

# **Continued Investigation of the Effect of a Male Singing Model on Kindergarten Children's Use of Singing Voice Achievement**

Research In-Progress

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- In previous research a female singing model has been found to be more effective than a male singing in his natural voice for helping kindergarten children learn to sing.
- Kindergarten children's use of singing voice can significantly improve during the academic year when given informal, structured musical guidance:
  - singing in a variety of tonalities and meters
  - not "forcing" children to respond
  - not providing corrective feedback, other than appropriately modeling
- You need to give children time to learn to sing! In a related study, children showed minimal singing improvement from September to December but much improvement from December to May. We are noticing the same in this study. Be patient!

## ABSTRACT

Replicable singing models are important as children learn to use their singing voices. Previous research indicates that for elementary school aged children a child model is most effective, then a female model, then a male model. However, in my work with preschool children in a more informal setting, I have noticed that many of these children do not seem to have difficulties singing along with my male undergraduate students. In this setting, the children hear female and male voices singing simultaneously in their appropriate octaves. In a recent study I conducted, significant differences in models were found, with higher singing achievement with a female model. However, gains in singing were not noted until the second half of the year and the male teacher was only part of instruction for the first half of the year. A replication study with both models for the entire year was recommended. Therefore, the purpose of this study is to investigate the effect of a male singing model over an entire academic year of instruction on kindergarten children's singing voice achievement in the context of informal structured musical guidance. Seventeen kindergarten children are receiving informal music guidance once a week for 30-40 minutes (October to May) from a team of two music teachers, one female and one male. The teachers sing together during activities, but sometimes the female teacher takes the lead; other times the male teacher. After two music classes, in October, the children were administered the *Singing Voice Development Measure* (SVDM) twice, several days apart. The female teacher administered the test with her voice as the singing model. The male teacher administered the test on a different day with his voice as the singing model. In December and March, SVDM was administered in the same manner; another testing period will occur at the end of instruction in May. To date, fifteen children have been in the class all year so data analysis will be based on the singing performances of those 15 children. Two raters will evaluate the randomized recordings of the children's use of singing voice. Intra-judge and inter-judge reliabilities will be computed and paired t-tests will be used to analyze the data.