

EXPERTISE DEVELOPMENT IN MUSICIANS: THE ROLES OF DELIBERATE
PLAY AND DELIBERATE PRACTICE

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ABSTRACT

This dissertation comprises three projects designed to investigate whether the Developmental Model of Sport Participation is applicable to help explain the development of music expertise. One investigation is a review of literature pertaining to expertise development and deliberate play, a concept from sport psychology that can add insight to the understanding of music learning. A phenomenological qualitative study using retrospective interview techniques determined that Cote's Developmental Model of Sport Participation and the concept of deliberate play could be applied to expert musicians, but that a new aspect termed *awareness* should be added to the model for musicians. The third investigation is an experimental quantitative study. Middle school student participants in the treatment group replaced traditional scale practice in band warm-ups with researcher-designed deliberate play scale games. Participants' weekly scale performance scores were compared during and after treatment, and a practice behavior and motivation questionnaire were used as pre/post assessments. There were no differences found between control and experimental groups during the short study. Synthesis of the findings from the three projects indicate that deliberate play is relevant to musicians' development, and that school-age students can learn through music deliberate play.