

The ABCs of MLT

An Introduction to Gordon's Music Learning Theory

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Music Aptitude

- ◆ Aptitude vs. Achievement
- ◆ Who has music aptitude?
 - ◆ EVERYONE!
 - ◆ Multiple dimensions
 - ◆ Normally distributed among population
- ◆ Innate AND Influenced by Environment!
 - ◆ Developmental vs. Stabilized
- ◆ NOT inherited
- ◆ Useful for tailoring instruction to meet students' needs!

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"Musicians need, in the beginning,
to train their ears, their vocal
cords, or their hands, and to
develop the sense of music that
tells them when to sing what."

- Pete Seeger

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Music Learning Theory is a
way of explaining how we
learn when we learn music
and how to develop
*"the sensation that tells
[us] when to sing what."*

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Audiation...

- means the hearing and *comprehension* of music in the mind.
- involves a sense of tonal/rhythm syntax.
- is the ability to think *in* musical sound.
- involves prediction.

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The primary goal of Music Learning Theory is to enhance musical understanding and skills through the development of audiation.

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How can I start helping my students develop audiation?

- ◆ Resting tone: model, sing, play, find!
- ◆ Basic harmony:
 - ◆ Resting tone drone/ostinato
 - ◆ Chord roots (i.e., basslines)
 - ◆ "Research to Real Life" blog
 - ◆ www.everydaymusicality.com
 - ◆ Chord tones in 3 parts
- ◆ Macrobeat/microbeat: move/chant
 - ◆ Each beat level separately, then simultaneously

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Sequential Learning

Language "Vocabularies" Music "Vocabularies"

- | | |
|------------------------|------------------------------------|
| 1. Listening | 1. Listening |
| 2. Speaking | 2. Singing/Chanting/Moving/Playing |
| 3. Thinking/Conversing | 3. Audiating/Improvising |
| 4. Reading | 4. Reading |
| 5. Writing | 5. Writing |

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Skill Learning Sequence...

Content (Nouns)	vs.	Skills (Verbs)
Tonal Patterns		Singing
Rhythm Patterns		Chanting
Pattern Function		Reading/Writing
Resting Tone		Creating/Improvising
Macrobeat/Microbeat		Labeling

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Skill Learning Sequence

Discrimination Learning	Inference Learning
Aural/Oral	Generalization
Verbal Association	Aural/Oral-Verbal-Symbolic
Partial Synthesis	Reading-Writing
Symbolic Association	Creativity/Improvisation
Reading-Writing	Aural/Oral-Verbal-Symbolic
Composite Synthesis	Reading-Writing
Reading-Writing	Theoretical Understanding

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Want to know more?

Gordon Institute for Music Learning

www.giml.org

2019 GIML International Conference

July 30-August 1 in Chicago (Oak Park)

Alliance for Active Music Making

www.allianceamm.org

GIA Publications

www.giamusic.com

Resources on my website...

www.everydaymusicality.com

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