

Conversations from Arendelle: How Do Children Construct Musical Meaning in a Narrative, Multimedia Context?

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Children's memory for song lyrics, including the use of music as a memory aid for sustained learning, has



been broadly investigated in the psychological literature (e.g. Calvert & Tart, 1993; Good, Russo, & Sullivan, 2014; Wallace, 1994), but little is known about the developmental course of children's ability to construct meaning from songs containing both concrete and metaphorical language presented in a narrative, multimedia context. The ubiquity of the Frozen movie franchise among children offers a unique opportunity to study age-related change in children's understanding of musical meaning in such a context. Both Haley and Hanan

have already begun volunteering as members of my research group, and Hanan presented orally in October 2021 as part of the MARCUS conference. Our goal for the summer research program is to run 20 to 30 additional participants in the study protocol (we have run and analyzed 46 children as of January 2022), complete interview transcriptions of all participants, synthesize and analyze new data, and make progress toward writing an empirical paper on which these students will be contributing authors. Additionally, due to the artistic, writing, and editing strengths and interests of these two students, we plan to make progress on a joint-authored children's picture book aimed at facilitating active musical engagement between children and caregivers.

