



Creative music listening - its potential in generating emotion and acting as a stimulus for creative writing

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Aim: The study aimed to explore the nature of school-aged children’s verbal response after listening to a piece of music (*Lingua Franca Ensemble*, <https://www.youtube.com/watch?v=qPBOLDts64E>)

Sample & Process: The piece of music was chosen for its strong evocative character and was played two times (Time 1: only audio, Time 2: video and audio); N=109 (Y3=7, Y5=9, Y7=12, Y8=24, Y9=49, Y10=8)

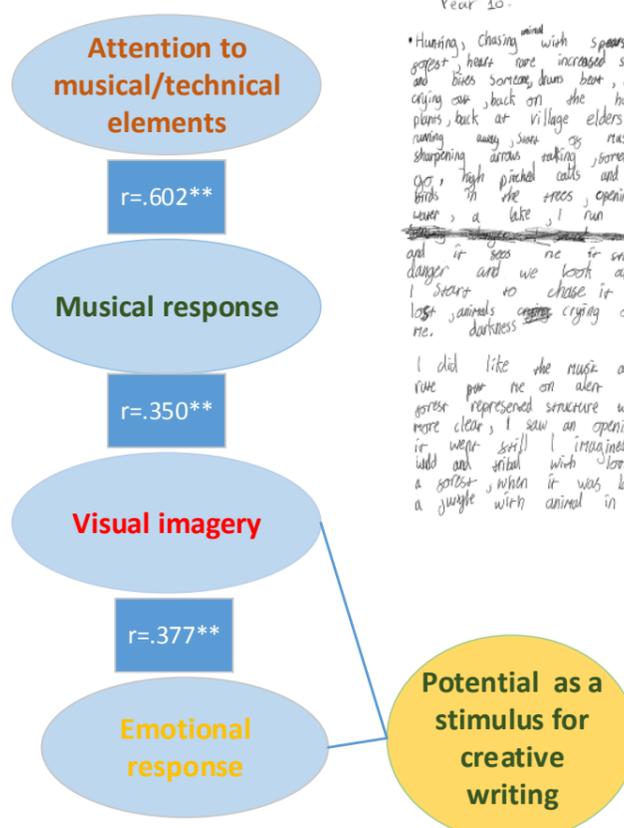
Rationale: Relevant literature suggests that there exists a strong link between mental images and emotions. **Musical stimuli** are effective in **enhancing emotions** to music and generate visual imagery. Visual imagery, in the form of ‘**applied imagination**’, can stimulate individuality and **creativity** in creative **writing**.

Musical elements: long notes, string version of bagpipes, dynamic changes, ostinatos, sudden stops, changes in tempo.

Musical response: liked the combination of instruments and the tarhu, drums sound like war drums, singing sounds ceremonial/religious.

Emotional response: sad, hypnotic, soothing, freedom, tension, fear, reflection, loneliness

Visual imagery: historical and cultural references, film images, hunting, chasing, family memories, personal journey, travelling.



Year 10.

*Hunting, chasing mind with spears, alert, panicked, rushed, gorset, heart rate increased significantly, a snake appears and bites someone down bar, sounds like gorset animal crying out, back on the hunt, getting lashed by pliers, back at village elders chanting for us. running away, sun as music preparing for hunt sharpening arrows making someone gives a call and we get, high pitched calls and whistles of monkeys and birds in the trees, opening in the gorset, water, a lake, I run my fingers through it, ~~seeing~~ a deer and it sees me in woods upright sensing danger and we look at each other, I start to chase it, and grind myself lost, animals crying out to me laughing at me.

I did like the music and it increased pain rive for me on alert it sounded good. The gorset represented structure when the music was more clear, I saw an opening in the gorset when it was soft I imagined water, when it was wild and tribal with lots of strings I imagined a gorset when it was layered and still I imagined a jungle with animal in the canopy.



Year 8

*I like it more without the video. But when you see the expressions of the musicians how they are enjoying the performance it makes you think that they are achieving these goals. But when I start to think of my personal life it makes me feel of how my parents and how much they love me and how much they love my brother and sister. I really want to be more with them. I now perfectly that if a member of my family would listen this they would think of us this music reminds me when me and my family are in the car travelling in the car every weekend in winter.

Some preliminary findings:

Some participants preferred listening to the music alone as they felt that the visual element distracted them at times from fully appreciating the music.

The children’s responses were strong in visual imagery in relation to known or made-up stories, popular films, cities in Eastern parts of the world and participants’ episodic memory. These visual images were often accompanied by comments about powerful emotions and about how musical and technical elements contributed to the reported effect.

Indicative references:

Jampole, E.S., Mathews, F.N. & Konorak, B.C. (1994). Academically gifted students’ use of imagery for creative writing. *Journal of Creative Behaviour*, 28(1), 1-15.

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Osborn, A. (2013). *Applied imagination: Principles and procedures for creative writing*. Read Books Ltd: Redditch.