



**CALIFORNIA STATE SCIENCE FAIR
2008 PROJECT SUMMARY**

Name(s) Grace Roderick; Gretchen Roderick	Project Number J0626
Project Title Mozart Effect	
Objectives/Goals To see if listening to Mozart while taking a test helped the kids do better on the test.	
Abstract Methods/Materials Test materials were compiled with the assistance of the third grade teacher's current curriculum and included math, science, social studies and grammar. 2 different tests were created. One to be taken while listening to Mozart and the other to be taken in silence. We also tested two different classes. The first one was the third grade class at St. Mary of the Angels, in Ukiah and the second was the fourth grade at Grace Hudson Elementary School, in Ukiah. We chose soothing Mozart songs: The Rondo-Allegro, from Eine Kleine Nachtmusik, Andante from Piano Concerto No 21 in C and Quartet for Piano, Violin and Cello. There was approximately 18 minutes of music for the test.	
Results While the kids were taking the test without music my sister and I found that the kids took longer and figured more than they did with music, and after they were all done with their test we asked the kids if they like taking the test with or without music and almost every student said that they liked taking the test with music rather than without. When my sister and I were correcting the tests we found that the kids actually did better on the test WITHOUT music even though they like the test WITH music better. so we were wrong music didnt help.	
Conclusions/Discussion So in the end we proved our hypothesis wrong because kids actually did better without music than with it. Now we are thinking what would happen with different: genres? age groups? if you liked the music or not? what would happen?	
Summary Statement Does listening to classical music help or hinder concentration and performance on cognitive tasks?	
Help Received Mrs. Coursey, 3rd grade teacher helped with what to put in the test, Our mom helped with typing.	