

Implementation of Musical Preference in the General Music Classroom

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IN THE GENERAL MUSIC CLASSROOM**

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ABSTRACT

Implementation of Student Musical Preference in the General Music Classroom
(September 2016)

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Statement of Purpose

The purpose of this empirical study is to document student achievement and the value of learning when connecting musical preference to a general music unit. For the experimental portion of this study, two classes of sixth grade students from J. E. Fritz Elementary School in Lancaster, Pennsylvania will receive instruction of the same musical unit. The control class will be taught using the direct instruction model and the experimental class using learning that connects to their musical preferences. Results will be measured using a teacher-generated pre-test, post-test, and survey.

Rationale

Teaching sixth grade general music has been a constant struggle for me as a new teacher. Not only are the students maturing into adolescents, but also are mentally drained by the time they are scheduled for music at the end of the school day. This study serves to inform sixth grade music educators about the effects of incorporating student musical preference into the general music curriculum. The purpose of this study is to consider ways to utilize what is musically relevant in the lives of our students in the music education classroom. The goal is to create a valued musical experience, which promotes a lifelong appreciation for music.

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Chapter 1: Introduction

This study serves to inform sixth grade music educators about the effects of incorporating student musical preference into the general music curriculum. The purpose of this study is to consider ways to utilize what is musically relevant in the lives of our students into the music education classroom. The goal is to create a valued musical experience, which promotes a lifelong appreciation for music.

As a music educator, I am always trying to find ways to better myself. So much of the planning for teaching today considers Danielson's Framework for Teaching and standardized testing results. ("The Framework") A strength of mine has always been that I am a planner. I am able to plan activities that warrant positive results when tested on conceptual material. The area that I strive to improve is in the communication and engagement of students. According to Teo, "music teachers who experience difficulties in the classroom may be dealing with a mismatch between students' listening preferences and the curriculum. One way for teachers to resolve their difficulties is by understanding students' listening (musical) preferences." I want to be able to effectively teach the curriculum at the same time as providing the students with an opportunity to enjoy their experiences in order to foster a lifelong appreciation for music. Thomas says that by "allowing students to choose the music they want to learn in the classroom, within appropriate guidelines, can make a great impact on the continuation of their music education." (5)

As the general music teacher at J. E. Fritz Elementary School, I teach kindergarten through sixth grade. J. E. Fritz Elementary School is one of the four elementary schools in the Conestoga Valley School District in Lancaster, Pennsylvania. At 650 students, it is the second largest elementary school in the district. Typically, each grade is comprised of four classes of

approximately 20-25 students. This study will be testing two of the sixth grade general music classes.

Scheduling is a facet of education that has become an uphill battle for music teachers. With more and more time being taken away from non-tested areas of education, music teachers have to fight for their spot in the school schedule. Sokolowski states, “if we are not willing to be honest and work through the tough roadblocks, to be leaders in our systems for the benefit of our students, then we have no choice but to settle for minimum standards and disengaged classrooms. (81)

After reaching tenure at J. E. Fritz, I have come to realize that I have trouble communicating and engaging with my sixth grade general music classes for two reasons: scheduling and attitudes. Scheduling really impacts my sixth grade general music class because they are placed at the very end of the school day. As my specialist colleagues (ie. art, library... etc.) and I always say, they have “checked out” when they get to us. They are finished working by the time they have their special. “Being aware of the time of day and attitudes of the students can (also) help to familiarize children with other genres of music.” (Elliott 79) Since I have not had any luck with changing this scheduling factor, I would like to find ways to better engage my students at this time of the school day.

Elliott also mentions being aware of the attitudes of students. Sixth grade is such a transitional age for students. At Conestoga Valley, they are still in the elementary school, but they act like middle schoolers. Also, being that they are the oldest grade in the school, they tend to communicate with an inflated ego. Combine this with being “checked out” at the end of the school day and I am left with a teaching challenge.

Expected Findings

The results in one study imply that “students have preferences for particular music classroom activities and that objectives may be achieved more readily by engaging students in activities they prefer.” (Bowles 194) De Vries also found that “students clearly valued choice in the music activities they engaged in at school, whether this was in class (classroom music lessons), in extracurricular music ensembles (band, choir) or in informal music activities that occurred outside the classroom.” (10) I project that the students in the experimental group of this study will enjoy the unit because the lessons were catered to the students’ musical preferences and have a higher growth percentage than the control group in their performance on the Meter and Rhythm Pre-test/Post-test (Appendix A) due to this connection.

Chapter 2: Musical Preference as a Springboard

Although the research and psychology behind musical preference may seem like a contemporary topic, it was actually first explored by the well-known Greek philosopher, Pythagoras, over 2500 years ago. Pythagoras made connections between the natural science behind the human mind and the investigation behind human perception, cognition, emotion, and behavior related to music. (Schäfer) Musical preference has become a popular topic in the field of music research. Most of the research explores the psychological question behind why people like the music that they like. Being that music teachers need to make the transfer between the known and unknown, this question is extremely important to address before planning in order for the lessons to be successful.

In Schäfer's study, the "research was successful in identifying a list of variables that influence the decision on accepting a piece of music as pleasant or rejecting it as unpleasant: characteristics of the music, characteristics of the listener, the listening situation, and the use of music." (93) For the sake of this study, I will be focusing on the characteristics of the listener and how they can be used to accommodate their learning.

Throughout a significant amount of the research on music preference, the name Albert LeBlanc kept appearing. LeBlanc is best known for his theory on music preference acquisition. Through his research, he found the maturation variable in music preference:

"The maturation variable is difficult to separate from the influence of the cultural environment variables, musical training, auditory sensitivity, socioeconomic status, and memory. At different maturational stages, a listener will be more amenable to the influence of certain aspects of the cultural environment. Young children are

likely to value the opinions of parents and teachers, while adolescents are drawn toward the influence of the peer group and adolescent-oriented segments of the media. Musical training will naturally increase in proportion to a listener's age. Auditory sensitivity to high-frequency sounds will decrease with advancing age, while socioeconomic status will typically rise. Young people will have less information from the cultural environment to store in their memory, while middle-aged listeners will have more. Although elderly listeners will have experienced a wealth of input information during their lifetimes, increasing age will characteristically weaken their memory (1982, pp. 37-38).” (LeBlanc et al 50)

My sample of adolescent students, according to LeBlanc, are considered to be influenced by their peer group and the media. With the capability of musical training starting to increase though, this is a prime time for teachers to communicate new concepts through popular music.

“The benefit of music for communication seems to be the most important reason why people get attached to music.” (Schäfer 95) It is only human nature to feel the need to communicate. Typically, adolescents do this through their connection to “their music.” Rather than dismissing this connection as subservient, music educators need to embrace the fact that they have this connection in order to communicate the general music curriculum and the vast repertoire music has to offer. This connection is the “springboard” students need to learn new content knowledge. (Fung) Elliott states, “teachers can expose children to a wide variety of music if they are intentional about how that music is introduced and incorporated into the curriculum.” (76)

Music, as a form of communication, is extremely personal. Thomas states that “since

adolescence is characterized by emotional and reward seeking behaviors, due largely to the development of the limbic system and nucleus accumbens regions in the brain, the choice of music repertoire in the classroom can be very important to encourage student enjoyment.” (4) Therefore, by understanding the science behind what happens in the brain of an adolescent, as compared to a child or an adult, a music teacher can better understand how to communicate with a sixth grader.

Not only is music personal, but also social. Rentfrow and Gosling suggest that “people may use music socially in two general ways. Firstly, they may use music to reinforce their self-views; individuals who are more conservative generally prefer music with more conventional styles. Secondly, music is used as a communicator to the world, voicing an individual’s self-views or ideal self-image.” (qtd. in Meyers 33) Being that music is both personal and social, it is challenging for music educators to find a good balance between the two in order for their students to feel like they are in a safe learning environment.

According to Elliott, “in private and safe settings, students are more likely to be open and honest with his or her personal music choices, compared to public settings amongst peers.” (21) I provided this atmosphere by conducting an anonymous, individualized, musical preference survey for this study. This survey was able to provide more accurate answers, without the influence of peer pressure.

Chapter 3: The Process

In order to find different ways to utilize what is musically relevant in the lives of my students, I needed to employ the pre-test/post-test control group design to find what effect the use of student musical preferences had on the experimental group. For the purposes of this experiment, we will call the control group Class A and the experimental group Class B.

Both classes are comprised of sixth grade students. Class A has 24 students in the class, but 1 student was not allowed to take part in the survey. Due to his lack of participation in the survey, I did not include his test results in the data. Therefore, there were 23 participants in Class A and 23 participants in Class B. Both classes have general music class from 2:40-3:25pm on their respective music days. Music occurs once in a four day cycle rotation.

This study took eight class periods with Class A and ten class periods with Class B to complete. Class A took the Meter and Rhythm Pre-Test on Day 1, were taught the control lesson plans for 6 days (Appendix B), used with prior sixth grade classes, and then finished with the Meter and Rhythm Post-Test on Day 8.

Class B took the Musical Preference Survey with Google Survey on Day 1, took the Meter and Rhythm Pre-test on Day 2, were taught using the musical preference tailored lesson plans for 6 days (Appendix C), took the Meter and Rhythm Post-Test on Day 9, and finally completed the Musical Preference Exit Survey (Appendix D) on Day 10.

The Musical Preference Survey provided me with the musical preferences of Class B so that I could tailor the unit lesson plans to their preferences to see if this had an impact on their unit test scores and their enjoyment of the unit. The pre-test allowed me to know what rhythms

and meter concepts the students in both classes understood prior to teaching the lessons to provide a baseline for the study.

Class A Lesson Plans (Appendix B)

I teach the concepts of meter and rhythm through a spiral curriculum beginning in kindergarten. Each consecutive year I add one or two small new concepts to the overarching unit. When I teach the Meter and Rhythm unit in sixth grade, I expand on the concept of meter by adding conducting. They practice the feeling of strong and weak beats in duple and triple meters by stepping on poly spots. I also add the concept of bar lines in order to prepare them to write their own melodies at the end of the school year.

When learning about rhythms in sixth grade, students review the concepts taught in previous years and then are introduced to the new rhythms ti-tika and tika-ti. They practice all rhythms using flashcards and rhythm sticks. Once they have practiced with the new rhythms, I introduce the song “Allegro: Kanon” (Keetman 18) using rhythm syllables and body percussion. The last step in the Meter and Rhythm unit is to use rhythm sticks and white boards to complete rhythm dictation practice.

Class B Musical Preference Survey (Appendix E)

Not only did I want to find out what musical artists and genres my students preferred, but also what aspects of the music standards they enjoyed most. The questions and results of the survey are explained below.

Figure E.1

1. What in and out of school activities do you participate in?

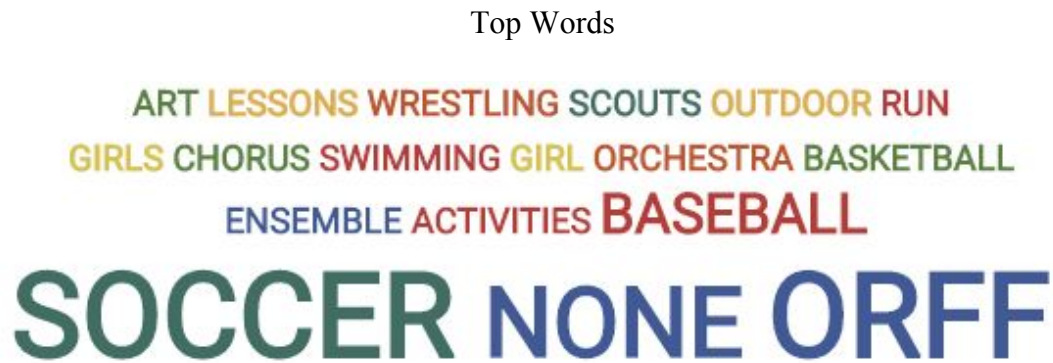
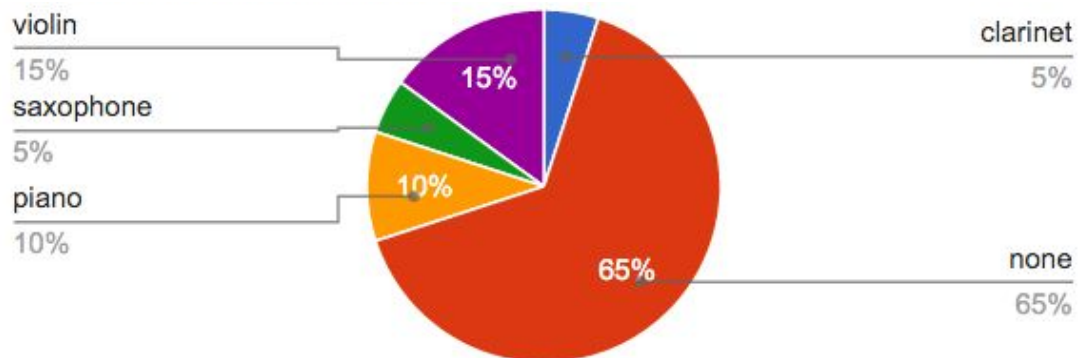


Figure E.2

2. What musical instrument(s) do you currently play outside of music class?



These first two survey questions I included so that I could get to know my student's musical and nonmusical activities better. Although they were not directly used in this study, it was interesting to see what activities they participate in outside of the music classroom. There was a good mixture of music, sports, and a combination of both activities throughout the class. Interestingly enough, there were four students who said they did not participate in any in or out of school activities. Orff ensemble, soccer, and no activity were the most answered activities in

Question 1. 65% of students answered that they played no instruments outside of music class.

Therefore, the majority of Class B is involved in activities, but do not play instruments outside of the music classroom.

Figure E.3

3. What is your favorite music genre?

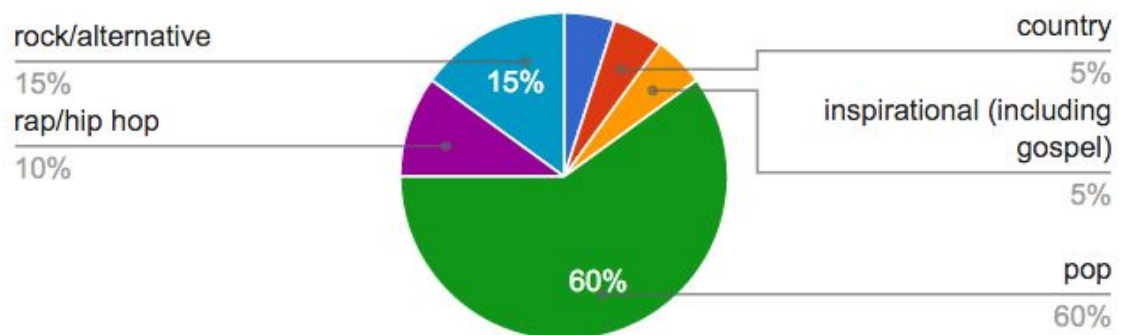


Figure E.4

4. Who is your favorite music artist/group?

As expected, I received a wide array of favorite musical artists/groups. The three, school appropriate, groups that recurred the most included Fall Out Boy, Taylor Swift, and the Beatles. Therefore, I used songs by these artists during Class B's activities. Fetty Wap was mentioned more than once, but unfortunately, the vulgar language in these songs hindered my ability to teach using this music.

5. Rate this General Music Activity (using the Likert scale: (dislike very much) 1 - 5 (like very much)) (See Figures E.5a-E.5g)

Out of all of the music standards, I picked the top three that Class B liked the most and focused on including more of them in their lessons. In the following order, they mostly liked playing, moving, and listening.

Figure E.6

6. What is your favorite general music instrument to play?

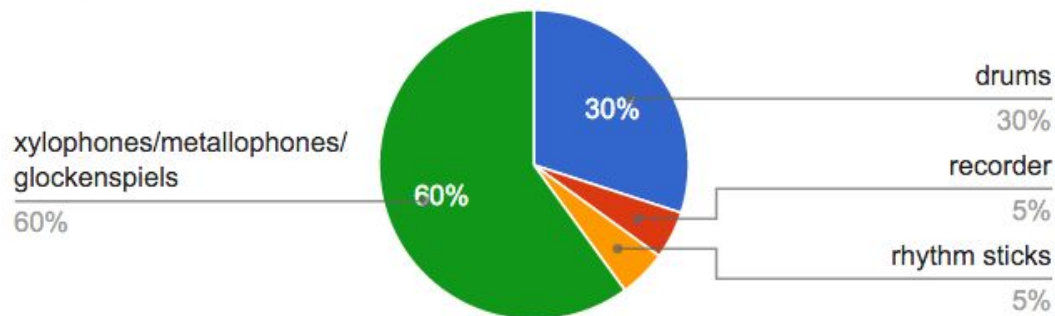
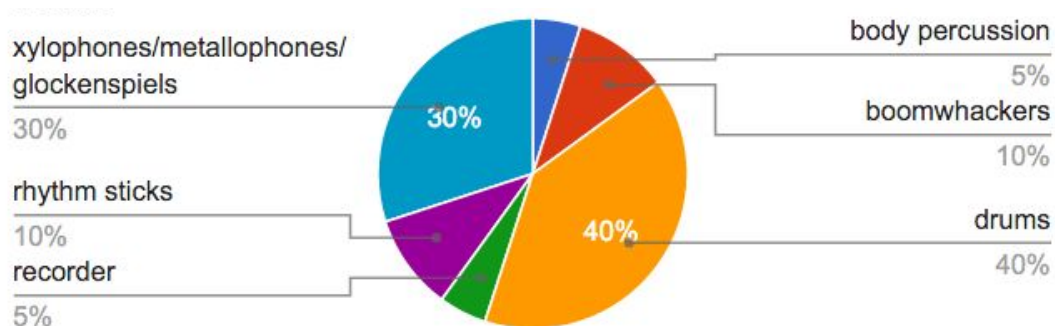


Figure E.7

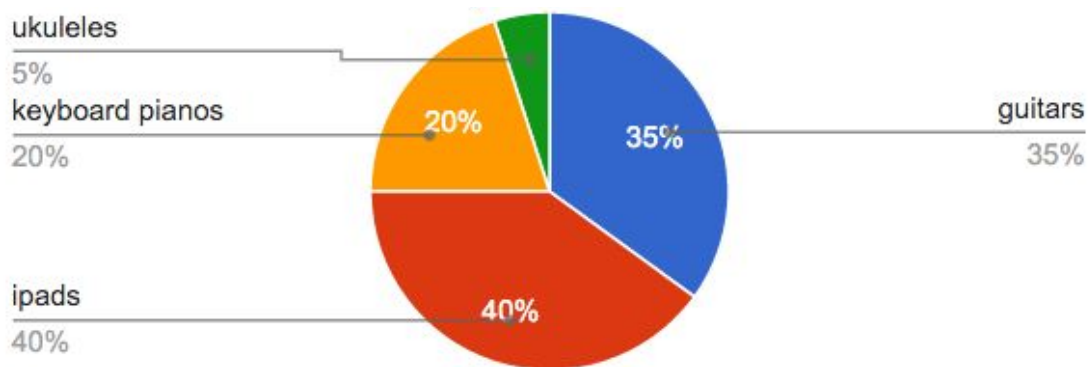
7. What general music instrument would you like to play more often?



As I suspected, the pitched Orff instruments and drums are the favorite instruments in Class B. The Orff and Drum Ensemble is a very popular group at J. E. Fritz Elementary, which was started by my predecessor. Therefore, these instruments are very popular and seen as a tradition at this school. Although I try to incorporate them a decent amount in my teaching, my students always want more.

Figure E.8

8. If we could purchase one new instrument/tool for you to use in General Music, what would it be?



This question was geared towards the future development of our music program. I expected there to be the most responses for ukuleles and guitars, but the highest percentage of students want iPads. Guitars did come in as a close second favorite. I will be able to use this data to know what big-ticket items to look at purchasing in the future.

9. What activity have you enjoyed most in general music at Fritz? (See Figure E.9)

10. What activity/activities would you like to do more in general music at Fritz? (See Figure E.10)

The majority of the responses for number 9 included playing instruments, singing and playing games. I expected the playing of instruments to score high, but I did not expect to see as many students include singing. Therefore, I believe there is a slight discrepancy between this question and the ranking of singing in question number 5. Lastly, number 10 was answered with a lot of responses asking for more music games and more drums. This answer paralleled to question 7 with the addition of more drum playing. Unexpectedly, it amazes me how much sixth graders still like to play music games.

After looking at these two questions side by side, I wondered if the student who wrote “I don’t know” for number 9 was the same person that wrote “I don’t care” for number 10, and it was. I then was able to look at the data on an individual level, and this same student responded “none” to both questions 1 and 2 and “DON’T NEED TO KNOW” for Race. Although this is only a snapshot of a student, I can sense some negativity and would have liked to be able to use this data to my advantage of trying to make a meaningful connection with him and finding something for him to enjoy. Unfortunately, I could not know for sure who it was because the surveys were anonymous.

11. Age (See Figure E.11)

75% of Class B is 11 years old and 25% is 12 years old.

12. Gender (See Figure E.12)

50% of Class B is male and 50% is female.

13. Race/Ethnicity (See Figure E.13)

Since there were some students that chose not to participate in this question, I do not have enough accurate data to report these findings.

14. Homeroom Teacher

This question was asked so that I could siphon out Class B's data from the other three sixth grade classes I teach. To keep the anonymity of the teachers, I will not be providing their names.

Class B Lesson Plans (Appendix C)

I translated and applied the Musical Preference Survey results to include more playing, moving, and listening. A large part of these lessons revolved around playing the song "Allegro: Kanon" on the xylophones. Although this is the same song that I taught to Class A, I went about teaching it to Class B differently. I taught them how to play it first and then connected the concepts of the new rhythms later. With Class A, I taught the concepts and new rhythms first and then introduced the song "Allegro: Kanon." Teaching the song first to Class B provided instant gratification for the students. It was the "springboard" that connected them to the concepts.

The meter portion of the Meter and Rhythm Unit included listening to songs written by artists preferred by students on the survey ("The Phoenix" by Fall Out Boy, "Bad Blood" by Taylor Swift and "Hey Jude" by the Beatles). I had them up and moving around the room bouncing tennis balls on the strong beats, individually and with partners. I also had students up physically manipulating and moving large rhythms around to accurately place bar lines to meters in 2, 3, and 4. The last part of the unit was spent practicing rhythm dictation. This is where I added in more drum playing.

Pre-Test & Post-Test Data (Appendix F)

Both classes were given the Meter and Rhythm Unit test as a Pre-Test at the beginning of the study. Class A scored an average of 42% on the test and Class B scored an average of 46%. After Class A was taught using the traditional lesson plans and Class B was taught using the student musical preference lesson plans, both classes were given the same Meter and Rhythm Unit test as a Post-Test. Class A scored an average of 68% on the test and Class B scored an average of 68%. Class A had a 26% increase in their scores and Class B had a 22% increase in their scores. Therefore, Class B did not have a higher growth percentage than Class A. Although Class A had a larger increase, it was only a 4% difference in their increases. Both classes improved their scores with both teaching methods.

Class B Exit Survey (Appendix D)

Figure D.1

1. Did you like that the meter/rhythm unit included more playing of instruments?

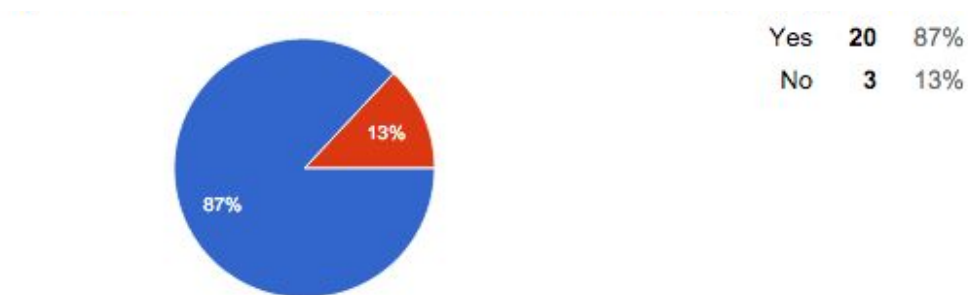


Figure D.2

2. Did you like that we got up and moving around with the tennis ball and human bar line activities?



Figure D.3

3. Did you like that we played more drums?



Figure D.4

4. Did you like that I used some of the pop/rock songs (by Fall Out Boy, Taylor Swift, and the Beatles) requested on the original survey?



Figure D.5

5. Did you like listening to more music?

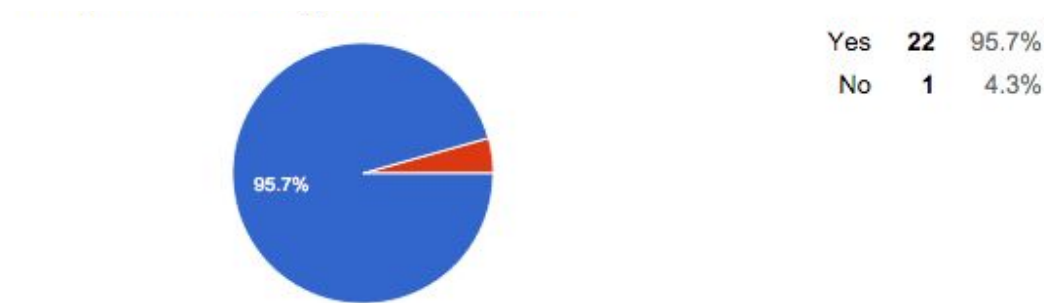
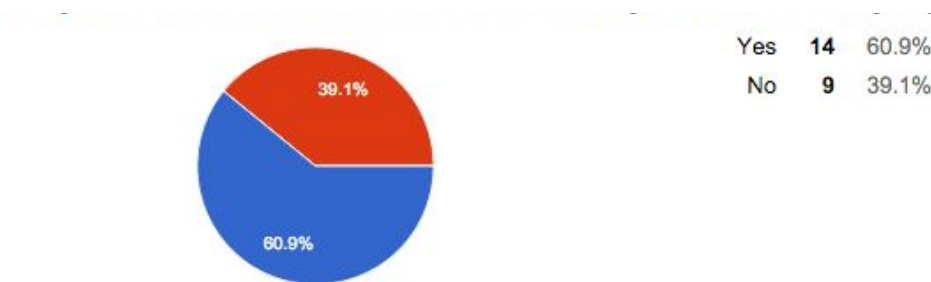


Figure D.6

6. Did you like that I did not include as much history, culture, and analyzing in the unit?



These first six questions were directly related to the validity of my interpretation of Class B's Musical Preference Survey results. Therefore, all of the high percentages of "Yes" answers were expected. The only answer that I thought would have a higher percentage was question number 6. Although 60.9% is the majority of the students, I expected the percentage to be 75% or higher considering these concepts were the least favored in the original Musical Preference Survey. More students would have liked the unit to include more history, culture, and analyzing than I expected. Although they were the least favored in comparison to the other musical experiences, 50% of the students did answer 4 or 5 on the Likert scale for liking the connection of history and culture to music. Therefore, further questioning could be valuable in finding out

whether or not the enjoyment of history and culture in music depends on other factors not explored in this study.

7. What did you learn most from the meter/rhythm unit?

This question was an open-ended question. Some of the responses include: (See Figure D.7 for all responses.)

- a. “The thing that I learned the most was trying to find the strong and weak beats with the songs.”
- b. “How to read the music. I learned how to add the bar lines.”
- c. “The new rhythms we learned. Ti-tika, Tika-ti, and Tika-Tika were all new and very interesting.”
- d. “What I learned the most, is that you need a double bar line at the end to show the musical piece is over.”
- e. “It was more of a review.”

The following were some very interesting responses that I did not expect:

- f. “Cant tell you because I had know idea what I WAS DOING.”
- g. “I dont know”
- h. “No”

I think, unfortunately, you are always going to get some outlier or unserious comments when you have an open-ended survey question. The rest of the responses are serious and can help me to plan for next year.

Figure D.8

8. Do you think that incorporating your musical preferences helped you to succeed in this unit?



Students who answered 'Yes' in Question 8

9a. Why do you think incorporating your musical preferences helped you to succeed?

The following answers were some of the examples given to support their answer: (See Figure D.9a for all responses.)

- a. "BECAUSE I WANT TO HAVE FUN!"
- b. "Because it helped me focus more."
- c. "It makes it more enjoyable and easier to connect to the lesson or activity."

Students who answered 'No' in Question 8

9b. Why do you think incorporating your musical preferences did not help you to succeed?

The following answers were some of the examples given to support their answer: (See Figure D.9b for all responses.)

- a. "I said no"
- b. "I don't understand what the question is."
- c. "Because I don't really have favorites."

A majority of the students thought that incorporating their musical preferences helped them to succeed in the unit. I expected this to be the case. The answers to why if they answered “Yes” were very reflective. I was very proud at how introspective the students answered. Some of the “No” answers seemed like outliers to me. By the way they read, some of the students were being negative and not honest nor did they ask me to clarify the question further. Therefore, the percentage of “Yes” answers could possibly have been higher.

A high percentage (87% or higher) of the students enjoyed the musical preference additions I made to their Meter/Rhythm Unit Lessons. The majority of their responses for why they thought their musical preferences helped them to succeed were very thoughtful. They were able to use words like, “focus,” “familiar,” and “connect.” These are types of words I would have only expected teachers to use to answer this question. I am very impressed that the students are aware enough to use them too.

Once all of the data was collected, understanding the results and how they could be applied not only to my curriculum, but also to future research and development was essential. In the following section, conclusions are drawn and areas for improvement are identified and discussed.

Chapter 4: Conclusion

I expected to find that the students in the test group, Class B, would have enjoyed the unit lessons because the lessons were catered to the students' music preferences. I also expected Class B to have a higher growth percentage than the control group, Class A, in their performance on the Meter and Rhythm Pre/Post-Test due to this connection. Between all of the enjoyment exit survey questions, 86% of all students enjoyed the music preference tailored activities. Therefore, the majority of Class B enjoyed the unit lessons because they were catered to their musical preferences. Although Class B enjoyed the unit lessons, they did not have a higher growth percentage than Class A in their performance on the Meter and Rhythm Pre/Post-Test. This disproved my expected findings. I would like to do more research into why this happened and see if other studies showed the same results. In my opinion, making connections between student musical preferences and new content knowledge provides for a better and more memorable learning experience.

I thought that making these connections also improved classroom management during the last class of the day. Although both classes showed growth on a written test, there is a difference between topically learning the content knowledge like Class A and making meaning and memories with the content knowledge like Class B. As a teacher, I not only want my students to learn the content, but also create a meaningful learning experience.

Complications and Adaptations

Throughout this study, there were a few complications that presented themselves. First, I was not expecting one of my students to opt out of the survey. This did not impact the study, but it surprised me. Second, it was very difficult to track down students who were absent during the

pre and/or post tests for them to complete their work. The hardest part about this was that there was a listening portion on the test, which I needed to administer personally. There ended up being two students in Class A and one student in Class B that I had to eliminate the use of the listening portion in their test results because I was unable to find the time for them to complete it outside of my class time. Coincidentally, this has to deal with scheduling conflicts, which were out of my control.

A big complication from the planning stages through the completion of this study was that I, at the elementary level, do more activities spread over a whole school year's time rather than units. Being that this study was based on a unit, I didn't have very many sixth grade unit options to pick from. Therefore, since unit-based teaching is not as comfortable to me as spiraling my curriculum throughout a school year, I do not believe I was as effective as a teacher as I could have been to either of the classes used in this study.

If I were to complete this study again, I would give an exit survey to the control group, as well as the test group. Based on the answers from the test group's exit survey, I can only say whether or not they enjoyed the activities. I do not have any data to show to what extent the control group enjoyed their activities. It would have been interesting to compare the two exit surveys between the classes.

Before performing the study, I decided to have all four of my sixth grade general music classes take the Musical Preference Survey so that I could utilize the information to tailor my teaching to their preferences for the remainder of the school year. Although I would do this again, I should have given the non-study groups their own surveys so that it would have been easier to siphon out their data in the interpretation stage of the project.

Lastly, if I were to further my research into music preference, there was one topic that kept coming to mind while performing this study. A similar study would be performed, but this time it would focus solely on one music standard per class. For example, the control class would be taught using a variety of different activities, using more than one standard. Each test class would be assigned one music standard only. Therefore, one class would be taught using singing, another using playing, another using moving, etc. It would be interesting to see how the test scores would compare with this topic.

Summary

Through all of the research and observations that went into this study, I have come to realize how important it is to make connections in order to be a successful teacher. This is an area of teaching that my college elementary music supervisor ingrained in her pupils, but compiling this study has truly proved its importance in how I teach. I look forward to building upon my repertoire of activities in the classroom to include more connections to the musical tastes of my students.

The purpose of musical preference research is to find the answer to why people like the music that they like and how it can springboard into other mediums. Now that I better understand the answer to this question, I am able to make more meaningful connections between the music that my students know and the full expanse the world of music has to offer.

Appendix A: Meter & Rhythm Pre/Post-Test

Meter & Rhythm Pre/Post-Test







Name: _____ **Class:** _____ **Score:** _____ /30

A. Listen to the teacher play the rhythms below. Number the examples from 1 – 4 in the order in which you hear them. There will be 5 rhythms total. (4 points)

_____		_____	
_____		_____	

B. Listen to the teacher tap two 4 beat rhythms below and write it down. (8 points)

You may hear: 

a)				
	_____	_____	_____	_____
b)				
	_____	_____	_____	_____


C. Listen to the recorded examples and decide whether the music is in **Duple** or **Triple** meter. (3 points)

- a) _____
- b) _____
- c) _____

Meter & Rhythm Pre/Post-Test

D. Fill in the blanks. How many sounds? How many beats?

What is the rhythm name? What is its rhythm syllable? (8 points)

 = _____ = _____ = _____ = _____
(sounds) (beats) (name) (syllable)

 = _____ = _____ = _____ = _____

E. Add the barlines for 2-meter and add a double bar line. (4 points)



F. What is the pattern of **Strong (S)** & **Weak (W)** beats in a meter of: (3 points)

a) 2 _____

b) 3 _____

c) 4 _____

Appendix B: Class A Lesson Plans

Conestoga Valley School District Grade 6 Class A Lesson 1

Essential Question:

How is sound organized to make music?

Music Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing and describing music.

Activating Learning Strategies:

1. Meter (10 min.)
 - a. Listening: "God Bless America"
 - b. Duple/Triple? Why?
 - c. Pattern of S/W beats
 - d. Poly Spots – find meter with body

Cognitive Teaching Strategies:

2. 1358 Canon (5 min.)
3. Rhythm Practice (15 min.)
 - a. (Using rhythm sticks) Review primary rhythms
 - b. Introduce Ti-TiKa (1 eighth and 2 sixteenth notes)

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class A Lesson 2**

Essential Question:

How is sound organized to make music?

Music Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing and describing music.

Activating Learning Strategies:

1. Meter (7 min.)
 - a. Listening: "My Country Tis of Thee"
 - b. Poly Spots – find meter with body
 - c. What is meter?
 - d. Pattern of S&W beats?
 - e. Duple/Triple?

Cognitive Teaching Strategies:

2. Conducting in 2 (8 min.)
 - a. "God Bless America"
3. Rhythm Practice (15 min.)
 - a. (Using rhythm sticks) Review primary rhythms
 - b. Introduce Ti-TiKa (1 eighth and 2 sixteenth notes)
 - c. Introduce TiKa-Ti (2 sixteenth notes and 1 eighth note)
4. 1358 Canon (15 min.)
 - a. ASSESS 3 @ a time

Summarizing Strategies:

Give out the Class Musician Award

Line up at the door

Sing "Goodbye" song

Class Musician Award Winner hits the gong

Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class A Lesson 3**

Essential Question:

How is sound organized to make music?

Music Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.

Activating Learning Strategies:

- 1. Meter (10 min.)
 - a. Listening: "Star Spangled Banner"
 - b. Poly Spots – find meter with body
 - c. What is meter?
 - d. Pattern of S&W beats?
 - e. Duple/Triple?

Cognitive Teaching Strategies:

- 2. Conducting in 2 (15 min.)
 - a. "God Bless America"
- 3. Orff Kanon (20 min.)
 - a. T play beginning rhythm (SS keep beat)
 - b. T play rhythm (SS clap rhythm)
 - c. What is that first rhythm? (Ti ti ka)
 - d. Rhythm Practice with sticks
 - e. Notate (rhythm dictation on the board) as a class
 - f. Teach body percussion
 - g. Xylophones (if time)

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

Conestoga Valley School District
Grade 6
Class A Lesson 4

Essential Question:

How is sound organized to make music?

Music Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.

Activating Learning Strategies:

- 1. Conducting in 2 & 3 (15 min.)
 - a. "God Bless America"
 - b. "America"
 - i. Find pattern of S/W beats first (legs/shoulders)

Cognitive Teaching Strategies:

- 2. Orff Kanon (20 min.)
 - a. Ti-tika & Tika-ti rhythm practice w/ rhythm sticks
 - b. Music on board w/o bar lines & time signature
 - i. What's missing?
 - ii. Add bar lines & time signature
 - c. Body percussion
 - d. Xylophones

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class A Lesson 5**

Essential Question:

How is sound organized to make music?

Music Standards:

2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.

Activating Learning Strategies:

1. Conducting in 2, 3 & 4 (10 min.)
 - a. "God Bless America" (Review 2 and introduce 4)
 - b. "America" (Review 3)

Cognitive Teaching Strategies:

2. Bar lines (15 min.)
 - a. SS individually complete Bar line worksheet
3. Rhythm Dictation (20 min.)
 - a. Put possibilities on the board
 - b. Use rhythm sticks to echo
 - c. Use whiteboards to dictate with a partner

Summarizing Strategies:

Give out the Class Musician Award

Line up at the door

Sing "Goodbye" song

Class Musician Award Winner hits the gong

Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class A Lesson 6**

Essential Question:

How is sound organized to make music?

Music Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.

Activating Learning Strategies:

- 1. Rhythm Dictation (25 min.)
 - a. Practice ti-tika & tika-ti rhythms 1st (5 min.)
 - b. Put possibilities on the board
 - c. Use rhythm sticks to echo
 - d. Use whiteboards to dictate with a partner

Cognitive Teaching Strategies:

- 2. Bar lines (10 min.)
 - a. Hand back WS's
 - b. Go over answers on the board
 - i. Have class count while a student teacher points to the beats on the board & writes up bar lines
- 3. Conducting in 2, 3 & 4 (10 min.)
 - a. "God Bless America" (Review 2 & 4)
 - b. "America" (Review 3)

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

Appendix C: Class B Lesson Plans

Conestoga Valley School District Grade 6 Class B Lesson 1

Essential Question:

How is sound organized to make music?

Music Standards:

2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing and describing music.

Activating Learning Strategies:

1. Orff Kanon (new rhythm → don't explain more than that) (15 min.)
 - a. Body Percussion w/o rhythm syllables (in front of board)
 - b. Xylophones

Cognitive Teaching Strategies:

2. Meter (15 min.)
 - a. Play "The Phoenix" by Fall Out Boy
 - b. Keep the steady beat in your feet (stationary → then locomotor)
 - c. Do all of the beats feel the same?
 - d. Tennis balls to ALL
 - e. Bounce on STRONG beat
 - f. Bounce w/ partner on STRONG beat
 - g. What is the pattern of S & W beats?

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

Conestoga Valley School District
Grade 6
Class B Lesson 2

Essential Question:

How is sound organized to make music?

Music Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
8. Understanding relationships between music, the other arts and disciplines outside the arts.

Activating Learning Strategies:

1. Orff Kanon (20 min.)
 - a. Body Percussion (in front of board)
 - b. Xylophone Review
 - c. Introduce Titika rhythm
 - d. Practice Titika rhythms w/ rhythm sticks
 - e. Create their own 4 beat rhythm pattern (use whiteboards)
 - f. Perform around the room (w/ 4 beats in between SS)

Cognitive Teaching Strategies:

2. Meter (20 min.)
 - a. Play "The Phoenix" by Fall Out Boy
 - b. Bounce tennis balls w/ partner on STRONG beat
 - c. What is the pattern of S & W beats?
 - d. "Rise Up O Flame"
 - i. Sing 1st
 - ii. T play on piano → Find S/W beat pattern with tennis balls

Summarizing Strategies:

Review "1358 Canon" for Assessment next class
Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class B Lesson 3**

Essential Question:

How is sound organized to make music?

Music Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
8. Understanding relationships between music, the other arts and disciplines outside the arts.

Activating Learning Strategies:

1. "1358 Canon" Singing Assessment (10 min.)

Cognitive Teaching Strategies:

2. Meter (10 min.)
 - a. "Rise Up O Flame"
 - i. Sing 1st
 - ii. T play on piano → Find S/W beat pattern with tennis balls
3. Titika & Tikati Rhythms (10 min.)
 - a. Body Percussion (at xylophones) → Strawberry Pie (3x) Strawberry whipped cream
 - b. Play "Orff Kanon" melody
4. Whiteboard Rhythm Dictation (20 min.)
 - a. Partners → write "Orff Kanon" rhythm
 - b. Get hand drums
 - c. Practice Tikati Rhythms
 - d. T play rhythms – SS hit them on drums & notate them on whiteboards (Using help of partner)

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

Conestoga Valley School District
Grade 6
Class B Lesson 4

Essential Question:

How is sound organized to make music?

Music Standards:

2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.

Activating Learning Strategies:

1. Meter (7 min.)
 - a. "Hey Jude"
 - b. SS step only on the strong beats
 - c. Bounce tennis ball with a partner only on the strong beat
 - d. Pattern of S/W beats

Cognitive Teaching Strategies:

2. Human Bar Lines (7 min.)
 - a. Rhythms laid out on the floor and SS need to put the bar line where they belong in 2/4, 3/4, and 4/4
3. Whiteboard Rhythm Dictation (15 min.)
 - a. Get hand drums
 - b. Practice Tikati Rhythms (5 min.)
 - c. T play rhythms – SS hit them on drums & notate them on whiteboards (Using help of partner)
4. Prize Day Reward

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class B Lesson 5**

Essential Question:

How is sound organized to make music?

Music Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.

Activating Learning Strategies:

- 1. Human Bar lines (10 min.)
 - a. Rhythms laid out on the floor and SS need to put the bar line where they belong in 2/4, 3/4, and 4/4

Cognitive Teaching Strategies:

- 2. Whiteboard Rhythm Dictation (25 min.)
 - a. Get hand drums
 - b. Practice Tikati Rhythms (5 min.)
 - c. T play rhythms – SS hit them on drums & notate them on whiteboards (Using help of partner)
- 3. Meter (5 min.)
 - a. "Lullaby Waltz"
 - b. Find meter sitting 1st
 - c. Individuals w/ tennis balls
- 4. Orff Kanon (if time)

Summarizing Strategies:

Give out the Class Musician Award
Line up at the door
Sing "Goodbye" song
Class Musician Award Winner hits the gong
Did the class earn their star sticker?

**Conestoga Valley School District
Grade 6
Class B Lesson 6**

Essential Question:

How is sound organized to make music?

Music Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.

Activating Learning Strategies:

- 1. Orff Kanon (10 min.)
 - a. Body percussion in xylophone area
 - b. T do body percussion – SS dictate rhythm syllables
 - c. Use rhythm syllables

Cognitive Teaching Strategies:

- 2. Meter (10 min.)
 - a. "Bad Blood" Taylor Swift
 - b. Step on the STRONG beat
 - c. Tennis balls w/ partner (if time)
- 3. Rhythm Identification (20 min.)
 - a. Using tubanos – individual SS hit rhythms and class has to figure out which rhythm they hit

Summarizing Strategies:

Bar Lines Ticket out the Door (5 min.)

- a. SS count beat/T writes in bar lines

Give out the Class Musician Award

Line up at the door

Sing "Goodbye" song

Class Musician Award Winner hits the gong

Did the class earn their star sticker?

Appendix D: Class B Musical Preference Exit Survey and Results

Figure D.1

1. Did you like that the meter/rhythm unit included more playing of instruments?

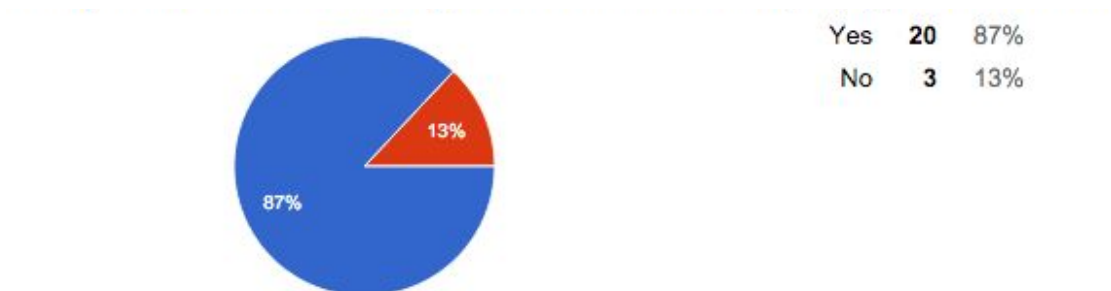


Figure D.2

2. Did you like that we got up and moving around with the tennis ball and human bar line activities?



Figure D.3

3. Did you like that we played more drums?

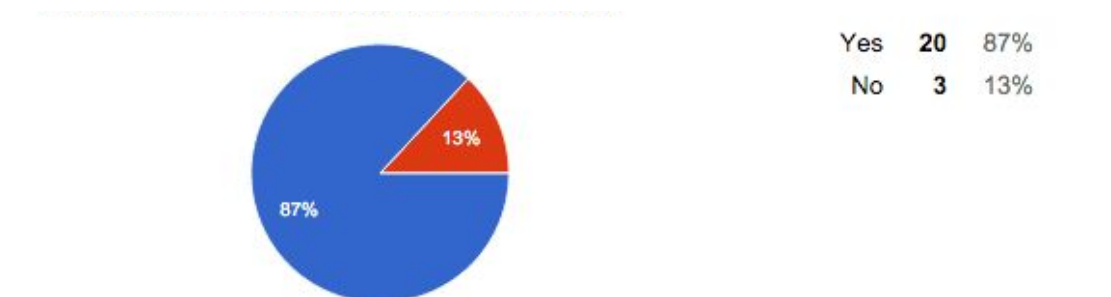


Figure D.4

4. Did you like that I used some of the pop/rock songs (by Fall Out Boy, Taylor Swift, and the Beatles) requested on the original survey?

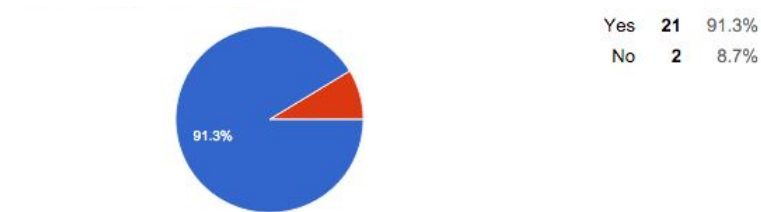


Figure D.5

5. Did you like listening to more music?

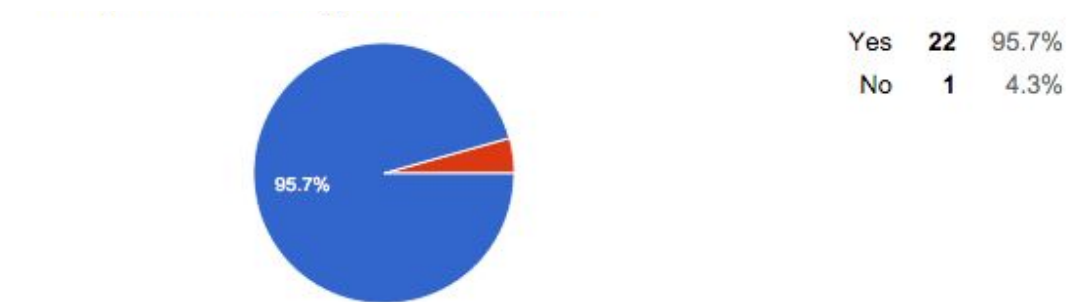


Figure D.6

6. Did you like that I did not include as much history, culture, and analyzing in the unit?

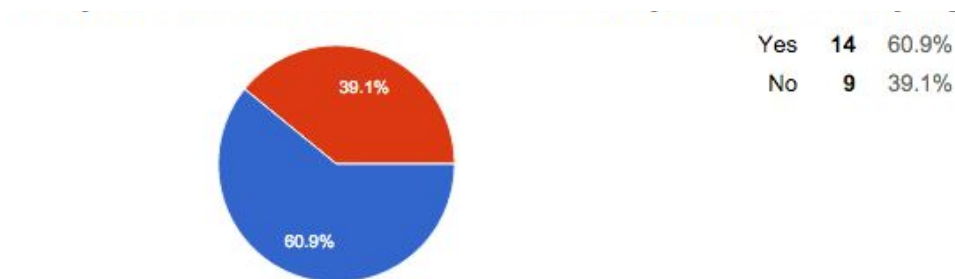


Figure D.7

7. What did you learn most from the meter/rhythm unit?

i dont know
we used the strong weak rythmes
The ti-tika and tik-tika.
That the bar lines are 2 beats apart.
I learned that meter is not as easy as I thought it would be.And what I learned most in this unit is that there are meter that is duple and triple.
I learned about bar lines the most.
I learned that the fractions in music notes are how many bar lines there are after every beat.
it was more of a review
I learned how to tell what beat a song has, like (2) (3) or (4).
Different types of music.
i learned a lot about the rhythm more then the meter
cant tell you because I had know idea what I WAS DOING.
What I learned most, is that you need a double bar line at the end to show the musical piece is over.
The new rhythms we learned. Ti-tika, Tika-ti, and Tika-tika were all new and very interesting.
How to read the music. I learned how to add the bar lines.
I learned a new note.I learned that there is bar lines in music. I learned where to put the bar lines and when the line ends you put two bar lines. I learned that duple and triple show how many notes between beats or each bar line.
kind of i'm still trying to get the hang of it but I've learned somethings about meters/rhythm units
The thing that I learned the most was trying to find the strong and weak beats with the songs.
I learned about The Star Spangled Banner.
no
That I leaned that music is a lot more harder when you add meter into music. I also learned that the rhythm is a large part of music. The meter unit was a little hard but I learned that the strong and weak beats and the tennis ball help me in getting me a good grade.
ridom and beat and much more like stedy notes pichers
I learned rhythm and meter in 2 or 3.

Figure D.8

8. Do you think that incorporating your musical preferences helped you to succeed in this unit?



Students who answered 'Yes' in Question 8

Figure D.9a

9a. Why do you think incorporating your musical preferences helped you to succeed?

BECAUSE I WANT TO HAVE FUN!
it helped me by doing the strong weak rythmes
Because it helped me focus more.
They help me succeed because I could connect to the music a lot better.
It helped me succeed because it made me understand more.
I think they helped because since I listen to different kinds of music it made me understand more.
because it had something more familiar
Because it helped me learn more, using things I already knew, or looked familiar.
yes because i learned a lot more then i already knew ;]
I think it helped me stay more focused.
It makes it more enjoyable and easier to connect to the lesson or activity.
you knew in what things you can help me with
I think it helped me succeed in teaching me things important things and helpful things
I think that it helped me succeed by focusing and practicing what the teacher was talking about.
it got me better at music
Yes because when we used the xylophones it helped me because that is my favorite intsment.
it helps me caues i knew some of that stuff

Students who answered 'No' in Question 8

Figure D.9b

9b. Why do you think incorporating your musical preferences did not help you to succeed?

I think it did not help me because I didn't understand anything.
I don't understand what the question is.
dont know .
I said no.
Because I don't really have favorites.
I said no

Appendix E: Class B Musical Preference Survey and Results

Figure E.1

1. What in and out of school activities do you participate in?

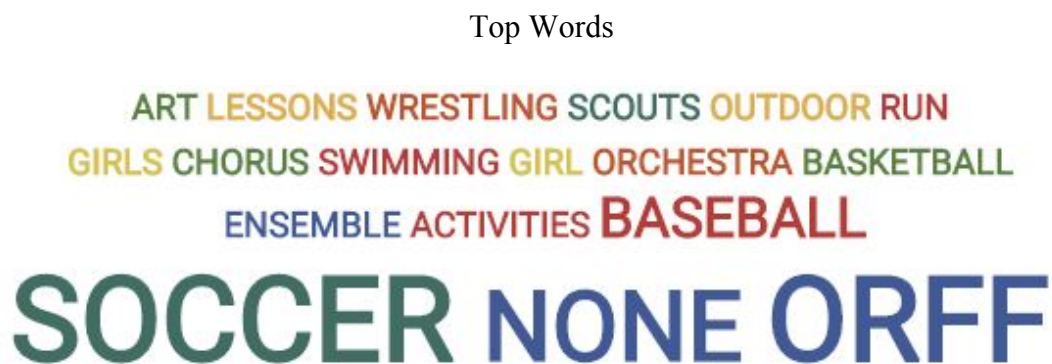


Figure E.2

2. What musical instrument(s) do you currently play outside of music class?

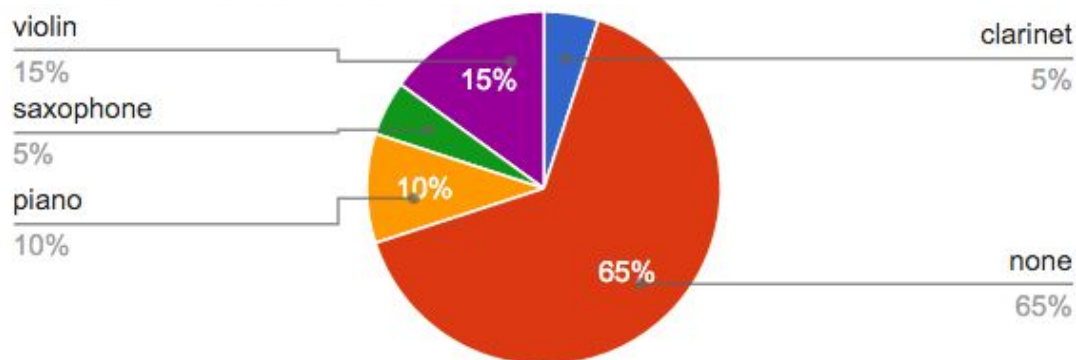


Figure E.3

3. What is your favorite music genre?

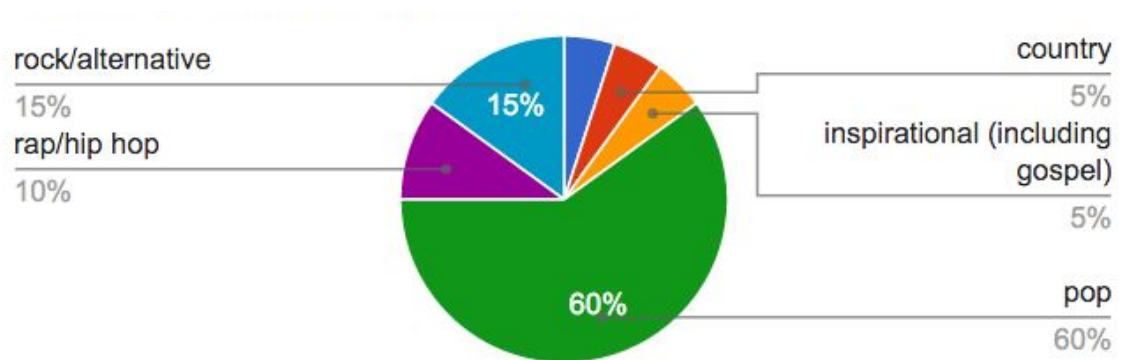


Figure E.4

4. Who is your favorite music artist/group?

bettles
sam smith or some of the mumford and sons phillip phillips
none
Will Pharel
Sam Smith
For King and Country
one dircetion
linkin park
torlor swift
One Direction
rea sreamurd
Taylor Swift
the beatles
fetty wrap
fall out boys
R5
skillet
Magan Trainer and Taylor Swift
fetty wap

5. Rate this General Music Activity (using the Likert scale: (dislike very much) 1 - 5 (like very much))

Figure E.5a

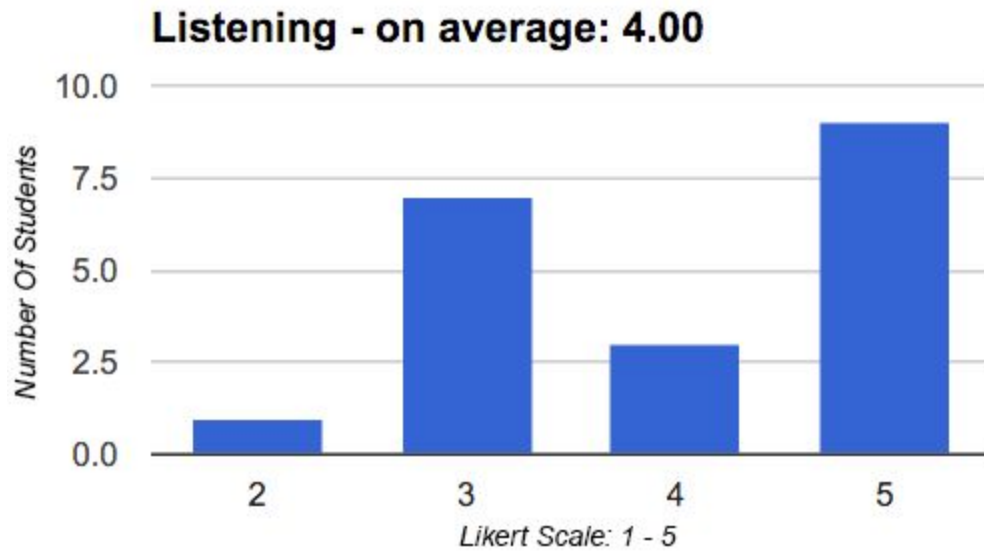


Figure E.5b

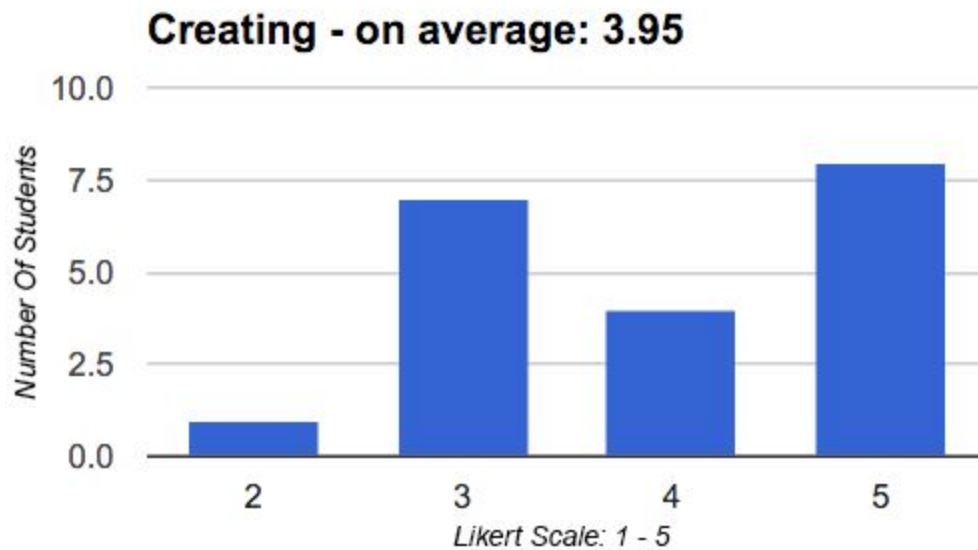


Figure E.5c

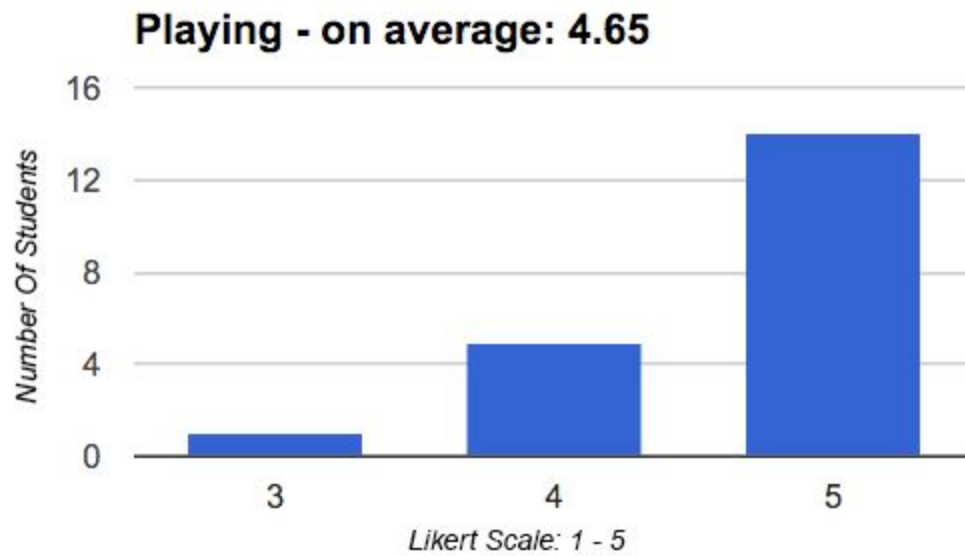


Figure E.5d

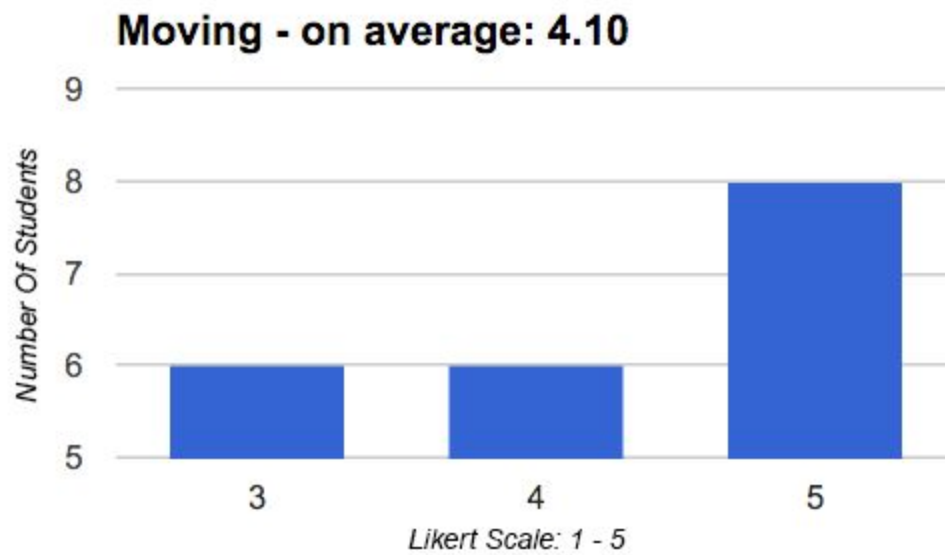


Figure E.5e

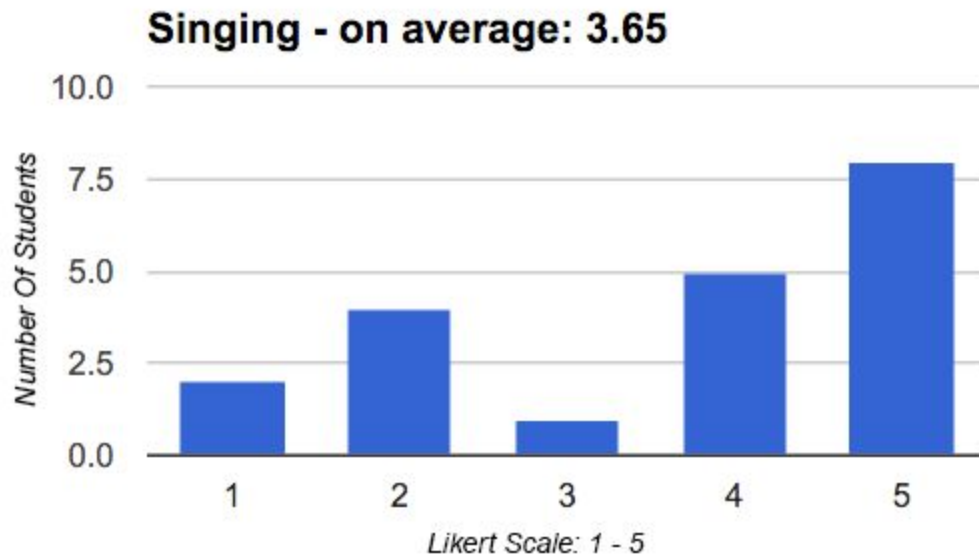


Figure E.5f

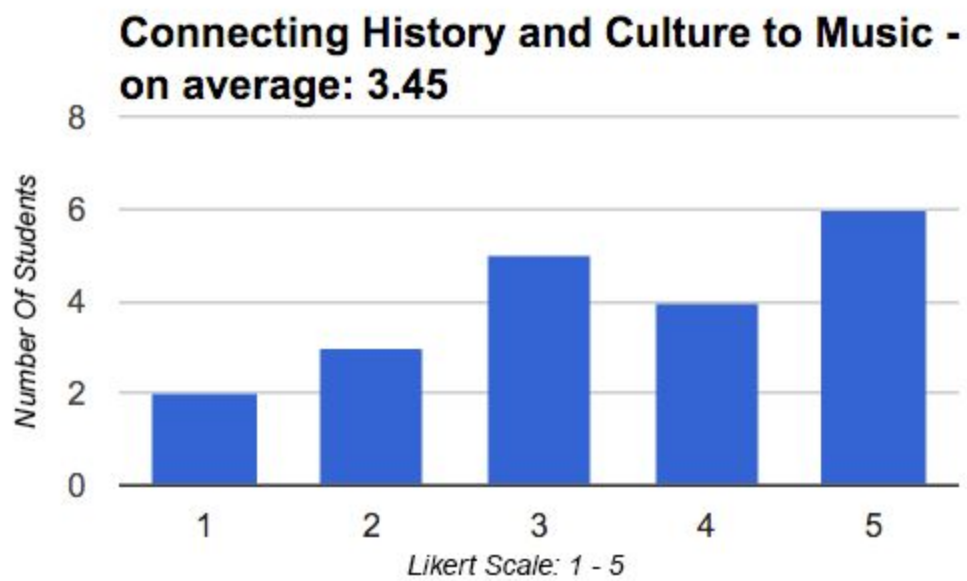


Figure E.5g

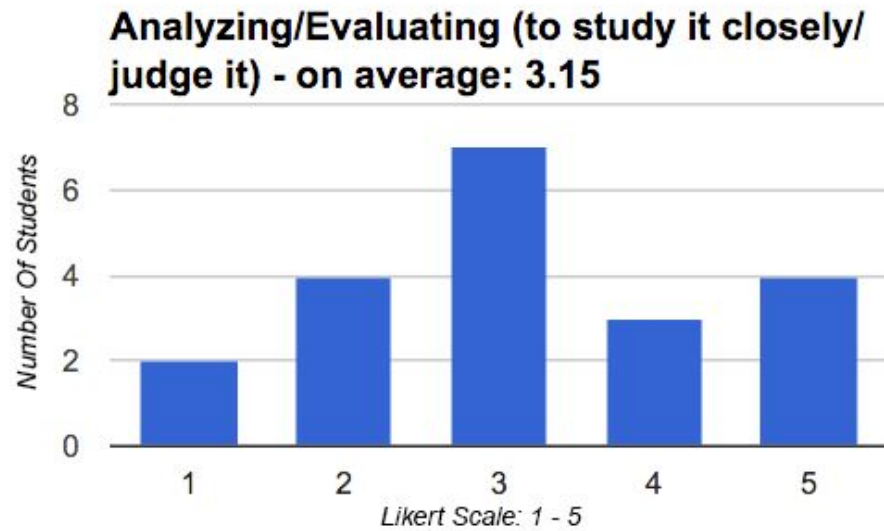


Figure E.6

6. What is your favorite general music instrument to play?

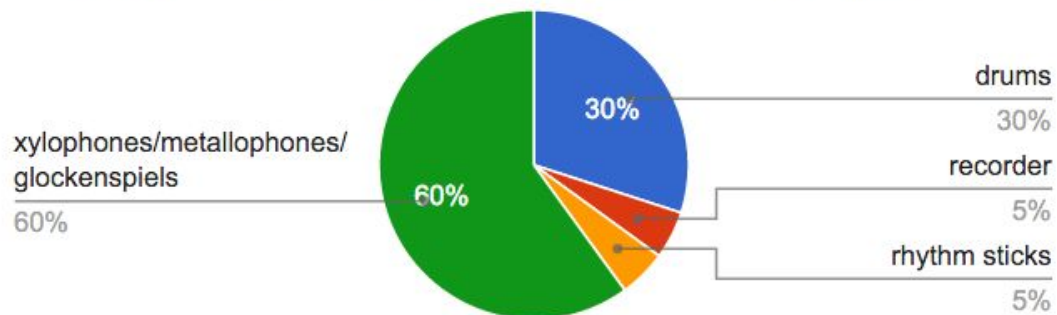


Figure E.7

7. What general music instrument would you like to play more often?

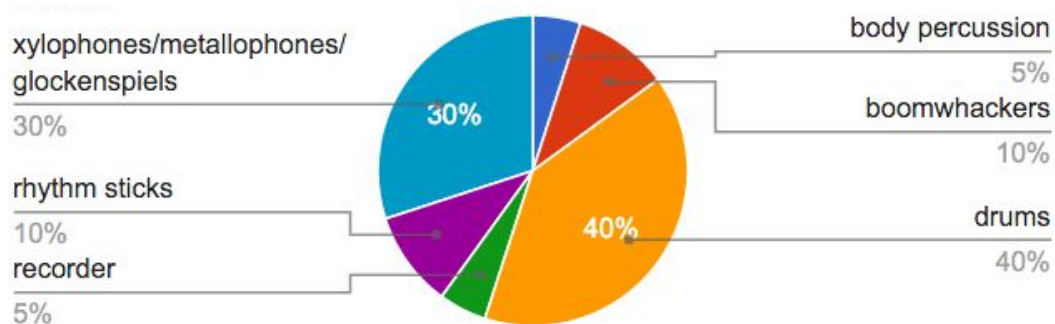


Figure E.8

8. If we could purchase one new instrument/tool for you to use in General Music, what would it be?

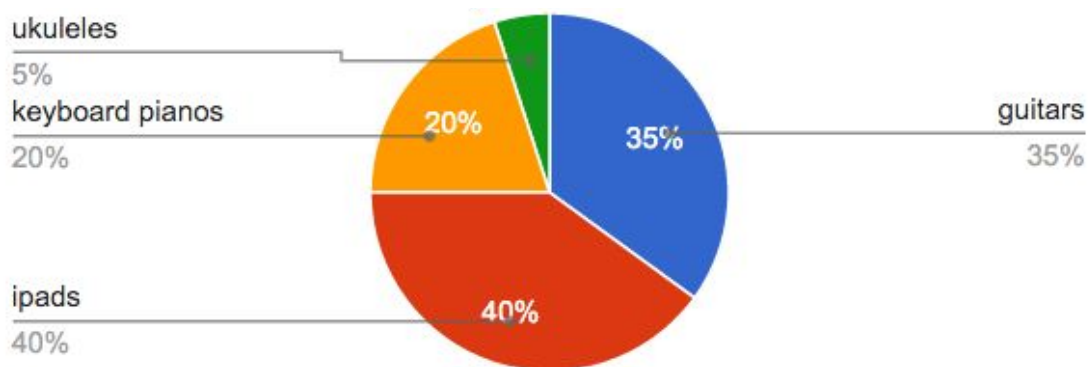


Figure E.9

9. What activity have you enjoyed most in general music at Fritz?

felloship
king of the hill the game
xylophones
The activity I enjoy the most is singing in cannon.
I like playing
I like when we do cannons

I really enjoy playing songs on different instrument with multiple parts and harmony
When we play games and listen to music videos on prize day.
I dont know.
play instruments & games
I like it when we play the drums,xylophones,and singing.
singing
My favorite activity in music is to play the instruments.
the cowbell
singing
karioky
playing instruments
practiceing instraments in music class
playing the xylophones, drums, sing, moving, listin to music
playing games that help us learn about music more

Figure E.10

10. What activity/activities would you like to do more in general music at Fritz?

dancing
more games and more playing the tons of instruments that are in the room
drums
Play on the little drum things
King of the hill.
i can't think of anything else I would like to do.
more songs that we sing and don't use instrument
When we play games and listen to music videos on prizes day.
dont care.
play drums
playing the drums and any kind of music games.
drums
Other activities I would like to do more in music would be to do more dancing from other cultures and do more singing too.
moving around
play drums
karioky
play guitar

i would like to do the drums
all
FUN GAMES

Figure E.11

11. Age

Age (How old are you?)		Nb of results
	11	15
	12	5

Figure E.12

12. Gender

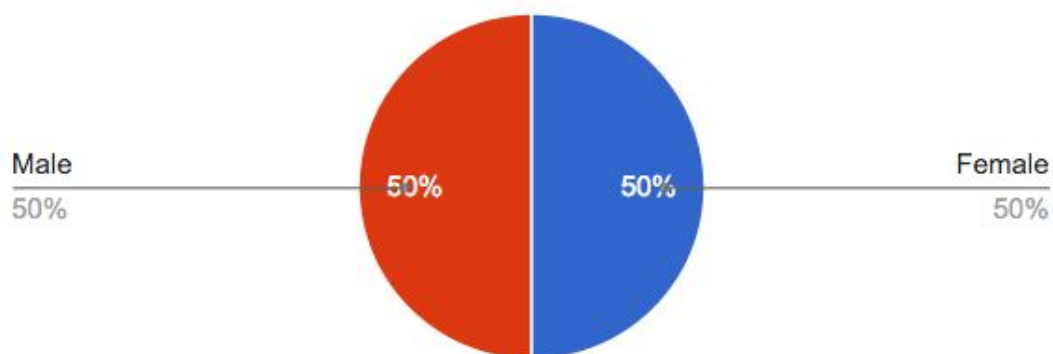
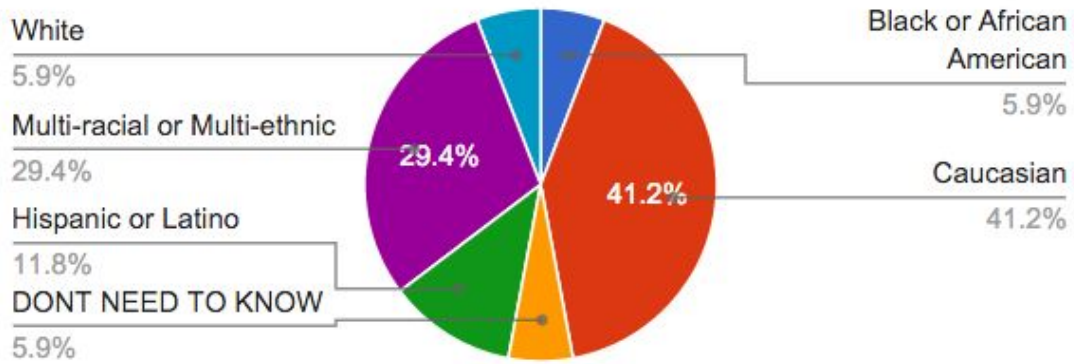


Figure E.13

13. Race/Ethnicity



14. Homeroom Teacher: To keep the anonymity of the teachers, I will not be providing their names.

Appendix F: Meter & Rhythm Pre/Post-Test Results

Class A

Student	Pre-Test Score	Post-Test Score	Score Increase
1	35%	80%	45%
2	17%	60%	43%
3	33%	75%	42%
4	88%	93%	5%
5	48%	58%	10%
6	30%	50%	20%
7	67%	87%	20%
8	30%	63%	33%
9	20%	57%	37%
10	30%	57%	27%
11	33%	52%	19%
12	32%	62%	30%
13	52%	73%	21%
14	37%	38%	1%
15	57%	80%	23%
16	40%	85%	45%
17	50%	83%	33%
18	53%	77%	24%
19	32%	57%	25%
20	45%	57%	12%
21	70%	93%	23%
22	20%	63%	43%
23	43%	65%	22%

Class B

Student	Pre-Test Score	Post-Test Score	Score Increase
1	60%	73%	13%
2	33%	67%	34%
3	37%	62%	25%
4	32%	63%	31%
5	67%	87%	20%
6	50%	93%	43%
7	42%	52%	10%
8	60%	90%	30%
9	27%	42%	15%
10	77%	93%	16%
11	28%	52%	24%
12	73%	90%	17%
13	47%	73%	26%
14	53%	85%	32%
15	47%	53%	6%
16	23%	43%	20%
17	65%	97%	32%
18	40%	57%	17%
19	40%	47%	7%
20	27%	37%	10%
21	25%	48%	23%
22	58%	77%	19%
23	52%	87%	35%

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