Parallels in Vision and Music

Will Coyle

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Presentation Summary:

1. Developmental commonalities

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2. Parallels with Skeffington's Model of Vision

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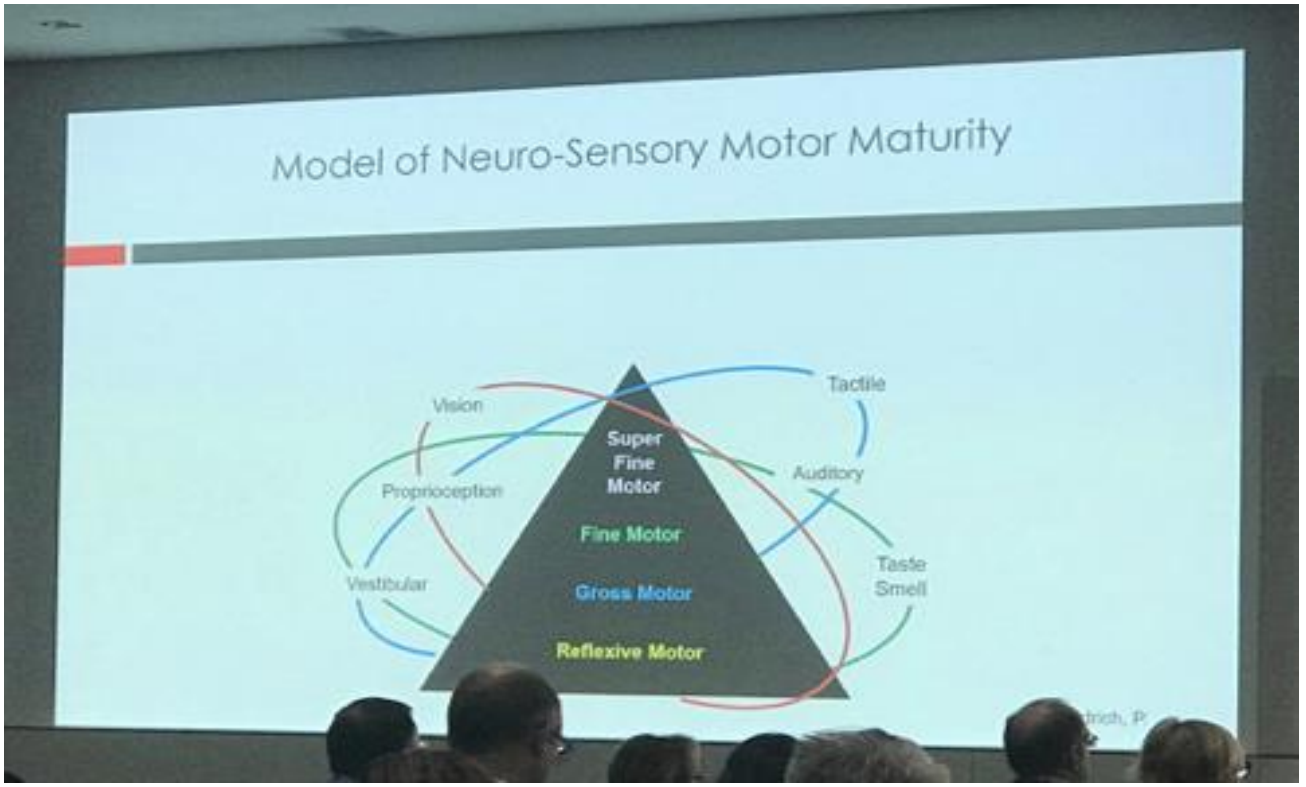
1. Developmental commonalities
2. Parallels with Skeffington's Model of Vision
3. Parallels in forward movement and anticipation.

Developmental Commonalities



Sensory-motor Development

Getman summarises, “The total development of a child is the result of an interweaving of all these areas, and […] activity in any one area affects and brings responses in all other areas through integrative development (Getman, 1993 p. 37).

Developmental Commonalities

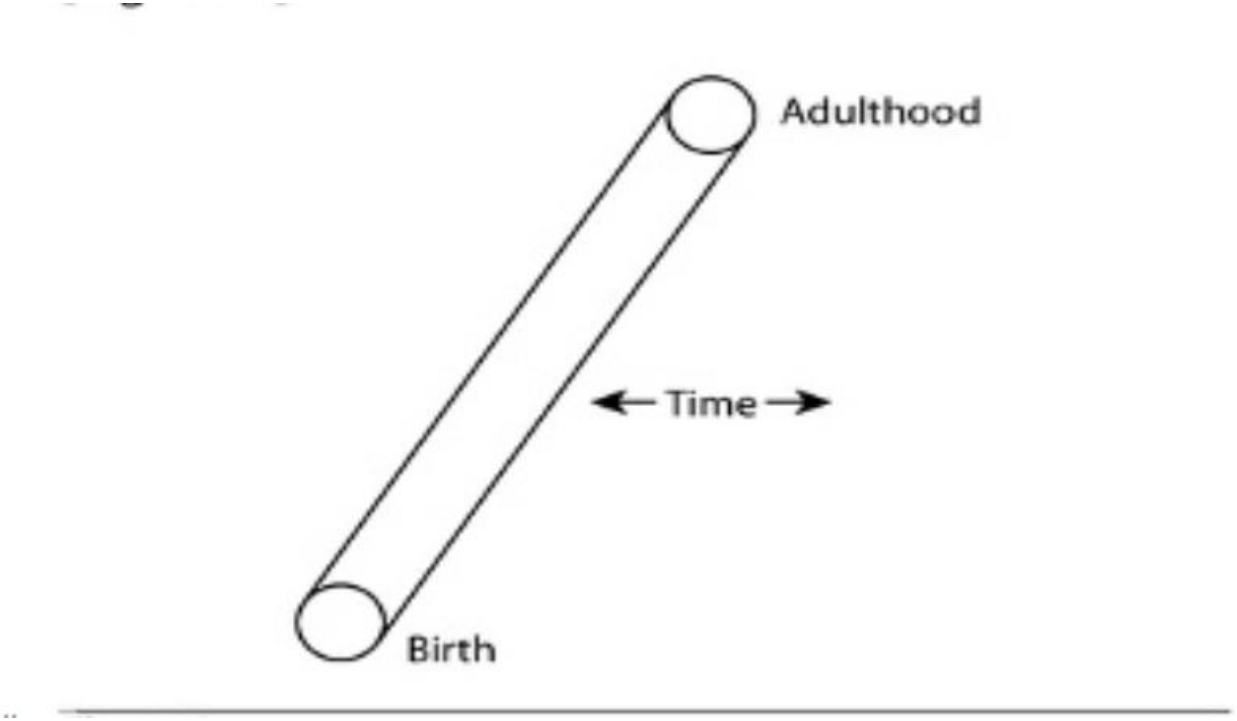
Multi-Sensory Music Education

Simultaneous:

- Listening
- Singing
- Movement (whole body), or clapping, or playing
- Reading

Dr Sue Barry, on page 28 of her 2009 book, Fixing my Gaze, summarises: “Indeed, an important function of the brain is to integrate the information from all senses into a perceptual whole” (Barry, 2009. p 28).

Developmental Commonalities

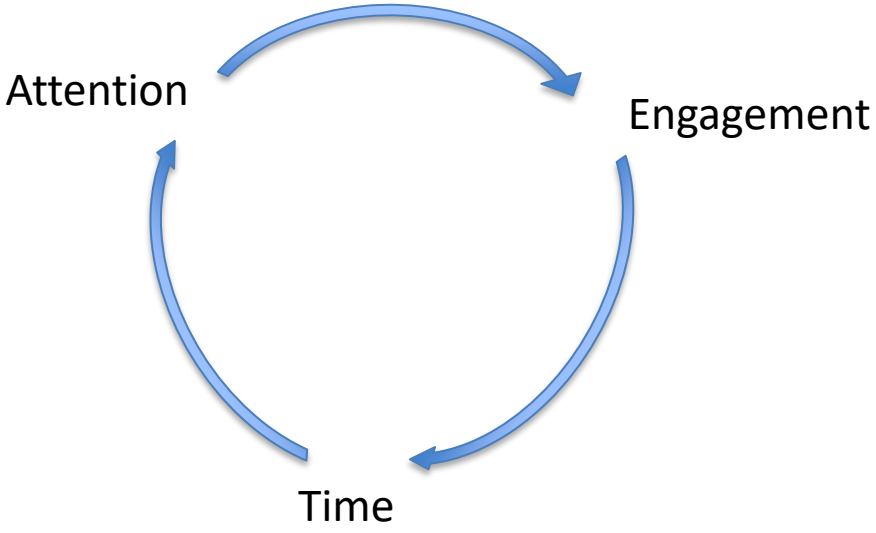


Sensory-motor Development

Robert A. Kraskin, O.D November 1965
Optometry and Visual Performance p.338 Volume 6 Issue 6 December 2018.

"I was twenty years old and a college student before I learned that I did not see the way other people did" (*Fixing my Gaze*, Sue Barry (2009). p 1)… "So, I remained ignorant of this fact until that fateful lecture in college"(p 33).

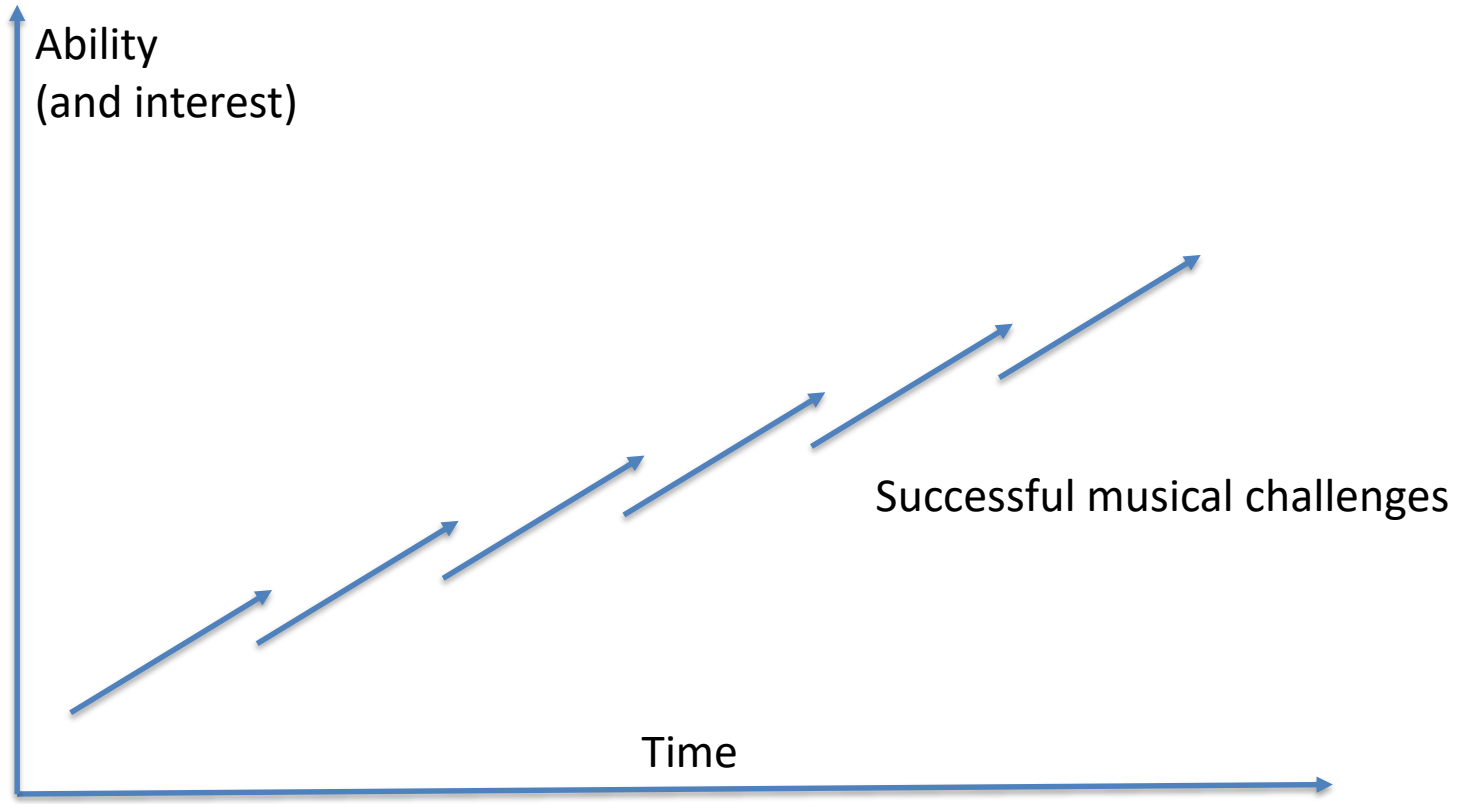
Developmental Commonalities



“Subjective” Development

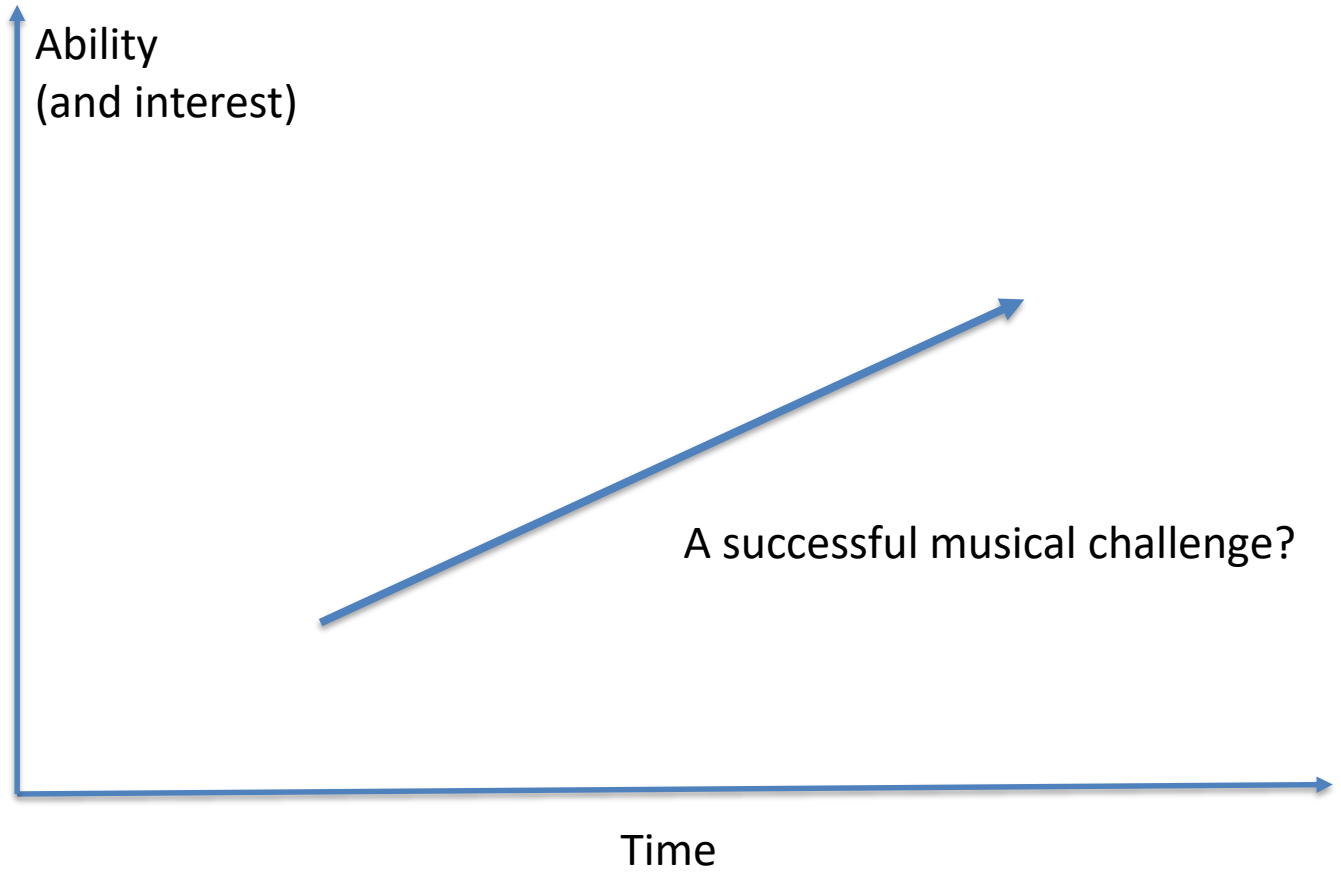
Musicians tend to develop along individual pathways, following a positive feedback loop in which strengths tend to develop at the expense of weaknesses. The young musician is thereby “pulled uphill” by her interest, whereas a tertiary level musician increasingly seeks to identify and address limiting factors

Developmental Commonalities
Musical Development

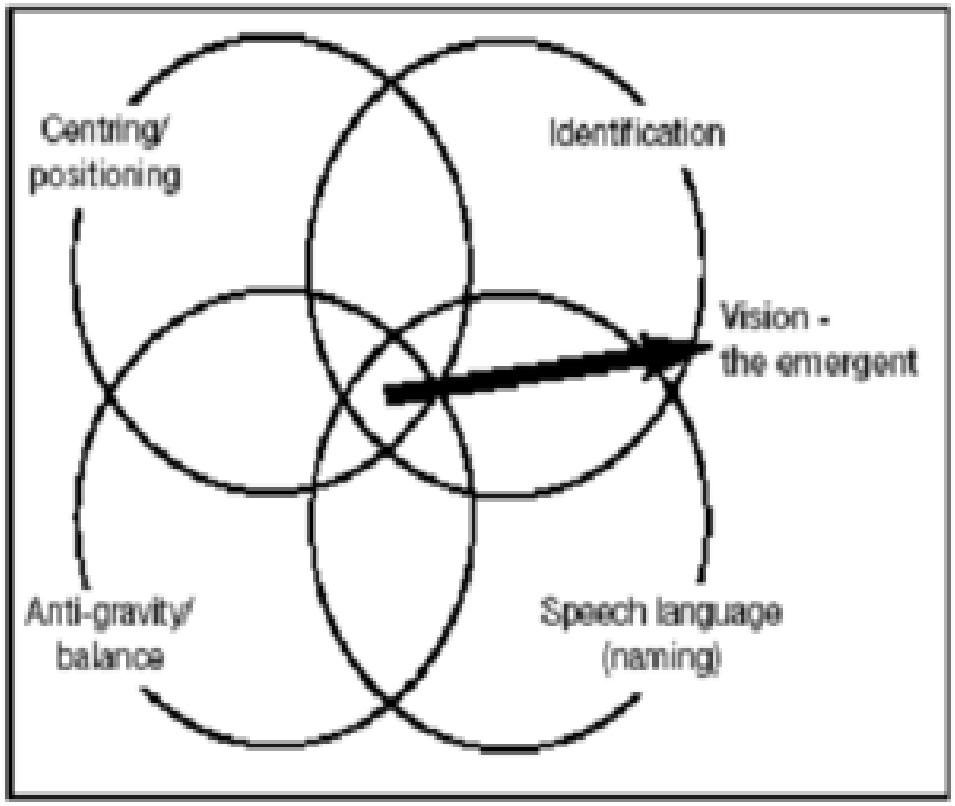


"With a full complement of techniques, the clinician is able to use sequencing strategies in a hierarchical manner as opposed to a series of isolated techniques" (Press, 2008, p.29)

Musical Development

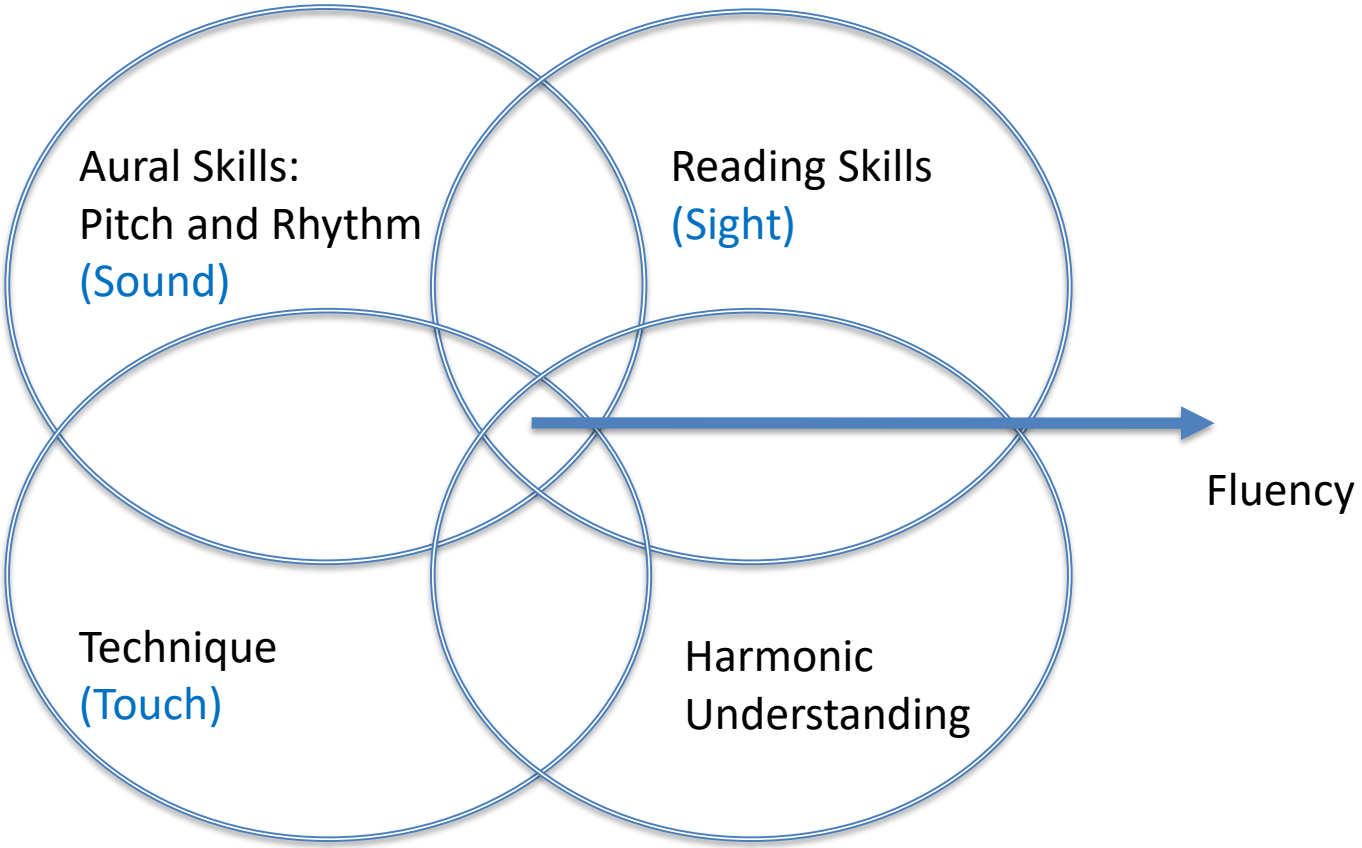


Parallels with Skeffington's Model of Vision: The Skeffington Model



Vision does not reside in the eyeball nor in any single structure in the human but rather emerges from the coordinated use of the entire organism to derive meaning and direct action.

Parallels with Skeffington's Model of Vision: A Model of Musical Ability



Musical Fluency

Like vision, musical ability appears to be an emergent phenomenon, resultant of inter-related and trainable sub-skills.

Parallels in Anticipation:
(Response, Stimulus, Response)

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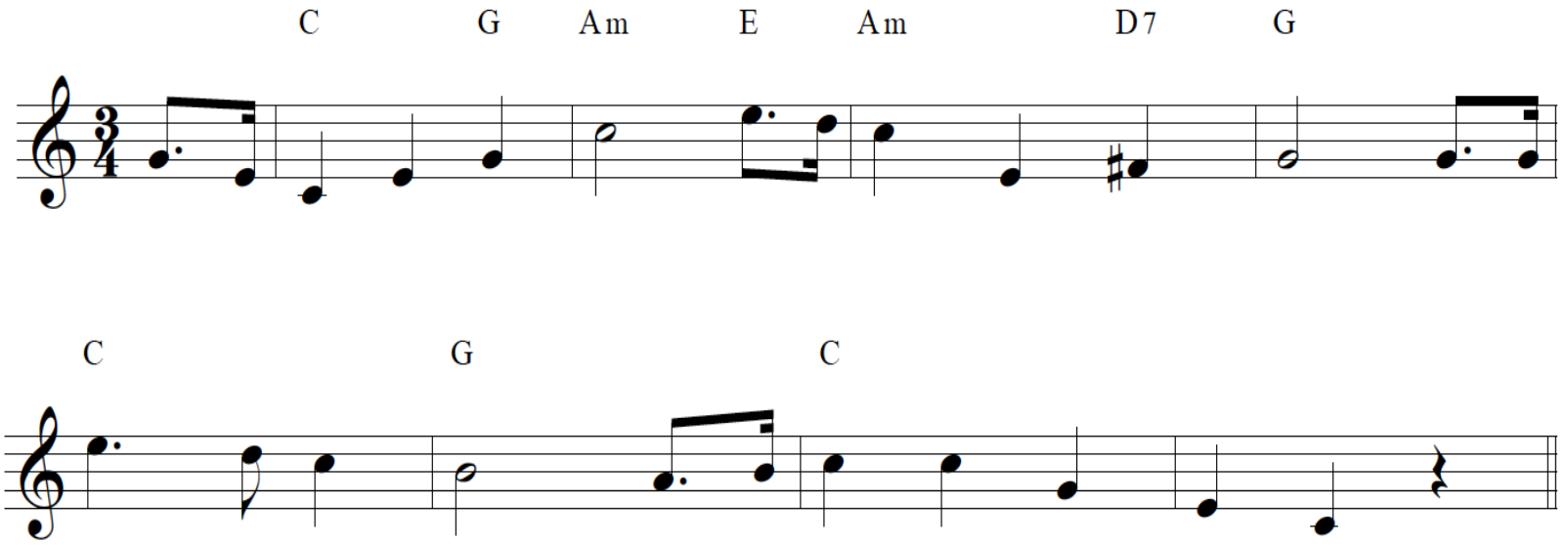

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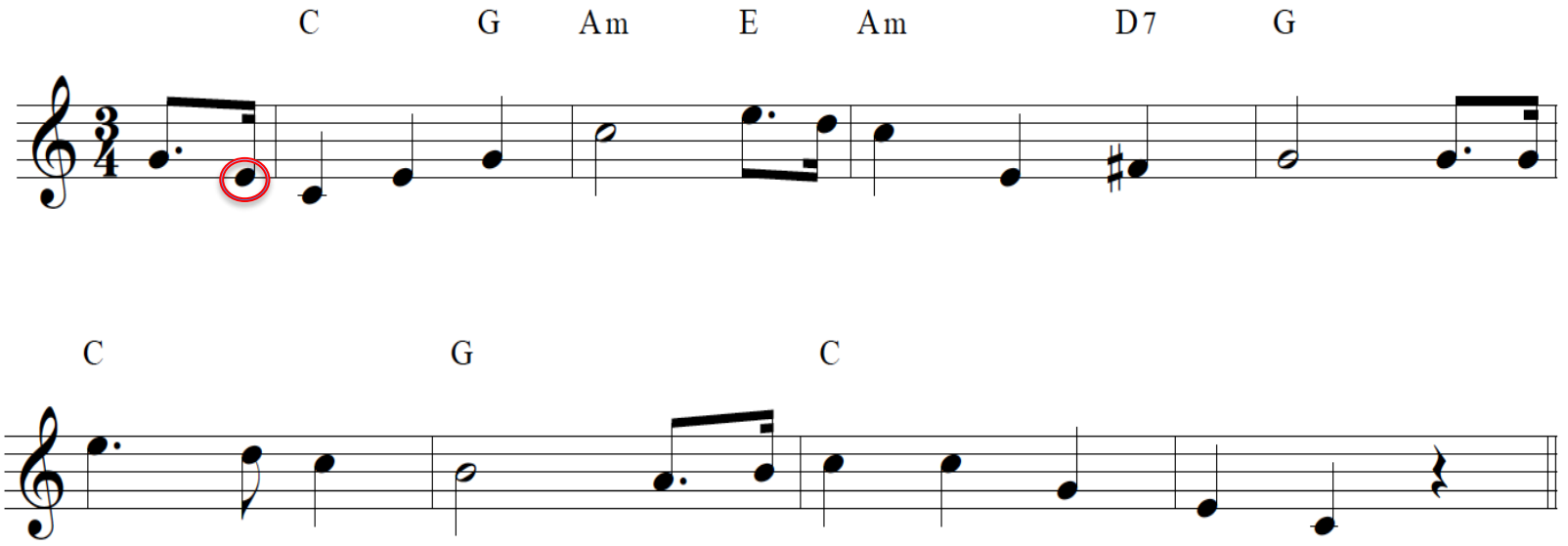

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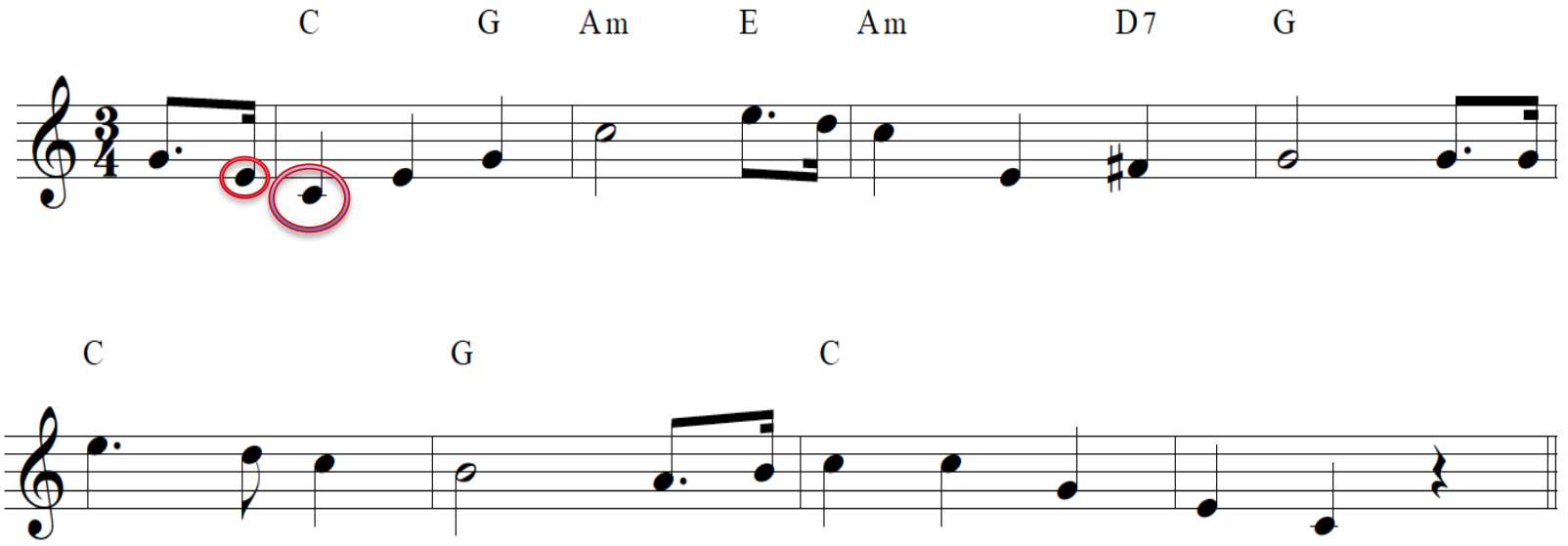

The first note of the measure is the destination of every measure

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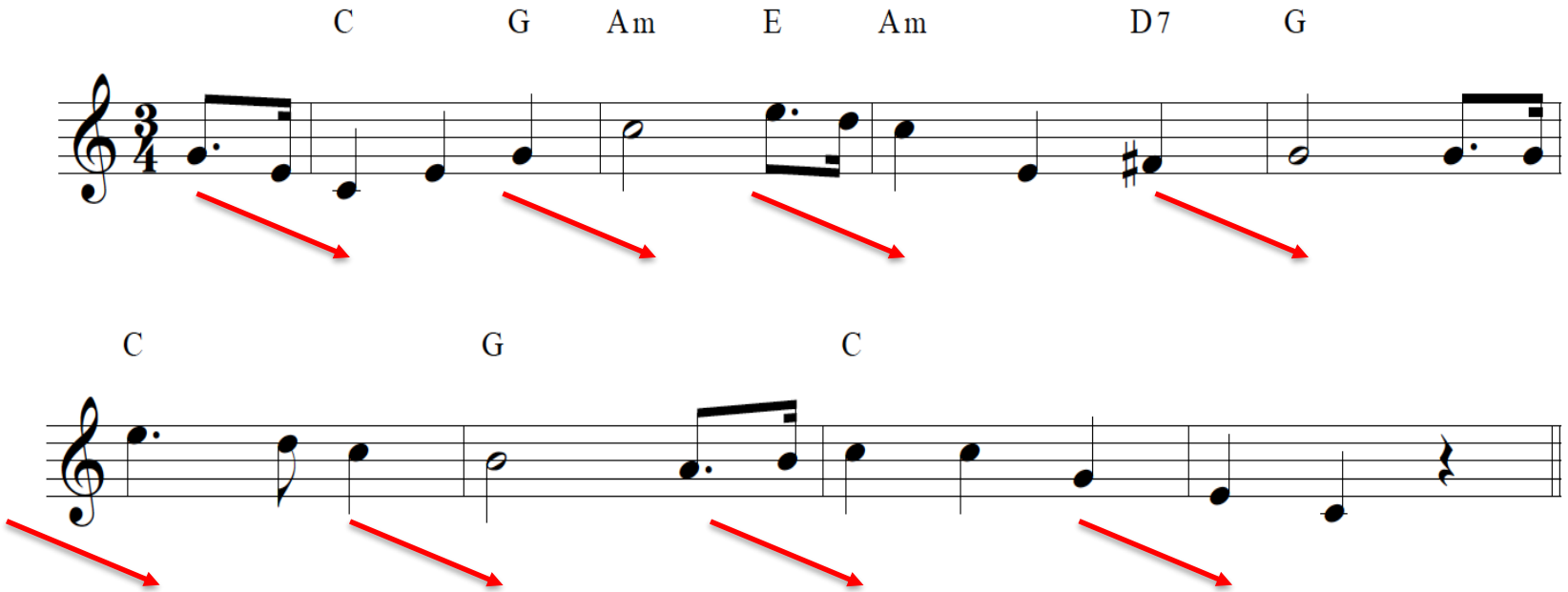

The first note of the measure is the destination of every measure (always!)

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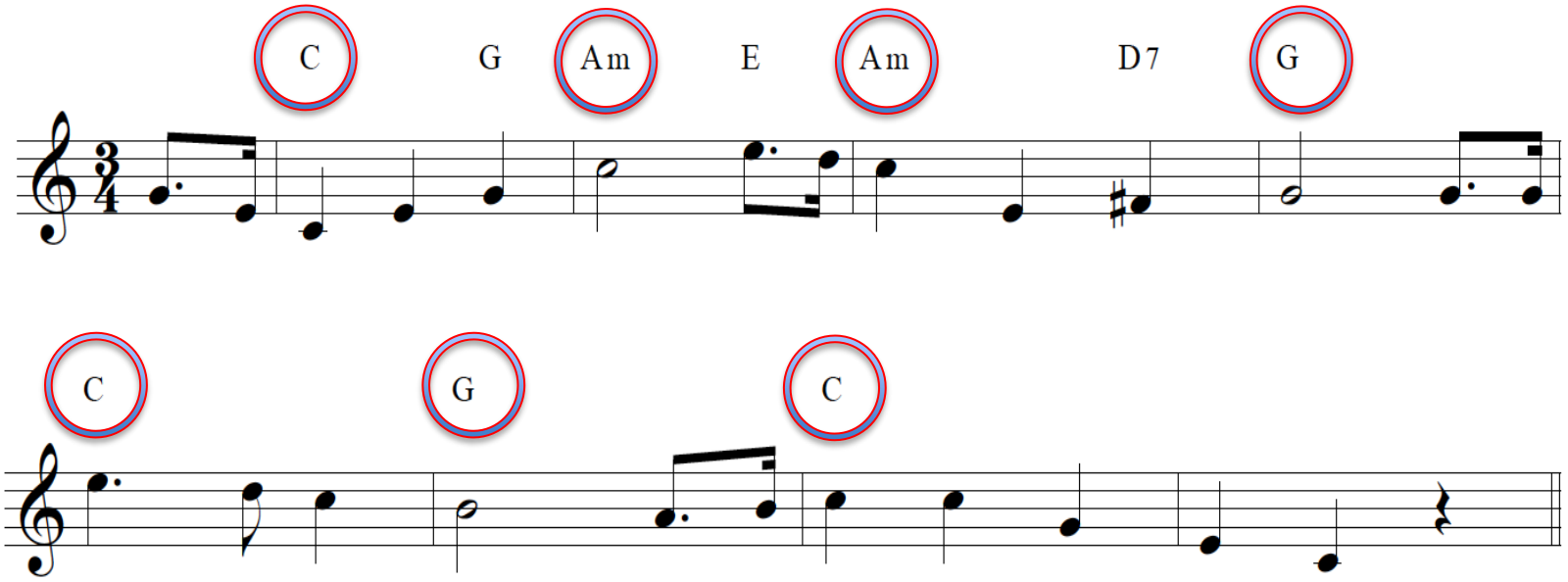

The added difficulty of playing harmonic changes at the beginning of each measure undermines momentum. The solution to this problem is anticipation.

Thank you!

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