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AFFECTIVE-DOMAIN OCCURRENCES REPORTED BY UNDERGRADUATE
NON-MUSIC-MAJOR STUDENTS IN A KEYBOARD-CENTERED COURSE
INCORPORATING THE NINE NATIONAL STANDARDS FOR MUSIC
EDUCATION AND A METHODOLOGY BASED ON CONSTRUCTIVIST
PRINCIPLES: PATTERNS THAT MIGHT SUGGEST HYPOTHESES ABOUT
CAUSE-AND-EFFECT RELATIONSHIPS

A Thesis

Presented to

the Faculty of Arts and Humanities

University of Denver

In Partial Fulfillment

of the Requirements for the Degree

Master of Music

by

Gergana S. Argirova

August 2012

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Title: AFFECTIVE-DOMAIN OCCURRENCES REPORTED BY UNDERGRADUATE NON-MUSIC-MAJOR STUDENTS IN A KEYBOARD-CENTERED COURSE INCORPORATING THE NINE NATIONAL STANDARDS FOR MUSIC EDUCATION AND A METHODOLOGY BASED ON CONSTRUCTIVIST PRINCIPLES: PATTERNS THAT MIGHT SUGGEST HYPOTHESES ABOUT CAUSE-AND-EFFECT RELATIONSHIPS

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Degree Date: August 2012

ABSTRACT

In this study, data about occurrences in the affective domain of non-music-major subjects taking a keyboard-centered course that incorporates the nine National Standards for music education along with a methodology based on constructivist principles were collected. The problem of this study was to identify any patterns in those data that might suggest hypotheses about cause-and-effect relationships that might be tested later in quantitative studies with experimental design.

The instruction consisted of a keyboard-centered music education curriculum that encompassed the U.S. nine National Standards for music education along with a teaching methodology based on constructivist principles. This study was conducted in order to examine the relationship between five beginner piano subjects and the piano, revealed through observations (from their own perspective and the teacher's) on their feelings, thoughts, and emotions during the time of the research study. Data for this research study were collected from a variety of sources: pre- and post-instructional questionnaires, personal journal entries required from the participants, and researcher notes.

This was a qualitative study in which questionnaires were administered and in which the subjects and the instructor kept journals that were collected and examined. The lesson plans incorporated objectives representing the U.S. nine National Standards for music education, which are listed at the Web site of the National Association for Music Education (<http://musiced.nafme.org/resources/national-standards-for-music-education/>):

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

The teaching methodology was based on constructivist principles that describe learning as a process in which learners construct their musical knowledge and upgrade their schemata based on their musical experience, while the role of the teacher is to facilitate and guide this process. The implementation of the study and the actual data gathering took place at a medium-sized, private research university in the Rocky Mountain west of the United States during its 2012 spring quarter with subjects who were undergraduate non-music-major students. This thesis is a report and analysis of the data collected.

Keywords

U.S. Nine National Standards, music education, constructivism, non-music majors, keyboard-centered curriculum

TABLE OF CONTENTS

Chapter One Background of the study.....	1
Chapter Two Review of related literature.....	6
Literature about the nine National Standards.....	6
Literature about the learning and teaching methodology based on constructivist principles.....	10
Literature about the affective domain and the tracking of affective changes	19
Chapter Three Methodology.....	26
Subjects.....	26
The curriculum and lesson plans.....	27
Instructional methodology	29
Measurement instruments	30
Pre-instructional questionnaire	30
Post-instructional questionnaire.....	30
Journals	31
Analysis of data.....	32
Chapter Four Results.....	34
Profiles of the participants according to the pre-instructional questionnaire	34
Stella	34
Brett.....	35
Mark	36
Hugh.....	37
Lee.....	38
Common theme across subjects	38
Stella	38
Brett.....	40
Mark	42
Hugh.....	44
Lee.....	46
Summary.....	47
Patterns across subjects.....	48
Learning activities representing Standard 1.....	48
Learning activities representing Standard 2.....	48
Learning activities representing Standard 3.....	49
Learning activities representing Standard 4.....	49
Learning activities representing Standard 5.....	49
Learning activities representing Standard 6.....	49

Learning activities representing Standard 7	49
Learning activities representing Standard 8.....	50
Learning activities representing Standard 9.....	50
Methodology based on constructivist principles.....	51
Summary.....	51
Suggestions for hypotheses that could be tested in quantitative studies.....	52
Pattern 1	54
Pattern 2	54
 Chapter Five	
Conclusions and recommendation for further study	56
Summary of the study	56
Conclusions.....	61
Recommendations.....	63
 References.....	65
 Appendices.....	70
Appendix A: Directions for keeping a journal.....	70
Appendix B: Invitation for participation.....	72
Appendix C: Pre-instructional questionnaire.....	73
Appendix D: Post-instructional questionnaire.....	75
Appendix E: Teacher’s journal	77
Appendix F: Lesson Plans	89
Appendix G: Stella’s journal	130
Appendix H: Brett’s journal.....	198
Appendix I: Lee’s journal	249
Appendix J: Hugh’s journal	279
Appendix K: Lee’s journal.....	298
Appendix L: Stella’s pre-instructional questionnaire	317
Appendix M: Brett’s pre-instructional questionnaire	320
Appendix N: Mark’s pre-instructional questionnaire	323
Appendix O: Hugh’s pre-instructional questionnaire	326
Appendix P: Lee’s pre-instructional questionnaire.....	329
Appendix Q: Stella’s post-instructional questionnaire	332
Appendix R: Brett’s post-instructional questionnaire.....	335
Appendix S: Mark’s post-instructional questionnaire	338
Appendix T: Hugh’s post-instructional questionnaire.....	343
Appendix U: Lee’s post-instructional questionnaire	346

CHAPTER ONE

BACKGROUND OF THE STUDY

The field of music education is rich in available materials, research studies, theories, and tested hypotheses. One of the major categories in the music education field is piano pedagogy, which is not a surprise because playing the piano has a long history of popularity. The instrument has been and still is one of the most popular and desirable to learn, play, and possess. Ease of tone-production and accessibility are two of the reasons that the instrument is as popular as it is. Temperley (2007) says:

Today the piano is the most ordinary of the musical instruments. It is true that it remains at the core of the musical experience for many and is still one of the most popular instruments in existence, especially if we include its electronic derivatives. And it is true, also, that some of the most famous musicians in the world are pianists. (p. xv)

In piano playing, as in every other subject, there are different levels of expertise—there are professionals and amateurs. In the professional education world, especially throughout the 1980s, there were multiple strong calls for educational reforms and accountability in all curricular subjects. All of this growing awareness led to the introduction of the nine National Standards by the National Association for Music Education (NAME, formerly Music Educators National Conference [MENC]) in 1994. These National Standards represent the field's collaborative effort for a better music education. They are a curriculum guide used by many music educators in determining objectives for their teaching. After the establishment of the nine National Standards for

music education, many of the states and school districts adapted and utilized them to guide their music programs. There is now a large body of research and materials related to the National Standards for music education as they apply to the Pre-K and K-12 music education. The NAFME created and published *Strategies for Teaching* series in order to help many educators to implement the nine National Standards for music education into the PreK-12 curriculum, among which is one specifically dedicated to middle-school and high-school keyboard teaching (Hilley and Pardue, 1996). Cahn (2005) summarizes:

The National Association for Music Education (MENC) publishes a document titled *The K-12 National Standards, The Pre-K Standards, and What They Mean to Music Educators*. It outlines standards in music for each of the various grade levels and provides guidelines for meeting those standards. (p 93)

The documents published by NAFME are evident effort to incorporate the nine National Standards into the PreK-12 educational curriculum. Along with the NAFME documents, there is a large body of research studies examining the relationship between the nine National Standards for music education incorporated into the grade levels PreK-12. However, there is a gap in the literature about the nine National Standards for music education and their implementation in college settings. While reviewing the related literature, I did not find a document showing the utilization of the nine National Standards for music education in a higher-education setting. In part, this study is intended to assist in filling in that gap.

A recent study by Cho (2010) served to stimulate ideas about many studies that can be implemented in the music education field. A review of that study and the idea of this work caused me thinking about possible routes I could take in helping to fill in the existent gap. According to Jorgensen (2011):

Although it might seem that teacher-student interaction in terms of apprenticeship evokes the community model, communication is mainly from the teacher ‘down’ to the students. The nature of the interaction shifts from a more egalitarian one in community to a hierarchical relationship in which the master welds together an often tight-knit and loyal group of apprentices, much as the king might fashion his court. (p. 62)

Cho’s study combines the apprentice-style approach to studio instruction, which has been and still is being used, with the philosophy of constructivism along with transformative learning theory to create a more holistic approach to instrumental instruction. Cho (2010) states that studio instruction is generally conducted in an apprentice-style approach, in which the teacher (expert) uses expository methods, rather than discovery methods, in teaching students (apprentices). Her 10-week qualitative case study was conducted with five adult-beginner flute students and created a constructivist classroom in a studio environment. Further, Cho (2010) contents that the apprentice style of teaching and learning is so embedded in tradition that constructivist principles are not being widely applied to the studio setting. However, she reminds that it is important to have a new perspective and approach to explore different ways to teach studio music lessons. Cho (2010, p. iv) examines the process of how students and teachers work in cooperation to create the curriculum and how they can be changed or transformed by this learning experience.

Further research is needed in which environments and curricula that incorporate the use of the nine National Standards for music education in a higher-education setting are implemented and examined. Research is also needed in which a methodology based on constructivist principles in a keyboard-centered curriculum are applied. More significantly, qualitative research is needed to observe what attitudes students might show

before, during, and after instruction about their relationship with music and learning keyboard music practices that might assist in generating hypotheses that can be tested later in quantitative studies.

The curriculum used in this study was keyboard-centered and encompassed the nine National Standards for music education along with a methodology based on constructivist principles. In this study, data about occurrences in the affective domain of non-music-major subjects taking a keyboard-centered course that incorporates the nine National Standards for music education along with a methodology based on constructivist principles were collected. The problem of this study was to identify any patterns in those data that might suggest hypotheses about cause-and-effect relationships that might be tested later in quantitative studies with experimental designs.

Sub problems:

- 1) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 1 (“Singing, alone and with others, a varied repertoire of music”).
- 2) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 2 (“Performing on instruments, alone and with others, a varied repertoire of music”).
- 3) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 3 (“Improvising melodies, variations, and accompaniments”).

4) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 4 (“Composing and arranging music within specified guidelines”).

5) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 5 (“Reading and notating music”).

6) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 6 (“Listening to, analyzing, and describing music”).

7) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 7 (“Evaluating music and music performances”).

8) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 8 (“Understanding relationships between music, the other arts, and disciplines outside the arts”).

9) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 9 (“Understanding music in relation to history and culture”).

10) To identify any such patterns relating to subjects experiences with constructivist learning.

11) To identify any commonalities within each subject’s data about experiences with learning related to the various National Standards.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature included the following categories: (a) literature about the National Standards and the implementation of them, (b) literature describing and testing teaching methodology based on constructivist principles as well as transformative learning, and (c) literature about the affective domain and tools used to track affective occurrences.

Literature About the National Standards

In 1994, the National Standards were developed and submitted to the United States Department of Education as a theoretical competency model. They provided American music educators with a systematic theoretical structure and bases for teaching objectives and goals. The National Standards were intended to serve as a guide for inclusion of all areas that need to be included in order to shape students into holistic musicians. Currently, they appear to be applied primarily within Pre-K and K-12 public schools.

According to Orman (2002),

The Goals 2000: Educate America Act passed in 1994 by the United States Congress confirmed the arts as a subject in which every child should be properly educated. Subsequently, the Consortium of National Arts Education Associations (1994) published a compilation of standards for arts education. An ensuing publication, *The School Music Program: A New Vision* (1994) exclusively addressed and presented the standards in music. The stated purpose of these standards was to (1) create a coherent vision of what it means to be

educated in music; (2) provide a foundation for building a balanced, comprehensive, and sequential curriculum in music; and (3) provide specific assistance in improving the music curriculum. (p. 155)

These Standards as listed at the NAFME Web site

(<http://www.menc.org/resources/view/national-standards-for-music-education>) are:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

After conducting a study to examine the varying amount of time devoted to the nine National Standards by experienced music educators in teaching students in grades 1-6, Orman (2002) summarized the results as follows:

Singing, playing instruments, and reading/notating were the most prevalent national standards addressed across all grade levels. With the exception of listening/analyzing (8.7%) all of the remaining standards comprised less than 5% of the total class time analyzed. While one might hope to see more class time devoted to each of these standards, a closer examination of the proportions reveals something that could be more consequential. All of the standards that required creative and/or artistic skills received the lowest proportion of class time. Improvising melodies, variations, and accompaniments (3.09%), composing and arranging music within specific guidelines (1.03%), and evaluating music and music performances (0.29%) are all standards that required creative decision making and those that many would place at the very core of our discipline. (p. 162)

Byo (1999, p. 118) reported similar results. Music specialists and fourth-grade elementary-school classroom teachers were invited to ascertain their positions on the feasibility of implementing each of the nine National Standards for music education in

public elementary schools throughout Florida by rating seven items (contact time, resources, assistance, ability, training, interest, responsibility, and level of assistance). Results indicated that, with respect to all seven items, the music specialists were more amenable to the implementation of all nine Standards than the general educators were. According to both the music specialists and the general-classroom teachers, certain standards were more feasible to integrate, whereas others were more suitable for implementation by music specialists. The generalists reported that they needed the assistance of music specialists to successfully implement most standards but music specialists reported that they were less dependent on the assistance of the general classroom teachers. Both groups expressed a concern about the lack of time and resources to effectively teach what is required by most standards. Byo's (1999) study reveals that many music educators face the problem of incorporating all of the nine National Standards for music education in a music curriculum and they often express concerns about not having enough class time to include activities representing all of those Standards. A similar challenge was described in a report by the MENC Task Force on National Standards (2007), in which data were reported that reveal certain misunderstandings and concerns regarding the National Standards and the nature and role of Standards in general:

The single most frequently expressed concern regarding the National Standards in the surveys was that they are unrealistically high and simply cannot be achieved in the limited instructional time available to many music teachers. This notion, however, reflects a misperception of what the National Standards were meant to be. The Standards were never intended to reflect the status quo but rather to provide a vision for the future. They seek to set forth the long-term goals of society for what music education ought to be. They are based on the best practices within our profession and are grounded in the collective judgment of our

professional colleagues. Their aim is to make available in every school the kind of high-quality music programs currently available in only the best schools. Certainly this is an appropriate and reasonable goal in a democratic society.

The studies reviewed above were centered on various K-12 classroom curricula. Like those studies, the current one also is related to the National Standards for music education. However, it was conducted in a higher-education setting. This study made use of a model of the incorporation of the nine National Standards for music education during class periods in a keyboard-centered curriculum in a higher-education setting.

Research about young children has revealed the significance of music-making during early ages. Nardo, Custodero, Persellin, and Fox (2006) stated that:

Music-making permeates the life of a young child—from early infant-parent musical communication to the familiar sol-mi chant used by preschoolers to engage their playmates. As music educators, we are committed to building on these naturally occurring practices through guiding the development of a repertoire of skills and understandings that can bring a lifetime of enjoyment and fulfillment. (p. 279)

Tarnowski and Barrett (1992, pp. 4-6) reported a comprehensive study whose goal was to examine current music education practices in Wisconsin preschools. A survey was mailed to every preschool and day-care center registered with the Bureau for Children, Youth, and Families, an agency of the State of Wisconsin Health and Social Services Department, with a response rate of 23%. In the survey, classroom teachers and care-givers were to describe the types and frequencies of musical experiences, the materials and equipment available to and used by the teachers and children, the existence of a formal curriculum or the use of planned lessons in music. Only 30% of the preschool teachers in the study reported carefully planned music lessons, and the rest of the activities consisted of unplanned ones, the most frequent of which were large-group

singing and finger-playing. Data collected in the study led the researchers to conclude that those teaching in early childhood education (ECE) viewed the role of music as limited. Tarnowski and Barrett (1992) recommended that (1) music educators provide outreach and in-service education to the ECE community, (2) formal lines of communication between music educators and the ECE community be established, and (3) music educators align their goals with early childhood educators to benefit the child.

A study conducted by Nardo, Custodero, Persellin, and Fox (2006), showed that singing, instrument playing, and dancing were the three most popular activities in a random sampled 800 preschool centers that were fully accredited by the National Association for the Education of Young Children. The study also reported that:

Of all activities reported, creative activities related to composing music were least afforded. Eleven percent of centers provided activities for creating short, original pieces of music with voices and/or instruments, and only 5% provided the opportunity for children to invent original notations of sound. However, children did experience the opportunity to describe music in their own words, as well as to describe music in their own pictures. (p. 287)

Taken as a whole, the learning activities examined in the studies reviewed above, represent musical objectives that can be mapped to the nine National Standards.

However, each of the settings examined by these studies appeared not to encompass all of the nine Standards, which implies that they did not use an existing model for doing so.

Literature About the Learning and Teaching Methodology Based on Constructivist Principles

A feature common in many keyboard-teaching music education programs is that of teachers playing a role of leader and students playing a role of follower in what can be

described as an expository teaching-and-learning environment. In contrast to expository learning environments, discovery learning takes place in a setting where teachers act as facilitators. Duckworth (1968) defined discovery learning as follows:

Discovery learning, on the other hand, is based on concepts, and teaches universals, patterns, plans, or designs, and with these the character or genre of a thing is classified. From the very beginning the learner is given an opportunity to interpret, collate, verbalize, and make this new classification "fit" with his individual experience. Since the degree of understanding and sense of importance of a concept may differ widely among learners, a perceptual field is afforded in which each learner can determine, to a great extent, his own feelings regarding the concept, or principles he is exploring. (p.54)

According to Bruner (1977), in discovery learning setting there are no leaders and followers but rather cooperation between the individuals involved. The principle role of the teacher is to guide the discussion, engage the learners in critical thinking and recall, along with stimulating them through asking questions, and help the learners in the process of making discoveries. The learning experience is student-centered, related to the students' own understandings of material, students' abilities to make appropriate connections between new and already formed understandings.

Expository teaching, although it emphasizes structure similarly to discovery teaching, results in teaching and learning environments in which facilitation and cooperation are not emphasized. Instead, the teacher appears to be the leader and the student the follower. Andrews (2001) stated that expository teaching is a methodology that is

similar to the advance organizer approach developed by Ausubel. The latter method provides students with a set of concepts, formulated at a higher level of abstraction than the material itself, which helps link the new information with what the learner already knows. Such an introduction aids in the absorption of

specific material which is presented later. Finally, as in the learning cycle, students are often asked to extend or generalize their learning to new situations. (p. 81)

Andrews (2001, p. 80) compared the effects of discovery learning (DL) and expository-application (EA) teaching formats on students with independent and dependent learning styles. The results revealed that the DL method encouraged the learner to generate conclusions inductively from ambiguous materials, whereas in the EA format the structure of the material was presented at the start to help guide student learning. The results showed that the DL format was superior for both student groups—dependent and independent.

Two-way communications and interactions between educators and learners are critical in any educational setting.

Constructivism can be understood to be a form of discovery teaching. In the context of constructivist thinking in education, Scott and McCallum (2010) said that:

Teachers are not lecturers; nor are they providers of structured curricula that guide students to the acquisition of new understanding through the application of step-by-step methods for teaching. Rather, teachers are facilitators, supporting students' learning through the skillful use of prompts or encouragement that assists students in achieving educational goals. (p. 473)

According to Yager (1991), Giambattista Vico, an 18th-century philosopher, concluded in a 1710 treatise that “one only knows something if one can explain it” (p. 54). This statement later served as one of the bases for the formation of an educational methodology based on constructivist principles.

“Many theorists have articulated the philosophy based on constructivist principles in terms of its application in education” (Chao and Stovel, 2002, p. 116). According to

Dewey (1944, p. 379) education depends on action. Knowledge and ideas emerge only from situations with social contexts, such as classrooms, where communities of learners are created and in which learners build their knowledge together and have to draw it out of experiences that have meaning and importance to them.

According to Bodomo (2009), the theoretical frameworks of Bruner and Dewey are quite similar:

The theoretical framework of Bruner is similar to that of Dewey. For Bruner (1990) learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses and makes decisions relying on a cognitive structure to do so. As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialog. The task of the instructor is to translate information to be learned into format appropriate to the learner's current state of understanding. The curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned. (p. 255)

According to Vygotsky (1978, p. 86) learning is a social process. He hypothesized that individuals construct knowledge through social interaction in the context of a culture, where the combination of culture and social interaction defines one individual's thoughts and thought processes. Von Glasersfeld (1983, p. 54) defined knowledge in terms of the active participation of the senses in a way of communication that is being actively constructed by the subject. In the context of subject, the individual interprets and constructs a reality based on her or his own experience and interaction with the environment. Duffy and Cunningham (1996, p. 180) stated that learning is an active process of constructing rather than acquiring knowledge. Instruction should be directed

towards supporting that construction of knowledge rather than communicating or transmitting knowledge.

The National Standards for music education represent a way of acquiring constructed knowledge. According to Townsend (2011):

From the inception of public school music programs in 1838 to the present we can see the persistent challenge of keeping music education alive and growing in the public schools. Along with this challenge we must adapt our programs and teaching approaches to meet the needs of a changing world and student population. We now have national and state standards for learning in music that have proven effective in helping us maintain parity with other core subjects and provide clearly articulated goals for learning by all students. These standards also provide teachers, students, parents, and all administrators with benchmarks for assessment so progress can be noted and rewarded. With the defined Performance Standards that accompany the National Standards and some state standards, sequential units of study and lesson plans can be more easily and effectively designed to help students succeed. But standards and lesson plans are not enough. Students await the leadership of the effective music teacher, the most powerful and important component of the learning process. (p. 11)

Leadership by effective music teachers would encompass, among other things, the selection of effective teaching methodologies. In an effective learning process, a methodology based on constructivist principles allows for a two-way communication between student and teacher.

According to Yager (1991), effective learning processes take place in a constructivist learning environment when the following procedures are used:

1. Seek out and use student questions and ideas to guide lessons and whole instructional units.
2. Accept and encourage student initiation of ideas.
3. Promote student leadership, collaboration, location of information and taking actions as a result of the learning process.
4. Use student thinking, experiences and interests to drive lessons.

5. Encourage the use of alternative sources for information both from written materials and experts.
6. Encourage students to suggest causes for events and situations and encourage them to predict consequences.
7. Seek out student ideas before presenting teacher ideas or before studying ideas from textbooks or other sources.
8. Encourage students to challenge each other's conceptualizations and ideas.
9. Encourage adequate time for reflections and analysis; respect and use all ideas that students generate.
10. Encourage self-analysis, collection of real evidence to support ideas and reformulation of ideas in light of new knowledge.
11. Use student identification of problems with local interest and impact as organizers for the course.
12. Use local resources (human and material) as original sources of information that can be used in problem resolution.
13. Involve students in seeking information that can be applied in solving real-life problems.
14. Extend learning beyond the class period, classroom, and the school. (p. 54)

Yager (1991) also offers strategies in implementing a constructivist lesson.

Figure 1 shows those recommendations:

1. Starting the lesson
<p style="text-align: center;">Observe surroundings for points to question. Ask questions. Consider possible responses to questions. Note unexpected phenomena. Identify situations where student perceptions vary.</p>
2. Continuing the lesson
<p style="text-align: center;">Engage in focused play. Brainstorm possible alternatives. Look for information. Experiment with materials. Observe specific phenomena. Design a model. Collect and organize data. Employ problem-solving strategies. Select appropriate resources. Students discuss solutions with others. Students design and conduct experiments. Students evaluate and debate choices. Students identify risks and consequences. Define parameters of an investigation.</p>
3. Proposing explanations and solutions
<p style="text-align: center;">Communicate information and ideas. Construct and explain a model. Construct a new explanation. Review and critique solutions. Utilize peer evaluation. Assemble appropriate closure. Integrate a solution with existing knowledge and experiences.</p>
4. Taking action
<p style="text-align: center;">Make decisions Apply knowledge and skills. Transfer knowledge and skills. Share information and ideas. Ask new questions.</p>

Figure 1. Strategies in implementing a constructivist lesson. From “The constructivist learning model: Towards real reform in science education,” by R. E. Yager, 1991, *The Science Teacher* 58(6), pp. 52-55.

A theory of transformative learning, which is about connecting new learning with previous learning, has been incorporated in constructivism. According to Tyler (2008, p. 5), Jack Mezirow was the first professional to propose the theory of transformative learning, which helps explain phenomena in education, such as adult learning and their interpretation of knowledge.

The theory of transformative learning about adult learning, as articulated by Mezirow (2000), is based on a principle that “learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action” (p. 162).

According to Mezirow (2000) a 10-step process is needed in order for transformative learning in adult education to take place, as follow:

- (1) Experience a disorienting dilemma.
- (2) Undergo self-examination.
- (3) Conduct a deep assessment of personal role assumptions and alienation created by new roles.
- (4) Share and analyze personal discontent and similar experiences with others.
- (5) Explore options for new ways of acting.
- (6) Build competence and self-confidence in new roles.
- (7) Plan a course of action.
- (8) Acquire knowledge and skills for action.
- (9) Try new roles and assess feedback.
- (10) Reintegrate into society with a new perspective. (p. 22)

Also, according to Mezirow (2000, pp. 3-4), in order for transformative learning to occur in adult education, events should take place that act as trigger points between teachers and students. Trigger points are particular circumstances or situations that cause an event, in this case learning, to occur. Learners make meaning at different levels of awareness and understanding; in adulthood, learners may more clearly understand their

experiences when they know under what conditions an expressed idea is true or justified. In the absence of fixed truths and confronted with often rapid change in circumstances, adults cannot fully trust what they know or believe.

In order for an effective instructor to cause a trigger point in the learning process, a learning environment needs to be created. Brooks and Brooks (2000) systematized 12 rules that the teacher can follow to foster an environment where transformative learning can occur. Following these 12 rules helps to create an environment that is encouraging and supportive, in which the learner will feel comfortable to ask questions and engage in critical thinking processes. As stated in the rules, constructivist methodology is a part of what can lead to transformative learning. The following are the 12 rules that Brooks and Brooks (2000) articulated:

1. Constructivist teachers encourage and accept student autonomy and initiative.
2. Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
3. Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks.
4. Constructivist teachers allow students' responses to drive lessons, shift instructional strategies, and alter content.
5. Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.
6. Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another.
7. Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
8. Constructivist teachers seek elaboration of students' initial responses.
9. Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
10. Constructivist teachers allow a waiting time after posing questions.
11. Constructivist teachers provide time for students to construct relationships and create metaphors.
12. Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model. (pp. 103-118)

Transformative learning can be helpful only when educators set objectives that exercise the different domains that humans use in the learning process. According to Cho (2010),

Pogonowski (2002) emphasized the importance of social interaction and social context in problem-solving. Students learn by participation in the activities of the classroom community along with more knowledgeable members, garnering for themselves new understandings and ways of thinking. At the same time, these students influence the understandings and practice of others in the classroom community. (p.26)

On a micro level, problem-solving is influenced by all three domains that humans possess. Without the cognitive, affective, and psychomotor domains, a person will not be able to put together information and solve problems. On a macro level, social interaction is crucial for development in the three domains, not only because of the schemata that learners form with information that is already familiar, but also because of the way learnings in the three domains interact, and the way the learners place the information into the schemata connecting it with already existent knowledge. Transformative learning occurs in supportive environments, where there is a continuous social interaction between the participants in the learning process (Cho, 2010, p.17).

Literature About the Affective Domain and the Tracking of Affective Changes

According to Krathwohl, Bloom, and Masia (1964, p. 49), the affective domain is one of the three domains that comprise the Bloom's Taxonomy, the other two of which are the cognitive and psychomotor domains. The affective domain comprises the following levels: receiving, responding, valuing, organization, and characterization by value set. According to Anderson (2009, p. 37), different domain levels match learning outcomes. There are factors such as attitudes, emotions, feelings, perceptions, values,

and motivation. These factors are influenced by the individual's past and current experiences. Through careful examination of affective factors educators can increase the efficacy of instruction.

According to Anderson (2009):

Domains involve a "hierarchy" of learning outcomes. Those outcomes allow you to provide teaching in a defined sequence. Thus, you present facts, methods, basic procedures, and terminology. Then you can measure your students' accomplishment of those objectives (by testing) before teaching higher levels of information. (p. 37)

According to Bloom (1976, p. 68) learners approach every single task in the learning process with affective characteristics, such as attitudes, self-esteem, personal interests, values, and feelings. Bloom presented a model of school learning in which entry behaviors and outcomes are represented. One of the categories of entry behaviors comprises the affective one. Bloom further details that learners approach every learning task with affective characteristics, such as attitudes, self-esteem, personal interests, values, and feelings. Figure 2 shows the different entry behaviors.

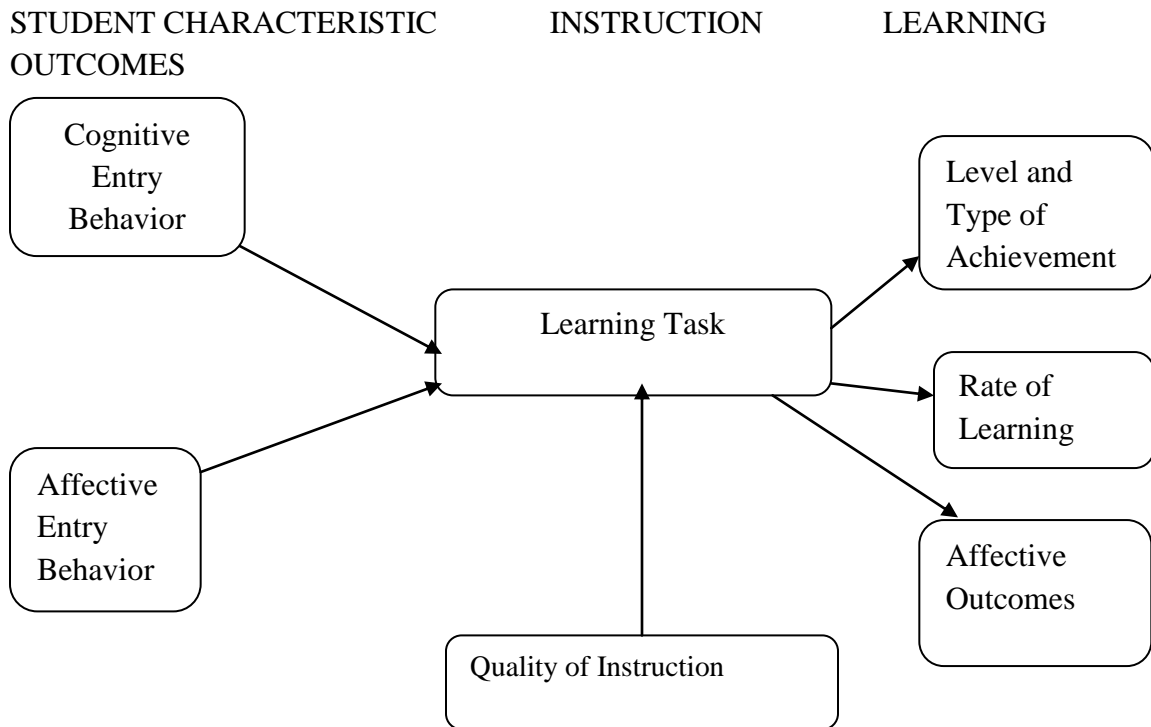


Figure 2. Description of Bloom's model of school learning. From *Human characteristics and school learning*, by B. S. Bloom, 1976, New York: McGraw-Hill, p. 68.

The cognitive and affective entry behaviors that are represented in Figure 2 also are involved in dynamic interaction. Gable and Wolf (1993) stated that:

According to Bloom it is the dynamic interaction between these overlapping cognitive and affective domains during the instructional process that results in both cognitive learning outcomes and associated affective outcomes. These affective outcomes help guide future feelings about the course content and issues (attitudes), feelings of personal worth and success (self-esteem), desires to become involved in various activities (interests), and personal standards (values). (p. 3)

Attitudes, interest, self-efficacy, and previous experience are strongly connected with motivation. Attitudes incorporate the cognitive, affective, and behavioral

components that influence the rest of the learning characteristics, such as self-efficacy, previous experience, and motivation. According to Gable and Wolf (1993):

Attitudes are composed of three components: cognitive, affective, and behavioral. The *cognitive* component is a belief or idea, which reflects a category of people or objects, such as microcomputers. The *affective* component represents the person's evaluation of the object or person, and is the emotion that charges the idea—that is, for example, feeling positive about working with the computer. Finally, the *behavioral* component represents overt action directed toward the objective or person. It represents predisposition to action, such as enrolling in an optional microcomputer-training course. (p. 6)

Interest is one of the affective characteristics that are crucial in the current study.

The importance of it is implied in the pre- and post-instructional questionnaires, which are designed in a way to reveal and paint a profile of each one of the participants.

Interest is described by Gable and Wolf (1993) as a matter of direction, target, and intensity. According to them,

The targets of interests are activities; the direction can be described as interested or disinterested; and the intensity can be labeled as high or low. Interests with high intensity would tend to lead one to seek out the activity under consideration. (p. 24)

Value is another affective characteristic that is important in the current study. The importance of it is implied in the pre- and post-instructional questionnaires, which were used to observe whether any of the participants appeared to go above and beyond the two basic levels in the affective domain—receiving and responding—and appeared to develop value for (1) any of the musical activities representing the nine National Standards for music education and (2) the teaching-learning methodology used that was based on constructivist principles. Tyler (1973) defined value in a school environment as “an attitude object, activity, or idea that is cherished by an individual which derives its

educational significance from its role in directing his interests, attitudes, and satisfactions.” (p. 7)

Gable and Wolf (1993) make the following conclusions about values:

Values and a related value system can be considered as central to one’s overall personality. Manifestations of one’s values may be seen in one’s interests and attitudes. Some would say that interests and attitudes are quite similar in that attitudes are targeted activities, while self-efficacy reflects a perceived ability toward tasks or activity. (p. 25)

Measuring affective characteristics is a complex endeavor. Anderson (2009)

described the challenges as follows:

The affective domain defines learning outcomes associated with emotions and feelings, such as interest, attitudes, and appreciation. Measuring the accomplishment of objectives in the affective domain is generally more difficult than in the other domains. In this domain, we are not only interested in a “correct response” but also in determining the student’s feeling, attitude, and interest toward the subject. (p.37)

Gable and Wolf (1993) advised that operational definitions must be arrived at before constructing measurement instruments:

In selecting an affective characteristic for measurement, instrument developers should carefully consider the theory underlying the construct. Only with a clear conceptual understanding can one proceed to create valid operational definitions (i.e., items) for each affective characteristic. (p. 25)

Above and beyond definitional challenges, there are a variety of problems in measuring affective characteristics that Martin and Briggs (1986) described as follows:

1. The belief by some educators that affective goals are so long range and intangible that regular classroom time restrictions (e.g., periods, semesters, years) prohibit development and measurement of affective outcomes.
2. Fear that discussions of values, attitudes, morals, and other aspects of the domain may be viewed as indoctrination or “brainwashing.”
3. Recognition that in the affective domain the *absence* of behaviors is often as important, if not more so, than the presence of behaviors.

4. The inability to identify and specify affective behaviors because our language does not always lend itself to clarity.
5. Uneasiness about some of the methods associated with attitude change, e.g., classical conditioning, and persuasive communications.
6. Disagreement and confusion about whether affective behaviors are *ends* (outcomes) or *means* to ends. (p. 13)

A wide variety of kinds of tools and techniques for measuring affective characteristics have been developed over a long period of time. Qualitative studies often make use of a number of such tools and techniques.

By choosing several methods of data collection, including conversations with the students, a review of students' journals, notes from direct observations, analysis of actual lessons, the researcher can provide more valid, multidimensional, and holistic development for each participant. (Cho, 2010, p. 38)

In the current study, the researcher chose to use student journal entries, pre- and post-instructional questionnaires, and a teacher's journal consisting of observations about students' statements and behaviors.

Gable and Wolf (1993) opined that "the most useful technique, though, is the interview/observation process" (p. 36). Written questionnaires, a kind of instrument used in the current study, can be approached in similar ways to interviews. For the purpose of constructing questionnaires, physical-education scholars Lund and Kirk (2010) noted that:

open-response questions give teachers additional written alternatives for assessing how students use or apply knowledge outside the world of the gymnasium. These questions require complex higher-order thinking, because students usually analyze something (e.g., compare X and Y), propose a resolution for a scenario, or solve a problem. (p. 31)

Through open-response questions, students are given opportunities to describe their own affective characteristics in detail.

The most open-ended tool for recording events and thoughts that are related to the affective domain is the personal journal.

Journals provide an excellent opportunity for teachers to assess students' learning in the affective domain. By providing students with specific questions or focus, teachers can gain insight on whether a student struggles to learn new skills, feels competence during instruction, feels a sense of teamwork or fair play during class, and so on. In addition to affective—domain evaluation, teachers might use journals to have students self-assess certain skills. Students' assessments of their own abilities can also include cognitive knowledge if the teacher requires them to articulate the critical elements of a skill and indicate which are most important for optimal performance. Students can also be asked to indicate whether they experienced problems while trying to perform skills, which ultimately helps the teacher plan future lessons. When having students write about feelings, a teacher should not evaluate the responses for affective—domain components or quality of thought. Doing so may cause students to stop being honest because they may fear that honesty will adversely affect their grade. The teacher can, however, hold students accountable for completing the journal entry, using correct spelling, and demonstrating mastery of cognitive content. (Lund and Kirk, 2010, p. 31)

For the purpose of the current qualitative study, a decision of using measurement tools that make use of open-ended response opportunities was made by the researcher.

Thus, the selected kinds of measurement tools were as follows: pre- and post-instructional questionnaires, personal journal entries required from the participants, and journal entries by the researcher, who also served as the teacher of the course taught during the study.

CHAPTER THREE

METHODOLOGY

This study used a qualitative design. Data about occurrences in the affective domain of non-music-major subjects taking a keyboard-centered course that incorporates the nine National Standards for music education along with a methodology based on constructivist principles were collected. The problem of this study was to identify any patterns in those data that might suggest hypotheses about cause-and-effect relationships that might be tested later in quantitative studies with experimental designs.

Subjects

The subjects were undergraduate students enrolled in a beginning piano course for non-music-majors offered by the school of music at a medium-sized, private research university in the Rocky Mountain west of the United States. The investigator distributed via e-mail an invitation for participation to all of the students registered for that course during the university's spring quarter of 2012. Appendix B consists of a copy of the invitation for participation. The first five students who responded via e-mail with interest in participating and who identified themselves as beginners in playing the piano were accepted as participants. For the purpose of this study, the researcher defined beginners in piano playing as follows: absolute beginners or persons who were not already able to play any keyboard music of any greater complexity than single-line melodies played with one hand or both hands in alternation. The subjects in this study either had experience

playing the piano when they were very young, had experience consisting of no more than a few years of taking piano in the past but stopped, or had no experience in piano playing at all. The researcher gave them pseudonyms to protect their anonymity. One female and four males between the ages of 20-24 years of age made up the group.

The Curriculum and Lesson Plans

The curriculum was created in a way to implement the nine National Standards for music education, which are listed at the National Association for Music Education (NAfME) Web site (<http://musiced.nafme.org/resources/national-standards-for-music-education/>):

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

The researcher, who also served as instructor, prepared the lesson plans for all of the 10 weeks of instruction in advance. The course included one 60-minute, one-on-one lesson per week. The original intent of the lesson plan organization was to incorporate objectives covering all of the nine National Standards for music education in each lesson. However, during the process of drafting the lesson plans, it was determined that incorporating objectives for all nine National Standards in one lesson was not feasible to do within a 60-minute time frame. Therefore, objectives representing the nine National

Standards were divided in two. Lessons with objectives covering Standards 1, 2, 3, and 4 alternated with lessons with objectives covering Standards 5, 6, 7, 8, and 9.

The structure of each lesson was as follows: 1) follow-up, 2) discussion, 3) implementation of the lesson plan for the week, 4) reflection and discussion, and 5) homework assignments for the following week. During the follow-up segment, the subjects played pieces given to them in the previous lesson. Entries from their daily journals were also reviewed. The discussion segment focused on students' practice time, pieces, and their overall musical experience during the previous week. The teacher also engaged the subjects in a discussion about assigned readings and asked them to summarize and reflect on their overall musical experiences during the week. The next portion of the lesson was devoted to the implementation of the new objectives for the week. Reflection and discussion were focused on dialogs about various musical topics to promote critical thinking and self-assessment. The final segment was devoted to giving homework assignments, which consisted of music to practice and hand-outs containing reading assignments.

The researcher organized the lesson plans in a table with five columns titled as follows: "Week," "National Standard," "Objective," "Materials used," and "Sequence of events." For each lesson objective, the table indicated the week, the National Standard, the objective itself, and the materials and sequence of events that were used in the implementation of the objective. Appendix F contains a copy of the table of lesson plans. At the end of each lesson, the researcher saved time to add an additional segment according to some of the subjects' expressed interests in music. For example, one subject

expressed interest in computer-game music. Another subject expressed interest in country music. The researcher took these interests into consideration and asked the subjects to bring materials that they selected. Then, the researcher and the student reviewed the materials and chose the most appropriate material for subject's current skill level.

Instructional Methodology

The instructional methodology that was used in implementing the curriculum involved in this study was based on 12 rules stated by Brooks and Brooks (2000), which can be considered to be statements of fundamental principles of constructivism in education. Those 12 rules are as follows:

1. Constructivist teachers encourage and accept student autonomy and initiative.
2. Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
3. Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks.
4. Constructivist teachers allow students' responses to drive lessons, shift instructional strategies, and alter content.
5. Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.
6. Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another.
7. Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
8. Constructivist teachers seek elaboration of students' initial responses.
9. Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
10. Constructivist teachers allow a waiting time after posing questions.
11. Constructivist teachers provide time for students to construct relationships and create metaphors.
12. Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model. (pp. 103-118)

Measurement Instruments

The researcher collected data from a variety of sources, including pre- and post-instructional questionnaires that she administered to the subjects. Appendices C and D contain copies of the pre-and post-instructional questionnaires, respectively. The researcher also required the subjects to keep daily journals following specific directions. A copy of these directions can be found in appendix A. Additionally, the researcher kept a journal in which consisting of observations written during the course of each lesson.

Pre-instructional questionnaire. The researcher designed the pre-instructional to reveal what, if any, past musical experience the subjects had, including past lessons, playing instruments or singing, music-listening preferences, and what kinds of musical activities they were involved in, such as playing an instrument, composing/arranging music, singing, or attending concerts. Another question was about the reasons for their interest in playing the piano. Additional questions addressed other relevant information, such as about their previous experience in playing the piano and about what the lessons in any previous instructions consisted of. All of the questions were open-ended and allowed the subjects to elaborate without restrictions on them according to their own perspectives. As previously stated, a copy of the pre-instructional questionnaire can be found in appendix C.

Post-instructional questionnaire. The researcher designed the post-instructional to serve as a follow-up to the musical experiences the subjects had during the 10 weeks of instruction. The questions addressed issues such as what effect the course had on the subjects, their lives, and perspectives about music, as well as the expectations they set for

themselves at the beginning of the course and whether any of them were met. Questions asking about most- and least-favorite activities in the course, as well as how the journals affected subjects' ways of learning were included. As stated earlier, a copy of this questionnaire is contained in appendix D.

Journals. The researcher asked the subjects to keep a daily journal. In that journal, they were asked to record some factual information about certain events, such as their attendance at concerts, explorations of new music venues, and any attempts they made making music on their own, the durations of their practice sessions, which pieces were practiced, and frequencies of practicing. Additionally, the researcher asked the subjects to write about their motivations for practicing, tastes in music, and any musical skills that they wanted to develop. As indicated earlier, a copy of the journal directions is contained in appendix A.

The researcher kept a journal in which she recorded observations about each of the subjects, based on what occurred during the lessons and the included discussions, as well as the subject's daily journal entries. The observations were about the subjects' affective and cognitive behaviors, such as those they exhibited when interacting with instructional materials, as well as their reactions, comments, and verbalizations related to those materials and the course. The researcher made notes about types of behaviors, and verbalizations the subjects engaged in during the lessons, as well as about feelings and emotions expressed by the subjects in their journal entries. A copy of the researcher's journal can be found in appendix E. Copies of the subjects' journals can be found in appendices G, H, I, J, and K.

Analysis of the Data

Chapter 2 includes a review of literature about transformative learning and occurrences. The researcher subjectively analyzed data from the researcher's journal, subjects' journals, and subjects' answers to the pre- and post- instructional questionnaires in order to attempt to identify transformative occurrences that may have taken place in the subjects' experiences during the course of the study. Transformative occurrences refer to valuing—a higher level of affective interaction with learning, that operates above and beyond the receiving and responding levels in the taxonomy of the affective domain described by Krathwohl, Bloom, and Masia (1964). According to them:

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them, and responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. (p. 176)

The valuing level in the affective domain is characterized by a willingness to be perceived by others as valuing certain ideas, materials, or phenomena (Krathwohl et al, 1964, p. 176).

The researcher attempted to identify affective occurrences that were recorded in subjects' answers to the pre- and post- instructional questionnaires, as well as in their daily journals, and that appeared to indicate that they had reached the valuing level of the affective domain. Since this study incorporated journal entries and questionnaires asking open-ended questions, and did not incorporate instruments with known validity and reliability, the analysis of the data was based on subjective interpretations of those data by the researcher. Once affective events that appeared to indicate valuing were identified

in that process of subjective interpretation, the researcher created a valuing profile for each of the participants.

Next, the researcher attempted to identify common themes and patterns in the data. For the purpose of this study, the researcher considered a common theme to have been identified when similar affective occurrences appeared to have taken place as reflected in a single subject's recorded reactions to learning activities related to at least two of the National Standards. The researcher considered a pattern to have been identified when three or more subjects articulated responses that appeared to express value for the learning activities related to any single National Standard.

During the final step in the analysis of data, the researcher attempted to identify possible hypotheses about cause-and-effect relationships that might be suggested by any set of common themes and patterns that had been previously identified and that could be recommended for testing in future studies of quantitative, rather than qualitative, design. Since the current study was of a qualitative design, no cause-and-effect relationship could be demonstrated.

CHAPTER FOUR

RESULTS

In this study, data about occurrences in the affective domain of non-music-major subjects taking a keyboard-centered course that incorporates the nine National Standards for music education along with a methodology based on constructivist principles were collected. The problem of this study was to identify any patterns in those data that might suggest hypotheses about cause-and-effect relationships that might be tested later in quantitative studies with experimental designs.

Profiles of the Participants According to the Pre-instructional Questionnaire

Five subjects participated in this study. The researcher gave them pseudonyms to protect their anonymity. One female and four males between the ages of 20-24 years of age made up the group: Stella, 20 years of age; Brett, 20 years of age; Mark, 21 years of age; Hugh, 21 years of age; and Lee, 24 years of age. The researcher prepared the following profiles, based on the data that the subjects gave in answering the pre-instructional questionnaire.

Stella. Stella was a 20-year-old sophomore majoring in business. She loves music and hopes it can become a hobby of hers. Stella had played the piano during elementary school for about two years but stopped because of the lack of practice time. Her past piano lessons were on a one-to-one basis. She described them as follows: “I got homework from teacher, practice after class, then teacher show me where’s my

mistakes.” Stella shared that in her previous piano lessons questions from the student were not encouraged, nor were explorations of other musical activities, such as composing, arranging, and singing. Stella described what she thought a typical piano lesson might be like, as follows: “Practice a song then teachers told me where I did wrong, then correct it.” She recalled that her previous teacher did not encourage her to explore the instrument by herself, and she described the role of the student as “to follow.” Stella realized that she was interested in learning piano playing again in order to get her skills back. Her expectations of the course incorporated in this study were to “learn some history about any famous piano pieces,” familiarize herself with the instrument again, and to “learn some beautiful songs.” The researcher experienced a large communication gap with this subject due to her limited level of English language skills. A copy of Stella’s answers to the pre-instructional questionnaire can be found in appendix L.

Brett. Brett was a 20-year-old junior majoring in digital media studies. He is involved in a variety of musical activities. Brett plays bass guitar, banjo, and violin, and attends local musical shows. He seeks music for relaxation and entertainment. Brett shared that his favorite musical styles are alternative and progressive and his least favorite are metal and country. He realizes that music “strikes the emotions” in him and makes him “[want] to sing or dance.” His experience in piano education lasted for only two weeks sometime during his middle-school years; he “did not learn anything” because the “lessons were held in big groups and the students did not read music at all.” Brett shared that his previous piano lessons were “more focused on the piano as an instrument itself rather than anything else.” He described one piano lesson as follows: “We would

go over what the keys were, and fool around with them a little.” The students were not encouraged to ask questions or to get involved in other musical activities like composing, arranging or singing. Brett recalls that the student’s role in his previous piano lessons was “to listen to the teacher and follow directions.” However, the teacher encouraged the students to discover more about the piano on their own. Brett envisioned a typical piano lesson to be as follows: “Learn to read sheet music, practice a song till you can play it flawlessly.” Brett’s goals during the 10 weeks of piano instruction were as follows: “Learn to read bass clef, and know the proper method for playing the piano.” His expectations of the course were “to not fall behind and to grow as a musician,” as well as “reading sheet music and learning proper technique.” Appendix M consists of a copy of Brett’s answers to the pre-instructional questionnaire.

Mark. Mark was a 21-year-old senior majoring in biology. He is not involved in any musical activities besides going to concerts (reggae, hip-hop) with his friends. He shares that music has a place in his life: he “listens to music while doing homework, relaxing, or when he is out with friends.” Mark likes to listen to reggae and hip hop mainly, but occasionally he listens to light rock, alternative, country, and electronic. Music makes him “relaxed, calm, and happy.” Mark shared that he studied piano for six years when he was young but stopped because “I wanted to have more time for school and soccer.” Although his parents chose to enroll him in piano, Mark enjoyed making music and attending lessons. He described his previous piano instruction was follows: “One-on-one private lesson once a week for one hour.” Mark described a typical piano lesson in his previous piano studies as follows: “First I would warm up with basic

exercises. I would then individually play and work through songs with her. My instructor would assign me songs to practice for the following week.” He recalled that he was not encouraged to get involved in other musical activities outside of playing the piano. Mark described his role as a student in the previous piano instructions as follows: “My role was to practice hard on my own and listen to my teacher’s instruction during my lesson.” He wanted to become familiar with the piano again and “maybe continue pursuing it after graduation.” A copy of Mark’s answers to the pre-instructional questionnaire can be found in appendix N.

Hugh. Hugh was a 21-year-old junior majoring in political science. He wrote that he was not involved in any organized and formal musical activities in the past. However, he shared that music plays a big role in his life, “[w]ether it be listening to music or playing around with various percussion instruments as well as strings instruments.” Hugh likes listening to all kinds of music. He recalled that he studied piano when he was an “infant” but shortly after that he discontinued the lessons (Hugh used the term “infant” but he was probably referring to very young childhood). Due to his young age at the time of his early lessons, Hugh now doesn’t recall anything about them, except the fact that “the teacher was annoying.” Later, Hugh started taking guitar and “even wrote some basic songs.” Hugh responded to a question about what he would envision a typical piano lesson to consist of with the following statement: “I don’t have any previous experience but at this point in my development I’d say it would be going over some notes and scales and then learning a song.” Having no expectations of this course, Hugh was just “eager to learn the piano once again, sit down and play a variety of

songs proficiently.” Appendix O consists of Hugh’s answers to the pre-instructional questionnaire.

Lee. Lee was a 24-year-old junior majoring in marketing. He is not involved in any musical activities but likes to listen to hip-hop and classical music. Music helps him “focus better.” Lee studied piano for two years during middle school and high school in South Korea. He recalled that he was encouraged to ask questions during his previous piano lessons but was not encouraged to get involved in other musical activities besides playing the instrument. His goal for the 10 weeks of piano instruction was to “learn how to play the piano better.” The researcher experienced a large communication gap with this subject due to his limited level of English language skills. A copy of Lee’s answers to the pre-instructional questionnaire can be found in appendix P.

Common Themes Within Subjects

The researcher conducted analyses of the data contained in the daily journal entries and answers to the post-instructional questionnaire in order to ascertain any common themes within subjects. The results of those analyses follow below:

Stella. Stella kept a daily journal between March 27 and June 1, 2012. Due to the subject’s low level of English language skills, the researcher experienced some difficulties in the process of analyzing the data. The difficulties consisted of often lost communication during lesson time, lack of sufficient information reported in the daily journal, and apparent misunderstandings in her interpretations of the questions in the pre- and post-instructional questionnaires. All of those issues left the researcher with a limited amount of information to include in the analysis of data. However, information in

Stella's daily journal and in her answers to the post-instructional questionnaire revealed the following. Her motivation for practicing varied throughout the course. As described below, Stella appeared to experience different stages of motivation. At first, she appeared to be excited about the piano course because it was a new "class" where she could learn new information. These initial excitements seem to represent the two most basic levels of the affective domain—receiving and responding to information. By the end of the piano course, Stella appeared to keep her excitement and motivation for practicing high. She shared that at the end of the course her motivation for practicing was "to be well prepared for the final recital at the end of the quarter."

By the end of the piano course, Stella appeared to have progressed to the valuing level of the affective domain in her relationship to the learning involved. She shared that she had the desire to learn more about playing the piano and expressed the following realization about playing the piano: "It's much better than do homework." This positive comment appeared to indicate her true enjoyment of playing the piano. In the daily journal Stella reported that she enjoyed the practice time and curriculum as well. The expressed realization of the value and enjoyment of the course and her practice time appears to show that Stella was operating on a higher level of the affective domain. The fact that Stella shared that she was talking about the piano course with her friends and family could be an indication about the worth Stella saw in the curriculum. She shared her appreciation for this course through saying that she "learned a lot of new things which otherwise won't be able to learn" if she did not take this course. Stella reported

that the 10-week piano course affected her in a way that now she “knows more history about some famous music.”

Personally, she felt challenged to find more information about the history of any musical piece that she might work on playing in the future before proceeding to practice playing the piece. Enriching the subjects with a curriculum that incorporates objectives of all nine National Standards for music education was one of the aims of this research study. Stella realized that “the historical events always has relation with their music.” She reported that her favorite activity in this course was the playing of duets along with the teacher. The objective of playing duets is a represents Standard 2, which reads, “performing on instruments, alone and with others, a varied repertoire of music.” She also reported her desire to continue learning the piano, which appears to indicate a high value for piano now in her life. Stella said that her most memorable moment of this course was “playing at the final recital.” In summary, the researcher concluded that Stella appeared to express a positive valuing for course activities related to Standards 2 and 9 but did not communicate anything about any of the other Standards. The researcher considered a common theme to have been identified regarding learning activities representing Standards 2 and 9. A copy of Stella’s answers to the post-instructional questionnaire can be found in appendix Q.

Brett. Brett kept a daily journal between March 27 and June 1, 2012. In his answers to the post-instructional questionnaire, Brett shared that at the beginning of the course his motivation for practicing was “to be prepared for the next piano class,” which corresponds to the two basic levels—receiving and responding to information. During

the period of the course, it would appear that Brett's affective transformation about the curriculum appeared to develop and reached the valuing level of the affective domain. In his answers to the post-instructional questionnaire, Brett shared that he felt his musical abilities "improved" after taking the course and that the music that was played in class was "fun." According to information in Brett's daily journal, he appeared to value the curriculum, to enjoy practicing very much, and to want to learn about music on a daily basis. Brett was "excited and eager to be practicing" and wrote that he shared the worth of the curriculum with his family and friends in multiple conversations.

The 10-week piano class affected Brett personally in a way that he felt "more confidence about playing piano." In a musical sense, Brett wrote that the piano course "made [him] a better musician." His favorite activity in this class was "playing something by ear or attempting to recognize intervals," which appears to show that Brett valued those aspects of the curriculum. These objectives related to playing by ear and developing aural discriminations that represented Standard 6, which reads "Listening to, analyzing and describing music." He stated that he felt that his musical abilities improved because "I was able to work my way through piano sheet music now, which is something I could never do before." An appreciation for the curriculum appeared to be revealed by the following statement: "I'm still not a great pianist, but certainly better." Brett expressed what appeared to be a positive valuing only for Standard 2. However, he did express the following about activities related to Standard 5: "I'm having trouble reading note values and putting them all together in a song."

Brett expressed the following about activities related to Standard 9, which he described to be his least favorite activities in the course: “Seems irrelevant to learning the instrument, or getting better at the piece I'm playing. If anything I should have had to research it and nothing else.” In summary, the researcher concluded that Brett appeared to express a positive valuing for course activities related to Standards 2 and 6, but did not communicate anything about any of the other Standards. The researcher considered a common theme to have been identified relating to learning activities representing Standards 2 and 6. A copy of Brett’s answers to the post-instructional questionnaire can be found in appendix R.

Mark. Mark kept a daily journal between March 28 and June 1, 2012. He shared that he did not need much motivation to practice piano because he really enjoyed it. From the very beginning, Mark appeared to appreciate the curriculum in the course. In his journal, he wrote: “I like that I am encouraged to ask questions, and that our individual teaching time is supplemented with outside work. I am also pleasantly surprised with how quickly the lesson time goes. Before I know it, the hour is up. It shows how much I enjoy the lesson time.” This commentary appears to indicate that Mark had a value for the constructivist nature of the lessons. It appeared that Mark’s ambition and desire to improve were keeping him excited and motivated.

What appeared to be indications that Mark had reached the valuing level of the affective domain were the multiple conversations with his family, friends, and even a cashier at a breakfast place. He wrote that he shared his experiences and values about piano class with many people in and outside of his social circle. Mark wrote that he

realized that “this class opened up my view on musical history and music of other cultures through the homework assignments.” One of the major aims of this piano course was to expand students’ horizons about music through incorporating objectives of the nine National Standards for music education in the curriculum. The activities about “musical history and music of other cultures” that Mark represent Standard 8, which reads, “understanding relationships between music, the other arts, and disciplines outside the arts,” and Standard 9, which reads, “understanding music in relation to history and culture.”

Mark appeared to have gone above and beyond the two basic affective domain stages—receiving and responding. In his journal, he shared: “I really enjoy the historical music assignments that we have had this quarter. I am interested in music history and it is a nice way to explore different musical artists and events from the past. To supplement some of my work in class I did some research on an aspect of music that had been interesting me greatly: the origin of music. I found that music is thought to have started by early cultures imitating sounds in nature. It is thought that the repetition and rhythms made by natural sounds led to humans trying to imitate them. Which led to more organized and man-made sounds. Music has come a long way since then and now defines many cultures.” This quotation from his journal reveals the extra curriculum work he was interested in doing outside of the piano course. It also appears to express a high value for music and a high level of interest in music and different cultures.

His interests in other musical cultures expanded to world music, and particularly Chinese music, because of the Chinese heritage of his adopted siblings. Included in

Mark's answers to the post-instructional questionnaire was the following: "Getting to know my teacher Gergana during the lessons was my most memorable moment. She is a lot of fun and we got along great." Mark not only appeared to develop a high value for the piano course, but he also appeared to enjoy the methodology that was based on constructivist principles, which was based on two-way interaction between teacher and subject. According to him, the teacher's role in this course was "to teach and to answer questions, but not to lecture." His opinion about the piano course appears to show development of a great respect for and a deep interest in the piano. After taking this course, Mark said that he realized the following: "I felt that I gained a lot. It was exactly the refresher that I needed in order to continue playing piano past college."

In summary, the researcher concluded that Mark appeared to express a positive valuing for the course activities related to Standards 1, 2, and 9, and for the constructivist instructional methodology that was used in the course. Mark did not communicate anything about activities related to any of the other Standards. The research considered a common theme to have been identified in Mark's expressed relationship in activities representing Standards 1, 2, 9, and for the constructivist methodology used in this course. A copy of Mark's answers to the post-instructional questionnaire can be found in appendix S.

Hugh. Hugh kept a daily journal between March 27 and June 3, 2012. In his journal, he wrote: "Music certainly helps you remember important times in your past but it can also act as a guide for your future. I would like to thank my teacher Gergana, who was a tremendously helpful teacher and helped me learn more than I could have expected

to.” He appeared to appreciate the curriculum and especially the implementation of the methodology based on constructivist principles. During the course, Hugh appeared to reach a higher level of development—the valuing stage.

According to his post-instructional questionnaire, music affected him personally and musically. He said: “It definitely made me more aware of music in every aspect. In every song I heard [I’d] be trying to count out the timing and count phrases and measures, as well as counting the times the chorus came up. Overall I guess it made me more aware, and definitely helped me in my piano playing. I learned a lot more in these classes, I had more attention from the instructor, and that I had a better time learning this time.” Hugh shared that he really enjoyed the course, saying that “I can quite honestly say that I loved every activity,” which appears to show that he established worth and interest about piano and music. Hugh stated that he loved this course because of “the fact that the emphasis was on me and that the curriculum was in my hands.”

Hugh appeared to form an appreciation for the activities in the course that represent Standard 9. For instance, one of the activities was related to the American song “Yankee Doodle,” and Hugh wrote the following about it: [I] read my homework for next class and look up the image. I think it’s a hilarious image and story yet I did not really know about it. I feel like a bad American citizen, as I don’t know about our country’s very basic history.” However, he said the following about activities representing Standard 5: “I’m having trouble reading note values and putting them all together in a song.”

According to his post-instructional questionnaire, Hugh thought that “there was really a perfect balance between student and teacher.” From all of his comments, it appears that this subject established a deep connection with the piano during the course and that he was able to process and categorize the information, as well as characterize it by its worth.

In summary, the researcher concluded that Hugh appeared to express a positive valuing for learning activities representing Standards 2, and 9, and for the methodology based on constructivist principles. However, he wrote the following about activities representing Standard 5: “I’m having trouble reading note values and putting them all together in a song.” Hugh did not communicate anything about activities related to any of the other Standards. Therefore a common theme was found for activities representing Standards 2 and 9, and the methodology based on constructivist principles. A copy of Hugh’s answers to the post-instructional questionnaire can be found in appendix T.

Lee. Lee kept a daily journal between March 27 and June 1, 2012. Due to his insufficient level of English language skills, the researcher experienced difficulties in the process of analyzing the data. However, from the following quotation it appeared that the subject appreciated the curriculum and valued the course: “I was very interested in playing the piano, and that was why I chose the piano class in this spring quarter. Also, in history part, I liked to know about the history such as how the music came from and what affected by that.” It appears that Lee developed a strong interest in the piano: “I think because of my piano course in this quarter, and I cannot live without music.” He expressed an appreciation for the course as a whole, writing, “This class is unforgettable

experience with teacher, Gergana, who is very nice and kind to teach the piano skills in this quarter.” It would appear from all of these statements by Lee that he might have developed in the affective domain to the valuing level and formed worth and appreciation for this piano course.

In summary, the researcher concluded that Lee appeared to express a positive valuing for learning activities representing Standards 2 and 9. He did not communicate anything about activities representing any of the other Standards. A copy of Lee’s answers to the post-instructional questionnaire can be found in appendix U.

Summary. In this analysis, the researcher concluded that there was a common theme for each of the five subjects. None of the common themes included activities that represented Standards 3, 4, 5, 7, or 8. Only one of the subjects’ common themes included activities representing Standard 6. Only two of the subjects’ common themes encompassed the methodology based on constructivist principles. This may have been because the post-instructional questionnaire and the journal directions used in the study were not explicit enough to elicit commentary about activities representing each of the National Standards. It is possible that, in the experiences of the subjects, the common themes might have encompassed activities representing more of the Standards, but that the tools used in this study were not constructed explicitly enough to elicit responses across such a wider range.

Patterns Across Subjects

The researcher conducted analyses of the data contained in the daily journal entries and answers to the post-instructional questionnaire in order to ascertain any patterns across subjects. The results of those analyses follow below:

Learning activities representing Standard 1. The researcher determined that Mark was the only subject who mentioned the activities in class that covered Standard 1. In his daily journal Mark shared: “However, I do have a lot of practicing to do when it comes to my vocals. I did not expect singing to be a part of every lesson, that’s for sure! I wouldn’t mind a little improvement in my singing though. I also find it difficult because I am a pretty bad vocalist. I do not have any training or experience singing. But I am always open and ready to try.” However, since only one subject mentioned activities representing Standard 1, the researcher determined that a pattern for objectives representing Standard 1 was not found.

Learning activities representing Standard 2. The researcher determined that four of the five subjects articulated responses that appeared to indicate the development of a value for learning activities representing Standard 2, and that therefore a pattern was detected. Lee, Mark, Stella, and Brett all wrote about excitement for performing on the final recital. In addition, Lee wrote, “I really enjoyed with playing the piano,” Mark wrote, “I would really like to continue playing the piano and possibly working on my vocals,” according to Brett, he is “[s]till excited and eager to be practicing,” and Stella wrote that her favorite activity in the class was “[p]laying the duets with the teacher.”

Learning activities representing Standard 3. The researcher determined that none of the subjects addressed activities in the class that represented Standard 3, and therefore a pattern for objectives representing Standard 3 was not found.

Learning activities representing Standard 4. The researcher determined that none of the subjects addressed activities in the class that represented Standard 4, and therefore a pattern for objectives representing Standard 4 was not found.

Learning activities representing Standard 5. The researcher determined that Hugh and Stella were the only subjects to mention the activities in class that represented Standard 5. Both subjects shared that they had experienced that they had trouble reading notes and putting them all together in a song. According to Hugh: “I’m having trouble reading note values and putting them all together in a song.” In answer to the question about what skills the subjects would like to develop, Stella wrote, “good at read on the staff.” However, since only two subjects mentioned activities representing Standard 5, and none of the comments related to valuing, the researcher determined that a pattern was not found.

Learning activities representing Standard 6. The researcher determined that none of the subjects addressed learning activities that represented Standard 6, and therefore a pattern for objectives representing Standard 6 was not found.

Learning activities representing Standard 7. The researcher determined that none of the subjects addressed learning activities that represented Standard 7, and therefore a pattern for objectives representing Standard 7 was not found.

Learning activities representing Standard 8. The researcher determined that Brett was the only subject to mention any activities in the course that represented Standard 8. The researcher recorded in her journal that Brett engaged in a discussion about music and computer games. The researcher recorded the following in her journal during one of Brett's lessons: "[He p]layed a song from 'Adventures Time with Finn and Jake.' He shared that he was disappointed from the music in recent video games. The subject thought that they were not playing creative music any more. The subject kept talking about animation throughout the entire lesson." This study made use of a methodology based on constructivist principles to implement the curriculum, and therefore the subjects played a part in guiding portions of their individual lessons during the course. After the five segments of each lesson, saved time at the end was devoted to subjects' personal interests in music so that would have the freedom to select and play music of their choice during that time. Brett was interested in video games and decided to engage in discussions about the creativity in video-game music and to work on the playing of existing video-game tunes. However, since only one subject mentioned activities representing Standard 8, the researcher determined that a pattern was not found.

Learning activities representing Standard 9. The researcher determined that four of the five subjects articulated responses that appeared to indicate the development of a value for learning activities representing Standard 9, and that therefore a pattern was detected. Lee, Mark, and Stella were the three subjects who appeared to develop a value based on learning activities represented by Standard 9. Mark wrote, "This class opened up my view on musical history and music of other cultures through the homework

assignments.” Stella wrote, “I want to know more story about music at the beginning. Feel like to read more about the backgrounds of music.” Lee wrote, “My favorite activity was playing the final performance piece and figuring out the history of some of piano writers. Also, in history part, I liked to know about the history such as how the music came from and what affected by that. I want to continue about the history in piano field.”

Methodology based on constructivist principles. The researcher determined that four of the five subjects appeared to express values for the course as a whole. According to Hugh: “There was really a perfect balance between student and teacher.” He liked the course because of “the fact that the emphasis was on me and that the curriculum was in my hands.” According to Lee: “My teacher was really helpful and prepared a lot of materials for subjects. I want to take the piano class next quarter.” Mark wrote: “I like that I am encouraged to ask questions, and that our individual teaching time is supplemented with outside work. I am also pleasantly surprised with how quickly the lesson time goes. Before I know it, the hour is up. It shows how much I enjoy the lesson time.” Stella wrote: “Learning some professional knowledge of music and practicing. Teacher is great. She has lots of patient on me.” However, Hugh and Mark were the only two whose commentaries included specific reference to the methodology used. Therefore, the researcher determined that a pattern for the methodology based on constructivist principles was not found.

Summary. The results presented above indicate patterns across subjects for learning activities representing only Standards 2 and 9. The researcher found no patterns for learning activities representing any of the other Standards or for the learning

environment in which methodology based on constructivist principles was used. This may have been because the post-instructional questionnaire and the journal directions used in the study were not explicit enough to elicit commentary about learning activities representing each of the National Standards or about the learning environment in which methodology based on constructivist principles was used. It is possible, that, in the experiences of the course, there may have been more patterns across subjects, but that the tools used in this study were not constructed explicitly enough to detect them.

Suggestions for Hypotheses That Could be Tested in Quantitative Studies

The researcher found two main issues to have been central to the gathering of data for use in the process of suggesting hypotheses that could be tested in future quantitative studies with experimental designs.

The researcher identified the first issue during the process of designing the curriculum based on incorporating the nine National Standards for music education. The original intent of the lesson plan organization was to incorporate objectives covering all of the nine National Standards for music education in each lesson. However, during the process of drafting the lesson plans, it was determined that incorporating objectives for all nine National Standards in one lesson was not feasible to do within the 60-minute time frame of each lesson. Therefore, objectives representing all of the nine National Standards were divided in two. Lessons with objectives covering Standards 1, 2, 3, and 4 alternated with lessons with objectives covering Standards 5, 6, 7, 8, and 9. Although the researcher divided the National Standards in two, she still encountered difficulties in the

implementation of the lesson plan for the day due to the lack of enough time for presentation, discussion, and reflection on the material.

Due to the way the researcher decided to construct the lesson plans, the subjects were not engaged in learning activities representing all nine National Standards for music education in every lesson. Since lessons with learning activities objectives representing Standards 1, 2, 3, and 4 alternated with lessons with learning activities representing Standards 5, 6, 7, 8, and 9, during the course the subjects were engaged only five times with activities representing each one of the Standards. Therefore, this limitation could have affected the results of the study.

The researcher identified the second main issue during interactions with the two international subjects, Lee and Stella. Throughout the course of the study, the researcher experienced major difficulties in the communication between herself and the two international subjects due to those subjects' insufficient levels of English language skills. The five segments in each lesson required a two-way communication between the subject and the teacher. Especially during the follow-up, discussion, and reflection segments, communication was often lost. Despite multiple attempts by the teacher to paraphrase information and questions, the subjects were still unable to understand what was being asked of them, and in addition they had difficulties adequately communicating and expressing themselves.

Two patterns emerged from the analysis of data across subjects that offered reasons for suggesting hypotheses that later might be tested in quantitative studies with experimental designs.

Pattern 1. The first pattern found was for learning activities representing Standard 2. The researcher determined that four of the five subjects appeared to express values for the learning activities representing Standard 2, which reads “Performing on instruments, alone and with others, a varied repertoire of music.” Due to the performing nature of Standard 2 and the expectations of the subjects expressed in their answers to the pre-instructional questionnaire, the researcher particularly anticipated a pattern related to this Standard.

Qualitative studies cannot demonstrate cause-and-effect relationships; however, quantitative studies with experimental designs can demonstrate such relationships. Therefore, it might be valuable for such experimental studies to be undertaken in order to determine whether there might be a cause-and-effect relationship between taking a course that encompasses all nine National Standards for music education, along with a teaching-learning methodology based on constructivist principles, and developing a valuing relationship with music activities representing Standard 2. Such studies could use a pre-and post-test, experimental- and control-group, design.

Pattern 2. The second pattern found was for learning activities representing Standard 9. The researcher determined that four of the five subjects appeared to express values for the learning activities representing Standard 9, which reads, “Understanding music in relation to history and culture.” It might be valuable for quantitative studies with experimental designs to be undertaken in order to determine whether there might be a cause-and effect relationship between taking a course that encompasses all nine National Standards for music education, along with methodology based on constructivist

principles, and developing a valuing relationship with music activities representing Standard 9. Such studies could use a pre- and post-test, experimental- and control-group, design.

As stated above, it is possible that, in the experiences of the course, there may have been more patterns for learning activities represented by more, if not all, of the nine National Standards, but that the tools used in this study were not constructed explicitly enough to detect them. Therefore, it would be advisable for future qualitative studies to improve on the explicitness of the measurement instruments that were used in this study.

Because the researcher found a common theme for each of the five subjects, and because it is possible that more explicit questions in the post-instructional questionnaire and more explicit directions in the journal directions might have elicited responses about learning activities related to more, if not all, of the Standards and about the methodology based on constructivist principles, it might be reasonable to suggest that experimental studies be undertaken in order to determine whether there might be a cause-and effect relationship between taking a course that encompasses all nine National Standards for music education, along with methodology based on constructivist principles, and developing a valuing relationship with music activities representing each of Standards 1 and 3-8, and learning environments that make use of a methodology based on constructivist principles. Such studies could use a pre- and post-test, experimental- and control-group, design.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION FOR FURTHER STUDY

Summary of the Study

In this study, data about occurrences in the affective domain of non-music-major subjects taking a keyboard-centered course that incorporates the nine National Standards for music education along with a methodology based on constructivist principles were collected. The problem of this study was to identify any patterns in those data that might suggest hypotheses about cause-and-effect relationships that might be tested later in quantitative studies with experimental designs.

Sub problems:

- 1) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 1 (“Singing, alone and with others, a varied repertoire of music”).
- 2) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 2 (“Performing on instruments, alone and with others, a varied repertoire of music”).
- 3) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 3 (“Improvising melodies, variations, and accompaniments”).

4) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 4 (“Composing and arranging music within specified guidelines”).

5) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 5 (“Reading and notating music”).

6) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 6 (“Listening to, analyzing, and describing music”).

7) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 7 (“Evaluating music and music performances”).

8) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 8 (“Understanding relationships between music, the other arts, and disciplines outside the arts”).

9) To identify any such patterns in the data across subjects about learning experiences relating to National Standard 9 (“Understanding music in relation to history and culture”).

10) To identify any such patterns relating to subjects experiences with constructivist learning.

11) To identify any commonalities within each subject’s data about experiences with learning related to the various National Standards.

The subjects were undergraduate students enrolled in a beginning piano course for non-music-majors offered by the school of music at a medium-sized, private research university in the Rocky Mountain west of the United States. The subjects in this study either had experience playing the piano when they were very young, had experience consisting of no more than a few years of taking piano in the past but stopped, or had no experience in piano playing at all. The researcher created the curriculum in such a way to implement the nine National Standards for music education, which are listed at the National Association for Music Education (NAfME) Web site

(<http://musiced.nafme.org/resources/national-standards-for-music-education/>):

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

The structure of each lesson was as follows: 1) follow-up, 2) discussion, 3) implementation of the lesson plan for the week, 4) reflection and discussion, and 5) homework assignments for the following week. During the follow-up segment, the subjects played pieces given to them in the previous lesson. Entries from their daily journals were also reviewed. The discussion segment focused on students' practice time, pieces, and their overall musical experience during the previous week. The teacher engaged the subjects in a discussion about assigned readings and asked them to

summarize and reflect on their overall musical experiences during the week. The next portion of the lesson was devoted to the implementation of the new objectives for the current week followed. Reflection and discussion was focused on dialogs about various musical topics to promote critical thinking and self-assessment. The final segment was devoted to giving homework assignments, which consisted of music to practice and hand-outs containing reading assignments. At the end of each lesson, the researcher saved time to add an additional segment according to some of the subjects' expressed interests in music.

The researcher based the instructional methodology used in the study on 12 rules stated by Brooks and Brooks (2000), which can be considered to be statements of fundamental principles of constructivism in education. Those 12 rules are as follows:

1. Constructivist teachers encourage and accept student autonomy and initiative.
2. Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
3. Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks.
4. Constructivist teachers allow students' responses to drive lessons, shift instructional strategies, and alter content.
5. Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.
6. Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another.
7. Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
8. Constructivist teachers seek elaboration of students' initial responses.
9. Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
10. Constructivist teachers allow a waiting time after posing questions.
11. Constructivist teachers provide time for students to construct relationships and create metaphors.
12. Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model. (pp. 103-118)

The researcher collected data from a variety of sources including the pre- and post-instructional questionnaires that she administered to the subjects and daily journals that she required the subjects to keep, following specific directions. Additionally, the researcher kept a journal consisting of observations written during the course of each lesson.

The researcher subjectively analyzed data from researcher's journal, subjects' journals, and subjects' answers to the pre- and post- instructional questionnaires in order to attempt to identify transformative occurrences that may have taken place in the subjects' experiences during the course of the study. Transformative occurrences refer to valuing—a higher level of affective interaction with learning, that operates above and beyond the receiving and responding levels in the taxonomy by the affective domain described by Krathwohl, Bloom, and Masia (1964).

The researcher determined that certain occurrences recorded in subjects' answers to the pre- and post- instructional questionnaires, as well as in their daily journals appeared to indicate that they had reached the valuing level of the affective domain. Since the researcher incorporated journal entries and questionnaires asking open-ended questions in this study, and did not incorporate instruments with known validity and reliability, she based her analysis of the data on her subjective interpretations of those data. After identifying affective events that appeared to indicate valuing in the process of subjective interpretation, the researcher created a valuing profile for each of the participants.

Next, the researcher attempted to identify common themes and patterns in the data. For the purpose of this study, the researcher considered a common theme to have been identified when similar affective occurrences appeared to have taken place as reflected in a single subject's recorded reactions to learning activities related to at least two of the National Standards. The researcher determined a pattern to have been identified when three or more subjects articulated responses that appeared to express value for the learning activities related to any single National Standard.

During the final step in the analysis of data the researcher attempted to identify possible hypotheses about cause-and-effect relationships that might be suggested by any set of common themes and patterns that had been previously identified and that could be recommended for testing in future studies of quantitative-experimental, rather than qualitative, design. Since the current study was of a qualitative design, no cause-and-effect relationship could be demonstrated.

Conclusions

In this analysis, the researcher concluded that there was a common theme for each of the five subjects. None of the common themes included activities that represented Standards 3, 4, 5, 7, or 8. Only one of the subjects' common themes included activities representing Standard 6. Only two of the subjects' common themes encompassed the methodology based on constructivist principles. This may have been because the post-instructional questionnaire and the journal directions used in the study were not explicit enough to elicit commentary about activities representing each of the National Standards. It is possible that, in the experiences of the subjects, the common themes might have

encompassed activities representing more of the Standards, but that the tools used in this study were not constructed explicitly enough to elicit responses across such a wider range.

The results of the analysis also indicated patterns across subjects but only for learning activities representing only Standards 2 and 9. The researcher found no patterns for learning activities representing any of the other Standards or for the learning environment in which methodology based on constructivist principles was used. This may have been because the post-instructional questionnaire and the journal directions used in the study were not explicit enough to elicit commentary about learning activities representing each of the National Standards or about the learning environment in which methodology based on constructivist principles was used. It is possible that, in the experiences of the course, there may have been more patterns across subjects, but that the tools used in this study were not constructed explicitly enough to detect them.

Qualitative studies cannot demonstrate cause-and-effect relationships; however, quantitative studies with experimental designs can demonstrate such relationships. Therefore, it might be valuable for such experimental studies be undertaken in order to determine whether there might be a cause-and effect relationship between taking a course that encompasses all nine National Standards for music education, along with methodology based on constructivist principles, and developing a valuing relationship with music activities representing Standard 2 and Standard 9. Such studies could use a pre- and post-test, experimental- and control-group, design.

It is possible, that, in the experiences of the course, there may have been more patterns for learning activities represented by more, if not all, of the nine National Standards, but that the tools used in this study were not constructed explicitly enough to detect them. Therefore, it would be advisable for future qualitative studies to improve on the explicitness of the measurement instruments that were used in the study.

Because the researcher found a common theme for each of the five subjects, and because it is possible that more explicit questions in the post-instructional questionnaire and more explicit directions in the journal directions might have elicited responses about learning activities related to more, if not all, of the Standards and about the methodology based on constructivist principles, it might be reasonable to suggest that experimental studies be undertaken in order to determine whether there might be a cause-and-effect relationship between taking a course that encompasses all nine National Standards for music education, along with methodology based on constructivist principles, and developing a valuing relationship with music activities representing each of Standards 1 and 3-8, and learning environments that make use of the methodology based on constructivist principles. Such studies could use a pre- and post-test, experimental- and control-group, design.

Recommendations

As stated above, it is possible, that, in the experiences of the course, there may have been more patterns for learning activities represented by more, if not all, of the nine National Standards, but that the tools used in this study were not constructed explicitly

enough to detect them. Therefore, it would be advisable for future qualitative studies to improve on the explicitness of the measurement instruments that were used in this study.

A curriculum based on the nine National Standards for music education can be applied to a traditional classroom environment with more than one participant at a time. It would be valuable for future qualitative studies similar to this one to be undertaken that make use of group instruction, rather than individual instruction, in the playing of the other instruments as well as the piano, and that apply a teaching methodology based on constructivist principles and that employ learning activities that represent all of the Nation Standards for music education.

Different cultures have different values in music related to the various musical activities represented the nine National Standards. It would be valuable for studies to be undertaken to discover any relationships between cultural background and affective occurrences related to the learning activities that represent the various National Standards.

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APPENDIX A

DIRECTIONS FOR KEEPING A JOURNAL

Dear participants,

Please keep a journal during the whole length of the class MUPR 1220. In your personal journals, please address the following things:

1. Feelings

- What is your motivation for practicing?
- Do you enjoy your practice time?
- Do you find this curriculum valuable?
- Do you want to learn more about music on a daily basis?
- Did you attend any musical events during this week?
- What kind of music did you listen to?
- Do you want to learn more about playing the piano?
- What aspects of your practice time do you like the most?
- What musical skills would you like to develop more?

2. Emotions

- How much time do you practice every day?
- What pieces do you practice?
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing?

- How often do you practice?
- Do you talk about this class with your friends and family?

APPENDIX B

INVITATION FOR PARTICIPATION

I am a master's student in Lamont School of Music at the University of Denver and I teach one of the sections of MUPR 1220. I wish to invite non –music major students to participate in a master's thesis research project which I am undertaking during Spring quarter of 2012. Those participating in the project will be taking four –credit hours in piano class for non –music majors MUPR 1220. Regular attendance, completion of the given homework assignments, and participation at the final performance are the only requirements!

Please send me an e-mail at allegargirov@gmail.com if you are interested.



APPENDIX C
PRE-INSTRUCTIONAL QUESTIONNAIRE

Name:

Age:

Major:

Year at school:

1) Are you involved in any musical activities?

1a) What kind of musical activities are you involved in? For example: playing an instrument, composing/arranging music, singing, attending concerts

2) Does music have a place in your life?

2a) What is its place?

3) What kind of music do you like to listen to?

3a) What effect does this music have on you when you listen to it?

4) Did you ever study piano before?

4a) If so when and for how long?

4b) What are your feeling about the overall experience in this instruction?

4c) What did you like the most about the lessons?

4d) What did you like the least about the lessons?

4e) Why did you stop taking piano lessons?

5) What was the lesson like in your previous piano instruction?

- 5a) Describe one lesson.
- 5b) Were you encouraged to ask questions about the music during the piano lesson?
- 5c) Were you encouraged to get involved in other musical activities (like composing, arranging, singing) in or outside of the piano lessons?
- 5d) What is a typical piano lesson according to you?
- 6) What was your role as a student in your previous piano lessons?
- 7) Did the teacher encourage you to discover the piano on your own?
- 8) Why do you want to learn the piano now?
- 8a) Do you have any musical goals to accomplish during this ten –week lesson period?
- 8b) What are they?
- 9) Do you have expectations for yourself?
- 9a) What are they?
- 10) Do you have expectations for the knowledge you will gain in this class?
- 10a) What are they?

APPENDIX D
POST-INSTRUCTIONAL QUESTIONNAIRE

Name:

Age:

Major:

Year at school:

1) Did this ten –week piano class affect you in any way?

1a) How do you think it affected you personally

1b) How do you think it affected you musically?

2) Was the experience the same or different from the previous music lessons you have had?

2a) How so?

3) Reflect back on the expectations that you have set for yourself at the beginning of this class. Did you fulfill all of them?

3a) Were there any aspects that were unfulfilled?

4) What was your favorite activity in this class?

4a) Why?

5) What was your least favorite activity in this class?

5a) Why?

6) Is there anything you really enjoyed in the way the class was set?

- 6a) What was it?
- 7) Do you think you would want to continue learning the piano?
- 7a) Do you think you would want to continue developing one or more of the other musical activities we did in the class?
- 7b) Which one?
- 7c) Why?
- 8) Did your opinion about music change after this class?
- 8a) How?
- 9) What do you think about the student's role in this class?
- 10) What do you think about the teacher's role in this class?
- 11) How did you feel about the music that was played?
- 11a) What is your most memorable moment during these 10 weeks of piano class?
- 12) How do you feel about our musical abilities now?
- 12a) Please elaborate.
- 13). How did you feel about the journals?
- 13a) Was it helpful to you in any way?

APPENDIX E
TEACHER'S JOURNAL

Lesson 1:

M: did not feel comfortable singing, but did it anyways. Felt shy. Time passed by pretty quickly.

B: Knows a lot about music. Curious about music and plays several instruments. 14 years of violin, 1-2 years of viola, 4 years of bass guitar, 2 years of banjo, and 2 weeks of piano. Likes thinking and he is a visual person (wanted to see a 4th on the piano). He has amazing skills in playing by ear, probably coming from his previous musical experience. We had a discussion about playing the piano by ear that doesn't include intervals because when he plays by ear he doesn't think of intervals he said. He played the whole Camp town races song by ear from the first time.

L: He is from South Korea. He is very good at the swimming motion but his English is very poor.

S: She is good at playing by ear but has hard time getting the rhythms. English is poor as well.

H: Very opinionated, has a hard time discriminating between M2 and m3. Beats are hard for him too.

Lesson 2:

M: Did not have any questions and did not do his homework. He has a hard time discriminating between M3 and m3. He is very visual and wanted to see how M3 and m3

look like on the keyboard. The movie he imagined about “Amazing Grace” is slow motion, civil war, emotions, tough time for the soldiers that want to be with their families. Lots of people passionate about freedom while the South is still in slavery. People fight for their beliefs and family. Amazing patriots.

B: He brought a ukulele in class. Played a song for me from “Adventures Time with Finn and Jake”. He shared that he was disappointed from the music in recent video games. The student thought that they were not playing creative music any more. The student kept talking about animation throughout the entire lesson. The film that he imagined was a political conflict between the South and the North, a love story, and how one of the people dies.

L: The student was unprepared for class. He doesn't understand the concept of Amazing grace. The student has a good aural discrimination but is struggling with the lower register of the keyboard because as he says: “They all sound the same”. The problem with the student is communication. He hardly understands English. The student shared that wants to get an electronic keyboard because he is a Christian and he can use the electronic keyboard to play Christian songs at home. The students reported that he was playing piano at church when he was little. In the middle and high school he was playing a little bit as well. The most vivid memory of his piano experience was playing Hannon and Czerny etudes.

S: Did not have her book and did not do any homework. Did not watch the movie because there was some problem with the link. The movie that she imagined was about a

girl that sings amazing grace. Her mother dies when she is 3 years old and the girl sings amazing grace as a way to touch the spirit of her mother.

H: The student confuses M2 and m3. The movie that he imagines is from a prospective of a slave and how he sees the world, the movement to get to freedom. The student reports that watching the movie was “moving and inspiring”. The student doesn’t like talking and describing. He is nervous in the lessons and easily distracted. He likes country music so he is interested in playing old songs.

Lesson 3

M: good in performing pieces. One of the most dedicated students in the class. Brought a Scott Joplin’ song “The Entertainer” that he wants to perform at the final recital. It is too complicated for him. Dynamics for Yankee Doodle- in the last two measures he played forte because he was building to the culmination based on the text. Can’t play Yankee Doodle by ear- having a very hard time. The student has a hard time remembering sequences.

B: Performed without counting. Dynamics of Yankee Doodle were based on the movement of the song. He said that when the melody goes up it is forte and when it goes down is piano. At the end of the lesson we played music from the video game “Zelda: The Ocarina of Time”.

L: did not show up.

S: Came unprepared once again. The student doesn’t understand English and it is very hard to communicate with her.

H: Did not practice. Played “Colder weather” by Zack Brown Band.

Lesson 4:

M: playing well accents. The journal is good. The home key concept was a little hard to grasp on. Excellent in transposing the song Yankee Doodle from C major to F major then to a minor. The painting that he imagined is US soldiers sitting at the audience. UK soldiers on stage as puppets but there is an American master controlling the puppets. The reasons he gave were that the UK thought they could take the US land but at the end US got strong and overpowered the UK. According to the student, Yankee Doodle is a historical representation of America. At the end of his lesson we talked about his research in Fiji.

B: sick, did not show up.

L: playing accents not very well. Having a hard time with getting the notes. Having trouble understanding English again. Did not do the homework. The painting represents heroes, represented by the music. Painting details: dead people, musicians. Civil war is important in the history. Lee was talking about how he went to the Art museum two weeks ago and was listening to Canon.

S: Did not write in her journal. We went over the journal directions once again because she has a hard time understanding English. Talked about how, what, and when she needs to write. Then started transposing- she is good at it. Understands the concept of home key very well. She couldn't describe any painting for me because she did not understand the questions I was asking. I tried to ask different questions and give her examples on what she needs to imagine and talk about but she did not understand. One question she asked was "Why do we have to play such boring pieces from this book", and the reason for this

question is that she wants to play Asian popular songs. Commenting on the history of “Yankee Doodle” she said it is important to encourage people to fight for what they believe in and do the revolution.

H: He keeps a good journal, with a lot of humor and sarcasm. He gets nervous every time he has to perform a song in front of the teacher. The student makes mistakes that are not supposed to due to nervousness. The painting he imagined is a group of US musician soldiers, playing the song “Yankee Doodle” and UK soldiers being sad about the fact that the US army concurred the UK one. The student said that in his pre-school he did not know where this song was coming from and what was the history behind it and thank to this piano class now he learned something new. He shared that he plays by ear a lot of popular country songs in his free time.

Lesson 5, 6:

M: The teacher introduced the concept of P.4 and P. 5 and the student asked what is imperfect 4ths and 5ths. The student is very good at playing minor and major scales and recognizing tonal centers. The student reported that he was practicing every day and has a genuine interest in playing the piano.

B: Brought the music from the computer game which made it hard to stick to the lesson plan. We had to shorten the piece because we don’t have enough time for the whole piece. The student reported that he knows what a major and minor scale is based on his previous experience in music.

L: Bach is baroque and Mozart is more classical. Especially the first moment in Bach has singing and he did not expect singing. Mozart on the other hand has only violin playing.

Mozart's tempo is faster than PDQ Bach. When he came to the USA he was listening to these pieces but he did not know what they were. Now he knows the name of the pieces. The big difference is the singing, tempo, and rhythm. For him Mozart sounds better. He said that he couldn't focus on the PDQ movement because there was singing. The student doesn't understand English and it is very hard for me to teach him, make him reflect evaluate on the material. I asked the student how his grades are because he doesn't understand English at all. He said his grades are very bad because of this.

The student is very good in improvising. While playing a song (Gavotte on pg. 71 by Handel) he started adding ornaments whenever possible. The piece sounded much better with the different ornaments added by the student.

S: The difference is that the Bach's melody is singing and PDQ is faster and Mozart sounds heavy. The tempi are different. The associations that she makes are not in sync with the mood of Mozart's piece. The student shared that she has a hard time understanding English. Playing Shepherd's Song (p. 60 by Beethoven), the student doesn't know what a shepherd is so I had to describe the word. She did not understand the description so I had to literally draw sheep and the shepherd. The student shared that she doesn't like to improvise at the piano because she feels much more comfortable just having the music written and she follows.

H: The PDQ Bach one is with lyrics. The other difference is that PDQ has more instruments than the Mozart original. Lyrics, mocking, satirical (PDQ). Associations with Mozart: upbeat, light, happy night. PDQ associations: dark, mocking, unpredictable. The student smells like alcohol. He understands the concept of minor and major scales.

Lesson 7, 8:

M: Checked journals. Played separate hands “The Entertainer” by S. Joplin. Wondering at what point the book gets more advanced? He was asking because the piece that he is trying to play is simple. Imagine a dance based on the piece “Hungarian Dance”: based on what he read and listen to the song he imagines a fun dance, one person...someone is playing the music and this person is dancing. Taking turns and expressing their moods. Upbeat and happy. A lot of leg movements (kicks and steps), arm movements (extending arms and bringing them back to the body); body expressions (standing up), individual dance but they can dance with partners. Wearing- boys wearing nice khaki pants and the girls are wearing skirts and dresses, looking very lady like.

Historical and cultural references: Homage (respect) to how unique the Hungarian dance is to specifically Hungary and their culture. The song (Hungarian dance) is spirited and quick and it shows the respect and the pride Hungarians take on their culture. The melody is simple because allows the dances to improvise and express their individual styles of dancing.

B: Checked journals. Played the recital piece (Zelda: the ocarina of time) first separate and then hands together. Imagine and describe a Hungarian dance: the Hungarians in the Middle Ages were simple and the clothing was simple too. Not much color. Early instruments for creating music. During the high energy parts there is a lot of spinning, in groups, not the traditional couple in dancing. Spinning, squatting, jumping is used. Arm movements: throwing the arms up, pointing them in, spinning them, moving them slowly in the slow portions. Play the slower parts to reflect the time. The original Hungarian

dances were improvised so they were not played by peasants not by royalty. They were dressed up depending on the era. More of refined dancing style, educated dancing, instructed dancing., More of an aristocratic setting.

Cultural and historical references; For the high-energy parts of the song, the traditional Hungarian folk dancing to it. The slow portions of the song will be in the ball room, aristocrat setting. Then return to the high-energy of the traditional Hungarian dances.

Played Hungarian Rhapsody by Brahms.

L: Played the recital piece. Describe Hungarian dance: At least four people in a group, that grab their hands or shoulders together and make a circle. The look is very traditional and they are cooperation in nature. The individuals that are dancing should have an eye contact to know how is the dancing proceeding. It is based on improvisation and the dancers are not professional. It is going to be man, woman, man, woman and make a circle. The women are going to be wearing long and colorful dresses and the men are wearing the traditional clothing of Hungary. Four people are going to be in five groups in circles, dance in circles and then move from one group to the other in the shape of the number eight.

Cultural and historical references: This piece is an upbeat, energizing song. The song is influenced by the traditions in Hungary that were there for a long time. There are a lot of repetitions. Listening to the band Fray.

S: n/a

H: Checked journal. Played his recital piece. Folk dance based on the piece “Hungarian Dance”: a group dance (10 people). They are dancing chubby and awkward, goofy dance.

Spinning and ducking. No arm motions. Girls and boys are dancing. Girls are dressed up in all brown and dusty. Guys are dressed up the same way.

Historical and cultural references: The song is happy because of the energy and the rhythms in it.

Lesson 9:

M: Singing by ear, the student had a very hard time because he said he couldn't remember what was coming next in the song when the teacher played the song a couple of times beforehand. In playing by ear "Sheppard's Song", the student analyzed the chords before he started and found out that the song was in C major and the first couple of lines were the rolled chord of I tonic. In playing a variation of the "French Minuet" the student replaced the 8 notes with 4 notes and half notes. The student had a hard time playing duets with the teacher. Reading the pitches of the melody was good. The student wanted to transpose the melody in a minor (originally in C major) and then state the pitches in a minor.

B: Did not bring his book so the teacher had to play the songs by ear and memory.

Singing the French Minuet was easy for the student because the melody reminded him of a song from a video game that he knows of. Playing the French minuet by ear was also very easy for the student because he connected the melody with the main melody of Star Wars. The improvisation task that the student did on the song French minuet was: grouped the first three notes triplets, and made the raining notes quarter notes. The last one was a whole note. The student comes from a Suzuki background and this is why he is trying to memorize every piece that we play. He shared that when he was little his violin

teacher was constantly throwing new pieces at him and he needed to memorize them in order to know where the notes are on the violin. The student was supposed to memorize a small part of the piece and play it on the instrument so he could look at the instrument and know where the notes are.

L: Student's book is a newer edition than the one I have so some of the songs were missing. In playing a variation on the French minuet, the student replaced all of the eight notes with quarter notes and extended the song with a few measures of his own composition. He shared that he will teach piano to his friend this summer. The student transposed the French Minuet from C major to a minor with no problem.

S: Played the recital piece. Singing the French minuet song, the student shared that she had a hard time following along with the piano because she is not familiar with the melody. Even after listening to the melody for more than one time, the student still had a hard time. When making a variation of the song French Minuet, the student replaced the eight notes with quarter and half notes. The student has a pretty clear idea of what she was supposed to do and later when the teacher asked her to describe what she did she described everything precisely. The student transposed the French Minuet from C major to a minor with no problem. She has a background of transposing.

H: Played his recital piece. The student was very stressed-out about school. The singing part went well but the student had a hard time remembering the melody even though the teacher played the melody a few times on the keyboard. In creating a variation of the French Minuet the student used rests in order to alternate the melody. The student has a hard time transposing because he doesn't have a lot of experience with music.

Lesson 10:

M: Did very well with the number of beats.

Theatrical play: old English times, romantic play, the setting is a morning, cool/cold morning, a guy is riding on a horse in the countryside. At the very end, they get together.

Historical references: The fact that he is playing it and recognizing it shows that the piece is poetic. The image that brings up in his head (the previous question) agrees with the fact that the piece makes you think of the future and the future possibilities of the film industry. There is fantasy in this piece. This was something that the composer was trying to achieve when he was writing it.

B: Very good in counting the number of beats.

Theatrical play: Birds singing, no humans, more fantasia style. Showing off scenery, no people. No dialog, no interaction of people. Farmers on a farm just staying around. Birds, nature.

Historical references: 19th century Norway, video game Peggle, in which this song serves as the opening theme.

We talked about the development of computer games.

L: A baby and woman and the baby is crying so the woman is singing a lullaby to the baby. The song is peaceful and the baby falls asleep. The time is somewhere between the night and morning. The rhythms are all related to each other.

He listened to this piece on youtube but an arrangement for a flute.

Historical references: Paris, it is a beautiful place, the song is romantic and the references are intimate and romantic. It is a song for soul mate.

S: It is morning, one person next to a river and he is very peaceful. He is waiting for someone. He is a little lonely because he is by himself. The place is quite.

Historical references: The story of Peer Gynt summarized. It is 17th century England or France.

H: It is in London, a baker and his wife enjoying life.

Historical references: It is a classical piece used in contemporary films to represent sunrise shots in cartoons like "Family Guy".

APPENDIX F
LESSON PLANS

Week	National standard	Objective	Materials used	Sequence of events
Week I:	S1 Singing, alone and with others, a varied repertoire of music.	The student will sing a popular melody by matching pitches as the teacher plays them on the keyboard. A successful performance will be considered matching the pitches with the piano.	<i>Adult Piano Adventures Book 1</i> , “Amazing Grace” (p. 9), a grand piano	The teacher will play the pitches to the melody “Amazing Grace” on the keyboard and will ask the student to match the pitches by singing them along with the piano.

	S2 Performing on instruments, alone and with others, a varied repertoire of music.	The student will perform “clusters” on the piano, using only the groups of two and later three black keys.	a grand piano	The teacher will ask the student to find and play at the piano only the groups of two black keys, playing the two keys together while going up the keyboard. Once the student reaches the highest group, he/she will be asked to go down the keyboard. The teacher will ask the student to do the same activity with groups of three black keys.
		The student will perform the motion “swimming” while playing a group of two black keys with	a grand piano	The teacher will ask the student to play a group of two black keys with the left hand, and a group of

		the left hand, and a group of three black keys with the right hand.		three black keys with the right hand starting from the lowest part of the piano and going up the keyboard. The student will perform the task while using the motion of “swimming”(hand over hand, using full arm motion, shoulders relaxed).
		The student will verbally discriminate between intervals that represent and not represent steps or seconds by ear.	a grand piano	The teacher will introduce the concept of seconds as being the closest distance between two black or two white keys on the keyboard. The teacher will play different intervals on the
		The student will verbally identify	A grand piano	

		skips or thirds by ear.		keyboard demonstrating which of them are examples of seconds and which are not. Then the teacher will do the same thing with thirds and fourths. Later the teacher will play a mix of intervals, including seconds/thirds/fourths,
		The student will discriminate between seconds and thirds by ear.	A grand piano	and will ask the student to verbally identify them. Later the teacher will play the song “Amazing Grace” (p. 9), a grand piano
		The student will verbally identify fourths by ear.	A grand piano	and will ask the student to verbally identify them. Later the teacher will play the song “Amazing Grace” (p. 9), a grand piano
		The student will perform by ear already familiar song.	<i>Adult Piano Adventures Book 1,</i> “Amazing Grace” (p. 9), a grand piano	and will ask the student to repeat it by ear, thinking about the distances between pitches.

	S3 Improvising melodies, variations, and accompaniments.	The student will perform a song playing it by ear.	<i>Adult Piano Adventures Book 1</i> , “Camptown Races” (p. 11), a grand piano	The teacher will play the song two times asking the student to identify the intervals between the pitches of the melody. Later, the teacher will ask the student to play it by ear.
		The student will play a variation of a familiar song, playing it as twice as slow. The student will perform the task with 100%	<i>Adult Piano Adventures Book 1</i> , “Camptown Races” (p. 11), a grand piano	The teacher will ask the student to clap a pulse while the teacher plays the song on the keyboard. The teacher will then ask the student to determine

		accuracy.		the length of the beats (one, or more). After determining the beats, the student will be asked to perform the song by ear in a twice-as-slow tempo.
	S4 Composing and arranging music within specified guidelines.	The student will clap a steady pulse.	A grand piano	The teacher will ask the student to clap a steady. Later, the student will be asked to say saying “ta” and clapping once for one beat, “saying ta-ah” and clapping twice for
		The student will clap a steady pulse, marking the beats with saying “ta”.	A grand piano	
		The student will compose and play on the keyboard a short melody using only tones of duration of one and two beats of one	A grand piano	two beats, “saying “ta-ah-ah” and clapping twice for three beats, and saying “ta-ah-ah-ah” and clapping four times for four beats. Later the student will

Week II:		and two.		be asked to compose a short melody on the keyboard, using only beats of one and two. The student will have the freedom to play incorporate any keys of the keyboard for the purpose of composing this short melody.
	S5 Reading and notating music.	The student will listen to a melody and play it by ear.	<i>Adult Piano Adventures Book 1</i> , “Merrily We Roll Along” (p. 15), a grand piano	The teacher will play the melody on the keyboard, while the student is at the listening post. Then the teacher will ask the student to describe the distances between the pitches of the melody. The teacher then will ask the student to come to the piano and
		The student will sight-read the note value symbols and indicate the number of beats for each one of the symbols.		
		The student will sight-read a melody using only a picture		

		<p>of a hand placement. The student will perform the task with 80% accuracy.</p>		<p>attempt to play the melody by ear, using only the knowledge of the distances between the pitches. Later the teacher will introduce the note value symbols and use the book in order for the student to sight-read them. Then the teacher will ask the student to use the picture of the keyboard on the book in order to find the hand placement for the piece. The teacher will ask the student to follow the hand placement and play the piece.</p>
	S6 Listening to,	The student will	a grand	The teacher will play

	analyzing, and describing music.	identify steps by ear while the teacher plays them on the keyboard.	piano	steps and skips on the keyboard and will ask the student to verbally identify them. Later the teacher will play the song “Merrily We Roll Along” and will ask the student to identify the direction of the melody (going up or down), as well as aural discrimination between skips and steps.
		The student will identify skips by ear while the teacher plays them on the keyboard.	A grand piano	
		The student will describe and identify the direction of a melody by ear, from one pitch to another one. The description will include pitch repetition, discrimination between skips and steps. The student will perform the	<i>Adult Piano Adventures Book 1</i> , “Merrily We Roll Along” (p. 15), a grand piano	

		task with 100% accuracy.		
S7 Evaluating music and music performances.		The student will recognize and identify the dynamic piano after the teacher plays a melody using the dynamic piano.	a grand piano	The teacher will introduce the dynamic piano to the student, playing a melody softly on the keyboard, while describing the dynamic and how to achieve this sound on the keyboard. Then the teacher will introduce the dynamic forte, playing the same melody loudly and describing how to
		The student will recognize and identify the dynamic forte after the teacher plays a melody using the dynamic forte.	A grand piano	achieve this sound on the keyboard. Then the teacher will play randomly selected pitches each in either dynamic piano or
		The student will evaluate a melody performed by the teacher, talking about any differences in the	<i>Adult Piano Adventures Book 1, “C Pentascale Warm-Up”</i> (p. 16), a	

		<p>sound between the first and the second time, including the effects that were reached through using the dynamic piano and the dynamic forte. The student will perform the task with 100% accuracy.</p>	<p>grand piano</p>	<p>forte. The student will be asked to identify the dynamic used. Then the teacher will move on to the song “C Pentascale Warm Up” and play the melody twice. Through an aural discrimination the student will listen to the melody and verbally describe the difference in sound. The first time the melody will be in forte and the second time will be in piano. Then the teacher will introduce the repeat sign and point to the repeat sign symbol at</p>
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				the end of the melody in the book.
	S8 Understanding relationships between music, the other arts, and disciplines outside the arts.	When asked by the teacher, the student will imagine and develop verbally a plot for a movie based on a popular song. The student will perform the task with 100% accuracy.	in-class hand-out given to the student during the previous session	The teacher will ask the student to imagine and develop verbally a plot for a movie based on the song “Amazing Grace”. The teacher will inform the student that there is a released movie based on the story of “Amazing Grace” and will encourage the student to watch it online providing the student with the web address.
	S9 Understanding music in relation to history and culture.	Upon a request from the teacher, the student will summarize the historical context of	in-class hand-out given to the student during the	The teacher will follow-up on this activity and will ask the student to summarize the movie

		the movie “Amazing Grace” (S8). The student will perform the task with 100% accuracy.	previous session	and describe their own feelings about it. The teacher will ask the student to describe according to her/his own perception, what in the song “Amazing Grace” inspired the plot of the movie.
Week III:	S1 Singing, alone and with others, a varied repertoire of music.	The student will match the pitches of a melody that uses only skips going up and down. A successful performance will be considered matching the pitches with the piano.	<i>Adult Piano Adventures Book 1</i> , “Warm-up with 3rds” (p. 17), a grand piano	The teacher will play the pitches to the melody “Warm-up with 3rds” on the keyboard and will ask the student to match the pitches by singing them along with the piano.
	S2 Performing on instruments, alone	The student will play a melody by	a grand piano	The teacher will play a short melody using

	and with others, a varied repertoire of music.	ear in dynamic piano.		steps and skips going up and down on the piano, and will ask the student to verbally describe the intervals that the melody consists of. Then the teacher will ask the student to reproduce the melody playing by ear. Then the teacher will ask the student to play the melody in dynamic piano, and later in dynamic forte. Later the teacher will ask the student to play the song “C Pentascale Warm Up” paying close attention to the dynamics and the rhythm of the song.
		The student will play a melody by ear in dynamic forte.	A grand piano	
		The student will perform a song that he/she is already familiar with, paying particular attention to musical elements, such as dynamics and rhythm. The student will perform the task with 100% accuracy.	<i>Adult Piano Adventures Book 1</i> , “C Pentascale Warm Up” (p. 16), a grand piano	

	S3 Improvising melodies, variations, and accompaniments.	The student will determine a time signature for a song.	<i>Adult Piano Adventures Book 1, “Yankee Doodle”</i> (p. 26), a grand piano	The teacher will introduce the concept of bar lines and measures. Then the teacher will continue with talking about time signature and ask the student to
		The student will play a song first by ear and later by looking at the notation.	<i>Adult Piano Adventures Book 1, “Yankee Doodle”</i> (p. 26), a grand piano	determine the time signature of a song, based on the number of beats present in each measure. The teacher will play a song and ask the student to reproduce it
		The student will improvise dynamics on a familiar song, using forte and piano and will verbally give	<i>Adult Piano Adventures Book 1, “Yankee Doodle”</i> (p. 26), a grand	playing it by ear. Then the teacher will ask the student to play the song looking at the notation for first time. The teacher will

		<p>reasons for using a particular dynamic.</p> <p>The student will perform this task with 100% accuracy.</p>	piano	<p>follow up with asking the student to play the song improvising dynamics on it. The student will use piano and forte based on her/his perception of the song and later will describe the reason for using the dynamics that he/she used.</p>
Week IV:	S4 Composing and arranging music within specified guidelines.	<p>The student will compose and play on the keyboard a short melody using only skips and steps going up and down.</p> <p>The student will perform the task with 100% accuracy.</p>	A grand piano	<p>The teacher will ask the student to compose a short melody on the piano using only skips and steps going up and down. There will be no limitations regarding pitch, duration, rhythm, or dynamics.</p>

	S5 Reading and notating music.	The student will play a pentascale, accenting the first one of the five notes.	a grand piano	The teacher will play random notes on the keyboard, with accent and without an accent. Then will ask the student to tell if there is any difference in the sound. To follow-up on this, the teacher will introduce the accent and will ask the student to play a pentascale accenting
		The student will play a melody by ear.	<i>Adult Piano Adventures Book 1, "4-Beat Alphabet"</i> (p. 24), a grand piano	the first of the five notes. Later, the teacher will play the melody "4-Beat Alphabet" and will ask the student to play the same melody by ear. Then, the student will sign-read the melody
		The student will sight-read and play a melody using notation. The student will perform the task with 80% accuracy.	<i>Adult Piano Adventures Book 1, "4-Beat Alphabet"</i> (p. 24), a grand piano	

				using the notation on the page and later play it.
	S6 Listening to, analyzing, and describing music.	The student will listen to and identify the tonic (home key) of a melody that the teacher will play on the keyboard. The student will perform the task with 100% accuracy.	<i>Adult Piano Adventures Book 1, “Yankee Doodle”</i> (p. 26), a grand piano	The teacher will introduce the concept of tonic or home key to the student. Then it will play the melody “Yankee Doodle” and will ask the student to match the pitches of the melody and identify the tonic or the home key of the
		The student will transpose a familiar song from C to F major. The student will perform the task with 100% accuracy.	<i>Adult Piano Adventures Book 1, “Yankee Doodle”</i> (p. 26), a grand piano	song. Then the teacher will ask the student to think about the home key and transpose the same song in F Major.

	<p>S7 Evaluating music and music performances.</p>	<p>The student will evaluate a performance by the teacher, paying close attention to any differences in the sound between the first and the second time. The student will perform the task with 100% accuracy.</p>	<p><i>Adult Piano Adventures Book 1, "3-Beat Alphabet"</i> (p. 25), a grand piano</p>	<p>The teacher will play the melody "3-Beat Alphabet" twice- the first time accenting the first beat of every three, and the second time without accents. The teacher will ask the student to evaluate the performance and talk about any differences in the sound between the first and the second time.</p>
	<p>S8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p>	<p>The student will imagine and describe a painting that represents Yankee Doodle.</p>	<p>in-class hand-out given to the student during the previous session</p>	<p>The teacher will ask the student to imagine and verbally describe a painting that is inspired by and represents the hero of the song "Yankee Doodle".</p>

				Then, the teacher will ask the student to describe the reasons for the choices he/she made when describing the imaginary painting.
	S9 Understanding music in relation to history and culture.	The student will describe the historical references and associations he/she makes, playing a well-known American song.	<i>Adult Piano Adventures Book 1</i> , “Yankee Doodle” (p. 26), in-class hand-out	The teacher will ask the student to describe any historical references and associations he/she makes while playing the song “Yankee Doodle”.
Week V:	S1 Singing, alone and with others, a varied repertoire of music.	The student will identify 4ths by ear while the teacher plays them on the keyboard. The student will perform the task with 100%	a grand piano	The teacher will introduce the 4ths and will play examples of what a 4th is and what is not in the keyboard. Then the teacher will introduce

		accuracy.		5ths and have the student identify them
		The student will identify 5ths by ear while the teacher plays them on the keyboard. The student will perform the task with 100% accuracy.	A grand piano	aurally. Later, the teacher will play 4th and 5ths on the keyboard and will ask the student to aurally discriminate and identify them. Then the teacher will play
		The student will aurally discriminate between 4ths and 5ths while the teacher plays them on the keyboard. The student will perform the task with 100% accuracy.	A grand piano	the melody “Clock Tower Bells” and will ask the student to sing and match the pitches of the melody while the teacher is playing the melody on the keyboard.
		The student will sing the pitches of a	<i>Adult Piano Adventures</i>	

		melody using skips and steps. A successful performance will be considered matching the pitches with the piano.	<i>Book 1,</i> "Clock Tower Bells" (p. 27), a grand piano	
	S2 Performing on instruments, alone and with others, a varied repertoire of music.	The student will press down the damper pedal while playing random notes on the keyboard.	a grand piano	The teacher will introduce the damper pedal to the student and will demonstrate how to use it. Then the teacher will ask the student to press down the pedal and play random notes on the keyboard. The teacher will ask the student to describe the effect that the damper pedal produces when being
		The student will perform a song that he/she is already familiar with, paying particular attention to musical elements, such as dynamics, pedal,	<i>Adult Piano Adventures Book 1,</i> "Clock Tower Bells" (p. 27), a grand piano	

		and rhythm. The student will perform the task with 100% accuracy.		pressed down. Then the teacher will ask the student to perform the song “Clock Tower Bells” paying attention to musical elements such as dynamics, pedal usage, and rhythm.
	S3 Improvising melodies, variations, and accompaniments.	The student will play a major scale on the keyboard.	a grand piano	The teacher will introduce major scale and the specifications of it. Then will ask the student to play one on the piano. The teacher will introduce a minor scale and the specifications of it. Then will ask the student to play one on the piano. Later, the teacher will ask the
		The student will play a minor scale on the keyboard.	A grand piano	
		The student will identify minor and major scales by ear.	A grand piano	
		The student will identify a tonal center while the teacher plays a short	A grand piano	

Week VI:		melody on the keyboard.		student to aurally discriminate and identify minor and major scales by ear while the teacher is playing the examples on the keyboard. The teacher will play a short melody on the piano and will ask the student to identify the tonal center while listening to the melody. Then the teacher will ask the student to perform the song “Yank Doodle” and later transpose it from C to G major.
		The student will transpose a melody from C major to G major. The student will perform the task with 100% accuracy.	<i>Adult Piano Adventures Book 1, “Yankee Doodle”</i> (p. 26), a grand piano	
	S4 Composing and arranging music within	The student will compose and play on the keyboard a	A grand piano	The teacher will ask the student to compose and play on the

	specified guidelines.	short melody using the damper pedal, skips and steps that are going up and down. The student will perform the task with 100% accuracy.		keyboard a short melody using the damper pedal, skips and steps going up and down. There are no limitations regarding starting pitches, dynamics, rhythm, and pitch duration.
	S5 Reading and notating music.	The student will sight-read the pitches of a melody. The student will perform the task with 80% accuracy.	<i>Adult Piano Adventures Book 1, "Clock Tower Bells"</i> (p. 27), a grand piano	The teacher will ask the student to read the pitches of the melody "Clock Tower Bells" the way they appear on the staff. Then the teacher will ask the student to recognize and point to a 4 th on the staff and then to recognize and point to a 5 th on the staff.
		The student will recognize a 4 th on the staff.	<i>Adult Piano Adventures Book 1, "Clock</i>	

			Tower Bells” (p. 27), a grand piano	
		The student will recognize a 5 th on the staff.	<i>Adult Piano Adventures Book 1, “Clock Tower Bells”</i> (p. 27), a grand piano	
	S6 Listening to, analyzing, and describing music.	The student will listen to a melody and will describe the form of the melody, paying particular attention to repetitive material (A) and	<i>Adult Piano Adventures Book 1, “Roman Trumpets”</i> (p. 40-41), a grand piano	The teacher will play the song “Roman Trumpets” on the keyboard and will ask the student to verbally describe the structure of the melody, paying particular attention to

		<p>new material (B).</p> <p>The student will perform the task with 100% accuracy.</p>		<p>the appearance of repetitive and new materials.</p>
	<p>S7 Evaluating music and music performances.</p>	<p>The student will clap a steady beat of four counts, where every fourth count will be a rest. The student will complete the task with 100% accuracy.</p>	<p><i>Adult Piano Adventures Book 1, “Midnight Ride”</i> (p. 32), a grand piano</p>	<p>The teacher will ask the student to start clapping a steady beat of four counts. For every fourth count the student will say “rest” and will not clap. Then the teacher will play the song “Midnight Ride” twice- the first time in legato and the second time in staccato and will ask the student to evaluate the performance and talk about any differences in the</p>
		<p>The student evaluate a performance and talk about any differences in the sound between the first and the second time. The student</p>		

		will perform the task with 100% accuracy.		sound between the first and the second time.
	S8 Understanding relationships between music, the other arts, and disciplines outside the arts.	The student will compare the original version of a popular western classical piece to its parody version. The student will verbally describe the tools used in the parody version. The student will complete the task with 100% accuracy.	<i>Adult Piano Adventures Book 1</i> , “Little Night Music” (pp. 46-47), in-class hand-out given to the student during the previous session, blackboard mp3 files	The teacher will ask the student to compare the original and the “parody” version of the piece “Little Night Music”. The teacher will ask the student to verbally describe the different tools that the composer used in order to create the parody of Mozart’s “Little Night Music”.
	S9 Understanding music in relation to history and culture.	The student will describe the historical references and associations	<i>Adult Piano Adventures Book 1</i> , “Little	The teacher will ask the student to describe any historical references and

		he/she makes playing “Little Night Music” by Mozart. The student will perform the task with 80% accuracy.	Night Music” (pp. 46-47), in-class hand-out given to the student during the previous session	associations he/she makes while playing the piece “Little Night Music” by Mozart.
Week VII:	S1 Singing, alone and with others, a varied repertoire of music.	The student will sing the pitches of a melody using skips and steps. A successful performance will be considered matching the pitches with the piano.	<i>Adult Piano Adventures Book 1</i> , “Little Night Music” (pp. 46-47), a grand piano	Then the teacher will play the melody “Little Night Music” and will ask the student to sing and match the pitches of the melody while the teacher is playing the melody on the keyboard.
	S2 Performing on instruments, alone and with others, a	The student will play a song by ear. The student will	<i>Adult Piano Adventures Book 1</i> ,	The teacher will play the song “Little Night Music” and will ask

	varied repertoire of music.	perform the task with 100% accuracy.	“Little Night Music” (pp. 46-47), a grand piano	the student to describe the distances between pitches and later play it by ear. Then the teacher will introduce legato and will play examples of how legato sounds like on the keyboard. The teacher will ask the student to play a pentascale in legato starting from a random key. To follow-up, the teacher will go back to the song “Little Night Music” and ask the student to perform it by ear, playing close attention to the musical elements such as dynamics, rhythm,
		The student will play a pentascale in legato.		
		The student will perform a song by ear that he/she is already familiar with, paying particular attention to musical elements, such as dynamics, rhythm, pedal and accents. The student will perform the task with 100% accuracy.		

				pedal, legato, and accents.
Week VIII:	S3 Improvising melodies, variations, and accompaniments.	The student will play a minor scale on the keyboard.	a grand piano	The teacher will introduce the concept of minor scale to the student and will ask the student to play one starting from a random key on the keyboard.
		The student will aurally identify minor and major scales.	A grand piano	
		The student will transpose a popular melody from C major to a minor. The student will perform the task with 70% accuracy.	<i>Adult Piano Adventures Book 1, "Little Night Music"</i> (pp. 46-47), a grand piano	Then the teacher will play major and minor scales and will ask the student to verbally identify them. The teacher will ask the student to perform the melody "Little Night Music" and identify its home tone. Then, the teacher will ask the student to play the same melody but this

				time in a minor, instead of C major.
S4 Composing and arranging music within specified guidelines.	The student will play a pentascale in staccato.	<i>Adult Piano Adventures Book 1, “Jingle Bells”</i> (p. 51), a grand piano	The teacher then will introduce the concept of staccato and will play some examples of staccato on the keyboard. Then the teacher will ask the student to play a pentascale starting from any key in staccato. Then the teacher will play examples of staccato and legato on the keyboard and will ask the student to identify them. The teacher will play the melody “Jingle	
	The student will play a melody by ear. The student will identify staccato and legato while the teacher plays different examples on the keyboard.	A grand piano		
	The student will play a melody by ear.	A grand piano		

				Bells” and will ask the student to play the same melody by ear on the keyboard. Then the teacher will ask the student to compose a shower extension of the melody using similar rhythm as the melody uses.
		The student will compose an extension of a popular melody, using similar rhythm and pitches already used in the main body of the melody. The student will perform the task with 70% accuracy	<i>Adult Piano Adventures Book 1, “Jingle Bells” (p. 51), a grand piano</i>	
	S5 Reading and notating music.	The student will sight-read the pitches of a melody and will play it on the keyboard. The student will perform the task with 80% accuracy.	<i>Adult Piano Adventures Book 1, “Hungarian Dance” (p. 59), a grand piano</i>	The teacher will ask the student to sight-read the pitches of a melody and play it on the piano.
	S6 Listening to,	The student will	<i>Adult Piano</i>	The teacher will

	analyzing, and describing music.	verbally describe the direction of the music and later draw the direction on a piece of paper. The student will perform the task with 100% accuracy.	<i>Adventures Book 1, “Hungarian Dance”</i> (p. 59), a grand piano	perform the song “Hungarian Dance” on the keyboard and will ask the student to verbally describe the direction of the music and later draw it on a piece of paper.
	S7 Evaluating music and music performances.	The student will play a melody by ear.	<i>Adult Piano Adventures Book 1, “Hungarian Dance”</i> (p. 59), a grand piano	The teacher will play the melody “Hungarian Dance” and will ask the student to play it by ear on the keyboard. The teacher then will ask the student to
		The student will describe and evaluate their own performance using musical	<i>Adult Piano Adventures Book 1, “Hungarian Dance”</i> (p.	describe and evaluate his/her own performance referring to tempo, rhythm, note values, dynamics, and

		terminology such as tempo, rhythm, note values, dynamics, and accents. The student will perform the task with 100% accuracy.	59), a grand piano	accent.
	S8 Understanding relationships between music, the other arts, and disciplines outside the arts.	The student will imagine and verbally describe a folk dance based on the piece “Hungarian Dance”. The student will perform the task with 100% accuracy.	<i>Adult Piano Adventures Book 1</i> , “Hungarian Dance” (p. 59), in-class hand-out given to the student during the previous session	The teacher will ask the student to imagine and verbally describe the movements of a folk dance based on the piece “Hungarian Dance”.

	S9 Understanding music in relation to history and culture.	The student will describe the historical references and associations he/she makes while playing “Hungarian Dance”. The student will perform the task with 80% accuracy.	<i>Adult Piano Adventures Book 1</i> , “Hungarian Dance” (p. 59), in-class hand-out given to the student during the previous session	The teacher will ask the student to describe any historical references and associations he/she makes while playing the piece “Hungarian Dance.”
Week IX:	S1 Singing, alone and with others, a varied repertoire of music.	The student will sing the pitches of a melody in 3/4 rhythm, emphasizing on the first beat. A successful performance will be considered matching the	<i>Adult Piano Adventures Book 1</i> , “French Minuet” (p. 65), a grand piano	Then the teacher will play the melody “French Minuet” and will ask the student to sing and match the pitches of the melody while the teacher is playing the melody on the keyboard.

		pitches with the piano		
S2 Performing on instruments, alone and with others, a varied repertoire of music.	The student will play a melody by ear.	<i>Adult Piano Adventures Book 1</i> , “Shepherd’s Song” (pp. 60-61), a grand piano	The teacher will play the melody “Shepherd’s Song” and will ask the student to perform it by ear. Once the student feels more comfortable with the song, the teacher and the student will play a 3-hand duet.	
	The student will perform a song in a duet with the teacher. The student will perform the task with 100% accuracy.	<i>Adult Piano Adventures Book 1</i> , “Shepherd’s Song” (pp. 60-61), a grand piano		
S3 Improvising melodies, variations, and accompaniments.	The teacher will play a song by ear.	<i>Adult Piano Adventures Book 1</i> , “French	The teacher will play the song “French Minuet” and will ask the student to play it	
	The student will improvise a	“French		

		variation of a familiar song, replacing the note values in the song with note values of his/her choice.	Minuet” (p. 65), a grand piano	by ear. Then the teacher will ask the student to improvise a variation of the song, replacing the note values of the song with note values of his/her choice.
Week X:	S4 Composing and arranging music within specified guidelines.	The student will transpose a C-major melody in a minor. The student will perform the task with 80% accuracy.	<i>Adult Piano Adventures Book 1</i> , “French Minuet” (p. 65), a grand piano	The teacher will ask the student to perform the melody “French Minuet” and identify its home tone. Then, the teacher will ask the student to play the same melody but this time in a minor, instead of C major.
	S5 Reading and notating music.	The student will sight-read the pitches of a melody. The student will	<i>Adult Piano Adventures Book 1</i> , “French	He teacher will ask the student to sight-read the pitches of the melody “French

		perform the task with 80% accuracy.	Minuet” (p. 65), a grand piano	Minuet”.
S6 Listening to, analyzing, and describing music.		The student will identify the number of phrases a melody has.	<i>Adult Piano Adventures Book 1</i> , “Gavotte” (p. 71), a grand piano	The teacher will introduce the concept of a phrase to the student and will play a couple of examples on the keyboard, asking the student to identify the number of phrases, their beginning and end. The teacher will play the melody “Gavotte” and will ask the student to identify the beginning, top, and the end of each phrase.
		The student will describe and identify the phrases in melody, using musical terminology such as beginning of a phrase, end of a phrase, and a top of a phrase. The student will perform the task with 100% accuracy.		
S7 Evaluating music and music		The student will play a melody by	<i>Adult Piano Adventures</i>	The teacher will play the melody “Gavotte”

	performances.	ear.	<i>Book 1</i> , “Gavotte” (p. 71), a grand piano	and will ask the student to play it by ear. Then the teacher will ask the student to describe their own performance using musical terminology such as tempo, rhythm, note values, dynamics, and accents.
		The student will describe and evaluate their own performance using musical terminology such as tempo, rhythm, note values, dynamics, and accents. The student will perform the task with 100% accuracy.		
	S8 Understanding relationships between music, the other arts, and disciplines outside the arts.	The student will imagine and verbally describe a theatrical play based on the piece “Morning” by Grieg. The student will perform the	<i>Adult Piano Adventures Book 1</i> , “Morning” (p. 66), in- class hand- out given to the student	The teacher will ask the student to imagine and verbally describe a plot for a theatrical play based on the piece “Morning” by Grieg.

		task with 100% accuracy.	during the previous session	
	S9 Understanding music in relation to history and culture.	The student will describe the historical references and associations he/she makes while playing “Morning” by Grieg. The student will perform the task with 80% accuracy.	<i>Adult Piano Adventures Book 1</i> , “Morning” (p. 66), in-class hand-out given to the student during the previous session	The teacher will ask the student to describe any historical references and associations he/she makes while playing the piece “Morning” by Grieg.

APPENDIX G
STELLA'S JOURNAL

March 27, 2012

3. Feelings

- What is your motivation for practicing? First class a new start
- Do you enjoy your practice time? yes.
- Do you find this curriculum valuable? It's great
- Do you want to learn more about music on a daily basis? Yes
- Did you attend any musical events during this week? No, I did not
- What kind of music did you listen to? Popular music
- Do you want to learn more about playing the piano? Yes, I want to learn more.
- What aspects of your practice time do you like the most? Practice
- What musical skills would you like to develop more? Play beautiful songs

4. Emotions

- How much time do you practice every day? About half hour
- What pieces do you practice? Clampdown races
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? It's much better than do homework
- How often do you practice? Try to practice everyday

- Do you talk about this class with your friends and family? Like it, learn lots of things I'd never heard before

March 28, 2012

Feelings

- What is your motivation for practicing? Be more familiar with it
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's great.
- Do you want to learn more about music on a daily basis? Yes, I do.
- Did you attend any musical events during this week? No, I did not
- What kind of music did you listen to? Butterfly fly away
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Practice part.
- What musical skills would you like to develop more? Play good music

5. Emotions

- How much time do you practice every day? try to do it everyday
- What pieces do you practice? Clampdown races
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? It's great. No, want to more practicing.
- How often do you practice? Try to practice everyday
- Do you talk about this class with your friends and family? No, I don't

March 29, 2012

6. Feelings

- What is your motivation for practicing? Practice the song better
- Do you enjoy your practice time? yes, I do
- Do you find this curriculum valuable? Yes, it is valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want to learn more.
- Did you attend any musical events during this week? No I did not
- What kind of music did you listen to? I believe in you.
- Do you want to learn more about playing the piano? Yes , I want.
- What aspects of your practice time do you like the most? Practice new piece of music.
- What musical skills would you like to develop more? Play better music

7. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Merrily we roll along
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? It's great. No , want more
- How often do you practice? Try to practice everyday/
- Do you talk about this class with your friends and family? No I don't.

March 30, 2012

8. Feelings

- What is your motivation for practicing? Need more practicing
- Do you enjoy your practice time? yes, I do enjoy it.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, want to learn more.
- Did you attend any musical events during this week? No I did not.
- What kind of music did you listen to? I want it that way
- Do you want to learn more about playing the piano? Yes, I do want to.
- What aspects of your practice time do you like the most? Practice new song.
- What musical skills would you like to develop more? Do it better/

9. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Merrily we roll along
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? No, want to try more.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? they say it's great to pick up piano again.

March 31, 2012

10. Feelings

- What is your motivation for practicing? Do better
- Do you enjoy your practice time? Yes, I do.
- Do you find this curriculum valuable?
- Do you want to learn more about music on a daily basis? Yes, I want learn more.
- Did you attend any musical events during this week? No I did not.
- What kind of music did you listen to? What the hell by Avril lavigne.
- Do you want to learn more about playing the piano? Yes, I want to learn more about playing the piano.
- What aspects of your practice time do you like the most? Practice something new.
- What musical skills would you like to develop more? Do better on both hand work (together)

11. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Merrily we roll long
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like it.
- How often do you practice? Try to do it everyday
- Do you talk about this class with your friends and family? no I did not.

April 1, 2012

12. Feelings

- What is your motivation for practicing? Practice better
- Do you enjoy your practice time? Yes, I enjoy it.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis?
- Did you attend any musical events during this week? No, I did not.
- What kind of music did you listen to? Tell me why.
- Do you want to learn more about playing the piano? Yes, I want to learn more.
- What aspects of your practice time do you like the most? Play a song with no mistake.
- What musical skills would you like to develop more? play better

13. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Merrily we roll along
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? It's great
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I didn't

April 2, 2012

14. Feelings

- What is your motivation for practicing? Practice for next class
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? Yes, it's valuable.
- Do you want to learn more about music on a daily basis? Yes, I want to learn

more about music on a daily basis.

- Did you attend any musical events during this week? No I did not.
- What kind of music did you listen to? Wonderful tonight
- Do you want to learn more about playing the piano? Yes, I want more.
- What aspects of your practice time do you like the most? Play the new song in a

new way

15. What musical skills would you like to develop more? make it songs better.

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Merrily we roll along
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. I would like to get some more practicing on some new stuff.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? no I did not.

April 3, 2012

16. Feelings

- What is your motivation for practicing? Feel like to practice more
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? It will rain.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Finish one song
- What musical skills would you like to develop more? sing correctly with playing

17. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? C Pentascale warm-up
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I fell good about my practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 4, 2012

18. Feeling

- What is your motivation for practicing? Play better music
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Minute by minute
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Finish the practice
- What musical skills would you like to develop more? sing correctly with playing

19. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? C Pentascale warm-up
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 5, 2012

20. Feelings

- What is your motivation for practicing? Try practice better
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? I like it that way
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Finish one song

21. What musical skills would you like to develop more? Distinguish between second major and second minor and third major and third minor

22. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? C Pentascale warm-up
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I fell good about my practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not.

April 6, 2012

23. Feelings

- What is your motivation for practicing? Need to practice more
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Back to the earth
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Finish one song

24. What musical skills would you like to develop more? try to distinguish different songs.

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? warm-up with 3rd
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not.

April 7, 2012

25. Feelings

- What is your motivation for practicing? Want to play songs better
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? It will rain.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Finish one song
- What musical skills would you like to develop more? recognize which is major or minor

26. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? warm-up 3rd
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not.

April 8, 2012

27. Feelings

- What is your motivation for practicing? Want to play songs better
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Jump the fall
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Finish one song
- What musical skills would you like to develop more? Recognize which is major or minor

28. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Ode to joy
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 9, 2012

29. Feelings

- What is your motivation for practicing? For next class
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Loosing grip
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

30. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? 4-beat alphabet
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 10, 2012

31. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Girl friend.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

32. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? 4-beat alphabet
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 11, 2012

33. Feelings

- What is your motivation for practicing? Have time after lunch
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Love the way you lie.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

34. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? 3-beat alphabet
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 12, 2012

35. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? My name called Elen
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

36. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? 3-beat alphabet
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not.

April 13, 2012

37. Feelings

- What is your motivation for practicing? My mom told me to practice more.
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? You belong to me .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? A new start
- What musical skills would you like to develop more? still try to recognize which is major or minor

38. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Yankee doodle
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? My mom told to work hard on piano

April 14, 2012

39. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Girl friend.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

40. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Yankee Doodle
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Want to play other kind of songs
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 15, 2012

41. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Girl friend.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

42. Emotions

- How much time do you practice every day? My friend told me I looks good when play piano
- What pieces do you practice? Yankee Doodle
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Play some songs that I can use them not only in class.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 16, 2012

43. Feelings

- What is your motivation for practicing? After exam what to have a rest
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? born this way .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

44. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Row, Row, Row your boat
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. It's great especially after the pressure of exam.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 17, 2012

45. Feelings

- What is your motivation for practicing? Want to play good music
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Imagine me without you
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song

46. What musical skills would you like to develop more? play the music and let it sounds better

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Row, Row, Row your boat
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. It's a lively song
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 18, 2012

47. Feelings

- What is your motivation for practicing? Visit my friend, she lives near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.
- What kind of music did you listen to? Mine
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song

48. What musical skills would you like to develop more? do better on old ones

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? COLCK TOWER BELLS
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 19, 2012

49. Feelings

- What is your motivation for practicing? Know I have a recital to complete
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? The best dame thing.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Reviews
- What musical skills would you like to develop more? still try to recognize which is major or minor

50. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Clock Tower Bells
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I fell good when practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 20, 2012

51. Feelings

- What is your motivation for practicing? No class today.
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Smile.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? try to recognize which is major or minor

52. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Catch a falling star
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 21, 2012

53. Feelings

- What is your motivation for practicing? Feel to play piano
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? When I am gone .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? try to recognize

54. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Catch a falling star
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 22, 2012

55. Feelings

- What is your motivation for practicing? Try to practice more
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Anything but ordinary
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play lively song

56. What musical skills would you like to develop more? try to make the music sounds better

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Russian folk song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? It's great to play piano.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 23, 2012

57. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Wish you were here.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song

58. What musical skills would you like to develop more? control fingers better

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Russian folk song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? Feel good when practicing
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 24, 2012

59. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Chinese popular songs
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song

60. What musical skills would you like to develop more? no idea

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 25, 2012

61. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Girl friend.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

62. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? Willing to get more practicing more.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 26, 2012

63. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Girl friend.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

64. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? Not really satisfied. Want to learn more songs.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 27, 2012

65. Feelings

- What is your motivation for practicing? Need to practice more
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Never say never .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? play better

66. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Catch a falling star
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? Want to learn more songs
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 28, 2012

67. Feelings

- What is your motivation for practicing? The more the better
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Folk music .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song

68. What musical skills would you like to develop more? good at read on the staff

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Row Row Row your boat
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? I was told to practice more.

April 29, 2012

69. Feelings

- What is your motivation for practicing? For next class
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Slipped away .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? play better

70. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Clock tower bells
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

April 30, 2012

71. Feelings

- What is your motivation for practicing? Have class near Newman center
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? It's been a while .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song

72. What musical skills would you like to develop more? keep beats

Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Clock Tower Bells
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? Like my practice today.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not.

May 1, 2012

73. Feelings

- What is your motivation for practicing? Be more familiar
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.
- What kind of music did you listen to? And I love you so.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

74. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All pieces played before
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not.

May 2, 2012

75. Feelings

- What is your motivation for practicing? Feel like to practice
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Back to December
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? still try to recognize which is major or minor

76. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All songs played before.
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 3, 2012

77. Feelings

- What is your motivation for practicing? Need more practice
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.
- What kind of music did you listen to? Glad you were here.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Do reviews
- What musical skills would you like to develop more? still try to recognize which is major or minor

78. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All songs that marked
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like it, and want to have more interesting things to play.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 4, 2012

79. Feelings

- What is your motivation for practicing? Practice more is necessary
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Chinese songs.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Reviews
- What musical skills would you like to develop more? do better on old songs

80. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All songs that marked
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 5, 2012

81. Feelings

- What is your motivation for practicing? It's a nice day.
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Change .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Super familiar with songs I played.

- What musical skills would you like to develop more? still try to recognize which is major or minor

82. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All songs that marked
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practicing on other songs.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 6, 2012

83. Feelings

- What is your motivation for practicing? For next class.
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Chinese songs .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? play the different between f and p

84. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All songs marked
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 7, 2012

85. Feelings

- What is your motivation for practicing? None
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to?.Tatto
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Want to play new song
- What musical skills would you like to develop more? do better on old ones

86. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All marked songs
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to get more practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 8, 2012

87. Feelings

- What is your motivation for practicing? Have class
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? None
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

88. Emotions

- How much time do you practice every day? 1 hour
- What pieces do you practice? Midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 9, 2012

89. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? The rose .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

90. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 10, 2012

91. Feelings

- What is your motivation for practicing? Prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Chinese songs .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play the song better
- What musical skills would you like to develop more? major scale and minor scale

92. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 11. 2012

93. Feelings

- What is your motivation for practicing? Preparing for recital
- Do you enjoy your practice time? Yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Songs about you
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

94. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song , midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Want to practice more.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 12, 2012

95. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Sparks fly .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Did better than last time.
- What musical skills would you like to develop more? major scale and minor scale

96. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 13, 2012

97. Feelings

- What is your motivation for practicing? Do better on playing piano
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? The rose .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

98. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 14, 2012

99. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Need you now.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Only review left
- What musical skills would you like to develop more? major scale and minor scale

100. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Willing to practice more on music
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 15, 2012

101. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Tell me why.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Do better than before
- What musical skills would you like to develop more? major scale and minor scale

102. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Feel better with my recital piece
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 16, 2012

103. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? none.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

104. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Midnight ride
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 17, 2012

105. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Close to you.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

106. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Earlier songs
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Need more practice
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 18, 2012

107. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Fighter .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

108. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? All songs I played
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I feel good on my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 19, 2012

109. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Down to earth.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

110. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I feeling good when I practicing .
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 20, 2012

111. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? I will be.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Play new song
- What musical skills would you like to develop more? major scale and minor scale

112. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Want to play more
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No I did not

May 21. 2012

113. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? I'm with you.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? major scale and minor scale

114. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? Mom is happy to hear that I have a recital.....

May 22, 2012

115. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Darling.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? change major scale to minor scale

116. Emotions

- How much time do you practice every day? about one hour class
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I feel great to play piano with teacher.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not

May 23, 2012

117. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Jump then fall.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.
- What musical skills would you like to develop more? try to play it with no mistake.

118. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 24, 2012

119. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Boyfriend .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? make the song sounds better

120. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Thinking about trying other stuff next time.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 25, 2012

121. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Make me feel your love .
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? try to play it correctly .

122. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. I do feel satisfied.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 23, 2012

123. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? My happy ending.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.
- What musical skills would you like to develop more? try to play it with no mistake.

124. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? I told my mom about recital today.

May 26, 2012

125. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Jump then fall.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.
- What musical skills would you like to develop more? try to play it with no mistake.

126. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song and other marked music.
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. I play much better than I did before
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 27, 2012

127. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Back to December.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? try to play it with no mistake.

128. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Feel good with my practicing
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 28, 2012

129. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Smile.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? try to make it songs better.

130. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 29, 2012

131. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Jump then fall.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? try to play it with no mistake.

132. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. It makes less nervous about my recital.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 30, 2012

133. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? No music today.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.

- What musical skills would you like to develop more? try to play it with no mistake.

134. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song and other marked pieces.
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice.

- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

May 31, 2012

135. Feelings

- What is your motivation for practicing? prepare for recital
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Jump then fall.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.
- What musical skills would you like to develop more? try to play it with no mistake.

136. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. I do like the song Shepherd's song.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

June 1, 2012

137. Feelings

- What is your motivation for practicing? prepare for recital, it's almost recital day.
- Do you enjoy your practice time? yes, I do.
- Do you find this curriculum valuable? It's valuable.
- Do you want to learn more about music on a daily basis? Yes, I do want more.
- Did you attend any musical events during this week? No I did not attend any musical event.

- What kind of music did you listen to? Folk music today.
- Do you want to learn more about playing the piano? Yes, I do.
- What aspects of your practice time do you like the most? Have advantage on playing piano.
- What musical skills would you like to develop more? try to play it with no mistake.

138. Emotions

- How much time do you practice every day? about half hour
- What pieces do you practice? Shepherd's Song
- How do you feel about your practice? Are you satisfied with it, or you would like to get some more practicing? I like my practice. Wonder what's original of the shepherd's song like.
- How often do you practice? Try to do it everyday.
- Do you talk about this class with your friends and family? No, I did not.

APPENDIX H
BRETT'S JOURNAL

Day 1 – Tuesday, March 27

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 2 – Wednesday, March 28

- To be prepared for class.
- Yes.

- Of course.
- Yes.
- No.
- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 3 – Thursday, March 29

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.

- 30-minutes – 1 hour

- Assigned Pieces

- Good

- Daily

- A little bit, yes.

Day 4 – Friday, March 30

- To be prepared for class.

- Yes.

- Of course.

- Yes.

- No.

- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass

- Yes.

- Hearing a melody I recognize.

- Playing with both hands.

- 30-minutes – 1 hour

- Assigned Pieces

- Good

- Daily

- A little bit, yes.

Day 5 – Saturday, March 31

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 6 – Sunday, April 1

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass

- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 7 – Monday, April 2

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Instrumental, Punk, Hip-Hop, Dub-Step, Rock, Jazz, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily

- A little bit, yes.

Day 8 – Tuesday, April 3

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 9 – Wednesday, April 4

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.

- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 10 – Thursday, April 5

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good

- Daily
- A little bit, yes.

Day 11 – Friday, April 6

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 12 – Saturday, April 7

- To be prepared for class.
- Yes.
- Of course.
- Yes.

- No.
- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- A little bit, yes.

Day 13 – Sunday, April 8

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces

- Good
- Daily
- A little bit, yes.

Day 14 – Monday, April 9

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Electronic, Alternative, Hip-Hop, Dub-Step, Blue-Grass
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces

- Good
- Daily
- A little bit, yes.

Day 15 – Tuesday, April 10

- To be prepared for class.
- Yes.
- Of course.

- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Day 16 – Wednesday, April 11

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour

- Assigned Pieces
- Good
- Daily
- Not really, no.

I'm beginning to question the difference between “feelings” and “emotions”. Aside from that, I listened to basically the same bands today as I have been. I have to do some cultural events so there's a chance I attend a musical show in the following weeks.

Day 17 – Thursday, April 12

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

I'm getting more and more interested in Experimental music. I'm also beginning to remember which notes correspond to which keys on the piano, my initial goal when self-learning an instrument.

Day 18 – Friday, April 13

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Had lots of work today but finally got to Lamont to practice.

Day 19 – Saturday, April 14

- To be prepared for class.
- Yes.

- Of course.
- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Yes.

Got to Lamont again today, it's becoming a bit of a hassle, so I'm talking to one of my friends about borrowing his keyboard... don't know if he'll be willing to give it up though, even temporarily.

Day 20 – Sunday, April 15

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental

- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Still excited and eager to be practicing. Hope we do some cool stuff in class on Tuesday!

Day 21 – Monday, April 16

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Alternative, Hip-Hop, Dub-Step, Experimental, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good

- Daily
- Not really, no.

Looking forward to class tomorrow.

Day 22 – Tuesday, April 17

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Had class today, we chose Gerudo Valley as my recital piece. I've played this song on several instruments, piano excepted. Hopefully it will come pretty easy!

Day 23 – Wednesday, April 18

- To be prepared for class.

- Yes.
- Of course.
- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Day 24 – Thursday, April 19

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.

- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

The sheet music for Gerudo Valley is pretty intimidating... I'm excited to learn the whole song though, the recording I've heard of this arrangement is pretty intense.

Day 25 – Friday, April 20

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily

- Not really, no.

Made it to Lamont again today. Tried doing the left hand for Gerudo but with little success.

Day 26 – Saturday, April 21

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Tried left hand again today but had to give up and work on something I could actually play for a little while. Right hand is pretty solid.

Day 27 – Sunday, April 22

- To be prepared for class.
- Yes.
- Of course.
- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Not really, no.

Was not able to make it to Lamont today, so I wrote more notes on my sheet music and listened to a couple versions of the song. The piano arrangement sounds a bit different than the song I'm used too, but mostly because of the left hand part.

Day 28 – Monday, April 23

- To be prepared for class.
- Yes.
- Of course.

- Yes.
- No.
- Experimental, Instrumental, Rap, Hip-Hop
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Assigned Pieces
- Good
- Daily
- Spoke to some friends about it.

Practice is coming along slowly, I just don't have much time to be at Lamont to use their pianos. I feel like I'd be making much larger strides if I had a piano readily available at home.

Day 29 – Tuesday, April 24

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.

- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good
- Daily
- Not really, no.

Almost forgot we had no class today, went to Lamont and got to the top floor before remembering. Luckily I did not have to pay for parking...

Day 30 – Wednesday, April 25

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good

- Daily
- Not really, no.

Practicing on my own at Lamont when I can, Right hand is coming along.

Day 31 – Thursday, April 26

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good
- Daily
- Not really, no.

Practicing on my own at Lamont when I can, Right hand is coming along.

Day 32 – Friday, April 27

- To get better at playing.
- Yes.

- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good
- Daily
- Not really, no.

Practicing on my own at Lamont when I can, Right hand is coming along.

Day 33 – Saturday, April 28

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.

- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good
- Daily
- Not really, no.

Did not get to Lamont today, will try tomorrow.

Day 34 – Sunday, April 29

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good
- Daily
- Not really, no.

Practicing on my own at Lamont when I can, Right hand is doing well.

Day 35 – Monday, April 30

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- D&B, Dub-step, Hip-hop, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Good
- Daily
- Not really, no.

Can do page one almost entirely with the right hand, left hand is still causing issues, hope we can work on it in class tomorrow!

Day 36 – Tuesday, May 1

- To get better at playing.
- Yes.
- Of course.

- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

No lesson today, that makes 2 weeks of no instruction. My teacher is stuck in Europe.

Went to Lamont to work on my left hand anyway. It's going to be a slow week.

Day 37 – Wednesday, May 2

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.

- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Working on my left hand, slowly making my way through the first page with it.

Day 38 – Thursday, May 3

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Working on my left hand, slowly making my way through the first page with it.

Day 39 – Friday, May 4

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Working on my left hand, slowly making my way through the first page with it.

Day 40 – Saturday, May 5

- To get better at playing.
- Yes.
- Of course.
- Yes.

- No.
- Dub-step, Electronic, Instrumental, Jazz
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Did not get to practice today, and won't get to practice tomorrow either. Missed some school due to health problems and need to make up work.

Day 41 – Sunday, May 6

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.

- 30-minutes – 1 hour

- Gerudo Valley

- Decent

- Daily

- Not really, no.

Day 42 – Monday, May 7

- To get better at playing.

- Yes.

- Of course.

- Yes.

- No.

- Dub-step, Electronic, Instrumental, Hip-hop

- Yes.

- Hearing a melody I recognize.

- Playing with both hands.

- 30-minutes – 1 hour

- Gerudo Valley

- Decent

- Daily

- Not really, no.

Day 43 – Tuesday, May 8

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Finally had class again, we decided that the only way I could be even kind of prepared for the recital was to break the piece into a shorter length. We then broke it into 4 sections to practice individually. Looking forward to future lessons.

Day 44 – Wednesday, May 9

- To get better at playing.
- Yes.
- Of course.

- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

The first section sounds good, with both hands! The rest of the piece needs a lot of work before both hands can handle it together.

Day 45 – Thursday, May 10

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.

- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Did not get to practice today, still with I had my own piano or keyboard.

Day 46 – Friday, May 11

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Electronic, Instrumental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Decent
- Daily
- Not really, no.

Section 2 is coming along, I have to pause whenever the left hand moves though so I still have a ways to go.

Day 47 – Saturday, May 12

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

My left sounds fine on its own throughout section 1 and 2, still choppy around 3 and 4... right hand is coming along well.

Day 48 – Sunday, May 13

- To get better at playing.
- Yes.

- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Day 49 – Monday, May 14

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.

- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Still having unison issues, looking forward to instruction tomorrow.

Day 50 – Tuesday, May 15

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Working through page 2, sections 3 and 4. I have my page covered in notes to help me out now, but I feel like taking my eyes off the keys is causing more issues than anything else at the moment.

Day 51 – Wednesday, May 16

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Working on memorizing parts 1 and 2 so I don't need to look away from the keys.

Whenever I look at the music I miss a note on the keyboard (I don't have the muscle memory to play the right note without looking) and that causes me to pause and have to find my place again.

Day 52 – Thursday, May 17

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Did not get to practice today, spent half an hour looking over my piece and playing through it in my head.

Day 53 – Friday, May 18

- To get better at playing.
- Yes.
- Of course.
- Yes.

- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Did not get to practice today, spent half an hour looking over my piece and playing through it in my head.

Day 54 – Saturday, May 19

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.

- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Did not get to practice today, spent half an hour looking over my piece and playing through it in my head.

Day 55 – Sunday, May 20

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

I still feel like I'm not making the progress that I should be, probably because I picked a piece that was too advanced for me... but I love a good challenge.

Day 56 – Monday, May 21

- To get better at playing.
- Yes.
- Of course.
- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- A bit worried.
- Daily
- Not really, no.

Looking forward to class tomorrow, page 1 sounds pretty good, page 2 needs some work.

Day 57 – Tuesday, May 22

- To perfect my recital piece.
- Yes.
- Of course.

- Yes.
- No.
- Jazz, Instrumental, Dance, Classic Rock
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Worried.
- Daily
- Not really, no.

The little side research things that we have to do for class are kinda interesting, but I feel like they're a huge waste of time. I should be practicing instead of reading about the history of a certain song.

Day 58 – Wednesday, May 23

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.

- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Did not get to Lamont today, only causing more stress about the recital.

Day 59 – Thursday, May 24

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily

- Not really, no.

Working on both hands on page 1, its got some kinks.

Day 60 – Friday, May 25

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Working on both hands on page 1, its got some kinks.

Day 61 – Saturday, May 26

- To perfect my recital piece.
- Yes.
- Of course.

- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Working on both hands on page 1, its sounds pretty good.

Day 62 – Sunday, May 27

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.

- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Working on both hands on page 2, its coming along... kinda.

Day 63 – Monday, May 28

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Working on both hands on page 2, its coming along.

Day 64 – Tuesday, May 29

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

So I feel kinda good about some parts of this song, and really bad about others. I'm sure I won't be able to play at a decent tempo for the recital.

Day 65 – Wednesday, May 30

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.

- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Did not get to Lamont today, too much work for class and I just found out my family back in Chicago is moving. More than a little stressed.

Day 66 – Thursday, May 31

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.

- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

Got to Lamont today, tried playing through section by section. 1 and 2 sound good, albeit a little choppy, but 3 and 4 still are coming together.

Day 67 – Friday, June 1

- To perfect my recital piece.
- Yes.
- Of course.
- Yes.
- No.
- Dub-step, Instrumental, Classic Rock, Experimental
- Yes.
- Hearing a melody I recognize.
- Playing with both hands.
- 30-minutes – 1 hour
- Gerudo Valley
- Stressed.
- Daily
- Not really, no.

I need to get in to practice this weekend but I don't know how much I'll be able to... I think I'll be able to get all the way through my recital piece at least, but I don't think I'll be the star of the show...

APPENDIX I
MARK'S JOURNAL

Wednesday, March 28th

Yesterday I started piano lessons again, for the first time in over 8 years. After I quit in the 7th grade, my grandma always wanted me to start playing again. She was always a big supporter of me playing piano. When the opportunity arose for me to take studio lessons at DU, I became very excited. I have a few friends who took piano studio lessons through DU before and they enjoyed it a lot.

I would really like to regain much of my ability to play. It has been a long time since I have played but I am confident that I can pick the skills up quickly. My teacher, Gergana, is from Bulgaria. She seems very knowledgeable and talents with the piano. We get along well, I am happy to have a piano teacher again and excited for the chance to improve my skills.

Thursday, March 29th

Practicing piano again is really quite fun. I was able to practice for 1 hour today. For as long as I can remember music has been an important part of my daily life, yet it has been so long since I have played an instrument or made music myself. I am not surprised that the skills are coming back to me as quickly as they are, but I definitely have a lot of work ahead of me.

I was not able to practice today. I just got a new position as a research assistant doing synthetic chemistry in one of my professor's labs on campus. Today was my first day of training, so it consumed most of my time. When I came home after work, I relaxed while listening to some reggae. I wonder if there are any reggae style piano songs I could learn.

Friday, March 30th

Spring is in the air!! The weather was great today so I spent the afternoon outside with my friends enjoying the Colorado sunshine. While playing games in our backyard, we listened to a mixture of hip-hop and light rock songs. It was a very nice change up from the awful dub step (WOMP WOMP WOMP) that some of my roommates listen to, and regularly play on night's we go out. I don't find any beauty, rhythm, or purposeful composition in almost all dub step songs. Rather it sounds like a bad collection of noises that my little sister could have mashed together. It almost sounds like two robots fighting... seriously.

After hanging out in the backyard for a while, I went to go practice piano in Newman. I don't need much motivation to go and practice piano. I really do enjoy it. It is more of an issue of just finding some free time from work and all my other classes.

Monday, April 2nd

The more I am able to practice piano and work on the homework the more enjoyment I am getting from the class. Like I said in my last journal entry, it is just a matter of finding free time to work on piano. I went in to practice today after my classes but I could not find any free space in any of the practice rooms. Even though I could not

practice today—I was able to look over my book and the material. Reviewing some of the terms and basics of piano. Although I have learned all of this when I was much younger, that was so long ago. I need to refresh my piano knowledge and hopefully I can keep improving.

Tuesday, April 3rd

Toda was my second lesson. I am getting excited about the curriculum for this class. I like that I am encouraged to ask questions, and that our individual teaching time is supplemented with outside work. Gergana has agreed to let Jason and I perform a duet together for the recital, in addition to my solo piece. Both the music for the duet and my solo piece have yet to be determined. It will be a lot of fun to play a duet again at a recital; it has been a very long time! I remember played the star wars theme song with 3 others, on two pianos, back in fourth grade for a recital!

I am also pleasantly surprised with how quickly the lesson time goes. Before I know it, the hour is up. It shows how much I enjoy the lesson time. I am excited and look forward to next week!

Wednesday, April 4th

Today I was able to go to a small concert. The performer was a friend of one of my good friends here at school. They are both members of the ski team here at DU. The concert was good, and a lot of fun. It was a small, very private venue that seated fewer than 50 people. His music consisted of him on both a piano and vocals. I was impressed, he is good at both the piano and singing... and simultaneously! He played them very well, and in sync. I hadn't been to any type of a concert in a very long time, probably 4 or

5 months. So I am glad I was able to go. Listening to him play the piano makes me want to go practice again today.

Thursday, April 5th

I have been a little unsatisfied with my practicing lately, so I went online to search for sheet music. I know that I am just relearning many of the basics, but I can't help but to want to try some more difficult pieces. I remembered that while on vacation over spring break, I heard the song 'The Entertainer.' I recognized the beat and melody from when I used to play... I think.... It is a very well known song though. Anyways, I realized pretty quickly that I was a bit overly ambitious. The sheet music I printed was difficult, too difficult for me right now.

At least I have ambition and the desire to improve; I'd say that is a very good quality to have. Especially for these studio lessons. Since we only meet once a week for an hour, much of the work needs to happen outside of the class. You need to want to play.

Friday, April 6th

Today was a travel day. After my chemistry lecture, I rushed to the airport and flew home to Minnesota. Unfortunately, this meant I was unable to practice today. Thankfully I have a piano at my house so I will be able to practice this weekend.

I wish I could write about the music I listened to on the airplane, but I forgot my headphones. I slept through the entire flight. I needed it.

Monday, April 9th

Today was a very busy day. I had a difficult exam in the morning followed by 5 hours of research in the lab. Luckily, I was able to sneak in 30 minutes of practice time before dinner. Practicing went well but before I knew it I had to grab dinner before rushing off to soccer practice. I did not even get a chance to listen to any music today, but at least my exam is over.

Tuesday, April 10th

The lesson today went very well. I am improving day by day. Also, today we selected my piece for the recital at the end of the quarter. I am going to play a version of 'The Entertainer.' Although a music easier version than the sheet music I printed last week, I am very happy that I will get to play this song. It gets me more excited to practice as well.

Today, I talked with Gergana about her possibly adding a field trip to the curriculum. There is an opera show at DU in a few weeks and she might get us free tickets. I have never been to an opera before. It sounds like it would be a lot of fun so I am hoping that it works out.

Wednesday, April 11th

I am a little flustered with my practicing lately because I am unable to practice some of the techniques we use in class. For example, I cannot practice hearing steps and skips without knowing already which I am playing. It really is not a big deal though, I am still able to practice playing them and hearing what they sound like. I had never had to practice hearing the different notes and skips/steps, when I played piano before. But I

think it is a good way to learn and further familiarize myself with the piano so I am happy.

However, I do have a lot of practicing to do when it comes to my vocals. I did not expect singing to be a part of every lesson, that's for sure! I wouldn't mind a little improvement in my singing though – haha.

Thursday, April 12th

Jason and I are trying to find a piece for our duet still. We know we want something fun and lively. Jason has not played much piano though, actually none besides studio lessons last quarter. So we need to be sure to pick a piece that is a nice medium between easy of difficulty and still fun to play. The search is on going.

It has been a tough week, I have had midterms in all of my other classes. I haven't had as much time to practice this week because of it. Which is too bad because I just decided on my recital piece and am excited to play it.

Friday, April 13th

Thus far in my lessons I have been reviewing a lot of the basics of piano reading and playing. It has been very helpful as a refresher for what I learned previously. Some of the material we have covered so far is actually new to me – but I feel like it shouldn't be – but regardless I am happy that the curriculum started with the basics.

My goal with the remainder of the lessons is to continue to build up my piano skills so that I can tackle more difficult pieces once again. I really hope I continue to learn new aspects of reading and playing music from my lessons. That combined with

more practice time should leave me with a polished set of piano skills so that I can continue to play after the quarter ends.

Monday, April 16th

I have been talking to my Mom and Dad about my piano lessons. They are as happy as I am that I am playing piano once again. They want me to get my little brothers and sisters to start playing.. maybe then the piano at my parents' house will get some use again.

With midterms done, I have been able to find a little more time to practice piano. I am having fun incorporating my newly refreshed knowledge into my practicing. For example, using Forte and Piano, using pedal, and legato. These are all skills that are utilized in my recital piece 'The Entertainer. There are also some terms that I do not recognize, for example: mf and mp. What do these means?

Tuesday, April 17th

My lesson went well today. And congratulations to my teacher, Gergana, for her acceptance into the music education programs at Cambridge and London!! Both are very prestigious.

After my lesson I had some extra time and I was able to practice my recital piece for a little bit. I've really enjoyed practicing it so far and am excited to play it for the recital. Having a recital piece to practice has given me more motivation to take more time out of my day to practice. Especially because I was able to pick which piece I could play, I am very happy with 'The Entertainer.' I am finding it a little difficult to sync both hands

together. It has been awhile since I have played this piano this regularly. I am sure this is just an initial problem though. With a little more practice I should be ready.

Wednesday, April 18th

Today I was able to practice for 30 minutes after my classes and work. I am really enjoying my recital piece so far, and I think I am getting the hang of it. I enjoy it much more than playing my homework pieces from the book.

After finishing my homework I was able to listen to an album with my friends. We hung out and listened to Iration's album titled Time Bomb. It has a lot of reggae tones with a little hint of ska or jazz. My favorite songs on the album are "Turn Around" and "Time Bomb." It is very chill and relaxing, perfect for a Wednesday night.

Tomorrow I am heading home to Minnesota again. This time to meet my sister's fiancé! Can't wait!

Thursday, April 19th

Today I was unable to practice. I flew home after a morning busy with class and meetings. I am applying for a Fulbright scholarship to complete a research project in Fiji. One of my meetings was about the Fulbright application. It was very informative. I will be working with the DU Fulbright Program Advisor all summer on my application.

Anyway, the project I will hopefully be doing is an extension of my research this fall. I will be isolating compounds with some biomedical significance from nature. I will be working with an accomplished scientist in the field. I met him last summer when I lived in Fiji with him. Recently his home was broken into and all his music was stolen

with his laptop. I recently put together a DVD of over 600 songs for him. I will send it soon, hope he likes it!

Friday, April 20th

I made it home safe and sound last night. I landed in Minneapolis at about 7:00 pm and then met with a graduate professor at the University of Minnesota.

My first day home was great! It really makes me realize how much I miss home. All my younger siblings just love seeing me as much as I love seeing them! It is not often enough. The weather was really nice today and I hung out in the backyard and listened to some music. I had the radio on, so I am not sure what or who I was listening to, but I really enjoyed it. It has some jazz tones with a very up beat and positive melody and message. Normally the radio is my least favorite way to listen to music but I really liked the songs I was listening to today.

Saturday, April 21st

Today was awesome. Not only did I get some good practice time in, but I played the piano with my little brother for almost an hour. It was so much fun!! He is only 3 and just had open-heart surgery (God bless him!). He is such a trooper. He may have no previous piano experience, but wow was he a natural. We played a duet, improv style! Look out Jason Wilson, you may be replaced for the duet piece for the recital. It was not long until more of the kids wanted to join in on the piano...



When I got a chance to practice by myself, it went great. I really enjoy playing the piano at my parents' house. I spent the majority of my time playing my recital piece. It is coming along well; I am excited for the recital.

Sunday, April 22nd

And next thing you know... it is time to go back to Denver. As much as I love Denver, I never feel ready to leave my family and friends in Minnesota. My time home is always too short. My flight back was interesting... there was a middle school girls' volleyball team on the flight just returning from a tournament. I don't think I have ever wanted headphones as badly as I did tonight. Music would've saved me. They were so loud. Luckily I was tired enough that I could fall asleep for most of the flight.

Earlier today, my sisters Emma and Ellie had their First Communion. It was a great church service. The music was okay though, very interesting. My old church now has a Christian rock band (sort of... I think its rock at least) play some of the services now. For me, it's a little too loud and out of place. But either way, great service and congrats to my sisters!

Monday, April 23rd

My first day back was good. I had class all morning and then work all afternoon. I have really been enjoying my job so far. Being a research assistant in Dr. Purse's synthetic organic chemistry lab is great experience for my hope to get into natural products graduate school. Luckily, my supervisor Brittney is incredibly nice and helpful. She is a PhD student here at DU. When we work in the lab she plays music. She has invited me to play my own but so far I have really enjoyed hers. She plays a lot from the 1990's. It is music that I really like but not have in my own collection. Some examples are Blink 182, Eve 6, Offspring, and much more. She really likes rock, obviously. Soon I'll have to bring in my own playlist.

Tuesday, April 24th

Today is my birthday!!!! Hooray! I am 22 years old now, wow. Life is going by fast. I am really excited to graduate this June and move onto new and very exciting things.

My birthday was great from the start I went in to do research early in the morning and my supervisor Brittney brought my in doughnuts. It was very nice of her. Besides a mid afternoon job interview, I was able to hangout with my best friends, drink some beers and listen to some great music. Artists like Eek-a-mouse, Stephen Marley, and Barrington Levy. Unfortunately, there were no piano lessons today. My teacher is in England looking at graduate schools. Congrats to her on her acceptance to some amazing schools.

Wednesday, April 25th

Today was a very busy day. I was in class, doing homework, or researching all day. My workday ended at about 7:00 pm, at which point I went into relaxation mode. I listened to a new album by an artist called Sol. It is a rap and hip-hop group. The reason I don't like a lot of rap, especially mainstream rap, is the lack of substance in their lyrics. They all talk about money, drugs, and women (but normally in a very derogative way). Not to mention, the terrible beats they usually have. I like Sol a lot because he has meaningful lyrics and great beats. His new album is called Yours Truly. My favorite song on the album is called 2020. It is all about staying focused and reaching your goals. A good message, regardless of how it is communicated.

Thursday, April 26th

Today I was able to practice at Newman for an hour and a half. I had time between my morning classes. It was good to get a solid block of practice time in. But sometimes I can be frustrated with the discrepancies between my practice time and lesson time. For example during the lesson I will often have to match the pitch of the notes with my voice or will have to decide which notes were played just based off of hearing. I find it hard to practice these exercises, which then makes them more difficult during the lesson. I also find it difficult because I am a pretty bad vocalist. I do not have any training or experience singing. But I am always open and ready to try! Just don't be too harsh on me, haha.

Friday, April 27th

Today I heard this great rap song with a piano based melody and beat! I really liked it. I've found that I really enjoy songs that incorporate piano. Similarly, I enjoy songs with other instruments such as trumpet or saxophone. Too much of music today relies purely on soundboards and computer editing. It was really refreshing to hear a new song with piano that I liked so much. I need some new music. I do not recall the artist but my friend showed me the song so I'll have to ask him for its name and artist. One song that I can think of now that incorporates piano into a rap/hip-hop song is Acid Raindrops by People Under the Stairs. They are a great band that I've been listening to since about sophomore year. In fact I went to their show in Denver last year and they signed my crutches after the show. I had a broken knee from skiing at the time.

Saturday, April 28th

Finally, it's Saturday. By the time I reach the weekend, I am exhausted each week. My friends all start their weekends on Thursday (or even Wednesday for some of them) because they are business majors. They never have Friday classes and are often able to stack their classes Monday/Wednesday. I feel like even my weekends are busier than their weekdays.

Today my older brother Bill got into town! He recently quit his job as a stock research analyst and decided to spend some time in Colorado before finding a new job. He is staying with my older brother Matt, who has lived here for about a year. We took it easy and listened to some Atmosphere albums on vinyl. He is a great artist that we all enjoy, and happens to be from our hometown too. My brother Matt has a record player

and some great records and speakers. I really enjoy the authentic and old school sounds of a vinyl record player.

Sunday, April 29th

My brothers and I went up to Georgetown, CO in the mountains for a hike today. It was beautiful! The weather was perfect and I could not have asked for better company. Its always refreshing to make it to the mountains in the spring, everything is in bloom and lakes/rivers/waterfalls are no longer frozen.

Although I did not listen to any music today, the sounds of nature were a great change. Especially in the springtime, when all of the birds are out singing. It is an incredibly great change of pace from all the electronic music I hear now days from my friends and in the media. The hike took all day though, so I was unable to practice at all.

Monday, April 30th

When I woke up today, I definitely had a case of the Mondays. I was not ready for my weekend to be over, especially considering the busy and hectic week I have in front of me.

So rather than wallowing in my sadness about it being the start of a new week, I put on one of my favorite songs: Rollerskates by Steele Pulse. They are an excellent reggae band from the 1980's and 1990's. The positive vibes put me in a good mood and I went on to tackle the day.

I was able to practice after I was done with research at 4pm today. I focused on vocals and matching pitch today. It seems to become a regular exercise during my studio lessons.

Tuesday, May 1st

No piano lessons today, as Gergana is still in England. She emailed us saying that she was “stuck” in England still. Yeah right!! Nice try Gergana, I hope that the extended vacation is going well.

I am actually excited to hear about her graduate school visits. She was looking into some great school in England for her PhD. Graduate school is something that I think about quite a bit so I always like to hear about other people in similar situations, hopefully I can learn from their experiences and find the right graduate school for me and my interests. I wonder how different music is in England, in terms of popular music and media. I know they enjoy house music a lot, and there are some unique rap (or “Grime”) artists in England.

Wednesday, May 2nd

My sister is getting married in early July, I cannot wait! I forgot to mention earlier that meeting him went very well. He is a great guy and is very nice, should be a great addition to the family. I was the last of all 13 children in my family to meet him! I obviously do not get home enough. I have been thinking about my sister’s wedding and I think I need to help her pick some of the dance music. I at least better have a say in some of the music! Possibly I could play a little piano at her wedding? Maybe this could be a good motivator to continue practicing hard. That would require quite a bit of work though. We’ll see... something to think about.

Thursday, May 3rd

I was speaking with my friends Nick and Jesse today about upcoming concerts this summer. They each have spent a few hundred dollars on concert and festival tickets. I wish I had that kind of money to go to all these shows. I really hope I can make it to a concert at Red Rocks this summer. I have only been to one show there, and it was awesome. I love the outdoor venue and great, natural acoustics of the rocks. The show I saw was Sound Tribe Sector 9 (a great jam/electronic band) and Snoop Dogg. It was an excellent show and I had a really fun time. My brother and his girlfriend got me the tickets. Since they gave me 2, I went with one of my roommates Tyler. I hope to go back this summer!

Friday, May 4th

I sent out a DVD with over 600 songs to my friend (and mentor) in Fiji today! But as I was sending it I realized I had forgotten to add some albums. So I am going to make another DVD with more music as well as movies for him. I really appreciate all his help on my research and trying to find a good graduate program for me. So I feel it's the least I can do after his laptop was stolen. I received an award for my project in Fiji with him from The Explorer's Club. I am also applying for grants from a few other places too, so hopefully it will cover all of my expenses. Despite the age difference (he is my dad's age), we have a lot in common and get along great. We enjoy much of the same music so I am more than happy to send him some songs.

Saturday, May 5th

My brother Bill is still in town. He actually bought a one way ticket so he is not sure when he is leaving yet. We were hoping to go on a hike today again, this time to Eldora. It is about 30 minutes past Boulder. But unfortunately both Matt and I were way too busy for it today. We both have big exams coming up and plenty of other work to get done.

Instead I get dinner and a few beers with my brothers for dinner. We all wish we could've hiked but that is an all day activity. The music at the restaurant we ate at was so loud! We could barely hear each other. Although they played some good tunes, there is no need to break the sound barrier in the bar. We'll have to try a different restaurant next time.

Sunday, May 6th

Today was the start of Derby Days. It is a week long drunken philanthropy event for the Fraternity my roommates are in, Sigma Chi. This normally wouldn't affect me at all but since our house is in such a great location in respect to campus, we are often the party house. This makes me a little nervous because I have yet another busy week ahead of me. I am hoping that not too much partying will happen at our house and that it won't be a week full of just electronic music. Don't get me wrong, I love partying and having a fun time with friends. But I don't want to have to live part time at the library just so I can get my work done.

Monday, May 7th

We had music at our soccer practice tonight! We always practice next to the Ultimate Frisbee Club, and they decided to bring out speakers to the field today. We did not mind at all. It was kind of a nice change.

I find the presence of role of music in sports very interesting. There is an obvious correlation between up beat, dramatic music and exciting times at sporting events. Does the “pump up” music actually help athletes? Or is it there for the fans? I recently went to a Nuggets game and was very surprised to hear dub step during warm ups and at intermittent times throughout the game. Personally, if I were a professional athlete I think I would find it distracting. But I suppose they have to deal with distractions all the time... fans, media, etc.

Tuesday, May 8th

Part of the Derby Days week is a concert, or bar party, called Bright-N-Tight. I say it's a concert/bar party because the Fraternity rents out the bar or venue for the concert. Really, they just mean the same thing. Anyways, the artist playing is Dallas K. He is an electronic/dub step artist. My two friends Tylor and Nick are going to DJ for the few hours prior to the main performance. It's for a good cause, they actually plan to raise over \$10,000 for a brain injury/research charity. I have been debating if I want to go or not. I don't necessarily enjoy the music but I am sure it would end up being fun. Plus I want to support my friends who are playing and have put months of hard work into organizing and planning the event. I'm leaning towards going, besides I have not been to a concert for a little while.

Wednesday, May 9th

I have been so busy these last 2 weeks I have barely been able to see my brother Bill. I think he is leaving town this coming Sunday. I will be sure to spend more time with him before he leaves for Minnesota.

Early today I received word that the derby days event for tonight was cancelled due to venue problems. Instead they rescheduled it for a party at our house. I had soccer practice until 11 but when I got home, wow was there a party. Well over 100 people in our house, I could barely make it up the stairs to my room. Instead of trying to catch up on sleep I decided to join in. It was a lot of fun, met a lot of new people and listened to some great music. These are the only situations when I really enjoy electronic music. It goes great with the party atmosphere. Everyone was having a good time!

Thursday, May 10th

I had a nice morning of piano practice today. Thursday mornings tend to be a good time for me to fit in some quality practice time. My recital piece is coming along well, but there is definitely more work to be done before the recital date. My vocals are still terrible. I think I would need a vocalist coach if I were to have any hope of improving at all.

After practicing, I attended a Fulbright Scholarship workshop. An employee at the Writing Center came to speak to us about writing our research proposals. Between the Writing Center and the Fulbright program advisor at DU, I am hoping my project proposal will be great by the end of the summer.

Friday, May 11th

So I decided to go to the Bright-N-Tight concert. I definitely made the right decision. It was so much fun. My friends and I knew it would likely be our last bar party ever. Although I am not normally a big fan of electronic music, I did really enjoy the concert. To be honest, I did much more socializing than listening to the music; I cannot comment on it much.

Overall it was a big success for everyone. All the attendees had a fantastic time and my friends DJ'd well. They played some favorites and some original tracks, went on without a hitch. The Sigma Chi Fraternity also was able to raise over \$10,000 for brain injury research! Congratulations, and good work to all who put on the event.

Saturday, May 12th

Today I was able to go on another hike with my brothers. Bill leaves tomorrow so I am glad that it worked out today. On the way to Eldora, where we went hiking, we all exchanged music and showed each other our favorite songs. I especially liked the band Trampled By Turtles that my oldest brother Matt showed me. They are kind of a bluegrass band and happen to be from the same area as me in Minnesota. They play chill, light music with excellent use of the guitar and other instruments. I am definitely going to check out more of their music.

Sunday, May 13th

I did a lot of studying today for an exam on Monday. I am feeling prepared so I hope it goes well. While studying I listened to classical music on Minnesota Public Radio

(over iTunes). I find that I am able to better focus on my work with some quiet classical music playing in the background. I think because it eliminates the background noise.

Another friend of mine from Fiji has asked me to send him music. This time it is a student at the university in Suva. His name is Steven and he is about my age. He really likes the artist Atmosphere and is having a difficult time finding any albums in Fiji. I offered to send him all the albums I have, I'm more than happy to share some good music with the other side of the world!

Monday, May 14th

I had a great day today. Finished my test in the morning and I thought it went well. I was able to practice for an hour afterwards. It was very nice to have finished all my work so that I could relax a bit. I had soccer practice at night, which is always a highlight of day for me. Plus, the club Frisbee team brought speakers and music again. Although I am not quite sure what they were playing, it was okay. It was some sort of alternative genre type of music. I pay much more attention to our practice than the music. But next time I think I will have to bring some of my own music and see if they like it. Our teams regularly share the field and we get along great so I do not think it will be a problem.

Tuesday, May 15th

The lesson today went well, my recital piece continues to progress. I have found this curriculum very valuable this quarter. It has provided me with unique and new ways to improve my piano and musical skills. It has introduced me to new ways to practice.

For example, in all my childhood years of practice I never worked on my pitch or ability to hear the notes and know what they are. I think this helps me know the piano more.

I have been enjoying this course (studio lessons) a lot and I believe it has provided me with the refresher I needed to brush up on my piano skills so that I can continue to play after I graduate.

Wednesday, May 16th

My favorite part of practicing is still working on a single song. While I do enjoy and appreciate practicing skills and a variety of exercises, I mostly enjoy working on a single song. This maybe partially because in my previous piano lessons I almost always just worked through songs, practicing them until I had mastered them. I often completed exercises as well, but just for a minority of the time.

The main skill that I would like to continue to work on is my ability to hear notes and recognize them. Further more I would like to work on my ability to hear a melody, know which notes were played, and then be able to play them back.

Thursday, May 17th

Today I practiced for about 30 minutes: I was able to fit it in after class in the morning and before lunch. Today I worked on matching pitch with notes and transferring melodies to different scales (for example: from C major to E major), while maintaining a correct endnote. Practicing went well but it's hard to be satisfied with my pitch ability. I am not a vocalist and have never had any vocal practice or training. This makes it very difficult to be good at matching pitch. I spoke with my Mom about having to match pitch and she liked that I was working on my vocals! She was more joking than anything

though, because she always wanted me to join choir in high school – I made it clear back then that it was not going to happen! She has the last laugh now as I am working on my pitch & key matching abilities.

Friday, May 18th

I am very interested in learning more about music – not only just playing piano but also how songs are composed. A composer’s ability to create a beautiful song from scratch is impressive. But first I should probably just focus on getting my recital piece ready for the recital.

I have not been to a good concert in a long time. I am missing some musical entertainment in my life! This is not including the “Bright-N-Tight” concert I went to last weekend. While that was a lot of fun, the music played doesn’t exactly align with my personal tastes in music. So I looked up a few concerts and am hoping to see one this summer.. and hopefully at Red Rocks. I really enjoy going to shows at Red Rocks. I had never been to an outdoor show quite like Red Rocks before coming to Colorado. Being in the mountains, with a great view of the stars and the city, along with the natural acoustics of the rocks is the best place to listen to music!

Saturday, May 19th

I am a little disappointed that Jason and I will not be doing a duet anymore for the recital. It really would have been a lot of fun. But we just do not have enough time to practice. Gergana, Jason, and I are all so busy this quarter with the summer fast approaching and graduation for Jason and I. I have taken on 2 jobs on top of my full class

schedule... needless to say I am very excited for summer so I will have more time to focus on my priorities and still have some free time.

Unfortunately I was not able to practice today. Some days it is just too hard, I am just too busy. Occasionally I have tried to go practice but there are no open practice rooms. Normally when I can practice I have to squeeze it in between classes and work so I cannot wait around for a room to open. Still, I have been good about getting in to practice as much as possible.

Sunday, May 20th

Today I went back and worked on simple songs that we have been doing in class time. For example, I have been practicing “Hungarian Dance,” “Russian Folk Song,” and “Midnight Ride.” Working with more simple songs gives me the chance to focus on beat and melody. It definitely has taken some work to try and get my feel for beats and measure back. I have had to relearn all of the correct notations and work hard at maintaining the correct timing.

In the afternoon I listened to one of my favorite songs – Dry Cry by Sizzla. I love the beat and melodies in reggae songs. Very relaxed and happy. If I am having a bad day, I just turn on a great song and take a deep breath. Fortunately, I did not have a bad day today... doesn't mean I can't enjoy a great song though.

Monday, May 21st

When doing homework I will often listen to classical music. I am not sure what exactly it is but the background noise allows me to focus on my work in front of me.

Today as I was studying I had Minnesota Classical Public Radio on. It is my preferred

classical radio station, probably just because I started listening to it back in high school while living in Minnesota (a little home sick right now, so let's switch topics).

The Frisbee club brought speakers (and dub step) out to practice again today. Luckily they don't play it very loud, or I think I would get sick of it pretty quick. I hear enough dub step at my house or when I go out. I know I've touched on this topic a few times but I don't really understand the appeal behind dub step. The majority of the time it is just sounds made on a computer, repeated over and over again. I can't help but think it sounds like robots fighting or something... seriously, haha. This new genre of music has become so popular that Denver now has a radio station that just plays this type of music and it's even found its way into mainstream media (in commercials, at basketball games, etc).

Tuesday, May 22nd

The lesson went well today. I think I am getting better at hearing melodies. This is something that I would really like to continue working on in the remaining time for piano lessons. It is a skill that keeps you very in tune with the piano and gives you a more wholesome understanding of the instrument. It is a skill that I have not worked on prior to this quarter, and I am really enjoying practicing it. It is like a guessing game or a puzzle, where you must piece together the notes relative to each other and the piano.

Wednesday, May 23rd

One facet of music I am very interested in is international music culture. Depending on where you travel to in the world, there are obvious culture changes. Among the most widely recognized is music culture. When I studied abroad in Turkey and

Caicos Islands, it was clear that there were strong musical influences from the United States and from the Caribbean. Turks and Caicos Islands are 400 miles south of Miami and are only 100 miles north of the Dominican Republic. Both areas have great influence on the music listened to through TCI. I lived there for 3 months and I heard plenty of Caribbean reggae, as well as classic hits from America; everything from Michael Jackson to Notorious B.I.G.

Similarly when I lived in the Fiji Islands for 2 months the next summer, there was a split between reggae island music, traditional Fijian music, and Indian music. About half of the city populations are Indian, so Indian culture spreads throughout Fiji. You notice it in businesses, foods, music, television, and more.

Thursday, May 24th

My brother took me to a Trampled by Turtles concert. I had a great time! The music was great. My brother recently introduced me to the band, and I took an instant liking to them. It is really refreshing to hear an actual band play actual instruments rather than just computer based music. I mentioned this earlier but I feel like too much music is just made on a computer these days, mixing and matching sounds in a program. Another thing that I really enjoy about Trampled by Turtles is their authentic bluegrass/folk sound. I do not like country music at all, it sounds like pop music with a southern accent. But this band plays country music that even I can appreciate.

Friday, May 25th

Today is my Mom's birthday! Happy birthday to her. It is also my supervisor's birthday in the research lab this coming Sunday. But we are celebrating today because it is a long weekend (Memorial day). I signed a card for her and someone else in the lab brought in cupcakes! Birthdays are always a good day in the lab. I also put together a playlist to play while we work today. She really enjoyed it. I was sure to include some of my favorite songs from the bands she likes, namely Blink 182.

Saturday, May 26th

I worked my other job today, as a food runner at Cherry Hills Country Club. The job is going well and I really like the other employees. They are all in similar age to me and we have similar interests. It makes for a quick work day. After we closed up today we had to switch the dining room from a banquet setting to the normal setting. Some of the other employees put on their own playlists while we were working. It was very interesting to here music from other people in Denver around my age group and to see how it compared to what my friends listen to. I feel like my friends and I are so locked into our social scene that we do not get the depth in music that I would prefer. It was not very surprising, but their playlists consisted of many of the songs that I listen to: Drake, Pretty Lights, Sol, etc. So much for depth, heh.

Sunday, May 27th

I really enjoy the historical music assignments that we have had this quarter. I am interested in music history and it is a nice way to explore different musical artists and events from the past. To supplement some of my work in class I did some research on an

aspect of music that had been interesting me greatly: the origin of music. I found that music is thought to have started by early cultures imitating sounds in nature. It is thought that the repetition and rhythms made by natural sounds led to humans trying to imitate them. Which led to more organized and man made sounds. Music has come a long way since then and now defines many cultures!

Monday, May 28th

When I was home the other week I grabbed some piano pieces from when I used to play. When I went to practice at Newman today I decided I would give them a try! It went well and was a lot of fun to take a trip down memory lane. I still had numerous recital pieces from my childhood and books that I worked through. I had a great time playing some of the songs, although they were not very difficult. Some of them were a bit hard for me though; I can tell that I am not as good at piano as I once was. But I already knew that.

Afterwards I was able to practice my assignment for this class for about 45 minutes. Practicing went well and I am ready for the lesson tomorrow.

Tuesday, May 29th

This morning when I went in to get a bagel at Einstein's, the register clerk asked me how I was doing. We got talking about finals and I told her about my piano recital. At first she asked if I was a music major but I told her that I was just taking a studio lessons class. I told her I had always wanted to take the studio lessons at DU and am very that I was able to take it as a senior, before I graduate. She was very impressed that I was taking piano and wished me best of luck for my recital. I am excited for the upcoming

recital. It has been a long time since I have played for an audience. No matter what song I am playing and how small the audience is, I think it will be a very nice experience to play again.

Wednesday, May 30th

I often wonder about Chinese music culture. Over half of my family, in fact 8 of my siblings, is from China. So Chinese culture plays a definite role in my family and all of us biological siblings believe it is very important that the adopted children maintain their Chinese background and culture. Although they likely will not be able to retain their Chinese language skills, we know it is important for them to understand and appreciate their heritage. One big aspect of this is Chinese music. They have a small amount of exposure to Chinese music from the educational videos they watch. But if I knew more about it myself, then I could be sure that they maintain an understanding of it. I really hope to learn more about not only Chinese music, but also their culture. I would like to one day visit China and the places that my siblings were born. An understanding of the culture would make the trip all the more worth it.

Thursday, May 31st

Thinking more about Chinese music made me think more of my younger siblings! I decided I wanted to give them something, since it feels like awhile since we've talked. I made them a playlist for their iPods. Seeing as they share their iPods and there are 8 of them, I decided just to make 1 playlist for all of them. I put together some fun educational and children songs for them to listen to on car rides or while hanging out in the house. Hope they like it!

I was able to practice piano for 45 minutes today before work. Practicing went well and I am ready for my recital. Cannot wait, I am excited for this Sunday.

Friday, June 1st

Last day of classes! Waaaaahooooo! I cannot believe that I had my last undergraduate class ever today. Classes went very well this quarter and I am ready to graduate. I am happy with my piano studio lessons this quarter; I felt that I gained a lot. It was exactly the refresher that I needed in order to continue playing piano past college. I had wanted to get back into it.

APPENDIX J
HUGH'S JOURNAL

Tuesday March 27th

Piano class was a lot harder than I had expected it to be. I hope I can progress enough within this quarter to be at a level where I can actually play. Perhaps having more than one lesson per week would be worthwhile.

Wednesday March 28th

I woke up at 11 am today and started jamming some country music in preparation for my shower. While in the shower, I relaxed and listened to the music, noting that several country songs would be awesome to be able to play on the piano. Lady Antebellum, Kenny Chesney, and Jimmy Buffett peaked my interest. My piano book came in the mail today and I took some time to read it. It is very interesting.

Thursday March 29st

My very inconsiderate roommate and his shitty death metal music woke me up abruptly at 7am. Commence grumpiness.

Friday March 30th

I am leaving for Cabo San Lucas, Mexico this afternoon for my friend's birthday. I don't know what to expect music wise but I'm anticipating techno music with heavy bass. We will see. I am getting more eager to learn to play the piano.

Friday afternoon March 30th

This is a retrospective journal entry, as I did not take my computer with me to Mexico and doubt I would have been much use as it pertains to my writing capabilities at this point. I was solidly drunk off rum and tequila and was at an outdoor bar called the mango deck, which is on the beach. I have no clue what music was playing but I do remember having a great time and loving the beats.

Saturday March 31st

This also is a retrospective journal entry. On this day we went sailing on a friends boat and relaxed while we recovered from the night before. We mostly listened to relaxing music like Jack Johnson but my Spanish friend recommended some music and we all enjoyed listening to relaxing Spanish jams. I wish I had gotten the name of the music.

Sunday April 1st

Sitting in the airport drinking a beer to take the pain away from last night. I'm reading "The Sun Also Rises" by Ernest Hemingway and listening to Jimmy Buffett. I'm in pain.

Monday April 2nd

The only time I really listened to music today was in the shower. I have sort of a ritual of listening to, mostly, country music. So I like to sing along poorly and enjoy myself.

Country makes nostalgic for home and being with my family.

Tuesday April 3rd

I left class feeling pretty disappointed with myself as I can simply not seem to get my posture and finger positions correct. I got home and practiced on my kitchen counter while eating dinner but I cannot get my pinky to stop lifting off the ground. I think its

either because I broke that pinky or because I used to play guitar and never really used that pinky. Also I have poor typing form with my right hand. Either way, it is very aggravating.

Wednesday April 4th

I woke up and immediately resumed my finger exercises but still I cant get my dumb pinky to cooperate. My left hand is doing perfectly well but my right is being useless. I decide to give up and go wake up with some nice tunes in the shower. I listen to a rendition of Zou Bisou Bisou that was featured in the television show “mad men” and its quite relaxing. I get out of the shower and read my homework for next class and look up the image. I think it’s a hilarious image and story yet I did not really know about it. I feel like a bad American citizen, as I don’t know about our countries very basic history.

Thursday April 5th

My best friend VQ gets into town tonight and we are going to go to the mustache bash. While driving to the airport I listen to smooth country music as well as some island inspired music. I feel like several country songs would be delightful to learn and play on the piano and I decide to research into the matter further. The country music makes me tired so I switch to electronic dance music. It’s quite the scene, me driving alone listening to blasting techno. Anyway. I wonder what techno would sound like on the piano? I practice my finger placements on the dashboard of the car and still cant get my pinky right.

Friday April 6th

7am: Wow, I am hung over. I am leaving to NYC on a plane in a few hours and feel like hell. In the taxi I fall asleep until I get to the airport. On the plane I put on headphones and fall asleep to Jack Johnson and don't wake up until I am in LaGuardia airport. The first thing I do is visit my friend Lawrence in a very cool oyster, prohibition themed bar in Brooklyn. There is smooth jazz playing and I order one old fashioned and settle into the booth while this music settles in.

10pm: I am in my hotel lobby and trying to play the piano. I suck and immediately get asked to stop. Oh well

Saturday April 7th

I wake up at 12 and go straight to lunch with my family. Afterwards I meet some friends at a very cool movie theater in Williamsburg. We see *Raid Redemption* and it is bloody and very awesome. The musical score in the piece is excellent as well. Afterwards we go to dinner and later on we go to Broadway to see the show "Once". And WOW! It is fantastic. It's a Broadway rendition of the movie "Once" and the musical pieces are simply out of this world. The main characters, one plays piano and the other guitar, are tremendously talented and this makes me want to get better at the piano.

Sunday April 8th

2 pm: Not much to be said, had an awesome weekend in Manhattan and am dreading going back to school. I put in my earphones and play some beautiful girls and nod off in my seat as the flight takes off.

10 pm: I am back home and playing on my roommate's keyboard. It is time to practice in reality as I've spent the weekend slacking off. I start playing the assigned homework. All is well until I need to play both hands at the same time. Wow I suck and this is very hard. As time goes on I get a little better but it is still challenging to say the least.

Monday April 9th

I've been watching YouTube videos of people covering popular songs on piano and it is so cool. The only way I can seem to describe it is "awesome". There is so much potential to be had playing the piano and the possibilities are endless. But anyway, back to my practicing. I feel motivated to practice because I truly want to get better at piano and be able to play at a somewhat proficient level. I have been looking like a crazy person, as I have been finger tapping everything and trying to get my pinky to cooperate with me. But, nonetheless, my pinky is being of no use. My left hand is still doing well. I've been practicing 2nds 3rds and 4ths and trying to really get the distinction but I'm still having some sort of trouble with 2nd major and 3rd minor.

Tuesday April 10th

Class today was fun, although I'm realizing that I have no song chosen for my spring concert and its really worrying me. I don't know how ill be able to get proficient in such little time. For the meantime though I will be researching my options and seeing what I can do realistically.

Wednesday April 11th

I actually am feeling pretty unmotivated to learn the piano this morning. I don't feel like practicing and I just want to relax. Piano seems like a chore right now in this stage of my

life and I can't say that I'm thoroughly enjoying my experience. Of course the curriculum is very valuable but I guess I expected to make better progress. I have to learn that I can't become a piano master in two weeks. Instead of practicing this morning I just sit in bed and listen to music. Kind of pathetic.

Thursday April 12th

It's Thursday afternoon and in classic DU fashion I've elected to go to happy hour instead of practicing. Today, I feel a little bit more confident and more optimistic about my piano training. I actually want to practice and am eager to learn more about not only piano but also music as a whole. I'm having trouble reading note values and putting them all together in a song. I want to start practicing at least for a few hours per day.

Friday April 13th

I've been researching several songs to play for the spring concert but am still coming up empty handed. I really like colder weather by zac brown band but it doesn't have enough music, piano wise to play for a concert, as most of it is spoken word. There are some really awesome classics that I feel would be doable if I were able to read music better. Moonlight sonata I feel could be playable if I worked my ass off and practiced a ton. Who knows, we shall see. I've been reading the book a lot and practicing up to page 30 to try to get a better feel for everything.

Saturday April 14th

Today I woke up at 7 am and drove to the mountains. I played some upbeat tunes on the way up and really enjoyed my time with my friends. The day was spent skiing and I did

not get home until 8 pm. At this point I briefly read over the homework and looked at the Yankee Doodle drawing while getting ready to go out.

Sunday April 15th

I've grown tired of not being able to practice whenever I please so I took the journey to guitar center today and bought a keyboard. This makes practice much more enjoyable and readily available. It was no awesome keyboard but the keys are weighted and it helps a lot while practicing piano and forte. I am getting used to playing now and my fingers are cooperating.

Monday April 16th

I must have practiced piano for 3 hours today. I really want to get better and be able to play somewhat proficiently. I am sincerely enjoying my practice time and cannot wait to keep practicing. I played until I physically could not play any longer. I have been jamming to Dave Matthews band and some reggae. My chords are starting to be better and my pinkie no longer has a mind of its own.

Tuesday April 17th

Class today was fun but it will take me a bit of adjusting to this new schedule. I mean I have no idea whatsoever what exactly I want to start practicing and how I want the classes to go, as I have no idea what I am doing. I don't know the next step and I can't exactly direct the course of the lessons, as I have really no idea what would be a plausible next move. We shall see what happens, but I am feeling nervous.

Wednesday April 18th

I woke up at 7 am today and threw on some jams while I showered. Afterwards I practiced scales for an hour and practiced finger usage as well as hand shifts to octaves higher and lower. I'm feeling pretty motivated to practice at this point because I don't want to get on stage and get outplayed by a four year old during our final presentation.

Thursday April 19th

I am in Key West until Sunday for a fishing tournament and can't exactly be practicing a bunch, but that does not inhibit me from listening to jams and getting some inspiration. On the drive down to Key West I listened to my iPod on shuffle and got a huge assortment of music. A real buzz kill happened when I got pulled over by a dick police officer for not using a turn signal (which I did) then he gave me a ticket for having an expired drivers license (which was not expire) yippee!

Friday April 20th

On the drive out to the fishing grounds today we listened to Aerosmith and other jams. One of my friends who are extremely musically inclined started talking about playing techno music on the piano and while it sounds very cool, it sounds beyond my ability level.

Saturday April 21st

Today we are having some extremely inclement weather. I have been up since 530 a.m. (its 10 am now I'm inside the boat) and it has been pouring rain and the lightning has been absurd. One boat got struck and I think that's the end of the tournament for the day. I haven't heard a single piece of music today except for the noises of nature, which

include rain pounding, thunder booming, and lightning cracking. Very cool day weather wise, but horrible day music wise.

Sunday April 22nd

I woke up today and we had more of the inclement weather we were seeing yesterday. The rain simply would not stop coming down and purple lightning flashes illuminated the dark morning sky with every flash. It was very intense and very scary. I have decided to drive back to Miami and go back to Denver today. The drive was fun but intense, as I could not see 20 yards ahead of me. I've always enjoyed driving in the rain but it is quite a drag when other people cannot and drive 10 mph.

Monday April 23rd

Well I've finally been able to start practicing again. These weekends away that I have been taking really do not help my piano skills. I am not improving at a favorable rate and I feel like I suck. I probably do suck anyway but I can't let myself not improve at least a little. I'm trying to learn a song that can be played at our final rehearsal; a song that is not as easy as twinkle twinkle but I don't want to be jamming to some crazy intense song that I can't read the music for.

Tuesday April 24th

I was looking forward to class today but I realized that we did not have any... so now I have the entire afternoon to do what I please. I find it quite irresponsible that instead of playing piano all afternoon I went and got drunk in a park. It was a nice day out anyway. Later on, I did practice a solid amount and I felt that maybe I was better while I was under the influence. This could be an effect of my impaired judgment as to how good I

actually sound, or whether it is some effect that causes me to be less inhibited. I shall try this experiment again soon. I cannot wait.

Wednesday April 25th

Today I had a ton of class and an exam in one so piano came secondary to studying. But I did get some study time in and have been going through the book. The only problem I have is I have no idea if what I'm playing sounds like what it should sound like. This is a major problem at this time and I wish the book came with some sort of cd that you could listen to the songs that you should be playing. Maybe it does and I'm an idiot. Who knows?

Thursday April 26th

I keep messing up and it's extremely frustrating. It is hard for me cause I am pretty terrible at piano; it is something I cannot comprehend. I used to be pretty proficient at playing the guitar but that never really gave me the skills to play two different melodies with both my hands at the same time. I'm having some trouble getting my hands to do things independently of each other. Gosh darn it!

Friday April 27th

I am a little ashamed to admit that the magnitude of my hangover right now inhibits me from playing any sort of music. I am going back to bed. (12 pm)

(5pm)

Well, I'm feeling better and getting back to practice. I went through the book some but I really just have no motivation. I need to quit alcohol.

Saturday April 28th

I woke up at noon and went to grill some meat with some of my friends. The weather was nice and the sun was out and the music was playing. Hearty Neil Diamond songs were blasting, which I find pretty hilarious. I ponder the thought of whether I could play one of his magical tunes during our performance but I quickly rule that out, as I still cannot really play anything smoothly and proficiently. At this point I'm feeling pretty nonchalant about the whole ordeal even though I know I shouldn't be. I realistically need to go home and practice all day and night but to be perfectly frank; I don't really feel like it.

Sunday April 29th

I'm feeling quite depressed and I don't really know why. The only thing I've been able to do on the piano is mash the keys in the bass range and make ominous tones. The cheery side of the piano makes me upset and I can only listen to minor chords and deep notes. I opt to lie face down on my carpet and do nothing instead of practicing any longer. I feel quite pathetic.

Monday April 30th

Excited for class tomorrow, I honestly have nothing else to say.

Tuesday May 1st

Well, class got cancelled again today so I am spending my time focusing on trying to learn songs for the recital. It is an intense experience and I feel like my skills are not adequate. Every time I try to find a song to play it ends up being way harder than what I had bargained for.

Wednesday May 2nd

I found a YouTube video with a tutorial for the song moonlight sonata. It is not in the proper key though and has no sheet music pertaining to the piece. I promptly learned it though after three hours I am still having troubles McGee with it. We will see how I progress.

Thursday May 3rd

My slow progress is really taking its toll on me and I fear the worst. I am not progressing enough in time for the recital. I will end up being on stage looking like a dumbass and playing twinkle twinkle little star. Who knows, maybe the crowd will love it.

Friday may 4th

Today I have taken it upon myself to learn mad world by Gary Jules. It is featured in the movie Donnie darko and is extraordinarily dark and melancholy. The melody is quite easy but pairing the chords with the right hand has proven difficult. I cannot seem to get the timing right. Or rather I can't get my left hand to work independently of my right. It seems that my left hand should be in charge of keeping the beat, much like a drummer, while my right is responsible for filling in the blanks. The problem is I can't make this connection.

Saturday may 5th

Well, today is Cinco de Mayo and I've decided to abandon all piano for the day and go get hammered in honor of my heritage. So long.

Sunday may 6th.

What a horrible mistake I've made. I am extraordinarily hungover and feel like doing nothing except sleeping. Rather than sleeping though I have taken it upon myself to practice mad world. I have decided that this may be a potential song for my final presentation but I am still having extreme difficulty with it. I can't seem to get it right at all. My left and right hands are being uncooperative and I'm feeling very frustrated.

Monday May 7th

Today was a good day practice wise. I've mostly decided to play Gary Jules mad world but at this time I'm still having some trouble getting my left and right hands to cooperate with me. Listening to the song has proven worthless, as it does not help my coordination. Hopefully with time and effort I will be able to make this song mine.

Tuesday May 8th

Class was fun, I'm writing this literally 20 minutes afterwards. We worked on 5ths, which confused me. But, overall it was a worthwhile time. I've grown fond of practicing directly after class as I can implement what I've learnt and assign it to memory.

Wednesday may 9th

I feel no motivation to practice today. I am feeling quite low and opt to listen to some relaxing music instead. I'm contemplating watching a movie, perhaps rango. Practicing one thing too much can definitely lead to both boredom and frustration, and I feel that's where I am with my piano right now. I honestly don't even want to look at it.

Thursday May 10th

Feeling the same way as yesterday, choose to listen to calming music instead.

Friday may 11th

Today, I feel invigorated, my love with my piano has been refueled and I cannot wait to play. As I sit and stroke the keyboard a beautiful (not really) sound emits and I am hooked again. Mad world is still sounding like shit world but I feel like in time it will improve, and so will my spirits. I have a little more than three weeks to get this song right.

Saturday May 12th

The pressure of having to perform in little more than three weeks is really starting to loom over my head. What If I panic, what if I mess up, what if I can't play properly? These are all thoughts that are starting to irritate and horrify me. My song sucks, I suck, I can't play, and this is stupid. 4 year olds will be jamming way harder than I will.

Sunday may 13th

I still realize that these dumb 4 year olds will be jamming out killer songs while I will be playing a song with 20 notes in the whole thing. I suck. BUT, on the other hand my 20 notes will be rocking. So whatever, I feel like this will be good. As long as I don't get stage fright and pee my pants.

Monday May 14th

Well today was a fantastic day for piano jamming. I woke up and knew at once what I should be doing- rocking out. So I prepared myself, rolled out of bed, sprinted to the piano like a rock star and sat down. I began frantically jamming to a sweet upbeat rhythm and quickly realized that it sounded horrible. So I bowed my head and played twinkle twinkle little star like a boss and was very satisfied.

Tuesday may 15th

Just got back from class and decided to play uhmm whatever song it was that we decided to play during class. Wow I am having an absurd brain fart and cannot seem to remember what it is called... Oh well. The duet format will definitely help with mistakes as when I (hopefully don't) make a mistake then it can be covered up quickly and efficiently.

Wednesday may 16th

I am jamming the hell out of this song at this point but I feel like I'm definitely having some problems keeping tempo and assigning certain values to notes. I'm hitting all the notes properly but I feel like I'm executing them poorly or holding the duration for too long or too short of a time. With time I feel like this will be solved, or with a metronome, which I don't have.

Thursday may 17th

Today I decided to get my practice time in during the morning as I have quite the evening planned out. I play my song 5 times and call it quits. That should do

Friday May 18th

Last night was out of control and the only thing I want to do is crawl back into bed and cry and die.

Friday evening

Well I feel a lot better and just jammed out my rehearsal song a few more times, feeling more and more confident. We shall see where this goes and how I do.

Saturday May 19th

Well, its raining out right now and I'm supposed to be going to a concert at red rocks today. Obviously, if it's cold and pouring that will really put a damper on my partying mood. But hopefully the skies will clear and the sun will pour out and the air will be filled with beautiful country music.

Sunday May 20th

Well, the skies never did clear and the country music baby Jesus never answered my prayers. Nonetheless I had a fantastic night downtown and I really love the piano right now. I play a solid amount each day and feel like it is all coming together.

Monday May 21st

This weekend was very fun and enlightening, I did not get a chance to practice my piano much though so I took it upon myself to practice for several hours today. My songs are coming together nicely and while I gave up on the book, my song and progress has not stopped. I find the book to be more of a guideline and the real creation is up to the student. Although what I am creating is pretty horrible, it sounds nice to my ears.

Tuesday May 22nd.

I am swamped in schoolwork for this stupid international studies paper and have a 12-page assignment due for tomorrow. I guess it is quite easy to say that I am stressed out of my mind. I don't understand why all professors lump all the papers and projects into the same week. That way, you are sitting around doing nothing all quarter and then one week you are up until sunrise working every day. I don't get it.

Wednesday May 23rd

I am practicing extra hard today because for the next few days I will be in Miami and the Bahamas for my brothers' birthday without access to a piano. He is turning 23 and just got a job working in "the real world" (not the TV show I mean he actually got a grownup job) so it is his last time to go out and party really hard. Anyway, my piano is coming along nicely and I hope I'm prepared for the final concert.

Thursday may 24th

I woke up at 5 am and practiced piano (with headphones) until 6 am and then was shuttled off to Miami. My brother's friends are flying in from California and this is expected to be quite the weekend.

Monday May 28th

I just got home after a long week in the Bahamas and am honestly surprised that I survived. We went over on the boat with a mission to catch 100-pound tuna but ended up catching hundreds of pounds of rum. Such is life I guess. I'm flying back to Denver this afternoon and cannot wait to begin practicing once more for the final performance.

Tuesday may 29th

I just got a call from the Ford Foundation in NYC and they have offered me a paid internship in the city. The only downside is that they want me to start this week! This is obviously problematic for me. I am quite conflicted because I really want to give a convincing performance on the piano but at the same time I really don't want to be unemployed and living in Denver.

Wednesday May 30th

Gergana was nice enough to allow me to watch the LSO and write a paper in place of the concert, and while I am bummed about not being able to play, I am certainly gracious, as she has allowed me to get out of this place and into NYC. My piano will not stop and I will keep practicing diligently as I still have goals that need to be realized.

Thursday May 31st

Today was the LSO concert and it honestly changed my outlook on life and music. I wrote a long spirited review in my paper so I will keep this one short. It was tremendous and moving and passionate and AWESOME! The conductor had so much power, it really surprised me and all the musicians playing in perfect synchronization was beautiful. This concert helped me understand more about music and more about various instruments, as well as the power of music. It was tremendous! I am leaving in the morning and am kind of sad, but at the same time eager to get out of here.

Friday June 1st

I moved into my new home today in New York and while it is tiny and expensive and shitty, it is awesome. I believe I am going to go in tomorrow and learn a bit about what I am doing but for now I pop in an old CD and lay down on my bed. Music certainly helps you remember important times in your past but it can also act as a guide for your future.

Saturday June 2nd

Denver did not prepare me for the amount of stress and the hectic lifestyle of NY. I am quite overwhelmed! But, music levels me out and I can definitely say that I wish I were playing piano right now, or at least had one with me.

Sunday June 3rd

This is my final piano journal entrance and I'd just like to take this time to thank Gergana, who was a tremendously helpful teacher and helped me learn more than I could have expected to. Thank you Gergana! This class was awesome. Hope you have fun in London.

APPENDIX K
LEE'S JOURNAL

3/27

My motivation for practicing is playing piano. I enjoyed my practice time, and I want to learn more about music on a daily basis. Today, I listened to my younger brother's pieces. He was playing flute; furthermore, he was very good at playing that instruments. However, I sometimes played piano with my younger brother's flute. I made wonderful rhythm so that I always wanted to play with my younger brother.

3/28

I practiced playing piano, and I just practiced one piece which was drama Original Sound Track in South Korea. This drama was very famous so that most people knew this song. I practiced when I was in high school for my class. In addition, I have a desire which I learn more about playing the piano in order to make better sounds and understanding better with music notes. Personally, I am struggling with comprehending the notes and major or minor so that I really want to improve these kinds of things. That is why I am taking this course.

3/29

When I went to the Cherry Creek mall, I felt like very comfortable because I was listening to music such as classic music by piano. In fact, I listened to "Canon" piano performance which I preferred to listen to when I was gloomy or stressful. Moreover, I

tried to practice “Canon” piece, but it was really harder than I thought and listened to.

Also, I always tried to play the piano with some notes that I experienced. I think this is one of my motivations for playing the piano.

3/30

My motivation for practicing was being dedicated with doing something pieces. I practiced in Lamont School of Music, and I enjoyed my practicing time. In order to learn more, I realized that I need more practicing about many different kinds of pieces. While I was playing the piano, I listened to “Korean” songs which were ballad and famous at that time. When I listened to this kind of music, I could overcome many other things which made me to have hard time.

3/31

I came to music school to practice my piano skills, and I brought my friend who was very good at playing the piano. He told me that I need to know the exact rhythm and rule of piano pieces. I listened to him so that I started to learn these things from him. After 2 hours, we went to his house to play more piano. Today, I was really happy to meet him and learn a little bit of music skills. If I have some opportunities about learning how to play the piano, I would like to attend and catch this opportunities.

4/1

Today, I worked from 7am through 9pm. While I was working, I could listen to American recent songs. I usually enjoy listening to these kinds of songs. However, I concentrated to listen and figure out what they were going to try to say. After I understood what they were trying to show their feeling. It was really interesting. While I

was driving, I always turned on my audio to listen to Korean songs in my car. I think it makes me to focus on driving. However, it depends on who you are. Anyway, today was great day for me.

4/2

I went to Lamont School of music in order to practice my piano lessons. I read the “Adult piano Adventures 1”, and then I played with some pieces and second major and minor. Also, I practiced third major and minor with playing the piano. In addition, I practiced “Aria from the Marriage of Figaro” p115 in my lesson book. It was really easy, but I felt that this piece had very good rhythm. Today I practiced for 2 hours because I wanted to be familiar with piano. Practicing piano makes me feel comfortable. That is why I can overcome difficulties with playing the piano. Tomorrow has lesson!

4/3

I had a lesson, and I practiced in 5th floor about “Canon”. However, I was really fun time and I enjoyed it because I was obligated to have habit which was playing the piano. Actually, I got some chips from target. I really enjoyed with playing the piano and eating some chips.

4/4

I played piano with my younger brother and I just practiced my Korean drama Original Sound Track which I performed in high school. I always thought this song made me perfect mood and missing that time. However, I taught piano to my younger brother. He was very funny and good playing.

4/5

I was sick and just listened to musical song which was magic flute. I loved this kind song. I tried to sleep and enjoyed my music. Even though I was sick, I tried to play the piano in school. I think my motivation is very strong so that I could keep playing in order to improve my skills and enjoy the music.

4/6

I went to Yves Saint Laurent festival in downtown because I was very interested in brands of clothes or fashion. The Retrospective features a stunning selection of 200 haute couture garments along with numerous photographs, drawings, and films that illustrate the development of Saint Laurent's style and the historical foundations of his work. Also, there is a song which fits for this event very much. After I went there, I thought that Yves Saint Laurent was very genius person in the world in fashion field.

4/7

Today, I listened to Canon song, and I practiced for piano lesson. When I played the piano, I felt same thing as last time. I think I am accustomed to play the piano from this quarter because I have not played for a long time. However, I could play the piano and took this lesson in order to experience playing the piano. In addition, I loved "Canon" song, so I had to listen to this for controlling my mood by music.

4/8

I always worked on Sunday, but I usually listened to music with cleaning the ground and gas station. I had to listen to every song in order to be strong and patient. The reason is

that I hate working, but I hate that I have to. However, I could work because of listening to smooth songs such as piano and ballad songs.

4/9

I have a lot of homework for Marketing and Accounting class which are in business field. When I was in the library, I listened to Korean ballad song. The reason why I always listen to Korean ballad during my work is that it makes me more comfortable like playing the piano. I could not play the piano so that I was obligated to find some alternative things instead of playing the piano. In the library, I could feel what they were trying to say by the song. I am always happy when I listen to music by my I-pod.

4/10

I listened to Canon song, and I practiced for piano lesson. When I played the piano, I felt same thing as last time. I think that I am accustomed to play the piano from this quarter because I have not played for a long time. However, I could play the piano and took this lesson in order to experience playing the piano. In addition, I loved “Canon” song, so I had to listen to this for controlling my mood by music

4/11

I have a lot of homework which is about Marketing and Accounting in business field. I was very exhausted when I tried to do my work with this kind of field. I listened to Korean ballad which was very famous in drama. This is my other motivation to listen to Korean songs because I have been listening to this music for a long time and I am Korean.

4/12

I practiced playing the piano in Newman center in the afternoon. Even though I had to do my homework, I came here to practice. I enjoyed this time also. I felt I had another motivation to control my mood and feeling because I realized that when I played the piano, I thought I overcame these things.

4/13

I listened to Mozart song in my car, and I thought Mozart was very classical human being so that he could write the music for a long time. Now, he is legend of the music. We still think that he seems like being alive even though he died for a long time ago. The reason why we thought is that he had really great job of writing and making the music by himself because of being smart in music field.

4/14

I washed my car today with my mom, and mom told me why I listened to music loudly in the car. I said that I listened to music loudly because of the class. I needed to listen to any songs so that I could write the journal and feel about playing the piano even general music. In terms of listening to music, I could compare with other things such as working out and driving.

4/16

New week came to me, and I was struggling with studying for the midterm examinations because there was a lot of memorization stuff and understanding these things on my desk. Therefore, I thought I needed to concentrate with listening to music or doing something until I am ready for studying.

4/17

I like music, and I was able to mull over this topic so that I will be interested many kinds of songs or pieces. That is why I took this class now, and it was really helpful for my condition and mood. I wanted to listen to song with understanding what they were trying to say to me every time. I think I noticed now that I knew a little bit.

4/18

Today, I was really gloomy and did not have power to study or hang out with my friend, and I just tried to listen to metal music or club songs. The songs are all related to our real love and world. Even though I was sad, I felt better because of listening to this kind of music. I sometimes care about the headphone and earphone when I listen to music.

Headphone or earphone can change the songs.

4/19

I was so scared because I got three packages from unknown people. My mom and my younger brother were very scared too. I was also angry and did not know how to figure out where these are come from. However, I listened and played the guitar to make me calm down. I sometimes motivated myself to be calm down such as playing the instruments or running outside.

4/20

I went to Cherry Creek mall to buy my wallet, and I just wanted to compare with Louis Vuitton and Bottega Veneta. I just tried Louis Vuitton at this time because of the song that I listened to. That was kind of magic to choose by the music. I realized that music sometimes change my mind and controlling myself.

4/21

Today was Saturday. I love Saturday and I hate Saturday because I have to work on Sunday. However, I went to Karaoke with my several friends, and I sang smoothly songs which I wanted to sing. The reason was that I broke up with my girlfriend. When I sang, I totally reminded being with her even though we are done. However, it was really fun time because we decided to go to Karaoke.

4/23

Another week came to me, I went to library to study my midterm. I had midterm today, and I have two more tomorrow. I listened to Korean ballad songs which was “confession” by 4 men, Korean singer. I loved their songs because their voice is so nice and their skills are also really great.

4/24

I just did two midterm exams, and I hope that I will have good grade for those two exams. I was practiced piano with my pieces which I brought from my hometown, Korea. I ate some chips and practiced again, and it was fun and interesting because I have not come to Neman center for a long time.

4/25

I downloaded several songs today in order to make and figure out what kinds of songs I listened to recently. When I listened the song “I can’t” by four men, I felt I am in the sky or beautiful place. I really liked this song.

4/26

I made some noodles with my Chinese friends. We argued that we made Korean or Chinese noodle. There was loudly Chinese song which made me surprised because I have never listened to Chinese song. After that, they gave me several Chinese songs to me. I think the Chinese song is very strange because Chinese language has four tons of speaking. However, from the Chinese song, they have no tons. I was so curious that I got how they understood the songs by Chinese.

4/28

I went to club today in “Cloe” in downtown. I love clubbing sometimes, but not always. Today, I drank and enjoyed with fast tempo club songs so that I was very fun and happy. If I have time, I want to go there again. I felt like this songs made me to change my mind with fast tempo of beats and DJ.

4/29

I cooked for my younger brother because today was my brother’s celebration of award which is about the math contest. He got first place in Colorado. He was thanked me about making foods for him with ice cream. I was really happy that he studied a lot and listened to English song so that he could learn more about the English skills. This motivation for making foods for family is my habits.

4/30

I worked all day, and I usually listened to music which is related to some songs about the stressful life. However, I could conquer even though it was really hard to do that. It sometimes helps me a lot of experience in my life

5/1

One week was really quick and boring because all habit and usual things came up with same things. I wanted to try for listening and playing the piano so that I felt I was multi-tasking with two things. I played the piano in my friend's house, and many people were surprised that I could play the piano.

5/2

Marketing class had many kinds of video so that I really enjoyed it, and I saw the Titanic 3D at night. I was crying a little bit, but most people cried loudly. After I got home, I listened to "My heart will go on" which is performed in this movie. I felt that I I was obligated to listen to this music due to the movie, but this song has many different meanings about loving with people.

5/3

I studied for two hours and I practiced for playing the piano. Although I had a lot of things to do today, I wanted to practice and play the piano even 30 minutes. Playing the piano became my part of my life in this quarter, I thought that this is pretty good habit with enjoying the instruments.

5/4

I slept all day because I had fever. I did nothing today. When I dreamed, I was playing the piano in front of people like a performance. Audiences were clapping after my performance. I was really satisfied with this performance. I think because of my piano course in this quarter, and I cannot live without music.

5/5

We have Festival of nation for international student, and I brought a lot of foods for this festival at University of Denver. We showed a lot of songs that came from South Korea. This event is occurred once a year so that we should prepare a lot of things especially the foods and music and attraction. Many people enjoy our booth to experience Korean foods and Korean music. Once I became a president of Korean Student Association at University of Denver, I prepared with my effort for this event. I wanted to show the people to know and enjoy our cultural event.

5/6

I was sick, but I wondered why it was raining outside. I did not have enough power to go outside, but I went outside to play the piano in Newman center in order to forget I am sick now. I just walked and listened to music and it made me feel healthy with playing the piano. It was so weird, and I was surprised about my motivation about playing the piano. Black and white keys are very familiar now.

5/7

My condition was pretty bad because of working too much and I did not want to do anything and could not focus on the class. When I walked on the street, I just listened to “Canon” song which made me comfortable. I do not know why I like this song and I listen to this song every time. However, I love this song and rhythm so that I have to listen to this song when I am tired.

5/8

I played the piano because of lesson, but I enjoyed that. Also, when my feeling was not good or gloomy, I usually played the piano. It made me feel comfortable because I created the rhythm and pitches by piano. During my driving, I also listened to piano songs such as some pieces which have beautiful rhythm.

5/9

Today, I had a lot of work because my business courses gave me two projects and three essays. Even though I had to study in the library, I was ok because of music. When I was in the library, I always put earphone to my ear and listened to Korean songs which came recently. All Korean songs were about men and women's love situation. Drum, guitar, piano, and Violins were played during the songs so that I could listen to how to play the piano and what kind of rhythm they have. The most interesting thing is that most of the songs are seemed like very similar.

5/10

I went to my younger brother's concert in West middle school, and I was very proud of my younger brother because he had solo part in the big concert. He played flute well so that the manager of orchestra let him to have the solo part in this concert. It was first time to watch his performance in big performance. Even though he just played for two minutes, he was really good job in that concert. Music and my younger brother's performance were matched and beautiful.

5/11

I had volunteer in Food Bank service in Commerce City, and I spent many hours to help them such as packaging the foods, making the boxes, and giving homeless people to have one box each. I was very happy to give them even though this experience was non-paid volunteer. When I worked in there, I just listened to songs which had fast tempo of American music. The reason why I listened to fast tempo music music is that it made me to have more power and be enthusiastic for homeless people. It was great experience for my life.

5/12

I went to “The Fray” concert in Red Rock concert and I enjoyed their music because I love them. “Heart Beat” is the first single from the Fray’s third album. The band premiered the song while opening. I love this song and one part because that song came out of a period of their life when they were trying hard to be opened to whatever came my way. They traveled through South Africa Ruanda with a buddy” Also, it was raining so that it made me so excited to have this fantastic experience.

5/13

I worked from 7:00 Am through 9:00pm. It is very long time to have working, but I just did my best even though I was sick. Yesterday, I went to Red Rock concert, and I had a cold after that time because of raining and windy. However, I just listened to American songs especially “The Fray” songs and watched the Youtube video of performance with Michael Jackson who was really famous. These made me to more focus on working efficiently.

5/14

I spent six hours for doing my accounting project, but I just played the piano in Newman center after studying. when it was dark, it made me tired. However, I just motivated my skills of playing the piano. Playing the instruments is very helpful and good hobby. For me, I personally think playing the piano is better than taking a photograph. Even though I got nothing after playing, I loved it. On the other hand, if I took a photo of outside or river or something, I could get the photo forever.

5/15

Today, I was very happy because I went to sushi restaurant with my mother and younger brother for our celebration. Also, I could listen to piano song which I did not know. This song was pretty cool and quite song for keeping the good atmosphere in this restaurant. I felt that I was going to ask the manager that I wanted to know what song was.

Nevertheless, I could not get the song. Between, it was very good time and enjoyed with piano song and sushi with my mom and brother. It was perfect match!

5/16

This quarter is almost done, so I decided to buy an electronic piano. My mom and brother wanted me to play the piano so that I just bought from my neighborhood which was very cheap price. I was very happy to buy this piano in my house because I could play the piano in my house. Also, I could practice at home. I love playing piano with practicing and showing to my mom and brother. Today, I practiced a lot in my house because of new electronic piano.

5/17

I enjoyed practicing time because it makes me to be happy and satisfied. Also, I want to learn more about music on daily basis. Playing the piano and learning the knowledge of piano are going to be my favorite hobby in my rest of my life. Even though my major is business marketing, I want to learn about the music and experience the real music world.

5/18

I would like to develop comprehending the music skill because I sometimes realized that my skills were very weak and need to be developed by any kinds of classes or tutors.

Today, I practiced my final performance piece which is very smooth, quite, and beautiful song even though this song is very short. This week is gone so that I need to study and practice my piano skills myself.

5/19

I enjoyed my practicing time because when I played the piano, I felt like I am a pianist. I felt very satisfied. However, I was not self-confidence with playing piano. I only wanted to know how to improve my knowledge and piano skills. I thought that music is one of the magic tools in the world in order to make people the change their minds or personalities. I considered this is good and bad. Nevertheless, I think music is helpful and good for human being.

5/20

I practiced really famous song in South Korea which is "Reason" because I have practiced this song for a long time ago, so I had to remind what song was and how to play this song. After 10minutes, I was accustomed to play this song because my mind was

reminded myself. I was really happy even though I had a lot of mistakes. By the way, I loved playing the piano and could practice easily because I have piano.

5/21

I went to the Cherry creek mall in order to buy my clothes and some other stuff. I falsified some ideas about my purpose because when I listened to some music. My purpose is making the big business in the United States or South Korea. I just thought more than other time about making money here. After that, I went to school to practice my piano piece, and it was good feeling.

5/22

I talked about this class with my friend and he told me this class is good for me. They reason why he told me is that I like playing the piano no matter what. My friend is erudition person so that I just listen to him. We thought that it is better to have the more pieces to play the piano and practice every day, so I could write the journal every day. It is sometimes hard to write the journal because I might do nothing instead of playing the piano. However, I have to write the journal so that I always play the piano and write these things with my effort.

5/23

I practiced again today, and I just stayed in 5th floor in Newman Center. I was listening to Korean ballad songs which made me feel gloomy and sad. It made me to think about my girlfriend. I pretended to play this music with song and I got the pitches and rhythm. Also, I played the final piece for a while and then went home to sleep. Recently, music is

kind of rule for me even though I do not want to make a rule for music which is just my hobby.

5/24

Today, I studied a lot with my effort in order to get high score in my final exam. Even though I was very sleepy and tired, I just listened to quick songs which could make me to wake up. Therefore, listening to song is very helpful for me. I thought that one day; I will be performed in front of people who are working in piano field. This is my goal with playing the piano.

5/25

I practiced the Korean melody song for 2 hours even though I wanted to play and hang out with my friend. However, it made me to be happy because I liked this song when I was in high school. This song was very famous and everybody knew this song at that time. Singers performed a lot in many different places which were in university campus stadium so that many people enjoyed and felt how they were making hot atmosphere with a lot of audiences.

5/26

I had to study for the two exams. When I studied for my exams, I had to listen to some ballad music in order to concentrate my working. Listening to music makes me to focus on something. If I do not listen to music, I may think another thing or cannot focus on my homework or studying for exam. For example, listening to music is one of the tools for studying habit for me even though some people cannot do both like multitasking skills. However, I can do it, and I love that.

5/27

Any possible thing to play the piano is looked by my motivation and I was looking for the place and time to play the piano. It is today to overcome this possible thing. What I mean is that I want to make the music even though I have nothing to play. I sometimes think these kinds of things which are stupid perspectives. However, I wanted to conquer with these stereotypes for me.

5/28

I just wanted to play the contemporary music in order to make sure the recent music. However, my younger brother played the music by his flute. It was so beautiful that it made me to learn how to play the flute. Even though I could play the piano, I wanted to play more with a lot of instruments. Once I practiced to play the flute by his flute, I was freaking out with method of playing the flute. I could proud of my younger brother's playing skills.

5/29

I went to Colorado mills to buy some presents of my father's bag because he has been using his bag for a long time. Therefore, my mom and I decided to purchase new bag for him for surprise. My mom and my younger brother are going to go back to South Korea so that they can bring it to him. I was very satisfied with that and I could listen to club music in the mall. It made me happy with buying my father's present and music.

5/30

I studied the accounting with listening to music, and I just wanted to listen to American music so that I decided to listen to the Fray songs which are heartbeat and so on. These

songs are really good with band skills. I knew these kinds of songs because I went to the concert in Red Rocks which was very nice and hot.

5/31

Today was Thursday which could be studying time for me because next week will have big final for me. However, I could listen to club music which is performed by LMFAO. Their songs are very nice and hot, and it was very fantastic music such as Party Rock Anthem and Sorry for Party Rock. I considered how they are making this kind of music which can make people to be crazy.

6/1

Today is my last time to write the journal in this quarter, and I would like to mention the song which is “good bye” by Jessica. I could listen to this music which I want to say to this class. However, I do not want to finish this class because I could learn a lot of things and make fun with playing the piano. This class is unforgettable experience with teacher, Gergana, who is very nice and kind to teach the piano skills in this quarter.

APPENDIX L

STELLA'S PRE-INSTRUCTIONAL QUESTIONNAIRE

MUPR 1220 Pre- instructional questionnaire:

Name: Stella

Age: 20

Major: business

Year in school: second year

1) Are you involved in any musical activities? yes

1a) What kind of musical activities are you involved in? For example: playing an instrument, composing/arranging music, singing, attending concerts. Playing piano when I was very young.

2) Does music have a place in your life? Yes

2a) What is its place? I love music, playing piano can be a habit to my life.

3) What kind of music do you like to listen to? Light music

3a) What effect does this music have on you when you listen to it? It lets me come down

4) Did you ever study piano before? yes

4a) If so when and for how long? I was learnt piano when I was in elementary school and learnt it about 2years.

4b) What are your feeling about the overall experience in this instruction? It is hard to seat down every day to practice.

- 4c) What did you like the most about the lessons? Learn piano again.
- 4d) What did you like the least about the lessons? Not sure yet.
- 4e)) Why did you stop taking piano lessons? Our middle school was quite busy with classes, had no time to learn and practice.
- 5) What was the lesson like in your previous piano instruction? one to one
- 5a) Describe one lesson. I got homework from teacher, practice after class, then teacher show me where's my mistakes.
- 5b) Were you encouraged to ask questions about the music during the piano lesson? No
- 5c) Were you encouraged to get involved in other musical activities (like composing, arranging, singing) in or outside of the piano lessons? no
- 5d) What is a typical piano lesson according to you? Practice a song then teachers told me where I did wrong, then correct it.
- 6) What was your role as a student in your previous piano lessons? Follow teacher
- 7) Did the teacher encourage you to discover the piano on your own? no
- 8) Why do you want to learn the piano now? Like piano music and want to take it back.
- 8a) Do you have any musical goals to accomplish during this ten-week lesson period? I hope I can play at least one beautiful song completely.
- 8b) What are they? Practice some songs and handle them
- 9) Do you have expectations for yourself? Familiar piano again and play some good songs
- 9a) What are they?
- 10) Do you have expectations for the knowledge you will gain in this class? yes

10a) What are they? Know some history of some famous piano music.

APPENDIX M

BRETT'S PRE-INSTRUCTIONAL QUESTIONNAIRE

MUPR 1220 Pre- instructional questionnaire:

Name: Brett

Age: 20

Major: Digital Media Studies

Year in school: Junior

1) Are you involved in any musical activities? Yes.

1a) What kind of musical activities are you involved in? Playing Bass guitar / Banjo / Violin; Attending local shows.

2) Does music have a place in your life? Yes.

2a) What is its place? Relaxation and entertainment.

3) What kind of music do you like to listen to? Everything but Metal and Country.

Alternative and Progressive styles are my current favorite.

3a) What effect does this music have on you when you listen to it? Strikes the emotions, makes me want to sing or dance.

4) Did you ever study piano before? Yes.

4a) If so when and for how long? For about 1-2 weeks in middle school.

4b) What are your feeling about the overall experience in this instruction? I did not really learn anything.

- 4c) What did you like the most about the lessons? They were in large groups of students.
- 4d) What did you like the least about the lessons? We did not read sheet music.
- 4e) Why did you stop taking piano lessons? It was a short class, never followed up on them.
- 5) What was the lesson like in your previous piano instruction? More like a study of the piano itself.
- 5a) Describe one lesson. We would go over what the keys were, and fool around with them a little.
- 5b) Were you encouraged to ask questions about the music during the piano lesson? Not really.
- 5c) Were you encouraged to get involved in other musical activities (like composing, arranging, singing) in or outside of the piano lessons? Not encouraged by that teacher no.
- 5d) What is a typical piano lesson according to you? Learn to read sheet music, practice a song till you can play it flawlessly.
- 6) What was your role as a student in your previous piano lessons? To listen to the teacher and follow directions.
- 7) Did the teacher encourage you to discover the piano on your own? A little, yes.
- 8) Why do you want to learn the piano now? It is so different from all the other instruments I have played, and marries the Melody and Bass lines at once.
- 8a) Do you have any musical goals to accomplish during this ten-week lesson period?
Yes.

8b) What are they? Learn to read bass clef, and know the proper method for playing the piano.

9) Do you have expectations for yourself? Yes.

9a) What are they? To not fall behind, and to grow as a musician.

10) Do you have expectations for the knowledge you will gain in this class? Yes.

10a) What are they? Reading sheet music and learning proper technique.

APPENDIX N

MARK'S PRE-INSTRUCTIONAL QUESTIONNAIRE

MUPR 1220 Pre- instructional questionnaire:

Name: Mark

Age: 21

Major: Biology

Year in school: Senior

1) Are you involved in any musical activities? Yes.

1a) What kind of musical activities are you involved in? For example: playing an instrument, composing/arranging music, singing, attending concerts. I attend concerts (reggae, hip hop, etc.) with my friends. Besides this class and the occasional concert, I am not involved in any musical activities.

2) Does music have a place in your life? Yes, I listen to music daily. Sometimes when I am doing homework, while I am relaxing, or when I am out with friends.

2a) What is its place? Music makes me happy and feel good.

3) What kind of music do you like to listen to? Reggae and hip hop mainly, but occasionally light rock, alternative, country, and electronic.

3a) What effect does this music have on you when you listen to it? It makes me relaxed and calm. When I am listening to music that I like, it makes me happy.

4) Did you ever study piano before? Yes.

- 4a) If so when and for how long? I studied piano for 6 years in my childhood.
- 4b) What are your feeling about the overall experience in this instruction? Although it was my parents' choice to enroll me in piano studies, I did enjoy my experience.
- 4c) What did you like the most about the lessons? Simply put, I enjoyed learning how to make music.
- 4d) What did you like the least about the lessons? There was nothing that I did not enjoy about the lessons.
- 4e)) Why did you stop taking piano lessons? I stopped taking lessons to focus more time on school and soccer.
- 5) What was the lesson like in your previous piano instruction? My previous piano instruction was one on one private lesson for one hour. I met once a week with the instructor and practiced throughout the week before each lesson.
- 5a) Describe one lesson. First I would warm up with basic exercises. I would then individually play and work through songs with her. My instructor would assign me songs to practice for the following week.
- 5b) Were you encouraged to ask questions about the music during the piano lesson? I do not recall.
- 5c) Were you encouraged to get involved in other musical activities (like composing, arranging, singing) in or outside of the piano lessons? No.
- 5d) What is a typical piano lesson according to you? A typical piano lesson for me is like my previous instruction (question 5 & 5a).

6) What was your role as a student in your previous piano lessons? My role was to practice hard on my own and listen to my teacher's instruction during my lesson.

7) Did the teacher encourage you to discover the piano on your own? I do not recall.

8) Why do you want to learn the piano now? I miss playing the piano. I want to become familiar with the instrument again so that I may continue to play after I graduate from DU.

8a) Do you have any musical goals to accomplish during this ten-week lesson period?
Yes.

8b) What are they? I want to become familiar and comfortable with the piano again so that I continue to play after the lessons are over.

9) Do you have expectations for yourself? Yes.

9a) What are they? My expectations are that I will practice and work to accomplish my goal.

10) Do you have expectations for the knowledge you will gain in this class? Yes.

10a) What are they? From the knowledge I gain in this class, I will be able to accomplish my goal of becoming comfortable with the piano again.

APPENDIX O

HUGH'S PRE-INSTRUCTIONAL QUESTIONNAIRE

MUPR 1220 Pre- instructional questionnaire:

Name: Hugh

Age: 21

Major: International Politics

Year in school: Junior

1) Are you involved in any musical activities? NO.

1a) What kind of musical activities are you involved in? For example: playing an instrument, composing/arranging music, singing, attending concerts.

2) Does music have a place in your life? Absolutely, whether it be listening to music or playing around with various percussion instruments as well as strings instruments, music plays a big role in my life.

2a) What is its place?

3) What kind of music do you like to listen to? The typical cliché is “I listen to everything” but in this case I really do. I like anything from classical music to scream.

3a) What effect does this music have on you when you listen to it? It depends what mood I'm in, if I want to relax and hang around ill play some soothing music that has exactly that effect. Generally, music makes me feel better.

4) Did you ever study piano before? I studied when I was an infant and thought I was too cool to play piano, so understandably I did not learn much of anything.

4a) If so when and for how long? When I was an infant and for a few years.

4b) What are your feeling about the overall experience in this instruction? Like I said, I was youthful and don't remember much.

4c) What did you like the most about the lessons? I really don't remember anything except for the fact that my teacher was annoying.

4d) What did you like the least about the lessons? The instructor and her annoyingness

4e)) Why did you stop taking piano lessons? I stopped taking piano because I was 6 years old and thought playing in sand boxes was more fun

5) What was the lesson like in your previous piano instruction? I have no recollection.

5a) Describe one lesson. I have no recollection.

5b) Were you encouraged to ask questions about the music during the piano lesson? I don't remember.

5c) Were you encouraged to get involved in other musical activities (like composing, arranging, singing) in or outside of the piano lessons? I played guitar for a while and wrote some basic songs but that's the extent of that.

5d) What is a typical piano lesson according to you? I don't know as I don't have any previous experience but at this point in my development I'd say it would be going over some notes and scales and then learning a song.

6) What was your role as a student in your previous piano lessons? I don't remember.

7) Did the teacher encourage you to discover the piano on your own? I don't remember, as I was 5 years old.

8) Why do you want to learn the piano now? I feel like I'm at a time in my life where I can appreciate the piano and all its glory. I want to learn to be able to entertain on a very basic level and I find music to be extraordinarily soothing.

8a) Do you have any musical goals to accomplish during this ten-week lesson period?
Absolutely.

8b) What are they? I am not exactly sure if they are realistic goals but I'd like to be able to sit down and play a variety of songs proficiently. I'd also like to be able to "fluently" read music.

9) Do you have expectations for yourself? I have no expectations, I am eager to learn.

9a) What are they? I have no expectations, I am eager to learn.

10) Do you have expectations for the knowledge you will gain in this class? I have no expectations as I don't know what is realistic.

10a) What are they? I have no expectations.

APPENDIX P

LEE'S PRE-INSTRUCTIONAL QUESTIONNAIRE

MUPR 1220 Pre- instructional questionnaire:

Name: Lee

Age: 24

Major: Marketing

Year in school: Junior

1) Are you involved in any musical activities? No.

1a) What kind of musical activities are you involved in? For example: playing an instrument, composing/arranging music, singing, attending concerts. None

2) Does music have a place in your life? Yes

2a) What is its place? Actually, I have a piano in South korea.

3) What kind of music do you like to listen to? I like to listen to Hip hop and classical music

3a) What effect does this music have on you when you listen to it? When I listen to this music, I would be more comfortable and it makes me to focus on something.

4) Did you ever study piano before? Yes

4a) If so when and for how long? When I was in middle school and high school, I studied and played piano for 2 years

4b) What are your feeling about the overall experience in this instruction? Playing piano is very comfortable for me because I could make the rhythm with piano.

4c) What did you like the most about the lessons? I liked learning how to play the music by piano.

4d) What did you like the least about the lessons? Nothing.

4e)) Why did you stop taking piano lessons? The reason is that I would like to play the piano and learn more about that.

5) What was the lesson like in your previous piano instruction? The last lesson was long time ago in South Korea, but the lesson was just learning how to play the music.

5a) Describe one lesson. Instructor chooses some of the music, and he or she teaches me how to read and play with the piano.

5b) Were you encouraged to ask questions about the music during the piano lesson? Yes

5c) Were you encouraged to get involved in other musical activities (like composing, arranging, singing) in or outside of the piano lessons? No

5d) What is a typical piano lesson according to you? As I said that, I want to learn more about the reading and playing the music.

6) What was your role as a student in your previous piano lessons? At that time, I was just interested in playing the piano so that I took the piano lesson.

7) Did the teacher encourage you to discover the piano on your own? Yes

8) Why do you want to learn the piano now? I would like to learn more about playing and reading the music. Also, I want to play the piano.

8a) Do you have any musical goals to accomplish during this ten-week lesson period?

Yes

8b) What are they? During this ten-week lesson period, I have a goal that I want to play the piano better than before.

9) Do you have expectations for yourself? Yes

9a) What are they? I have expectation which is very excited with playing piano and learning the piano.

10) Do you have expectations for the knowledge you will gain in this class? Yes

10a) What are they? I have expectation for the knowledge that makes me getting more knowledgeable with playing piano and music.

APPENDIX Q

STELLA'S POST-INSTRUCTIONAL QUESTIONNAIRE

Post-instructional questionnaire:

Name: Stella

Age: 20

Major: undecided

Year at school: second year

1) Did this ten-week piano class affect you in any way? yes, I know more about history of some famous music.

1a) How do you think it affected you personally? Feel like to read more about the backgrounds of music.

1b) How do you think it affected you musically? The historical events always has relation with their music.

2) Was the experience the same or different from the previous music lessons you have had? Yes, the same.

2a) How so? I want to know more story about music at the beginning.

3) Reflect back on the expectations that you have set for yourself at the beginning of this class. Did you fulfill all of them? Yes.

3a) Were there any aspects that were unfulfilled? Want to learn more piece of music, I mean play more.

- 4) What was your favorite activity in this class? Learn how to play a song.
- 4a) Why? More activity than reading.
- 5) What was your least favorite activity in this class? Some reading.
- 5a) Why? A little bit stable.
- 6) Is there anything you really enjoyed in the way the class was set? Play with teacher.
- 6a) What was it? It ' interesting, the piece songs much better than I play it myself.
- 7) Do you think you would want to continue learning the piano? Yes, I want to continue learn it.
- 7a) Do you think you would want to continue developing one or more of the other musical activities we did in the class? Yes.
- 7b) Which one? Play more complicated music.
- 7c) Why? because it could not songs better.
- 8) Did your opinion about music change after this class? No
- 8a) How? Still like to practice more piano.
- 9) What do you think about the student's role in this class? Learning some professional knowledge of music and practicing .
- 10) What do you think about the teacher's role in this class? Lead, teach and tell mistake.
- 11) How did you feel about the music that was played? They are great. All famous songs.
- 11a) What is your most memorable moment during these 10 weeks of piano class? Playing on the stage.
- 12) How do you feel about our musical abilities now? Teacher is great.

12a) Please elaborate. She can play super complicated songs. She has lots of patient on me.

13). How did you feel about the journals? It's not so hard, we have journal direction.

13a) Was it helpful to you in any way? yes, made me keep practice everyday.

APPENDIX R

BRETT'S POST-INSTRUCTIONAL QUESTIONNAIRE

Post-instructional questionnaire:

Name: Brett

Age: 20

Major: Digital Media Studies

Year at school: Junior

1) Did this ten-week piano class affect you in any way? Yes.

1a) How do you think it affected you personally? It gave me more confidence about playing piano.

1b) How do you think it affected you musically? I believe it made me a better musician.

2) Was the experience the same or different from the previous music lessons you have had? Different.

2a) How so? Had many different elements, such as history and art, added in.

3) Reflect back on the expectations that you have set for yourself at the beginning of this class. Did you fulfill all of them? Kinda.

3a) Were there any aspects that were unfulfilled? I'm still not a great pianist, but certainly better.

4) What was your favorite activity in this class? Playing the recital piece.

4a) Why? It was a song of my choice, and therefore felt the most productive.

- 5) What was your least favorite activity in this class? Researching music history.
- 5a) Why? Seems irrelevant to learning the instrument, or getting better at the piece I'm playing. If anything I should have had to research it and nothing else.
- 6) Is there anything you really enjoyed in the way the class was set? Yes.
- 6a) What was it? Playing something by ear or attempting to recognize intervals. Good auditory skills.
- 7) Do you think you would want to continue learning the piano? Yes, at some point in time.
- 7a) Do you think you would want to continue developing one or more of the other musical activities we did in the class? Not really no.
- 7b) Which one? N/a
- 7c) Why? Because I'd rather be able to read sheet music and play what I see without looking at the piano.
- 8) Did your opinion about music change after this class? No.
- 8a) How? I still love music, and a wide variety of genres, country excepted.
- 9) What do you think about the student's role in this class? Good.
- 10) What do you think about the teacher's role in this class? Good.
- 11) How did you feel about the music that was played? Fun.
- 11a) What is your most memorable moment during these 10 weeks of piano class? The teacher dropping her chap stick in the grand piano we practiced on.
- 12) How do you feel about our musical abilities now? They have improved.

12a) Please elaborate. I'm able to work my way through piano sheet music now, which is something I could never do before.

13). How did you feel about the journals? They were kind of an inconvenience.

13a) Was it helpful to you in any way? Not really, it helped me articulate how unprepared I was for the challenge that I set forth for myself.

APPENDIX S

MARK'S POST-INSTRUCTIONAL QUESTIONNAIRE

Post-instructional questionnaire:

Name: Mark

Age: 22

Major: Biology

Year at school: Senior

1) Did this ten-week piano class affect you in any way?

Yes, it had a positive influence on my life and allowed me to get into touch with my musical skills again.

1a) How do you think it affected you personally?

I think it made me happier and more focused in my other classes to have a musical outlet. It had been so long since I played music that it was a very nice change for me to be able to play an instrument.

1b) How do you think it affected you musically?

These studio lessons have refreshed my skills to the point where I feel like I can continue playing after graduation. Continuing to play after this quarter is a major goal of mine.

2) Was the experience the same or different from the previous music lessons you have had?

This piano lesson experience was different from my previous lessons.

2a) How so?

In my previous lessons, the main focus was to work on individual songs until they were mastered. I enjoyed the change in lesson style and how some of the exercises focus more on becoming familiar with the piano.

3) Reflect back on the expectations that you have set for yourself at the beginning of this class. Did you fulfill all of them?

Yes I fulfilled my expectations. My expectations were just to refresh my skills so that I was at a place where I could continue playing afterwards.

3a) Were there any aspects that were unfulfilled?

No, none were unfulfilled.

4) What was your favorite activity in this class?

My favorite activity was working on my recital piece.

4a) Why?

I enjoy having a specific goal and working to obtain it. It was fun to work on a song that I knew I would have to play in front of an audience.

5) What was your least favorite activity in this class?

My least favorite activity in the class was the vocal exercises, where I had to match my pitch with the pitch of my note.

5a) Why?

I have had no prior vocal practice or experience, so it was difficult for me to work at this skill.

6) Is there anything you really enjoyed in the way the class was set?

Yes.

6a) What was it?

I really enjoyed the personal 1 on 1 attention that studio lessons provide. The Lamont School of Music has good resources that allow for us to work in a private room with a nice piano. Furthermore there was enough practice space for me to come in and find a private room to practice in.

7) Do you think you would want to continue learning the piano?

Yes I definitely do.

7a) Do you think you would want to continue developing one or more of the other musical activities we did in the class?

Yes.

7b) Which one?

I would really like to continue playing the piano and possibly working on my vocals.

7c) Why?

My vocals are my biggest weakness that I noticed from class so it would be a nice challenge to work on.

8) Did your opinion about music change after this class?

Yes my opinion did change.

8a) How?

This class opened up my view on musical history and music of other cultures through the homework assignments.

9) What do you think about the student's role in this class?

Initially I was told that I should ask a lot of questions. I did not end up asking questions most of the class time but I think that it was for the best. This way I was not searching for questions to ask but rather would ask questions when they were legitimate.

10) What do you think about the teacher's role in this class?

The teacher's role is to teach and to answer questions, but not to lecture.

11) How did you feel about the music that was played?

The music that we played was a bit easy. I did need to work at the basics to refresh my knowledge but I wish I could have played more difficult songs.

11a) What is your most memorable moment during these 10 weeks of piano class?

Getting to know my teacher Gergana during the lessons was my most memorable moment. She is a lot of fun and we got along great.

12) How do you feel about our musical abilities now?

I feel that my basic piano skills were re-established.

12a) Please elaborate.

I feel that I am at a point where I can continue to play piano on my own and continue to improve.

13). How did you feel about the journals?

The journals were a good exercise but it was difficult to continue writing new material on a daily basis purely based off the questions sheet. I had to reflect on my day and different aspects of how music affected my daily life in order to write enough material.

13a) Was it helpful to you in any way?

Yes it was a helpful exercise to see how piano classes and other musical aspects affected my daily life.

APPENDIX T

HUGH'S POST-INSTRUCTIONAL QUESTIONNAIRE

Name: Hugh

Age: 21

Major: International politics

Year at school: Junior year

1) Did this ten-week piano class affect you in any way? I definitely think that it did.

1a) How do you think it affected you personally? It definitely made me more aware of music in every aspect. In every song I heard I'd be trying to count out the timing and count phrases and measures, as well as counting the times the chorus came up. Overall I guess it made me more aware, and definitely helped me in my piano playing.

1b) How do you think it affected you musically? Obviously my piano playing got better, my music reading got better, and my overall awareness for music got heightened.

2) Was the experience the same or different from the previous music lessons you have had? No

2a) How so? Well the previous music lessons I had were when I was an infant so I'd like to think that I learned a lot more in these classes, I had more attention from the instructor, and that I had a better time learning this time.

3) Reflect back on the expectations that you have set for yourself at the beginning of this class. Did you fulfill all of them? I believe I did.

3a) Were there any aspects that were unfulfilled? Not really, I mean I would have loved to be able to sight read any song, but that is quite clearly a pipe dream and not likely to happen ever.

4) What was your favorite activity in this class? I really enjoyed playing and practicing on my own and learning to love piano. I definitely loved the classes, but it was the alone time that really cemented what we had learned in class.

4a) Why? While I loved the classes, I feel like it was ultimately up to me to take the material learned in class and apply it practically.

5) What was your least favorite activity in this class? Um, I can quite honestly say that I loved every activity but just because I was bad at them I will say distinguishing minor 2nds and major thirds.

5a) Why? Because I was bad at them.

6) Is there anything you really enjoyed in the way the class was set? Yes.

6a) What was it? The fact that the emphasis was on me and that the curriculum was in my hands.

7) Do you think you would want to continue learning the piano? Yes

7a) Do you think you would want to continue developing one or more of the other musical activities we did in the class? I'm not sure.

7b) Which one? I want to learn to play other instruments, and this class definitely acted as a gateway.

7c) Why? Because other instruments are cool! I'd love to play the ukulele.

8) Did your opinion about music change after this class? Not entirely.

8a) How? I definitely garnered more respect for music and piano players after taking this course.

9) What do you think about the student's role in this class? There was really a perfect balance between student and teacher.

10) What do you think about the teacher's role in this class? There was really a perfect balance between student and teacher.

11) How did you feel about the music that was played? The music was interesting and lively, even though it was a beginner level course, the music was still interesting.

11a) What is your most memorable moment during these 10 weeks of piano class? All the classes were equally memorable, I really enjoyed going to the Lamont Symphony Orchestra, as it was a new experience for me entirely.

12) How do you feel about our musical abilities now? They are still pretty horrible in the big picture.

12a) Please elaborate. They are definitely less horrible than they were though, and for that I am very grateful.

13). How did you feel about the journals? The journals were annoying and tedious, but I must say that they helped me stay on track.

13a) Was it helpful to you in any way? Yes, the journal reminded me to study and helped me stay on track.

APPENDIX U

LEE'S POST-INSTRUCTIONAL QUESTIONNAIRE

Name: Lee

Age: 24

Major: Marketing

Year at school: Junior

1) Did this ten-week piano class affect you in any way? Yes

1a) How do you think it affected you personally?

I could learn a lot of piano skills that I did not know before, and I became that piano is very familiar with me now.

1b) How do you think it affected you musically?

I learned variety of music knowledge such as types of piano keys and some other history of famous music writer.

2) Was the experience the same or different from the previous music lessons you have had?

The experience was different from the previous music lessons I have had.

2a) How so? I have had the voice lesson at DU, but piano lesson was different method of teaching in order to gain some detail knowledge of piano.

3) Reflect back on the expectations that you have set for yourself at the beginning of this class. Did you fulfill all of them? I expected that I wanted to have a lot of knowledge of

piano lesson and details, but now I fulfilled what I wanted to learn and have knowledge about piano.

3a) Were there any aspects that were unfulfilled? None.

4) What was your favorite activity in this class? My favorite activity was playing the final performance piece and figuring out the history of some of piano writers.

4a) Why? I was very interested in playing the piano, and that was why I chose the piano class in this spring quarter. Also, in history part, I liked to know about the history such as how the music came from and what affected by that.

5) What was your least favorite activity in this class? None.

5a) Why? I love this class.

6) Is there anything you really enjoyed in the way the class was set? Yes..

6a) What was it? My teacher was really helpful and prepared a lot of materials for students

7) Do you think you would want to continue learning the piano? Of course, I want to take the piano class next quarter.

7a) Do you think you would want to continue developing one or more of the other musical activities we did in the class? Yes.

7b) Which one? I want to continue about the history in piano field.

7c) Why? I want to know more about the history.

8) Did your opinion about music change after this class? Yes.

8a) How? I prefer to play more about the specific music and practice in class.

9) What do you think about the student's role in this class? Students' role in this class was helping the research from the teacher.

10) What do you think about the teacher's role in this class? The teacher's role was helping and making the students to know about the piano.

11) How did you feel about the music that was played? It was really good and I liked that.

11a) What is your most memorable moment during these 10 weeks of piano class? I wanted to say that learning the history of piano was most memorable moment.

12) How do you feel about our musical abilities now? I feel more flexible than before.

12a) Please elaborate. Before I took this class, I was very nervous with playing the piano. Even though I have played for several years, I forgot now. However, after taking this class, I was very satisfied and never regretted about taking this class.

13). How did you feel about the journals? I liked the journal, but it was sometimes useless for every day. I prefer that writing journal for four times a week is perfect.

13a) Was it helpful to you in any way? Yes. It was definitely helpful and I want to say thank you for my teacher.