

Appendices

Appendix 1: End of 'electives fortnight' summary

Music in the Outdoor Environment throughout the Foundation Phase



Ryan Colebrook
BA3 Electives

Area for research

- ▶ Initial research area influenced by personal interest - Music
- ▶ Initial ideas:
 - ▶ Impact of music on pupil health and well-being
 - ▶ Music and additional learning needs
 - ▶ How is music really taught in the primary school?
- ▶ Pontarddulais - Asked by Estyn to prepare a case study on their 'purposeful use of the outdoor areas' (Estyn, 2018)
- ▶ 'Can music be facilitated effectively in the foundation phase in the outdoor environment?'



Nursery - Mrs [REDACTED]

- ▶ Limited personal experience in a Nursery
- ▶ Important for development of:
 - ▶ Personal and social skills
 - ▶ Speech and language
 - ▶ Recognising numbers
- ▶ I was unaware of the importance of music in the foundation phase (FP) until I spoke to Mrs [REDACTED] and saw the children singing and exploring different sounds

Music in Nursery

- ▶ Constant opportunities to sing as a class and work together meeting government guidance for children to 'take part in singing to work with others and think creatively' (DCELLS, 2008)
- ▶ Eager and enthusiastic to perform on the stage with accompanying instruments
- ▶ Children are given opportunities to explore instruments as well as other objects and natural resources to make different sounds - meeting FP creativity guidance



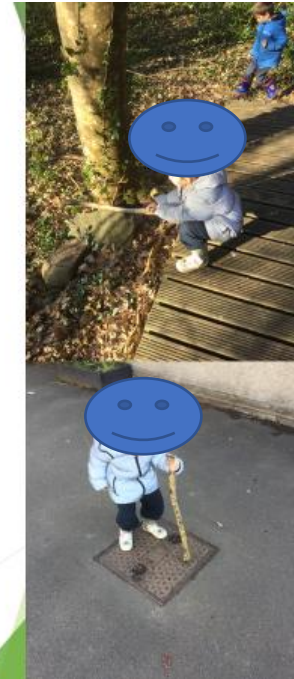


Reception - Mrs [REDACTED]

- Different personal experience – not seen such resources in previous schools
- 'Fine tuning' listening skills (Play Notes, 2018)



- Children explored different natural materials and how they can make different sounds using the same stick



Year 3 - Outside - Miss [REDACTED]

Create lyrics relating to Romans to a tune / rhythm they have learned including sounds using outside resources

- Stronger behaviour management required to remain on task
- A range of materials allowed different sounds to enhance their performance
- Confidence was greater possibly due to greater involvement, excitement and different senses being used for familiar objects (DCELLS, 2008)
- Lyrics more meaningful to what they had learned about the Romans
- Musical elements were implemented (different dynamics, rhythms and textures)
- Groups – most pupils wanted to use the different materials and decide how they were used



Year 3 - Inside

Create lyrics relating to Romans to a tune / rhythm they have learned including body percussion

- ▶ Behaviour was as normal
- ▶ Children had limited sounds and instruments with only body percussion
- ▶ Confidence of performance was limited
- ▶ Children's lyrics were not directly related to Romans
- ▶ One child predominantly took charge and decided on the uses of body percussion

Conclusion of findings

- ▶ Children believe music does have a place in the outdoor environment as it is:
 - ▶ Fun and engaging
 - ▶ Exciting and they are determined
- ▶ Children would like to use natural resources to make their own instruments e.g. 'I would get sticks, logs and string to make my own guitar with my own strings'
- ▶ I have found being outside:
 - ▶ Removed noise restrictions
 - ▶ Encouraged creativity
 - ▶ Boosted confidence and self-esteem
 - ▶ Includes wider musical elements
 - ▶ Encouraged own exploration



Thank you and all the pupils and staff at
 Primary School for your
support and engagement in my research

Speech for presentation

Introduction

Good morning all,

I'd like to take this opportunity to thank you all for welcoming us into your school for us to undertake our electives experience to gather research and data to inform our findings.

Area for research

With a personal interest in music and musical background, I thought it would be a good idea to research into this somehow, although I was unsure as to which route I wanted to focus in on. I thought about the effect's music can have on pupils health and well-being, how music can help children with ALN and simply by itself, with how is music really taught in the primary school?

On finding out where I would be undertaking my electives experience, here at P, I decided to have a look at your inspection report to see your strongest areas found by Estyn that I could link to music and its delivery. From here, I found that you had been

asked to prepare a case study on your use of the outdoor areas. Therefore, I decided upon the question 'Is there a place for music in the outdoor environment?'

Nursery

On finding out about being placed in the Nursery, I was quite nervous as I have had very limited time in a Nursery class as a key stage two specialist. However, in the time I have spent in the Nursery classes here, it has allowed me to see the importance of Nursery to children's education. It is important for the children to develop their basic personal and social skills, speech and language and recognition of numbers before being able to go into further formal education.

I was unaware of the importance of music in the foundation phase until I was recommended to look at the government's creative development report and saw the children engaging in singing with the class and exploring different sounds.

Music in Nursery

Government guidance for creative development in the foundation phase which states that 'children should take part in singing to work with others and think creatively' has been seen daily, and not only in the Nursery. It was clear early on in the electives that children are given many opportunities to sing together and develop their musical skills in addition to many others. Children also perform on the stage using their song of the week to develop their use of phonics as well as exploring different sounds from using man-made instruments as well as other objects and natural resources on their stage where they can explore without disturbing others.

Reception

A visit to the forest was an important experience for me as I have not seen such resources in any other school I have visited. During a lesson in the forest with reception, I took the opportunity to work with a group of learners listening to their surroundings as research has suggested that the use of the outdoor environment is important for 'fine-tuning' listening skills as it allows different sounds to be listened to and requires deeper concentration. This was also evident in one pupil's exploration into how one stick could make different sounds by banging against different materials.

Year 3 - Outside

In this lesson, children had to create their own lyrics to a tune they had previously learned and use the resources around them to add percussion. Working outside meant that children were more excited which meant their listening and behaviour skills were not as they normally are. This meant that children had to be reminded to get back on task multiple times and not just be hitting the instruments with no aim.

The range of materials meant children were not limited to the use of their body for percussion. As a range of materials was set out in the area for them to use, as well as any other materials they found, children enhanced their performances by including rhythms and patterns on a variety of instruments.

Confidence is influenced by many things such as pupils' involvement and excitement. As mentioned below, group collaboration was greater with more pupils taking an active role in the planning of the performance, children had more involvement and therefore had greater confidence in their performance.

Musical elements were also met greater in the outdoor session as they were able to include a range of dynamics, rhythms and textures to their performance developing skills within the music curriculum.

Year 3 – Inside

A similar lesson was undertaken inside, where a range of materials was not available, the pupils used body percussion. Unlike the outside lesson, the behaviour of the pupils was normal and did not require extra reinforcing to ensure pupils remained on task. This may be due to the children not having the distraction of the irregular materials and therefore remaining on the directed task. A limitation to their confidence may be in opposition to why the outside groups had greater confidence and their collaboration. As one child took the main lead deciding on the percussion patterns and rhythms, other pupils did not have such a feeling of involvement or excitement towards their performance.

Conclusion

In interviews with children, it was evident that children believe that music does have a place in the outdoor environment. They told me how music can be developed further

as they are more engaged in their work and they can be more creative with their ideas, which suggests that they are therefore becoming more confident in what they are doing and become determined to do their work to a high level. From interviews and questionnaires, staff have agreed with what the children have said. I have found that it will be beneficial for me to further develop the use of the outside environment to deliver music lessons in my future practice.

Thank you

I am very grateful for the opportunity P Primary has given me and I would like to thank you, all the staff and pupils for your help and support during my time here.

Appendix 2: Authorised ethical approval



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APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Ryan Colebrook		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	SWWCTE: Yr Athrofa		
Campus:	Carmarthen		
E-mail address:	1600198@student.uwtsd.ac.uk		
Contact Telephone Number:	07512758132		
For students:			
Student Number:	1600198	Undergraduate	☒
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
		Date			
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐			
	Faculty Research Committee	☐			
	Other (write in): Module Coordinator, ECAD6003, ITET	☒	08/02/19		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.



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SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the bounds of the normal classroom and in accordance with Yr Athrofa school guidelines consent as per Yr Athrofa letter.	☒
The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research (2018)	☒
The research will adhere to the university research guidelines.	☒
The research will adhere to the EWC (Education Workforce Council) research guidelines.	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Can Music be taught effectively to children in Foundation Phase in the outdoor environment?		
Proposed start date:	11/02/19	Proposed end date:	29/04/19
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The research project aims to explore if music can be taught effectively to children in a foundation phase setting in the outdoor environment. The research aims to capture the views of our current generation of practitioners, students and other professionals in teaching Music effectively in order to contribute to an informed dissertation regarding the true value of Music in the primary classroom. The primary research that I wish to undertake will provide a brief insight into can Music be taught effectively outside of the classroom? In doing so, questions such as - what could the potential impact of teaching Music outdoors have on aspects such as creativity, engagement, skills progression and confidence will be explored. Some existing researchers have already discussed such possible correlation (French, 2011) and the relationship between Music and Outdoor Education. If initial indications are proven to be successful - how was this achieved? and if initial indications find that it is not taught effectively outdoors - what could the barriers be for this method of delivery? Busby (2018) found that a lack of funding to Music in education meant that Music is slowly becoming only available to those who can afford it. Therefore, could this research project offer an accessible method of delivery that all teachers could deliver in order to capture children's imagination and Musical delights.			

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Interviews – A group of children (possibly from different FP and KS2 classes) will be involved in a semi structured interview where they will be invited to respond to key questions. For example, how does this piece of Music make you feel? Do you play an instrument? Are you given opportunities to learn how to play an instrument? The children will be in an informal setting within a familiar space where they are comfortable, and I will make notes of their responses with their permission. The children will not be forced into participating and no direct individual questioning will take part if a child does not wish to respond. **Exit:** All children will be asked if they wish to take part. The children will use a smiley or sad face to indicate if they are happy to answer a question or not. If at any point they wish to leave the interview or withdraw, then they may do so. I will check on the children's feelings regularly. No names will be used within my findings.

I will interview different members of staff within different schools and those who work within the music service (e.g. Peripatetics). I will conduct an interview with the Music coordinators within different schools to gain an understanding of their relationship and thoughts to Music education and how they use Music to build the health and wellbeing of children.

Observations – I may observe different classes undertaking Music lessons and note their responses to music during different subject lessons. The lessons observed will be undertaken by the class teachers (or other members of staff where applicable, e.g. Peripatetics) which will also enable me to observe good practice. I may make a note of the children's engagement during different sessions as a result of different 'experiments' being undertaken and record the information in my observational book. For example, I may be able to see how children respond to a piece of rock music being played in the background whilst undertaking maths work, compared to how they respond with a piece of classical music being played. Both the children and class teacher will have access to the diary for that particular session or any other sessions in which they are involved. However, they will not have access to any notes recorded from sessions in which they were not involved. **Exit:** Following the observation, I may share my notes with the staff and pupils involved. They will have the opportunity to tell me if they are happy for me to include their data in my findings or if they would like me to remove them from my notes.

Video / Audio recording – I may record certain teaching and learning encounters that I believe will contribute towards my research project. Taping will be conducted during group or individual tasks / interviews (with the interviewees permission) and later utilised to contribute towards my discussion and synthesis. Photographic evidence may also be collected with the permission of the school, and individual pupils and ensuring school guidelines are met. I will ensure that if there are any children who are not to be recorded, they will not be included. Prior to all recording / photographing, permission will be gained, and I will act in an ethical manner throughout.

Questionnaire – Depending on the children and staff's responses throughout the research, I may create and administer questionnaires if I believe this will assist me in gathering quality data. Throughout the creation of the questionnaire, I will adhere to and follow the training provided by the university during my second year of study when the design and distribution of a questionnaire was necessary for a specific module. The questionnaire may focus on qualitative or quantitative data, or both, depending on its focus. Furthermore, the questionnaire may be administered to learners, staff, or both. If a questionnaire is necessary, then participants will not be required to list their name or personal information. However, they may be asked to share their status in the school (e.g. staff, pupil)



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if the questionnaire is completed by both learners and staff and a participant's role is significant to the analysis.

A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will be distributed via physical means only. Once participants have completed their questionnaire, their response will be gathered and placed within the response pool for analysis. For the questions posed within the questionnaire, there will be numerous ways for the individual to respond. This includes provided answers to the questions to gather quantitative and quality of data with the option, if necessary, for the individual to further comment their opinion or experience. **Exit:** Before the participant submits their questionnaire, they have the right to retain their response. However, once I receive the participant's response and it is added to the pool there will be no fairer means of identifying their response in order to return it to them. This will be explained in the cover letter.

Learning walk – To support my research, I may conduct a learning walk through the school to observe displays and discuss certain aspects of provision with members of staff or pupils. These learning walks may be self-directed or facilitated by a learner, group of learners, or member of staff. **Exit:** Prior to conducting the learning walk, I will obtain consent from a member of staff. Prior to evidencing the walk (by means of written, photographic or audio methods) I will ask the participant who hosted the walk for their consent to use the information they provide in my research.

Examples of pupils' work - Where I feel examples of people's work with supports my research, I may request samples. **Exit:** prior to gathering samples of work, I will ensure that I have the class teachers' consent and the consent of the people to which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.

Talks with members of consortia – Within regional consortia individuals are assigned positions where their role is to supervise designated areas of education provision, curriculum, development and well-being. Members of consortia retain a wealth and breadth of knowledge which may relate to my area of research. Therefore, to support my research I may contact members of consortia to gain information. Methods to gain this information may include in-person interviews, telephone interviews, or written correspondence. **Exit:** where research is sourced from members of consortia, the same procedure to ensure consent confidentiality and data protection will be adhered to. Furthermore, if members of consortium wish to withdraw their response, then they will have the opportunity to do so at any time.

Conduct intervention trials and observe outcomes – Depending on the initial research findings, the author may create a trial and intervention with people. If this is the case, I may wish to record the intervention practice and the outcomes of the intervention utilising the research methods listed above. Additionally, I may interview and record participants' opinions with respect to the intervention. **Exit:** Pupils will participate in the trial/intervention on a voluntary basis and can withdraw from the trial/intervention without notice. Additionally, the participants' well-being will be monitored throughout the trial/intervention.

At no time will children's and adults' names be recorded.

Location of research activity

Identify all locations where research activity will take place.

The proposed study/research activity will be conducted in a large primary school and the partnership primary school. It may also involve a city music service and their members of staff such as peripatetics. Research will also include the school, in which I will conduct my professional teaching experience 3 from March 18, 2019 until June 2019. I do not yet have the name or location of this school as school details have yet to be released by faculty.

(this box should expand as you type)

Research activity outside of the UK

July 2017

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Ethical Approval Form v6



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If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

No research activity will take place overseas. Only reports and other written materials will be used which have been undertaken overseas may be included within my findings.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☐	☒

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.



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SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☒	☐
Others (please identify):	☐	☒

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

Estimated number of participants is around 60 children will be aged between 3 to 11 years old. However, this number may be subject to change. Additionally, headteachers, teachers, support staff, school staff, music service staff and staff of any other schools I require information from will be invited to participate in the research.

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

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Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? No
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information The risk to participants is that they will be involved in the research without consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research I will explain to the children and staff that they have the right to withdraw I can leave the research or expressed that they do not wish any data to be used, at any time. For example, I will ask the children if I can use their answers from the interviews in my research and share my notes. I will also monitor the children's well-being and stop any activity if any child or adult is becoming upset or uncomfortable. (this box should expand as you type)
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities Not applicable (this box should expand as you type)
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest The risk to the researcher is that I may be accused of unprofessional practice. I will manage the rescue by adhering to the BERA guidelines and following my plan of ethical practice. (this box should expand as you type)
University/institutional risks



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For example: adverse publicity, financial loss, data protection

There should be no risk to the University if I manage the risk to the participant and the researcher as detailed above. I will conduct the research and represent the results honestly. I will always comply with ethical, legal and professional frameworks obligations and standards as required by the statutory and regulatory authorities, as well as with the University research integrity and ethics code of practice

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

I will manage the rest by adhering to the BERA guidelines and following my plan of ethical practice. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with universities research integrity and ethics code of practice.

Loss of data – Upon collection of research I would assume full responsibility for the safekeeping of the data. To ensure the participants responses safe it will be kept in a folder on my person and until my research has been analysed and utilised at which time the data will be destroyed.

If in the event that a participants responses last of the fault of the author or a third-party and the individual will not be identified as no personal details are listed on the questionnaire or any notes taken from interviews or observations

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Has a DBS certificate been obtained?

☒
☐
☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participants as it is not relevant for the research. If the participants request feedback from the response there now, as the author, will provide a summary of the data collected.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Participation consent – children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaken, providing reasons and rationale behind the research. However, I will verbally ask children identified to participate whether they wish to participate, for example I would use 😊 is to support the children. If the happy face is shown, then I will know they are happy to take part. If they show the sad face, then I know they are not willing. This will be an individual exercise so that the children are encouraged to respond honestly with their interest and well-being in mind. Children will also be informed that they can approach me at any time and discuss the contribution to the research project and explain whether they wish to participate or not.



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Participation consent – adults

For the class teachers, Other staff members, headteachers, or music service staff, I will ask them to sign the document if they agree to take part in the research. If they are not willing to sign this document, then I shall not use them in my research. The consent form would include a box for the participant to take if they agree with the statements, for example, I confirm that I have read and understand the information sheet dated the 11th of February 2019 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary advice I am free to withdraw at any time, without giving reason. I understand that any information given by me may be used in future report, articles of presentations by the research team. I understand that my name will not appear in any reports, articles or presentations. I agreed to participate in the above study.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents et cetera. Only non-identifiable summary/aggregate data can be provided in this way.

I will also place a statement on the consent form indicating "if you decide to remain anonymous maintaining your and anonymity will be a priority and every practical precaution will be taken to disguise your identity/if you prefer anonymity, there will not be anything identifying information on audiotapes and transcripts without your prior consent. All materials generated from this or any interview remain confidential".

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or	☐	☒



PG2 / E1 FORM

(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.		
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
Confidentiality will be upheld by not request 10 participants names on any piece of data collected. Data will be stored in a locked cupboard and password protected computer. Any correspondence between my tutor and myself will be through a password protected email account.		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
The researcher, Ryan Colebrook. The individuals who have been part of the research will have access to any notes made during a session in which they were present or from interviews. (this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:



PG2 / E1 FORM

The researcher, Ryan Colebrook.

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Participants to provide responses will have the data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed so that there is no physical trace of the data. This process will also be in accordance to the data protection act (1998). The data collection period will range from 11 February 2019 until 29 April 2019. Following the 29 April 2019, there will no longer be a use for the data and all data will be destroyed at this point in time.

(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

R.Colebrook

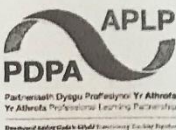
Date: 07/02/2019

For students:

Teacher / Senior Mentor / Headteacher:	Dr Sioned Hughes
Signature:	<i>S.V. Hughes</i>
Date:	09/02/2019

Supervisor:	
Signature:	
Date:	

Appendix 3: Consent form

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Institute of Education Addysg i Gymru Education for Wales	 APLP PDPA Partnership Dyddio Profesiynol Yr Athrofa Yr Athrofa Professional Learning Partnership Partnership dyddio dyddio 2014/15
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Participant School / Employer and position:	
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FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
Project Title: Can Music be taught effectively to children in Foundation Phase in the outdoor environment?	
Name of Researcher: Ryan Colebrook	

1	I confirm that I understand the information given by Ryan Colebrook for his research proposal. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	✓
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	✓
3	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	✓
4	I understand that my name will not appear in any reports, articles or presentations.	✓
5	I agree to take part in the above study.	✓

Signature: [Redacted]

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:

Ryan Colebrook
c/o Dr Sioned V Hughes
University of Wales
Trinity Saint David
Carmarthen
SA31 3EP

Appendix 4: Transcript – RW

Transcript of interview with RW

Have you used the outdoor environment to deliver a music lesson before?

No, I have never thought to deliver an actual music lesson outside really. I have put pots and pans and things outside with wooden mixing spoons and allowed them free use of the resources. But I have not given children instructions or a direct activity to do with them. They usually just explore the noises they can make with them.

How can the outdoors develop the creative development of children in music?

The outdoors could potentially allow children to explore different sounds as I just mentioned. They will be able to use different resources that would not normally be accessible to them inside and explore the different sounds that can be created by using different materials. Being outdoors in general it is obvious that children engage in more creative play and exploration as they are free to do so. When they are in the classroom, they are not so eager to explore the different sounds or different reactions of objects when hit because they are expected to respect the classroom environment more so than they are the outside. If a child started hitting a ruler against the displays they would be asked to stop as they will damage the display and snap the ruler. But if they were outside and hitting a stick against something, then they would not be affecting anything really and I would leave them to explore.

Appendix 5: Exploration of sounds



Appendix 6: Questionnaire response

10. Do you think the outdoor environment can be used to deliver an effective music lesson? *

Mark only one oval.

- ☒ Yes
☐ No
☐ Unsure

11. Please give any positive comments to the delivery of music lessons in the outdoor environment. *

Using the outdoors provides a stimulating, novel sensory and experiential learning environment. The outdoors tends to capture their imagination and creativity. The outdoors provides a variety of sound sources and autonomy ~~in~~ different in their selection of materials to generate sound.

12. Please give any negative comments to the delivery of music lessons in the outdoor environment. *

Poor weather conditions can have a negative impact. With the curriculum being so firmly packed and the availability of additional adults, music can be a neglected and overlooked area of learning for children.

13. If you have any other comments regarding music and/or the outdoor environment you would like to share from your experience, it would be greatly appreciated here. Thank you.

Some schools are limited in terms of accessibility for children to explore and practice a range of instruments. I also feel it is difficult to plan music lessons that are exciting and engaging as I feel that the teacher's knowledge and competencies influence this.

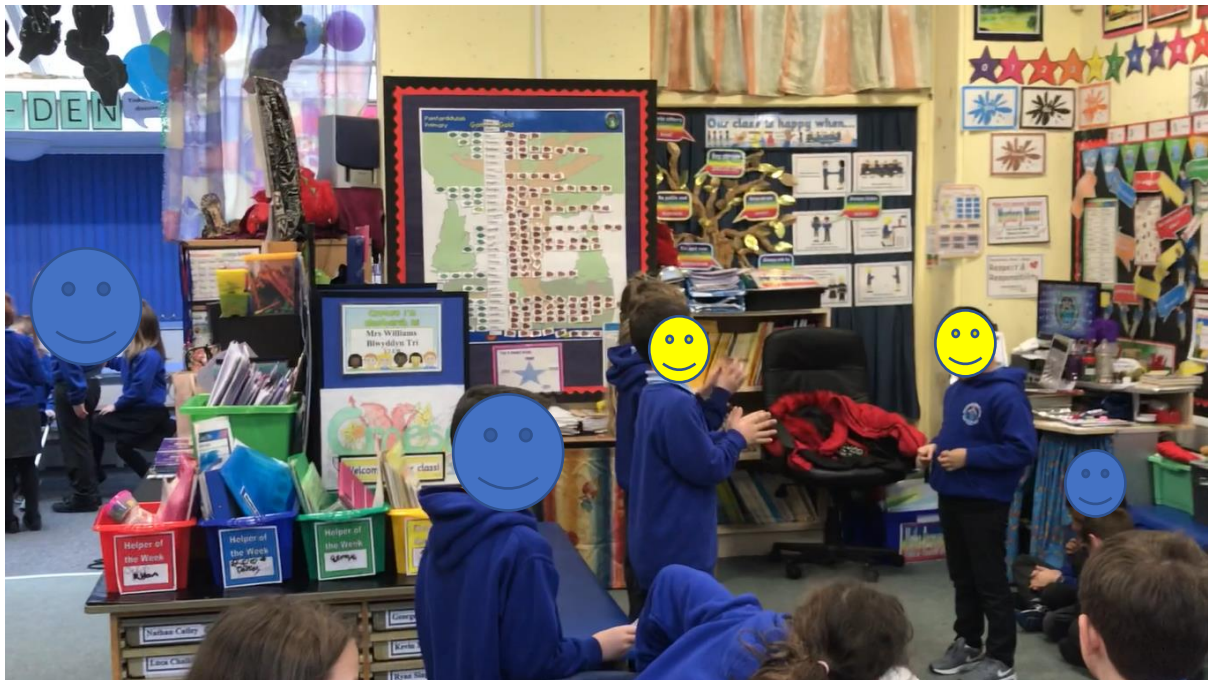
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Appendix 7: Year three lesson – Percussion used inside and outside

Inside: Body percussion – Clapping



Outside: Body percussion, rubber bricks, tables, sticks, rocks, shells, pots/pans, spatulas and plastic crates.



Appendix 8: Write up of year 3 music lesson

During the session inside, I felt as though the groups were very divided. I had been informed that the class do not work well in groups, therefore, they were targeting to improve their collaborative skills. This suggested that these children were therefore not totally engaged in their work as they were not taking part in developing the lyrics or body percussion movements in preparation for their performance. This meant that when it came to the performance, some children within the groups were unsure as to what they were supposed to be doing. However, this was not so evident during the session outdoors. Children were seen to work more collaboratively, perhaps because they were eager to make use of the different materials they had found and wanted to input their own ideas into their performance. This meant that they were more willing to engage in the task and listen to other pupils' ideas bringing many of the children's ideas to create their piece of music.

The creativity of children was seen to be greater during the lesson outside than the inside session. This was evident as during the session inside, children merely used minimal sounds using their bodies as percussion. There was little creativity involved in coming up with different sounds. Therefore, also limiting the development of children's musical knowledge. In contrast, the outside session allowed children to explore the different musical elements of texture and dynamics as they used a range of materials to enhance their performance and express themselves.

Children's behaviour during the inside session was as normal and expected. Usual behaviour management strategies were enforced when required by the teacher on limited occasions. Although this was not the case when the session took place outside. Children were seen to go off task quickly and seeing how loud they could make the resources available by banging them. This meant that a short amount of time at the beginning of the lessons was wasted as children were completely off task. However, after being spoken to by the teacher, this was turned around after children had become used to being outside and had been able to make as much noise as they could. From here, the children worked collaboratively, and the behaviour went back to normal with the usual strategies being put in place when required. In conversation with the TA after the session, it was said that this sort of experience has not been given to the children

before. Therefore, their behaviour at the start of the session was expected as it was very unusual for the children. Perhaps if opportunities like this are given on a regular basis, the children would become familiar with the resources and could enhance their skills further using the outdoor environment.

Appendix 9: Interview E x4 year 4 pupils.

Have you made or created your own song or piece of music in school using instruments or anything else?

Oh, yes, we were supposed to make our own songs before Christmas on the iPad, but we didn't really know what to do so we just played around with them making weird noises.

What did you use to make your song? Did you have physical instruments to help you?

No, we weren't allowed to use the real instruments. We had to use garage band and the iPads.

Did you know what the instruments on garage band were?

No, we just had to play with them and see what they all did.

Would you have liked to have seen these instruments being played properly so that you knew how they sound and help you to compose your song?

Individuals –

“That would be so cool”.

“I really want to see how someone plays the guitar properly because it sounded really weird on the iPad”.

Overall –

Yes, that would be so cool to see them being played. We don't get how people play things like the trombone or flute because they look so hard to play.

Appendix 10: Interview with music coordinator (CL)

How would you feel about allowing children to take instruments outside to compose their own piece of music?

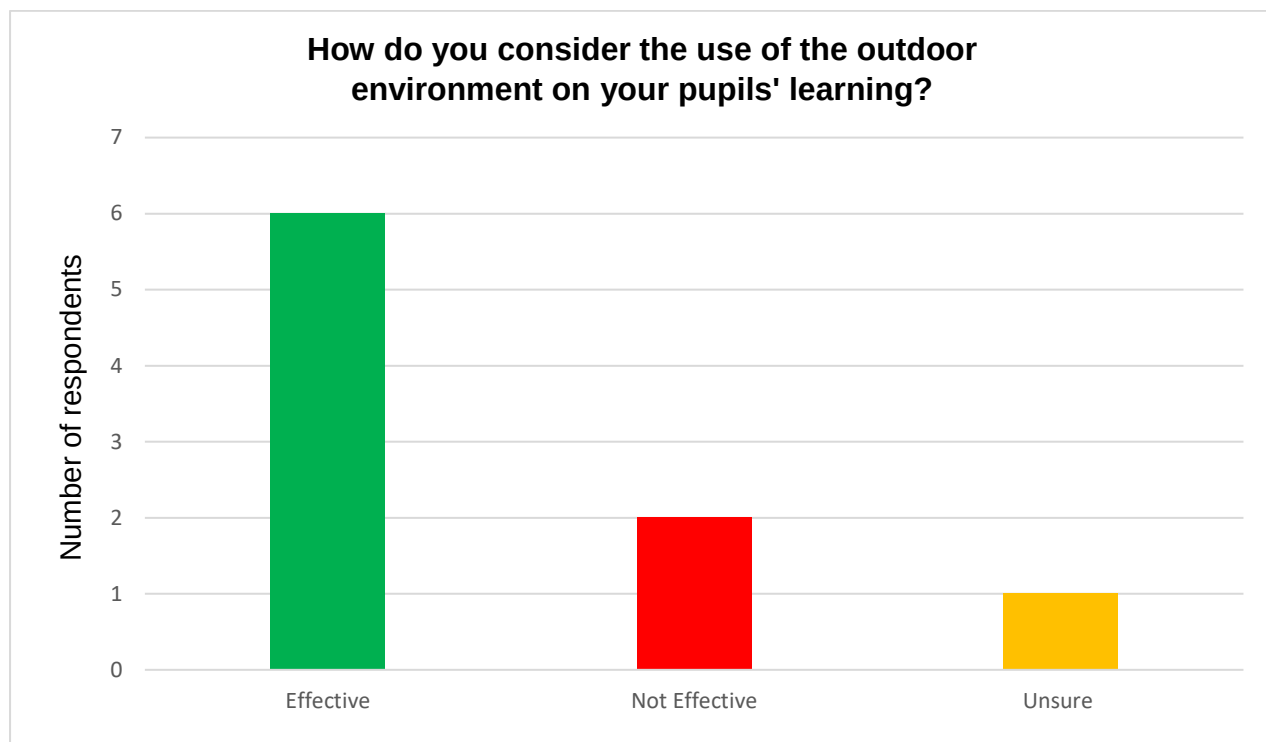
I wouldn't personally feel comfortable allowing children to take instruments outside because they are more likely to break them out there. I would prefer to stay in the contained and quiet classroom environment which would make it easier for the children to work and record their compositions on paper.

Maybe if it was relevant, the initial part of the composing could be done outside with children doing listening walks to see what they can hear out there and bringing those sounds back into the classroom and recreating them with the instruments.

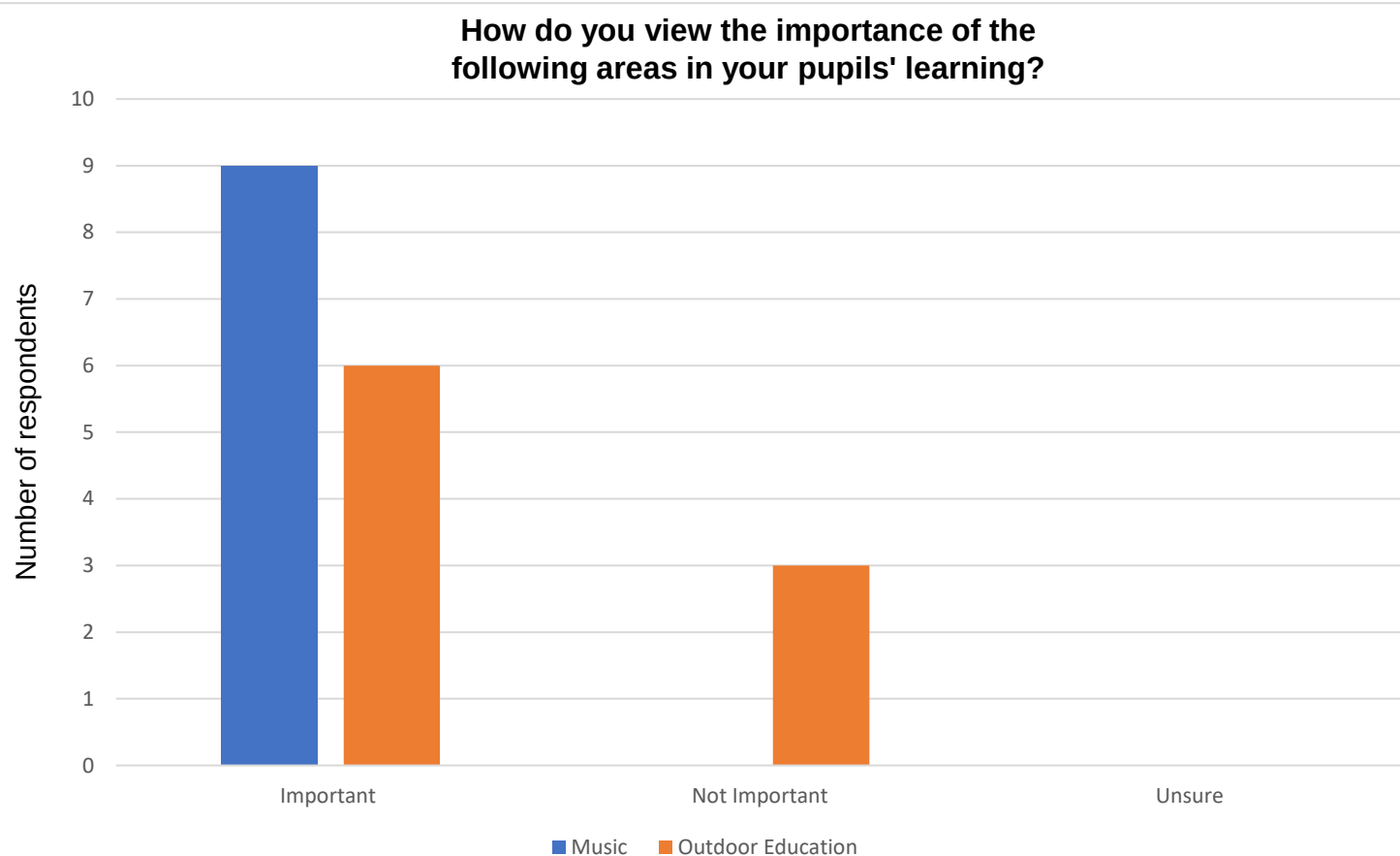
What do you believe are the challenges to teaching music?

Time. Pressures from other subjects (literacy, numeracy, science). The music curriculum is, unfortunately, the first area that teachers forget about due to the pressures of more important curriculums, so it is the first thing that goes. I have seen this in a number of schools in my time, but it is also happening here too. Even with a music degree, I still drop it first. But, with the new Donaldson curriculum coming in, hopefully, this will be stopped and it will become important again and the time and pressure restraints will be removed.

Appendix 11: Questionnaire responses

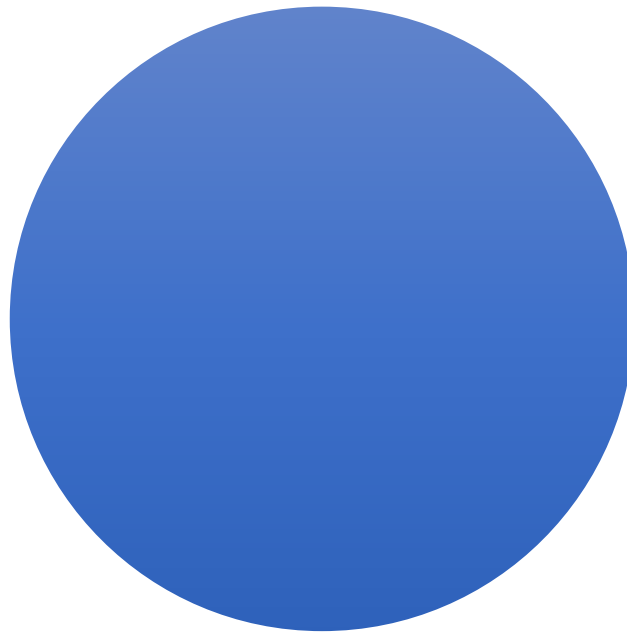


Appendix 12: Questionnaire responses

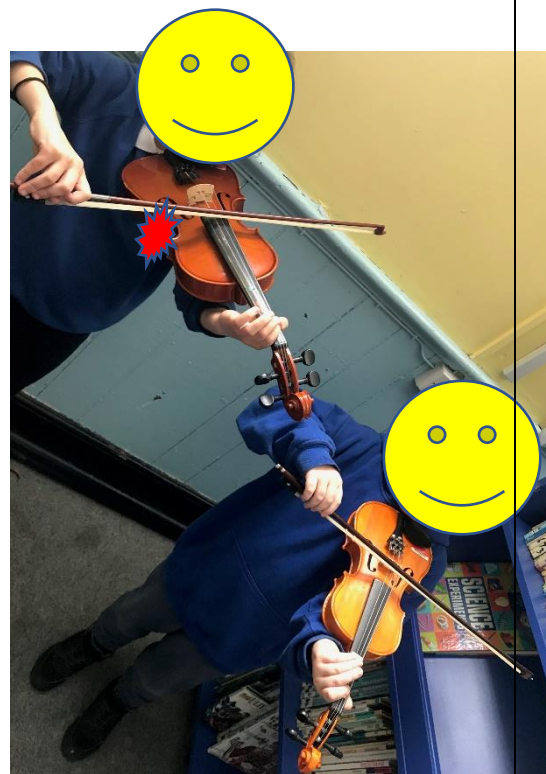
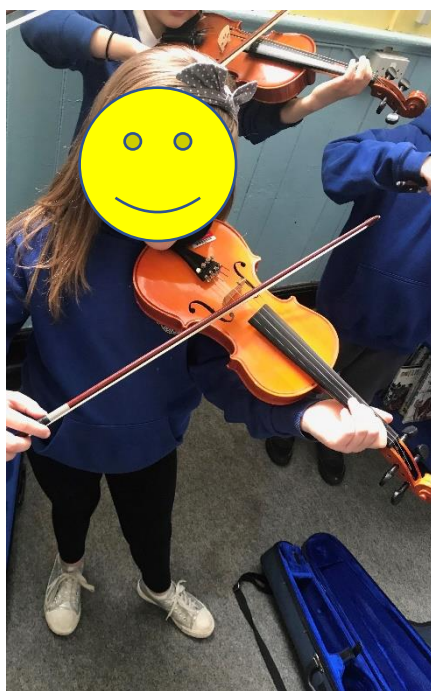
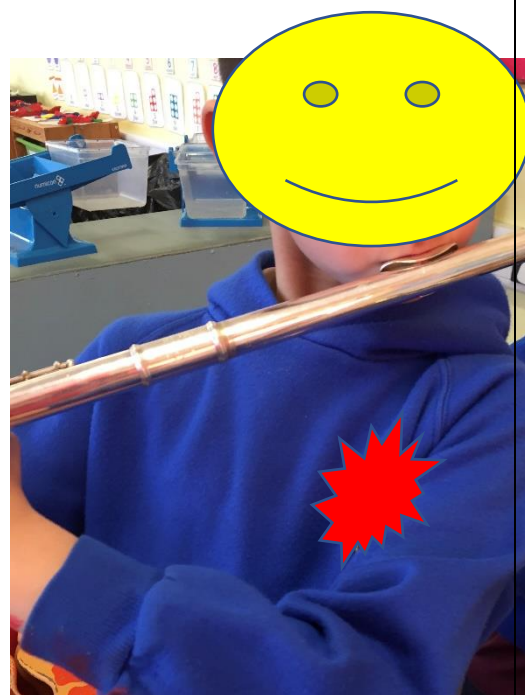


Appendix 13: Questionnaire response

How do you view the importance of interactive lessons to engage children?



■ Important ■ Not Important ■ Unsure

Appendix 14: Photos of children holding instruments

Appendix 15: Questionnaire response

13. If you have any other comments regarding music and/or the outdoor environment you would like to share from your experience, it would be greatly appreciated here. Thank you.

Whilst children love learning outdoors, there should always be a purpose to their outdoor learning not just taking the inside out just to "do outdoors".

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