

UNCP Graduate Lecture Recital

The University of North Carolina at Pembroke
Department of Music Presents

Graduate Lecture-Recital

Mr. Jason Seip
Performing with the
West Brunswick High School Jazz Ensemble

Presentation of research findings interspersed with the following musical selections...Jason Seip

Tenor Madness.....Sonny Rollins
Jason Seip – Drum Set Arranged by Frank Mantooth

Stolen Moments.....Oliver Nelson
Jason Seip - Vibraphone Arranged by Frank Mantooth

Soul Man.....Isaac Hayes
Jason Seip – Electric Bass Arranged by Robert Holmes

The Chicken.....Alfred Ellis
Jason Seip – Electric Bass Arranged by Kris Berg

THESIS COMMITTEE

Dr. Valerie Austin
Thesis Advisor

Dr. Jose Rivera
Mr. Aaron Vandermeer
Dr. Gary Mauk

This recital is presented in partial fulfillment of the requirements for the Master of Arts degree in Music Education. As a courtesy to the performers and audience, please adjust all mobile devices for no sound and no light. Please enter and exit during applause only.

March 13, 2014

6:00PM

Moore Hall Auditorium

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A lecture-recital demonstrating
methods of motivation in secondary
jazz ensembles.

PREPARED BY: MR. JASON SEIP

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN MUSIC EDUCATION
(M.A.)

Thesis Committee

- Thesis and Academic Advisor – Dr. Valerie Austin
- Thesis Committee Members
 - Dr. Jose Rivera
 - Mr. Aaron Vandermeer
 - Dr. Gary Mauk

Research Questions

- 1) What motivates high school jazz band students?
- 2) What does previous research suggest are the best motivating techniques which can be utilized by high school band directors?

Definitions

- **General Band Student:**
 - Grades 9-12
 - Any student who performs with the marching or concert band in a large group setting. These students take band as a class who meet during the school day.
- **Jazz Band Student:**
 - Grades 9-12
 - Any student who volunteers to perform with an elite group. This group primarily meets outside of the required band class. These students are required to learn additional pieces of music.

The goal of this study is to investigate motivation in high school jazz band students. Research suggests that students learn and retain information more efficiently when motivated.

RESEARCH FINDINGS

Motivation

> **What is Motivation**

- > Something that energizes, directs, and sustains behaviors.
- > **Intrinsic Motivation:**
 - > Internal desires to perform or learn a particular task.
- > **Extrinsic Motivation:**
 - > Factors outside of the individual and unrelated to the task they are performing.

Motivation

- > A theorist by the name of Abraham Maslow, has concluded that before we can be intrinsically motivated we must first satisfy our basic human needs. There are five basic levels of human needs.
- > Educators can facilitate these needs.

(Logan, 1970)

1) Physiological needs. We are motivated to satisfy needs that ensure our physical survival. Needs in this group include food, water, air, shelter, clothing.

- Be cognizant

2) Safety needs - Safety and security needs include, order, stability, routine, and control over one's life and environment, certainty and health.

- Be organized, have a routine, and maintain a good learning environment in the classroom.

3) Social needs or love and belonging needs. These needs include love, affection, belonging and acceptance. People look for these needs in relationships with other people and are motivated for these needs by the love from their families and friend.

- Band class is a social environment. Show the students that you care.

4) Esteem needs. All people have a need for stable, firmly based, usually high evaluation of themselves for self-respect or self-esteem and for the esteem of others.

- Have consideration, speak positively to your students.

5) **Need for self-actualization.** This level of hierarchy is concentrated on an individual being able to reach their full potential of a human being.

- Goals are attainable.

A Closer Look at Intrinsic Motivation

Intrinsic motivation occurs when the learning activity and the learning environment elicit motivation in the student. We do not motivate students but rather create, through our teaching, opportunities that can evoke motivation in students.

Intrinsic Motivation

➤ Intrinsically motivated students do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

(Deci, E. & Ryan, R. 2000)

Intrinsic Motivation

Creating Intrinsic Motivation:

- When the goals and rewards of the learning are meaningful to the learner.
- When the learning is important to the student.
- When the learning assists the learner in obtaining valued accomplishments.

Motivating Techniques for Intrinsic Motivation

- Provide Opportunities – Jazz Ensemble
 - After school
 - During Class
 - If you build it, they will come.

Jazz Education

- Most colleges do not require or offer a jazz education class to their undergraduate students.
- It is often a requirement of the instrumental music educator (with little or no jazz experience) to direct the school jazz ensemble.
- Trust your training and musicality.

(Hinkle, 2011)

A study by Hinkle, *Rationale for the Inclusion of Jazz Ensemble Experience in Music Teacher Training* concluded that music teachers who have a jazz ensemble produced students who were more willing to challenge themselves. The students who were provided the opportunity to perform in a high school jazz ensemble:

- 1) Were motivated both extrinsically and intrinsically by the music.
- 2) Students pushed themselves to learn additional musical styles and literature because they enjoy playing the music.
- 3) Created higher self esteem as a musician
- 4) Had greater creativity.
- 5) Had a sense of belonging to something more.

(Hinkle, 2011)

Justification – How students are additionally motivated

- Jazz is an American art form that is recognized and respected throughout the world.
- Jazz band gives the students an opportunity to express themselves by playing individual parts, and by learning improvisation.
- Improvisational skills improve basic musicianship through practice and advanced theoretical knowledge.
- Playing in a jazz band stresses advanced skills in rhythm reading, gives increased range and articulation challenges.

Alignment with the NC Essential Standards

- Music Literacy – ML.3.1 – Use improvisation to create original melodies over given chord progressions, each in a consistent style, meter, and tonality.
- P.ML.3.2 – Produce short rhythmic and melodic improvisations on given pentatonic melodies and melodies in major and minor keys.

Performance

- *Tenor Madness*.....Sonny Rollins
Arranged by Frank Mantooth
- Jason Seip – Drum Set
- Solos: 1) Silas - Guitar 2) AJ – Tenor Sax
3) Terrell - Guitar 4) Ben - Trumpet

What does previous research suggest are the best motivating techniques which can be utilized by high school band directors?

Techniques

- Establish a program
- Choose a variety of jazz literature to perform
- Introduce improvisational skills
 - Blues scale
 - Modes
- Explain and differentiate jazz rhythms
 - Interpretation of swing eighth notes
- Teach chord structures
 - Basic I, IV, V7 chords

What does previous research suggest are the best motivating techniques which can be utilized by high school band directors?

Techniques

- Allow students to improvise over chord changes
 - Follow chord changes
- Have students listen to established jazz bands and artists
 - Utilize current technology: Internet, YouTube
- Perform a variety of styles

(Leung, B., & McPherson, 2011)

(Schmidt, C. P. (2005)

(Sloboda, J. A., Davidson, J. W., Howe, M. A., & Moore, D. G. 1996)

Intrinsic Motivation for Jazz Band Students

- Music teachers should set challenging tasks for their students.
- Challenge more accomplished students with special roles, solos, or elite ensembles.
- Provide opportunities for the expansion of learning.

1) What motivates high school jazz band students? Intrinsic Motivation

- Students need to feel a sense of worth and belonging.
- Belonging to an elite group can encourage and persuade students to accept the additional challenges related to performing in a jazz band.
- The enjoyment of playing their instrument
- Wanting to play with other accomplished musicians
- Playing particular favorite pieces or styles of music
- Pleasing band director

(Hallam, S. 2002).

Intrinsic Motivation

- Part of the social aspect of jazz is competition.
- **Micro-competition**, the desire for the individual to advance within their section is a great motivator for students.
- **Macro-competition**, where the whole band works hard to achieve specific goals. Jazz Band Competitions or festivals create motivation for the group as a whole.

(Deci, E. & Ryan, R. 2000).

Performance

- *Stolen Moments*.....Oliver Nelson
Arranged by Frank Mantooth
- Jason Seip - Vibraphone
- Solos: 1) Mr. Seip – Vibe 2) Bryan - Guitar
3) Kelly - Piano 4) Ben – Trumpet 5) Mr. Seip - Vibe

Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external. These rewards provide satisfaction and pleasure that the task itself may not provide.

Creating Extrinsic Motivation:

- Punishments or rewards are used to control the motivation of the students.
- The motivating factors are external such as money, good grades, and other rewards.

1) What motivates high school jazz band students? Extrinsic Motivation

Rewards include:

- Grades
- Travel
- Performance
- Playing a variety of styles or genres of music
- Food
- Additional social opportunities

(Huska, 2011)

Extrinsic Motivation

Smaller Setting
More attention
Opportunity to shine
Students feel the part they are playing is significant

(Hruska, 2011)

Cooperative Learning to Enhance Motivation

Rewards or extrinsic motivation given to the group as a whole based on individual performance increases individual learning, and motivates the individual to share their knowledge with others in the group.

This is Cooperative Learning.

Allow students to take on leadership roles.

(Sears, 2012)

Programming as Extrinsic Motivation

- Available Literature
- 1) Perform a variety of jazz styles including rock, pop, swing, Dixieland
- 2) Choose contemporary piece of music
 - Valuable components of music can be learned utilizing a "newer" piece of music.
 - Students appreciate performing music of their time. This shows them that you are current.
 - Allow students to give input on what they want to play.

(Sears, 2012)

Practicing

Practice is vital for humans to develop expertise in a specific field or area.

- * Repetition does not guarantee great performance or development, if utilized properly, it should furnish positive rewards.
- * Practicing is crucial for musical development. It provides short term gains and long term skills.
- * It produces muscle memory and enables the performer to remember the music physically as well as mentally. (Sloboda, 1996, p. 288).

Practicing - Extrinsic to Intrinsic

Parents have strong parental support for their child until about the age of eleven, at which time their intrinsic motivation has taken over.

Teachers who have a positive attitude, show warmth, and inspire students to practice, have been found to influence students most.

(Leung, B., & McPherson, G. E, 2011).

The role of the music teacher as a model. If the teacher shows passion in the music, the students will follow.

Performing with your students is a great way to inspire them, and show that you are passionate about the music.

Additional benefits of performing with your students:

- 1) Modeling
- 2) Demonstrate Style/technique
- 3) Timing
- 4) Communication
- 5) Connection

Performance

- *Soul Man*.....Isaac Hayes
Arranged by Robert Holmes
- Jason Seip – Electric Bass
- Solos: 1) Silas - Guitar 2) Grayson - Trombone
3) Cameron – Guitar 4) AJ – Tenor Sax

➤ Be Positive

Behaviorists view motivation as being driven primarily by drives such as hunger but also by external forces such as rewards and punishments. Behavior that is positively rewarded is likely to be repeated, that which led to punishment was likely to be avoided

Provide positive feedback to your students. Use encouragement and praise. Help students fix mistakes and allow them to know that the material is learnable and attainable.

One major goal of all teaching is to develop and enhance intrinsic motivation to create a joy in discovery, in learning, and in high levels of performance. Let students have a choice in what music is performed. This increases the students sense of responsibility and investment in the music by allowing them to choose what they perform.

Informal Survey of Jazz Band Students

What motivates you to perform in jazz band?

- 1) Enjoyment of performing with others.
- 2) Opportunities to perform for the public.
- 3) The style and variety of music that is being performed.
- 4) Displaying talent

What can band directors do to motivate all of their students.?

- 1) Make performing with others enjoyable.
- 2) Provide additional opportunities to perform for the public.
- 3) Perform a variety of styles of music.

Performance

- *The Chicken*.....Alfred Ellis
Arranged by Kris Berg
- Jason Seip – Electric Bass
Solos: Mr. Seip – Electric Bass

Conclusion

- Students who are challenged and provided the opportunity to take on additional tasks, participate in elite ensembles, and perform a variety of music are motivated to learn.
- 1) Provide opportunities
- 2) Be organized
- 3) Be positive
- 4) Perform a variety of music
- 5) Instill intrinsic motivation
- 6) Offer opportunities for advancement
- Inspire, Encourage, and Promote learning
- Provide extrinsic motivations

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