

# **Assessment of the Musical Aptitude of the Future Teachers: Applying the Gordon AMMA Test**

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# 1. Edwin Gordon AMMA test

- Edwin E. Gordon is widely remembered as a researcher, teacher, author, editor, and lecturer. Through extensive research, Professor Gordon has made major contributions in the study of music aptitudes, audiation, music learning theory, tonal and rhythm patterns, and music development in infants and very young children.
- He is the author of six highly regarded music aptitude tests, as well as numerous books, articles and research monographs.
- Although Professor Gordon is known as a researcher and a theoretician and not as a philosopher of music education, his work reflects a deeply held philosophy about the value of music in the lives of all human beings: "Music is unique to humans. Like other arts, music is as basic as language to human development and existence.
- He established the Gordon Institute for Music Learning (GIML), a professional organization dedicated to the promotion of research in the field of music education.
- The goal of Gordon Institute for Music Learning is to advance musical understanding through audiation because he believes in each individual's musical potential, and supports the interactive learning community with opportunities for music and professional development

# 1. Edwin Gordon AMMA test

- Edwin Gordon actually emphasizes the need for each student to get the opportunity to use his musical aptitude, ie his potential.
- For this Gordon has developed a theory of musical learning where the core of musical learning should be an audiation argument
- Gordon's theory of musical learning, developed from the mid-1950s to the present day, is a set of ideas on how people can teach music through audiation.
- He bases his theory of musical learning on musical aptitude, the potential that each person has for a musical achievement
- Musical aptitude and musical achievement are different, but are closely intertwined. While musical aptitude is the possibility of musical achievement, the musical achievement is the realization of that possibility. According to Gordon, our potentials and achievements in musical learning are based on our musical thinking that goes beyond mere imitation and leads to musical understanding
- The methods and techniques are unique to each teacher. Although teachers can comply with one or more musical education approaches, they must ultimately define their musical educational practices individually.

# Method

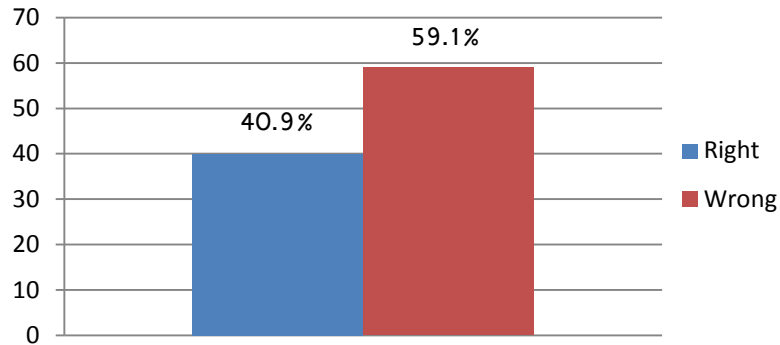
- The Advanced Measures of Music Audiation (AMMA) test of E. Gordon is a standardized test that gives insight into musical aptitudes and musical achievements, i.e., a measure of a student's potential to achieve in music, while music achievement is a measure of what a student has learned
- The test's stimulus mode is 30 pairs of musical statements performed by a synthesizer and recorded on a cassette tape. Listeners are asked to discriminate between statements in each pair: whether the items in the pair are the same or different tonally and the same or different rhythmically.
- The whole procedure lasts about 15 minutes, it is easy to implement and has a solid scientific base and a high level of standardization. The response mode is paper and pencil. The test consists of two sections: tonal aptitude and rhythm aptitude, which are summed for a total score

# Results and Discussion

- According to the Gordon test, 55.4% of the respondents correctly identified the identical music phrases, 36.2% of the rhythmic, and 29% the tonal phrases, i.e., the total distribution showed that 40.9% of the students have musical potential
- This is a favorable predisposition for absorbing knowledge and skills during the studies for a quality music teaching, especially singing and playing an instrument.

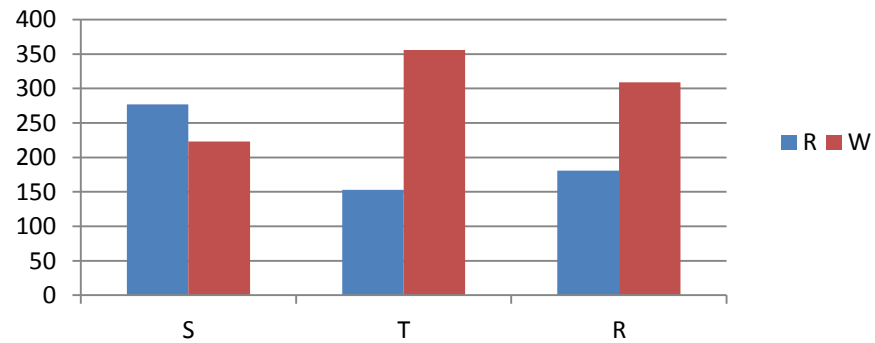
# Results and Discussion

**Total Distribution of the Musical Potential**



Graph.No.1

**The Distribution of the Musical Potential**



Graph.No.2

# Results and Discussion

- According to Gordon, our potentials and achievements in musical learning are based on our musical thinking. According to the results and approach of Gordon (in order to improve musical aptitudes and achievements, in the study program can be applied sequential study of the music matter of tonal and rhythmic audiation development.
- It implies: music skill learning sequence, tonal learning sequence, rhythm learning sequence, and pattern learning sequence.
- Through music skill learning sequence students learn to discriminate among tonal patterns and rhythm patterns through imitation. As
- they do so, they gain the readiness for inferential music thinking.

# Conclusion

- The results indicate exact focusing on the weaknesses in terms of rhythm and melody for effective music teaching with all the foreseen program activities - singing, playing instruments, listening to music.
- This type of research on musical aptitude is in the function of improving the specific competences of students through targeted pedagogical activities.
- As might be expected, learning sequence activities need to be coordinated with study program where students are introduced to tonalities and meters, as well as other music elements.
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