

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

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## PROBLEM



## BACKGROUND

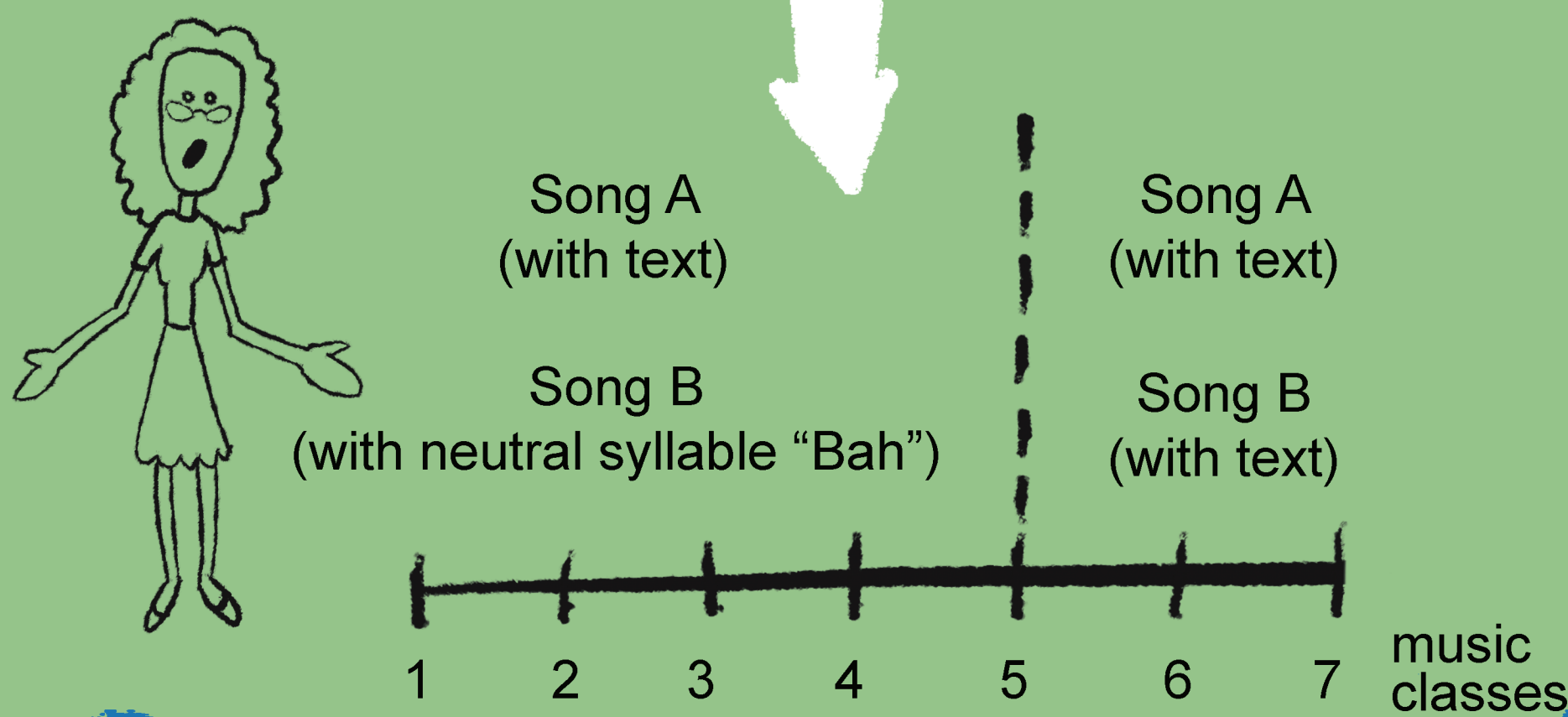
Few studies conducted with children on the ability to recognize songs [1], [2], [3], [4]

In music education, if classroom activities include songs presented with text or neutral syllable, this topic is of special interest

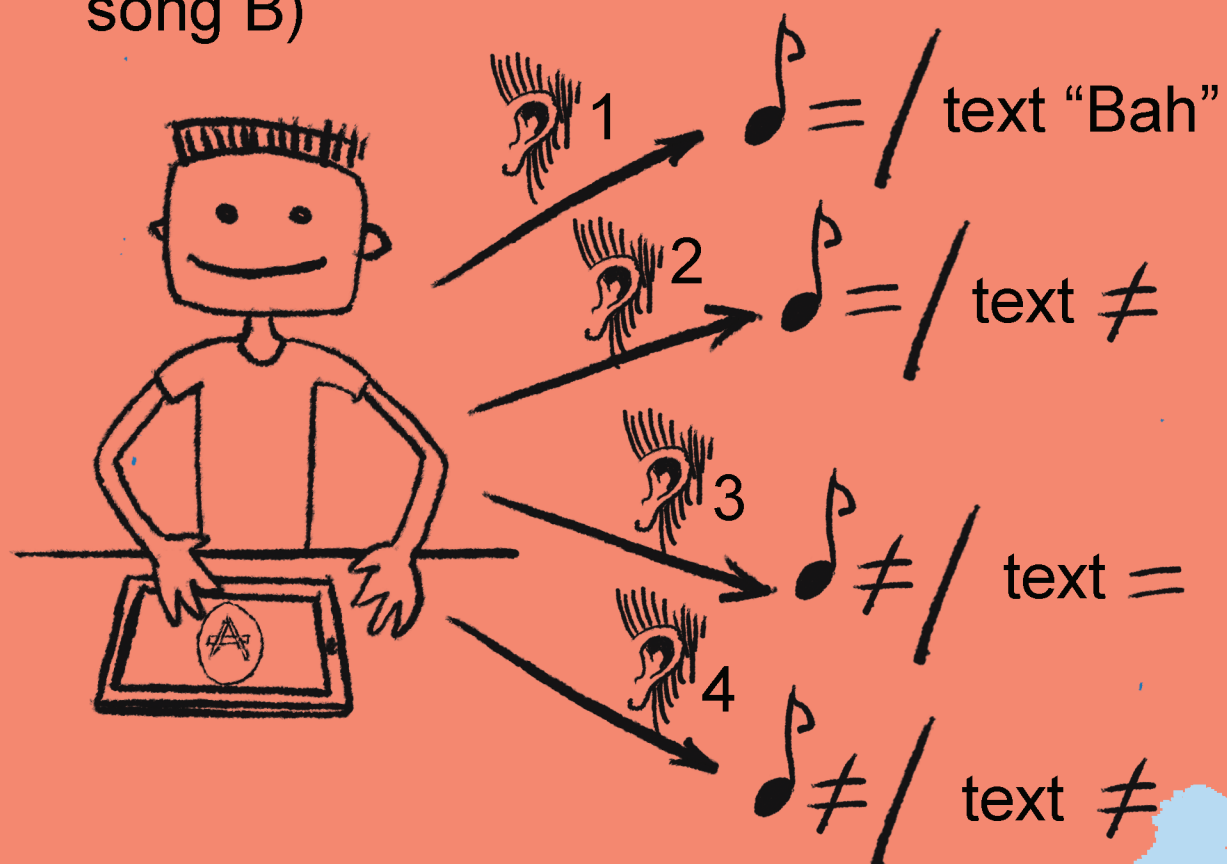
## RESEARCH QUESTIONS

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

## METHOD



Task:  
Listen to 1, 2, 3, 4 and compare it to song A. Is it the same, different, etc.? Why? (the procedure is the same for song B)



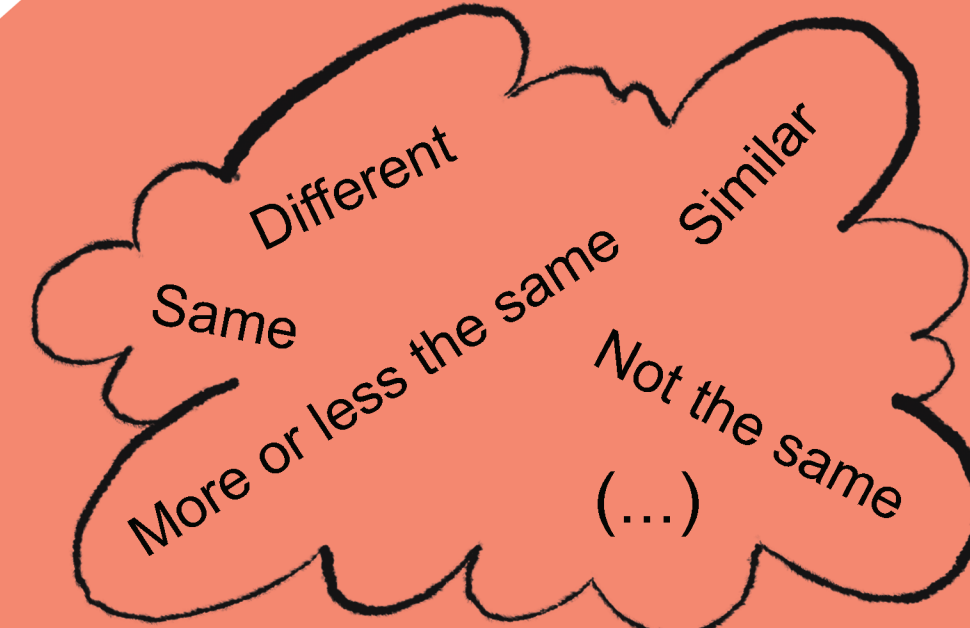
## CONCLUSIONS

Song-teaching strategy seems to influence songs' recognition

There are different ways of comparing two songs, and as children grow older they are more able to decenter their attention to both components

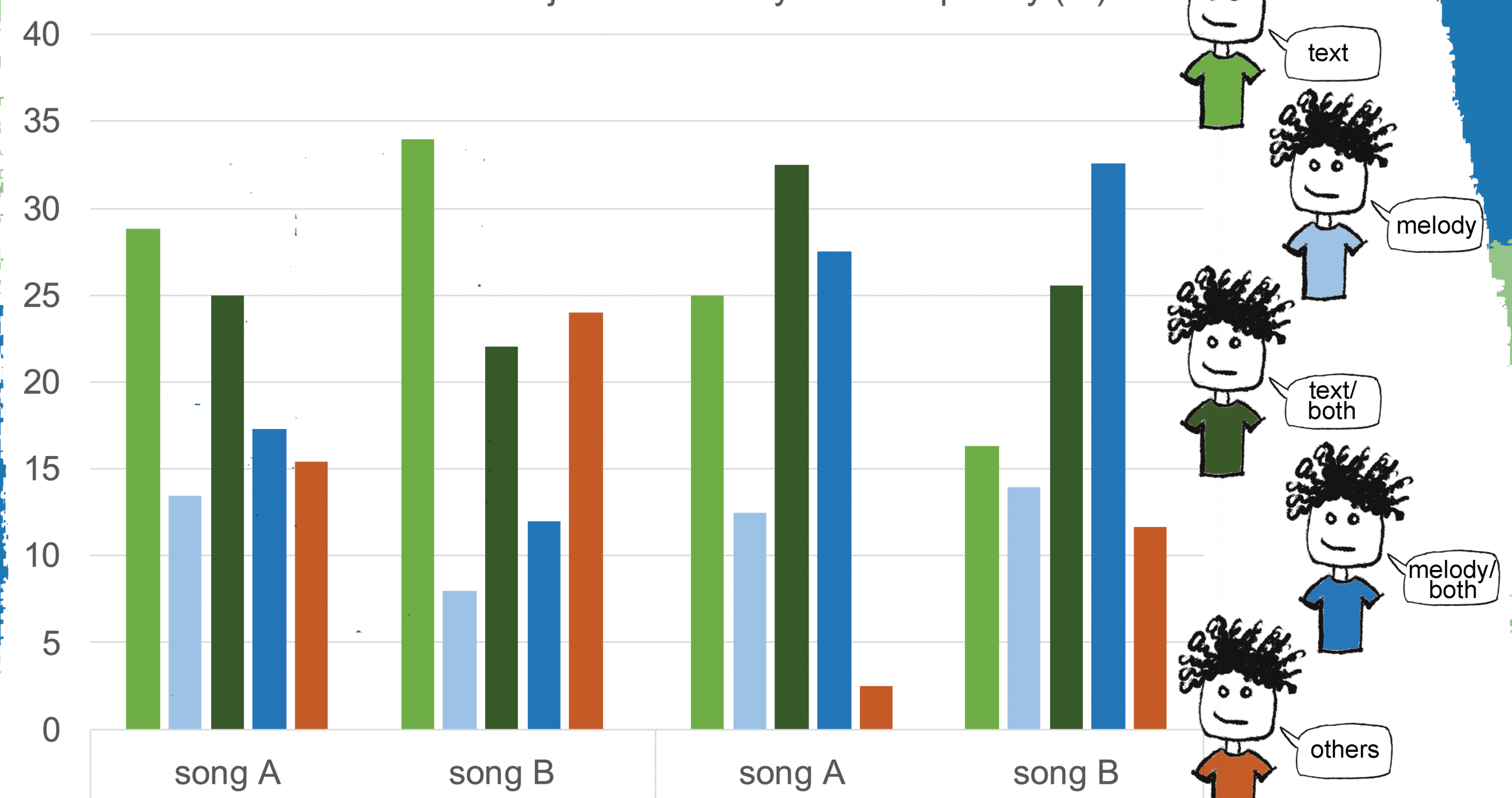
Classroom activities should include songs presented with text and neutral syllable

## RESULTS



16 ways of comparing songs

Children's justifications by code frequency (%)

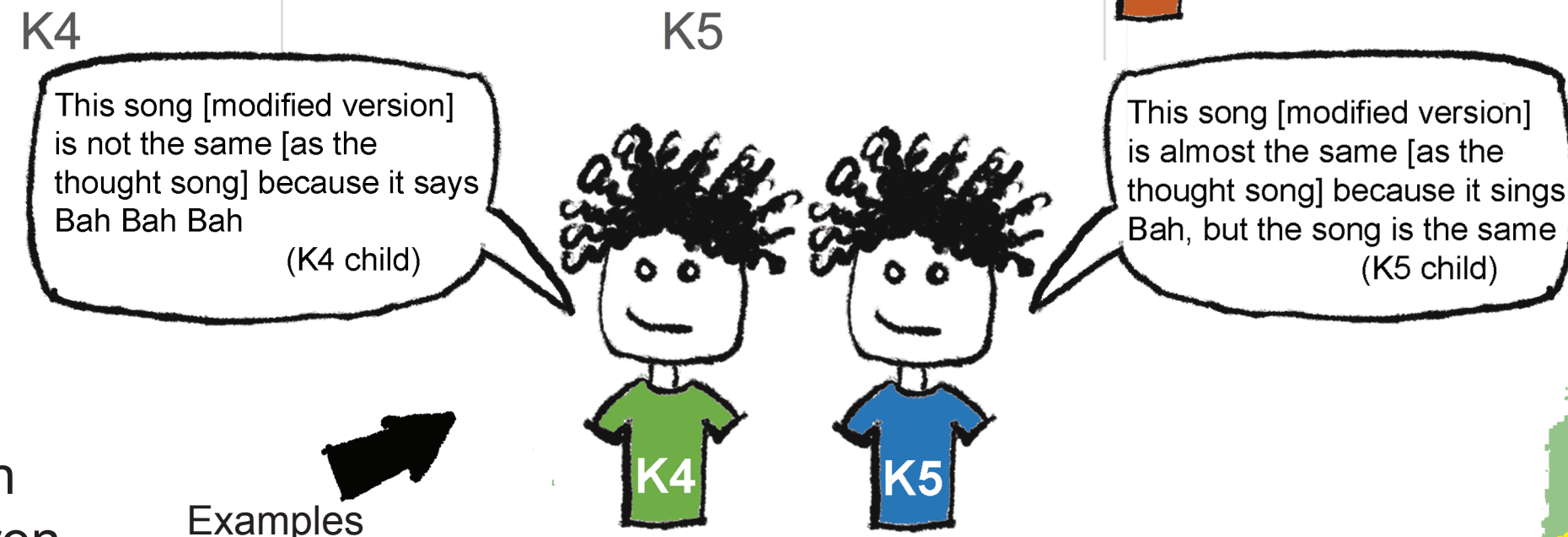


K4: recognition is predominantly based on text for both songs

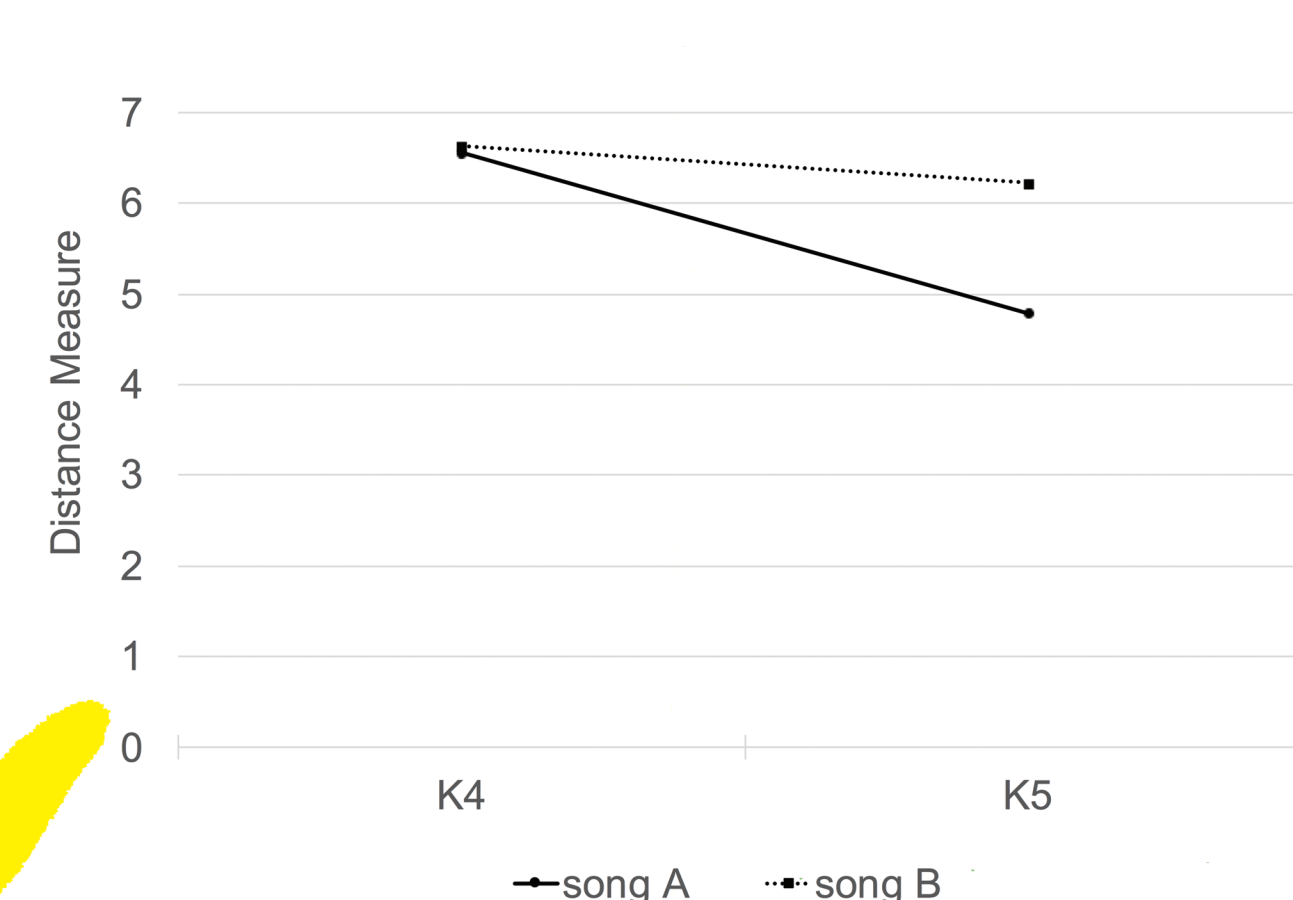
K5: recognition is based on text for song A (taught with text) and on melody for song B (first taught with neutral syllable), but children also acknowledge the other component

K5 children have more similar justifications than K4 children

For song A both groups diverge less in the reasons pointed out when comparing songs



Heterogeneity in children's justifications regarding code frequency



## FUTURE WORK

- Replication with older children
- Longitudinal studies

## REFERENCES

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

