

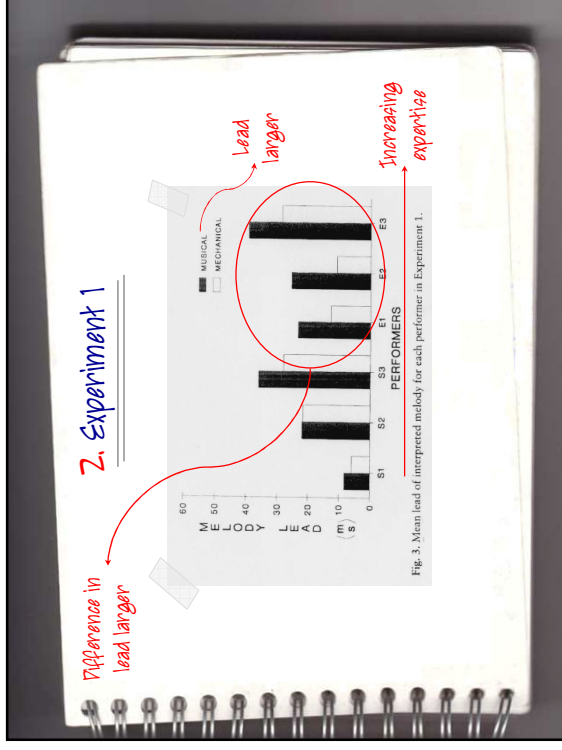
2. Experiment 1

Results:

- o ANOVA on mean melody leads by expertise (student vs. expert) and instructions (musical vs. mechanical):
 - Significant main effect of instructions
 - Significant interaction of expertise and instructions

Translation:

- Melody lead larger in musical than mechanical performances
- Melody lead larger for experts than students



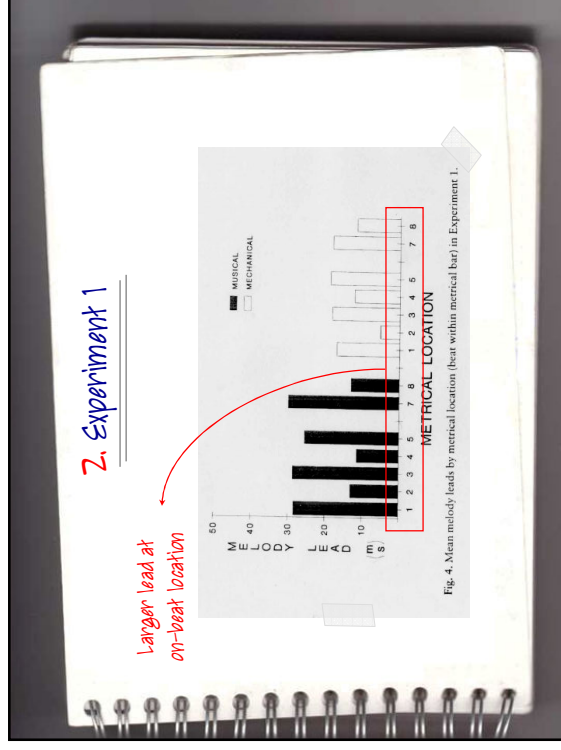
2. Experiment 1

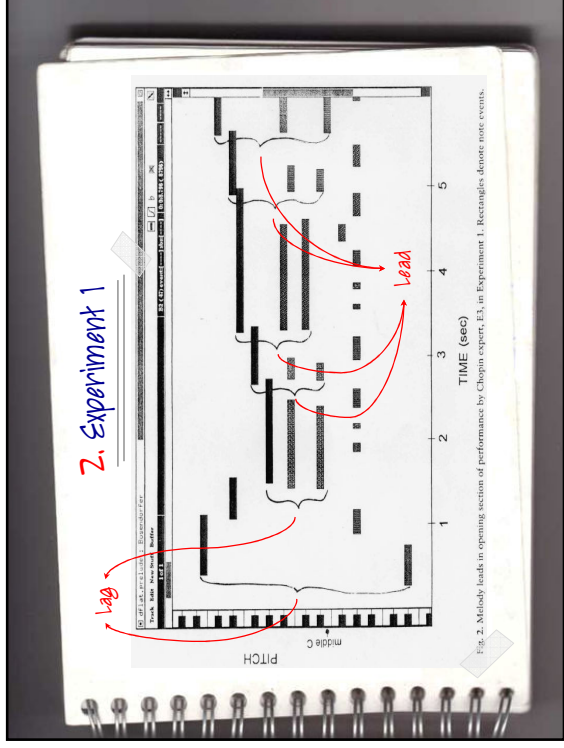
Results:

- o ANOVA on mean melody leads by metrical location, instruction (musical vs. mechanical) and expertise (student vs. expert):
 - Significant main effect of metrical location
 - Significant main effect of instructions

Translation:

- Melody lead larger at metrically important (on beat) locations
- Melody lead larger in musical than mechanical performances





Paper Layout

1. Introduction
2. Experiment 1
3. Experiment 2
4. Experiment 3
5. Experiment 4
6. Discussion

3. Experiment 2

- o How does expressive performance develop as a pianist learns an unfamiliar piece?
- o Task demands of performance from music notation differ from those of performance from memory
- o Effects of practice may differ based on expertise

3. Experiment 2

Who?

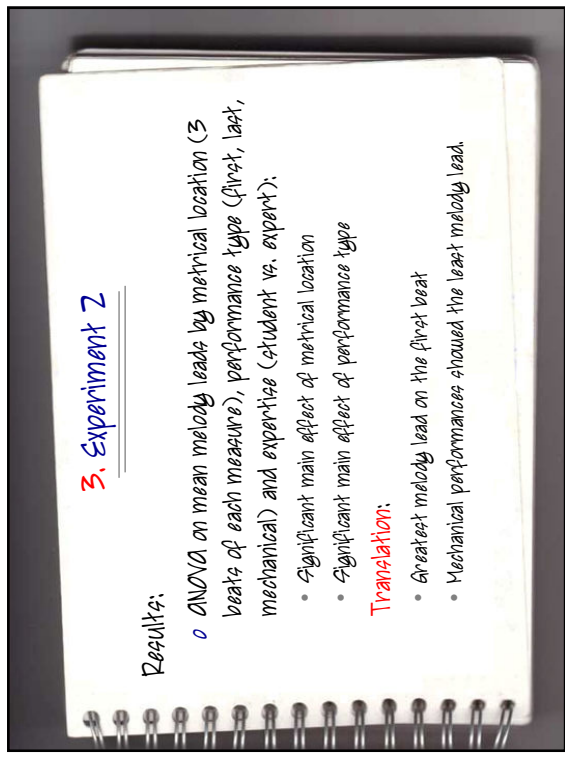
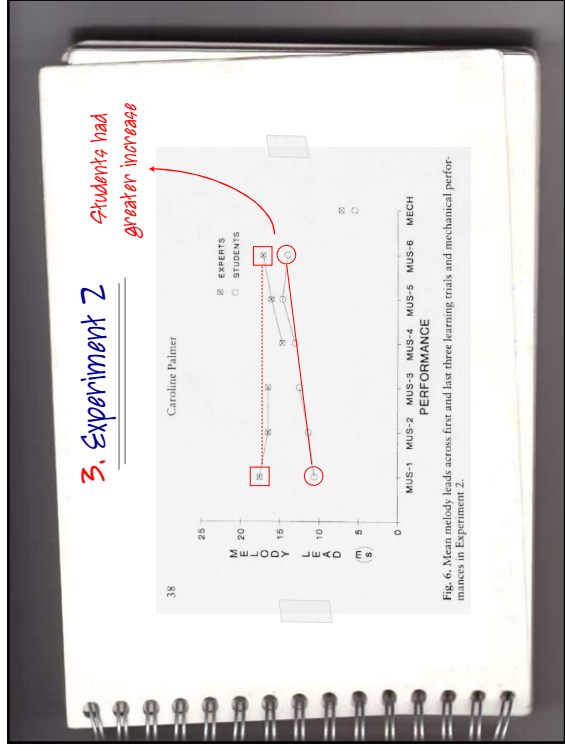
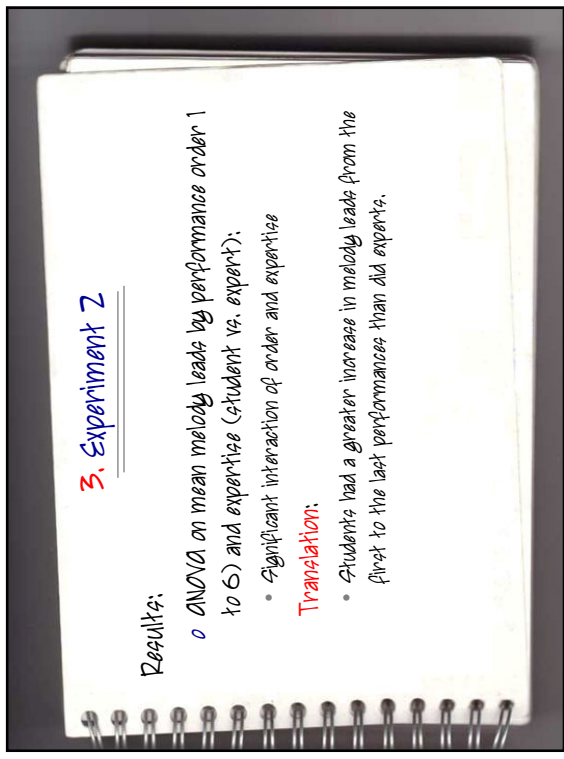
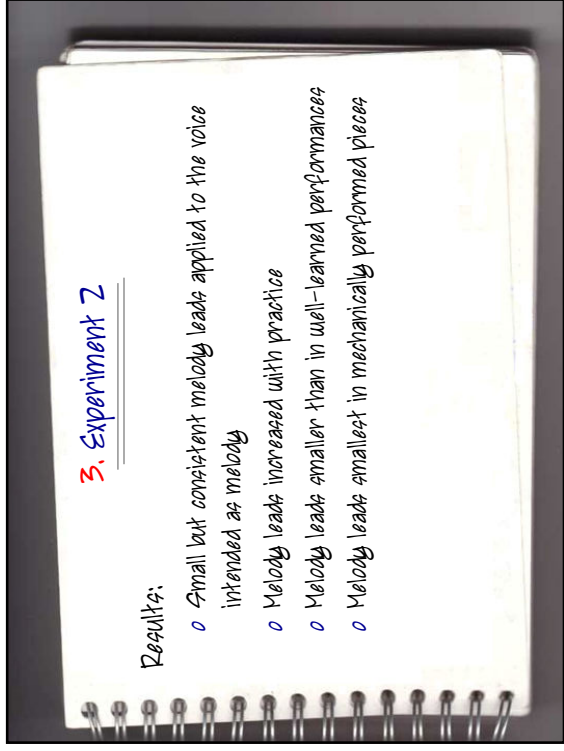
- o 5 professional musicians and 5 student musicians

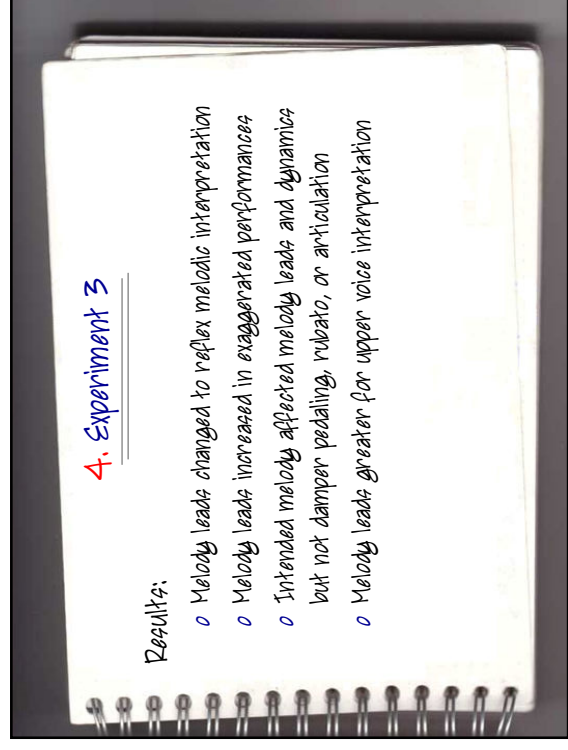
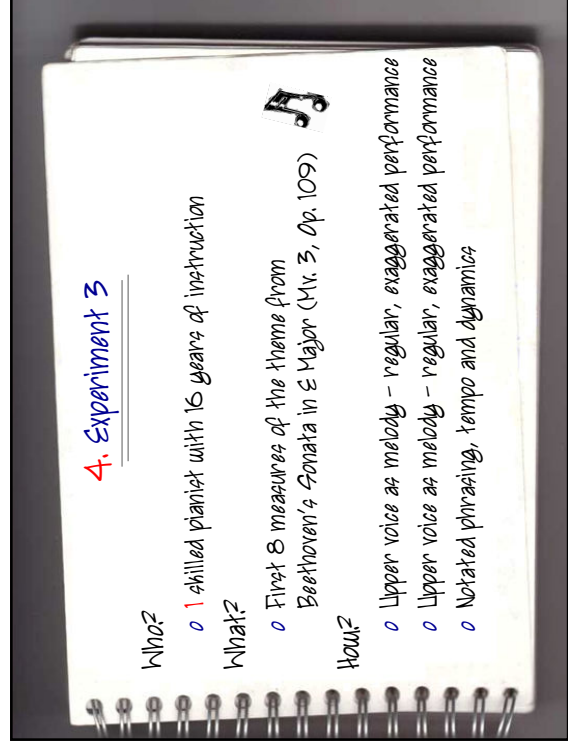
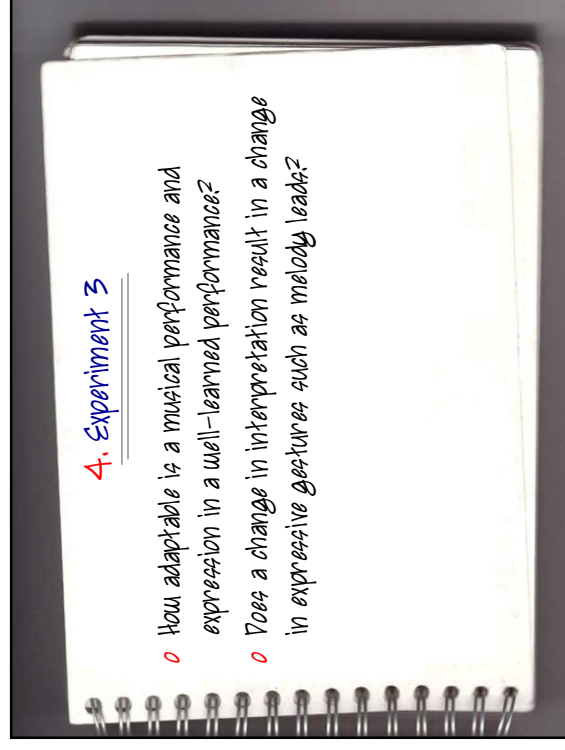
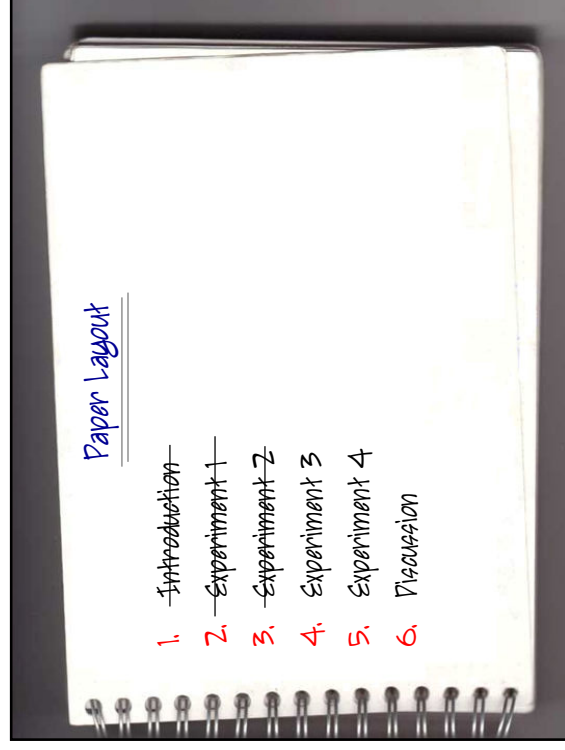
What?

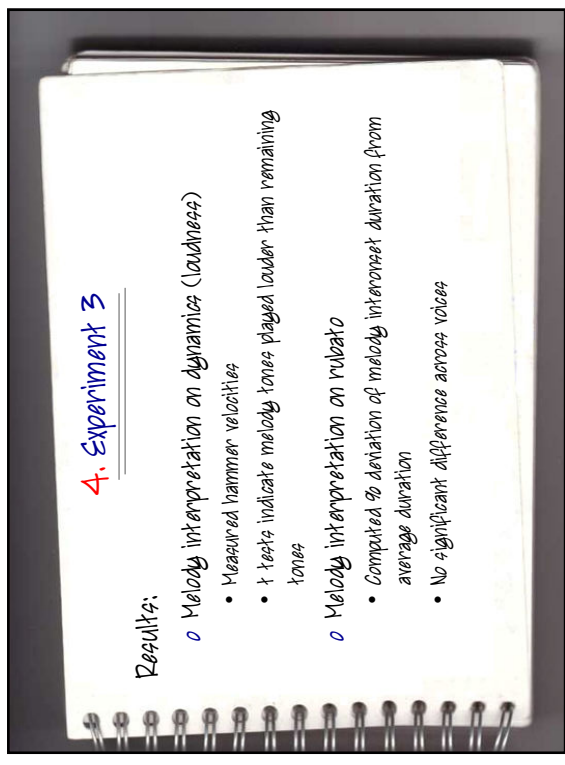
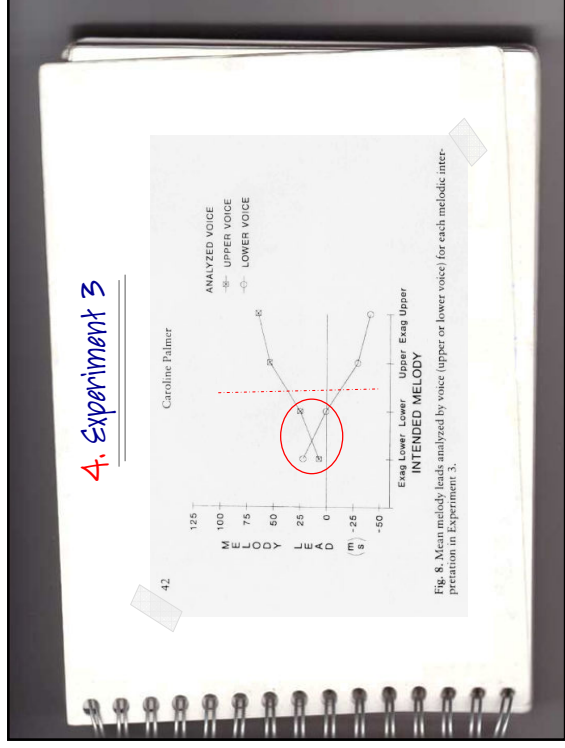
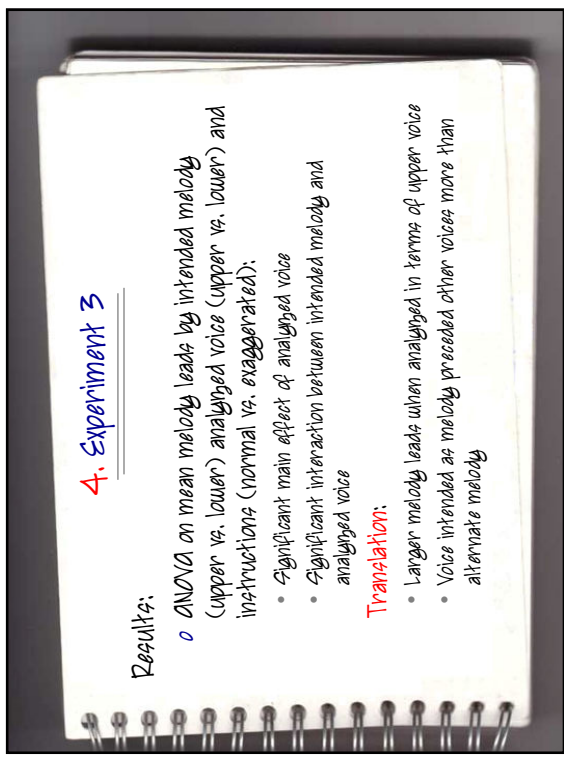
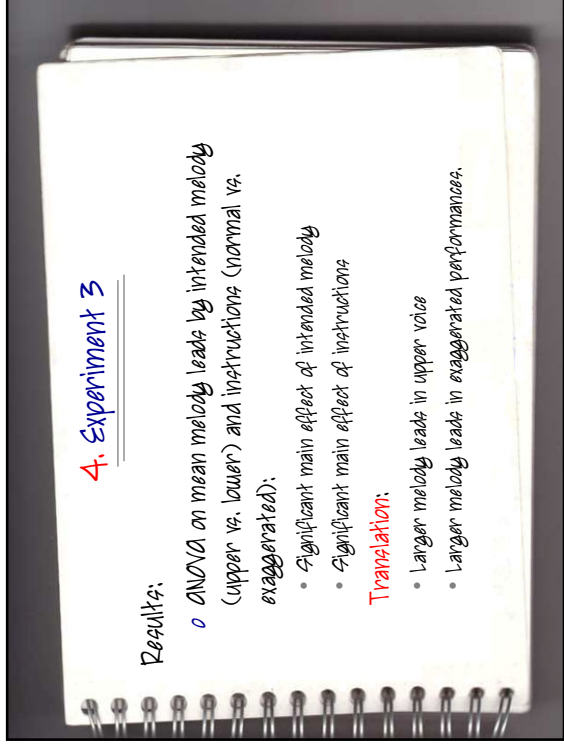
- o First 16 measures of Beethoven's Bagatelle in G Major (Op. 126, No. 1)

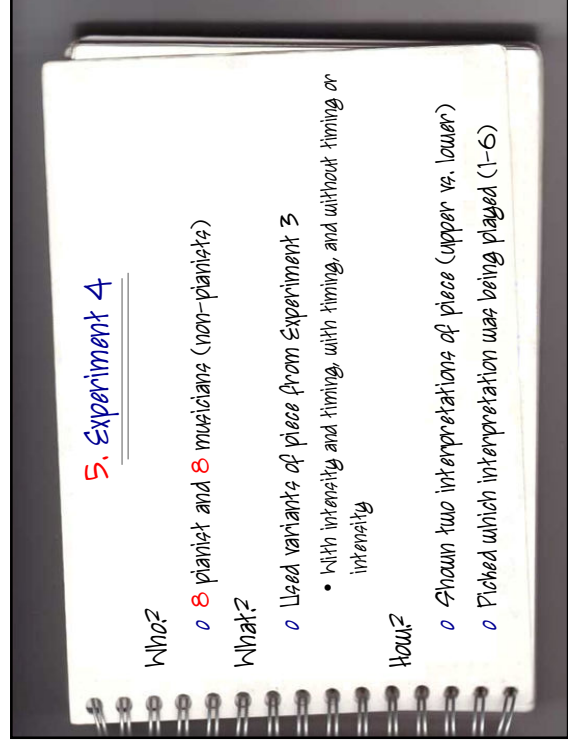
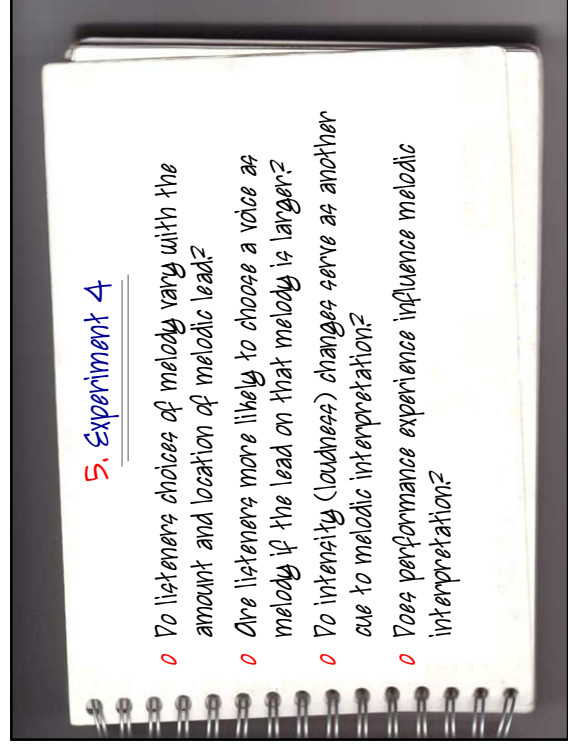
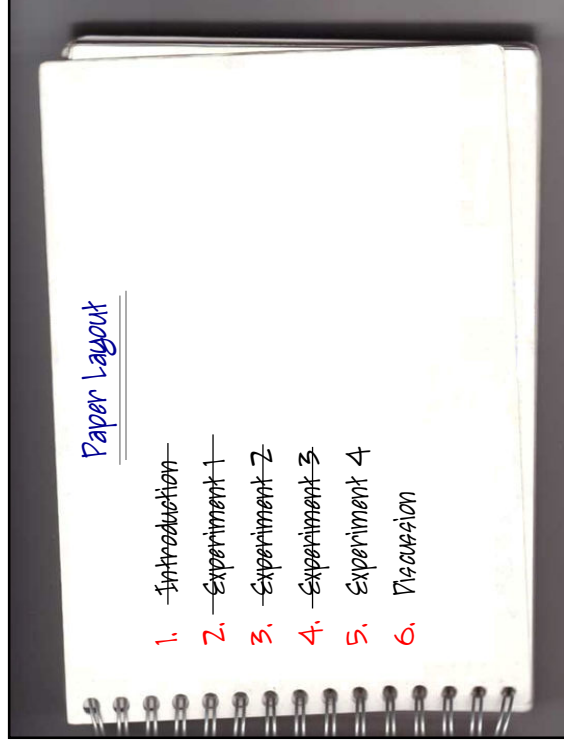
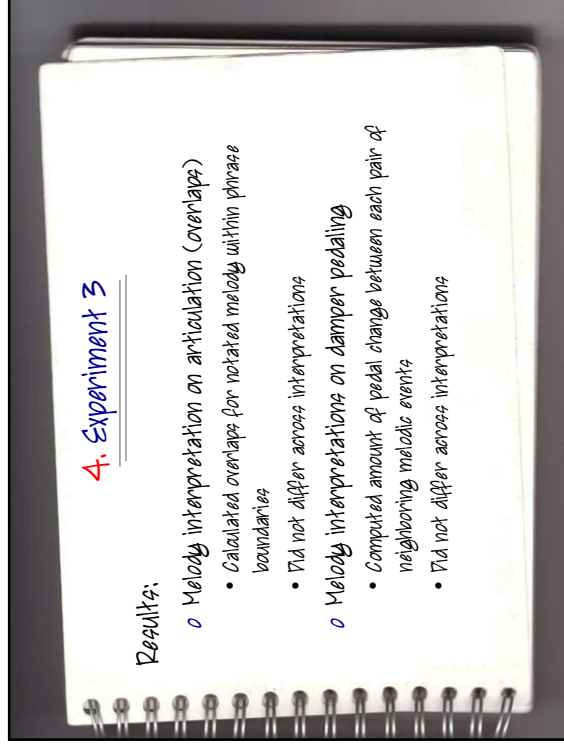
How?

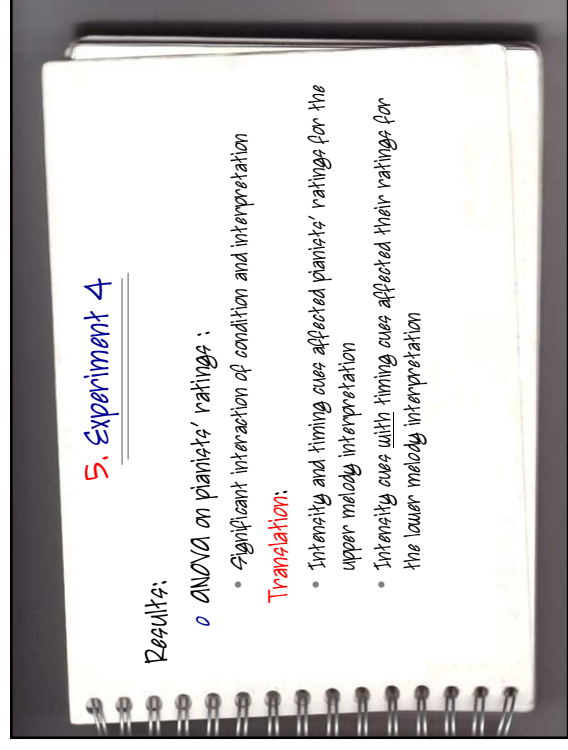
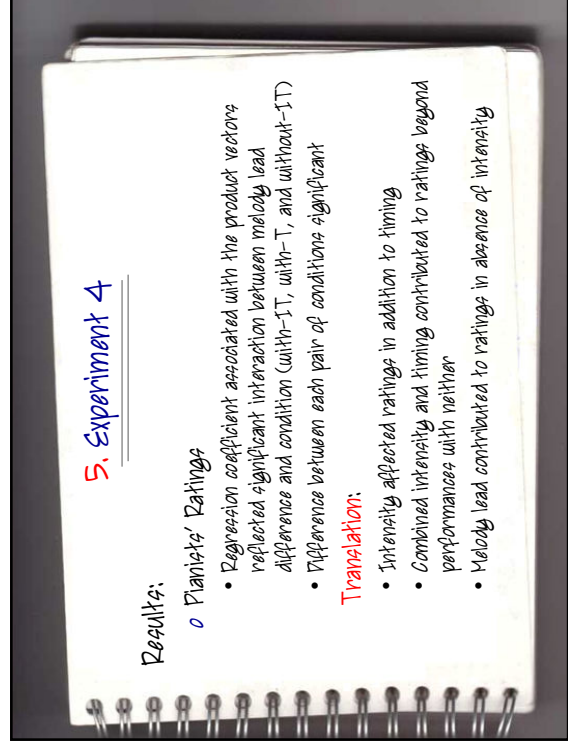
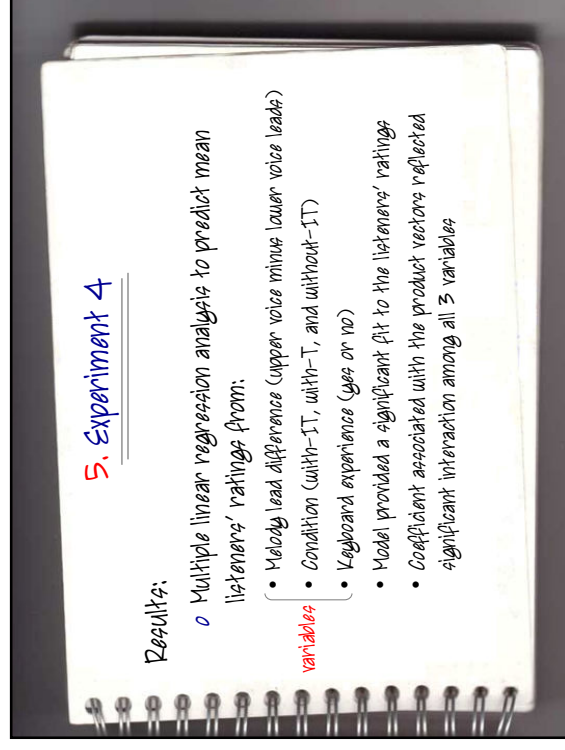
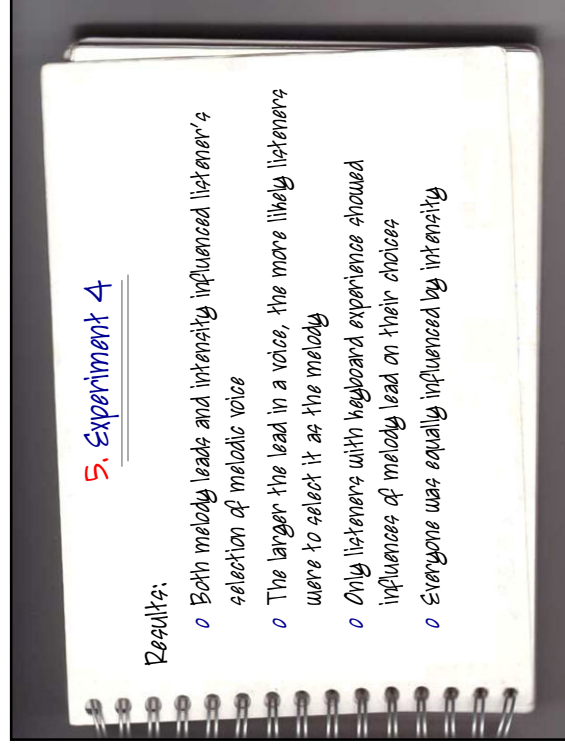
- o Recorded between 6 and 10 performances
- o Notated melody, phrasing, tempo and dynamics
- o Played again "mechanically"











5. Experiment 4

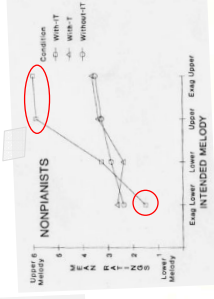
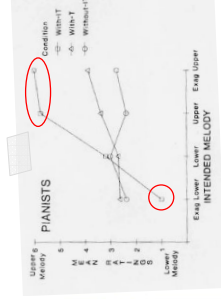
Results:

- Non-Pianists' Ratings
 - Regression coefficient associated with the product vectors reflected significant interaction between melody lead difference and condition (with-IT, with-T, and without-IT)
 - Difference between each pair of conditions significant

Translation:

- Intensity affected ratings in addition to timing
- Combined intensity and timing contributed to ratings
- Melody lead alone did not contribute to ratings

5. Experiment 4



Paper Layout

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3. Experiment 2
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6. Discussion

6. Discussion

Main focus:

- Expression used to distinguish melody
- Melodic lead/lag as method of distinguishing melody

Possible expansion:

- Test additional pieces
- Consider all possible methods equally (dynamics, etc.)