

## FACTORS INFLUENCING THE MUSIC READING ACHIEVEMENTS OF UPPER-GRADERS

**Zsuzsa Buzás \*, Norbert Szabó \*\*, Tamás Csontos \*, Ágnes Maródi \***

*\* Teacher Training Faculty, Pallasz Athéné University*

*\*\* Doctoral School of Education, University of Szeged*

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Although a large number of students learn music, only a few studies examine their music reading skills. Audiation, communication, music reading and writing of students aged 10, 14 and 16 were explored by Erősné (1993), who formulated a possible model of basic musical skills (1993). Proficient readers have relevant knowledge, word decoding ability, competency with a variety of reading strategies, metacognitive skills, etc. (Perfetti, 1985). Music reading also involves the ability to recognize patterns and match them with a previously acquired vocabulary of musical concepts, e.g. tonal and rhythmic patterns, duple or triple meter, musical scales, intervals (Lehmann & McArthur, 2002). Having piloted an online test, a large-scale measurement was conducted in the spring of 2016. The sample consisted of 10-14 year old students (N=811) from Hungarian mainstream and music schools. In the research, the explicit knowledge of the rhythmic and melodic elements, dynamic and tempo signs and musical forms were examined. The data was recorded on the eDia platform. The reliabilities of the tests (Cronbach alpha) proved to be good, varying between .81 and .87. The achievement of mainstream school students and music school students was 55.23% and 76.69%, respectively. When examining the background variables, no significant correlations were found between the mothers' highest level of education and the students' achievement. Moderate and strong correlations were found between music reading achievement and most of the academic subjects (Hungarian literature, grammar, mathematics, biology, history and English). The attitude towards singing moderately correlates with music reading and its components. There are correlations between some components of functional music literacy and music reading achievement. We were interested whether students' spatial skills correlate with their musical skills. A strong correlation was found between the performance in the music reading test and the achievement in the map reading test ( $r=.536$ ). Metacognitive aspects play a linchpin role in music reading. Clapping the rhythms easily, and the speed of music reading show correlations with music reading achievement ( $p<.01$ ). The results can provide a more complete view of the skills required for music reading and also the factors that influence it.