



Music Education and Reading Education: How to Connect Them?



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Context

- While many students have difficulty to read at the onset of the elementary level, recent researches demonstrate the beneficial role of musical education on the development of written language^{2, 4, 6, 8-11, 14}.
- Correlational studies show an undeniable link between music learning and reading learning, but its nature (causal or not) is still unclear^{1, 3, 7, 12-13}.



Research Question

What are the effects of two programs (reading only and music-reading) on the development of reading and musical abilities of second grade students?



General Methodology

- Quasi-experimental design with pretest and post-test
- Three conditions :
 - Control group (no specific intervention)
 - Reading Only group (three 45-60 minutes lessons every 2 weeks)
 - Music-Reading group (three 45-60 minutes lessons every 2 weeks)



Specific Question

How to include efficiently music components inside a reading instruction program for second graders?



Components of the Music-Reading Program

- Music objectives :
 - Rhythmic Discrimination and Reproduction
 - Melodic Discrimination and Reproduction
- Reading objectives :
 - Fluency, Vocabulary, Syntax, Decoding and Comprehension

General Characteristics of Music-Reading Program

- Each lesson has a theme linking music and reading activities.
 - Ex.: Friendship, Winter Activities, Easter, Animals...
- Each lesson includes 1 or 2 reading objective(s) and 1 or 2 music objective(s).
 - Ex.: Reading Comprehension, Melodic Discrimination and Reproduction
- Each lesson includes music activities based on the Orff approach.
 - Ex.: Rhythmic plays, nursery rhymes, songs.
- Most lessons are based on a children's literature book.



Music-Reading Lesson Example: *Scary Things*

- Objectives: Vocabulary, Decoding / Rhythmic Discrimination and Reproduction
- **Opening:** Rhythmic play with different body parts (fingers, hands, knees and feet) using the same patterns of the nursery rhyme.
- **Development:** Reading of *Grand Corbeau*⁵ with a discussion on the meaning of difficult words in relation to the story.
- **Reinvestment:** Learning of a nursery rhyme using difficult words of the book. Integration of a verbal and rhythmic *ostinato*.



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