

Creating Lifelong Musicians

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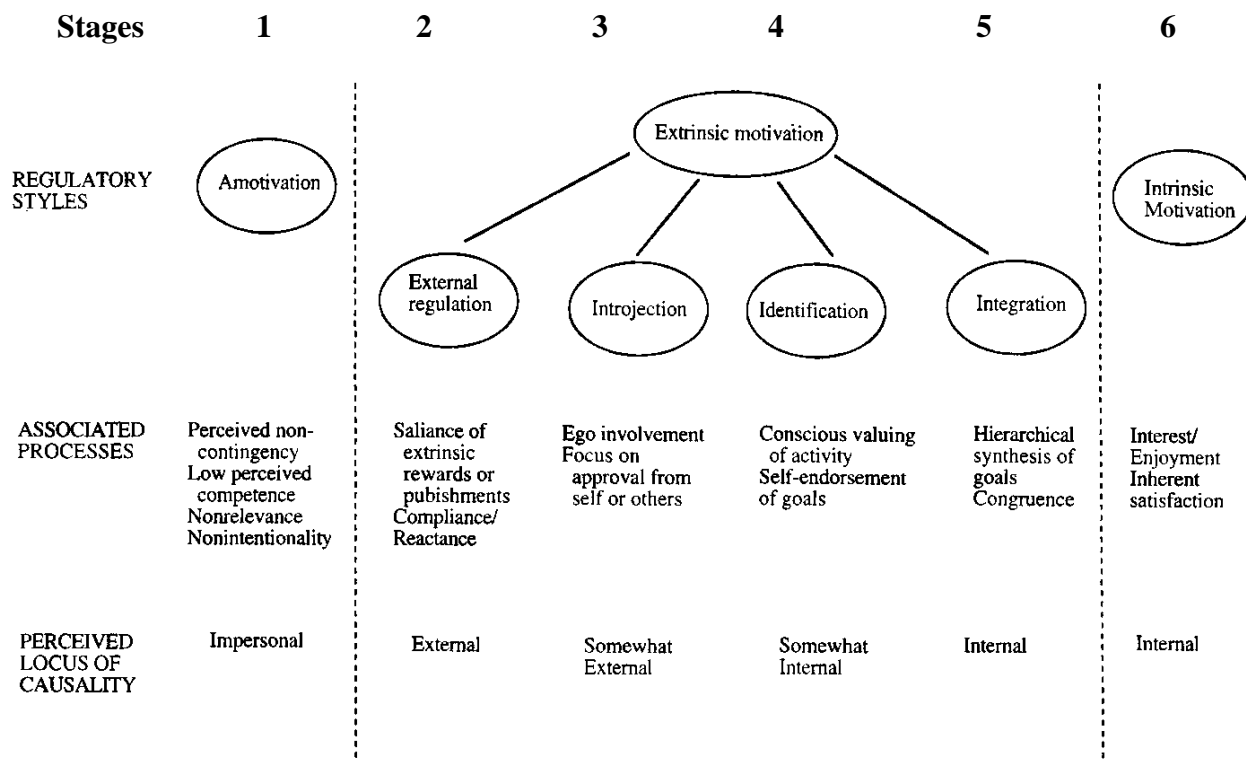
www.ClassicalMusicCity.com

Achievement Goal Theory:

- Outcome (Ego) involves comparison to others, Extrinsic
- Task Oriented: focus on one's own effort and improvement, Intrinsic

Self Determination Theory: Focuses on the degree to which human behaviors are more or less autonomous or controlled by someone or something else (e.g., feelings of guilt). Satisfaction of these psychological needs is considered essential for more intrinsically motivated and healthful engagement. The primary needs:

1. Autonomy: A desire to feel that one's actions are self-initiated and self-directed
2. Competence: A desire to feel capable. Skill mastery.
3. Relatedness: A desire to feel connected to others
4. Purpose: Feeling of creating something useful and/or beautiful
5. *Pleasure: Sensory joy. (I added this one)*



www.selfdeterminationtheory.org/

Community Building Tools:

A) Mentoring younger students (*Competence/Relatedness*)

- Assisting in Group w/younger students
- One on One tutoring
- Lead Orchestra sectionals

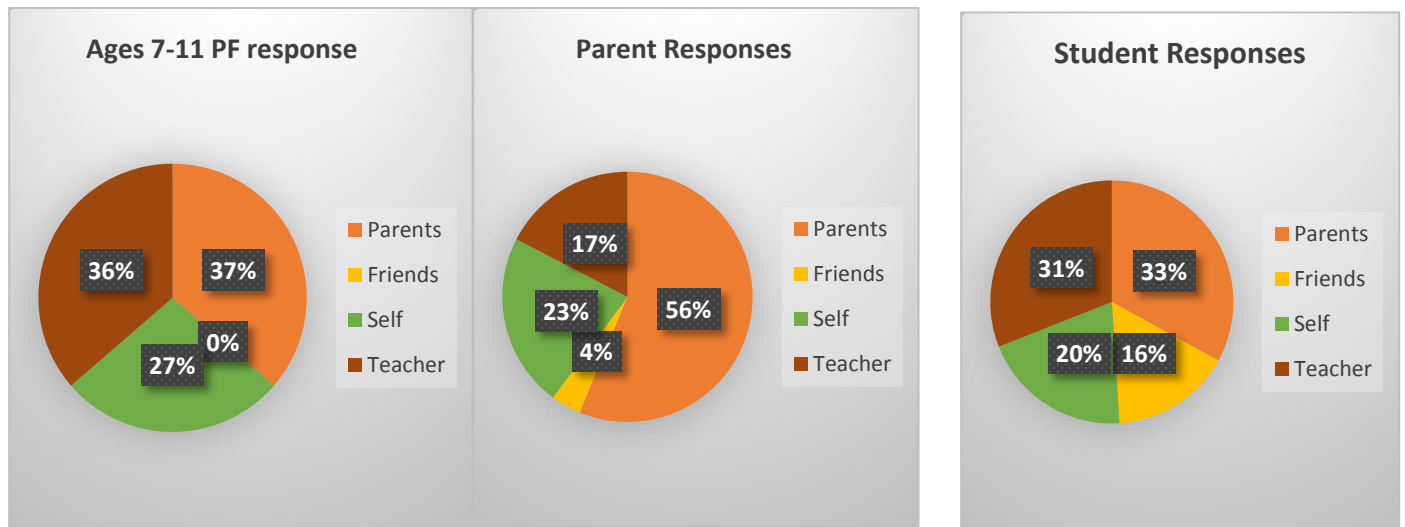
B) Community Based Performances beyond regular concerts (*Purpose/Relatedness*)

- Large Ensembles
 - First Saturday
 - Violin Pedagogy Weekend
- Chamber Music Ensembles
 - Christmas in downtown stores, offices
 - Retirement communities, nursing homes
 - Historic Church Tour
- Individual Performances
 - Churches, Memorial Services, Weddings

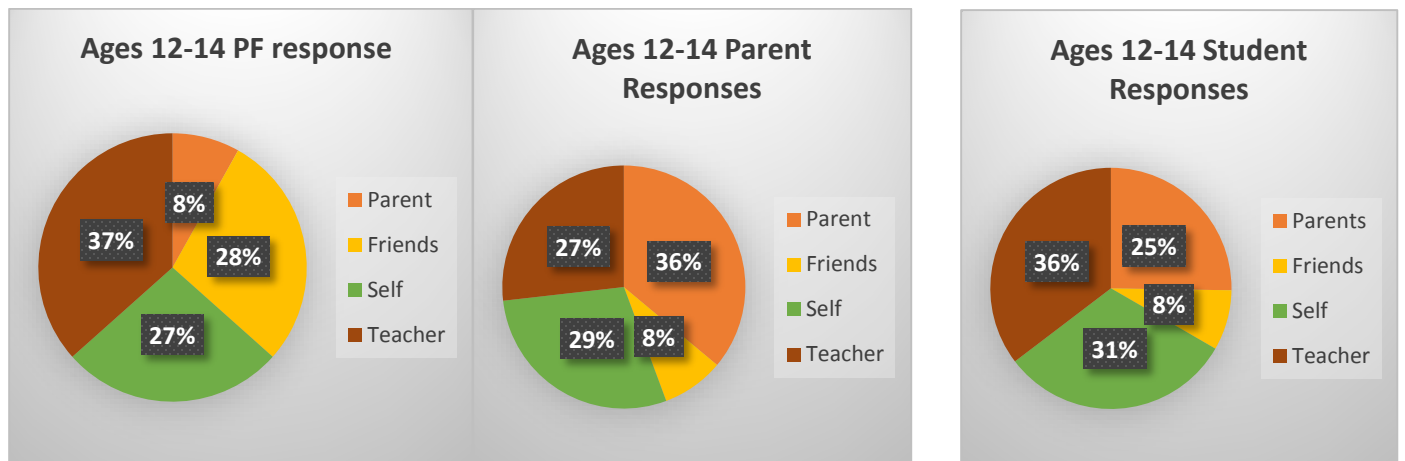
C) Involvement in school decisions (*Autonomy*)

- Scheduling
 - Orchestra days/times
- Music Selection
- Event Planning and Organization
 - Musical Events
 - Non-Musical Events
 - Teen Party
 - Holiday Party
 - Pot Luck Dinners
- Marketing/Advertising
 - T-Shirts
 - Posters

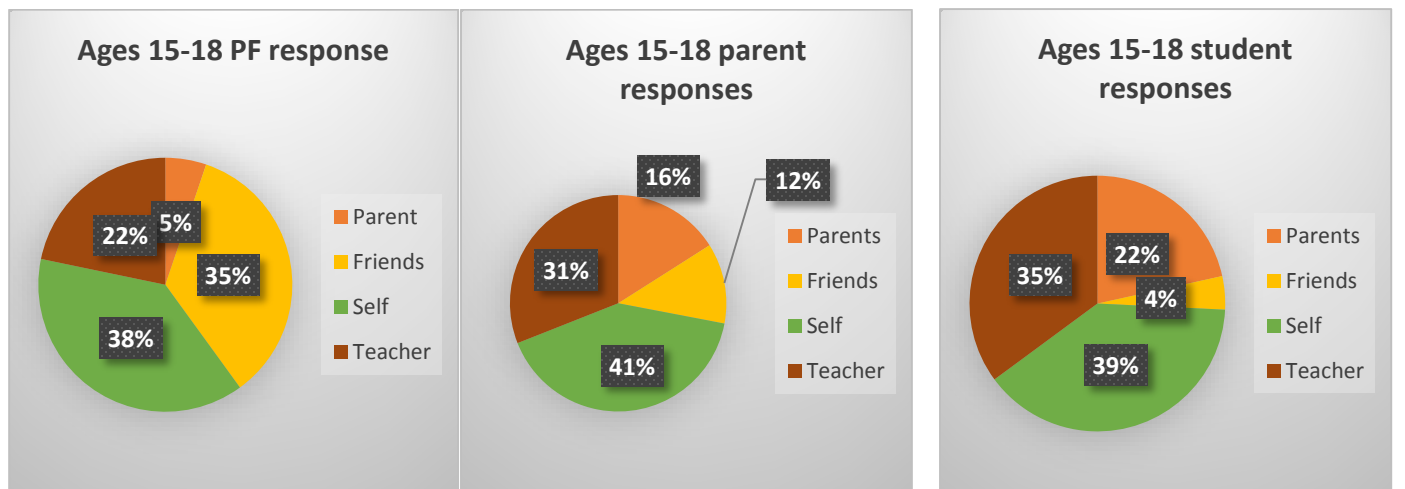
Data Analysis for 7-10 year olds. 10 student responses. 13 parent responses.



Data Analysis for 12-14 year olds. 13 student responses. 11 parent responses



Data Analysis for 15-18 year olds. 12 student responses. 12 parent responses.



7-11 year olds

Most to least favorite activities:

Orchestra Concerts: 2.6
Group Concerts: 3.3
Private Lesson: 3.4
Chamber Music/Community Performances: 3.5
Orchestra Rehearsal: 3.85
Practicing: 4.1
Solo Recitals: 4.8
Group Rehearsals: 5.2

What motivates you to practice the most?

Parent: 2.6
Teacher: 3.2
Group Concert: 4
Private Lesson: 4.1
Orchestra Concert: 4.3
Self: 4.5
Solo Recital: 5.6
Friends: 6.2

12-14 year olds

Most to Least Favorite Activities

Community Performances: 3.5
Orchestra Concerts: 3.6
Private Lesson: 3.6
Group Rehearsals: 3.8
Group Concerts: 4.2
Orchestra Rehearsal: 4.4
Practicing: 5.5
Solo Recitals: 5.7

What motivates you to practice the most?

Teacher: 3.2
Self: 3.5
Solo Recital: 3.7
Private Lesson: 3.7
Parent: 3.9
Orchestra Concert: 5.2
Group Concert: 5.4
Friends: 6.5

15-18 year olds

Most to Least Favorite Activities

Private Lesson: 3.3
Orchestra Concerts: 3.4
Community Performances: 3.8
Orchestra Rehearsal: 4.0
Group Rehearsals: 4.4
Group Concerts; 4.9
Practicing: 4.6
Solo Recitals: 5.9

What motivates you to practice the most?

Private Lesson: 2.6
Solo Recital: 3.0
Self: 3.4
Teacher: 3.8
Parent: 4.5
Orchestra Concert: 5.3
Group Concert: 6.1
Friends: 7.25

7-11 year olds

Do you think you will play the rest of your life?

5 yes, 2 maybe, 2 no, 1 abstain

Why do you want to play the rest of your life? Comments from 7-11 year olds:

Because I really like playing and I might want to teach when I get older

Because I like playing, it is fun.

Because it is fun and might get me a good education.

Because I always wanted to play. I like it.

No, it takes a lot of work and practice

Yes, because it is really hard and I like hard instruments. Just the violin itself motivates me

12-14 year olds

Do you think you will play the rest of your life?

9 yes, 2 maybe, 1 no

Why do you want to play the rest of your life? Comments from 12-14 year olds:

Yes, I want to play it for fun when I am an adult because it relaxes and entertains me.

Yes, because I love playing.

Maybe, I don't know if I will always have the time to play, or if I'd be committed enough when I get older. But if I do have time, and I'm still committed when I get older, then yes.

Maybe, I might want to because it teaches you responsibility and leadership.

Yes, because it will help me later in life.

Yes, because it is fun and helps with memory, dexterity, etc.

No, because even though it is fun, it takes time.

Yes, when I play violin it gives me adrenaline and makes me happy. I also like to entertain people with music.

Yes, because I enjoy playing my instrument and I enjoy music. I am not good at anything else.

Yes, because I like the way it sounds and it provides some stress relief.

Yes, I want to keep becoming better and getting rewarded.

15-18 year olds

Do you think you will play the rest of your life?

8 yes, 2 no, 2 abstain

Why do you want to play the rest of your life? Comments from 15-18 year olds:

Yes, it's a lot of fun and good for the brain

Yes, I love the feel of the instrument and the resonance of its vibrations. I love hearing how all the components of a piece played by an individual section blends and works together in an orchestra. I love getting to be a part of the music and a contributing aspect of something powerful and beautiful.

Yes, because I love violin/viola music and I will be able to play for church and other places.

Yes, because it is a good thing to have in my life.

Maybe, I don't want to give up music completely, but I am unsure if I will be able to keep up the commitment.

Yes, because I can play with my family.

Maybe, it has been scientifically proven that playing an instrument prolongs a brain's good health, especially in old age.

Yes, because I enjoy it.

Yes, because not only is music part of who I am, it also brings joy to those around me.

Parent Motivation Survey Responses: 8 responses

Why do you want your child to study violin/viola/cello?

Builds discipline: 17 check marks, 16*= 33

Music (and the Arts) adds meaning to life: 17 check marks, 10*= 27

It challenges them to work hard: 13 check marks, 9*= 22

It teaches them important life lessons: 15 check marks, 7*= 22

They want to do it: 13 check marks, 5*= 18

It makes them smarter: 9 check marks, 4*= 13

Outlet for emotional expression: 5 check marks, 3*= 8

It will help them get into college: 6 check marks, 1*= 7

I like the peer group: 6 check marks= 6

It helps them with a learning issue= 2 check marks, 1*= 3

One parent wrote the following comments: This child is the older of 2 and is majoring in music:

Peers: 26% - - I think that she was motivated not to "beat" someone, but saw what others could do and wanted to do it, tooseeing what could come next was motivating and inspiring, so that peer interaction motivated her to practice; her non-violin friends were not negative about her interest as far as I could tell. I think she didn't like to ever let others down, so having peers in MDTEC violin choir, her chamber music peers, and those in orchestra (especially when she was concertmaster) - - she practiced so as not to let any of them down, in addition to just wanting to enjoy the experience of playing with them as well. I think I told you that once she described an orchestra concert to her Dad as having the same feeling as her soccer team scoring a goal. Playing a piece well together gave her that same feeling of accomplishment.

Parents: -- 7% - - I think she liked that we enjoy her music, her practicing, etc., and she liked having me around for auditions and competitions for the comfort factor. I feel like she found us mildly amusing more than inspiring since I wasn't a Tiger Mom. She did appreciate our support (financially, transportation, listening to her when stressed), but I'm not sure we were a huge factor in motivating practice.

Teacher: 32% - - Not sure that this is the right percent, and I think it probably changed over the years. I think that the teacher had less influence on practice earlier on, but as she progressed, the teacher became more a source of motivation for practice, because they provided very specific things to work on. I think she really appreciated having teacher input to maximize the effectiveness of the practice time. So, as it moved away from the 10x boxes and into deep discussions about phrasing and musicality, the teacher actually became more important - - I think.

Child: 35% - I think she was very intrinsically motivated. There was an internal drive to always take something to the max. There was also a spiritual influence, religion, God, purpose in life, calling aspect at the root of her intrinsic motivation as well. And, there is a part that really began to identify with the pieces of music and wanting to say something through those compositions.

Same parent, child no. 2, majoring in science:

Parents: 5-10% of the time I motivated her to practice; 30% of the time I made her practice - - until she was over 16 years old.

Teacher: 10% of the time "nice" teachers motivated her; 20% of the time someone like her orch. conductor motivated her (gave her positive feedback, but let her know that he'd be "disappointed" if she didn't play - guilt motivated her sometimes); 40% of the time fear of Phyllis motivated her (clearly she needed a firm hand to guide her a lot of the time)

Child: 10% - - but, could be as high as 50% three to five days before a recital or concert - which dropped to -20% two days before or the day before as she went into meltdown mode.

Peers: anywhere from 30-70% depending upon how the other three factors were influencing her. She wanted to play to be with people that she had come to really like. She didn't want to get left out and that was probably the biggest motivating factor a lot of the time.

But, at age 18, she chooses to play because she can play - - she doesn't regret that she isn't playing at the level of her sister, but she is very glad to be able to play at her level and she knows that several adults had a hand in making sure that she got to this point. And, she says that she is going to "make" her kids play instruments because it's good for them.

General:

Before I conducted this study, I was certain that the level of social connectedness played a primary role in my students continuing to play. I have not really changed my mind on this theory, because if only private lessons were the sole component of a student's music education, it is pretty obvious that they would have a hard go of staying with their studies over time, because private lessons as a primary motivator does not appear until students are in the 15-18 year old age group. Orchestra, groups and community events seem to bring "pleasure" or joy and purpose to the experience that would otherwise be lacking. The "pleasure" factor also comes into focus in regards to the response to the statement "I like the piece I am working on."

None of the current group of students has aspirations of becoming a professional musician, so it would be interesting to see how former students who have gone on to careers in music might have answered this survey.

It is clear, however, that COMPETENCY is a huge factor since it came up #1 on the checkmark list for all age groups. For 12-14 year olds, PURPOSE has got to be addressed in order to get them through this developmental stage. Also, self-motivation, AUTONOMY, needs to be nurtured and developed. Otherwise, students are unlikely to continue after the influence of teachers and parents wane.

Over time, students move from extrinsic to intrinsic motivators. 7-17 year olds list Parent, Teacher and Group Concerts as the primary motivators, 12-14 year olds list Teacher, Self and Solo Recital and finally 17-18 year olds list Private Lesson, Solo Recital and Self in the top 3.

Students never relied on "Friends" as much of a motivator. While I still hold to the notion that "friends" plays a role in terms of making orchestra/groups and other events possible, I can see why teens who are intrinsically motivated might not recognize the power of their friends to contribute to their investment in their musical experience.

Finally, the role of the parent never disappears. The teacher may become more dominant in the late teen years, but the parent is obviously still important. It would be interesting to do additional study to examine more of the correlation between the parental attitudes regarding motivation and the success of their children in becoming lifelong learners.

