

Michael Loughran
Music 295A, Section 002
Yu-Chen Lin
May 1, 2010

Bennett Center Case Study

During my time at the Bennett Center I had the experience of observing one of the children's musical progress throughout the time I was there. My "Bennett Center Buddy" was named Edward and watching him progress musically was a rewarding experience for me every Friday.

On the first day I was so excited to see all of the children mossy in for their first day of music with Dr. Rutkowski. Edward was very shy and not at all interested in participating in any of the musical activities that day. He stared off into other parts of the room and at one point began reading the map of the world on the side of the class. I was not sure if this was just some sort of first day jitters but I was interested to see where this would lead. The next class time that we met I noticed a complete change in him. He was participating in every activity and also was paying very close attention to what Dr. Rutkowski was doing. I did begin to notice; however, that he would get easily distracted during all activities by the other children and teachers. He would participate in an activity and then just stop participating altogether. Although, I began to notice that certain activities either really intrigued Edward or some did not. It appeared that the activities, such as "A Shake" and The Scarf Activity, seemed to evoke the most enthusiasm out of Edward and overall the most musical activity.

After reviewing the data above it appears that on the first day of class that Edward was in Stage 1 Absorption because even though he was not paying attention he was still hearing and aurally collecting the sounds of music within the environment of the

classroom. After the first day I believe that Edward was in between stages 2 (Random Response) and 3 (Purposeful Response). When the activities were not as movement oriented I felt that he would move and babble in response to the sounds in the environment but would not be relating these sounds to what was actually going on within in the environment. Now, with the more movement activities I noticed that he would actually try to relate the movement to the musical activity that was occurring.

Edward always seemed very outgoing and sensitive to the other children and I strongly believe that much of Edward's progression through the stages of audition is effected by the positive responses of the other children. Based on what I have seen this year I have no doubt that Edward will continue progressing throughout the stages.