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Title of Dissertation:

AN INVESTIGATION OF MOVEMENT RESPONSES PERFORMED BY CHILDREN 18 MONTHS TO THREE YEARS OF AGE AND THEIR CAREGIVERS TO RHYTHM CHANTS IN DUPL E AND TRIPLE METERS

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Date submitted to Graduate Board: November 7, 1994

Accepted by the Graduate Board of Temple University in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date 12/19/94 [Signature] (Dean of Graduate School)

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DOCTOR OF PHILOSOPHY

by
Alison Mist Reynolds
January, 1995

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ABSTRACT

AN INVESTIGATION OF THE MOVEMENT RESPONSES PERFORMED BY CHILDREN 18 MONTHS TO THREE YEARS OF AGE AND THEIR CAREGIVERS TO RHYTHM CHANTS IN DUPE AND TRIPLE METERS

by Alison Mist Reynolds

Doctor of Philosophy

Temple University, 1995

Major Advisor: Dr. Edwin E. Gordon

The purpose of this research was to gather information about music and movement stimuli that elicit free-flowing and pulsating movement responses from children. The problems of the study were to (1) observe and make written records of movement responses to chants in duple and triple meters performed by children who are 18 months to three years of age and their caregivers, (2) compare movement responses to a chant in duple meter with movement responses to a chant in triple meter performed by children and their caregivers, and (3) to observe the relationship between children's movement responses and caregivers' movement responses both to a chant in duple meter and to a chant in triple meter. Twenty-two children and their caregivers attended preparatory audiation classes 45 minutes once a week for ten weeks. Each week, the teacher presented a chant in duple meter and a chant in triple meter to each child and caregiver while modeling a sequence of movements to each chant. Children and caregivers received no verbal or tactile instruction regarding movement. Videotape recordings of the responses during the second, fourth, sixth, eighth, and tenth week of instruction were subsequently viewed by three independent observers. Children and caregivers performed 284 movement responses

from the following categories: looking, recognition, sustained flow, pulsating, discrete, locomotor, vocal, axial, tactile, and miscellaneous. Children and caregivers performed slightly more movement responses to the duple meter chant. Response patterns for children and caregivers to the duple meter chant were most similar for looking, non-continuous sustained flow, and rhythmic discrete and, to the triple meter chant, for rhythmic discrete, hopping, and sustained flow responses. Young children perform movement responses modeled by teachers and caregivers, fluctuating in various stages of movement: recognition, purposeful imitation, pre-assimilation, assimilation, creative, and vocal responses. Traditional, conversation-like rhythm patterns within chants elicit immediate movement responses that decrease over time, while complex rhythm patterns elicit a steady increase of movement responses. Children first respond to music and movement stimuli through visual and aural absorption. Therefore, they benefit from the best movement and chanting models caregivers can provide.

ACKNOWLEDGMENTS

The writer thanks Dr. Edwin E. Gordon for his contributions to the field of music education, and graciously acknowledges his assistance for advising the writer in this research project. The writer wishes to thank Professors Roger Dean, Eve Meyer, Cynthia Folio, and Sarah Hilsendager for serving on this committee. Data analysis for this project was made possible by Wendy Hicks and Janet Overton, whose donations of time and patience will not be forgotten. The writer expresses gratitude to her friends, especially those in Philadelphia, New Haven, and Ashland who gave unselfish assistance in an endless variety of academic matters. Also, the writer appreciates the love and support of her family members from their respective coasts. Finally, she thanks Patrick, for understanding and sharing the interests of the writer.

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