

DWIGHT SCHOOL

PERSONAL PROJECT REPORT

The Effect of Music on Emotion

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Advisor: Ms. Halle BAUER

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1 Investigating

1.1 Goal, Global Context, Personal Interest

My goal was to compose three musical compositions evoking three different emotions and to accompany them with detailed descriptions of their musical devices contributing to emotion. This goal forces me to demonstrate understanding with how and why musical devices can evoke emotion. By creating three pieces evoking different emotions, I am conveying fluency in emotional storytelling. I achieved this by using my talents on the piano to create recordings of three different composed piano pieces. Piano is one of my passions; I have been playing the piano since about the age of six. From a young age, my love for the instrument lay in the creative possibilities. I chose this goal because I often don't get the ability to express myself through music in my standard curriculum. By choosing a personal project I am passionate about, I hoped to enjoy the hard work more. Despite my experience with composition, this goal is still *highly challenging* for me to complete. In more depth, this goal requires me to explore my musical understanding by researching why a given device can evoke emotion. This goal also requires me to articulate my choices in more depth than "It sounded good, so I added it," which will expand my thinking and push my limits as a creative composer. In essence, this goal is challenging because it demands I formalize my creativity and convey my understanding.

My global context is Personal and Cultural Expression. It explores human expression and inquires into the methods of expressing ideas, emotions, beliefs, and values. More concisely, it explores human creativity. I believe to a great extent this global context fits my goal and topic of my project because I was exploring a quintessential method of expression: music. I was exploring how music conveys ideas and emotions: a precise value of the global context. I firmly hold that music is the most effective

medium of personal and cultural expression because its ability to evoke emotion is unmatched; therefore, this global context is perfect.

1.2 Prior Learning

After years of being miserable during piano lessons, I quit. I taught myself the piano of my own accord for about seven years, during which I developed a passion for composition. Within lessons, I could not bear to play exactly what was on the sheet music. The piano teachers mistook my disinterest as inability, resulting in them selecting uninteresting pieces to learn. When I quit, I had the freedom to learn the songs I enjoyed and modify elements I disliked. The first few notable pieces I learned during this time were, Let it Go from Frozen, various songs from *Legend of Zelda Ocarina of Time*, and various video game soundtracks. However, within the past two years, I have resumed taking lessons, but with a much more engaging and supportive teacher that supports my creativity. I am classically trained now, and I am learning the works of Ravel and Liszt. Even within these studies, I have the freedom to choose pieces I am engaged with. In addition, I have leveraged online resources to heighten my understanding of music theory and composition. There is a vast collection of educational content on YouTube I have used to my advantage. Some of the topics I find fascinating are modal interchange, tonal modulation, chromaticism, and harmony in general. I frequently test my abilities by improvisation. This music-specific knowledge was consistently highly relevant and applicable to what I sought to produce as a final project because it allowed me to focus my research on expanding my knowledge and creating something instead of learning the basics. I intended to expand this understanding into intuition for how musical devices can evoke emotion. Part of this was accomplished by research; however, I intended to gain some of it from my creative process. The benefit is that I can make my own musical decisions and

discoveries. In a highly interpretive art, my toolbox as a musician must be born of creativity. Examples of projects I have composed in the past include from evocative solo piano pieces to down-tempo jazzy ambient songs. The latter of which is a song, tilted ‘Away,’ I published on Spotify. Overall, each of these works contributes to my musical intuition. The musical greats all formed their unique and memorable style through self-discovery and learning, so I believe it is vital to gain insight during this project from my creativity.

1.3 Research Skills

Throughout this project, I completed a lot of research. The majority of this explored why and how musical devices can evoke emotion, following my research question: “What elements of a musical composition evoke emotion?” Because this is an advanced topic, I found it crucial that my sources and information were high quality, so the vast majority of my sources were from educational institutions. I also sought to include studies and research that credibly drew conclusions; more generally, I looked to find primary sources, including theories directly from the creator. The strengths of these reputable sources are that they were informative and reputable. Much of the information was from college curricula, so the information required a high level of past understanding and the patience to parse through. I also believe the COVID-19 pandemic improved my research ability because these sources were made public following the onset of online learning. One possible limitation of my sources is that they were dense, which means that I had to dedicate time to rereading. One instance of a useful source was a book written by Klaus R. Scherer, published by the Oxford University Press, titled *Music and Emotion: Theory and Research*. This source provided me much value because it detailed the musical devices that could be used and provided a rich understanding of why something evokes emotion. I completed an

OPVL analysis of the notable sources I used (found in the appendix). After researching, I ensured the information I used was paraphrased. I did this by taking detailed notes on each source, then composing without looking at them. The purpose was to ensure I was violating intellectual property and to demonstrate that my finished product was my own understanding. Overall, this research was conducted to assist my understanding of musical devices for my compositions and improve the details of my works' descriptions.

2 Planning

2.1 Criteria

EXCELLENT	GOOD	DID NOT MEET EXPECTATIONS
Three compositions in different emotions created	Two compositions in different emotions created	One composition created
Includes a variety of musical devices and themes and explains them thoroughly	Includes a few musical devices and themes and attempts to explain them	Includes limited musical devices with no explanation
Text will accompany each describing the creative process and the music behind the emotion	Brief text will accompany each describing the music behind the emotion	No description or text written
Includes professional audio and sound quality and is produced in a professional-grade DAW	Includes acceptable audio and sound quality and uses standard software	Includes substandard audio and sound quality with no recording software used
10 or more persons will respond with the correct emotion the music is supposed to evoke	5-9 people will respond with the correct emotion the music is supposed to evoke	1-2 people will respond with the correct emotion the music is supposed to evoke

Figure 1: Rubric of Criteria

During my process, I created a rubric of criteria to measure my final product's effectiveness. (Rubric can be found in appendix) I worked hard to ensure these criteria were quantifiable; I wanted to make sure I could measure whether my compositions could evoke emotion. For my project to meet my expectations, I would have to survey people about my music. To achieve excellence, I described that ten people would respond with the correct emotion and agree the composition was effective. Inversely, if nobody surveyed could guess the emotion, then the project would not have met my expectations. Another criterion is that my compositions would contain "a diverse selection," "a few," or "a limited amount" of musical devices. The intention behind this specific wording is because the number of musical devices is not an indication of how effectively they were used. I worded this so it's not based on a set amount; it will allow me to pursue quality over quantity. Furthermore, to achieve excellence I need to accompany each composition with a detailed written text explaining the devices at play and how they are used to persuade emotion. To achieve excellence, each of my works would include "professional sound and audio quality." This would be accomplished using a Digital Audio Workstation (abbreviated DAW) software and my recording equipment to record a piece. This will be measured qualitatively based on clarity, volume, and sound. To miss excellence, I would produce a song with questionable quality such as noticeable background noise (meets expectations) or a song that is unlistenable and broken up (below expectations). Overall the goal of the rubric is to fairly measure my goal's completion. This rubric is also highly challenging because it required me to push my abilities and create a coherent product.

2.2 Planning of the Development Process

The personal project is a substantial project requiring a high level of planning to complete thoughtfully. To achieve this, I created a calendar of goals detailing formal

due dates for the project and personal due dates to keep my work on track. (This calendar can be found in the appendix.) The calendar demonstrates my willingness to self-manage and mitigate procrastination. I also wanted this calendar to be more accessible, so utilized google calendar. (A recommendation from my Personal Project Advisor.) I did this because it sent notifications to my phone. Therefore, I was able to allocate time to working on this project by making smaller goals day-by-day: making the larger goals digestible. I also used music planning documents to organize my creative process. When writing music, I took detailed notes about how, where and why I used a specific musical device. This planning made explaining my compositions easier because my ideas were already written down. I used these planning documents to speed up the composition process because I did not rely on memorization alone. (Evidence of these music process documents are in the appendix.) Overall, I used several different methods to plan to complete my goal making meeting my goal more achievable.

2.3 Self-Management

Throughout this project, I exercised and improved my self-management skills. I knew from experience I often leave work until the last minute; therefore, coming into this project, I intended to organize myself such that I would be able to meet deadlines. This led to self-discovery because it required me to practice self-discipline. At the beginning, I had planned my deadlines and my work; however, I struggled with time management. I admit I was unable to complete my first few self deadlines. One example of this was when I completed my rubric of criterion five days after I intended to. However, I had to stay calm and understand there was room for me to improve. From this, I learnt I have to understand delayed gratification and complete assignments promptly. I began using google calendar to allocate chunks of time to

working on my project. This proved to be extremely successful as I completed the rest of my work requirements before or by the deadline. One example of this is that I sought to have sections I and II of my written report completed before we returned to school after Thanksgiving. However, I found time and completed these sections three days early. I understood the benefit of completing prior to the due-date when my peers were voicing their complaints about completing the sections on Sunday night, and I could get to bed early. From then on in the project, I met my deadlines and managed my time effectively. Overall, I learnt about managing my own time, and I will apply this information to my other disciplines. Evidence of my self-management techniques can be found in the appendix.

3 Taking Action

3.1 Product

As previously mentioned, I intended to meet my goal by creating three musical compositions accompanied by peer feedback and analysis. I selected this challenge because it would help me understand my global context, *personal and cultural expression*, since this project explores how ideas and emotions can be expressed through music. For all three pieces, I began by creatively improvising in the theme of my emotion. I sat down for hours with no goal in mind developing ideas. This process was not without critical thinking, for each move I made during improvisation was a split-second index of my musical vocabulary. Much like speaking a language, I had to string together musical words and devices into coherent sentences and cadences. I did notetaking and early recordings of the ideas I liked. My next step was to try to piece together these ideas and unify them into a single piece. I accomplished this by recording ideas on sheet music, and creating outlines in my notes. Once I felt satisfied

with my creation, I dedicated time to producing the song within the software Logic Pro. After the recordings were mixed, I exported the final product. From my musical knowledge combined with my extensive research on the impacts of emotion, I was able to type up informative responses for each piece detailing the music theory behind it and how it was used as a tool to evoke my intended emotion (all three found in project documents). I proceeded to test the effectiveness of my product by performing a blind study in which I surveyed 10 people what emotions they thought the song evoked as well as how effective the songs were at evoking emotion. The participants, my family and peers, did not have a preconceived idea of what I intended. I also established my baseline emotional intent, so I could not retroactively fit the responses of the survey. The survey responses can be found in the appendix. The outcome of this creative process was three unique pieces written for the piano. My first piece is a delicate modal exploration into how complex harmonies can express emotions in the realm of hope, nostalgia, and significance but not without the nuance of difficulty and sacrifice. Some devices include a lack of melody, smooth voice leading, ostinato figures, strumming chords, thick layered extensions, suspended chords, plagal cadences, and chromatic mediants. The second piece has a ‘time’ theme and intends to evoke emotion of armageddon, time running out, climax, and action/conflict. The beginning employed a pentatonic falling melody, as well as a rhythmic focal-point: two bars in 4:4 being split into 5 beats and 3 beats respectively. Towards the end, the song employed lots of dominant b9 and diminished chords to create tension. Throughout the piece there are ostinato figures and frequent use of the 9th and 11th scale degrees. By contrast, the third piece explores travesty and hardship through its unique use of dissonance. The piece is played tempo rubato and has an emotionally-driven middle section thrusting the harmony forward and creating momentum. Following the creation of all three pieces, I spent a couple weeks writing thoughtful analysis

of the musical devices I used. Here, I described the pieces' impact on emotion by explaining techniques from my extensive research into music and emotion. I intended the analysis to demonstrate a high level of understanding. (Each song and description can be found in the project documents)

3.2 Thinking Skills

At the start of my project, my thinking skills with respect to musical composition were solid. My musical background and passion assisted me from the start. I think this is evident through my goal and rubric of criteria, because those demonstrate an understanding of what makes a musical composition 'good.' Furthermore, my thinking skills improved massively during researching and creating because I improved my ability to compose. Evidence of this improvement is the contrast between the first second and third compositions. I think there is a trend of linear growth in how good the recordings sound across 1, 2 and 3. In 3 I used higher quality and more complex recording equipment to create a stereo sound , demonstrating my improved thinking skills with respect to audio engineering. Overall, I think to a great extent my thinking skills improved throughout the course of my personal project.

3.3 Social and Communication Skills

The process of organizing a project of this scale improved my social and communication skills. I am an independent thinker, so coming into this project I was unable to initially handle reaching out for help. Over time, my skills improved: every time I communicated with my advisor and sought help from peers I grew a bit more confident in my ability. I communicated with my advisor, Ms. Bauer, regularly. I scheduled meetings and met to discuss the project. These meetings became more useful as my communication skills improved because I could use the time to ask more

specific questions. (Evidence of our meetings can be found within the appendix.) In addition, my social skills improved from obtaining peer feedback. I frequently sought feedback from my music teacher and peers regarding the effectiveness of my musical choices. These interactions helped to improve my social skills because I had to ask for feedback. Towards the end of the process, I displayed my social skills in full form when I reached out to 10 people to evaluate my music. Overall, this project helped me improve my communication skills to a great extent.

4 Reflecting

4.1 Evaluating the Product

Following the completion of my compositions, analysis, and peer feedback, I believe I met the criterion of success I outlined. I met the primary goal of my project: to create three distinct musical compositions. In the second category, I argue I met my goal of including a variety of music devices and explaining them thoroughly. My song descriptions reflect detail and research, so I fall under ‘excellent.’ Similarly, I created three descriptive texts for each piece, which puts me under ‘excellent’ for the third criterion. On the fourth criterion, I fall between the ‘excellent’ and ‘good’ categories. My third composition reflects “professional audio quality,” however I think my first and second reflect “acceptable audio quality.” All three were created in Logic Pro X—a professional DAW—though. Lastly, I met my most difficult criterion because all 10 of the surveyed people responded with exactly the emotion I was intending. For compositions 1, 2 and 3, all responses fit under the umbrella of change, running out of time, and hardship respectively. Furthermore the average emotional effectiveness from 1-5 for each was 4.8, 4.3, and 4.9 respectively with a 5 being “extremely effective.” Overall, my final project falls within the realm of ‘excellence.’ The strengths of my

initials	Composition 1	effectiveness	Composition 2	effectiveness	Composition 3	effectiveness
AB	I think this song is powerful and shows change. It also shows struggles and difficulty but like ultamity is good.		I definitely think like time, and armegeddon almost. Like an action movie with a 5 countdown.		I love this song. This song I thought was super intense and powerful. It sounded like a difficult 4 adventure	5
CB	good overcoming evil, change, and memory		5 time, time running out, and action		4 melancholy, dramatic events, and like a treatorous escape	5
AM	I believe this song evokes feelings of power and impact.		I believe this song evokes feelings of the end 5 of time because of the clock.		I believe this song evokes feelings of despair, 4 hopelessness, and significance.	5
VS	This song has the emotion of being proud and making a difference.		I think this song is super action-packed, like 4 racing against a clock in an action movie.		This song is super sad and depressing, but it still 5 has like movement and is interesting	5
MT	I believe this song conveys the emotion of remembering something bittersweet. It evokes a powerful combination of grounding/sad themes as well as buoyant joyful themes.		I believe this song evokes powerful feelings of time and action. I think the clock speeding up at the end is like time running out.		I believe this song excellently portrays the emotion of despair through its use of movement. I really believe this piece is super emotionally impactful to 5 the listener. This sounds amazing!	5
TC	Nostalgia and change		4 Time, running, drama		4 Drama, journey, change	5
SS	I believe this song is happy and full of impact.		I believe this song is fast-paced and like in an 5 action movie.		5 I believe this song is dramatic and sad.	5
AC	I think composition 1 evokes emotions of marching for change. Its like almost a bittersweet emotion.		I believe Composition 2 evokes emotions of time elapsing and rushing to complete a task: 5 like in an action movie.		I believe this song evokes strong feelings of melancholy. I think its like super dark and impactful, but I don't mean that in a bad way. The song is still 4 super full of movement and the music is driven.	5
OB	This song evokes feelings of like happiness, but not only happiness. Like it has a mix of emotions.		I think this one is good at showing action and drama. The clock (I think) makes me imagine 5 time.		I think this song evokes sadness. Like, someone 3 trying their best to defeat sadness.	5
EF	doing good, impact, dealing with hardships		5 time, fighting, battle		5 despair, loneliness, battling	4

Figure 2: Table of the 10 Survey Responses

outcome were the emotion conveyed in the individual pieces. All three turned out better than I had imagined. Another strength of this product is the growth of my passion. If I were to complete this project again, I would invest more time into producing and mixing the first and second pieces.

4.2 Understanding the Topic, Global Context, and Myself

During this project, I faced a number of challenges for which I had to adapt to. I faced personal challenges with trying to explore composition techniques I was unaccustomed to. Starting a composition from the emotional perspective instead of from an academic perspective provided me a difficult test of my abilities to adapt to unfamiliar applications of my knowledge. On a more project based scale, I faced the challenge of budgeting my time. Often I fought against my tendency to procrastinate. I employed tactics to improve my ability to get stuff done. Most notably, this project gave me the opportunity to consolidate my schedule and use a calendar. I used google calendar to manage my self-imposed due dates as well as set day-to-day reminders and study times (evidence found in appendix). I also learnt how to use

a process journal to organize my project; I used a google drive to organise important documents (evidence in appendix). An entry that assisted my project was a halfway self-assessment. I believe my communication skills were improved following this reflection. Overall the ability to manage my time in this way is undoubtedly a skill I will retain and use throughout my life, so I am grateful that this project gave me the opportunity to grow. From a holistic perspective, I believe the product of my personal project reflects a growth in my understanding of not only music, but art and forms of expression. The global context of ‘personal and cultural expression’ gave me insight into how emotion drives expression. My ability to successfully tailor the musical mode of expression to specific emotions conveys my growth in ability to classify and analyse expression through music.

4.3 IB Learner Profile

I believe as a result of this project, I improved my IB Learner Profile skills of being a thinker, knowledgeable, a risk-taker, and a communicator to a great extent. I improved my thinking skills by researching and implementing new creative ideas from my research. I became more knowledgeable about music theory and emotion. I became more of a risk-taker within my creative process, because I tried testing new musical devices to create an emotional atmosphere. Lastly, I improved as a communicator because I had to reach out to my peers and advisor throughout the project. I believe my product was successful, but if I were to do it again, I would have done more research into how to create high-quality recordings of the piano. Additionally I encountered the constant threat of procrastination. I think I tried and had good success in managing my time, but I still believe I could have improved it more. I think this weakness contributed to the level of stress I felt throughout, and made some of the work more difficult especially at the beginning.

In summary, I believe the personal project helped me improve critical skills that I will continue to use throughout my life as a learner. I think these skills will assist me in completing the DP program. Most notably, I think my improved ability to organize, time-manage, and communicate will be invaluable for my future; I am grateful that this project gave me the opportunity to improve.

5 Appendix

OPVL Analysis

Admin. "How Does Music Affect Your Mood?: Music and Emotion Relationship." *Online Atlanta Institute of Music & Media / Best Music College*, 2 Aug. 2019,
www.aimm.edu/blog/how-does-music-affect-your-mood.

OPVL:

The origin of this source is an article that was written by the administrator of the website in the Atlanta Institute of Music and Media on the 2nd of August in 2019. Its purpose was to inform people about how music affects mood so its targeted audience is people curious about music and emotion. A value of this source is that it provides insight into how music can affect emotion--my research question. Another value is that it originates from a university website which focuses on music, therefore it is likely a good source. It also cites a number of reputable studies about music. However, a limitation is that the author is not listed, making the credibility and biases of the author unknown. I don't anticipate this to be an issue because this information does not seem biased, and the facts are corroborated by other sources.

Scherer, Klaus R. "Chapter 16: EMOTIONAL EFFECTS OF MUSIC: PRODUCTION RULES." *Music and Emotion: Theory and Research*, edited by Marcel R Zentner, Oxford University Press, 2001. <http://charris.ucsd.edu/SchererZentner.pdf>

OPVL:

The origin of this source is a chapter of a book that was written by K. Scherer and M. Zentner in 2001 by the Oxford University Press in New York. Its purpose was to quantify the way music affects emotion using studies. A value of this is that it gives the perspective of ordinary listeners through the results of professionally conducted studies. Another value is the quality of information in this source is extremely high. It provides a lot of useful information. However, a limitation is that the information is dense and may be hard to read for some people. It is also long.

Kania, Andrew. "The Philosophy of Music." *Stanford Encyclopedia of Philosophy*, Stanford University, 11 July 2017, plato.stanford.edu/entries/music/.

OPVL:

The origin of this source is an encyclopedia of philosophy that was written by Andrew Kania at Stanford University in July 2017. Its purpose was to discuss the philosophy of music using a compilation of information so it is a tertiary source. Because it is an encyclopedia, its general intent is to provide information in a general way. A value of this is that it gives the perspective of a number of different sources. Another value is the credibility of the source; Stanford University has one of the best philosophy programmes so I believe this information is incredibly credible and helpful. However, a limitation is that this is a tertiary source, therefore it may be subject to the bias of the author.

Willimek, Daniela, and Bernd Willimek. *Music and Emotions: Research on the Theory of Musical Equilibration*. 2013. <https://www.willimekmusic.de/music-and-emotions.pdf>

OPVL:

The origin of this source is a book that was written by Daniela and Bernd Willimek in 2017, and translated into English from German. Its purpose was to study the effects of music theory on emotion. A value of this is that it gives the perspective of a study so the information is relevant and quantitative. Another value is that this source goes into depth about how different elements of music cause emotion, instead of focusing on it in a more general sense. However, a limitation is that this source was translated from German to English, so it's possible some information was lost in translation.

Calender of Deadlines

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Oct 13 Create Deadlines in a Calendar ✓	14	15	16 REACH OUT TO YOUR ADVISOR FOR A MEETING! ✓
19	20 Edit my Rubric of Criteria (is it specific, measurable, challenging?) ✓	21	22	23 Schedule a meeting with my advisor for November! ✓
26	27	28	29	30
Nov 2	3 Complete Self-Assessment on Self-Management Skills ✓ (late)	4	5	6
9	10	11	12	13 Have I met with my advisor? Schedule that meeting! ✓
16	17 Checklist for the Paper drafts (parts 1 and 2) Create prototype of composition 1 ✓	18	19	20 Do I have enough time to finish the drafts of Parts 1 and 2 of my Paper?
23	24	25	26	27
30 Finalize composition 1 and bounce it (export)	Dec 1 Report Outline Parts 1 & 2 Due!	2 Finish explanation of musical devices in Composition 1	3 Begin composition 2	4 REFLECT: How can I finish my project this month?
7	8 Self-Assessment #2 Due Thinking/Social Skills IB Learner Profile	9	10 Finish composition 2 and bounce it	11 REFLECT: Thinking/ Social Skills IB Learner Profile
14 Finish explanation of composition 2	15 Create To Do List for Break	16	17	18 Begin composition 3
21	22	23	24	25
28	29	30	31	Jan 1
4 Finish composition 3 and bounce before return to school	5	6 Finish explanation of composition 3	7 Compile and format explanations (maybe make a key for the musical terms?)	8 Have I met with my advisor about my paper?
11	12 Project Completed Report Paper Rough Draft Due	13	14	15 Did your Advisor receive your Rough Draft to provide you with feedback?

Emails with Advisor

 **Jacob Bruner** <2023jbruner@dwright.edu>
to Halle ▾

Tue, Sep 8, 2020, 12:14 PM   

Dear Ms. Bauer,

I am looking forward to completing my project with you as my advisor. My project is about music and the global context is personal and cultural expression. My inquiry question is: What elements of a musical composition evoke emotion. My goal is still not firm, however I was thinking of composing multiple pieces and explaining them or learning multiple pieces.

I was wondering if you would be able to meet to discuss my personal project one day this week? I am available on zoom Wednesday and Friday from 12:10 to 12:55 as well as after 3:30. Today and Thursday do work for me, but it would have to be later once I get home. I apologize for the inflexibility of my schedule; I have no study halls this year. Please let me know if any of these times work for you!

Best, Jake.

 **Halle Bauer** <hbauer@dwright.edu>
to me ▾

Tue, Sep 8, 2020, 1:36 PM   

Hi Jake,

I'm happy to be your personal project advisor this year! Your idea sounds really interesting, and I'm excited to learn more about emotion in music as you complete the project.

I'm hosting a quick check-in meeting over Zoom with a few of my personal project students this Wednesday from 3:40-4:00. Not all of our meetings will be in a group setting, but sometimes it's helpful to brainstorm in a group, and we will answer common questions about the proposal that's due on ManageBac in a few days. Here's the Zoom link for that meeting: <https://dwright-edu.zoom.us/j/95559540652?pwd=b0lhTFdrctIGVGdnVnkxV3JpVDBXQT09>

Does that time work for you? I'll send over a calendar invite as well.

Thanks, and looking forward to hearing more,
Ms. Bauer



Personal Project Meeting  

 **Jacob Bruner** <2023jbruner@dwright.edu>
to Halle ▾

Mon, Nov 16, 2020, 4:57 PM   

Dear Ms. Bauer,

I realize Personal Project has not been a priority for me in the past few months. I apologize for this; I will work hard to thoroughly complete what has been due so far before we meet. Speaking of which, I would love to schedule another meeting for this week to discuss progress and strategies going forward to time-manage. I can provide a few times I would be available for a meeting: ideally, would period 5 any day this week work for you? If not, I can do after school Wednesday, or before 8:30 from Wednesday-Friday. If these don't work, I'm flexible. Let me know what works best for you.

See you 6th period,

Jake Bruner.

 **Halle Bauer** <hbauer@dwright.edu>
to me ▾

Mon, Nov 16, 2020, 5:41 PM   

Hi Jake,

Thanks for reaching out and for your honesty. I'm looking forward to our meeting so we can catch up about the project and also discuss some time management tips! How about 8:00 am on Thursday? If that time works I'll send along a Zoom link and calendar invite.

See you in a few minutes for class,
Ms. Bauer



Jacob Bruner <2023jbruner@dwight.edu>
to Halle ▾

Fri, Jan 8, 4:37 PM ⭐ ↗ ⋮

Dear Ms. Bauer,

I understand next week the paper is due. I believe I can have the majority of the paper done, however I will be away from my home (and hence my piano and recording equipment). Could I possibly have a rough (incomplete) draft done for Wed, then work for about a week to record and finalize the project and polish it up once I get home?

Thanks for understanding,
Jake.



Halle Bauer
to me ▾

Fri, Jan 8, 7:08 PM ⭐ ↗ ⋮

Hi Jake,

Thanks for letting me know. Your plan sounds good to me. You can always write the draft of the paper as if the full project is done, and then go back and polish the parts of the paper that refer to the final product after you've finished your compositions. But I think you've probably done enough work on the music to be able to write knowledgeably about the expected final result!

I'm excited to hear your final recordings!

Thanks,
Ms. Bauer

Survey Form

Song Survey

Hi, for my personal project, please listen to these three compositions and briefly describe the emotion you believe each evokes (very short: 1 sentence).

* Required

What are your initials? *

Your answer

Composition 1 *

Describe what emotion you believe this song evokes

Your answer

How effective do you believe Composition 1 is at evoking emotion? *

1 2 3 4 5

not very effective extremely effective

Composition 2 *

Describe what emotion you believe this song evokes.

Your answer

How effective do you believe Composition 2 is at evoking emotion? *

1 2 3 4 5

not very effective extremely effective

Composition 3 *

Describe what emotion you believe this song evokes

Your answer

How effective do you believe Composition 3 is at evoking emotion? *

1 2 3 4 5

not very effective extremely effective

Submit

Survey Responses

Timestamp	What are your initials ?	Composition 1	How effective do you believe Composition 1 is at evoking emotion?	Composition 2	How effective do you believe Composition 2 is at evoking emotion?	Composition 3	How effective do you believe Composition 3 is at evoking emotion?
	AB	I think this song is powerful and shows change. It also shows struggles and difficulty but like ultamity is good.		I definitely think like time, and armegeddon almost. Like an action movie with a coutdown. 5		I love this song. This song I thought was super intense and powerful. It sounded like a difficult 4 adventure	5
	CB	good overcoming evil, change, and memory		5 time, time running out, and action		melancoly, dramatic events, and like a treaterous 4 escape	5
	AM	I believe this song evokes feelings of power and impact.		I believe this song evokes feelings of the end 5 of time because of the clock.		I believe this song evokes feelings of despair, 4 hopelessness, and significance.	5
	VS	This song has the emotion of being proud and making a difference.		I think this song is super action-packed, like 4 racing against a clock in an action movie.		This song is super sad and depressing, but it still 5 has like movement and is interesting	5
	MT	I believe this song conveys the emotion of remembering something bittersweet. It evokes a powerful combination of grounding/sad themes as well as buoyant joyful themes.		I believe this song evokes powerful feelings 5 of time and action. I think the clock speeding up at the end is like time running out.		I believe this song exelently portrays the emotion of dispair through its use of movement. I really believe this piece is super emotionally impactful to 5 the listener. This sounds amazing!	5
	TC	Nostalgia and change		4 Time, running, drama		4 Drama, journey, change	5
	SS	I believe this song is happy and full of impact.		I believe this song is fast-paced and like in an 5 action movie.		5 I believe this song is dramatic and sad.	5
	AC	I think composition 1 evokes emotions of marching for change. Its like almost a bittersweet emotion.		I believe Composition 2 evokes emotions of 5 time elapsing and rushing to complete a task: like in an action movie.		I believe this song evokes strong feelings of meloncoly. I think its like super dark and impactful, but I don't mean that in a bad way. The song is still 4 super full of movement and the music is driven.	5
	OB	This song evokes feelings of like happiness, but not only happiness. Like it has a mix of emotions.		I think this one is good at showing action and 5 drama. The clock (I think) makes me imagine time.		I think this song evokes sadness. Like, someone 3 trying their best to defeat sadness.	5
	EF	doing good, impact, dealing with hardships		5 time, fighting, battle		5 despair, lonliness, battling	4

Evidence of Music Planning

Planning

- starting ostinato
 - Fmaj sus4 add6/9 type chord (maybe Bb maj/ F?)
 - elements of Nat 7th and 6th scale degree
 - Chromatic mediant-ish decent
 - F major sus4
 - Db Lydian
 - Bb dorian, rest here for a while, silent except RH figure
- Easy arpeggio and fun harmony section
 - starting with i-bVII-i-bVI
 - F sus4, Eb6/9, F sus4, then a gorgeous Db maj13 #11ish chord
 - satisfying resolution to IV
 - Bb add 9
 - but wait! throw in a iv
 - Bb min b6/9
 - then back to the pretty IV
 - All of these are voiced with intervals in mind most. Usually a good mix of small and large intervals. I tried as much as possible to have the LH hit a 2nd 3rd or 4th above the first note in RH in most of these, that's what gives it its sort of 'strumming' arrhythmic feel. Ex, in the first chord it is a F, C, Bb in the LH spanning an 11th interval and a F, C, F in the Rh spanning an 8th. Ex2 in Db maj it is a difficult but amazing Db, Ab, C, G, (a whopping 12th) in the LH and a F, Bb, C, F (this RH is basically the same throughout the piece, but it arpeggiated up and down and does crazy patterns)
- More difficult Arpeggios
 - That Bb maj/min more or less transposed us into Db maj, either by a chromatic mediant down from Bb maj to the Gb lydian, or from a vi-IV cadence from Bb min
 - This section sounds more difficult than it is: this is a arpeggio that more or less can be represented by two chords, C1 and C2, then the pattern is C1 up, C2 up down up, C1 up down, C2 down up down, C1 down, not too bad. (note C2 is always F Bb C F)
 - I love this section, it's super cool to hear a very standard IV-I cadence played in such a cool unique way

Rubric of Criteria

EXCELLENT	GOOD	DID NOT MEET EXPECTATIONS
Three compositions in different emotions created	Two compositions in different emotions created	One composition created
Includes a variety of musical devices and themes and explains them thoroughly	Includes a few musical devices and themes and attempts to explain them	Includes limited musical devices with no explanation
Text will accompany each describing the creative process and the music behind the emotion	Brief text will accompany each describing the music behind the emotion	No description or text written
Includes professional audio and sound quality and is produced in a professional-grade DAW	Includes acceptable audio and sound quality and uses standard software	Includes substandard audio and sound quality with no recording software used
10 or more persons will respond with the correct emotion the music is supposed to evoke	5-9 people will respond with the correct emotion the music is supposed to evoke	1-2 people will respond with the correct emotion the music is supposed to evoke

Self Assessment

Self-Management Assessment:

Approaches to Learning Skill	Unsatisfactory	Satisfactory	Good	Excellent
Contacted, and met with, Advisor on a regular basis			I think I have maintained good contact with my advisor.	
Sought help when necessary			I haven't needed much help throughout the start of this process, but when I have, I have sought help.	
Worked Independently without prompting from adults or peers		I think this could improve because I should be able to meet deadlines of my own accord.		
Organized my time efficiently		I think this can improve going forward.		
Developed a system for organizing and collecting information				I think I have been good at this. All of my documents are in a process journal folder shared with my advisor.
Met deadlines		Again, I think this can improve going forward.		
Put forth effort			I put forth a lot of effort in creating my first composition, however I could put more effort into the planning process.	
Overcame adversity and did not give up quickly			Yes, although I have not faced too much adversity.	
Overcome distractions			To a large extent, yes. When	
			I want to complete part of my personal project assignments, I am capable.	
Approached the project with a positive attitude				Absolutely. Music is something I am highly passionate about.
Practiced healthy ways to handle my emotions and stress				Absolutely, even though I have had no stress so far;
Have been aware of personal limitations and planned ways to overcome them.				Yes. I have acknowledged my poor time management, and I have developed strategies to help stay on time.

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