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Does Cultural Background Affect Gordon's MAP Performance: A Small Sample Test Report in Wenzhou

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Abstract

In the 1980s, Edwin Gordon's theory of musicology and Music Aptitude Profile were introduced into China, which had a certain impact on music teaching and artistic quality evaluation in China. However, through literature search, We found that most of the literature in China is about the translation or conceptual interpretation of Gordon's music theory, the number of empirical research papers on Gordon Music Aptitude Profile is rare. Therefore, this study aims to explore the applicability of Music Aptitude Profile in Chinese cultural context and the influencing factors of test results. This research adopts the methods of experiment, semi-structured interview and questionnaire survey. We selected 40 students from grade 4 of Primary schools in Wenzhou suburbs and 30 students from Grade 4 of Primary schools in the center of Wenzhou. First, they were investigated by questionnaire, and then they were tested by Music Aptitude Profile. In addition, we also interviewed the students and their teachers to understand the students' self cognition of music ability and the teachers' evaluation of their music classroom performance. We want to know whether gender, family background, region and previous music learning experience will affect the test results, and which factor plays a leading role. The results show that in different cultural contexts, there is no significant difference in the results of using Music Aptitude Profile. Among the factors such as gender, previous music learning experience, parents' music achievement, urban and rural differences, music learning experience has the greatest impact on the test results. This study can not only make scholars understand the applicability of Gordon Music Aptitude Profile in different cultural contexts, but also provide reference for the evaluation of Chinese art quality education, change the boring and rigid examination mode of rote learning, effectively realize "promoting teaching by evaluation", stimulate students' music creativity and self-identity, and respect each student's individual differences in artistic quality.