

Short research description: Joel Katz

### Optimizing Song Retention through Spacing

Among performing artists, singers are a breed apart. While musicians, generally, are occupied with sound and its expressive capacity, singers are in the unique position of transmitting sound through words, thousands of them in a major role or concert. This research examines verbatim memory for song under a variety of learning conditions, to see if singers' reliance on associative context for word memory can be significantly enhanced by distributing learning over several sessions. University undergraduates who sing ( $N = 120$ ), with varying levels of musical expertise as determined by the shorter PROMS test of musical expertise, are divided into three groups, a massed condition and two spaced learning conditions, at two days and at one week. All participants will be tested at a retention interval of three weeks. It is hypothesized that there will be a significant improvement in both text and notes recalled in the spaced over the massed conditions; and that there will be no significant difference in word or note recall between the two spaced conditions, due to the large number of associative cues in the poetry and the musical setting. This research has bearing on verbatim learning in a variety of contexts including expert song performance, second language learning and therapeutic rehabilitation. It is my hope that the research described here will be eventually be extended to develop an optimal learning profile for sung text.