

# YOUNG MUSICIANS' VIEWS ON THEIR LEARNING OF EXPRESSIVE PERFORMANCE WITHIN AN ACTION RESEARCH PROJECT

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## BACKGROUND

- Little known about effective approaches for developing young musicians' expressiveness
- Instrumental tutors in an exploratory study used: Teacher's enquiry; discussion; aural modelling; gestures & movements; projected performance. Results suggested that teacher's enquiry & discussion might be helpful for improving children's expressiveness (Meissner, 2017)
- Experimental study comparing results of a one-off experimental lesson using dialogic teaching of expressiveness with a control lesson focusing on accuracy & technique confirmed effectiveness dialogic teaching (Meissner & Timmers, in prep.)

## AIMS

- To explore the development of young musicians' expressive performance through weekly individual instrumental lessons with teachers employing dialogic teaching of expressiveness as well as other strategies
- To investigate young musicians' views on their learning of expressive performance
- Dialogic teaching of expressiveness: Teacher enquiry to stimulate and extend pupils' thinking about the musical character and structure, and how to convey this in performance.

## MAIN RESEARCH QUESTIONS

- How do pupils respond to their teacher's enquiries?
- What is their view on a dialogic teaching approach in their music lessons?
- Do pupils think that they benefit from the use of various instructional methods for learning expressiveness?

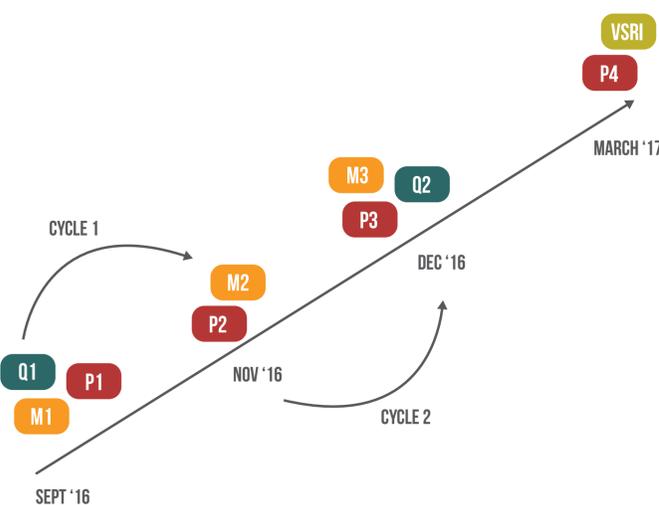
## METHOD: ACTION RESEARCH PROJECT

- 2 Cycles & teacher meetings **3M**
- 3 performance sessions + 1 post project **4P**
- Weekly individual music lessons
- Questionnaires (pre - post) **2Q**
- Video-stimulated recall interviews **VSRI**

## PARTICIPANTS

- 5 Instrumental music teachers (incl. HM) brass, clarinet, piano, violin/viola, recorder (HM)
- 11 Pupils (aged 8 - 14), Level Grade 1 - 5
  - 'Average' students
  - Without known learning difficulties

## TIMELINE ACTION RESEARCH PROJECT



## FINDINGS

### HOW DID PUPILS RESPOND TO QUESTIONS?

- Several pupils responded with perceptive answers
- Expressiveness improved during lesson
- Some found it hard to verbalize ideas

### WHAT DID PUPILS LEARN?

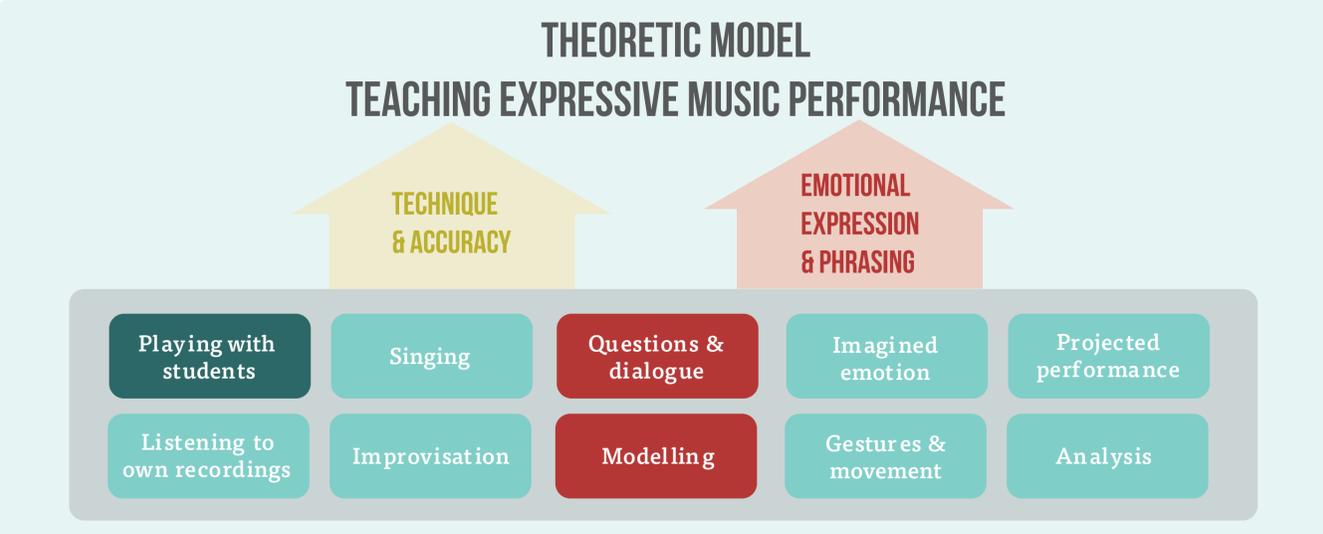
- To think**: 'I think it's important to think it's important to think about the mood you are trying to convey'
- How to express**: 'I have learnt a lot about the feelings of pieces and how to express this better to the listener'

### WHAT PUPILS FOUND HELPFUL:

- Questions musical character**: Most pupils found questions helpful for thinking about the musical character
- Modelling**: Most pupils found modelling helpful for building up an aural picture of the music
- Teacher playing with me**: Some pupils found it helpful when their teacher played along with them

### EFFECT OF THE PROJECT:

- Pupils were more focussed during the project
- Pupils reported more reflection on interpretation
- Pupils felt more confident about performing



## CONCLUSION

- Several pupils responded with perceptive answers to their teacher's questions, whilst a few found it hard to verbalize their ideas
- Most pupils found teacher's questions useful as it helped them to reflect on the musical character
- Most pupils thought that modelling was important for their learning of expressive performance

## REFERENCES

- Meissner, H. (2017). Instrumental teachers' instructional strategies for facilitating children's learning of expressive music performance: An exploratory study. *International Journal of Music Education*, 35(1), 118-135.
- Meissner, H. & Timmers, R. (in preparation). Teaching young musicians expressive performance: An experimental study

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