THE RELATIONSHIP BETWEEN THE RECOGNITION OF SONGS AND TWO SONG-TEACHING STRATEGIES AMONG KINDERGARTEN

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ACKNOWLEDGEMENT

FCT (Fundação para a Ciência e Tecnologia)
PhD Grant PD/BD/114489/2016
Rui Aleixo (poster design)

BACKGROUND

Few studies conducted with children on the ability to recognize songs [1], [2], [3], [4]
In music education, if classroom activities include songs presented with text or neutral syllable, this topic is of special interest

RESEARCH QUESTIONS

1. What prevails when a song taught in class is compared with its modified versions (different melody or neutral syllable): melody or text?
2. Does it depend on the song-teaching strategy?

METHOD

There are different ways of comparing two songs, and as child grow older they are more able to decenter their attention to both components Classroom activities should include songs presented with text and neutral syllable

RESULTS

Song-teaching strategy seams to influence songs’ recognition
There are 16 ways of comparing songs

CONCLUSIONS

Song-teaching strategy seams to influence songs’ recognition
There are different ways of comparing two songs, and as child grow older they are more able to decenter their attention to both components Classroom activities should include songs presented with text and neutral syllable

REFERENCES

[1], [2], [3], [4]
For full references see QR code

EXAMPLES

1. What prevails when a song taught in class is compared with its modified versions (different melody or neutral syllable): melody or text?
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