

Ken Douglas

University of North Carolina at Greensboro

THE EFFECTS OF A MUSIC LEARNING THEORY-BASED PATTERN  
INSTRUCTION IMPROVISATION CURRICULUM ON THE IMPROVISATIONAL  
ABILITY OF SECONDARY INSTRUMENTAL MUSIC STUDENTS

ABSTRACT

The purpose of this study was to examine the effects of Music Learning Theory-based improvisation instruction with an emphasis on improvisation and creativity on the improvisational abilities of secondary instrumental music students.

A two-dimensional treatment by levels with repeated measures design was used. The subjects of the study were 101 one 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade wind and percussion students. Prior to the instructional period, the students took the Music Aptitude Profile (MAP). The students were randomly assigned to a treatment or control instructional group, by homogenous instrument group using MAP results to control for aptitude. The researcher taught each group for 12 weeks. Both groups received rote-song instruction, and the treatment group received additional pattern instruction. After the instructional period, each student played four consequent phrases to a set of four researcher-composed antecedent phrases. Two independent judges and the researcher rated the improvisations for tonal and rhythmic achievement. Reliability coefficients of .68 to .89 were accepted. Those in the treatment group had significantly higher tonal improvisation scores than those in the control group and tended to have slightly higher rhythmic improvisation scores.