

Curriculum Approaches on Music Achievement

For the dissertation research study titled *Examining the Impacts of Varied Curriculum Approaches on Music Achievement: A Quasi-Experimental Action Research Study Informing Cognitive Theory*, the data collection period went very smoothly. I was able to get all consent and assent forms returned. Students never seemed agitated, bothered, or bored by any of the activities; and I had no reports otherwise from them or any parents. I kept a journal of all daily activities, which will be stored with the data. The data is stored securely in a locked cabinet, within a locked closet; and it will remain there until at least June 09, 2023.

Data Analysis:

Pretest data was analyzed using descriptive statistics, histograms, boxplots, Q-Q plots, and the Kolmogorov-Smirnoff (K-S) test for normality. For later analyses, I used: ANOVA's to determine the pretest-to-posttest treatment effects within and between groups; correlation tests to investigate the relationship between MAT posttest and CFE scores; and a split-plot MANOVA to test if there was an effect of the interaction of treatment and time.

Findings/Implications:

The overall instructional treatment was successful for raising all groups' mean MAT scores from pretest to posttest, but there was not significant evidence that one treatment was more effective than the others. The significant interaction of the time and intervention variables, and especially the effect of this interaction in making groups' achievements more similar over time, suggest that a longer study might have yielded more telling results. By treatment specificity: the CFE-based group performed best on the CFE test; the praxial group performed best on the MAT posttest; and the DBAE group had the greatest gain in mean scores (4.13 percentage points) from the MAT pretest to the MAT posttest.

Conclusion:

Though there were no significant findings to support the alternative hypothesis one---that the *Music Achievement Test* posttest scores would be different according to groups' respective intervention approaches---there were significant findings to support the alternative hypothesis two. The main knowledge gleaned from this study, then, is that, while teaching directly to the content of the district-administered general music Common Final Exam (CFE) will increase student achievement for that test, *not* teaching directly to that test---and thereby providing more formative music-making and skill-development opportunities---still equips students with the knowledge needed to succeed on the test. Since the low taxonomic design of the general music CFE measures only a base level of learning of any of the curricular content standards, student performance on the battery is hardly compromised if they are instructed by more performance-centered, creative, and reflective methods.

Respectfully submitted,
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