

# Supplementary Studies

The main focus of this study was pitch and rhythm patterning. However, three particular aspects of peripheral information are relevant and worthy of reporting.

## 1. The effect of words in Sing Song 1/48/O

### Description:

In viewing the videos of Sing Song 1/48/O, it soon became apparent that the words of some of the tasks presented considerable difficulties, sometimes to the extent that it became no more than a labourious reading exercise. This factor was therefore noted in the data, and shows in Tables 24 (year 4) and 25 (Year 8).

Table 24 - Sing Song 1/48/O Year 4 Words interference with pattern n = 100  
("Didn't try" is not included)

	Pitch Pattern	No Pitch Pattern	Rhythm Pattern	No Rhythm Pattern	Words Interfered
Task 1	59	29	76	24	3
Task 2	63	25	77	23	8
Task 3	42	46	61	39	25
Task 4	23	60	47	53	32
Task 5	19	66	64	36	15
Task 6	61	22	73	27	2
Task 7	28	54	58	42	11

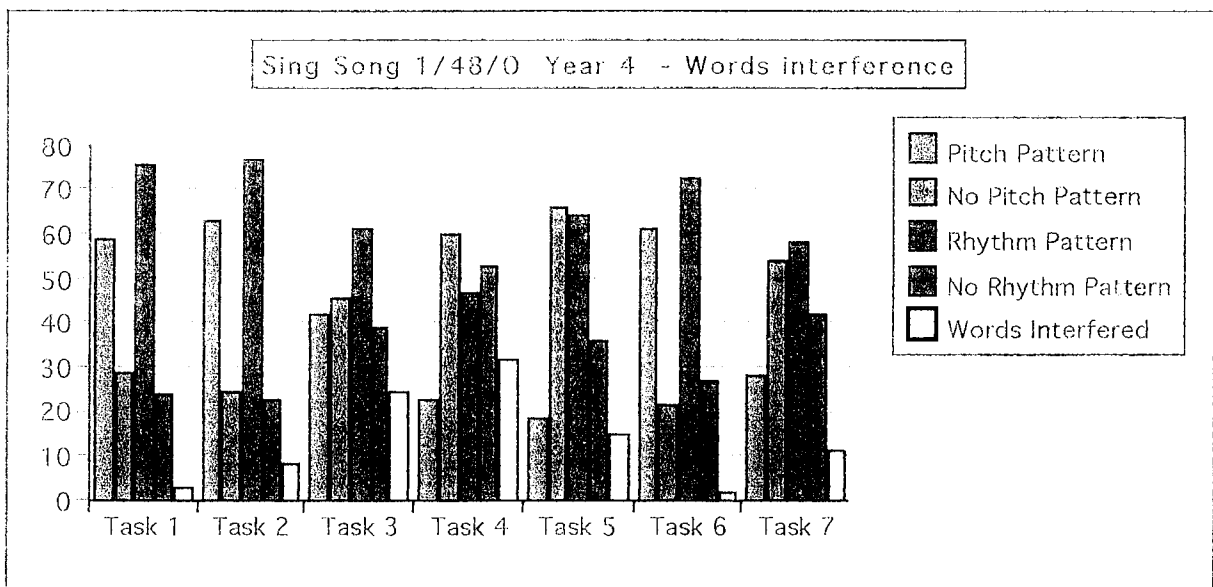
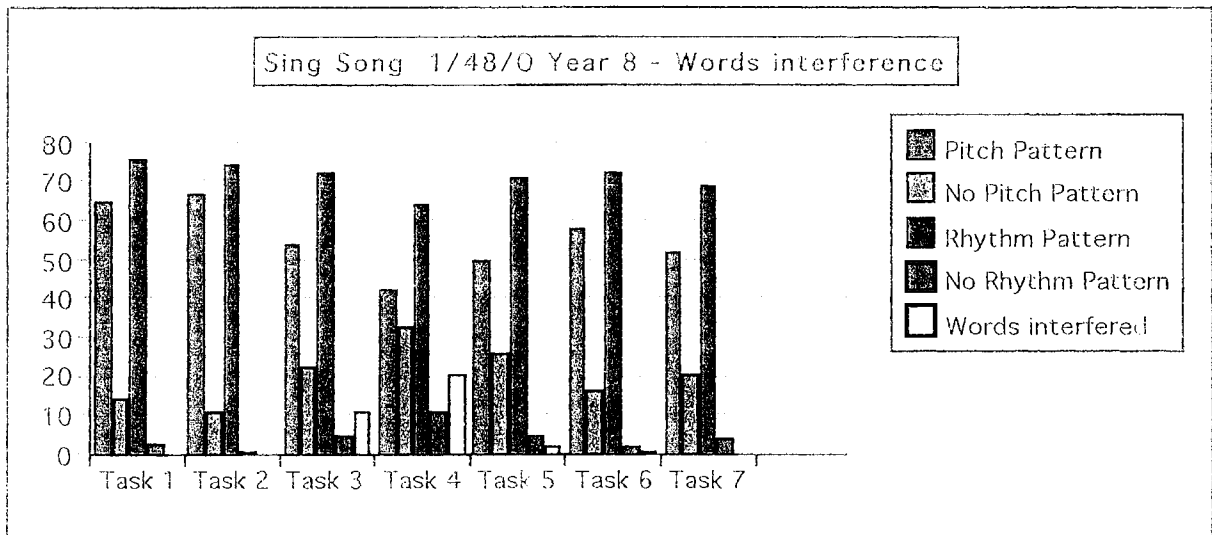


Table 25 - Sing Song 1/48/O Year 8 Words interference with pattern n = 100  
 ("Didn't try" is not included)

	Pitch Pattern	No Pitch Pattern	Rhythm Pattern	No Rhythm Pattern	Words interfered
Task 1	65	14	76	3	0
Task 2	67	11	75	1	0
Task 3	54	23	72	5	11
Task 4	42	33	64	11	21
Task 5	50	26	71	5	2
Task 6	58	16	72	2	1
Task 7	52	21	69	4	0



**Comments:**

As can be seen in Tables 24 and 25, tasks 3, 4 and 5 posed the biggest difficulty in this respect, especially at year 4. Task 4, with the simplest, even note rhythm, lost its pattern with many children because of their halting reading of, especially the words "Belfast" and "Sligo". However, the words of task 3 are straightforward enough, so difficulty in pronouncing individual words cannot be the full reason. Perhaps the children sought to give a pattern to a phrase that lacked it in the first place, and became muddled in the process. Task 6 was mostly attacked with relish but, as can be seen in tables 4 and 8, patterns, though present, were mostly different from those given.

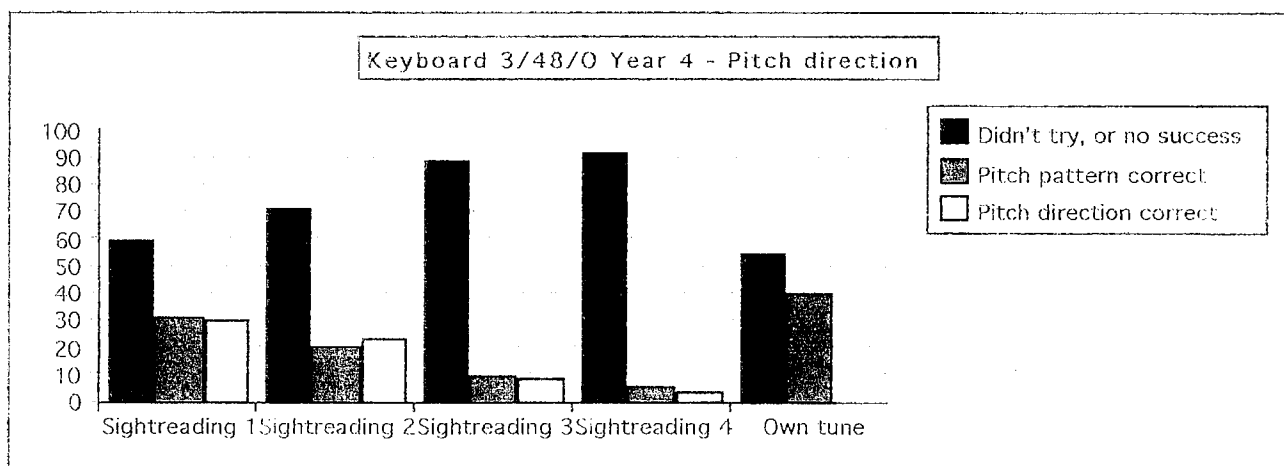
## 2. Pitch direction as an aspect of patterning

### Description:

Note was kept of the pitch direction in those performances in which pitch patterning was present. In Table 26, "Pitch pattern correct" refers to those where a pattern was clearly present, even if it wasn't fully accurate.

Table 26 - Keyboard 3/48/O Year 4 Pitch direction n = 100

	Didn't try, or no success	Pitch pattern correct	Pitch direction correct
Sightreading 1	59	31	30
Sightreading 2	71	20	23
Sightreading 3	88	9	8
Sightreading 4	92	6	3
Own tune	54	40	-



### Comments:

There is little significance in this, except, perhaps to suggest that where an accurate sense of the direction of pitch is present, there is also a recognisable pitch pattern. Not reflected in these tables is the fact that in any of the tasks there were never more than two children who got either pitch pattern or pitch direction correct; it was nearly always both.

### 3. Tempo co-ordination

#### Description:

In Keyboard Rhythm (Year 4 only) and Keyboard Patterns (Year 8 only), note was taken of the degree to which the children co-ordinated their tempi with the video, whether or not they reproduced the rhythm correctly. The results are in tables 27, 28 and 29

Table 27 - Keyboard Rhythm 27/4/O Year 4 Tempo co-ordination n = 45

	Didn't try	Rhythm & tempo wrong	Rhythm & tempo correct	Tempo mostly correct	Tempo slower	Tempo faster	Tempo erratic
Tune 1	1	2	7	2	13	17	4
Tune 2	1	4	9	2	6	19	5
Tune 3	0	8	6	2	7	21	1
Tune 4	0	6	3	0	4	29	3

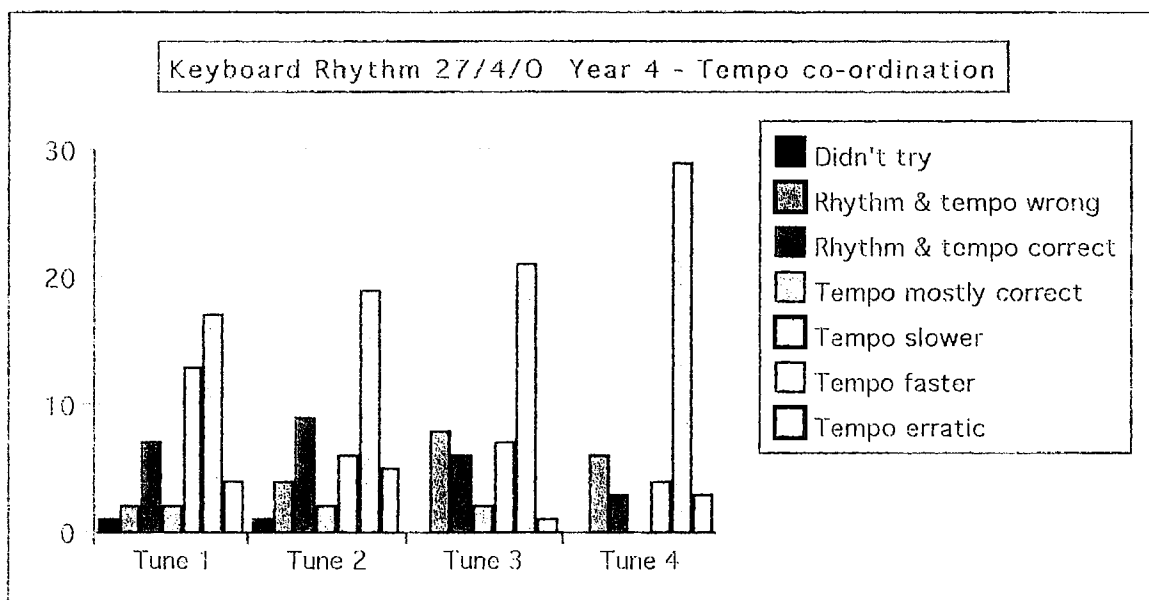


Table 28 - Keyboard Rhythm 27/4/0 Year 4 Improvisation task n = 45

	Tempo co-ordinates	Tempo doesn't co-ordinate	Didn't try
Improvised task	2	41	2

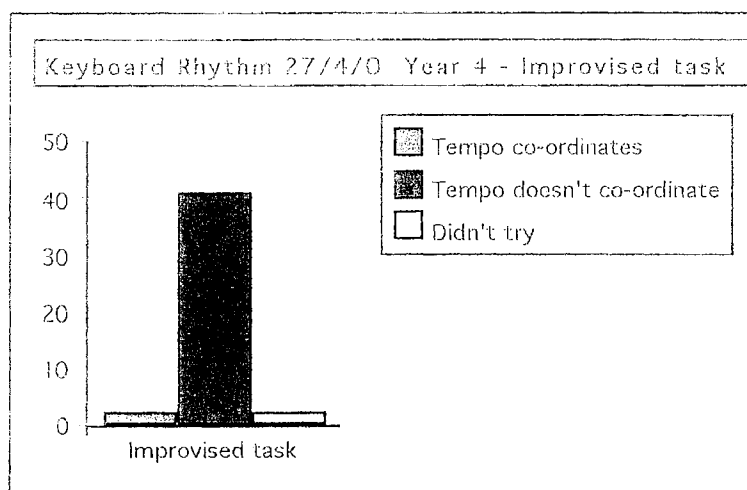
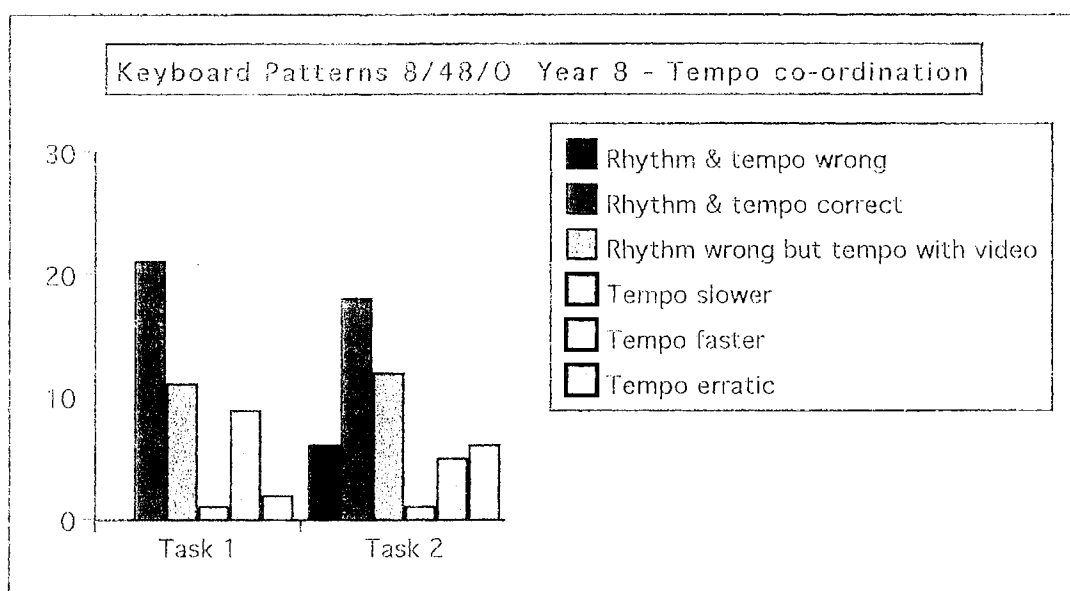


Table 29 - Keyboard Patterns 8/48/0 Year 8 Tempo co-ordination n = 44

	Rhythm & tempo wrong	Rhythm & tempo correct	Rhythm wrong but tempo with video	Tempo slower	Tempo faster	Tempo erratic
Task 1	0	21	11	1	9	2
Task 2	6	18	12	1	5	6



**Comments:**

The most striking feature here is the difference between year 4 and year 8. Although the tasks were different, the demands of tempo co-ordination were similar. To get a true picture of tempo accuracy it is necessary to add in the year 8 table the two tempo correct categories, ie, "Rhythm and tempo correct" and "Rhythm wrong but tempo

with video". For other reasons, the categories in the Year 4 tasks are different. It can be seen that a high proportion of Year 8 children were able to keep an accurate pulse tempo. The proportion of Year 4 children who can keep an accurate pulse tempo, even if we add the "Tempo mostly correct" to the correct category, is much lower.

Of both Year 4 and Year 8 children who failed to keep the correct tempo, the large majority played faster than the tempo on the video. It is most noticeable that in Year 4 Keyboard Rhythms, where the four tasks allow one to observe a trend as the tasks become more difficult, more children played faster as the task became harder.