifaceted concept of “art therapy” has been used in its application in activities associated with treatment and rehabilitation, in the social and educational therapeutic activities directed to elder people, children of unequal status, people with alcohol and drug addictions, invalids, mentally retarded children, and recently persons in confinement and at refugees.

The conceptual essence of art therapy has been described by A. Koptin<sup>1</sup>: “Art exerts inexhaustible impact and power on the emotional state and development of the individual, as well as on shaping his personality. Art therapy relies on the individual person’s own forces, of his self-treatment qualities, as well as on the creative abilities for adaptation and self-preservation rather than on treatment with medicines.”

Art therapy as a curative means makes it possible to get around the censorship of the conscience and to penetrate into the subconscious processes by way of updating of latent states and ideas. Through the co-creative process, it helps self-expression, accomplishment of the socialization and trust in those around. According to Margaret Naumburg<sup>2</sup> (1890-1983), considered to be the founder of art therapy in the USA, “The art therapy practice is based on the fact that the most important thoughts and feelings, as well as man’s experiences have been engendered by the subconscious and can find

expression much more in the form of images than through words”.

As a method of diagnosis, art therapy proves to be an essential element of the work not only with psychiatry patients from the specialized hospitals, but also with these patients in the period of rehabilitation, in the treatment of the aftereffects and the adverse psychological experiences, the result of in-hospital stay (such as social isolation, the loss of social contacts, stress, etc).

Art therapy is applied on its own in two basic forms: as group and as individual art therapy.

According to the chronological classification, Chris Wood<sup>3</sup> outlines three basic stages in the history of art therapy. The first one covers the years between 1930 till the end of the 1950s, the second is from the beginning to the end of the 1960s, while the third is from the beginning of the 1980s to date. Each one of them is, naturally, characterized by specific trends. The first is typified by a specific interest in proving the curative properties of art. The second – by the professionalization and specialization of the discipline, while the third – by the theoretical presentation of the subject.

The first Art Therapy Committee was set up in Great Britain in 1949, which in 1963 developed into the British Association of Art Therapists. The first college, giving the qualification of art therapists in two fields – clinical specialization and educational specialization, was set up in Gordsmith, the London University in Great Britain; following the University in Sheffield; the Queen Margaret University in Edinburgh; and the English Polytechnics University in Cambridge. In this way Great Britain has stood out as the first country where the activity of the art therapists was fixed and specified by a legislative act.

The same process was observed, after a short delay in USA, Western Europe, Canada, Japan, Australia, and later, 1996, in Russia.

### **Art Therapy and Its Trends**

#### **Art Therapy Work with Children and Adolescents**

The Researcher thinks that main function of art is the enrichment of the personality not only with knowledge but also with experience, thoughts and criteria. When talking about the educative role of art it should be pointed out that in its

### **Art Therapy in the Social Field**

Art therapy is applied for the socialization and harmonization of the personality, for re-socialization in behavioral deviations, auto aggression, in asocial acts typical of alcohol and drug addicts, refugees, members of sects, etc. These acts of de-socialization, wrong [lacking] adaptation, and disorganization of the personality are usually due to personal misfortune and lack of care, which lead to lack of prospects, lack of motivation and social pathology. Part of this contingent of people get into educational establishments, others serve terms in prison. The new trends of work with this type of problem personalities have been based on the humanization in the education and re-socialization, whereby art therapy proves to be an extremely effective means as it helps the stabilization of the behavior, the surmounting of the barriers in social contacts, faith in one's own capacities and possibilities, the chance of self-expression, an enhancement of the self-appraisal. (draw a general conclusion based on studies of Aleksieva E, Chapman Santana A.M., Engelmann I., Korsini R.J., Leedy J.J., Mornhinweg G., Wood C).

### **Art Therapy with Elderly People**

The elder members of society often feel certain psychological and physical restrictions, slow thinking, weakening memory, enhanced attention, low libido, changes in the character, disturbance in sleep, delayed movements, weight loss, cautiousness, tendency to depression, introvert mental make-up, stress caused from await of death. All this requires more extensive care-taking. Art therapy helps also in this respect for the steady realization of new social contacts with other people your likes, for the emergence of interest in different art disciplines. Music therapy is very useful in the work with elder people as it raises their self-confidence and improves their mood, their satisfaction with life, as well as the quality of memory.( essence of studies of Biley F., Burns S.J., Feldenkraiz M., Kokoshkarova A., Leedy J.J. , Lord T., Wheeler D., Zelazny C).

In Popov T. "Therapy and prophylactic through art" Sofia 2004 (P . 167) the researcher of this article found a quotation over A. Koptin, and Karen Drucker in which the author mentioned that blood pressure and pulse rate can be stabilized due use of music rhythm, which is followed by particular rests, and again applying of regular beat.

According to a 2009 Cochrane review of 23 clinical trials, it was found that some music may reduce heart rate, respiratory rate, and blood pressure in patients with coronary heart diseases. Benefits included a decrease in blood pressure, heart rate, and

therapeutic application it is not just in the form of means of treatment or rehabilitation, but also in its educational dimension. Numerous scholars (like Hriztoskov, Koptin) uphold the idea of using the term art therapy in Medical therapy involving children and adolescents. In Researcher's point of view, this is disputable, because in this sphere, the use of the term Art education is more practical and better corresponding to the realities. Relying on the fact of the objective crises in the development of children, respectively, the third year and puberty, when children encounter certain emotional difficulties, it has been proved that these affects can be overcome with the help of art. Through it the individual features of the child come to the fore, intricate feelings are given an outlet; a way of expression and relaxation is sought. By Bolreva S. and Atanasov J. emotions, engendered by art, reflect on the processes of perception, memorizing, imagination, thinking and speech. Within the context of this, the perception of the beautiful in art helps the self-expression and the overcoming of the existing confusion in these complex periods of childhood. Aberrations like depression or aggression in the behavior, acts of whims, stubbornness, conflicts, edginess, and fear neuroses can signal neurotic symptoms, while the redressing measures of art education or art therapy produce good results in their surmounting or diagnosis.(no quotation here). The researcher found that most of authors state that difficult children need self-expression, agreeable experiences, commitment, emotionally imbued activity, which is typical for the different techniques of art therapy. In such cases, music therapy, drama therapy, dance therapy, the therapy of tales helps to overcome the processes of containment and self-reaffirmation. In children with problems in coordination and spinal distortions, motion and dance therapies are naturally helpful and correcting.( essence based on studies of Bolreva S., Chapman-Santana A.M., Sokolov D, Froehlich M., Kramer E., Leo J., Mnuhina V., Moustakas C., Robb S).. The Researcher wishes to mention Emile Dalcroze and his Eurythmy, used therapeutically on the advice of a physician, to compensate somatic or psychological imbalances; based at the aim to strengthen the organism's salutogenic capacity to heal itself. Dalcroze's Eurythmy is widely applied for treatment of children with attention disorder.. (Dalcroze, "Euehythmic in Today's Music Classroom" 1996 London). Emile Jaques Dalcroze is a founder of Cognitive Eurhythmics, generally focused at children. This kind of therapy aim to better movements and balance, better attention and concentration, better impulse control. Like field, Cognitive Eurhythmics is based on Dalcroze and Feldenkrais and is also method of somatic education, creative self-expression and self comfort.

levels of anxiety in heart patients. However, the effect was not consistent across studies, according to Joke Bradt, PhD, and Cheryl Dileo, PhD, both of Temple University in Philadelphia. (<http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD006577>).

## **Kinds of Art Therapy**

### **Drama Therapy**

(We can find both terms: drama therapy and theatre therapy in studies of different authors. The researcher will use the term “drama”, but in case of quotation will be presented the exact term, used from the cited author).

“Theatre therapy – this is a spontaneous dramatic performance, used for therapeutic purposes among children and old people with character derangement”<sup>4</sup>.

In drama therapy, the free expression of emotions and conflicts facilitates the reaction to the feelings, which are being ousted, both in interfamily problems and in interpersonal and social problems. The drama therapy is applied for patients subjected to various kinds of violence, sexual included, cases of clinical depressions, anxiety, treatment of hospital patients, pathological psychoses, suicide attempts, alienation, depressions, Down syndrome and autism. ( The researcher collected the diseases from studied of Naumburg M., Kokoshkarova A., and Koptin A.I). . Jocelyn James<sup>5</sup>, an acknowledged authority in drama therapy, says: “The dramatic art can follow the kingdom of the imagination, including transcendental and archetype changes of the collective unconscious; as well as the attaining of positive emotions and the possibility of liberation through creation. The dramatic means can be sources of revelations and enlightenments”.

This kind of art therapy helps to establish contacts among the patients, contributing to the self-acquaintance; it communicates human suffering and its empathy. Well-known specialists in this field of art therapy are Kramer, E.; Madelyn Andersen-Warner; Roger Grainger.

The main stages in a drama therapeutic session by Kokoshkarova<sup>6</sup> are following:

- Preparatory, in which the participants get introduced to each other and communicate; in it the imagination, their thoughts and feelings are activated. It also becomes the basis for the future action. An attitude of joint work takes shape in it.
- The second is the one of the actual performance in line with a set script.
- The last is return to the everyday behavior, to one's own identity.

The main idea of drama therapy by the researcher is the possibility of unshackling and liberation from complexes, joint experience and becoming involved in a certain social environment. With the help of art, socialization is achieved and certain psychic faults are overcome.

### **Psychodrama**

This type of therapy has been the result of Jacob Moreno's work and has been one of the most widespread techniques in the field of the art therapies. Moreno<sup>7</sup> defines psychodrama in this way: "It is based on the free dramatic performance, spearheaded at activating spontaneity, an expression of the interpersonal conflicts, through which the subjects get to know their own selves".

The main difference between drama therapy and psychodrama is that the second rests on actual events in participant's life, whereas the first is not focused on such happenings, rather opting for the path of abstract experiences, not based on the actual social experience of those, undergoing the treatment.

By Kokoshkarova<sup>8</sup> in psychodrama, as in drama therapy, three basic stages are substantiated:

- The first one again proves to be the preparatory stage, whereby the participants get prepared, mentally and emotionally, for the performance.
- The second stage is the performance proper, whereby improvisations take place.
- The third stage is a discussion. It proves to be the most important stage. The performance of each one of the participants is commented, their interactions are discussed, special attention is paid as to who has learnt what about his own self in the process of the performance.

The basic principle that Moreno<sup>9</sup> deals with is catharsis (initially discovered by Aristotle as inherent in the tragedy genre, later studied by Bertold Brecht and Friedrich Durenmatt). Here catharsis is acknowledged as a moment, purifying from emotions, stress, and tensions; as a culminating moment, an inspiring effect of examination concerning the reality and the criteria of reality of the participants.

### **Poetry Therapy**

This kind of therapy is particularly widespread in the USA, Australia and the Scandinavian. Famous experts in this field are John Fox, Rosalie May Bovey Brown, Dr. Jack J. Leedy. Participating in this therapy can be patients of neurotic and psychic disorders of a light form, depressions, phobias, drug addicts, i.e. essentially people who can get involved in verbal communications.(Researcher collected the diseases from Leedy J.J).

### **Bibliotherapy**

Bibliotherapy has seriously advanced during the past few years in Russia. As a therapeutic discipline it is a means of exerting curative and rehabilitation impact through the means of classical literature. The main element here proves to be the discussion. Work is carried out by way of group interventions, whereby solutions are provided to different conflicting situations, encountered in [literary] works of art in the process of discussion. This therapy by Kokoshlarova<sup>10</sup> exerts a curative effect for the re-adaptation to the social environment. For this purpose, a great number of specialized catalogues have been published featuring titles, applicable in bibliotherapy. In their selection, analysis has been made of the conflicts, featuring in the works and their similarity to experiences in real life. Pioneers in this therapeutic sphere have been Arleen Hynes, Benjamin Rush, John Minson Galt, B.M.Teplova, A.M.Miller.

### **Image Therapy**

It has been developed by Russian scholar I.S.Volpert with the purpose of suppressing neurotic stereotypes – taking the patient away from his neurotic fixation on his ego and the establishment of new dynamic stereotypes. In the case of image therapy there are three stages by Volpert<sup>11</sup>.

- The first one, during which a piece of work is narrated, and this is accompanied with improvisations on the subject.
- The second – dramatization of the story, according to a script, whereby improvisations are again presented.
- The third - is the one when the image therapy develops into work on gesture, technique of speech etc.

The method is applied in the case of patients with neuroses, psychopathic personality derangements and schizophrenic remissions.

### **Therapy Involving Figures of Sand**

This is a new form of art therapy in which figures are built out of sand. Zinkevich-Evstigneeva and Gabenko M.<sup>12</sup> placed that this therapy has been applied in Russia and in Great Britain. Scientific publications have been offered by T.D.Zinkevich-Evstigneeva, T.Gabenco, Brenda Rollinson. Zinkevich-Evstigneeva and Gabenko M).

### **Movement Therapy**

The therapists present a view that there is a certain relationship between body and mind and the psychic problems are always reflected in consternation and tension in the muscles, the position and breathing. Then movement therapy, unlike the dance therapy, lays the stress on the internal feeling and the internal resources of the organism.

The first one to substantiate the body movements and give the name of this kind of therapy was Francois Delsarte, followed by Bess Menzendik, the author of “Artistic Body Training and Movement Problems”, and Emile Jacques Dalcroze, who put forward his concept that the human body was kind of a resonator. He published the books “The Rhythm, The Music and We” and created the rhythmic gymnastics. Other famous scholars, making their contribution to the movement therapy have been Etienne Decrou, Mabel Todd (Idiokinesis), and Rudolf von Laban.

There are different trends in the movement therapy such as:

- Pilates method, named after its founder Joseph Hubertus Pilates, which has curative and rehabilitation effect in muscular dystrophies;
- The biosynthesis of David Boydell, whereby biosynthesis means integration of life

into the primary core of sensations.

- Bartenieff system, named after Irmagard Bartenieff, for correction and therapeutic activity – Die Bartenieff Fundamentals.
- The Alexander technique, bearing the name of Austrian Frederic Matias Alexander, and aimed at the accomplishment of the primary control in movement and muscle problems, back aches, waist aches.
- The eutonie (French term) of Gerda Alexander, which is fully ground-based with exercises in a lying position.
- The method of Moshe Feldenkrais, a Russian scholar, aimed at the maximum physical healing after physical traumas. (Feldenkraiz M<sup>13</sup> and Popov T<sup>14</sup>).

### **Dance Therapy**

This is a powerful means, spearheaded at prophylaxis, used as a means of prevention and treatment for patients with mental and neurotic diseases, autism, patients with disorders in the loco-motor apparatus, behavioural aberrations, children with retarded development and difficulties in study, alcohol and drug addicts, patients with inferiority complexes.(Aleksandrova A.<sup>15</sup>)

The founders of this therapeutic trend have been Isadora Duncan, Loie Fuller, Francois Delsarte, Emile Jacques Dalcroze, Rudolf von Laben, T.Vassileva, N.Paramonova.

Currently there is dance therapy training of academic standards at the Rotterdam Academy of Modern Dancing, as well as in a great number of universities in Europe.

### **Pan-eurhythmia**

It has been created by Bulgarian Peter Dunov or Beinsa Duno, and is widespread in the USA, Japan, Great Britain and Germany. This is a system of harmonization of the personality. Through the combining of several kinds of the arts, it aims at the attainment of a curative, healthy and prophylactic effect. Pan-eurhythmia combines specific physical exercises with musical accompaniment, designed to harmonize man's energies with the powers of nature.(Information is based on the study of Dunov P).

### **Eurhythmy**

It has been created by Rudolf Steiner and is presented as a kind of language, corresponding to the spiritual essence of man and his inner world. It is practiced in light clothing without any ties. In eurhythmy through different bodily movements, symbols and letters are written out, while speaking and singing. Here, too, the main idea is to achieve a harmonization of the body with the spiritual and the environment.( The information is based on Kokoshkarova A. and Popov T).

### **Drawing in Therapeutic Practice**

Drawing, in the aspect of art therapy, is treated as a special sign and is directly associated with the problems of the consciousness and the conceptions. It is a form of acquiring specific experience and signification. Among children, drawing can be used as a prognostication and analysis indicator of establishing impulses, hidden desires, subconscious instincts, as well as a symptom of some diseases.( Alexieva E.<sup>16</sup>) As a means of diagnosis, drawing has been extensively used in groups with deviant and delinquent behavior, marginalized, drug and alcohol dependent persons. The therapy is also applied as a component of the process of treatment of persons with neurotic and mental diseases, persons in a state of stress, as well as of invalids.( Aleksieva E.<sup>17</sup>) . The researcher mention here as important developments those by V.Mnuhina, E.Alexieva, S.Bolreva, J.Di Leo, David Epston, Rado, Irvin Beiber, Charle Socarides.

### **Therapy with Tales**

Tales have been told throughout the entire history of human civilizations. This has been a kind of an exchange of experience. In our times, tales have been substituted by soap opera serial films, crime novels and fantasy sagas and films. Russia has been the country where attention has been paid during the past two decades to this therapy. In Sankt Petersburg a special institute has been set up applying therapy, using tales. The work of this institute has proved that by way of the therapy of tales, the inner world of the individual is revealed; what he has experienced is interpreted; and the surmounting of the derangement of the personality is helped ( Zinkevich -Evstigneeva <sup>18</sup>). Elaborations on this topic have been written by Tatyana Zinkevich Evstigneeva and

Dmitriy Sokolov.

### **Game Therapy of Clark Moustakas**

It has been based on the interactions between teacher and child, parent and child. The main principle in this game therapy is to recognize and discover the unique character of every child. This kind of therapy is particularly widespread among neurotic children, children with temporary problems, whims and neuroses. (Moustakas C)<sup>19</sup>.

### **Music Therapy**

It is to say that for the time being music therapy has been the most popular and frequently applied art therapy. This has been due to the indisputable curative properties of music. Thanks to the technological progress, scientists have succeeded in precisely measuring the changes, taking place in the human organism under the impact of music. A number of positive changes have been established of the blood pressures, the rhythm of breathing, the tonus of the muscles, the pulse, the hydration of the skin, the vegetative nervous system. Scientists like Raymond J.Corsini have proved that under the impact of music, variability of feelings is achieved whereby the main ranges of the arriving emotions are joy, sadness, ecstasy, and yearning, rather than rage, fear, jealousy, and envy. According to Dr. C. Frank<sup>20</sup> "Music therapy is a mystery of the revelation, exerting an influence on the spiritual, bodily and soul disruptions, as well as on behavioural disorders" .

By Kokoshkarova A.<sup>21</sup>, music activates the emotional processes; it stimulates the inner psychological surmounting of pathogenic conflicts; it unlocks social interactions on the non-verbal level, which help the socialization, contribute to the surmounting of certain behavioural aberrations, functional organ disease, the result of psychophysical stress and tension. Well-known scholars working in the discipline of music therapy have been Florence Tyson and Marry Priestley.

### **Music, a Means of Treatment Known since Antiquity**

Since Antiquity people have noticed both the mystic in music and its curative properties. Scholars and healers from ancient times had found that music and its elements not only ennobled and harmonized the individual, but also cured in the direct

meaning of the word. As far back as in the Old Testament, one can read how David, while playing the harp, subordinated Saul; how, under the sound of the pipes of the Hebrew tribes, the Jericho walls fell down. Orpheus, the mythical Thracian poet and musician, tamed people and animals with his music. Gu Pa from the ancient Chinese mythology made the same, while playing the zither, and Gilgamesh, the mythical Sumer hero, looked for the way to the underground kingdom by beating his drums.

Music has always been part of the ancient magic rituals in human society. Let us remember the African, Indian and Australian shamans. The ancient magicians used music in its various forms - percussion, bells and instruments - for the treatment of mentally diseased and for the overcoming of bodily ailments. Selchenok<sup>22</sup> says: "In all times it [music] has been acknowledged as the most secret, most mysterious and most incredibly exquisite factor for development of the living nature".

The Ancient Greek philosophers like Aristotle and Chaerophon from Chalcis, in particular, made attempts to establish the relationship between the pulse and the musical rhythm, later on, the Arab thinkers from the House of Wisdom also studied art therapy and the treatment employing music, in particular. Works have been written about the curative effect of music by scholars like the German Kolnelius, and the French Rechamier. Over the ages noteworthy practice and research activities accumulated. It has been assumed that music theory in its modern form was established in the time between the two world wars, when music started to be used experimentally in various hospitals as therapy for patients with post-mental and even physical traumas, endured during the wars.( Popov T.<sup>23</sup>). Researcher summaries that various investigations began to be conducted devoted both to the effect of the different minor and major scales on the bodily functions, and of the different chord structures, tempos, rhythm formulae, and kinds of melody. In our times the term music therapy means a medical and psychological method of achieving curative effect, whereby music is used as a communicative bridge for the attainment of therapeutic effect in the treatment of various diseases.

### **Training and Specialized Education for Music Therapists**

Music therapy was introduced as academic discipline in 1944 at the University of

Michigan in the USA. The first Association of American Music Therapists was set up in 1971. A Centre for the training of music therapists was opened in 1959 in Vienna, Austria, in cooperation with the Viennese university clinic of neurology and psychiatry. Currently, university education in music therapy is provided in Belgium, at the Louvain University; at the British Polytechnic University, Cambridge, Great Britain; in Germany – at the University of Munster and in other state universities; in the Netherlands – the Professional Education University Arnhem-Niemegen, the Professional Education University, Enshede, the Professional Education University in Limburg and Utrecht; in Finland – at the Jean Sibelius Academy in Helsinki; in France – at the Rene Descartes University in Paris; in Bulgaria – at the Kliment Ohridski University of Sofia, at the New Bulgarian University; in the USA – depending on the different state laws, numerous departments of music therapy are being opened under various names in different universities, but they are subordinated to the respective federal laws of the state and there is no uniform curriculum.

According to researcher analysis of the curricula and requirements in the listed universities, what is basic and unifying is the requirement that the music therapists have knowledge in several spheres and, more specifically, in music, clinical treatment and therapy.

During the past few years most varied methodologies have been developed for the practicing and teaching of music therapy, including academically. They have been the result of numerous specialized publications, books, textbooks, as well as the consequence of the practice of music therapists in the field and the enormous international interest in the discipline. In this article the researcher does not intend to list them in full, but will take the liberty of dwelling on the main parameters, characteristic of the discipline.

### **Classification of Music Therapy**

According to the spheres of its application, music therapy can be specified in three basic trends, as D.Weeller has suggested, viz.

- Theory
- Clinical practice
- Research work

The researcher reckons there are two basic varieties in the trends:

First is:

- Receptive or passive music therapy, under which the process is subordinated to listening in to various pieces of music.

Well-known music therapist Anna Kokoshkarova<sup>24</sup> characterizes the receptive music therapy according to the mechanisms of the therapeutic effect:

1. Reactive, responsive, cathartic - which finds its place in the retrospective phase of the psychotherapeutic process and aims at reacting to conflicting experiences and their rational processing and interpretation. The retrospective or responsive music therapy is applied only individually, rarely as a group technique, with the main objective – liberation from the accumulated negative emotions and stress. For this purpose, classical pieces of music are used: by Beethoven, Mozart, Tchaikovsky, Schumann, Dvorak.
2. Regulating, vegetative-harmonizing. It is used with the aim of building up of new behavioural stereotypes and achieving rearrangement of attitudes and value orientation. The effect of the music is directed at the vegetative nervous system and aims at its harmonization and relaxation. Composers used are Mozart, Haydn, Ravel and Debussy.
3. Communicational – aimed at the formation of behavioural stereotypes. This is a group therapy and has been the work of the Pole E.Galinska. The groups consist of from 6 to 12 patients, who are subjected to a 30-min session of listening to music, followed by a conversation of the same duration. This type of therapy is sometimes accompanied by motion exercises.

Second is:

Active music therapy, established by Galinska E., whereby the patient himself makes music – most often on the piano, the guitar, the percussion instruments, or by singing. This is active music therapy: productive and psychomotor aimed at a catharsis. The active music therapy is individually applied, but it is also sometimes a group form. Ana Kokoshkarova<sup>25</sup>, specifies a few varieties in the practical application of this kind of therapy:

1. Choir singing.

2. Instrumental improvisation.
3. Movement improvisation on classical music.
4. Dancing group music therapy.

In the last two forms, rhythmic movement exercises are combined with music improvisation, whereby various percussion instruments are used: drums, bells, cymbals, castanets. The group exercises under the accompaniment of piano playing by the therapist, and on this basis, various dramaturgical pantomime scenes can be performed. This therapy has been useful to children with psycho-nervous derangements, problems with the concentration and impaired movement coordination.( Kokoshkarova A. <sup>26</sup>).

#### **Even Ruud Classification**

In his work “Music Therapy and Its Relationship to Current Treatment Theories”<sup>27</sup>, Even Ruud gives the following classification of the approaches in music therapy:

- Analytical music therapy of a Freudian type.
- Behavioural music therapy.
- Humanistic music therapy.

In this work, the famous music therapist outlines seven basic components, whereby music influences the patients:

- Language of music.
- Development of the music language.
- Inner psychic sources of music.
- Music and emotions.
- Structure of the music work.
- Personality of the interpreter.
- Functions of music.

His kind of therapy has been widespread in the USA.

#### **Application of Music Therapy**

Music therapy is applied to a very wide range of patients, not just as a therapeutic means, but also as prophylaxis, prevention and as psycho-therapy. Hristo Hristozov,

makes concrete his observations in “Suvremennata nauka za muzikoterapiyata”<sup>28</sup> [The Contemporary Science of Music Therapy] and specifies in contingents the groups of disorders, which are subject to treatment or influencing through music therapy:

- Among children: children with psychoses – most of all primarily autistic children, retarded children, emotionally harmed with a slight retardation. Difficulties in training, late speech, inability to deal with stress. Among children with interrupted development – mentally retarded or with deep perceptive difficulties, children with difficulties in their physical development. In pediatrics – terminal cancer states, surmounting of stress, children hospitalized for heart catheters.
- In states of fear – to patients with fright neuroses, in chronically sick elder patients (with whom group work is carried out);
- In schizophrenia. The aim here is to help in expanding interpersonal relations and improvement of the overall state.
- To drug addicts.
- To people with individual symptoms – people with inferiority complexes, aggressive patients, patients with cerebral paralysis, after surgery, mostly of the loco-motor apparatus, patients in states of depression.

In “Introduction to Music Therapy”, Hans Helmut Decker-Foigt,<sup>29</sup> dean of the Department of Music Therapy at the Higher School of Music in Hamburg, lists yet a few more spheres, which extend the field of work of music therapy as:

- Remedial gymnastics and physiotherapy for the rehabilitation of cardiac patients after infarction or heart surgery.
- Ergo therapy, when the customers do not only listen to, but also create music;
- Music therapy as an element of dancing therapy and motion therapy.
- Clinical psychosomatics.
- Various psycho-therapeutic techniques, where music proves to be auxiliary in the treatment of mentally ill patients.
- Kinds of clinical sleep, when highly stressed patients are treated.
- Rhythmic therapy – for patients with speech disorders.

Interesting investigations have been published, the result of the work of American scholars Anna Chapman and M. Chapman-Santana<sup>30</sup> who, proceeding from the principle of sublimation, claim that “sexual experiences can be resolved by music, as well as that playing percussion instruments makes it possible to sublimate the experiences of an

aggressive or sexual nature". The researcher makes immediate association with Z. Freud's psychoanalysis and the process of transforming the energy of sexual attraction into another, more worthy form of activity, but this, however, remains disputable.

Let me dwell on music therapy in logaedics, where music is successfully used as a correction method in stuttering. Work is carried out along this line through breathing exercises, articulated vocalizing, the observance of pauses, accents, and rhythm. Greater loading of the speech apparatus is applied, as well as singing against playback, pronouncing of the lyrics of the song. Every one element helps to achieve various logaedic tasks, connected with correct breathing, a skill of commanding the muscles and the links in the speech apparatus, control of willful attention, development of the memory, the analyzers – the hearing and vision apparatus. (Nikolova I., Arsova P., Todorova M.<sup>31</sup>).

Summarizing the past material researcher can define the ear as a primary organ for multiple physical, emotional and neurological development responses. Not only is the ear and its complex ability to send information to the brain and the body primary for hearing and sound perception, it establishes balance and equilibrium. It is also primary for the development of verticality, spatiality, laterality and language development. Most researchers in the field based their studied on the ear's ability to discriminate between sounds it selects to hear and the ability to tune out sounds that are unwanted. The ear's ability to listen and focus, select sounds spatially and regulate auditory information as it is perceived by the brain, has become the theme in over a hundred centers worldwide dedicated to assist children and adults with speech and communication disorders, attention deficit disorders, head injuries, and autism. The listening process beings in utero when the fetus becomes aware of sound and frequencies in the liquid world of the heartbeat breathe and sound of the mother's voice. The researcher summaries following proved effects of music, which help to explain the effectiveness of music therapy:

- Brain Waves: music with a strong beat can stimulate brainwaves to resonate in sync with the beat, with faster beats bringing sharper concentration and more alert thinking, and a slower tempo promoting a calm, meditative state. Also, that the change in brainwave activity levels that music can bring can also enable the brain to shift speeds more easily on its own as needed, which means that music can bring lasting benefits to your state of mind, even after you've stopped listening.
- Breathing and Heart Rate: With alterations in brainwaves come changes in other

bodily functions. Those governed by the autonomic nervous system, such as breathing and heart rate can also be altered by the changes music can bring. This can mean slower breathing, slower heart rate, and an activation of the relaxation response, among other things. This is why music and music therapy can help counteract or prevent the damaging effects of chronic stress, greatly promoting not only relaxation, but health.

- State of Mind: Music can also be used to bring a more positive state of mind, helping to keep depression and anxiety at bay. This can help prevent the stress response from wreaking havoc on the body, and can help keep creativity and optimism levels higher.
- Other Benefits: Music has also been found to bring many other benefits, such as lowering blood pressure (which can also reduce the risk of stroke and other health problems over time), boost immunity, ease muscle tension, and more. With so many benefits and such profound physical effects, it's no surprise that so many are seeing music as an important tool to help the body in staying (or becoming) health

Quite a few researchers have directed their attention to studying specific music pieces, which they quote as applicable in the treatment. Here the researcher would like to mention Galina Snyazeva and Andrei Bandura ( Popov T.<sup>32</sup>). They suggest, according to their experience, and study the effect of a great number of music pieces by Beethoven, applying them in certain cases:

- In states of depression – sonatas: Pathetic, Apassionata; Heroic.
- In combating the aftereffects of fright neuroses: Piano Concerto No. 4, second movement; Piano Concerto No. 3, first movement; Symphony No. 7, second movement.
- In suicidal depressions: Sonata No. 6, second movement; Sonata No. 10, second movement; Sonata No. 17, all of it.
- In excitability and aggressiveness – Sonata No. 2, Largo; Sonata No. 26, second and third movement; Piano Concerto No. 5, second movement.
- Aggressiveness – Rondo for piano; Overture Coriolanus; Kreutzer Sonata for Violin and Piano, first movement.
- Inferiority complexes: Egmont Overture; Sonata for Piano No. 15, first and second movement; Sonata for Piano No. 21 Aurora, second and third movement.
- Post traumatic states, traumas deriving from love, separation – Sonata No. 14 for Piano, Moon Sonata, first movement; Fur Elize; Vocal Cycle “To the Far Away Lover”.

E.Galinskaya, for her part, makes a classification of the music pieces, ranging them on the basis of their emotional impact. The approach adopted is fairly questionable for me. It

can immediately be said that the author is a Psycho Therapist and definitely not a musician. In argumentation of my claim I shall quote the following music pieces, which Galinskaya presents in 9 groups.

1. Cheerful with moderate tempos: first movement of Symphony No. 6 by Beethoven; Mazurkas Op. 41 and Op. 59 by Chopin.
2. Sad, melancholic: Aria from Suite No. 3 in D major by Bach; Symphony No. 8 by Schubert "Unfinished".
3. Lyrical, dreamy, full of thought: second movement of Beethoven's concerto for piano and orchestra No. 4; second movement of the Concerto for Violin in E minor by Mendelssohn-Bartholdi.
4. Tragic, gloomy, sad: second movement of Beethoven's Symphony No. 3; second movement of Dvorak's Symphony No. 9; fourth movement of Tchaikovsky's Symphony No. 6.
5. Dramatic: Coriolanus Overture, and the first movement of Beethoven's Symphony No. 3; Passacaglia for Organ in C minor by Bach; Polonaises by Chopin.
6. Graduated mood from serious to dramatic and victorious: Egmont Overture by Beethoven; Concerto for Piano and Orchestra No. 2 by Liszt; some Ballads by Chopin.
7. Pieces of music, similar to those of the preceding group, but without a tragic and dramatic effect: Vltava Symphonic Poem by Smetana; Bolero by Ravel.
8. Joyful, activating, lively pieces of music: fourth movement of Symphony No. 2 by Brahms; Dances from Borodin's opera Knyaz Igor; Rhapsody in Blue by Gershwin.
9. Heroic, dynamic and mobilizing: fourth movement of Symphony No. 7 by Beethoven; third movement of Brahms' Concerto for Piano and Orchestra No. 1.

**The list has been taken from A. Kokoshkarova<sup>33</sup>**

Numerous points can be identified in the two quoted lists, covering the "pro" and "con" poles of the present lists. The general impression of the two of them, however, is a superficial listing of popular pieces of music. For some of these works it is practically impossible to put "a stamp", defining or ascribing to them one single state, under which they are to be classified, in their meaning of dramaturgical development or musical expression. To the Researcher, personally, it is hard to confine the intangible effect of music within certain borders, and to arrange, as in a catalogue, its specific expression and effect on every separate person, moreover individuals, who have deviations from the

behavioural stereotype. According to the latest trends in musicology, the original expression of a given piece of music, its real embodiment in time and its specific impact on the recipient is hard to subject to study and analysis in a psychological and physical aspect. For the specific recipient, a piece of music may have a range of emotions, which may lead to varied subsequent feelings or subconscious associations, which would be radically different from those, emerging in the consciousness and conceptions of another listener. It is naive to consider, on the other hand, that one and the same piece of music, performed by different interpreters, will result in an equal model in the range of experiences and perceptions in different listeners. As a conclusion, researcher would like to point out that the music therapist, as a specialist, has to be rather more a musician and only after that a psycho-therapist. Ensuing from the short review of the art therapies, which researcher took the liberty of considering, is the conclusion that the discipline of art therapy has to be subordinated to the idea of specialized assistance, practiced by people, who are specialists in their particular field. i.e. it is recommendable that the art therapist have first got a bachelor's degree in the respective art discipline – music, drawing, literature, sport, ballet, and afterwards become qualified in the sphere of psycho-therapy. The result, researcher wishes to point is that mostly in field of music therapy there is a pending need of specialists, who are musicians, not only therapists. Real results or deep understanding of emotional influence of music can be judge by specialist well educated in music.

It likewise becomes clear that serious research has been carried out in the sphere of music therapy and the art therapies; numerous serious publications have come out and a fairly great volume of information has been accumulated, which can serve both for work and for a comparative analysis and could provide a basis for future investigations. The general familiarization with some of them, in this article, will help researchers or those having an interest in art therapies, find information and renew their knowledge and experience. The benefit of this present study, the researcher find in presentation of all kinds of art therapy, (some of them still not known well), with listing of the researchers who worked on the field of them. That is pointing directory for researchers in the country, who will like to enrich their knowledge and work on the immersed and extend the problems. Such a research in his range ( general submitting of all kind of art therapies in practice , based in USA, EU, Russia) was not placed before in the country and no presentation of the Russian and Poland experience of music therapy by listing the pieces was not publicized by now.

The researcher again put in attention of the readers, that his field is no art therapy, but the interest of that study was provoked from huge volume of art therapy books, publicized in last years and rising interest in the Universities of Jordan to music therapy in particular.

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Music Therapy is an established health profession in which music is used within a therapeutic relationship to address physical, emotional, cognitive, and social needs of individuals. After assessing the strengths and needs of each client, the qualified music therapist provides the indicated treatment including creating, singing, moving to, and/or listening to music. Through musical involvement in the therapeutic context, clients' abilities are strengthened and transferred to other areas of their lives. Music therapy also provides avenues for communication that can be helpful to those who Many art therapists believe this type of therapy works, in part, because of the act of creating art influences brain wave patterns and the substances released by the brain. It helps people express hidden emotions; reduce stress, fear, and anxiety; and provides a sense of freedom. How does art therapy work? Creating art with an art therapist helps you express painful thoughts or memories possibly related to your cancer diagnosis. This may, in turn, help you cope with the difficulties of the diagnosis. Self-expression in music therapy can reveal subconscious thoughts and feelings. It can be therapeutic in the same way psychotherapy has shown to be therapeutic. The creative process of creating art whether it's through music, painting, sculpture, or dance can be beneficial.