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# Therapeutic Applications of Music in the Whole Language Kindergarten

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*Journal of Music Therapy*, Volume 31, Issue 4, 1 December 1994, Pages 238–247,  
<https://doi.org/10.1093/jmt/31.4.238>

**Published:** 01 December 1994

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## Abstract

Subjects ( $N = 27$ ), kindergarten students enrolled in three classes of a public elementary school, participated in a whole language curriculum. As a complement to the whole language curriculum, a music program was implemented by a music therapist. In addition to integrating music activities into the curriculum, the purpose of this program was to determine the effect of shared reading paired with music on kindergarten children's reading accuracy. Each of the three classes received a different shared reading treatment condition: song rehearsal of the text set to music, spoken and song rehearsal of the text set to music, or spoken rehearsal only of the text. Subjects' readings of "big books" were videotaped and analyzed for word substitutions and omissions to calculate the percentage of text read accurately. Analysis indicated that both (a) song rehearsal of text set to music and (b) spoken and song rehearsal of book text set to music facilitated greater text accuracy than (c) spoken rehearsal only of book text ( $p < .01$ ).

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Online ISSN 2053-7395

Print ISSN 0022-2917

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