



## Contents

1. Introduction
2. Feedback
3. Music Matters and the Curriculum for Excellence.
4. Things Music Matters could do differently / suggestions for the future



Movement is a key part of Music Matters.

## 1. Introduction

This evaluation takes into account the views and experience of all involved in Music Matters during the 2015 to 2016 session, aiming to:

- Capture the impact of Music Matters on participants.
- Compare and contrast participants experiences at the beginning and end of their involvement
- Investigate the impact of increased musical activity on the children.

Based on these opinions it then makes some recommendations for changes that could be made in the future.

### Some Music Matters numbers

Music Matters delivered a total of **408 classes** (approximately **25 sessions each**) to **16 nursery groups in 10 nurseries**; Central, Merkinch, Dalneigh, Limetree, (all in Inverness), Tomnacross, Teanassie, Park Primary in Invergorden, the Gaelic medium in Tain, Drumnadrochit and Dingwall. In each nursery parents and children took part in a **wee ceilidh** and a **concert**. Visiting artists including; the **bubble man**, a **storyteller**, and a **music technology specialist**. **3 half-day CPD training sessions** for nursery staff, with others including UHI PDGI students invited to participate.

- 300 parents / carers
- 400 children
- 48 nursery staff
- 30 other
- 25 UHI PDGI students
- 16 volunteers
- 7 Board members
- 5 music specialists
- 1 bubble-man
- 3 story tellers
- 3 dancers



What music will the story telling inspire?

## 2. Feedback

The feedback from all the evaluation forms was overwhelmingly positive, with all involved demonstrating both enjoyment and fun from their participation, and also bringing up the educational and developmental benefits.

### Feedback from Children

*“I like the music, it makes me happy”.*

#### Top 5 Children’s Music Matters Words

1. Fun: 197
2. Happy: 55
3. Dancing 50
4. Good: Really, really, really good! 41
5. Singing: 25



### Feedback from Parents

*“He has thoroughly enjoyed the music sessions... and has grown in confidence through them”.*

#### Top 5 Parents & Carers Music Matters Words

- |                         |     |
|-------------------------|-----|
| 1. Fun                  | 183 |
| 2. Educational          | 42  |
| 3. Energetic: Energy    | 7   |
| 4. Happy: Happiness     | 26  |
| 5. Enjoyable: Enjoyment | 24  |



### Feedback from CPD training

- 100% would recommend it to colleagues.
- 80% will change the way they work as a result of the training
- 86% said overall impression was excellent; *“Incredibly inspirational both for teaching practice and own musical philosophy, Very interactive and engaging session. Best CPD yet”*



### 3. Music Matters and Curriculum for Excellence

Parents

Nursery staff

Music specialist

CPD Training

#### Successful learners:

- *More understanding about the usefulness of music in helping to bring language on*
- *I feel I am learning lots all the time. I particularly value the training we have had from diverse Guest Practitioners and feel I've benefited hugely from these sessions.*

#### Confident individuals:

- *More confident delivering music sessions and incorporating music into daily activities*
- *I'm always trying new songs / games / teaching techniques to bring out the best in them. It's great to see them develop in their musical abilities, and also social skills and confidence*

#### Effective contributors:

- *I hope it will make my son listen more and be more creative*
- *It will ensure an inspirational and enjoyable access to music with associated positive benefits such as engagement and interaction*

Responsible citizens: *Encourages working in a group*

### 4. Suggestions for the future / Things Music Matters could do differently

Suggestions made by participants:

- Parents and pre-school teachers looking for **specialist / individual music tuition** for children; *Use of instruments, what is available and how the instruments work*
- Pre-school staff looking for **more Music Matters workshops, enabling both 3 and 4 years olds** to be able to participate; *Split the workshop into 2, so both 3's and 4's can take part*
- **CPD course to cover older, and younger, ages too**; *It would be useful to have information or training and further songs for the different levels within primary*
- **Clear information about CPD training course before hand**, making sure information gets from managers to pre-school staff who are participating; *Didn't know what to expect*
- Advise participants in advance about **training venues**;
- **More training** like Music Matters CPD course; *Ongoing updates to help keep the ideas flowing!*
- **More Resources**: *Music books / classroom friendly instruments / warm ups / songs / Games / 'best practice' examples of sessions (videos) / Gaelic songs and rhymes with CD accompanying them / Sign language / Makaton would be useful / Orff updates for teachers within schools.*

In terms of the evaluation in 2016 / 17 we will;

- Use a tool such as survey monkey, completing evaluations forms on the Music Matters ipads.
- Ask for parent's names to enable more effective before and after analysis.
- Pick **one children in each nursery for a detailed case study**, using video footage.
- Look in more detail at the **impact of Music Matters depending on the nursery area**
- **Look at the evaluation as a project in itself, and seek funding to develop this.**