

Investigation of a rich musical environment on AMMA scores

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The purpose of this research in progress is to investigate the effects of a strong musical environment on Advanced Measures of Music Audiation (AMMA) scores. Gordon (2007) states “when students practice taking AMMA and/or receive formal music instruction over a semester or more, there are no practical differences and rarely significant difference observed in their AMMA scores when retested” (p. 56-57). Past research demonstrated that performance on the AMMA is not affected by certain types of instruction. Unlike past research examining effects of *Learning Sequence Activities* instruction on Music Aptitude Profile (MAP) scores (McCrystal, 1995; Babiak, 1990), instrumental lessons (Gordon, 1967), formal music instruction (Fosha, 1964), or formal instruction in tonal audiation (Estrella, 1992), this research will examine the effect of a rich learning environment in a variety of tonalities and meters, similar to the tonalities and meters used as context of AMMA items.

Group #1 will receive treatment in the form of recorded music in a variety of tonalities and meters and will be required to listen to the music for an average of an hour a week over a ten week period. Group #2 will receive treatment in the form of weekly interactive music classes (50 minutes) over a ten week period. The control group will not receive any instruction or enrichment. According to Gordon, there will be no pretest-posttest difference in AMMA scores between subjects receiving instruction and subjects not receiving instruction. Results of this research will contribute to the understanding of the validity of AMMA as a measurement of stabilized music aptitude. Implications for

strategies to affect stabilized music aptitude and developmental music aptitude in students of all ages are also possible outcomes of this research.