

THE EFFECTS OF ADDITIONAL MUSIC ENRICHMENT ACTIVITIES  
ON STUDENTS:  
IMPROVING ATTITUDES AND LEARNING IN MUSIC

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Submitted in Partial Fulfillment  
For Master of Education in Collaborative Teaching and Learning

Education

Graceland University  
Cedar Rapids, Iowa  
December, 2004

## Abstract

The level of motivation and attitude towards the involvement in music activities and the learning of music concepts were studied in 85 fourth grade students. Fourth grade students acted as either participants or nonparticipants in the following four ensembles: Orff, choir, percussion, and recorder. This study poses questions as to whether the extra time involved in these enrichment activities improved students' motivation to participate, enhanced students' attitudes about music, and increased students' understanding of music concepts. Data were analyzed using pre- and post-surveys, pre- and post-tests, and teacher journal entries. Data showed conclusive results, with all students improving their comprehension for music concepts, and both participants and nonparticipants slightly improving attitude and motivation for music.

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## Introduction

### *Purpose of the Study*

The purpose of my action research focused upon the need for a change in attitude and motivation for learning, and being involved in music, especially for upper elementary students. Many students lack a desire and positive outlook on the possibility of creating, playing, or singing music. In the earlier years of elementary school, excitement about music can hardly be contained, however, this energy seems to fade as students get older.

These negative attitudes could be due to a lack of instruction time for music within a school week for grade 4 students. Most students are exposed to music education for an average of 40-60 minutes a week. Without extra exposure, or positive attitudes from parents or older siblings at home, more exposure in school might be important. Unfortunately, music is a subject that is often looked at for making cuts in instruction time within many school districts.

Another reason I felt that students might not always enjoy music in the upper elementary grade levels is the perception society has placed on music. Many students perceive music as a feminine subject, which only little girls should be interested in doing. Grasping boys' attention often is a challenging task within the music classroom. Finding their interests in music and teaching lessons based on their interests is necessary for engagement in music activities. Students' attitudes also become altered because of a lack of encouragement. Many students do not receive support at home, or are not raised to appreciate music within their household.

With set standards and performances in a typical music year, class time and essential learning seems minimal. An elementary music classroom is where most students experience and gain appreciation for creating, playing, and learning music. In the elementary grades, gaining appreciation and enjoyment is vital to ensure that students pursue music on their own in middle school, high school, and into their adult life.

### *Context of Study*

To improve student attitude and enjoyment about learning music, I incorporated small ensembles into my daily schedule to gain more instructional time. I developed a variety of ensembles including percussion, recorder, Orff, and singing. The students were able to choose a special area of study and worked cooperatively with a group of their peers. This gave most students an extra 20 minutes per week exposure to music, and acted as an incentive, in hopes to instill intrinsic motivation for pursuing music in the future.

Each student, in grade 4, was able to sign up for a special music time during their lunch hour. This 20-minute time segment took place one day a week for 6 weeks, in place of their lunch recess. Each student was only able to sign up for one ensemble.

This plan did not allow all students to gain extra instruction time in music. Not all students signed up for these small groups, because students also had an opportunity to participate in cooperative groups within the subjects of physical education and art. However, students were required to sign up for at least one activity

within those three subjects, encouraging the involvement in arts and physical education.

The study took place at Lakeview Elementary in Solon, Iowa. Lakeview is a PreK-4 grade building housing 480 students. The socioeconomic status was at one time the highest in the state. Most students come from well-educated families in middle to upper socioeconomic class. The community is supportive of fine arts education and encourages any extra class time directed to teaching subjects in the fine arts.

### *Review of Related Research*

I have conducted a review of research literature pertaining to my action research area of focus. I have found studies on teacher effectiveness, gender effect on subject preference, and teacher use of class time and instruction. Other areas of research included private music lesson satisfaction, adult perceptions of music lesson experiences, and achievement motivation of students. Articles relating to student attitude and achievement were about emotions relating to music appreciation and at-risk students' attitudes towards music education. Student gender, type and amount of instruction, and past experiences and emotions have shown to affect students' attitudes and motivation towards participating and enjoying music as a subject.

According to Madsen (2003), her studies of teacher effectiveness can be evaluated through accuracy and delivery of instruction, as well as classroom management. Madsen examined 168 musicians, ranging from middle school students to experienced music teachers' responses to watching and rating videotaped lessons

of various music teachers. Madsen found that secondary students rated teacher instruction high when the delivery of the material was enthusiastic. Middle school students rated high effectiveness when student attentiveness and behavior was good. Both middle and secondary students did not focus on the accuracy of the material presented from the teachers. However, undergraduate and experienced teachers did focus more closely on the precision of instruction and made fewer comments about classroom management. These findings show that the skills necessary to be an effective instructor to general music classes include having high enthusiasm and interest in a topic, rather than just knowing the material that is being presented.

I agree with the need for a high, or animated delivery when instructing students, especially younger students. To achieve on-task behavior of most students, they have to find both the subject and the teacher interesting. Effective teaching includes effective classroom management and the ability to gain the attention of your students.

Perhaps, even with a highly effective teacher, some students may not always enjoy the subject being taught. In an earlier decade, a study of 93 middle school students by Colley and Comber (1994) indicated that gender affected school subject preferences. In this study, students ranked their preference for current curricular subjects. Female students ranked English as the most preferred subject and French as the least. The males liked Physical Education (PE) the most and music the least. Evidence of sex stereotyping was also found in this study. Higher males scores were associated with PE and lower scores for English. High female scores were associated with humanities and music and were low for PE. A general assumption from this

may be that females are more expressive and are more likely to have chosen to play a musical instrument or sing.

I feel that I most often struggle to capture the interest of boys in music rather than the girls, especially at an upper elementary level. I also think I neglect the expressive and creative side of music in hopes of making male students enjoy music. Orman (2002) recently found that most teachers also devote less time to the national music standards that require creative or artistic decision making skills from students.

In Orman's study, a comparison of the national standards for music education and music specialists' use of class was examined. Results did indicate that time was spent on all standards, however not equally. Singing, playing instruments, and reading/notating were the most dominant standards studied across all elementary grade levels. The remaining six standards were studied less than 5% of the total class time. Even though singing and playing instruments are actively engaging activities, Orman's study also showed that teachers engaged in talking most of the class time (46.36%), which left students in passive roles the majority of the time (57.07%). Passive responsibility in a music classroom will not encourage students to become active in music and promote a lifelong desire to continue with music.

Rife, Shnek, Lauby, and Lapidus (2001) also agree with young students preferring to be actively involved during their lesson time. Their study analyzed factors that related to the satisfaction of children with their private music lessons. In this study results suggested that children either enjoyed or disliked their lessons for various reasons. Generally, students had both intrinsic and extrinsic motivators that influenced the satisfaction of their lesson. Motivators such as feeling good, having

fun, liking practicing, liking their teacher, enjoying challenges, and encouragement from others were all indicators of satisfaction with their lessons. Without this satisfaction acting as a positive reinforcement, students would not have an incentive to continue to participate in the private music lessons and therefore had a dislike of the lessons. Students also disliked the lessons if they did not have the opportunity to both choose their own music and to play the majority of their lesson time.

Having a positive experience and satisfaction with private lessons allows for children to have lifelong enjoyment of music into adulthood. Cooper (2001) recently investigated adults and their perceptions of musical studies in piano. According to Cooper, at the 1997 American Music Conference 90% of adults considered music to be part of a well-rounded education, and 88% of adults felt all schools should have instrumental music as part of a regular curriculum. In Cooper's study, three-fourths of respondents said they received personal benefits from piano playing and over half continue to play. The adults most frequently cited liking the lessons because they enjoyed the music, the challenge of the lesson, and having a supportive teacher. These results were similar to the children's reasons for satisfaction with private music lessons. The adults also perceived taking piano lessons as a benefit because they developed discipline, gave them personal pleasure, and helped them to develop concentration. Only 10% surveyed indicated that playing the piano had not helped them in any way. The findings also suggested that a positive perception of skill, as well as an encouraging and non-threatening learning environment that provides short-term goals for a student's success, is important for students who study a musical instrument.

Success is necessary in order for students to want to pursue music in their lives. Many students have perceptions about their successes and failures in music. Asmus (1986) has researched the relationship between students' beliefs about their success and failure with achievement motivation. Asmus's study coincided with the ideas of Attribution Theory. Attribution Theory states that students cite success or failure as either being ability, task difficulty, luck, or effort. Asmus broke these four categories into internal-stable, internal-unstable, external-stable, and external-unstable groupings. Findings showed that most students tend to cite internal reasons for success and failure, meaning ability and effort. This finding is positive in the sense that most teachers attribute success to good effort. Unfortunately, students attribute a slightly greater percentage of reasons for success in music to ability. Therefore, teachers need to concentrate on promoting musical achievement by all students through effort and practice rather than skill. I think if effort is encouraged, then students will develop a liking and appreciation for music. Having a positive response to music will allow for the involvement of everyone.

I believe that all people are musicians. Each one of us can excel in music and have an appreciation for music. Within the past few years Woody and Burns (2001) explored music appreciation and the beliefs of non-musicians. Their exploration consisted of a survey about personal music preference and listening habits, history of emotional responses to various styles of music, and beliefs about the emotionality of various styles of music. Results illustrated that 10% of the subjects chose music selection based on mood, 63% to match mood, and 37% to change their mood. This connection to emotions may show that we all have an appreciation or love for music.

Not one person in the study reported a dislike for music. Thirty-five percent reported liking music, while 64% loved music. An assumption of these findings may be that with more exposure to certain types of music, emotional responses may be formed and further appreciation for different styles and genres of music can be developed.

However, the question is whether more exposure can positively influence students' attitudes towards music? According to Shields (2001) music is highly important in the education of all students, especially at-risk students. Shields studied the importance of music education for at-risk students through participation in small performance ensembles and mentoring. Middle school students were given an extra period of art, music, or dance of their choice. The music ensembles available were choir or creative percussion. Students also had extra mentoring time over lunch periods, by request, with the music teacher. Mentoring times consisted of one-on-one music lessons or simply as sessions for talking. The ensembles lasted for a 16-week time period in which students were given pre-test and post-test interviews about their feelings and perceptions of music. On the pre-test 76% thought music was important. This number increased to 82% at the end of the 16 weeks. Students also felt as if they improved their musical skills and knowledge. Posttest interviews also allowed for students to express their feelings.

Students described the importance of music in their lives by telling about their love of music, including singing, playing, and listening to music. With regard to needing music, students stated that music was "basic to life; built self-esteem, confidence, and provided a force for positive change; had therapeutic value; provided

happiness, fun, and enjoyment; was a vehicle for self-expression and communication; and was a basic subject” (Shields, 2001, p. 279)

Knowing that most students enjoy music, I feel with appropriate instruction, class time, effort, and hands-on approach to music, students’ attitudes and motivation to learn and participate in music will improve. Music educators can positively influence young students and their involvement in music with the commitment to do so.

#### *Statement of the Focus of the Study*

Allowing students, in grade 4, to participate in small musical ensembles of varying activities will improve the motivation, attitude, and interest in pursuing the playing, performing, and creating of music. My action research focused on the following questions: Does more exposure and instruction time in music enhance positive attitudes about music? Does more instruction time in music improve student learning of music concepts? Do choices in area of study in music improve motivation to participate in music?

## Methodology

### *Design*

My action research focused on examining whether additional instruction time in music affected students' attitudes and motivation to participate, as well as improve student learning. One dependent variable is students' attitudes towards music and participating; while the other is students' understanding and learning of musical concepts. The independent variable is the addition of instruction time in the form of small ensembles. These ensembles were added to the students' weekly schedules.

At the beginning of the 2004-2005 school year, all fourth grade students had the opportunity to participate in one small musical ensemble. As a promotion for fine arts and physical education, additional groups were provided in the areas of Art and P.E. Each student had to sign up for a group, but it did not have to be in music. The study focused on five different groups of students. The five groups consisted of four small ensembles and the group of students who did not participate in a music ensemble. The groups were ultimately formed by the students' choices. Each student had a choice to participate in an ensemble. The four music ensembles included extra instruction time in Orff, percussion, recorder, and choir. Other work groups included sessions in jump roping and bookmaking. The students were able to sign up for a group of their liking, but were not forced to sign up for a music group.

The four music ensembles worked together for approximately six weeks. During the six weeks, each group met once a week during their lunch hour recess. Recess was 20 minutes in length, so students had six additional music lessons, resulting in 120 minutes (2 hours) of additional instruction time.

During this six-week time interval, the study used survey/descriptive, qualitative/observational, and quasi-experimental research. All students in fourth grade were surveyed and questioned about their feelings, beliefs, and preferences in the subject of music. They were also asked as to what they liked or disliked participating in, in music. Each ensemble group was observed as to their interest level and engagement while participating in the small group. Comparisons were also made between students who chose to participate in the small ensembles and those who did not.

Ideally, students in each ensemble would have had the same additional instruction time. However, it was possible for each group's time and amount of learning to differ. Certain scheduling and logistic constraints occurred. Since the groups were meeting over their lunch period, students did not always remember to attend the extra classes, or were late or early depending on their dismissal time from day to day.

The design of this study was a daily occurring task for me, the teacher, and a once a week occurrence for the students involved throughout the six weeks. Each ensemble was studied individually, however all students were included in the study regardless of their involvement in the musical ensembles.

### *Subjects*

As the only general music teacher in a PreK-4 grade building, I am responsible for teaching music classes to all 480 students enrolled at the elementary level. I teach one section of each grade level a day. However, this study only

focused on the fourth grade students in the building. There were four established fourth grade classrooms with approximately 21 students in each room. Since I taught one section a day of each grade level, I saw the fourth grade classes once every four days. Each class attended music for 40 minutes. Therefore most students had music 40 minutes a week, and once every four weeks they had 80 minutes if they had music on that fifth day of the week, and if during each week students attended school for a full five days. All 85 students were the subjects of my study, either as part of a small ensemble, or as a nonparticipant.

The fourth grade class had little diversity. Most students are from Caucasian backgrounds and come from middle to upper class families. Only one student is not of Caucasian descent. Forty-six of the students are females and 39 students are male. Their music backgrounds also vary. Forty percent of the students take private music lessons in piano, voice, or another musical instrument.

The sizes of the small ensembles varied depending on the interest of the students in the fourth grade class. Group sizes ranged from four to ten students. The size of each group was determined by me and team teachers (Art and PE teachers) I am collaborated with on this project. We based our decision on the needs of all the students and what would best benefit each small group. Thirty-two students, almost 38 percent of the fourth graders, were involved in one of the music ensembles. Sixteen females and 16 males, with 12 students involved in private music lessons, were participants.

I believe that the fourth grade students best met the needs for my study. As fourth graders, it is important to influence their attitudes about music and encourage

the continuation of music in their lives. It is the last year that I am able to work with these students as musicians. As fifth graders, they move on to the middle school and will have more choices about participating in music activities and classes, such as band and choir.

### *Instrumentation*

To measure the growth of attitude and student learning, I used different instruments. One focus of the study was how additional instruction time can influence students' attitudes towards enjoying music and wanting to participate in music. The second focus was whether or not additional instruction time would improve student achievement in music class.

The first instrument used was a student survey, or interest inventory (Appendix A). The survey was given at the beginning and end of the study. Every student in the fourth grade class was given a survey on their current attitudes and preferences for music. This interest inventory was posed in questions with Likert scales to attain students' feelings about playing, composing, singing, and participating in and outside of music class.

The second instrument for collecting data was a pre- and post-test (Appendix B) of at or above fourth grade level music concepts. Each student was tested on his/her knowledge of rhythm, reading notation, and musical definitions. The pre- and post-test contained material that was previously learned and new material that would be taught over the their fourth grade school year in music. The test measured student improvement and understanding of musical concepts. Since each student took the

tests regardless of their participation in the small ensembles, I was able to determine if students in the small groups showed more growth in the six weeks compared to the nonparticipants.

The last measure of the study consisted of teacher journal entries and observations. I was able to watch for student excitement and observe the amount of enthusiasm in each meeting of the ensembles. I watched for participation and attentiveness in individual students, as well as the whole ensemble. Journal entries were done regularly after each ensemble met.

Overall, students' attitudes and understanding for music was measured through surveys, pre- and post-tests, and journal entries. This allowed for student and teacher reflections to happen, as well as give a better understanding of students' interests, ideas, and feelings about music. This improved the quality of instruction given to students in hopes to gain student motivation to participate in and appreciate music.

### *Procedures*

The students in the fourth grade class at Lakeview Elementary determined the "participating" and "nonparticipating" subject groups for this study. All students filled out a preference sheet indicating their top choices for participating in musical, artistic, or athletic groups. The musical groups consisted of Orff, percussion, recorder, and choir. The Art and PE teachers, along with myself assigned students to a small group based on their top two choices. Each fourth grade student was a participant in one group. Group sizes varied depending on the activity of the group

and materials necessary for each group to use. The students who were chosen to participate in a small musical ensemble became part of the four “participant” groups in the study, and the remaining students in the fourth grade were categorized as “nonparticipants.”

After each ensemble was formed, the groups met once a week for 20 minutes during their lunch recess. I taught one ensemble per day, every day of the week, excluding Thursdays due to previous scheduled commitments, not affecting the study. Students were to immediately come to the music room after eating lunch on their ensemble day, and return to their regular classroom at the end of their scheduled recess time. These 20-minute sessions occurred six times, over a six-week period, allowing for an additional 120 minutes of instruction time.

During the ensemble sessions, students experienced hands-on learning of music concepts, this being through the use of instruments or their voice. Students focused on the concepts being taught in their general music class, but the instruction was focused on the use of one instrument in particular, or by singing, depending on the ensemble they were involved in. Students studied rhythms by playing and creating them on their instruments, including their voices. They practiced reading notated music by applying the reading of the notes to their playing and singing. Students also heard and demonstrated musical definitions, such as dynamics, tempo, and meter to their playing and singing.

After each ensemble met, and I had observed students’ responses, reactions, and feelings towards each lesson, I journaled about each meeting, noting if students reacted positively to the experience and enjoyed the day’s activity. I also posted

pictures of each ensemble working together and performing in the music room. This showed other students what the groups were doing each week in order to promote enthusiasm about the ensembles in the nonparticipants.

### *Limitations of the Study*

Internal validity may be threatened by alternative explanations of results that occurred in this study. Some factors might include instrumentation, testing, practice effect, and implementation during the six-week period. With four ensembles and one large group of nonparticipants, results might show differing outcomes.

The questionable instrumentation used in the study would be a Likert scale survey and observations through journaling. The survey might not be reliable because I created it, and I would be hoping for certain responses at the beginning and the end of the study. To control this from happening, I had others read and revise the survey given to the students to ensure no bias in the wording of the questions was present, and that students would feel they could easily and honestly answer the questions given.

In my journaling, I was recording students' reactions, feelings, and the amount of participation in each activity that I observed. This might be unreliable because I was looking for improvement in attitudes and motivation to participate, so I could have observed things unfairly wanting those changes to occur in the students.

Another threat was the testing that was taking place. Students were given a pre- and post-test measuring their knowledge about music concepts. The pre- and post-tests were the same test in order to measure growth in all students over the six

weeks. However, this might be somewhat unreliable because students may have remembered the test and gave the same responses, or after the initial test students might have practiced or looked to study for the test occurring at the end of the six weeks. To make sure the testing was still valid, I did not inform students that a posttest would occur later in the year. I also made the tests as stress-free and unimportant as they could be. Students were not aware that they were participating in a study; in fear they might react differently and change outcomes, especially when measuring the students' attitudes and growth in the subject area.

With testing, another threat to validity might have also happened. This threat is the practice effect. Since the pretest was given at the beginning of the school year, students' memories or recollection of material covered might be low, especially with review material from the previous school year. Students showing advancement and improvement on the posttest could have occurred because of practice and remembering previously learned material after more review and not because of their additional instruction in the small ensembles. To help testing not be affected by practice, I had the test focus on new material along with already learned material. I was able to better gain an understanding of how much the students have shown improvement by looking at the new material on the test.

Another threat to validity comes with how I implemented my teaching and objectives with each of the study groups. The experimental groups, being the four ensembles, are the groups in which I wanted attitudes and achievements to improve in because of their additional instruction time. Unintended bias might have occurred because I strived to meet their interests, and find what motivates these particular

students, rather than focusing on the students not in the groups. I had to make a conscious effort to motivate and involve everyone in the general music classes. I tried to plan activities that were just as fun, motivating, and valuable to the learning of all the students in their weekly music lesson as a class.

The four participant groups should have had a majority of students with a positive attitude because they chose to participate. However, I assumed that there were some students who have a more negative attitude about music, but may have signed up because of their interest in one particular way of studying music, or the requirement for signing up for a group. However, this requirement could have acted as a limitation to the study. Students may have signed up according to what their friends wanted to participate in, and chose to be with their friends instead. Since students were allowed to make choices for groups outside the field of music, I may have lost students' interest and motivation to participate from the beginning.

Another limitation in the implementation might be the time of day in which students were participating in this study. Students were missing a recess time, which is often a much-preferred activity for elementary-aged children. Students were also held responsible for getting to the music room on time and on the right day of the week. A classroom teacher was not escorting the group to class like they do with their general music time. Students also had to remember on their own and arrive promptly after lunch in order to fully utilize the 20 minutes of instruction time. Accountability for attending and the need for students to be responsible fell fully into the hands of each individual student involved in a group.

Overall, some limitations did occur in this study. I did do the best I could to avoid these threats to validity and collected data that accurately represented the students involved. Working to offset limitations such as instrumentation, testing, practice effect, and implementation, helped to find if students' attitudes, participation, and learning improved with additional instruction time in music.

### *Time Schedule*

The initial measures of this study began the first week of the 2004-2005 academic school year. The following represents a time line of the weeks involved in the entire study, although the treatment only lasted for a six-week time period.

Week 1- Gathered pre-measurement data. All students took pre-test of music concepts. All students took initial Likert scale survey/questionnaire.

Week 2- All students filled out a preference sheet on which small group they would like to participate in over their lunch hour. The Art and PE teachers and myself assigned students to their small group.

Week 3- Students were told what group they are in and the scheduled meetings for that group. All fourth grade teachers were given a schedule of small groups and for each of the students in their classroom.

Week 4- All ensembles met for their first lesson. It acted as an intro lesson, allowing students to experiment and work as a team with the others in their group.

Week 5- Second lesson for each ensemble. Focus was on concepts correlating with each type of instrument, or voice.

Week 6- Third lesson for each ensemble. Began a musical activity or song to learn as a group.

Week 7- Fourth lesson for each ensemble. Continued work on activity.

Week 8- Fifth lesson for each ensemble. Strived to finish activity, almost ready for performance of material.

Week 9- Sixth and final lesson for each ensemble. Discussion if they would like to perform their work sometime during the year.

Week 10- All students took post-test and Likert scale survey/questionnaire.

Week 11- Data were collected and analyzed.

The time schedule was minimally altered because of scheduling conflicts or changes made at short notice. However, the six lessons for each ensemble still occurred, regardless of other variables with the study.

## Findings

### *Results*

The questions that I chose to investigate in this study were: Does more exposure and instruction time in music promote positive attitudes about music? Does more instruction time in music improve student learning of music concepts? Do choices in the area of study in music improve motivation to participate in music?

In collecting the data, I calculated results through the use of student surveys, tests, and journaling. To answer my first question: Does more exposure and instruction time in music promote positive attitudes about music; I analyzed results from student surveys. At the beginning of the study, I gave all fourth grade students a Likert scale survey about their feelings towards music and music activities (Appendix A). I also gave all students the same survey at the end of the study.

Students were asked to circle a number that most reflected their feelings. By circling a one (1), students strongly disagreed with the statement. Circling a two (2) meant the student disagreed with the statement. A three (3) indicated the student was undecided. Finally, a four (4) meant the student agreed and a five (5) meant strongly agreed. Agreeing with the statements showed a positive attitude towards music, while a low number, or disagreeing with the statement, showed a negative attitude.

After the surveys were completed, I focused on four statements from the survey. These statements included statement 5: I wish I could come to music everyday, statement 8: I am excited to come to music class, statement 9: When I am in music, I enjoy most activities, and statement 10: Music is one of my favorite activities.

The results of the surveys were configured according to students who participated in a small musical ensemble, and those who did not, being nonparticipants. The ensembles included an Orff ensemble, choir, percussion ensemble, and recorder ensemble. The results for the nonparticipants varied according to each analyzed statement.

According to the first survey, or presurvey, on statement 5: I wish I could come to music everyday, the data for nonparticipants is as follows: Six students strongly disagreed (1), 13 students disagreed (2), 25 students were undecided (3), 6 students agreed (4), and 3 students strongly agreed (5) with the statement. This created a mean of 2.79. On the second survey, or postsurvey, on the same statement, the data is as follows: Eight students strongly disagreed (1), 12 students disagreed (2), 16 students were undecided (3), 13 students agreed (4), and 4 students strongly agreed (5). This created an improved mean of 2.85. The results are shown in Table 1.

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Table 1

*Pre- and Post-survey Results for Nonparticipants.  
Statement 5: I wish I could come to music everyday.*

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Answers	1	2	3	4	5	Mean
Presurvey	6	13	25	6	3	2.79
Postsurvey	8	12	16	13	4	2.85

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*N= 53*

As explained above, results for statement 8: I am excited to come to music are shown in Table 2. The data shows a nearly identical mean between the first and second surveys. This shows no improvement in attitude.

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Table 2

*Pre- and Post-survey Results for Nonparticipants.  
Statement 8: I am excited to come to music.*

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Answers	1	2	3	4	5	Mean
Presurvey	2	4	21	19	7	3.45
Postsurvey	3	9	17	11	13	3.42

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*N= 53*

The results of the data collected for statement 9: When I am in music, I enjoy most activities, does show slight improvement in the nonparticipants' attitude. Data shows an increased mean, along with 38 students agreeing or strongly agreeing with the statement on the presurvey, and 40 students agreeing or strongly agreeing on the postsurvey. The results are shown on Table 3.

The final statement which data were collected on showed a more substantial increase in improved attitude. Statement 10: Music is one of my favorite activities, had the most increase between means on the surveys. The first survey shows a mean of 3.13 and the second survey shows a 3.36 mean. Twenty-two students chose a (4) or (5) the first time, and 28 students chose a (4) or (5) on the second survey. The results are shown on Table 4.

Table 3

*Pre- and Post-survey Results for Nonparticipants.  
Statement 9: When I am in music, I enjoy most activities.*

Answers	1	2	3	4	5	Mean
Presurvey	1	4	11	24	14	3.92
Postsurvey	0	4	10	22	18	3.96

*N= 53*

Table 4

*Pre- and Post-survey Results for Nonparticipants.  
Statement 10: Music is one of my favorite activities.*

Answers	1	2	3	4	5	Mean
Presurvey	3	13	15	14	8	3.13
Postsurvey	4	10	10	17	11	3.36

*N= 53*

The results for the participating groups also varied. The data showed that participants had a higher regard towards music at the start of the study, but also showed slight increases in their attitudes towards music. The results were calculated the same as with the nonparticipants, showing the number of students who disagreed and agreed with the same four statements, as well as the means of the first and second

survey. However, with the participants, results were also analyzed according to each small ensemble.

In the first statement analyzed, the data showed all participants with nearly identical means. The recorder ensemble showed the greatest improvement in means with the first survey at 2.60 and the second survey at 3.88. Data for this statement is shown in Table 5.

The second statement analyzed showed the data to be identical with the mean of both surveys for all participants being 3.71. Three of the four ensemble actually showed a decrease or no change in the means. Choir showed an increase of 1.0 changing from 3.5 to 4.5, being the only improvement in perceived attitude. The data is shown on Table 6.

The data for the third statement showed both increases and decreases in the results. The overall mean for all participants barely changed starting with a 4.09 on the first survey and a 4.06 on the second survey. The largest gain came within the recorder ensemble with a 4.00 average on the presurvey and 4.20 on the postsurvey. The data for this statement is on Table 7.

The final statement, music is one of my favorite activities, showed the biggest increase in improved attitude. Each ensemble, as well as the whole group of participants, showed that the students did enjoy music more after the study. As a group of participants, the first survey showed a mean of 3.22 and increased to 3.75 on the postsurvey. The data for all the ensembles is shown on Table 8.

Table 5

*Pre- and Post-survey Results for Participants.  
Statement 5: I wish I could come to music everyday.*

Answers	1	2	3	4	5	Mean
All Participants						
Presurvey	2	8	13	5	4	3.03
Postsurvey	4	5	11	8	4	3.09
Orff Ensemble						
Presurvey	1	2	4	0	1	2.50
Postsurvey	1	3	3	1	0	2.50
Choir						
Presurvey	0	0	1	2	1	4.00
Postsurvey	0	0	0	3	1	4.25
Percussion Ensemble						
Presurvey	0	5	4	1	0	2.60
Postsurvey	1	1	5	2	1	3.88
Recorder Ensemble						
Presurvey	1	2	4	1	2	3.10
Postsurvey	2	1	3	2	2	3.10

*N=32 Participants, n= 8 Orff, n=4 Choir, n=10 Percussion, n=10 Recorder*

Table 6

*Pre- and Post-survey Results for Participants.  
Statement 8: I am excited to come to music class.*

Answers	1	2	3	4	5	Mean
All Participants						
Presurvey	2	1	8	14	7	3.71
Postsurvey	1	6	4	9	12	3.71
Orff Ensemble						
Presurvey	0	1	2	2	3	3.88
Postsurvey	0	1	2	3	2	3.75
Choir						
Presurvey	1	0	0	2	1	3.50
Postsurvey	0	0	0	2	2	4.50
Percussion Ensemble						
Presurvey	1	0	2	7	0	3.50
Postsurvey	1	3	1	2	3	3.30
Recorder Ensemble						
Presurvey	0	0	3	4	3	4.00
Postsurvey	0	2	1	2	5	4.00

*N=32 Participants, n= 8 Orff, n=4 Choir, n=10 Percussion, n=10 Recorder*

Table 7

*Pre- and Post-survey Results for Participants.*

*Statement 9: When I am in music, I enjoy most activities.*

Answers	1	2	3	4	5	Mean
All Participants						
Presurvey	0	1	5	16	10	4.09
Postsurvey	0	1	7	14	11	4.06
Orff Ensemble						
Presurvey	0	0	1	6	1	4.00
Postsurvey	0	0	2	3	3	4.12
Choir						
Presurvey	0	0	1	1	2	4.25
Postsurvey	0	0	0	3	1	4.25
Percussion Ensemble						
Presurvey	0	1	2	4	3	3.90
Postsurvey	0	1	3	3	3	3.80
Recorder Ensemble						
Presurvey	0	0	1	5	4	4.00
Postsurvey	0	0	2	4	4	4.20

*N=32 Participants, n= 8 Orff, n=4 Choir, n=10 Percussion, n=10 Recorder*

Table 8

*Pre- and Post-survey Results for Participants.  
Statement 10: Music is one of my favorite activities.*

Answers	1	2	3	4	5	Mean
<b>All Participants</b>						
Presurvey	2	8	9	7	6	3.22
Postsurvey	1	6	4	9	11	3.75
<b>Orff Ensemble</b>						
Presurvey	0	2	3	1	2	3.38
Postsurvey	0	1	2	3	2	3.75
<b>Choir</b>						
Presurvey	0	0	0	2	2	4.50
Postsurvey	0	0	0	1	3	4.75
<b>Percussion Ensemble</b>						
Presurvey	1	4	3	2	0	2.60
Postsurvey	1	3	1	4	1	3.10
<b>Recorder Ensemble</b>						
Presurvey	1	2	3	2	2	3.20
Postsurvey	0	2	1	2	5	4.00

*N=32 Participants, n= 8 Orff, n=4 Choir, n=10 Percussion, n=10 Recorder*

The second source for collecting data came through the use of tests, which answered the question, does more instruction time in music improve student learning of music concepts? I had all fourth grade students take a test at the beginning of the study, and then again at the end of the study (Appendix B). The students were assessed on their current knowledge of rhythms and beats, note names, and music symbol and terms. The tested information consisted of both review and new material, which would be learned over their full fourth grade year of music.

In table 9, data show that all students showed growth between the two tests. Data for the nonparticipants shows an average percentage of correct answers on the test to be 49.5%. This group improved by 12.3% on their posttest to an average score of 61.8%. The participants showed a similar growth improving by 12.1%. The participants scored an average of 55.4% on the pretest and 67.5% on the posttest. This shows that the participants started with a higher knowledge base and were able to learn and improve at the same rate as the nonparticipants, but not at a higher level, regardless of the extra instruction time.

The participant group results were also analyzed and broken down into each individual ensemble. The Orff ensemble showed the greatest improvement with an increase of 17.9% between the pre- and post-tests. The choir, which only consisted of four students actually showed a decrease of 1.9% on their second test even though the group started with the highest average of 67.3% on their initial pretest. The percussion and recorder ensembles showed an increase learning of 11.5% and 13.8% respectively.

Table 9

*Mean Pre- and Post-test scores*

Type of test	Pretest	Posttest	Difference
Nonparticipants	49.5%	61.8%	+12.3%
Participants	55.4%	67.5%	+12.1%
Orff Ensemble	48.0%	65.9%	+17.9%
Choir	67.3%	65.4%	-1.9%
Percussion Ensemble	47.3%	58.8%	+11.5%
Recorder Ensemble	64.6%	78.4%	+13.8%

*n*= 53 nonparticipants, *n*= 32 participants, *n*= 8 Orff, *n*= 4 Choir, *n*=10 Percussion, *n*= 10 Recorder

The third question I posed, do choices in an area of study in music improve motivation to participate in music, could be evaluated through the use of my third source of data, journaling. After each ensemble met, I was able to journal about the day's lesson and the students' responses and reactions to the activity we were doing as well as the time spent participating in those activities. Each ensemble met once a week for six weeks, so I had six journal entries for each ensemble. In these journals entries, I looked for patterns of responses from the students (Appendix C). Each ensemble had distinct reactions and responses to their additional instruction.

The first ensemble that met was the choir. This group consisted of only four girls. This group was the only ensemble to have each person attend all six lessons.

Motivation and satisfaction with their lessons were very high. All of the students loved the song we began to work on and started to work on their solo singing lines at home. Each week the students came prepared and ready to learn more. They hated it when I said it was time to go back to class, and still asked to come to more lessons after the study ended. The students' eagerness to participate increased with each lesson with the girls begging to perform their song for everyone in the school at some point during the school year.

The percussion ensemble reacted much different than the choir. This group had ten students, three girls and seven boys. The attendance for this group's meetings fluctuated throughout the study. Often, when the boys came into the classroom to begin our session, they would tattle on those that were missing on purpose. I soon found out that playing football at recess took a higher priority than playing percussion instruments. To combat this challenge I left many lessons open ended to let those who did attend choose our activity or instrument they would be playing for that day. This did seem to keep the majority of students attending, but there was only one day in which we had all ten in attendance.

The recorder ensemble started the study very excited about learning new songs. The group consisted of five boys and five girls. This group was one in which I could have each student work at an individual pace and at their learning level. The students took initiative to practice by themselves while I did very little leading during our class times. This seemed to keep the group motivated to keep coming back, although attendance was still an issue. However, with this group, it was not missing

on purpose that became a problem, it was just forgetting at the end of the week because the group met every Friday.

The final group, the Orff ensemble, met every Monday. This group had eight students, four boys and four girls. This group showed a similar attendance pattern to the recorder ensemble. Students just seemed to forget to come. When the group met, learning was very high. We covered the most concepts in this group because of the type of ensemble. In order to play the instruments, the students had to work on reading notes and rhythms, as well as practice playing with musicianship because they all had a different instrument and played different melodies from one another. Like the choir, this group also asked to do a performance at some point during the school year. They, too, wanted to continue with more lessons.

## Conclusion

This study focused on the following three questions: Does more exposure and instruction time in music enhance positive attitudes about music? Does more instruction time in music improve student learning of music concepts? Do choices in the area of study in music improve motivation to participate in music? My data shows that implementing small music ensembles into fourth grader's weekly schedules as enrichment slightly improved students' attitudes towards music and motivation to participate in music. However, for those that did participate in the ensembles, it did not increase their learning of music concepts more than those students who did not participate. Nonparticipants increased their test scores by 12.3%, while participants increased their scores by 12.1%.

The data also shows that the students' attitudes and motivation to participate was fairly high to begin with by all students, regardless of their involvement in the small ensembles. The pre- and post-surveys showed that all students' attitude towards music slightly improved or remained nearly the same from the start to the end of the study. This was true for participants and nonparticipants. There are many possible reasons for these results.

Some limitations occurred during the six-week study. Data sources, scheduling, and the number of participants could have affected the outcomes for the data. All fourth grade students took a test and survey at the beginning of the study. The test and survey were given on the students' first day of music class for the school year. Students did not know what to expect for their fourth grade year in music. The unexpectedness could have skewed the study results. The students had to remember

material from the previous year and then try to conquer new material. Students could have been lacking self-confidence or felt nervous about their knowledge on the test, even though they were told the test would not be graded and it only measured what they currently knew. On the first survey, students' responses about their attitude were rather positive towards music. This could have been a result of thinking I was looking for a certain response. There is a possibility that students had a hard time reacting to the statements on the survey and the questions on the test. Did my created statements and test concepts distort results?

Scheduling for the small groups of students who participated was also a limitation to this study. The students' free time and my matching free time occurred over their lunch recess time. Therefore, instead of going outside for recess, students who participated in the activities came into the music room one day a week for their groups' lesson. This was disappointing to many students when they left their friends on the playground to come inside and engage in music activities. Also, by conducting the lessons during recess time, the students themselves became responsible for remembering on their own to attend the class sessions. There was never a teacher there to remind them, or escort them to the session.

Consequently, many students did not attend all sessions. The only group to attend all six lessons by all members was the choir. In the Orff ensemble, there was only one day in which all students attended. On the remaining five days, one to four students missed on a given day. The same was true for the percussion ensemble; one day of perfect attendance and a variance of one to three students absent. In the recorder ensemble, there were two days of full attendance and the remaining days had

anywhere from two to six students missing. An assumption could be that because of lack of attendance, students did not receive full instruction, and therefore were not able to increase their test scores more than the nonparticipants. It could have also affected the students' motivation and attitude. Perhaps, if they had attended each lesson, they would have had a higher regard for their group, their learning, and attitude for music.

Another scheduling limitation occurred when students signed up for groups to participate in. Students were to choose between art and physical education classes. When choosing between the three subject areas, music was not the first choice for most students. However, I was surprised to find that a little over one third of the fourth graders did end up in a music ensemble. I thought I would have fewer students participating.

Even though I was surprised with the number of students who did participate, numbers in each ensemble acted as a limitation to the study. The group sizes varied according to interest level. As a result, when analyzing the data, it was difficult to compare each ensemble by itself against the large number of nonparticipants. For instance, the choir with only four students was the only group to have a decrease in their mean between their pre- and post-tests. However, when looking at the pretest mean scores, these four students scored higher on their pretest than any other group. Since this group was the only group to attend all six classes, I also felt that they did grow the most and enjoyed the enrichment far more than the other participants, even though the data shows otherwise.

Besides the number of students varying in the ensembles, gender of participants was also inconsistent between groups. According to Colley and Cooper (1994), gender affects school subject preference. Girls generally prefer music while boys like music the least. In my ensembles, the girls had higher attendance. It was the boys who preferred their recess time and missed their class times on purpose. In the choir there were no boys who chose to participate. However, in the percussion ensemble, I had a majority of interest coming from the boys in the fourth grade. Gender did seem to influence what choices students made in choosing an enrichment activity.

If I were to do this study again, I would make changes in my data sources and scheduling. The data sources created by me were the test and survey used at the beginning and end of the study. Both of these sources were lengthy and time consuming for the students. The material on the test was difficult and students did not enjoy taking the test. Next time I would create something in which the students could achieve or perform better in hopes to get students to all try their best. For the survey, I would have had more statements concentrating on attitude, and fewer statements overall. Some students just wanted to finish the survey and were not answering as honestly as possible, or taking the time to think about their answer and how they felt about a particular statement. The positive about the survey was I got a better understanding of what my students enjoy doing in music and could teach towards their interests.

Another change to make in this study would be the time of day students attended the enrichment activities. I would prefer to pull the students out of their

general education classroom for 20 minutes rather than taking them out of recess time. I think this would motivate the students to participate and most students would remember to attend the lesson. I feel this would better meet the need of increasing positive attitudes towards music and gaining a better understanding of music concepts.

When scheduling students, I would not have it aligned with art and physical education classes. I would not require students to sign up for an ensemble, but give all students the opportunity to join a music group, without an alternative enrichment activity outside the area of music. I feel this would also increase my number of participants in each ensemble. I could even have students choose the type of ensembles rather than me choosing ahead of time and giving only the four options of Orff, choir, percussion, and recorder ensembles.

Overall, my data were inconclusive in showing that enrichment activities affected students' learning and attitude. All fourth grade students improved on their posttests, and also showed an increased approval, or agreement, for statements on their postsurvey. Whether or not they acted as a participant did not seem to have a high effect on students' performance or enjoyment for music activities. After taking part in this study, I found that most students already had an appreciation for music, and most fourth grade students do enjoy music class. I feel the enrichment time did benefit all participating students and was worthwhile. Further investigation and research of the effect of more instruction time would be interesting.

*Action Plan*

As a result of this study, I plan to incorporate music enrichment activities in my daily schedule for the remainder of the 2004-2005 school year. I also intend to incorporate these ensembles into the schedules of students outside of the fourth grade. I feel that the participants in the four ensembles are unfinished with their group activities. I plan to develop a time for these participating students to perform what they learned in the six weeks in front of their fourth grade peers, or possibly the school. The percussion ensemble will also participate in a collaborative effort with the physical education group of jump ropers. Music students will create rhythms and songs for P.E. students to jump rope to in a performance. The choir will team up with the Orff ensemble to sing and play a song. The recorder group will help all of the fourth graders to learn their song so that all of the fourth grade students can perform a recorder piece at their winter concert. In the future, I plan to integrate the use of music ensembles as enrichment activities, in order to encourage the benefits of music education, into my upcoming years of teaching.

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Appendix A  
Survey/Questionnaire

Name: \_\_\_\_\_ Class: (Circle) 4A 4B 4C 4D

Survey/Questionnaire

Please answer each statement as honestly as possible. Circle the number that most relates to you and your feelings.

	1-strongly disagree	2-disagree	3-undecided	4-agree	5-strongly agree
1. My family likes to listen to music.	1	2	3	4	5
2. I love to listen to music.	1	2	3	4	5
3. Listening to music makes me happy.	1	2	3	4	5
4. Listening to music makes me sad.	1	2	3	4	5
5. I wish I could come to music everyday.	1	2	3	4	5
6. I am nervous to come to music.	1	2	3	4	5
7. I am bored in music class.	1	2	3	4	5
8. I am excited to come to music class.	1	2	3	4	5
9. When I am in music, I enjoy most activities.	1	2	3	4	5
10. Music is one of my favorite activities.	1	2	3	4	5
11. I like to sing outside of school.	1	2	3	4	5
12. I want to sing in choir, or chorus in middle school.	1	2	3	4	5
13. I like to play the xylophones.	1	2	3	4	5
14. I like to play the recorder.	1	2	3	4	5
15. I like to play percussion (drum) instruments.	1	2	3	4	5
16. I want to play in band in middle school.	1	2	3	4	5
17. I am good at keeping or finding the beat in music.	1	2	3	4	5
18. I like to make up, or write my own songs.	1	2	3	4	5
19. I am good at reading notes and rhythms.	1	2	3	4	5
20. I like to perform in our music concerts each year.	1	2	3	4	5

Please answer the following questions.

1. What is your favorite thing to do in music? \_\_\_\_\_
2. What is your least favorite thing to do in music? \_\_\_\_\_
3. Do you take private music lessons? (Circle)      Yes                  No
4. If yes, for taking lessons, what lessons do you take? (example-piano, guitar, voice, etc.) \_\_\_\_\_

Appendix B  
Pre- and Post-test

Name: \_\_\_\_\_ Class: 4A 4B 4C 4D Date: \_\_\_\_\_

How many beats are in each rhythm? Add up the number of beats in each rhythm and place your answer on the line provided.

1. + + = \_\_\_\_\_

5. + + = \_\_\_\_\_

2. + + + = \_\_\_\_\_

6. + + = \_\_\_\_\_

3. + + + = \_\_\_\_\_

7. + + = \_\_\_\_\_

4. + = \_\_\_\_\_

8. + + + = \_\_\_\_\_

What is the letter name of each note? Write the letter below each note on the line provided.

1.

2.

3.

4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

6.

7.

8.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Match the symbol with the definition or term used to describe it. Write the letter of the answer next to the symbol.

1. \_\_\_\_\_

6. \_\_\_\_\_

a. speed

f. slow down

2. \_\_\_\_\_

7. \_\_\_\_\_

b. soft

g. fermata

3. \_\_\_\_\_

8. \_\_\_\_\_

c. bass clef

h. eighth rest

4. \_\_\_\_\_

9. \_\_\_\_\_

d. repeat

i. get louder

5. \_\_\_\_\_

10. \_\_\_\_\_

e. staff

j. time signature

Appendix C  
Journal Entries

### Journal Entries

Tuesday, September 21<sup>st</sup>: Choir

Today was the first day for the choir to meet. This group includes four girls. It was a much smaller group than I had anticipated, but the four seem excited about such a small group, especially one containing no boys. We began with basic vocal warm-ups, which are different than we do in our regular music classes. This got the girls interested from the start. Each girl sang individually to get over the fear of singing in front of one another. After warming up, we listened to a recording of a song that I was hoping they would all enjoy. They absolutely loved it!! Each girl was excited about the opportunity to do solo parts and sing harmony in the song. We didn't have to listen to anything else. They were hooked from the start. They were begging to start singing the song today. We began learning the beginning part, and it was soon time to go. Each girl was full of smiles and couldn't wait until next week when they would get a copy of the music for themselves and we would begin to learn the parts. Overall, I was more than pleased with the experience. I was able to get to know the girls better in that short amount of time, and saw how motivated they were to participate in this group. Motivation, attitude, and learning were better than I could imagine today. Everything was positive about this first lesson.

Wednesday, September 22<sup>nd</sup>: Percussion Ensemble

Today didn't start off as well as yesterday. Ten students are involved in this group, seven boys and three girls. The boys came into the room a little reluctant and weren't very excited about missing their recess. From the start I had to do everything I could to change their attitudes. I decided we would work the majority of the time on

drums and drumming techniques. Each student chose his/her own drum and began working. I gave a lot of time to experiment and try things on his/her own. Of course this made for a little more noise, but they loved that. At the end we were able to put some of our ideas and drumming patterns together to make some music, but hopefully we will be able to do more next time. I'm not sure if I changed their attitudes, but they weren't full of frowns when they left. I'll have to wait until next time to see if motivation to participate in this group improved any.

Friday, September 24<sup>th</sup>: Recorder Ensemble

Recorder group went well. Almost everyone remembered to attend and those that didn't, we were able to catch quick on the playground and brought them in. We worked it out so that each student would have their own recorder that stayed in the music room so they could keep their own at home if they wanted to practice. This went over well with all of them. We were able to review fingerings and new notes that were not able to learn in 3<sup>rd</sup> grade. They were all pretty skilled at the recorder, so we moved at a fast pace, which is nice. We then listened to some recordings of songs and picked out two that we really liked. I'm planning on making copies of the songs so we can begin work next week right away.

Monday, September 27<sup>th</sup>: Orff Ensemble

The first meeting was a small group with nearly half of the students forgetting to attend. So I decided to begin with some basic playing in which the students would be able to play the entire time. We set up the instruments on a pentatonic scale, five notes which sound good when played together. We then worked on rhythm patterns

and learned three eighth notes together as a triplet. The group seemed to love playing and were excited that as long as they played on the beat, we sounded as if we were making our own songs. We decided to let each person improvise and create his or her own melody. Some were hesitant, not sure if they would sound good. Others were eager and begging to go first. They all found out that they could easily improvise and we enjoyed each melody played.

Wednesday, September 29<sup>th</sup>: Percussion Ensemble

Today was the second day of the percussion group. We had about two thirds of the group show up with some choosing to go outside and miss on purpose. The boys told me they were missing out on playing football. Motivation to be in the music room was not high at all!! I had to immediately get myself motivated to teach the planned lesson, even though I knew some of the students did not want to be there. I got myself overly enthusiastic and made a big deal about the day's plans. With a smaller group we were able to take turns doing every instrument in the new song we learned. By the end of the lesson, the boys seemed a little more excited. We took a goofy group picture to hang on our bulletin board to show how much fun we were having...their idea! Hopefully, they'll be more excited next time around.

Thursday, September 30<sup>th</sup>: Choir

Today was the second day of choir. I had to reschedule the girls from Tuesday until today, and they hardly wait for it to be Thursday. They were so disappointed when I told them I wasn't going to be there on Tuesday. We were able to begin working on our song that we picked out the last time. The girls quickly

decided who would do each solo and we began to practice their individual parts. They were so excited!!! We learned the first half of the song, which was all in unison, so they felt as if they accomplished a lot in such a short period of time. Two of the girls begged to take the music home to practice, so I caved in to keep their spirits up!! Overall high motivation and good attitudes occurred. Learning was successful as well.

Friday, October 1<sup>st</sup>: Recorder Ensemble

Today all of the students came and were eager to get started. They quickly grabbed their recorders and immediately began to play any note they could think of. After all had arrived and they had grabbed music and a pencil, we spent the time reviewing how to read notes on the staff. The students listened to the song over and over again while they wrote in their letters of each note to help them read the music more efficiently. Some were much better than others at doing so and without any direction they quickly jumped in to help others out. The group worked very independently. I was so surprised that were staying focused and really wanted to know what the notes were. As they were finishing up, some students even got a chance to start following the music and playing along. I ended up taking their copies to correct any mistakes made, but gave them a blank copy of the song if they wanted to take one home to start practicing. I think 9 out of 10 students took the extra copy to practice at home. I can't wait to hear them next week. Learning was high today!!!

Appendix D  
IRB Information

ASSENT DOCUMENT

Project Title: The Effects of Additional Music Enrichment Activities on Students:  
Improving Attitudes and Learning in Music  
Investigator: Mrs. Lyons

I am doing a research study. A research study is a special way to find out about something. I am trying to find out if having special music groups during your lunch recess will help you learn more. I also want to find out if you enjoy these groups and like music more.

If you decide you want to be in this study, I will ask you to do several things. You will meet in a small group six times, one day a week. You will also fill out two surveys and do two written assignments.

I want to tell you about some things that might happen to you if you are in this study. You may be nervous to perform in a small group with people outside of your regular classroom. You may also be worried about the assignments given.

Not everyone who is in this study will benefit. A benefit means that something good happens to you. I don't know if you will benefit. But I hope to learn something that will help other people some day.

When I am done with the study, I will write a report about what I found out. I won't use your name in the report.

You don't have to be in this study. It's up to you. If you say okay now, but you want to stop later, that's okay, too. All you have to do is tell me.

If you want to be in this study, please sign your name.

I, \_\_\_\_\_, want to be in this research study.

(Print your name)

\_\_\_\_\_  
(Sign your name here)

\_\_\_\_\_  
(Date)

## INFORMED CONSENT DOCUMENT

Project Title: The Effects of Additional Music Enrichment Activities on Students:  
Improving Attitudes and Learning in Music

Research Team: Michelle Lyons (Lakeview Music Teacher)

• If you are the parent/guardian of a child under 18 years old who is being invited to be in this study, the word “you” in this document refers to your child. You will be asked to read and sign this document to give permission for your child to participate.

### **WHAT IS THE PURPOSE OF THIS STUDY?**

This is a research study to fulfill a master of education class requirement. We are inviting you to participate in this research study because you are current fourth graders within the Solon school district, and will be participating in enrichment activities in the essential areas of music, art, and P.E.

The purpose of this study is to focus on the need for a change in attitude and motivation to learn and be involved in music. To improve student attitude and enjoyment about learning music, I plan to incorporate small ensembles into my daily schedule to gain more instructional time. I plan to develop a variety of ensembles including percussion, recorder, Orff, and singing. The students will be able to choose a special area of study and work cooperatively with a group of their peers. This will give most students an extra 20 minutes per week exposure to music, and act as an incentive, which may instill intrinsic motivation for pursuing music in the future.

### **HOW LONG WILL I BE IN THE STUDY?**

If you agree to take part in this study, your involvement will include 20-minute time segments that will take place one day a week for 6 weeks, in place of your lunch recess.

### **WHAT WILL HAPPEN DURING THIS STUDY?**

Each participant will take a survey/questionnaire about their feelings, likes, and dislikes about music and participation in music class. Each participant will take a pre- and post-test to evaluate student learning during the six-week enrichment program. The participants will be free to skip any questions that he/she would prefer not to answer. Some participants will be involved in musical ensembles while others will be involved in art or P.E. groups during the six weeks.

### **WHAT ARE THE RISKS OF THIS STUDY?**

There are no foreseeable risks to participating in this study. This enrichment will act as supplement to the already established curriculum. Some students may feel

uncomfortable working with small groups rather than larger class sizes and may feel embarrassed to perform musically in front of others.

### **WHAT ARE THE BENEFITS OF THIS STUDY?**

You may or may not benefit personally from being in this study. Your involvement in this study may increase your motivation and enjoyment for participating in music, as well as improve your understanding of grade level concepts. We hope in the future other people may benefit from this study because we will be able to better incorporate additional educational opportunities through the fine arts and P.E.

### **WHAT ABOUT CONFIDENTIALITY?**

We will keep your participation in this research study confidential to the extent permitted by law. No participant names will be published in documentation of the study. We will describe the study results in a summarized manner so that you cannot be identified.

### **IS BEING IN THIS STUDY VOLUNTARY?**

Taking part in this research study is completely voluntary. You may choose not to take part at all. If you decide to be in this study, you may stop participating at any time. If you decide not to be in this study, or if you stop participating at any time, you won't be penalized or lose any benefits for which you otherwise qualify.

### **WHAT IF I HAVE QUESTIONS?**

We encourage you to ask questions. If you have any questions about the research study itself, please contact my professor, Jim O'Connor, [james-e-oconnor@uiowa.edu](mailto:james-e-oconnor@uiowa.edu). Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study.

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Subject's Name (printed):

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Parent/Guardian or Legally Authorized Representative's Name and Relationship to Subject:

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(Name-printed)

(Relationship to Subject-printed)

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(Signature of Parent/Guardian or  
Legally Authorized Representative)

(Date)