

## Current Music Research

**Source:** Mark Phillips HMI: An update from Ofsted (Music Mark webinar)

**Date:** 2021

**Summary:**

- Three interdependent elements: technical, expressive and constructive (not three silos)
- Technical - incrementally building knowledge of music technology, technique (e.g. singing posture) and technical systems for notation
- Constructive - using knowledge of music to deconstruct, reconstruct and construct
- Expressive - applying technical and constructive knowledge

**Source:** Daniel Willingham (Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What it Means for the Classroom)

**Source:** Charanga (primary music scheme)

**Date:** 2016

**Summary:**

For testimonials and impact research, please visit:

<https://charanga.com/site/survey-reveals-major-positive-impact/>

**Date:** 2009

**Summary:**

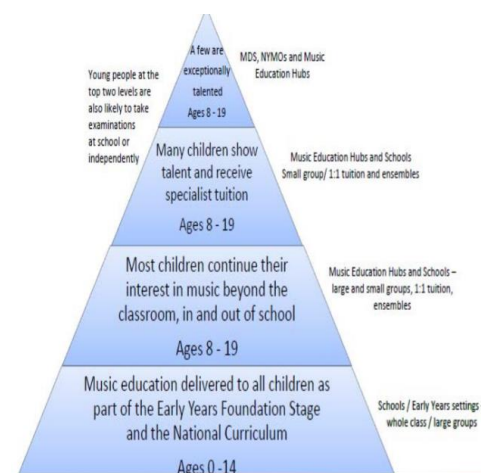
- A classroom informed by cognitive science consists of the 'must haves' (child's states of mind) and the 'could dos' (the teacher's behaviours that alter the child's states of mind)
- Music 'must haves': factual knowledge of vocabulary, proficiency is impossible without practice, progress requires feedback
- Music 'could dos': retrieval practice, interleaving and comparing examples

**Source:** D. Henley (Henley Review)

**Date:** 2011

**Summary:**

- It is vital that clear progression routes be made available to those children who show an aptitude for playing a musical instrument. For the most talented, these progression routes should take them from an initial Wider Opportunities programme, right through to the Music and Dance Scheme, which provides children with opportunities for learning and performance at the very highest level. If we see this aspect of Music Education as a pyramid, with Wider Opportunities at its base and the Music and Dance Scheme at its pinnacle, then at present, there is a good deal of focus on those children who receive entry level Music Education and also on those who have reached the very top. However, more focus needs to be applied to helping children to make the journey that is appropriate for their skills from the base of the pyramid towards its peak.



- There are elements of both the Sing Up and In Harmony programmes which could form a basis for the development of a music-led model upon which schools could choose to spend their pupil premium funding. Both programmes show evidence that singing and instrumental tuition can help to improve children's academic performance in other subjects, as well as increasing their social skills.