



## Musical Futures UK Survey: Results Summary

*An online survey was carried out during September/October 2013 among teachers in Wales, Scotland and Northern Ireland to establish the take-up and impact of Musical Futures since the pilots began in September 2011.*

**“I wish MF had been about when I first started teaching!”**

*Mairead Duffy, St Patrick’s Academy, Dungannon*

There are a total of 807<sup>1</sup> secondary/high/post-primary schools in Wales, Scotland and Northern Ireland: 215 in Northern Ireland; 376 in Scotland and 216 in Wales. The Musical Futures survey was completed by 92 music teachers, representing a sample size of 11% of schools: 38 responses from Scottish teachers, 29 from Northern Ireland teachers and 25 from Welsh teachers. Of the sample who completed the survey, 73 teachers were either using (64%) or planning to use (15%) Musical Futures. 19 (21%) were not.

This information can now be added to knowledge already held on the Musical Futures database, gained mainly from training course bookings and evaluations. From our database we have information that a further 132 teachers are either already using or planning to use MF approaches.

**Therefore in total 205 teachers in Wales, Scotland and Northern Ireland are either using or planning to use MF representing 25% of schools.**

Breakdown of coverage:

Country	Total no of schools	No of schools we know are using/planning to use MF	Percentage of total schools using MF
Scotland	376	85	22%
Northern Ireland	215	55	25%
Wales	216	85	39%

*Please note these figures are not definitive as information on our database may have changed since the point of entry.*

**“MF has changed my outlook on teaching and has had a positive influence on my department as a whole. It helps keep activities in the classroom fresh and current and pupils are very motivated. Excellent for including pupils of all abilities in one classroom and links very closely with delivering the four capacities.”**

<sup>1</sup> Total number of schools from various online sources and are approximate only

## Using Musical Futures

Common reasons for **not** using Musical Futures were that teachers hadn't heard of it (45%), that they were happy with the way their music department currently runs (23%), and other reasons involved not having support from line managers or not having resources or space to deliver it.

The majority of teachers have been using Musical Futures for two years or less, with the largest number (30%) using it for less than one year. 5% of teachers have been using it for three years, and 7% for four years (i.e. before the pilots began).

Only one teacher uses Musical Futures with post-16 students. The majority use Musical Futures with the 11–14 age range, with 5% using it with 10 year olds.

**“It is excellent to have a structured approach to a philosophy that I already applied in my own teaching.”**

*Margaret McCay, Thornhill College, Derry/Londonderry*

Encouragingly 53% of teachers run Musical Futures for an entire academic year, and all teachers who responded use a variety of Musical Futures approaches (see below). 27% use MF for one term or one unit of work, although 21% dip into Musical Futures for occasional lessons.

**“Has changed the way I look at music myself and the students find it far more accessible.”**

*Nia Edwards, Ysgol Gyfun Llangywnyd, Mid Wales*

There is a definite leaning towards the use of non-formal teaching approaches, which contrasts with when MF was being rolled-out in England and informal learning was the more prominent approach being adopted. This is most likely a reflection of classroom workshopping and band instrumental skills being built into all training courses, and increased numbers of resources and guidance for these approaches being available on the website. It is also interesting to note the numbers of teachers stating they are applying MF principles to existing schemes of work: a potential sign of teachers feeling able to innovate with the approaches, and think more broadly about how they could use the pedagogies to refine and improve their existing programmes.

<b>Musical Futures Approach</b>	<b>No of teachers using approach</b>	<b>% of teachers using approach</b>
Band instrumental skills	51	21%
Classroom Workshopping	46	19%
In at the Deep End	39	16%
Applying MF principles to existing schemes of work	26	11%

Informal Composing	20	8%
Modelling Aural Learning	12	5%
NUMU	12	5%
Find Your Voice	9	4%
Informal learning with other musics	8	3%
Mf Approaches to non-western music	7	3%
Transition project	7	3%
Image Junction	2	1%

*\*Please note all teachers stated they used two or more approaches with their students*

**“I have found MF is useful in creating and inclusive environment but still place value on my SOW as it leads into my GCSE spec and gives a wider spectrum of musical influence.”**

*Hayley Toms, Glan Afan Comprehensive School, South Wales*

**“A genuinely innovative way of teaching whole-class music to students with a range of musical abilities and experiences. All students further develop their musical skills regardless of their starting point.”**

*Catherine Alexander, Immaculate Conception College*

## Impact on students

Teachers were asked to complete a series of statements on the impact of MF on their students. There is clear agreement relating to statements around engagement, motivation and confidence. There is less agreement around the extent to which MF develops certain musical skills, attainment and attendance, although the levels of agreement in MF’s favour are still high.

Question	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
MF has improved student engagement	33 (56%)	23 (39%)	3 (5%)	-	-
MF has developed musical skills among students	23 (39%)	32 (54%)	3 (5%)	1 (2%)	-
MF has raised student self-esteem and confidence	23 (39%)	29 (49%)	7 (12%)	-	-
MF helps to develop composition/improvisation skills	12 (21%)	22 (39%)	20 (35%)	3 (5%)	-
MF helps to develop performance skills	27 (47%)	27 (47%)	3 (5%)	-	-
MF helps to develop listening skills	16 (28%)	34 (59%)	7 (12%)	1 (2%)	-
Students have a more positive attitude to music in MF lessons	25 (42%)	30 (51%)	3 (5%)	1 (2%)	-
MF has improved behaviour in music lessons	13 (23%)	25 (44%)	16 (28%)	3 (5%)	-
MF has improved motivation in music lessons	21 (36%)	32 (54%)	6 (10%)	-	-
MF has improved attendance in music lessons	4 (7%)	7 (13%)	37 (66%)	6 (11%)	2 (4%)

MF has improved student attainment in music lessons	12 (21%)	25 (43%)	20 (34%)	1 (2%)	-
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In terms of resources, 93% stated that the Musical Futures teacher resource pack has been effective with enabling them to implement MF in their schools, with the remaining stating they hadn't used it. 84% of teachers had explored the MF website and used other resources found there. 92% of teachers who responded stated they had been on a Musical Futures training course.

**“It is an amazing scheme that has rejuvenated my lessons, which in turn has improved attainment and uptake at KS4 and provided me with the first meaningful training for years...for free!”**

*Ellen Evans, Bryngwyn School, South Wales*

**“MF has transformed the way I teach, the pupils are so much more engaged in learning and music making.”**

*Fiona Black, Dunfermline High School, Fife*

**“Just love it! Makes so much sense and makes teaching and learning a better experience for everyone.”**

*Anne Rushforth, St David's High School, North Wales*