

Allen, Aaron “Stem vs Steam: Advocating for the Return of Art and Music in School Curriculums.” The Seattle Medium, 20 Mar. 2023, seattlemedium.com/stem-vs-steam-advocating-for-the-return-of-art-and-music-in-school-curriculums/. Accessed 06 Dec. 2024.

Belz, Mary Jane. “Inclusion of Native American Music in ‘Silver Burdett Making Music K-8.’” *Bulletin of the Council for Research in Music Education*, no. 164, 2005, pp. 19–34.

Musical Education is studied with cultural emphasis. The research found correlation between American education and lack of representation of cultures. Many music educators lack training in multicultural music despite the diversity of music out there. The study strives to allow classrooms to explore music outside of westernized music and question stereotypes. The study goes over the overlooked music of Native Americans. Learning about students' musical heritage creates more stories and history to be told. The connection with the evidence and my argument with joy, is how music education can be interconnected with culture. Culture can be a tool to create a more inclusive and connected world. In the study, some grades levels included interviews with cultural insiders. Traditional songs and native languages were introduced on K-8. Students connect music through a variety of art forms such as dramatizations, presentations, and performances within classrooms. Traditional vocal styles/use of vocals included in each grade level. There are multiple cultural connections represented: culture transmitting orally from generation to generation, all nature and family of man is to be respected, etc. Research acknowledges the short comings through the study. Geographical location 84 tribes out of 187 were not identified in classes. Also 2-8 grades read

notation/transcription. Education guidelines are parallel with MENC National Standards. Native American inclusions identified and acknowledged thru chants, poetry, stories. Other forms include books, films, music, visuals, dance/game, website suggestions, and recorded interviews. This research relates to a study titled "Seeing Others from the Self, 3.1: Music and Emotion." Both studies show that storytelling and sharing of experiences foster a healthy learning environment for children, even outside of music programs. The research is a guideline targeted to culturally responsive music educators. The research may be used as guidelines for music educators to choose and present meaningful educational experiences with Native American music traditions. In connection with my research on k-8 education and mental development, music can be a resource in education to be interconnected with other complex topics. By doing so, children can form complex connections between other subjects in school, being able to form education outside of the classroom and build upon what they learned in their other subjects and outside of school itself.

Bruscia, Kenneth E. *Case Examples of Music Therapy for Self-Development*. 1st ed., Barcelona Pub., 2012.

This study takes on music therapy, looking through specific case studies of patients and focusing on the sessions between the patient and the therapist. The research shows how music can be intertwined in a clinical setting and be great tools for calming and engaging the patient. This study provides other ways music can be implemented and can give students coping skills.

Campisi, J., Guy, A., Foss, C., Kidane, F., Greco, S., Szeliga, W., & Spence, A. (2024).

Experience and performance type modify anticipatory stress in musicians. *Psychology of Music*, 52(5), 519-532. <https://doi.org/10.1177/03057356231212384>

In the study the author record stress responses evidence from musicians. Musicians are compared to elite performers in requirements of both intense physical and psychological demands. Musicians are shown to often experience music performance anxiety (MPA) developing from childhood. The research compared anticipatory stress responses and self-perceptions of performance in professional orchestral musicians. There's variety of levels of instruments/orchestral experience, both measuring scheduled rehearsal and live concert. 19 Participants are a local adult professional orchestra in Colorado. They have a mean of 32 years of experience with instruments. Heart rate, blood pressure, and Galvanic skin response are taken before rehearsal and performance. Perceived anxiety psychometric questionnaire is taken after concert. Results of the study showed elevated HR prior to the concert. The professional orchestra is measured with a significantly elevated heart pulse by 7 bpm between practice and performance. However, no differences were observed in blood pressure. There was an inverse correlation between the number of years a musician had experience with an instrument with GSR. However, there were no notable differences in blood pressure. For galvanic skin response/conductance (GSR), inexperienced musicians had higher GSR responses in comparison to their more experienced peers. The study suggests that experience and type of performance may determine stress response. Anticipatory stress can have several practical benefits and can be maintained through biofeedback training. However, the

study acknowledges the weaknesses of the research. The research expands on the growing field of sports science yet lacking physiology studies of musicians. Anticipatory stress from financial factors and musician performance not researched. The study acknowledges how physiological responses are well explored in sports science but minimal in music research. The study concludes that all musicians, inexperienced and experienced, can have a physical stress response between performances. The levels of reactions however differ between musicians. The correlation indicates the importance of joy as stress. As from my argument, stress is unavoidable. An important component of stress response is recovery stressor and future studies on stress recovery. The research supports the idea that performing in music can be stressful yet managed.

Dubnoff '23, Julia. "Careers in Art: Impractical or Undervalued?" *The Merionite*, 27 Nov. 2020, themerionite.org/1047/arts-entertainment/careers-in-art-impractical-or-undervalued/.

"GRADES K-8: Music Education Helps Stimulate and Maximize Brain Development in Children." *Curriculum Review*, vol. 54, no. 2, 2014, pp. 9-.

In a longitudinal study, Los Angeles students aged 6-9 years old were observed in "gang-reduction zones" for three years. Harmony project is a Los Angeles based nonprofit organization committed to bringing music education to low-income schools.

Studies show that chronic stress can be detrimental to proper brain development in children. Los Angeles is heavily affected by gang activity and poverty, and the study wants students to have great success and to counter the effects of poverty on child learning. The article interviews Pacific Standard and the study co-author Nina Kraus. Los Angeles is heavily affected by gang activity and poverty, and the study wants students to

have great success and to counter the effects of poverty on child learning. Poverty causes chronic stress that prevents healthy and proper brain development. Researchers are supporting music lessons in strengthening the underprivileged. Nina Kraus of Northwestern University and lead author observed 44 LA students. 18 participants began a music program called Harmony project. First from music training to then ownership of instruments. However, only the other 26 students continued through 2 years. Results support the idea that there is importance of early and consistent music education. A neurophysiological test is taken to determine how quickly students processed 'ba' versus 'ga'. Study authors noted children with two years of training significantly improved compared to other children. The results revealed that the children that had 2 years of training showed a significant improvement in the neural differentiation of syllables. This is seen throughout the two groups; music training is associated with larger enhancements in neural function. The study suggests that music education correlates with proper mental development within students. Therefore, the study supports the idea that lacking resources for students could be missing potential neural improvement. Music training positively correlated with neural function. New research is used to help support music back into public schooling as important to STEM/English classes.

Hearn, Edward Al. *Collaborative Partnerships for Experiential Education in Music: A Case Study of a Higher Education School of Music Educational Outreach Program and Its K-8 Partners*. 2006. ProQuest Dissertations & Theses.

This study offers anecdotal musician educational partnerships and their effect on student K-8 education. The evidence offers support on how teachers and performers can provide

long lasting education. It also concludes the areas that are lacking within professional musicians that take on youth music education. Overall, experienced music teachers for schools are irreplaceable even with variety partnerships of skilled musicians. This paper gives insight for my research in regard to music education and the importance of specialized experienced teachers for music.

Johnson, Daniel C., et al. "Fostering Literacy Skills Through Authentic Integration in K-8 Music Classrooms." *Journal of General Music Education*, vol. 38, no. 1, 2024, pp. 28–33, <https://doi.org/10.1177/27527646241265674>.

This study embodies how music and literature in education can be intertwined. The study also focuses on promoting integrated music education as a form of professional learning for music teachers with example guides. Through listening to music, ELA curriculum could be applied. This includes interdisciplinary lessons. Music and literacy analysis could be seen with how students search for central ideas, analyze how various themes develop or explore various elements in music that contribute to a piece. Lessons incorporate elements of drama, technology, and creativity to increase student engagement. Rhymes, chants, poems, and riddles are all literary music. Students notice how dynamics, melody, pitches tell an unspoken story. An example of a lesson is used in Goldilocks and the Three Bears. The lesson plan includes connecting certain instruments with the characters and using improvisation to foster creativity. For example, students are told to make connections between characteristic sounds of musical instruments in

connection with their characters. Teachers are encouraged to allow students to play each instrument and build ideas among groups. At the end of team building, students are assigned to characters and improv in reaction to the character's actions as the teacher reads the story aloud. Same lessons can be modified for different grade levels and skills. For example, one alternate lesson plan includes creating Soundtrap which requires more knowledge of musical terminology and theory. Building such connections is essential. At the end, this form of music education fosters critical and abstract thinking skills, engagement and on-task behaviors, attitude, and attendance. This source connects with Belz, Mary Jane. "Inclusion of Native American Music in 'Silver Burdett Making Music K-8.'" the idea that music should be interdisciplinary and that teachers should expand their curriculum to cover writing/literature because music itself is interconnected. At the end k-8 students gain critical and abstract thinking skills, engagement and on-task behaviors, attitude and attendance.

Nagel, Julie Jaffee. *Melodies of the Mind : Connections between Psychoanalysis and Music*. Routledge, 2013, <https://doi.org/10.4324/9780203078631>.

A book that goes into the depth of psychoanalysis and music talking about the evolution of musical theory and expression in the late Romantic period. This is seen with references of Richard Wagner and Arnold Schoenberg and Sigmund Freud. This evidence can help support my research question in how music can be interpreted differently and contain many interpretative historical backgrounds.

Neto, F., Pinto, M. da C., & Mullet, E. (2019). Can music reduce national prejudice? A test of a cross-cultural musical education programme. *Psychology of Music*, 47(5), 747-756. <https://doi.org/10.1177/0305735618774867>

Norman Rockwell - *The Problem We All Live With* from 1964



Oldfield, Amelia. *Interactive Music Therapy : A Positive Approach : Music Therapy at a Child Development Centre*. 1st American pbk. ed., Jessica Kingsley Publishers, 2006.

In her book about music therapy, Amelia writes about her approach to children. The author provides details about her experiences with her clients and her initial unawareness of music therapy itself. Each chapter goes into the experiences of children, those that are struggling mentally, developmentally, or physically. The book provides insight into how different each child's needs are and attending and being aware to those specific needs. The book can be used for teachers, special needs, and therapists. Music therapy topic is also provided in depth through *Music, Motion and Emotion* (Sekeles, Chava.) and Bruscia, Kenneth's E. *Case Examples of Music Therapy for Self-Development*. Overall,

the evidence provides another take to music therapy and its benefits seen in children of different disabilities.

Payne, Phillip D., et al. "Looking Within: An Investigation of Music Education Majors and Mental Health." *Journal of Music Teacher Education*, vol. 29, no. 3, 2020, pp. 50–61, <https://doi.org/10.1177/1057083720927748>.

The study goes through the concern among college students from elevated levels of stress, and increased anxiety. For music education majors this is no different. Results show that students on average commit to 16 credits per semester. Excessive levels of stress, anxiety and depression can affect student learning and jeopardize degree completion. 60% of music students rated their stress level 7 and higher. This evidence serves as a counter to music education, however, focuses on college students or higher degrees which serve more stress and commitments than other grades. The study shows a list of stressors and rankings with the highest being lack of time and balancing practice. In relation to my research question, pursuing music is not as simple as it seems. As people grow older, life becomes more complex, and the commitments carried are increased. Although music can be a steppingstone for mental healing, it is important to balance life and work if music becomes a career. For youth students however, it is important to explore their interests even if they don't have past musical experience. However, putting pressure on music goals like winning competitions and placing one's whole sense of self in the name of achievements can give the opposite effect. A college student's stressors with practice and performance relate to the factor of failure and high standards.

"Seeing Others from the Self, 3.1: Music and Emotion." directed by Anonymous, Annenberg Learner, 2012. Alexander Street, <https://video.alexanderstreet.com/watch/seeing-others-from-the-self-3-1-music-and-emotion>.

In the video, Hallie Cohen is interviewed in Los Angeles. She is a middle school teacher that teaches band in a public school. The interview states how different a classroom is to a private environment in learning. Therefore, to maintain the attention of young students Hallie Cohen found that telling stories was important. The video connects the success of the student's attitude with music to neuroscience study. The research found that listening to people's stories can create meaningful and reflective emotions. This is due to the activation of the posteromedial cortices. At the end, her classroom fosters confidence and passion. The video supports my argument by connecting the importance of relationships in learning music. A safe social environment is important to supporting one's passion. Expanding on this idea can gain ways to foster communication skills for children and build confidence and sympathy.

Sekeles, Chava. *Music, Motion and Emotion : The Developmental-Integrative Model in Music Therapy*. 1st ed., Barcelona Publishers, 1996.

Sekeles examines the depth of Native American and history of early music throughout different parts of the world. Examples include the use of hypnotic healing rituals seen with the Navajo tribe that contained diverse language. The book explores the

fundamental model to music in therapy, and its effect on patients. The book goes in detail on how to ease anxiety and explores different media that music would be used in. This evidence helps support interconnected education with culture, and music used in a clinical setting. In connection with youth education, music can be used in a therapeutic matter. Exploring the career can help provide knowledge on society can utilize music to also aid struggling students.

Silva, Carneiro. "Cambridge." *Music and Emotion*, www.cambridge.org/core/services/aop-cambridge-core/content/view/373A192D2BB07E6890E78DB2FED895E2/S0140525X08006079a.pdf/div-class-title-emotional-responses-to-music-the-need-to-consider-underlying-mechanisms-div.pdf. Accessed 23 Oct. 2024.

Silva writes a Cambridge experiment where participants listen to 4 excerpts of music. In the study, participants report their emotions triggered by excerpts in relevance the musical structure. Results found that 80% of participants experienced induced excitement. In another excerpt, 69% of participants mentioned calmness. Most of the study group did not know the music. The emotional responses were concluded independent of liking the music. The experiment concluded that music effects on emotion vary to person. The experiment supports the idea that emotions are interconnected with music. Only positive emotions were mentioned by the participants in the study. Key words were noted and can be used to see how children react to music. However, it is important that because the participants in this study didn't all react the same there is still more research to be done. Interpretation and impressions are important for creating an

over attitude to music. The study gives way for more opportunities for music and emotion to be explored, and why personal perception and impression is powerful. Creating an engaging and understanding environment for children can reflect positive attitudes.

Siu, Tik-Sze Carrey, and Him Cheung. “Infants’ Sensitivity to Emotion in Music and Emotion-Action Understanding.” *PloS One*, vol. 12, no. 2, 2017, pp. e0171023–e0171023, <https://doi.org/10.1371/journal.pone.0171023>.

The study found that at 20 months Infants can recognize emotional cues between music and facial expressions, earlier than past assumptions. They can also predict using emotional cues and interpret emotions in music using their development of abstract emotional meaning. The healthy growth of youth and their early complex understanding of music can show music is in all forms of art and culture/history.

University of Central Florida. “Comparing STEM vs. STEAM: Why the Arts Make a Difference.” UCF Online, 10 Apr. 2020, www.ucf.edu/online/engineering/news/comparing-stem-vs-steam-why-the-arts-make-a-difference/.

U.S. Bureau of Labor Statistics. “Craft and Fine Artists : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics.” Bls.gov, 9 Oct. 2018, www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm.

Wang, Ying. "The Intervention of Music Education on Students' Mental Health Based on Fuzzy Computing." *Mathematical Problems in Engineering*, vol. 2022, 2022, pp. 1–11, <https://doi.org/10.1155/2022/5632481>.

Wang uses principles in engineering to see how music education effects the mental state of college students and high school students. Mental health is important to the academic success of a student and quality of life. Research shows that music education can adjust bad emotions and cultivate healthy emotions. Paper extracts the emotional characteristics of music and uses the fuzzy calculation method to classify the emotion of music to determine the types of music and their corresponding psychological problems that can play a positive role in human mental health. The study extracts emotional characteristics of music and uses fuzzy calculation to classify the emotion and type of music to the student's psychological problems. Results show that the calculation can effectively intervene in students' mental health. Overall, it relieves stress and enhances self-confidence and improves interpersonal skills. Students stated self-satisfaction after the experience. The calculation of the comprehensive mental health level is from the combined results of students' learning anxiety, interpersonal sensitivity, depression tendency, anxiety tendency, and impulsive tendency. The results showed significant lowering of stress levels, and better mental health overall. The research supports the argument that music education is beneficial for mental health, and therefore can be applied to both the listener and the player. For youth education, this idea can be applied and offer children early development of stress reducing skills.

Yarbrough, Cornelia, et al. "The Effect of Male Falsetto on the Pitch-Matching Accuracy of Uncertain Boy Singers, Grades K-8." *Update : Applications of Research in Music Education*, vol. 14, no. 1, 1995, pp. 4–10, <https://doi.org/10.1177/875512339501400102>.

Yarbrough does research on a young student's inability to match pitch and methods to aid them. Girls generally performed better than boys and singing accuracy improved with age. Children tend to respond better to female/child voices than to instrumental/ male voices. This preference can help aid me in finding solutions to better education for music. The study goes through the difference of education through age and singing in the means of music education. The study provides insight into teaching outside of musical instruments and opens opportunities for other arts and their difficulties.