



The evaluation of singing voice accuracy: Are we good judges even if we are not musicians?

SMPC
08/08/2013

Larrouy-Maestri P., Roig-Sanchis V., Morsomme D.

Department of Psychology – University of Liège - Belgium

What is “in tune” ?

2



Accurate version



Contour error at the note 2



Interval errors of 200 cents between notes 1-2 and 2-3



Tonality modulation at the note 2

How to evaluate the vocal accuracy ?

Overview

3

□ Self-evaluation

□ Asking the singer himself

- **Difficult** (Cuddy et al., 2005; Sloboda et al., 2005; Wise & Sloboda, 2008)
- **Under-estimation** (Pfordresher & Brown, 2007)

□ Music experts

□ Grids, scales, global score

- e.g. Alcock et al., 2000a, 2000b; Hébert et al., 2003; Lévêque et al., 2012; Racette et al., 2006; Schön et al., 2004; Wise & Sloboda, 2008

□ Computer-assisted method

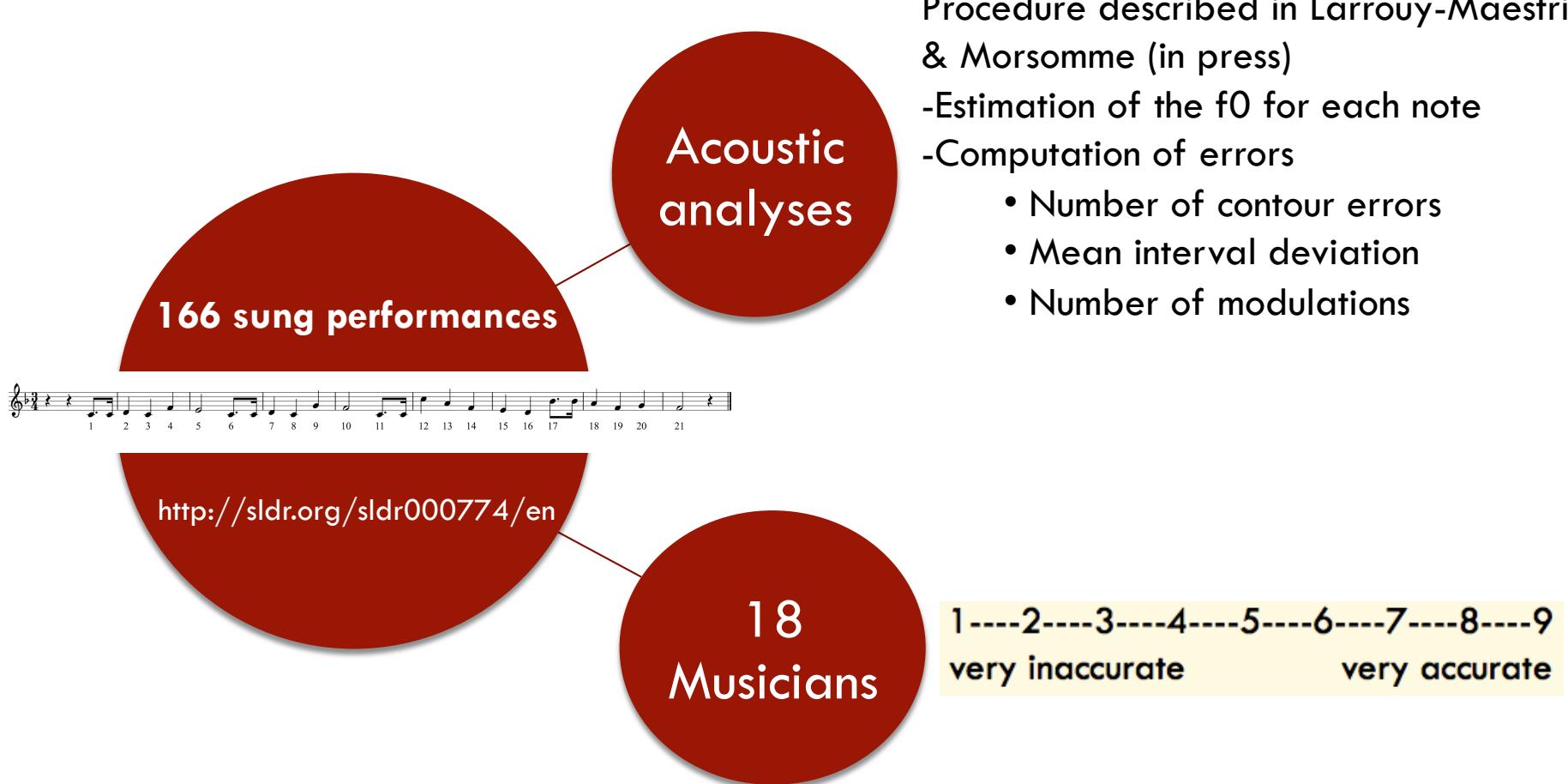
□ Acoustic analyses, extraction F0, computation of errors

- e.g. Dalla Bella & Berkowska, 2009; Dalla Bella et al., 2007; Lévêque et al., 2009; Pfordresher & Brown, 2007; Pfordresher et al., 2010

Are music experts good judges?

Larrouy-Maestri, Lévêque, Schön, Giovanni, & Morsomme, D. (2013)

4



Are music experts good judges?

Larrouy-Maestri, Lévèque, Schön, Giovanni, & Morsomme, D. (2013)

5

□ Conclusions

- High correlation between the raters ($r = .77, p < .01$)
 - Same definition of vocal accuracy
- High correlation between the two methods ($r = .87, p < .001$)
 - Objectivity of the judges
 - 3 judges are sufficient to keep a correlation of .85
- 81% of the variance of the judges is explained
 - Pitch interval deviation ($\beta = 0.51; p < .001$)
 - Number of tonality modulations ($\beta = 0.45; p < .001$)

□ Answer...

But ...

6

Effects of music expertise

- **Discrimination**

Micheyl et al., 2006; Tervaniemi et al., 2005

- **Pitch perception**

Hutchins & Peretz, 2012

- **Interval size estimation**

Russo & Thompson, 2005

- **Complex tones**

Hutchins et al., 2012; Vurma et al., 2010; Zarate et al., 2012

- **Error detection**

Fujiroka et al., 2004; Hutchins et al., 2012 ; Warrier & Zatorre, 2002

- **Melodic recognition**

Orsmond & Miller, 1999

We are all experts of our culture (Bigand & Delb , 2010)

- **Early development of melodic perception**

Chang & Trehub, 1977; Ferland & Mendelson, 1989; Plantinga & Trainor, 2005; Stalinski et al., 2008

- **Enculturation**

Miyamoto, 2007; Stalinski & Schellenberg, 2012; Trainor, 2005 ; Trainor et al., 2012

- **Implicit learning**

Jonaitis & Saffran, 2009; Loui et al., 2010; Saffran et al., 1999; Sch n et al., 2008

- **Melodic expectations**

Marmel et al., 2008

- **Ability to sing in tune**

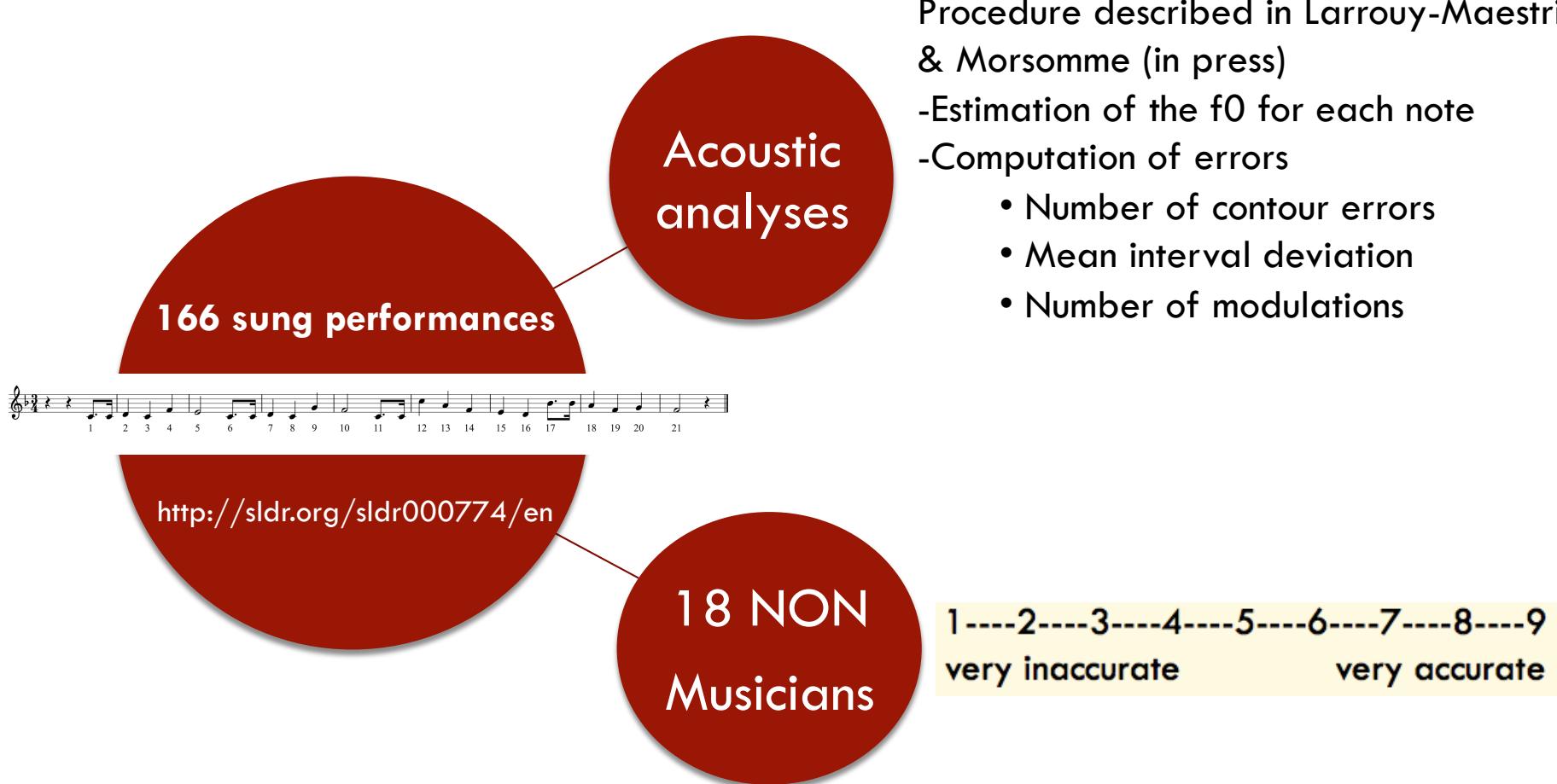
Dalla Bella et al., 2007

Are we good judges ?

- Methods
- Results
- Conclusions

Methods

8



Methods

9

□ Participants

□ Paired in age, gender, sociocultural background

□ Non musicians

- Less than 2 years of musical training

- Occasional listeners

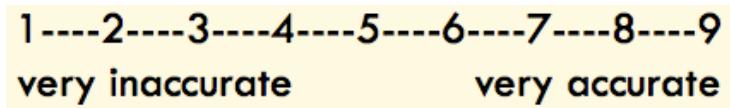
□ Audio and MBEA OK

□ Procedure

□ 166 x “Happy birthday”

- 5 lists in random order

□ Global pitch accuracy



□ Two times (test and retest with 8-15 days in between)

Are we good judges ?

- Methods
- Results
- Conclusions

Results and discussion

Judges reliability

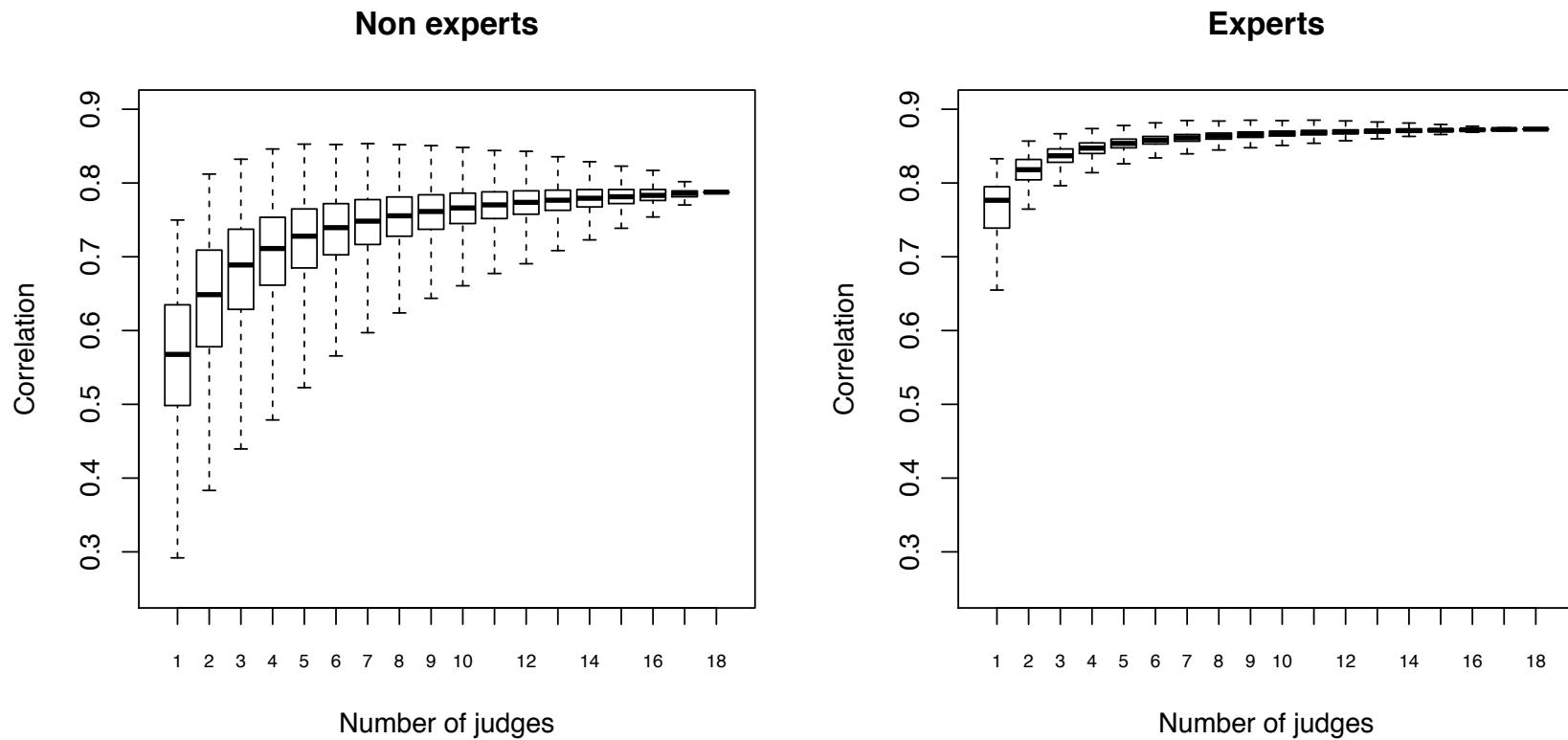
11

- Intra-judge reliability
 - Mean Spearman correlation T1 /T2: .66 (SD = .06)
→ OK
- Inter-judge reliability
 - Intra-class correlation coefficient: .89; $p < .01$
→ OK
- Correlation with computer-assisted method
 - $r(166) = .81; p < .01$
→ Higher scores for accurate performances: OK

Results and discussion

Correlation with decreased number of judges

12



Results and discussion

Comparison Non experts / Experts

13

□ Comparison mean ratings

- $r(166) = .84; p < .01$
- U Mann Whitney $p < .01$
- Non experts are more severe than experts

□ Criteria

	Non experts	Experts
Model	$F(3,165) = 104.44;$ $p < .01$	$F(3,165) = 231.51;$ $p < .01$
% variance	66%	81%
Criteria	Interval deviation	Interval deviation Tonality modulations

Are we good judges ?

- Methods
- Results
- Conclusions

Conclusions

Are we good judges?

15

YES

NO

Correlation with Music Experts

Difference with Music Experts

Correlation with computer assisted method

Bigger groups of raters

Inter-judge reliability

Just one criterion

Intra-judge reliability

% of variance



Conclusions

Are we good judges?

16

□ Reliability and objectivity

- Similar definition of vocal accuracy
- Same strategy each time
- Relationships with music experts' ratings and objective method

□ However

- More severe
- Just sensitive to the precision of the intervals
- 34% of the variance unexplained

□ Perspectives

- Other criteria which influence the rating of non musicians
 - Perception and tolerance of music experts and non experts
- Why?

The evaluation of singing voice accuracy

17

?

**THANK YOU FOR YOUR
ATTENTION**

References

18

- Alcock, K. J., Passingham, R. E., Watkins, K., & Vargha-Khadem, F. (2000a). Pitch and timing abilities in inherited speech and language impairment. *Brain and Language*, 75(1), 34-46.
- Alcock, K. J., Wade, D., Anslow, P., & Passingham, R. E. (2000b). Pitch and timing abilities in adult left-hemisphere-dysphasic and right-hemisphere-damaged subjects. *Brain and Language*, 75(1), 47-65.
- Chang, H. W., & Trehub, S. E. (1977). Auditory processing of relational information by Young infants. *Journal of Experimental Child Psychology*, 24, 324-331.
- Cuddy, L. L., Balkwill, L. L., Peretz, I., & Holden, R. R. (2005). Musical difficulties are rare: a study of "tone deafness" among university students. *Annals of the New York Academy of Sciences*, 1060, 311-324.
- Dalla Bella, S., & Berkowska, M. (2009). Singing Proficiency in the Majority. *Annals of the New York Academy of Sciences*, 1169(1), 99-107.
- Dalla Bella, S., Giguère, J.-F., & Peretz, I. (2007). Singing proficiency in the general population. *The Journal of the Acoustical Society of America*, 121(2), 1182-1189.
- Ferland, M. B., & Mendelson, M. J. (1989). Infants' categorization of melodic contour. *Infant Behaviour Development*, 12, 341-355.
- Fujioka, T., Trainor L. J., Ross, B., Kakigi R., Pantev, C. (2004). Musical training enhances automatic encoding of melodic contour and interval structure. *Journal of Cognitive Neuroscience*. 16, 1010-1021.
- Hébert, S., Racette, A., Gagnon, L., & Peretz, I. (2003). Revisiting the dissociation between singing and speaking in expressive aphasia. *Brain*, 126(8), 1838-1850.

References

19

- Hutchins, S., & Peretz, I. (2012). A frog in your throat or in your ear? Searching for the causes of poor singing. *Journal of Experimental Psychology: General*, 141, 76–97.
- Hutchins, S., Roquet, C., & Peretz, I. (2012). The Vocal Generosity Effect: How Bad Can Your Singing Be? *Music Perception*, 30(2), 147-159.
- Jonaitis, E. M. M., & Saffran, J. R. (2009). Learning harmony: The role of serial statistics. *Cognitive Science*, 33, 951-968.
- Larrouy-Maestri, P., & Morsomme, D. (in press). Criteria and tools for objectively analysing the vocal accuracy of a popular song. *Logopedics Phoniatrics, Vocology*.
- Larrouy-Maestri, P., Lévêque, Y., Schön, D., Giovanni, A., & Morsomme, D. (2013). The Evaluation of Singing Voice Accuracy: A Comparison Between Subjective and Objective Methods. *Journal of voice*, 27(2), 259.
- Lévêque, Y., Amy de la Bretèque, B., Giovanni, A., & Schön, D. (2009). Les défauts de justesse de la voix chantée: compétences et déficits tonaux. *Revue de Laryngologie Otologie Rhinologie*, 130(1), 23-38.
- Lévêque, Y., Giovanni, A., & Schön, D. (2012). Pitch-matching in poor singers : Human model advantage. *Journal of voice*, 26(3), 293-298.
- Loui, P., Wessel, D. L., & Kam, C. L. H. (2010). Humans rapidly learn grammatical structure in a new musical scale. *Music Perception*, 27(5), 377-388.
- Marmel, F., Tillmann, B., & Dowling, W. J. (2008). Tonal expectations influence pitch perception. *Perception & Psychophysics*, 70(5), 841-852.
- Micheyl, C., Delhommeau, K., Perrot, X., & Oxenham, A. J. (2006). Influence of musical and psychoacoustical training on pitch discrimination. *Hearing Research*, 219(1-2), 36-47.

References

20

- Miyamoto, K. A. (2007). Musical characteristics of preschool-age students : A review of literature. *National Association for Music Education*, 26, 26-40.
- Orsmond, G. I., & Miller, L. K. (1999). Cognitive, musical and environmental correlates of early music instruction. *Psychology of Music*, 27, 18-37.
- Plantinga, J., & Trainor, L. (2005). Memory for melody: infants use a relative pitch code. *Cognition*, 98(1), 1-11.
- Pfordresher, P. Q., & Brown, S. (2007). Poor-Pitch Singing in the Absence of "Tone Deafness". *Music Perception*, 25(2), 95-115.
- Pfordresher, P. Q., Brown, S., Meier, K. M., Belyk, M., & Liotti, M. (2010). Imprecise singing is widespread. *The Journal of the Acoustical Society of America*, 128(4), 2182-2190.
- Racette, A., Bard, C., & Peretz, I. (2006). Making non-fluent aphasics speak: sing along! *Brain*, 129, 2571-2584.
- Russo, F. A., & Thompson, W. F. (2005). An interval size illusion: The influence of timbre on the perceived size of melodic intervals. *Perception & Psychophysics*, 67(4), 559-568.
- Saffran, J., Johnson, E. K., Aslin, R. N., & Newport, E. L. (1999). Statistical learning of tone sequences by human infants and adults. *Cognition*, 70, 27-52.
- Schön, D., Boyer, M., Moreno, S., Besson, M., Peretz, I., & Kolinsky, R. (2008). Songs as an aid for language acquisition. *Cognition*, 106(2), 975-983.
- Schön, D., Magne, C., & Besson, M. (2004). The music of speech: Music training facilitates pitch processing in both music and language. *Psychophysiology*, 41(3), 341-349.

References

21

- Sloboda, J. A., Wise, K. J. & Peretz, I. (2005). Quantifying tone deafness in the general population. *Annals of the New York Academy of Sciences*, 1060, 255–261.
- Stalinski, S. M., & Schellenberg, E. G. (2012). Music cognition: A developmental perspective. *Topics in Cognitive Science*, 4(4), 485-497.
- Stalinski, S. M., Schellenberg, E. G., & Trehub, S. E. (2008). Developmental changes in the perception of pitch contour. Distinguishing up from down. *Journal of the Acoustical Society of America*, 124, 1759-1763.
- Tervaniemi, M., Just, V., Koelsch, S., Widmann, A., & Schröger, E. (2005). Pitch-discrimination accuracy in musicians vs. nonmusicians - an event-related potential and behavioral study. *Experimental Brain Research*, 161, 1–10.
- Trainor, L. J. (2005). Are there critical periods for musical development ? *Developmental Psychobiology*, 46 (3), 262-278.
- Trainor, L. J., Marie, C., Gerry, D., Whiskin, E., & Unrau, A. (2012). Becoming musically enculturated: effects of music classes for infants on brain and behavior. *Annals of the New York Academy of Sciences*, 1252, 25-36.
- Vurma, A., Raju, M., & Kuuda, A. (2010). Does timbre affect pitch?: Estimations by musicians and non-musicians. *Psychology of Music*, 39(3), 291-306.
- Warrier, C. M., & Zatorre, R. J. (2002). Influence of tonal context and timbral variation on perception of pitch. *Perception & Psychophysics*, 64(2), 198-207.
- Wise, K. J., & Sloboda, J. A. (2008). Establishing an empirical profile of self-defined "tone deafness": Perception, singing performance and self-assessment. *Musicae Scientiae*, 12(1), 3-26.