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2. Introduction

This evaluation takes into account the views and experience of all involved in Music Matters during the 2014 to 2015 session. Music Matters delivered a total of 310 sessions (approximately 25 sessions each) to 13 nurseries, involving:

- 325 children and their parents
- 42 teachers
- 5 music specialists
- 7 Board members.

They also provided two half-day training sessions for nursery staff.

3. Evaluation Aims and Process

This year's evaluation involved a review of the previous evaluation materials, and the creation and piloting of new materials and methods.

Evaluation Aims

- To use a number of different evaluation techniques to capture as fully as possible the impacts of Music Matters on the participants.
- Compare and contrast participants music experiences at the beginning and end of their involvement in Music Matters
- To investigate the impact of increased musical activity on the children, their parents and carers, and those working with them.
- To make the evaluation as participative, and the report as visual, as possible.

We started by clarifying Music Matter's aims and outcomes to ensure that the evaluation was fit for purpose and able to give evidence regarding the fulfillment of these. This was a good opportunity to look at the fit with the aims of the Curriculum for Excellence.

Music Matters Aims

To develop children's:

- understanding of the basic musical elements
- musical creativity and imagination
- emotional release and balance
- expressive exploration
- interests, stimulating further learning and development

To build children's:

- confidence and self-awareness
- knowledge, reinforcing learning in many areas of the curriculum, i.e. numeracy and topic work, problem solving, innovative ideas
- self esteem

Improve children's:

- IT skills and confidence using computers
- communication, language and speech development
- physical development including fine and gross motor skills, co-ordination skills.
- positive behaviour

Curriculum for Excellence Aims

- Successful learners
- Successful learners
- Confident individuals
- Effective contributors
- Successful learners
- Confident individuals
- Successful learners
- Confident individuals
- Successful learners
- Effective contributors
- Confident individuals
- Responsible citizens

- social interaction, turn taking, co-operation and showing respect for other's contributions.

Effective contributors



Evaluation forms were produced for all those involved in Music Matters, looking for both qualitative and quantitative evidence. The information received in these was extremely interesting, particularly in terms of how everyone felt about Music Matters. However, to be effective they need to be used both at the start and the end of the Music Matters project, as the aim of many of the questions is to measure the impact over time.

Evaluations materials:

Teachers

- Questionnaire at start and end (appendix 1)
- CPD training evaluation form (appendix 2)

Parents and children

- Questionnaire before and after Music Matters - at 1st and final session (appendix 3)
- Gather comments at final show – What did you think?? And post-its on large poster (appendix 4)

Music Specialists

- Brief and handout on importance of evaluation at their first meeting (appendix 6)
- Music specialist questionnaire – before first, and after final, session (appendix 7)

Other evaluation plans in the future

Other methods which were discussed but not used at this stage included:

- **Facilitated session for music specialists** on evaluation; purpose, expectations and what would help
- Music Specialists to **collect anecdotal record** – record quotes after each class on check sheet provided.
- Long term benefit to **nursery teachers** – **ask them to make a commitment at the end of the year** as to what they will do differently as a result of the Music Matters Project. These should be written on post

cards, along with their email addresses. Music Matters will contact them in 6 months time to ask them how they are getting on with their commitment.

- **Reviewing of video and photos** from year.

Another type of evaluation that it may be worth considering further is **Video Interaction Guidance (VIG) or Video Enhanced Reflective Practice (VERP)**. This would involve using short clips of video footage of the sessions within the nurseries to reflect with the music specialists on ways of developing Music Matters.

In designing this evaluation I became aware that there is very little evidence based, quantitative evaluation taking place, to demonstrate the impact of art / music based projects. From this year's work we can see that a concentrated effort is needed to ensure that this is effective, as without a clear request to complete the forms then this is unlikely to happen. During the next session **Music Matters will focus on carrying out getting the forms completed at the start, during the wee ceilidh, and in the final session, following the concert.**

It would also be interesting to **analyse the differences in responses between different nurseries**. We will look at this in detail in future years.

It may also be beneficial to **look at this evaluation as a project in itself, and seek funding to develop this**. Evidence of this type would be very useful both in obtaining future funding, and in sharing the best practice developed by Music Matters across Scotland and internationally.

4. The Impact of Music Matters

a. An A to Z of Music Matters

In the evaluation forms participants were asked to give 3 words saying how they felt about Music Matters – these are all collated in the table below, with the numbers indicating the number of times a word was used.

An A to Z of Music Matters – by children, parents, teachers and music specialists

	<u>Parent</u>	<u>Child</u>	<u>Teacher</u>	<u>Music Specialist</u>
A	Abair òran iongatach! Math!! Actions - 3 Adventurous Affective Amazing Amy liked the music	Actions Amazing Awesome - 2	Active - 3 Adds variety	
B	Balance Bha sin sgoinneil! 's math a rinn sibh uile. Brilliant / The kids were brilliant Brilliant for building confidence	Busy		Brilliant opportunity
C	Challenging Chord an ceol agus an dannsa riunn uile. Tapadh leat		Child-friendly Monica x	

Confidence building	Clumsy		Confidence enhancing
	Concert		
	Cool - 3		
	Counting		
Creative – 5		Creative - 2	
D Dancing – 12	Dancing - 27		
Daring			Delighted to be a part of Artsplay
Developing			
Different – 3			
E Educational – 7	Drumming	Educational - 2	
Encourages – 3			
Energetic – 19	Energetic - 3	Energetic - 2	
Energises – 2			
Engaging – 2		Engaging - 4	Engaged
Enjoyable – 11	Enjoyable - 3		Enhanced learning
Enjoying to dance	Enjoyed the dancing		Enjoys music
	Everyone dancing together / Everyone can join in		
Entertaining – 8			
Enthusiastic		Enthusiastic	
Essential			
Excellent	Excellent		
Exciting – 5	Exciting – 5	Exciting - 2	Excited to be involved
Exercise			
Expression			
F Fantastic – 2			
Fab / Fabulous			
Faireachdainn dannsa air'			
	Fantastic		
	Fast - 2		
	Fine		
Fior mhath!			
Friendly			
Fun – 79	Fun – 77	Fun - 8	Fun and active
Fun learning			
Fun for kids and parents	Funny - 6		
G Gle Math – 2			
Good – 5	Good - 9		
Great – 6	Great – 6		Great!
	Great fun		
Great singing!			
Guma math a thèid leibh!			
H Happy – 6	Happy - 20		
Happy kids!			
Happy music			
Helps to mix			
I			Hugely fulfilling
	I like strumming on the guitar		
	I love it because I do		
		Imaginative	
Important – 6			
Inclusive - 2		Inclusive	
Inspiring - 6		Inspiring - 3	

	Instruments - 2		
	Interaction / Interactive – 5		Interactive - 2
	Interesting – 3		Involved
	Introduction to music		
J	Just lovely – great fun!	Jumping around - 2	
K			
L	Learning – 6	Laughter - 2	
	It was great fun and that's how they learn best!	Learning - 2	
	Life	Like - 2	
		Lisa - 3	
	Listening - 3	Good to listen to	
	Live music		
	Lively - 7	Lively - 2	Lively
	Lots of fun - 2		
	Love - 2	Love -2	
	Lovely	Love music / fiddle	
	She loves Wednesday sing		
	Loved the concert - 2	Loud - 6	
		Love the fiddle	
		Lovely	
M	Math fhein!		
	Melodies		
	More confidence		
	Motivation		
	Music - 5	Music - 3	
	Music very important, keep it up		
	Musical	Musical	
			Musically energised
N	Needed		
	New sounds	New sounds	
	Nice	Nice – 5	
		Noisy - 6	
O	Opportunities		Opportunity
P	Participation - 2		
	Good participation and very happy children	Party	
	Passion		
	Patriotic		
	Percussion		
	Perform		
			Gets with me philosophically
		Play - 3	
		Playing the drum and banging on it	
			Progression of individual children is evident
Q			
R		Really enjoyed it	
			Reinforces gaelic language
	Relaxing - 2		Rewarding
	Rhythm- 6		
		Running	
S	sgoinneil! - 2		
	Singing – 11	Singing - 16	
	socair agus luath		
	Sociable - 5		Social abilities

	Soft noises	
Song	Song - 2	
Sound		
	Spinning	
sporsail		
Super fun		
T Taking part		
Toilichte		
Thankyou		
Thanks for lovely		
entertainment		
The children love music matters it's brought them out of their shell		
		Therapeutic
	Thumbs up	
Tone		
	Too loud	
Traditional		Traditional (sometimes)
Truth		
	Tunes	
U		
V		Adds variety
Very good!! - 3	Very good	
W	Warm	
Was fun		
Well done - 3		
X, Y, Z		

b. Word pictures of Music Matters

Children's views of Music Matters



Music specialists appreciate seeing the children, and themselves, develop as successful learners; *I have just this month completed all my coursework for a level one certificate in Early Years Kodaly methodology, and will continue to develop skills and attend training in this and in similar, relevant methods. I have a good report with the children and really enjoy their personalities and progress.*

I appreciate the opportunity to do this valuable and enjoyable work. I find it very satisfying and realise from staff feedback in certain schools, that the work we do in Music Matters is valued highly and appreciated.

Confident individuals

- *My child has **gained in confidence** and will sing more at home now*
- ***Brilliant for building confidence***
- *The children love Music Matters, **it's brought them out of their shell***
- ***All eyes on him** (show off). He loves it*
- *She is loving making music with other toddlers. It's great to see*
- *She looked forward to it every week*
- *My child talks about it at home and looks forward to Tuesdays*
- *Talked about 'Amy' at home and sang me all the songs she had learnt*
- *Happy kids!*
- *Lots of fun and laughter...loved the concert Gle Mhath*

Nursery teachers were asked about whether; **Music Matters gives the children new experiences at pre-school.** All agreed that this was the case. They also all agreed with the statement that; **The children look forward to the Music Matters sessions.**

Effective contributors

- ***Singing is helping his speech***
- *Great to see **everyone taking part***
- *She loved it very much **always singing and dancing.***
- *Was a good idea to involve parents, good fun*
- *Well done 10/10 Lots of work **Good participation and very happy children***

Nursery teachers all agreed that; **Music Matters teaches me new ways of engaging children in musical activities,** and also with the statement; **Music Matters gives the children new ways of engaging in musical activities.**

A music specialist stated; *I feel that the content and structure of the Artsplay Highland sessions are such that it keeps both tutor and children engaged and musically energised. The progression of individual children is also evident when looking at start to end of a block, with this being more pronounced as the blocks continue. This is hugely fulfilling to see how clearly music input, in a fun and active context, can enhance a child's confidence and social abilities.*

Responsible citizens

Nursery teachers all agreed that; **Taking part in Music Matters benefits other areas of the children's development**

One music specialist stated; *I'm keen to take up training opportunities and learn more, in order that I can deliver music sessions with originality and my own style, but also smoothly and effectively, creatively and*

professionally, whilst making music fun and memorable for children in a safe, happy and respectful environment.

General comments

There were also many **general comments demonstrating how much everyone enjoyed Music Matters**

- *Great project. “The more sessions the better – all year round”?*
- *Thanks. Great course – “my child loved it”. Need more*
- *I am delighted my child has been given the chance to experience these workshops*
- *Fior mhath!*
- *Just lovely – great fun!*
- *Great fun – sgoinneil!*
- *Sgoinneil. Chord an ceol agus an dannsa riunn uile. Tapadh leat Monica x*
- *Well done. Lots of hardwork – don’t know how teachers do it. Thanks for lovely entertainment*
- *Bha sin sgoinneil! ‘s math a rinn sibh uile.*
- *Abair adan sgaiteach! Math!!*
- *Gle Math*
- *Math fhein!*

Nursery teachers agreed with the statement; **Music Matters makes me more confident in delivering pre-school music sessions.**

Almost all nursery teachers agreed that:

- **I enjoy the Music Matters sessions in the pre-school**
- **Music Matters work together with the pre-school staff and I am free to express my ideas and opinions**

Though for both of these statements a couple of nursery teachers disagreed.

Music Specialist questionnaires

The four music specialists all completed questionnaires at the start and at the end of the year. These were very positive about their involvement with Music Matters, with all agreeing with the 10 statements:

1. **I feel I have a lot of input into how my work is done**
4. **I am free to express my ideas and opinions about the work I do**
5. **My work teaches me useful new skills**
6. **I can develop, musically, doing this job**
7. **I get a sense of accomplishment from my job**
8. **I am well prepared and organised for my music specialist work**
9. **I have a strong sense of responsibility for the safety of myself and the children and young people I work with**
10. **My music skills are relevant and up to date for the work I am doing**
11. **I regularly reflect on and evaluate my work**
12. **I am committed to my own continuing professional development**

The full responses to these questionnaires are included at the end of the report as appendix 8.

5. Things Music Matters could do differently

There were also some areas where recommendations were made about things that Music Matters could do differently, or issues that could be addressed:

- *Sometimes it's really hard to involve her when there is a lot of people around that she doesn't know*
- *She has taken well to it however due to her being shy I'd like to see **confidence building and see that expressed.***
- *Not much in **joining in with the group** but does take in songs and actions*
- Sessions need *to be a bit shorter for nursery, hard for children to stay engaged.*

Most nursery teachers agreed that; **I received enough information about Music Matters beforehand**, though 40% neither agreed nor disagreed with this statement.

In term of music education, Nursery teachers were looking for **more information within the Music Matters CPD workshops on Pitches and More on different instruments.** Many had not received any previous music education, and those who had had been through a variety of providers including;

- Some music workshops linked to dance
- Only one day council run workshop
- Private fiddle lessons
- Just uni inputs but valuable non the less
- Peeps practitioners training / creative skills training
- HC – active learning through music
- Attended an Artsplay session

One nursery gave extremely helpful comments on the involvement of Music Matters in a letter highlighting the:

- Need for **good communication between nurseries and Music Matters.**
- Importance for **Music Specialists to be aware of child development stages.**

In terms of the evaluation process this can only be effective in measuring the impact if **forms are given out both at the start and then again at the end of the year.** It can be difficult to get forms completed so it is likely to be most effective if forms are given out on an occasion where the parents are present – such as the wee ceilidh or the final concert. Teachers are now being given **clear information at the start about what their involvement with Music Matters means**, and this will include the obligation to participate in the evaluation.

Music Matters could also link the outcomes from the evaluation into future planning sessions, following these up annually so see changes had been implemented.



CPD sessions

25 nursery staff attended the 2 CPD sessions and the responses to these were overwhelmingly positive, with the only aspect being marked as unsatisfactory being **Pre-course Information**. The full responses to these questionnaires are included as an appendix 10.

Appendix 1



Music Matters – Pre-school Staff Questionnaire

Please mark on the scale where you agree with the following statements

1. Music Matters makes me more confident in delivering pre-school music sessions

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

2. Music Matters teaches me new ways of engaging children in musical activities

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

3. I received enough information about Music Matters beforehand

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

4. Music Matters work together with the pre-school staff and I am free to express my ideas and opinions

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

5. I enjoy the Music Matters sessions in the pre-school

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

6. Music Matters gives the children new ways of engaging in musical activities

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

7. Music Matters gives the children new experiences at pre-school

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

8. The children look forward to the Music Matters sessions

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

9. The children remember the songs and activities from Music Matters afterwards

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

10. Taking part in Music Matters benefits other areas of the children's development

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

11. As a teacher, what three words describe Music Matters

- _____
- _____
- _____

12. Please tell us about any music education training you have received before?

13. Is there anything to do with music education that you would like included in the Music Matters CPD workshops?

Please tell us anything else you would like about Music Matters being involved in your pre-school:

Thank you very much for taking the time to complete this questionnaire.
Your comments and opinions are very important to us.



Appendix 2



Music Matters – CPD session – Feedback Sheet

Music specialist/trainer: _____ Date: _____

1 Please rate the following aspects of the CPD by ticking in the appropriate box

	Excellent	Good	Satisfactory	Unsatisfactory
Organisation of session				
Any comments:				
Pre-course information				
Any comments:				
Accommodation				
Any comments:				
Time keeping				
Any comments:				
Relevance of training				
Any comments:				
Quality of exercises/materials				

Any comments:				
The trainer				
Any comments:				
Overall Impression				
Any comments:				

2 What has been the most useful part of the training

3 Would you recommend this CPD to colleagues?

Yes No

4 Will you change the way you work as a result of this training

Yes No

5 How will this training impact on the way you work in the pre-school?

6 Can you tell us how you think this training will help the pre-school children you work with?

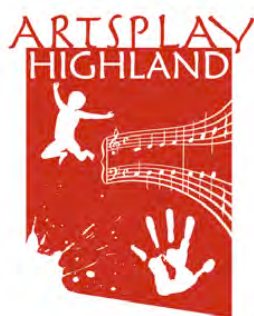
7 What further training / support relating to music in pre-school do you need or would you like?

8 Any further comments about any aspects of the training...?

**Thank you very much for taking the time to complete this questionnaire.
Your comments and opinions are very important to us.**



Appendix 3



**Music Matters
Parent / Carer and Child Questionnaire**

Please mark on the scale the extent to which your young musician....

1. Sings spontaneously on their own

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

2. Sings spontaneously with others

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

3. Dances at home

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

4. Copies others who are singing, dancing or playing instruments

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

5. Makes up their own songs, dances or tunes

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree



6. Responds when music is performed – could be listening closely or dancing energetically

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

7. Listens to live music for short periods of time

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

8. Sings songs that you have never heard

5 Strongly agree 4 3 Neither agree nor disagree 2 1 Disagree

9. As a parent, what three words describe Music Matters

1. _____
2. _____
3. _____

10. Three words your child would use to describe Music Matters

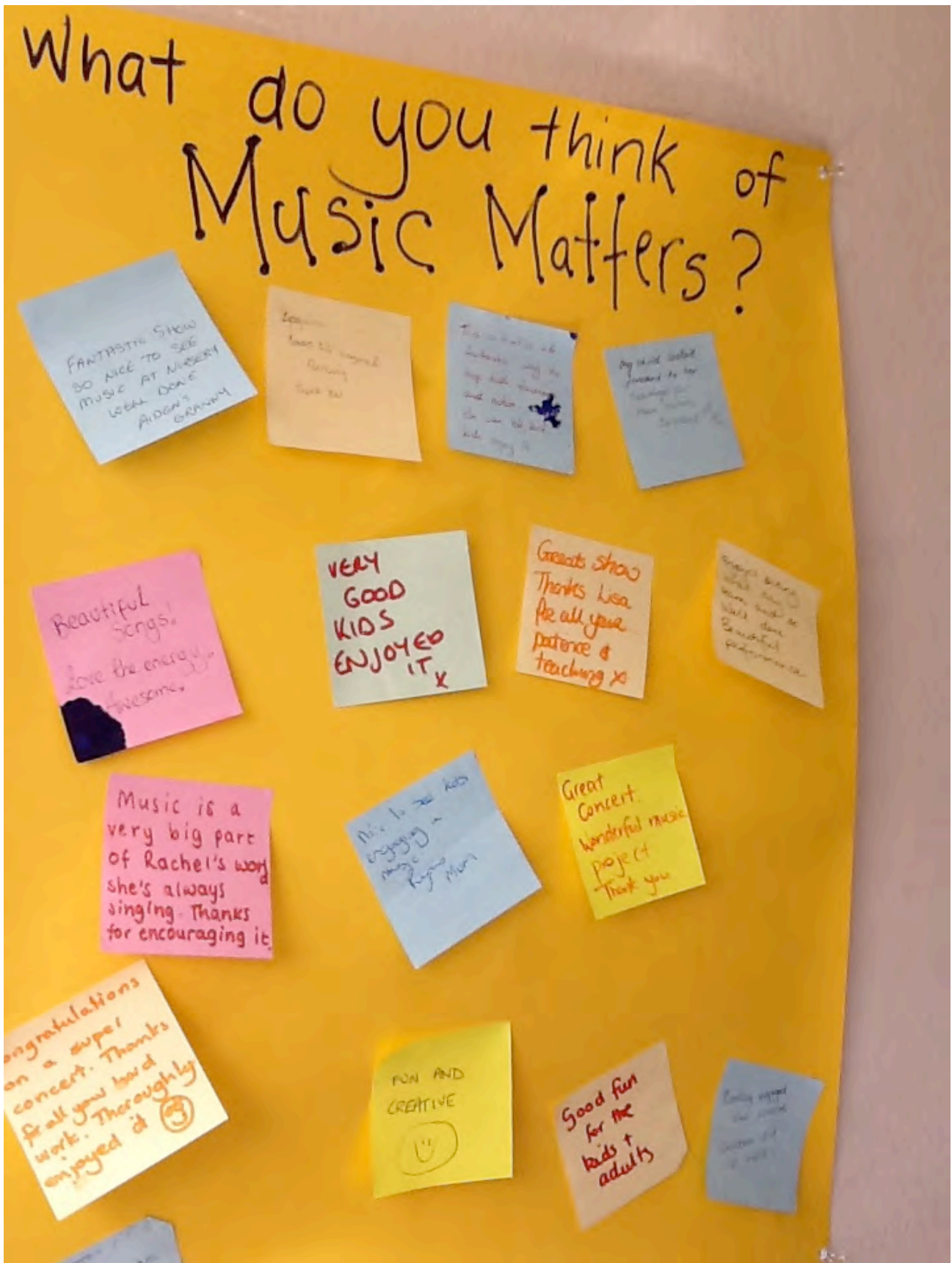
1. _____
2. _____
3. _____

Is there anything else you would like to tell us about your child's involvement with Music Matters? _____

Thank you very much for taking the time to complete this form. We really appreciate and value your comments and suggestions.



Appendix 4



Appendix 5

Music Matters – Music Specialist Evaluation Brief

Music Matters

- Provide music workshops to pre-school children in nurseries in Highland.

- Using songs / rhymes, games, playing of percussion instruments, movement and dance, visual art, language and music technology.
- Engage young children in meaningful, fun, creative, motivating and challenging learning activities that develop music making skills

Music Matters Aims

To develop children's:

- understanding of the basic musical elements
- musical creativity and imagination
- emotional release and balance
- expressive exploration
- interests, stimulating further learning and development

To build children's:

- confidence and self-awareness
- knowledge, reinforcing learning in many areas of the curriculum, i.e. numeracy and topic work, problem solving, innovative ideas
- self esteem

Improve children's:

- IT skills and confidence using computers
- communication, language and speech development
- physical development including fine and gross motor skills, and co-ordination skills.
- positive behaviour
- social interaction, turn taking, co-operation and showing respect for other's contributions.

Curriculum for Excellence Aims

Successful learners

Successful learners

Confident individuals

Effective contributors

Successful learners

Confident individuals

Successful learners

Confident individuals

Successful learners

Effective contributors

Confident individuals

Responsible citizens

Effective contributors

Evaluation Aims:

1. To use a number of different evaluation techniques to capture as fully as possible the impacts of Music Matters on the participants.
2. Compare and contrast participants music experiences at the beginning and end of their involvement in Music Matters
3. To investigate the impact of increased musical activity on the children, their parents and carers, and those working with them.
4. To make the evaluation as participative, and the report as visual, as possible.

Some ways to evaluate Music Matters:

At start

- Facilitated evaluation session with Music Specialists on:

- Guidance on importance of video footage and photographs for evaluation
- Collecting anecdotal record – record quotes after each class
- Your thoughts, expectations and what would help
- Music Specialist questionnaire - baseline setting
- Evaluation guidance to nursery staff – in Music Matters description
- Pre-school teacher’s questionnaire – baseline
- Parents and children’s questionnaire – baseline

Ongoing

- Video footage and photo analysis
- Empirical evidence - numbers of children involved / areas / teachers / number of classes
- Tutors to collect anecdotal record – record quotes after each class

At end

- Music Specialist questionnaire
- Parents and children’s questionnaire
- Gather parents and children’s comments at final show – What did you think? Post-its? Pictures?
- Facilitated session with pre-school at conclusion of project to assess impact
- Pre-school teacher’s long-term benefit – commitment and email?

Follow-up

- Pre-school teachers - follow up call six months later – young people’s progression

Appendix 6



Music Matters – Music Specialist Questionnaire

Date:

Please mark on the scale far you agree with the following statements in relation to your work with Music Matters:

Job satisfaction

1. I feel I have a lot of input into how my work is done

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

2. I am free to express my ideas and opinions about the work I do

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

3. My work teaches me useful new skills

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

4. I can develop, musically, doing this job

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

5. I get a sense of accomplishment from my job

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

Please tell us anything else you would like about your job satisfaction with Music Matters:

Professional Practice

6. I am well prepared and organised for my music specialist work

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

7. I have a strong sense of responsibility for the safety of myself and the children and young people I work with

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

8. My music skills are relevant and up to date for the work I am doing

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

9. I regularly reflect on and evaluate my work

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

10. I am committed to my own continuing professional development

5	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree

Please tell us anything else you would like to about your professional practice as Music Specialist with Music Matters:

Appendix 7

Music Matters – Pre-school Staff Questionnaire

Central	2
Dalneigh	3
Merkinch	2
Tomnacross	5
BSGI	3
	<u>15</u>

Please mark on the scale where you agree with the following statements

1. Music Matters makes me more confident in delivering pre-school music sessions

5 (6) 40%	4 (8) 53%	3 (1) 7%	2	1
Strongly agree	Neither agree nor disagree			Disagree

2. Music Matters teaches me new ways of engaging children in musical activities

5 (4) 27%	4 (9) 60%	3 (2) 13%	2	1
Strongly agree	Neither agree nor disagree			Disagree

3. I received enough information about Music Matters beforehand

5 (5) 33%	4 (3) 20%	3 (6) 40%	2	1 (1) 7%
Strongly agree	Neither agree nor disagree			Disagree

4. Music Matters work together with the pre-school staff and I am free to express my ideas and opinions

5 (6) 40%	4 (8) 53%	3	2 (1) 7%	1
Strongly agree	Neither agree nor disagree			Disagree

5. I enjoy the Music Matters sessions in the pre-school

5 (8) 53%	4 (6) 40%	3	2 (1) 7%	1
Strongly agree	Neither agree nor disagree			Disagree

6. Music Matters gives the children new ways of engaging in musical activities

5 (7) 47%	4 (8) 53%	3	2	1
Strongly agree	Neither agree nor disagree			Disagree

7. Music Matters gives the children new experiences at pre-school

5 (9) 60%	4 (6) 40%	3	2	1
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Strongly agree

Neither agree nor disagree

Disagree

8. The children look forward to the Music Matters sessions

5 (6) 40%	4 (5) 33%	3 (4) 27%	2	1
Strongly agree	Neither agree nor disagree			Disagree

9. The children remember the songs and activities from Music Matters afterwards

5 (9) 60%	4 (3) 20%	3 (3) 20%	2	1
Strongly agree	Neither agree nor disagree			Disagree

10. Taking part in Music Matters benefits other areas of the children's development

5 (10) 67%	4 (4) 27%	3 (1) 6%	2	1
Strongly agree	Neither agree nor disagree			Disagree

11. As a teacher, what three words describe Music Matters

- Active - 3
- Adds variety
- Child-friendly
- Creative - 2
- Educational - 2
- Energetic - 2
- Engaging - 4
- Enthusiastic
- Exciting - 2
- Fun - 8
- Imaginative
- Inclusive
- Inspiring – 3
- Interactive -2
- Involved
- Lively
- Reinforces Gaelic language - 2
- Rewarding
- Therapeutic
- Traditional (sometimes)
- Varied

12. Please tell us about any music education training you have received before?

- None
- N/A
- None
- Some music workshops linked to dance
- Only one day council run workshop
- Private fiddle lessons
- Just uni inputs but valuable non the less

- Peeps practitioners training / creative skills training
- HC – active learning through music
- Attended an Artsplay session
- Artsplay session

13. Is there anything to do with music education that you would like included in the Music Matters CPD workshops?

Pitches

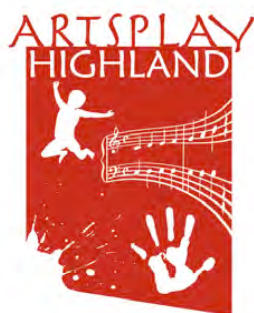
More on different instruments

N/A

Anything else

To be a bit shorter for nursery hard for children to stay engaged.

14. Is there anything to do with music education that you would like included in the Music Matters CPD workshops?



Music Matters
Parent / Carer and Child Questionnaire

Completed questionnaires

	Start	End
BSGI		3
Central	6	
Dalneigh	24	9
Merkinch - Group 4	9	
Merkinch – Group 3	8	
Merkinch - Group 2	12	
Merkinch - Group 1	11	
Tomnacross – Group 1	13	
Tomnacross – Group 2	7	
Invergordon		15
	90	27

1. Sings spontaneously on their own

	5	4	3	2	1
	48	16	14	3	
	59%	20%	17%	4%	
	5	4	3	2	1
	Strongly agree		Neither agree nor disagree		Disagree
BSGI	75%		25%		
Dal	56%	22%		22%	
Inv	67	20	13		

2. Sings spontaneously with others

	5	4	3	2	1
	21	24	18	3	1
	31%	36%	27%	5%	1%
	5	4	3	2	1
	Strongly agree		Neither agree nor disagree		Disagree
BSGI	75%	25%			
Dal	33%	11%	45%		11%
Inv	67	20	13		

3. Dances at home

	63 70%	17 19%	8 9%	2 2%	
	5	4	3	2	1
	Strongly agree		Neither agree nor disagree		Disagree
BSGI	75%		25%		
Dal	44%	56%			
Inv	93		7		

4. Copies others who are singing, dancing or playing instruments

	53 59%	22 24%	9 10%	5 6%	1 1%
	5	4	3	2	1
	Strongly agree		Neither agree nor disagree		Disagree
BSGI	75%				
Dal	45%	33%	22%		
Inv	93	7			

5. Makes up their own songs, dances or tunes

	45 50%	19 21%	18 20%	4 4.5%	4 4.5%
	5	4	3	2	1
	Strongly agree		Neither agree nor disagree		Disagree
BSGI	75%			25%	
Dal	34%	22%	22%	11%	11%
Inv	74	13	13		

6. Responds when music is performed – could be listening closely or dancing energetically

	54 61%	25 28%	8 9%	2 2%	
	5	4	3	2	1
	Strongly agree		Neither agree nor disagree		Disagree
BSGI	75%			25%	
Dal	67%	22%	11%		
Inv	73	27			

7. Listens to live music for short periods of time

	5	4	3	2	1
	27	28	22	7	5
	30%	31%	25%	8%	6%
	Strongly agree		Neither agree nor disagree		Disagree
BSGI 75%					25%
Dal	45%	22%	22%	11%	
Inv	33	33	27		7

8. Sings songs that you have never heard

	5	4	3	2	1
	36	23	17	6	4
	42%	27%	20%	7%	4%
	Strongly agree		Neither agree nor disagree		Disagree
BSGI 75%					25%
Dal	45%	33%	22%		
Inv	57	31	6		6

As a parent, what three words describe Music Matters

Initial	Conclusion
•	•Adventurous
•	•Actions
•	•Actions and movements - 2
•Amazing	•
•Amy liked the music	•
•Affective	•
•Balance	•
•Brilliant	•
•Challenging	•
•Confidence – building	•
•Creative - 2	Creative - 3 •
•Dancing – 10	•Dancing - 2
•	•Daring
•	•Developing
•Different - 3	•
•Educational – 4	•Educational - 3

•Encourages / Encouragement / Encouraging	•
•Energetic – 13	•Energetic - 5
•Energetic learning	•
•Energises - 2	•
•Engaging	•Engaging
•Enjoyable – 7	•
•Enjoys / Enjoyment – 2 / Enjoying to dance along	•Enjoyment
•Entertaining – 8	•
•	•Enthusiastic
•essential	•
•Excellent	•
•Exciting - 4	•Exciting
•	•Expression
•Fantastic	•
•Fab	•
•Fabulous	•
•friendly	•
•Fun – 55	•Fun - 17
•Fun learning	•
•Good / Good for children	•Good introduction to music
•	•Good exercise
•	•Good opportunities
•Great - 4	•Great
•	•Great fun
•Happy – 5	•Happy
•Helps to mix	•
•Important – 4	•Important - 2
•Inclusive - 2	•
•Inspiring - 6	•
•Instruments	•Instruments
•Interaction	•
•Interactive - 5	•
•Interesting – 3	•Interesting
•Learning – 5 / Learning about instruments	•Learning
•Life	•
•Listening - 2 / Helps them to listen	•

•Children get to hear live music	•
•Lively - 7	•Lively - 2
•Lots of fun	•
•Lovely	•Love
•	•Melodies
•	•More confidence
•	•Motivation
•Music - 2 / Music gives great enjoyment / Musical	•Making music
•Musical	•
•	•Needed
•New sounds	•
•	•Nice
•	•Participation
•Passion	•
•Patriotic	•
•Percussion	•
•	•Perform
•relaxing	•Relaxing
•Rhythm- 4 / Teaches them to rhythm / Encourages rhythm	•
•Singing – 7	•Singing - 3 •Sing
•Sociable	•Social - 4
•Song	•
•	•Sound
•	•Taking part
•Tone	•
•Traditional	•
•Truth	•
•	•Was fun

Three words your child would use to describe Music Matters

Initial	Conclusion
•	• Actions
• Amazing	•
• Awesome - 2	•

• Busy	•
• Clumsy	•
•	• Concert
• Cool - 3	•
• Counting	•
• Dance / Dancing - 21	• Dancing - 5
• Drumming	•
• Energetic 3	•
• Enjoys / Enjoyable 2	•
• Enjoys music	•
• Everyone can come and join in	•
• Everyone dancing together / Enjoyed the dancing	•
• Exciting – 4	• Exciting
•	‘Faireachdainn dannsa air’
• Fast - 2	•
• fine	•
• Fun – 59 “fun, fun, fun	• Fun – 15 • Fun, fun, fun
• funny - 4	• Funny - 2
• Good - 6	• Good – 2 • Good fun
• Good to listen to	•
• Great - 2	• Great
•	• Great fun
• Happy - 14	• Happy - 6
•	• I like strumming on the guitar
• Jumping around	• Jumping
•	• Laughter
• Learning	• Learned lots
• Like	•
• Liked the dancing	•
•	• Liza - 3
• Lively	•
• I love it ‘because I do’	•
• Loud - 5	• Loud
• Love the fiddle	•

•	• Lovely
• Love music	• Loved songs
• Music - 3	•
• Musical	•
• Nice – 3 / Nice music	• Nice
• New sounds	•
• Noisy - 5	• Noisy
• Party	•
• Play - 2	• Play time
•	• Playing the drum and banging on it
• Really enjoyed it	•
• Running	•
• Singing - 12	• Singing - 4
•	socair agus luath
• Soft noises	•
• Song - 2	•
• Spinning	•
•	sporsail
•	Talichte
• Thumbs up	•
• Too loud	•
• Tunes	•
• Very good – 3	•
• Warm	•

Is there anything else you would like to tell us about your child's involvement with Music Matters?

- **My child has gained in confidence and will sing more at home now**
- **Singing is helping his speech**
- *Has a great time / He **loved it** / She loved it today – thanks / Great course – my child loved it*
- *Thanks. **Need more** / Great project. The more sessions the better – all year round?*
- *I am delighted my child has been given the change to experience these workshops*
- *Was a good idea to involve parents, good fun*
- *I am very happy that my child attended this course. **It made her more music sensible.** Thank You! / Keep up the **fun work** / **Great fun way of learning***
- *She **looked forward to it** every week / My child talks about it at home and looks forward to Tuesdays*
- *Great to see **everyone taking part** / All eyes on him (show off). He loves it / She took a wee while to join in but enjoyed it / She is loving making music with other toddlers. It's great to see*

- She loved it very much **always singing and dancing** / She really enjoyed the music and dancing / My daughter loves music, loves singing and dancing; this will allow that love to grow / As this child's Nan I can see she loves music and dance
- He enjoyed it and had **fun dancing** / dancing suits his energy level / She really enjoyed being part of music matter and being involved in the dancing / Dances twice a week – street dance. Just bought a ukulele / She loves dancing
- **He loves music**, bagpipes in particular / She loves music / has expressed a lot of interest in music and would love to play the violin / He liked the sound of the instrument / Likes playing drums
- She **loves to sing** and make up her own songs and dance
- Our child has several musicians of varying ability and involvement in her family. She attends dance/ music classes. / Parents are both classical musicians. Hear singing, piano, recorder and violin on a daily basis./ I would love him to learn an instrument
- He **was shy** / A little shy / She has taken well to it however due to her being shy I'd like to see confidence building and see that expressed./ Sometimes it's really hard to involve her when there is a lot of people around that she doesn't know / Not much in joining in with the group but does take in songs and actions
- He likes Aimee / Freya talked about 'Amy' at home and sang me all the songs she had learnt

Appendix 9

Music Matters – Music Specialist Questionnaire

Please rate how far you agree with the following statements in relation to your work with Music Matters:

Job satisfaction

1. I feel I have a lot of input into how my work is done

Start: 5 (2)	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (2)	4	3	2	1

2. I am free to express my ideas and opinions about the work I do

Start: 5 (3)	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (3)	4	3	2	1

3. My work teaches me useful new skills

Start: 5 (3)	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (2)	4 (1)	3	2	1

4. I can develop, musically, doing this job

Start: 5 (2)	4 (2)	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (3)	4	3	2	1

5. I get a sense of accomplishment from my job

Start: 5 (2)	4 (2)	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (3)	4	3	2	1

Please tell us anything else you would like to about your job satisfaction as Music Specialist with Music Matters:

Start:
I'm very excited to be involved in this project – its gets with me philosophically, gives me the opportunity to work in a school (nursery) environment, and to work within an organization rather than purely private teaching ...great!

End:
I like that through time, my confidence has grown in the schools, and that the support network from colleagues has helped me to achieve this.

It is immensely rewarding to be able to teach music in a fun, holistic yet musically rich way in a state school / nursery environment, and have it be so genuinely appreciated by the children and staff alike. I'm very happy to be a part of this work.

Professional Practice

6. I am well prepared and organised for my music specialist work

Start: 5 (2)	4 (2)	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (2)	4	3	2	1

7. I have a strong sense of responsibility for the safety of myself and the children and young people I work with

Start: 5 (4)	4	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (3)	4	3	2	1

8. My music skills are relevant and up to date for the work I am doing

Start: 5 (2)	4 (2)	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (2)	4	3	2	1

9. I regularly reflect on and evaluate my work

Start: 5 (2)	4 (2)	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (2)	4	3	2	1

10. I am committed to my own continuing professional development

Start: 5 (2)	4 (2)	3	2	1
Strongly agree		Neither agree nor disagree		Disagree
End: 5 (3)	4	3	2	1

Please tell us anything else you would like to about your professional practice as Music Specialist with Music Matters:

Start:
I feel that the content and structure of the Artsplay Highland sessions are such that it keeps both tutor and children engaged and musically energised. The progression of individual children is also evident when looking at start to end of a block, with this being more pronounced as the blocks continue. This is hugely fulfilling to see how clearly music input, in a fun and active context, can enhance a child's confidence and social abilities.

I am a very conscientious person about anything I commit to, so this is no exception. Because this way of teaching and the age group are relatively new territories for me, I feel I have to spend a fair bit of time preparing, but this is time well invested

Such a brilliant opportunity and delighted to be a part of Artsplay, I feel it will really enhance my learning and professional development.

End:
I am always striving to learn new material that would work well in the environment. I have also looked into courses and classes and attending the ORFF International summer school in July this year.

I feel the last year and a half has been a steep learning curve and there have been many challenges, perhaps not so much musically, but more with regard to managing group dynamics, child behaviour, staff attitudes & approach, and the many diverse situations that arise from week to week. I feel that I've learned loads and grown in confidence in dealing with those situations but am very aware that I am learning all the time and hopefully adding to my toolbox of skills.

I'm keen to take up training opportunities and learn more, in order that I can deliver music sessions with originality and my own style, but also smoothly and effectively, creatively and professionally, whilst making music fun and memorable for children in a safe, happy and respectful environment.

I appreciate the opportunity to do this valuable and enjoyable work. I find it very satisfying and realise from staff feedback in certain schools, that the work we do in Music Matters is valued highly and appreciated.

I have just this month completed all my coursework for a level one certificate in Early Years Kodaly methodology, and will continue to develop skills and attend training in this and in similar, relevant methods. I have a good report with the children and really enjoy their personalities and progress.

Appendix 10

Music Matters – CPD session – Feedback Sheet

Monica and Emily

Date: 18/2/15 25 teachers

1 Please rate the following aspects of the CPD by ticking in the appropriate box

	Excellent	Good	Satisfactory	Unsatisfactory
Organisation of session	9	2		
Pre-course information	4	2	1	4
Any comments: <i>I did not know I was coming so sorry I was a bit late</i> <i>We never received information email fault I think</i> <i>Was not informed of course details</i>				
Accommodation	7	3		
Time keeping	9	2		
Relevance of training	8	3		
Any comments: <i>Some useful ideas to implement at nursery</i> <i>Very appropriate for group</i> <i>All very appropriate and will try hard to incorporate</i>				
Quality of exercises/materials	10	1		
Any comments: <i>Good mix of active and info. Great to get handouts – saves taking notes</i> <i>Great combination of styles to keep the session rolling along</i>				
The trainer	10	1		
Any comments: <i>Friendly</i> <i>Very enthusiastic – approachable</i> <i>Inspiring</i> <i>Enthusiasm is catching</i>				
Overall Impression	10	1		
Any comments: <i>Most enjoyable useful training session / Very relevant / Friendly fun session</i>				

2 What has been the most useful part of the training

- *Ideas given and how to develop them*
- *Different approaches / Learning different approaches to introducing / providing music to children*
- *Learning benefits which music sessions have on children*
- *Not to say 123 as count in*
- *App*
- *Lots of ideas*
- *Meeting other folk and sharing and learning. I'm new to this sector*
- *All*

- *Practical things to take away and use*

3 Would you recommend this CPD to colleagues?

Yes 11 No

4 Will you change the way you work as a result of this training

Yes 9 *Will try / Where possible* No 1 (*I will use some stuff*)

5 How will this training impact on the way you work in the pre-school? (home)

- *More music sessions*
- *Use music for more activities*
- *I will extend music sessions and have more confidence*
- *Can use the songs and possible resources in new ways*
- *Use ideas in my setting*
- *Use music activities in greater depth or more beneficial way*
- *I am going to use an app and 'froggy' game*
- *Knowing how to deliver a music training*
- *More confidence to try things*
- *Confidence and ideas*
- *Encouragement and ideas to bring more music into the lives of the children I work with*

6 Can you tell us how you think this training will help the pre-school children you work with?

- *More confidence in my work will benefit them*
- *Use music to impact their learning*
- *They will hopefully have a more interesting music session and have more variety*
- *New activities for us to experiment with – something they might not get the opportunity for elsewhere*
- *Support children development*
- *Allow children / help them to progress in all areas of learning*
- *Build music skills*
- *Quiet children will enjoy it and feel part of the group*
- *Its fun and will get them involved*
- *All round experience and development*
- *Communication!! Feeling of taking part!! Fun!!*

7 What further training / support relating to music in pre-school do you need or would you like?

- *More visiting sessions*
- *More instruments and equipment*
- *More courses*
- *New activities and ideas to deliver music*
- *More songs and movements*
- *Don't think I need formal training but would like to continue to learn – most enjoyable*
- *Have really appreciated being invited to this session. Thank you.*

8 Any further comments about any aspects of the training...?

- *The training is active and fun which is great*

- *Fun and facts*
- *More please.*

1 Please rate the following aspects of the CPD by ticking in the appropriate box

	Excellent	Good	Satisfactory	Unsatisfactory
Organisation of session	14	3		
<i>Gets you thinking, why and what learning objectives we give to our children, when offering musical activities</i>				
Pre-course information	2	9	2	
<i>I'm no good with directions!</i>				
Accommodation	11	2		
<i>Beautiful venue / Lovely place</i> <i>Lovely venue, maybe a little hard to find. / Lovely once found! Tranquil, lovely place/ Difficult to find</i>				
Time keeping	11	3		
<i>Ran exactly to time</i>				
Relevance of training	10	4		
<i>Some useful ideas to implement at nursery</i> <i>Very appropriate for group</i> <i>All very appropriate and will try hard to incorporate</i>				
Quality of exercises/materials	10	4		
<i>Some great music</i>				
The trainer	11	2		
<i>Lovely and enthusiastic. Really made the course fun!</i> <i>Excellent trainer. Very passionate about music.</i> <i>Explained clearly</i> <i>Very enthusiastic and experiences and helpful</i> <i>Very welcoming and fun filled! Indeedy doo... / Very friendly</i>				
Overall Impression	10	4		
<i>Given much to take away and think about and incorporate in children sessions</i> <i>Would defo return for another training session. Thank you Monica.</i> <i>Interesting. Lots of ideas</i>				

2 What has been the most useful part of the training

- Taken many pieces from throughout session
- The benefits of singing an introduction to a song / Explaining the relevance of doing an intro to a song
- Breaking the songs down and learning objectives
- Some new ideas. Breaking down a lesson plan was useful too. / Lesson plan
- Songs / Learning good ways to start songs with children and new songs
- Adding movement to song
- Just about thinking of the learning objectives before I start music sessions and how to extend them
- Thinking about the music sessions e.g. introducing songs using gross movements 1st

- *Singing groups in ...ready steady off we go...*

3 Would you recommend this CPD to colleagues?

Yes 14 No *It may be a good idea for all staff members to attend at least once, so we can all support each other and 'sing from the same sheet' during sessions.*

4 Will you change the way you work as a result of this training? Yes 13 Planning No 1

5 How will this training impact on the way you work in the pre-school?

- *It will allow me to pace the songs and introduce more build up activities.*
- *Singing will be more planned, rather than 'just happening'*
- *Introduce more music based activities*
- *I will think more about the way we sing songs and how to extend these and be creative with them.*
- *Using the ideas / New ideas – encouraging creativity*
- *Planning the music sessions more / Better prepared for singing*
- *We been more confident to lead music activities*
- *Hopefully I will be more confident in my enthusiasm to extend sessions with children and will have more ideas helped by examples and suggestions*
- *Give me a new insight to music*
- *Think more about the songs. How we use instruments*

6 Can you tell us how you think this training will help the pre-school children you work with?

- *It's fun and different. Very engaging! / Have fun with music*
- *It will give them more opportunities to be creative / It will encourage their creativity*
- *Children will learn musical concepts in a fun way.*
- *Being more confident to deliver music will hopefully make I more enjoyable for children*
- *Introduction of song – Are we ready, off we go*
- *Encourage them to focus on particular aspects*
- *Give them pride*
- *Will help the children become engaged and focused and learn through music*
- *Get the children more interested in the songs*
- *It will help build up their confidence*
- *Expanding experience of music and freedom in creativity*

7 What further training / support relating to music in pre-school do you need or would you like?

- *Any training would be highly beneficial / Any support for music very welcome*
- *Any new songs / music to be passed along to us. / Lists of songs, rhymes and words etc*
- *Visits from Artsplay Specialists, please / Having more specialists (Kodaly) in to see them working with the children. / Good to have a specialist take a session e.g. once a term – great for children and give us reminders refresh ideas*
- *Wider range of music experience*

8 Any further comments about any aspects of the training...?

- *Thank you. / Thank you for the opportunity to take part. Ps excuse my scroll. / Really enjoyed session.*
- *More songs / Keeping music alive and fun*

- *Very interesting!! Monica made it fun and loved all the games and singing. Excellent location – just right for a music course.*

