

PLEASE ADD ADDITIONAL COMMENTS HERE IF YOU WOULD LIKE TO.



new dynamics of ageing
a cross-council research programme



Leading education
and social research
Institute of Education
University of London

MUSIC *for* LIFE PROJECT

PLEASE READ THIS

- Thank you very much for agreeing to participate in this research.
- The research aims to establish some of the benefits and challenges of facilitating musical opportunities for older adults.
- This questionnaire is divided into three sections. The first is about your background. The second is about your teaching or facilitating experiences. The final section explores your professional satisfaction, which is an important part of this project.
- Your name is for our records only. The information you provide will be reported anonymously and any personal details you provide will be stored securely.
- Feel free not to answer a question or questions if you would prefer not to
- There is space for additional comments at the end of the questionnaire

Please write either a contact telephone number or your e-mail address here if you would be willing to take part in an interview or focus group at a later date.

E-mail.....

OR

Tel..no

MANY THANKS FOR YOUR HELP



SECTION 1

(Please use block capitals)

First name..... Last name.....

Age.....

Male ☐ Female ☐

I would describe my ethnicity as.....(e.g. Black British)

Please write here any relevant qualifications you have, including graded music exams. Leave this section blank if you do not have any.

Please list instruments played (or voice if a singer) and give an indication of the level you would say you have reached in each.

[illegible]

SECTION 3

The following questions are about professional satisfaction. Please tick **one** option for each statement.

		Not at all true			Somewhat true			Very true
		1	2	3	4	5	6	7
1.	I feel like I have the scope to contribute to decisions about how my job gets done.							
2	I really like the people I work with.							
3	I do not feel very competent when I am at work.							
4	People at work tell me I am good at what I do.							
5	I feel pressured at work.							
6	I get along with people at work.							
7	I pretty much keep to myself when I am at work.							
8	I am free to express my ideas and opinions on the job.							
9	I consider the people I work with to be my friends.							
10	I have been able to learn interesting new skills on my job.							
11	When I am at work, I have to do what I am told.							
12	Most days I feel a sense of accomplishment from working.							
13	My feelings are taken into consideration at work.							
14	In my job I do not get much of a chance to show how capable I am.							
15	People at work care about me.							
16	There are not many people at work that I am close to.							
17	I feel like I can pretty much be myself at work.							
18	The people I work with do not seem to like me much.							
19	When I am working I often do not feel very capable.							
20	There is not much opportunity for me to decide for myself how to go about my work.							
21	People at work are pretty friendly towards me.							

[Section 2 continued]

The following statements are about your views on leading musical activities. Please tick one box to indicate the extent to which you agree with each statement.

		Strongly Disagree	1	2	3	4	Strongly agree
1.	Successful leaders of musical activities set clear goals for their participants.						
2	In order to gain the most from musical activities participants should be encouraged to practise as much as possible.						
3	Successful leaders of musical activities provide unambiguous feedback to the participants about their performance						
4	Leaders of musical activities can only be successful if their participants practise for many hours each week.						
5	Leaders should encourage play and exploration as essential elements in the development of effective musical activities.						
6	High self-motivation in participants is not important if the teacher is skilled.						
7	It is important that the leader has high status as a performer.						
8	Success in musical activities depends on having an expert leader.						
9	Specific tasks in music making have to be closely matched to the ability of the participants.						
10	Successful leaders of musical activities often take opportunities to listen to their participants.						
11	A successful leader explains the relevance of specific tasks to participants.						
12	It is important for the leader to allow choice in the repertoire to be learned.						
13	Successful leaders of musical activities provide excellent models of what is to be learned.						
14	The participants need to be set tasks that are challenging, but not too difficult.						
15	It is important to receive praise from the leader of the activity.						
16	Successful leaders encourage participants to take responsibility for their own learning.						

SECTION 2 LEADING MUSICAL GROUPS

List here the activity or activities that you lead at **this** centre

(please include the approximate age-range of participants or learners)

List here any other leading of musical groups that you are doing at the moment **not at this centre**

(please include the approximate age-range of participants or learners)

Briefly list here previous experience of leading musical groups

(please include the approximate age-range of participants or learners)

Total number of years' experience of leading musical groups

Total length of time you have worked at this centre

Please give up to three reasons why you became involved with leading musical groups **at this centre**

Reason 1

Reason 2

Reason 3

[Section 2 continued]

Thinking about leading musical groups at this centre (leave blank anything that is not applicable to you)

1 What **benefits** do you think there are for the following?

a) For you, leading the music activity/activities

b) For those taking part, being part of a musical activity

c) For you, leading inter-generational activities

d) For those taking part, being part of inter-generational activities

Still thinking about leading musical groups at this centre (leave blank if not applicable to you)

2 What **difficulties or challenges** do you think there are for the following?

e) For you, leading group activities

f) For those taking part, being part of a musical activity

g) For you, leading inter-generational activities

h) For those taking part, being part of inter-generational activities

[Section 2 continued]

Still thinking about your leading of musical groups at this centre (leave blank anything that is not applicable to you)

3 Briefly outline any ways in which you have adapted your strategies or materials for the different aged participants.

4 What musical preferences do the participants have and to what extent would you say that you take them into account when planning the sessions?

5 What would you say is/are the main reason/s for people taking part?

6 What barriers might there be, do you think, to people taking part and how might they be overcome?

7 Are there any things you would like to change about the activity you facilitate, and if so, what and how?