

Semi-Structured Interview Topics (Student Subjects)

for

Paul M. Patinka and Zipporah Peddle,

“Musical Selection in Western Classical Academic Voice Studies:

Does Composer-Singer Identity Alignment Matter? Part 1,”

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Interview One: Focused Life History

Topic 1: Family History and Familial Musical Identity

Where did you grow up? Was your family musical? What kind of music did you make together? Was this music different from the music you made at school? How so?

Topic 2: Music-Making in K-12 Schooling

What kind of music did you sing in school? Did you train privately? What kind of music did you sing in your voice lessons? Did you participate in group music-making like choir, band, or orchestra? What kind of music did you sing in your group music-making?

Topic 3: Early Memories of Music

Can you tell me about your earliest memory involving classical music? What do you feel when you remember it? How did you experience it? Do you remember the specific musical selection? Places, sights, sounds, smells, the people you were with?

Topic 4: Music Preferences

What kind of music do you like to listen to? Why do you like it? Have you ever studied that genre in school?

Topic 5: Deciding to Make a Career in Music

What made you decide to major in music? What led you to choose the undergraduate school that you did?

Interview Two: The Details of Experience

Topic 1: Typical Lesson Structure

Can you tell me about what a typical lesson looks like for you? What kind of things do you talk about?

Topic 2: Student Investment

How do you show you are invested in the lessons and repertoire you are singing? If you do not immediately connect with a song, how do you work to build that connection?

Topic 3: Practice Habits and Priorities

What does a typical practice session look like for you? How do you decide what to practice? How often do you practice?

Topic 4: Repertoire Selection Experiences

What kind of music do you study in lessons? Do you pick the pieces? Is there anything you would like to be singing in addition to your current repertoire? Do you feel comfortable asking your teacher to let you help pick repertoire?

Topic 5: Repertoire and Expectations

What repertoire have you studied so far? What have your favorite pieces been to study (and why)? Is there any repertoire that you feel you have to learn before you graduate? Why or why not?

Topic 6: Repertoire and Identities (self/composers/characters/other performers)

Do you look up and study any information about the composers whose music you sing? What about performers who sing it? What about the theatrical character of the aria (when applicable)? Do you do this with artists you are currently listening to? Do you appreciate seeing yourself and your history in the music you are singing? Is this something you work to do? Is that easier with some songs than with others (and why?)

Interview Three: Reflection on the Meaning

Topic 1: Repertoire and Personal Identity

Do you see your own identities in the music that you perform? What about the music you listen to? How do you think your upbringing has impacted your musical aesthetics today? Given your experiences in music, do you feel like your own story has been told in the music that you have been given by your teachers in the past?

Topic 2: Repertoire Selection and Student Identities

Is it important for you to have a connection based on shared identity with the music you sing and the person who created it (or popularized it)? What about the music you listen to?

Topic 3: Perspective on Culturally Responsive Pedagogy

What does equity in vocal education look like to you? Do you feel that different populations have different needs when it comes to culturally responsive pedagogy? What are some of these needs? After reflecting on your own experiences, do you feel it is important to offer different experiences for your students, and why?

Free Form Journal Entries

Journal 1

What do you think the outcomes of this study will be? Do you think you will value being assigned music that shares a similar identity to your own life?

Journal 2, 4, and 6

Please share your observations from the last two weeks. Did you do any research on your repertoire and composers? Do you feel it is making a difference in your learning or engagement? Do you feel connected to your composer or music any more or less than you normally would?

Journal 3

Have you talked to your professor about your composer at all? If not, why? Did you do any research of your own before these conversations? If not, why?

Journal 5

How much access do you see existing in the vocal community regarding minorities trying to enter the field in some way, whether that be as an educator, performer, therapist, etc.? Are there any barriers to your access?

Journal 7

Did your perception change over the course of the semester about this study? Do you think, overall, you valued being assigned music that shares a similar identity to your own life? Did anything surprise you over the course of the semester? Were there any negative results?