

Name: **Amy Simmons**

Summary statement

Please provide a brief description of your proposal in the space provided below.

Extant research in sports psychology and kinesiology suggests that the performance of motor skills can either be promoted or inhibited depending on 1) the performer's focus of attention (FOA) and 2) the performer's level of expertise with the given skill (for a review, see Wulf, 2007). Experts tend to benefit from focusing on external elements of performance (i.e., the effects that their actions produce) whereas novices benefit more from focusing on internal elements of performance (i.e., the physical actions themselves). More recently, three studies of adult learners examined the effects of focus of attention on music performance skills, demonstrating results consistent with the literature mentioned above (Atkins & Duke, 2013; Duke, Cash, & Allen, 2011; Stambaugh, 2017).

These experimental studies are compelling, and raise questions about the way FOA may affect performance in more naturalistic contexts. As yet, there are no studies that have observed and described how classroom music teachers instinctively focus the attention of children who are actively engaged in instrumental music performance in their first year of study. The purpose of this observational study is to 1) observe and describe music teachers' behaviors in a naturalistic learning environment, and 2) categorize teachers' verbalizations based on their intent to focus learners' attention on either internal or external elements of performance, and 3) observe and describe changes in students' music performance skill both within individual instructional periods and over the course of the academic year as students' skill level increases.

Multiple observations of three middle school band directors will take place during naturalistic, curricular instructional periods. Each teacher will be video and audio recorded five times over the course of one school year in 4- to 6-week intervals. The operation of video and audio equipment during observation sessions but will in no way participate in or interfere with instruction.

Name: **Amy Simmons**

Previous support

Please provide a summary of all internal and external funding support received in the past three years. Continue on a separate page if necessary.

I have received travel support from the Butler School for three research presentations: September 2015, \$1,200; November 2016, \$600; February 2017, \$529.08).



The University of Texas at Austin

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UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF FINE ARTS FACULTY CREATIVE RESEARCH FUNDING
GRANT BUDGET

(This form is only needed for creative research grants)

Name:

Detailed budget and budget justification:

Please provide an itemized budget and justification for the proposed research creative project. List sub-totals and grand totals on this page and attached pages as necessary to explain the basis for the budgeted amounts and the importance of each item to the proposed research. Budgets cannot be modified once they are approved.

Salaries and wages	\$ 0
Fringe costs (calculate 10% of wages from line above):	\$ 0
Travel expenses (on a separate page state destination(s), dates, purpose, estimated transportation, per diem, and other expenses)	\$ 0
Supplies and equipment (itemize and explain on a separate page. Could include hardware, software, materials and expendable supplies like ink, paper, etc.)	\$ 0
Other expenses (itemize and explain on a separate page)	\$ 5,000.00
Total amount requested (not to exceed \$5,000)	\$ 5,000.00

In the space below, please list all additional internal and external sources of support available to you for this project:

Not applicable.

CENTER FOR MUSIC LEARNING
THE UNIVERSITY OF TEXAS AT AUSTIN

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**COFA Faculty Creative Research Funding Grant
Itemized Budget and Justification
Amy Simmons**

Justification

I requested \$5,000 in Other Expenses to be distributed in the form of compensation for John Parsons, a current master's student who is entering our PhD program in the fall. John will be responsible for conducting the initial analysis of the video recorded footage of beginning band teachers using SCRIBE software. The analysis will require full-time work from John, who will be otherwise unemployed over the summer. John currently receives no assistantship support from the Butler School, but his expertise in the band classroom setting makes him a vital part of this project. His assistance will be essential for the completion of this time-intensive observation project and will provide him with rich experience for his future career in the field.

Itemized Budget

Salary for John Parsons
June and July 2017
42 days, 8 hours/day, @ \$15.00/hour
Sub-total: \$5,040.00
Less \$40 donation from Amy Simmons
Grand total: \$5,000.00

Amy Simmons

Curriculum Vitae (abbreviated)

I. Academic/Professional Background

Name: Amy L. Simmons

Title: Senior Lecturer

Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major Thesis/Dissertation</i>
Ph.D.	2007	The University of Texas at Austin	Music and Human Learning Dissertation: <i>Effects of Practice Variability and Distribution of Practice on Musicians' Performance of a Procedural Skill</i>
M.M.	2003	The University of Texas at Austin	Music and Human Learning
B.M.	1997	The University of Texas at Austin	Music Studies Performance Certificate

University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Senior Lecturer	The University of Texas at Austin	2016-present
Visiting Associate Professor	The University of Texas at Austin	2015-present
Associate Professor	Texas State University	2013-present
Assistant Professor	Texas State University	2010-2013
Assistant Professor	The University of Texas at San Antonio	2005-2010
Assistant Instructor	The University of Texas at Austin	2002-2005

Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Teaching Assistant	The University of Texas at Austin	2001-2002
Band Director	Lewisville Independent School District	1997-2001
Studio Teacher	Pflugerville Independent School District	1994-1997
Other Professional Credentials (licensure, certification, etc.)		
Teacher Certification	Music (EC-12), All-Level	Texas Education Agency

SCHOLARLY/CREATIVE ACTIVITIES (selected)

Refereed Journal Articles:

- Duke, R. A., Allen, S. E., Cash, C. D., & Simmons, A. L. (2015). Practice Like a Pro. *Southwestern Musician*, 83(6), 33-37.
- Cash, C. D., Allen, S. E., Simmons, A. L., & Duke, R. A. (2014). Effects of model performances on music skill acquisition and overnight memory consolidation. *Journal of Research in Music Education*, 62, 89-99.
- Simmons, A. L. (2012). Distributed practice and procedural memory consolidation in musicians' skill learning. *Journal of Research in Music Education*, 59, 357-368.
- Duke, R. A., Allen, S. E., Cash, C. D., & Simmons, A. L. (2009). Effects of early and late breaks during training on overnight memory consolidation of a keyboard melody. *Neurosciences and Music III: Disorders and Plasticity. Annals of the New York Academy of Sciences*, 1169, 169-172.
- Duke, R. A., Simmons, A. L., & Cash, C. D. (2009). It's not how much; it's how: characteristics of practice behavior and retention of performance skills. *Journal of Research in Music Education*, 56, 310-321.
- Simmons, A. L. & Duke, R. A. (2006). Effects of sleep on performance of a keyboard melody. *Journal of Research in Music Education*, 54, 257-269.
- Duke, R. A. & Simmons, A. L. (2006). The nature of expertise: narrative descriptions of 19 common elements observed in the lessons of three renowned artist-teachers. *Bulletin of the Council for Research in Music Education*, 170, 7-19.

Simmons, A. L. (2005). The relationship between prospective teachers' tone quality evaluations and their knowledge of wind instrument pedagogy. *Update: Applications of Research in Music Education*, 23(2), 42-51.

Papers Presented at Professional Meetings:

International

- “Thinking and Behavior During Expert Practice.” (Simmons & Stephens). Clifford K Madsen International Symposium for Research in Music Behavior, Austin, March 2017.
- “In Their Own Words and In Their Own Heads: The Processes of Artist-level Music Learning.” (Allen, Simmons, Cash, & Duke) Clifford K Madsen International Symposium for Research in Music Behavior, Austin, March 2017.
- “Artistic Practice: Expressive Goals Provide Structure for the Perceptual and Motor Components of Music Performance.” (Allen, Cash, Simmons, & Duke) International Conference on Music Perception and Cognition, San Francisco, July 2016.
- “The Role of Cognition in Music Practice.” (Stephens & Simmons) International Conference on Music Perception and Cognition, San Francisco, July 2016.
- “The Effects of Early Break Tasks and Music Training on the Acquisition and Consolidation of Simple Motor Skills.” (Duke, Simmons, Allen, & Cash) International Symposium on Performance Science, Kyoto, September 2015.
- “Invasion of Privacy: Analyses of Music Practice by Artist-teachers and their Students.” (Duke, Allen, Cash, & Simmons) International Symposium on Performance Science, Kyoto, September 2015.
- “Effects of Early Rest Intervals on Musicians' and Nonmusicians' Skill Learning.” (Simmons, Allen, Cash & Duke) Spoken presentation at the 21st International Symposium for Research in Music Behavior, Tallahassee, March 2015.
- “Effects of Music Training on the Consolidation of Simple Motor Skill Memories During Acquisition and Post-training Sleep.” (Simmons, Duke, Allen, & Cash) The Neurosciences and Music V: Cognitive Stimulation and Rehabilitation, Dijon, May 2014.

National

- “Effects of Music Training on the Consolidation of Simple Motor Skill Memories During Acquisition and Post-training Sleep.” (Simmons, Allen, Cash, & Duke) National Association for Music Education, St. Louis, April 2014.

State

- “The Role of Sleep in the Acquisition of Motor Skills.” (Simmons, Allen, & Marshall) Texas Music Educators Association, San Antonio, February 2017.
- “Thinking and Behavior During Expert Music Practice.” (Stephens & Simmons) Texas Music Educators Association, San Antonio, February 2017.
- “Content Analysis of 21 Years of Choral Music Education Research (1995-2016).” (Cox & Simmons) Texas Music Educators Association, San Antonio, February 2017.
- “Focus of Attention in Musical Performance on the Trumpet.” (Arseneau-Bruneau & Simmons) Texas Music Educators Association, San Antonio, February 2017.
- “The Role of Self-talk in Music Practice Cognition.” (Stephens & Simmons) Texas Music Educators Association, San Antonio, February 2016.

Invited Talks, Lectures, Presentations:

- “The Neuroscience of Human Learning and Superior Musicianship.” Keynote Address, Baylor University School of Music, Waco, August 2016.
- “Invasion of Privacy: Analyses of Music Practice by Artist-Teachers and Their Students.” (Duke, Simmons, Allen, & Cash) Texas Music Educators Association, San Antonio, February 2016.
- “The Neuroscience of Human Learning and Superior Musicianship.” Keynote Address, Texas Association of Music Schools, Austin, January 2016.