

Module BMPF7008 – Work Based Learning Project

Investigation of children's enjoyment and perceived benefits of activities within whole-class vocal sessions in an older primary setting.

Pilot Survey and Research Project

Project Background

- ▶ Concept of 'Possible Selves in Music': Music Generation 2016 research report
- ▶ Personal practice goal - Enable children to find their own voice that they might be motivated to be musical in their lives.
- ▶ Intrinsic Motivation - self-motivated impetus for an action
 - ▶ Idea of 'Possible selves in music' as 'Intrinsic Motivation'
- ▶ Extrinsic Motivation - other people or circumstances requiring action
 - ▶ Music Generation activities classroom led, largely Extrinsic
- ▶ How effective is this Extrinsic Motivation at fostering Intrinsic Motivation?
- ▶ Feedback from children needed but no effective model or comparable research to guide

Motivation and Enjoyment

- ▶ Enjoyment as Psychological concept - 'useful and imprecise' (Kekes 2008)
- ▶ Development of Identity as Musician involves Intrinsic Motivation (Hallam 2016)
- ▶ An identity as a musician defined by enjoyment of musical activity
- ▶ Sports Psychology has related enjoyment to Csikszentmihalyi's (1998) concept of 'flow' and views as groundwork for intrinsic motivation
- ▶ In research into children's musical experiences and singing at primary level (e.g. SingUp, Voice Foundation), enjoyment identified as a factor but generally not specifically investigated or defined.
- ▶ I have not found research reports on any equivalent studies to mine into children's enjoyment of aspects of music or vocal classes.

Building Blocks for Enjoyment

- ▶ Enjoyment in the Music Classroom (Koops and Keppen 2015)
 - ▶ Enjoyment an important part of motivation
 - ▶ Building blocks for Enjoyment
- ▶ 'Informal music learning;
- ▶ 'Student selected activities or repertoire;
- ▶ Active music making;
- ▶ Balanced Challenges (skill level matches task).

Measuring Enjoyment in Practice: Pilot Survey

- ▶ Feedback mechanisms on programme to date
- ▶ Children's voices
- ▶ Pilot project to get feedback directly from children
- ▶ Possible application across Vocal programme or more widely

Research Project Design and Methodology

► Subjects

- Class of 23 children, mixed gender

3 rd Class	8-9 years	7 children
4 th Class	9-10 years	5 children
5 th Class	10-11 years	8 children
6 th Class	11-12 years	3 children

- Classroom Teacher, Musician Educator

► Mixed Methods Project:

- Quantitative Data - Survey Data from Children and Adults
- Qualitative Data - Observations from Classroom Teacher and Musician Educator - two different perspectives regarding Engagement

Vocal Class Survey

Body Warm up	
I enjoyed this:	    
I think this improves my music and singing	    
Voice Warm up	
I enjoyed this:	    
I think this improves my music and singing	    
Singing Skills	
I enjoyed this:	    
I think this improves my music and singing	    
Song Learning	
I enjoyed this:	    
I think this improves my music and singing	    
Song Creating	
I enjoyed this:	    
I think this improves my music and singing	    
Anything else you want to say about the class?	

Date of Class: 27th April 2022

Class Group: 5th

Research Project Design and Methodology: Student Survey Form

- ▶ Two Questions for children, for each activity in class
- ▶ Simplicity
- ▶ Likert-type scale
- ▶ Recorded as Quantitative Data

Vocal Class Survey – Classroom Teacher

Body Warm up	
The class were engaged in this activity	    
Other comments on enjoyment and engagement	
Voice Warm up	
The class were engaged in this activity	    
Other comments on enjoyment and engagement	
Singing Skills	
The class were engaged in this activity	    
Other comments on enjoyment and engagement	
Song Learning	
The class were engaged in this activity	    
Other comments on enjoyment and engagement	
Song Creating	
The class were engaged in this activity	    
Other comments on enjoyment and engagement	

Date of Class: 11th May 2022

Research Project Design and Methodology: Classroom Teacher Survey Form

- ▶ Same Likert-type scale for Engagement
- ▶ Second section for narrative response and qualitative data
- ▶ Coding exercise for qualitative data

Research Project Design and Methodology: Musician Educator Lesson Plan and Reflective Observations

Lesson plan Module 3 project session 1				Analysis I	Analysis II	Analysis III
Section	Activity Description	Time (mins)	Observation notes	In vivo coding	Descriptive	Magnitude coding
Body Warm up	Breathing exercise – Abdominal breath out through nose, hold 5 seconds, followed by 'letting go' and allowing air in through open mouth and throat. (Phillips, 2014) Brain Dance (Gilbert, Anne Green., National Dance Association., 1992). Musician Educator leads – use pop music backing track from Spotify (There's nothing holding me back)	5	Forgot to do breathing separately before music started but still worked well . General engagement good - Score 4	Worked well, engagement good	Activity reflection Observation of class response	Overall positive
Voice Warm up	Start with Posture Jingle (Phillips, 2014), followed by ME led vocal explorations, focussing on upper register / head voice and different vocal timbres. Then move to pitched exercises on vowel sounds – slide up and down a 5 th , moving upwards tonally	5	Engagement and pitching good , worked on different vowel sounds and sliding. Talked a little about warming up voices. Engagement score - 4	Engagement good Pitching talked	Observation of class response Activity reflection Non-singing activity	Overall positive
Singing Skills	Solfege patterns from 'Best Day of My Life' chorus and harmony – explore C&R then 'Round Robin' exercise, then two parts solfege	10	S, m, r, d, r, m, r, d, f, s, f, m. C&R very solid , Round robin exercises become stronger as go around. I am helping quite a bit with pitching and hand signs. Some disengagement about using hand signs. Most engaged children are continuing to use hand signs and sing as requested . Worked around in class groups. This section harder so some inclined to be less engaged . Engagement score 3	Very solid Became stronger Some disengagement Continuing to use... as requested Section harder, inclined to be less engaged	Activity reflection Reflection on class achievement - Effective responses Observation of class response	Partial Negative
Song Learning	Chorus of 'Best Day of My Life'. Sing C&R, then add in harmony. See which class can do 'Woo woo' best, harmony best.	10	Tried woo woo s separately, worked them a little harder . Knew melody well already so that solid , harmony harder to put in but will keep revising and learning. Next week 'please don't wake me now' harmony and verse. Score 4	Worked them a little harder Melody..solid	Activity reflection Reflection on class achievement – difficulty level	Overall positive
Song Creating	Word brainstorm, can we get a chorus?	10	All talking session, good engagement from most even though main ideas came from three or four. Possible disengagement from 4th class . Score: 4	Talking, good engagement from most. Possible disengagement 4 th class	Activity reflection Non-singing activity Reflection on class response	Partial positive / Partial negative

- ▶ Lesson plan
- ▶ Reflections and score
- ▶ Coding exercise for qualitative data

Research Project Design and Methodology: Ethical Considerations

▶ Involvement of Children

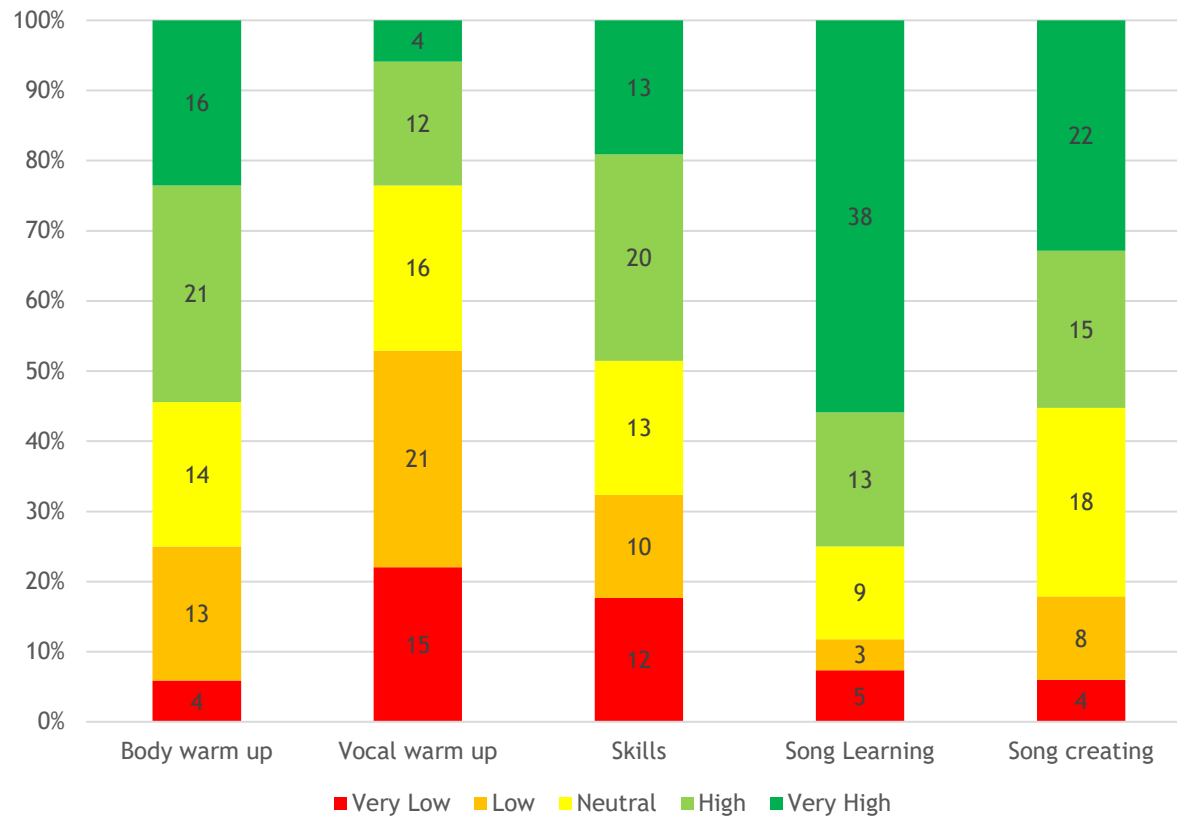
- ▶ Permission, support and engagement with School Principal, Classroom Teacher and Music Generation
- ▶ Permission gathering exercise from parents / guardians
- ▶ Protection of anonymity
- ▶ Explanatory sessions with children; informed consent

▶ Insider Research

- ▶ Close communication with School Principal, Classroom Teacher and Music Generation
- ▶ Discussions with Musician Educator colleagues in Music Generation Carlow
- ▶ Explanatory sessions with children - anonymity, say what you want

Data: Whole Class Enjoyment

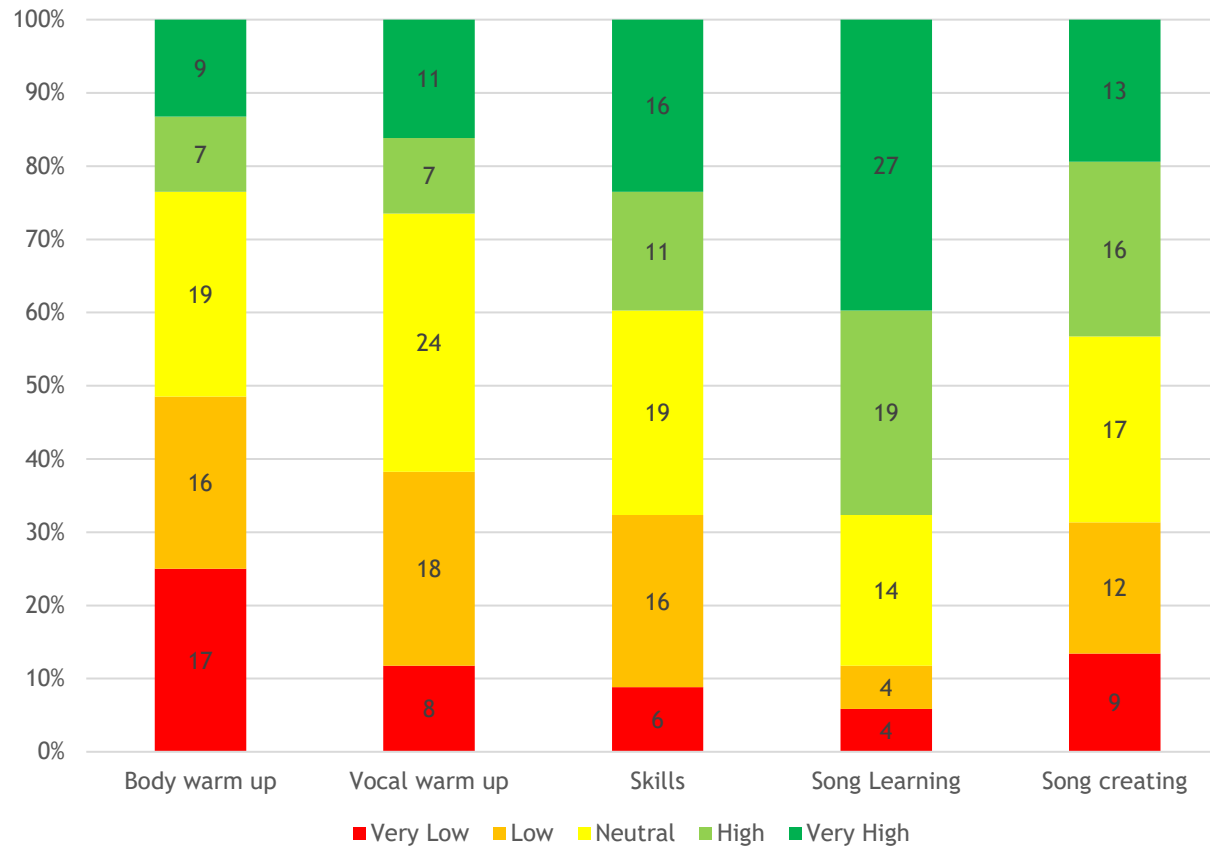
Fig 1 Whole Class Enjoyment all sessions



- ▶ In general positive
- ▶ Song Learning highest
- ▶ Song Creating, Body Warm Up next
- ▶ Vocal Warm up lowest

Data: Whole Class Perceived Benefit

Fig 2. Whole Class Perceived Benefit all sessions



- ▶ In general slightly less positive than Enjoyment
- ▶ Neutral to positive
- ▶ Song Learning high
- ▶ Body Warm-up lowest, though high Enjoyment

Data: Class Teacher, Musician Educator

Fig 3. Class Teacher Engagement Scores

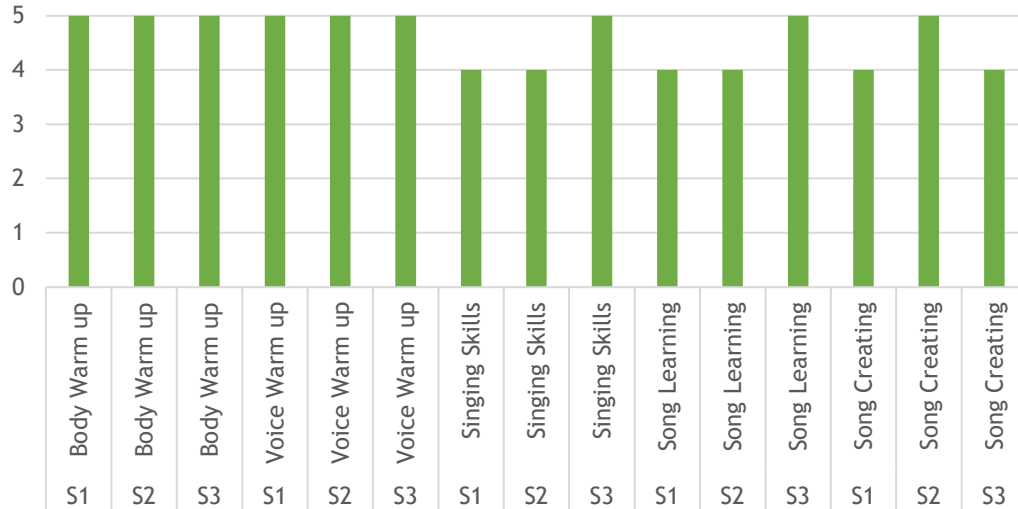


Fig 4. Musician Educator Engagement Scores



- ▶ Class Teacher very positive for Engagement, Narrative Observations support
- ▶ Musician Educator also positive for Engagement, slightly less than Classroom Teacher
- ▶ Some possible areas of disengagement noted in observations by Musician Educator
- ▶ Note levels of observed Engagement often higher than levels of reported Enjoyment

Data: Whole Class Enjoyment Separate Sessions

Fig. 5 Session 1 Enjoyment Whole Class

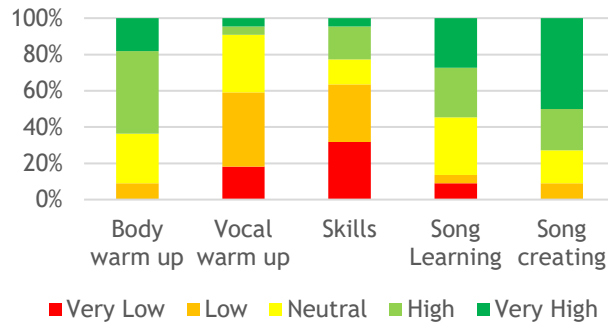


Fig. 6 Session 2 Enjoyment Whole Class

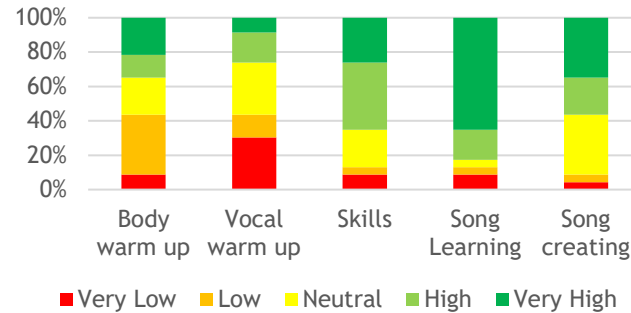
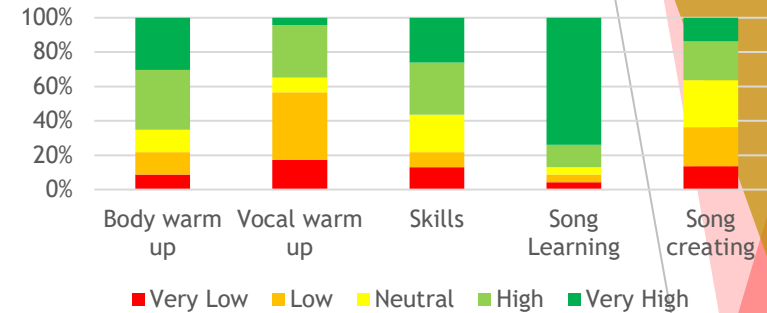


Fig. 7 Session 3 Enjoyment Whole Class



- ▶ Body Warm-up: change in approach
- ▶ Song Learning: increase in enjoyment
- ▶ Song Creating: decrease in enjoyment
- ▶ Vocal Warm up: lowest despite high reported engagement

Conclusions

- ▶ Success in getting meaningful feedback from children
- ▶ Immediacy of completing survey key to success
- ▶ Good to see positive enjoyment levels overall
- ▶ Observed engagement (extrinsic motivation) and enjoyment levels (intrinsic motivation) do not however necessarily correlate.
- ▶ Perceived benefit question less useful - needs more consideration
- ▶ Survey could be adapted to feed into wider feedback study
- ▶ Study could be expanded to take into account students' musical backgrounds and other class dynamics