

transform the pedagogical approach in conventional higher education piano learning and teaching.

THE INFLUENCE OF TWO SONG-TEACHING STRATEGIES ON VOCAL PERFORMANCE AMONG KINDERGARTEN CHILDREN AND ITS RELATIONSHIP WITH THEIR USE OF VOICE REGISTERS

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Research on the influence of teaching songs starting with melody and words or with the melody sang in neutral syllable, adding the words later, on children's vocal performances has not been addressed in depth. Furthermore, research on vocal development has shown that singing is also affected by children's ability to access their full voice (Rutkowski, 2015; Welch, 2006). However, even accessing all the voice registers, singing accuracy may be compromised due to a vocal-motor deficit. This study aims to determine (a) if children sing better depending on the teaching strategy, (b) if the inaccurate first pitches for both songs fall into the registers of the children's Singing Voice Development Measure (SVDM) classification, and (c) if there is a relationship between the tonal dimension scores for both songs and SVDM classification. Forty-one kindergarten children attending a private school in an urban area participated in a two-phase study. Phase one occurred over a period of eight weeks in regular music sessions presenting a song A with melody and words and a song B with neutral syllable, adding the words after five sessions. Phase two consisted in individual singing of both songs with the teacher providing an auditory cue. Results showed significant differences between the mean of ratings on both songs ($t(40) = 4.907$; $p < .001$), better for song A. 53.4% of the inaccurate first pitches fell into the range measured by SVDM, with 17.2% of the children classified as singers. There was a positive and moderate correlation between the tonal dimension scores and SVDM classification (song A: $r(41) = .528$, $p < .001$; song B: $r(41) = .549$, $p < .001$). Results reveal that teaching songs with words seems to benefit kindergarten children's vocal performance. Also, children can be more accurate if they sing in their usable voice register.

UN MODELO ESTRUCTURAL DEL AUTOCONCEPTO MUSICAL

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El objetivo principal de este trabajo era crear un modelo estructural del autoconcepto musical que precise cómo afectan las atribuciones causales a la ansiedad rasgo y al autoconcepto musical. La hipótesis planteada es que las atribuciones habilidad y esfuerzo tienen una influencia tanto en el autoconcepto musical como en la ansiedad. Para ello se utiliza el modelo MIMIC, el cual permite identificar las atribuciones causales que tienen un peso explicativo