

Abstract

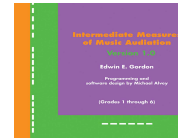
The Suzuki method, a musical pedagogical approach developed by Shinichi Suzuki, teaches music to young children based on the principles of an early beginning, parent involvement, listening, repetition, encouragement, learning with other children, graded repertoire, and delayed reading. Suzuki's mother-tongue approach develops musical abilities by applying the basic principles of language acquisition to the learning of music. In South Texas, where string programs are rarely seen at the elementary level, the Suzuki method may be an ideal solution. This study will investigate the effectiveness of an 8-week curriculum for violin study at the elementary level drawing from elements of the Suzuki Method (Suzuki and Suzuki, 1983) and Edwin Gordon's Music Learning Theory (Gordon, 2007) to form a culturally responsive curriculum. The assessment includes using semi-structured interview questions, a teacher-made String Achievement Measure (SAM), and an Intermediate Measures of Music Audiation (IMMA, Gordon, 1982). A home music environment survey will be conducted at the beginning of the research study. One upper elementary student from South Texas will be recruited and will have weekly 45-minute face-to-face lessons. Discussion of the findings, as well as recommendations for future research will be stipulated at the end of the research project.

The Importance of Music in Child Development

- Research has shown that music aids children's development, and that they can acquire as easily as learning a new language.
- Music aptitude is at its highest level from birth to age nine (Gordon, 1987).
- Constant stimulation such as incorporating music into a child's everyday life or encouraging musical lessons is needed so that their level of musical aptitude does not diminish
- A child's musical abilities need to be nurtured as it enhances a child's overall development, music is an experience that every child should have in their lives.
- A nurturing environment, where children are given the opportunity to discover themselves, is most likely the place that children will acquire their sense of talent.

Purpose of the Study

- The purpose of this study is to develop a string curriculum that is culturally responsive to elementary students in South Texas with the intent of improving music education.
- This study investigates the effectiveness of an 8-week curriculum for violin study at the elementary level and to inform teachers in training how to meet their students' needs and adapt to cultural phenomena, such as a lack of parental involvement or a different learning environment.



Methodology

- This research combines both quantitative and qualitative techniques.
- The researcher will first develop an 8-week culturally responsive curriculum adapted from *Nurtured by Love* (Suzuki and Suzuki, 1983) and Edwin Gordon's *music learning theory* (Gordon, 2007).
- Upon IRB approval by May 2022, the effectiveness of the curriculum will be investigated by:
 - 1) Semi-structured interview questions at the end of each weekly lesson,
 - 2) A teacher-made *SAM* at the end of the research study. *SAM* will assess the four components (pitch, articulation, and rhythm, and musical expression) based on a five-point Likert scale. It will be evaluated by an independent rater to ensure validity and eliminate any bias.
 - 3) Pre and post *IMMA* (Gordon, 1982), and
 - 4) A home music environment at the beginning of the research study.

Anticipated Results

- For the *IMMA*, the scholar will follow the manual and obtain the raw scores to find the students' percentile scores based on the standardized norm of tonal and rhythm aptitudes.
- The pre and posttest will be compared to see if there are any improvements using paired T test and *SPSS*
- The semi-structured interview questions will be analyzed by using a qualitative approach recommended by Creswell (2016).
- *SAM* will demonstrate that the student has achieved some performance competencies.
- The home music environment survey will provide valuate background information regarding the student's home learning environment.

References

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