

THE EDUCATIONAL INSTITUTE OF SCOTLAND

Instrumental Music Teachers: National Qualifications in Music

Report, March 2017

The 2016 AGM passed the following resolution:

"That this AGM instruct Council to recognise the importance of Instrumental Music Teachers in delivering National Qualifications in Music and to campaign for instrumental music to be regarded as part of the core curriculum."

The Instrumental Music Teachers (IMT) Network discussed this resolution at its meeting of 8 September 2016.

It agreed that in order to take forward this resolution, it would be necessary to devise a campaign rationale and strategy. A first step would be to undertake a survey of EIS IMT members, to ascertain in detail the role played by IMTs in delivering NQs in Music, and to gather information about the value of instrumental music, in order to support the development of a campaign rationale.

Survey of IMT members

A survey was drafted and the draft discussed by the IMT Network at its meeting of 18 January 2017. It was agreed that, subject to some amendments being made, and approval received from the General Secretary, the survey could be issued in early February, with a closing date in March. The survey was sent to 383 IMT members on 7 February 2017. It was issued primarily through the online survey tool, surveymonkey, but paper copies were also made available.

In total, 125 IMT members completed the survey. This is a response rate of 33%, which is an excellent response rate for an online survey, and higher than was anticipated. In addition, there was a good response from across Scotland, with members with 25 local authorities taking part, and from a range of disciplines and sectors. Also, respondents made a wide range of remarks in the open comment fields, which gives a good body of evidence to work with in taking the issues raised in the resolution forward.

IMT role in delivering NQs

Members indicated in high numbers that they play a role in delivering NQs in Music, through various activities. There was significant consensus about some aspects, e.g. 94% of IMYTS said that they source and research materials, 94% said that they rehearse with or accompany learners in exams, and 90% said that they have a role in advising on a performance programme (see table of survey results below). Members also made a wide range of comments about other ways

in which they contribute to NQs, including “recording performances for assessment bank/evidence”; “producing learning materials tailored to individual pupils needs that cannot be bought (e.g. coloured pages for dyslexic pupils, larger print for visually impaired pupils etc.)”; and “directly deliver 60% of many SQA learners' entire SQA music awards (through preparing their performances on two elements of practical music requirement).”

IMT members’ role in delivering NQs in Music

Deliver instrumental tuition	99%
Nurture young learners by providing musical opportunities	95%
Ensure continuous practical examination assessment is undertaken	79%
Source and research materials	94%
Produce & maintain learners’ timetables	87%
Produce an individual forward plan for each learner	69%
Provide a weekly/regular update to progress diaries for each learner	82%
Rehearse with or accompany learners in rehearsals and exam performances	94%
Compose / arrange/ transpose music, including backing tracks, for use during lessons, performances, and practical examinations	85%
Liaise with learners' classroom music teacher(s) and parents, regarding learners’ progress, attendance & behaviour	97%
In partnership with the classroom music teacher, ensure that relevant materials link up with classroom projects to enhance the CfE framework	68%
Advise on listening / viewing materials and reinforce classroom concepts on listening	84%
In partnership with learners’ classroom music teachers, agree on a performance programme, in line with SQA guidelines	90%

Instrumental Music as core curriculum

Members were also asked a question to contribute to devising a campaign rationale for the inclusion of instrumental music in the core curriculum. The question was,

"In your view, how does attending Instrumental Music lessons contribute to raising learners' attainment?"

Members contributed a wide range of responses, such as:

- "Instrumental music enhances self-confidence, good social skills. It creates self-motivation, discipline and many other life skills."
- "Learners gain enhanced levels of concentration and self-discipline, as well as gaining access to wider opportunities which further teamwork and cooperation with others."
- "Instrumental music supports all elements of CofE in today's curriculum as a result, attainment for pupils receiving instrumental lessons is raised due to the significant developmental benefits of learning to play a musical instrument. Furthermore, the benefits to other non-instrumental pupils in schools are far reaching."
- "There is now a growing body of evidence that learning to play a musical instrument or sing aids and improves learning in both numeracy and literacy. Learning also improves cognitive ability, social skills and a big impact on the health and wellbeing of the pupil or young person. Through performance opportunities, pupils and young people develop their own self confidence whilst at the same time develop their understanding on setting targets and working to set timeframes."
- "Besides the numerous studies worldwide showing the links between instrumental music lessons and academic attainment, I see the evidence on a daily basis of pupils gaining confidence and growing in self-esteem."

Emerging issues

Further, members were asked,

"Are there any emerging issues in your Local Authority relating to Instrumental Music Teaching that you think it would be useful for the EIS IMT Network to be aware of?",

and a wide range of remarks were shared, which will help to assist in developing the IMT Network's focus as it moves forward with this resolution.

Next steps

The IMT network will consider the survey findings in depth at its meeting of 25 April 2017, and will make recommendations as to next steps thereafter.