

Drowning in Melodies, Join through the Sonic Dental Journey- A Review Article on the Different Music Types for Children

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ABSTRACT

“Music gives a soul to the universe, wings to the mind, and life to everything.” - Plato

Music makes a big difference to the baby brain. One study from the Institute of Learning and Brain Sciences detected that after babies listen to music, their auditory and prefrontal cortexes look different. These are the regions of the brains in charge of processing both music and speech.

When young children interact with others, the positive effects of listening to music have been seen to extend to personality traits, like being helpful and cooperative. A 2016 study at the University of Southern California’s Brain and Creativity Institute found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. According to the National Association of Music Merchants (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores.

Academic achievement is not the only benefit of music education and exposure. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. In addition to the developmental benefits, music brings joy. The same joy is experienced while listening to a good song in the car with the window down on a beautiful day. This review paper throws light on the benefits of music among children emphasising its value in dental practise for effective behaviour management.

Keywords: Dental anxiety, Music, Music therapy.

INTRODUCTION

Music (recordings selected by a music therapist) may have a positive impact on pain and distress for children undergoing invasive procedures. Benefits were also observed for the parents and health care providers¹. The presence of music played by professionals has a minor, but yet significant, effect on pain during invasive dental procedures. Gupta et al in the year 2017 from his study highlighted that changes were noticed in pain, heart rate and behaviour when subjected to upbeat and relaxing music².

Anxiety is a significant issue in the dental care of adults and children. Dental anxiety often leads to avoidance of dental care which may result in significant deterioration of oral and dental health. Non-pharmacological anxiety management interventions such as music listening are increasingly used in dental care. Although efficacy for music's anxiolytic effects has been established for pre-operative anxiety, findings regarding the use of music listening for dental anxiety are inconclusive, especially for children³.

The use of music for passive distraction may not be adequate for children and highly anxious adults. Instead, interventions offered by a trained music therapist may be needed to optimize music's anxiolytic impact. Music therapy interventions are individualized to the patient's presenting needs and geared at enhancing patients' active engagement in the management of their anxiety.

Interventions may include (i) Active refocusing of attention, (ii) Music-guided deep breathing, (iii) Music-assisted relaxation, and (iv) Music-guided imagery. In addition, music therapists can teach patients music-based anxiety management skills prior to dental treatments, offer them the opportunity to express emotions related to the upcoming

procedure, and help them gain a sense of control and safety. Clinical guidelines for the use of music listening by dental practitioners are offered.

TYPES OF MUSIC SUITABLE FOR CHILDREN

Music refers to sounds being coordinated and collected to form tones and compositions. Sounds in the music can be placed together to establish an atmosphere that is specific, or have the creator expressing their thoughts and emotions.

THE HISTORY OF MUSIC

It was found that simple musical instruments (E.g. Flutes) were created more than 35,000 years ago. Voices from humans are suggested to be the first musical instrument used by prehistoric humans, to mimic the sounds of their environment for religion and recreation.

A documented research mentioned that the creation of music might be dated back to the Neanderthal period. As human progress throughout the years, the communicating and writing system is created and improved. Music can be created easily with words and alphabets.

BRIEF TIMELINE OF THE HISTORY OF MUSIC

The first documented written piece of music is found in Syria, dating back to 3,400 years ago. It is displayed in cuneiform "alphabet". Researchers found drawings on the walls, vases, and items that displayed how music was created in the Ancient Greece. The musical instruments that were discovered are string instruments (Lyres), the Aulos (Flutes) and an instrument looking similar to the bagpipes in the modern day. Polyphony was speculated to exist during the Ancient Greece from certain writings.

Researchers found information about Indian classical music and music in Ancient Asia from the Vedas, the sacred Hindu books. An increasing number of music is composed in the Ancient Middle East, Persian Empire and Egypt. The development of specific music forms for religion was founded by the Hebrews. In the middle age, mediaeval music and polyphony became popular with the use of the new notation system. Most of the music created back then was sacred, with some singing about cavalry and love stories. Some of the most used musical instruments are flutes, lutes, and dulcimers.

In the Renaissance period, the foundation of the Baroque music was created. Baroque artists such as Bach and Vivaldi use chromatism and the development of counterpoint. Richer ensembles are usually seen during the creation of music, which then move to full orchestras. Sonata and the Fugue were invented during those times. In the XVIII to the early XX century, composers such as Mozart, Beethoven, Haydn and Schubert added different forms, ideas and instruments into their composition. The mixture of theatre and music then developed from the classical era, as the symphonies became trendy.

Different elements, currents and subgenres started getting more popular during the XVIII to the early XX century. (Example: Romantic music). Jazz and blues became popular when newer approaches to music were used by the Afro-American communities. It becomes the predominant foundation to the contemporary genres. Jazz music was then improvised and became popular until the Sixties.

Rock'n'roll was discovered in the Fifties from a revolution, which originated from blues form. It becomes popular and changes the various aspects of culture and society. Rock'n'roll then provides a solid foundation for the expansion of other musical genres and subgenres, especially for pop music. With the invention of newer technologies and computers, composers and artists are able to create music with different approaches. Instruments are no longer a must to compose tunes, software and electronic devices can be used to create music. In the present time, music and songs still use the foundation of classical rock and pop music from the Fifties.

WHAT ARE THE COMMON GENRES OF MUSIC?

There are various genres in music that are commonly seen. Many genres in music are a combination of two or more styles. This includes the combination of various elements in music. In the present, different genres are being created from the use of various combinations of styles and elements.

TEN OF THE MOST COMMON GENRES OF MUSIC ARE: POP MUSIC

In the present times, pop music is inclusive of other elements and styles, such as EDM, trap, house, etc. The songs are often played and ranked at the top of popular music lists in the streaming services and radio stations.

ROCK MUSIC

Rock music usually has high-gain electric guitar tones, along with bass guitar, drum kits and strong vocals.

HIP-HOP AND RAP MUSIC

Today, hip-hop music is used with digital equipment (laptop and microphone) by the producers. It is typically used by rappers as a backing track while they rap over the music.

TECHNO MUSIC

Techno music is similar to House music. However, there is a distinctive difference. Electronic sounds are typically featured strongly in Techno music compared to House music.

COUNTRY MUSIC

Stories about the reality of life and people's perspective are used to create country music. Country music is still popular in the present time, typically combined with other styles and elements.

JAZZ MUSIC

Jazz music comes from the combination of musical elements of European and African music genres. It features swung rhythms, a broad range of musical instruments and melodies.

ELECTRONIC DANCE MUSIC (EDM)

EDM is a huge category of music, with features of classical elements to drum beats, synthesisers, and loops. There are various sub-genres in EDM, such examples are House, Techno, Trance, Dubstep, etc.

HEAVY METAL MUSIC

Heavy metal music typically includes loud volumes, cymbals crashing, rhythms that are pounding, and drop tunings used in guitars that are distorted. Effects and various techniques for playing are being incorporated in the live metal songs today.

CLASSICAL MUSIC

Classical music is one of the oldest musical genres in the world. Composers create emotive symphonies with the use of musical instruments and pre-established tones, which form melodies and chord progressions.

DISCO MUSIC

Disco music is typically heard in nightclubs. It features four-on-the-floor backbeat, basslines that are syncopated, funky guitar riffs and vocals that are reverb.

WHICH GENRES OF MUSIC ARE SUITABLE FOR CHILDREN?

Music that is suitable for children must contain lyrics that are child-friendly and have tones that are fun to follow.

1. Classical music
2. Jazz music
3. Cultural music (Known as world music)
4. Pop music

THE BENEFITS OF PLAYING MUSIC TO CHILDREN

Listening to music can be enjoyable and beneficial to children. Music is able to:

1. Develop the child's literacy in language and their communication skills,
2. Improve the physical aspect of the child (E.g. Coordination skills, motor skills, etc),
3. Develop cognitive aspects and social emotional skills of the child,
4. Make the child feel secure and maintain order,
5. Stimulate and improve early brain development.
6. Improve moods and empower young children by reducing stress levels. Even listening to sad music can be good thanks to its cathartic power, making it easier for children to get in touch with their emotions.
7. Stimulate the formation of brain chemicals such as dopamine and oxytocin. When these are released, children are encouraged to share toys, empathize and trust others.
8. Boost concentration skills and productivity.
9. Improve learning and grades.
10. Develop spatial intelligence – laying the ground for an interest in mathematics, engineering, computer science and architecture.

11. Improve vocabulary and creativity.

WAYS THROUGH WHICH PARENTS CAN INTRODUCE MUSIC TO THEIR CHILDREN?

During classes, children are typically exposed to music.

Outside of lessons and class time, parents may:

1. Encourage children to listen to noises around their environment (E.g. Birds chirping, the sound of the ocean waves, etc),
2. Play musical games with their child,
3. Ask their child to mimic sounds from their environment (E.g. Ringing tones of the phone),
4. Play other types of musical genres to their child,
5. Include music of different genres in the child's daily lives and activities,
6. Introduce different types of musical instruments for the child to try,
7. Teach cultural music from all around the world to their child.

I hope the information available helps you to understand more about music that is suitable for children. This review article may serve as an aid to help introduce the different genres of music into the lives of children.

TEN CHILD-APPROPRIATE POP SONGS FOR KIDS TO SING

- Brave, by Sara Bareilles. ...
- Beautiful, by Christina Aguilera. ...
- Breakaway, by Kelly Clarkson. ...
- Mean, by Taylor Swift. ...
- Firework, by Katy Perry. ...
- Fight Song, by Rachel Platten. ...
- Happy, by Pharrell Williams. ...
- Count on Me, by Bruno Mars.

CLINICAL GUIDELINES FOR THE USE OF MUSIC LISTENING BY DENTAL PRACTITIONERS IN THEIR PRACTICE:

1. PATIENT-PREFERRED MUSIC: At the time of scheduling the dental appointment, office staff should advise patients to bring their own preferred music to the appointment. Having patients select from a listing of available music in the dental office, even if the music options include a variety of music genres, is not advisable as this music selection may not include music that is truly preferred by the patient. Patients should be informed that their music selection does not need to be limited to soothing or relaxing music. Instead, patients should be encouraged to also bring music that lifts their mood and is able to sustain their attention. This guideline is also important for children and adolescents. Allowing them to bring their own music may help them gain control over an unpleasant situation. Furthermore, using the child's own music may make the environment more familiar and less threatening (Klein and Winkelstein, 1996). We advise against the use of broadcast music (e.g., playing radio station or music compilations that were purchased or created by the office or dental staff). There is a high chance that this music will not be liked by all patients and may cause irritation⁴.

2. RELAXING MUSIC: If patients prefer using relaxing music, the following guidelines may be useful for the selection of music. Sedative music may be found within a variety of musical styles and is not limited to classical music or new age music. It is important that the patient selects music that he or she likes to listen to. Qualities of sedative music may include the following: simplicity in structure, melody and harmonies; melodic and harmonic repetition; absence of lyrics; slow tempi; relative lack of harmonic tension; and instrumentation involving strings, woodwinds, and piano, as opposed to brass and percussion. Nature sounds, such as waves and bird sounds, may be included in the music. It is important that the music does not stimulate memories or associations that are inconsistent with the goal of relaxation (Dileo and Bradt, 2007)⁵.

3. VOLUME CONTROL: Patients should have access to the music's volume control to prevent discomfort and to maximize perceived control.

4. USE OF HEADPHONES OR FREE FIELD: Patients should be given the option to listen to the music through headphone or listen to it free field. Although headphones may help mask dental sounds, they may increase anxiety in patients by hampering communication with the dental practitioner. When using headphones, the music volume could be kept low to enable communication; however, this may then prevent adequate masking of dental sounds. Aitken recommends the use of noise-canceling headphones, loud enough volume to mask dental sounds and a microphone for communication by the dental practitioner (Aitken *et al*, 2002)⁶.

5. TIMING OF THE MUSIC INTERVENTION: It is important that music listening is started prior to the onset of dental treatment, whenever possible. This may help prevent anxiety from building as the patient is awaiting the start of treatment.

6. ACTIVE ENGAGEMENT: It is recommended that patients are instructed to actively focus on the music rather than merely listen to the music. In addition, brief relaxation instructions can be given to the patient to be used during the music listening.

CONCLUSION

It is widely accepted that music listening can reduce anxiety related to medical procedures. However, findings to date are inconclusive regarding the efficacy of music as an anxiolytic intervention in dental care, especially for pediatric patients. We recommend that dental practices consider including music therapy services offered by a trained music therapist for highly anxious patients and for children. To optimize treatment impact, music interventions should start prior to the onset of the dental treatment. We also recommend that future studies go beyond examining the efficacy of passive music distraction and instead investigate the impact of music therapy interventions that allow for more active engagement of patients in the self-management of their anxiety.

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Nil.

CONFLICTS OF INTEREST

There are no conflicts of interest.

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