Abstract

This qualitative action research study investigated the experiences of incorporating different genres of music into the classroom environment during math and journal writing. The three genres of music implemented into the classroom were classical, jazz, and Disney. Eighteen first graders participated in this study conducted at a high-achieving elementary school. Throughout the study, the researcher maintained an organized field log, while conducting and analyzing observations, student work, surveys, and interviews. These data were gathered and compared to show which genre of music produced the best work habits and classroom behaviors.

Findings suggest that when any genre of music is incorporated into the classroom, positive peer interactions increase. These interactions created a learning-enriched environment. Analysis revealed that with jazz music, students exhibited diligent work habits. However, classical and Disney music produced more off-task behaviors. Overall, with the implementation of background music, students produced detailed journal writing and achieved proficient scores on math tests.