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)

1	Full Name:	Katie Truman-Williams				
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	X	Postgraduate Research Student	

3	Institute/Academic Discipline/ Centre:	Institute of Management and Health
4	Campus:	Carmarthen
5	E-mail address:	katie.Evergreen@icloud.com
6	Contact Telephone Number:	07969450006
	For students:	
7	Student Number:	2244863
8	Programme of Study:	MA in Professional Practice Practice (Voice Pedagogy)
9	Director of Studies/Supervisor:	Debbie Winter / Julie Crossman

SECTION B: Approval for Research Activity

1	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**	X	**NO**	☐
					Date	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee		☐		
		Institute Research Committee		☐		
		Other (write in) WAPPAR Ethics Board Representative		X		

SECTION C: Internal and 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, location-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. You may add rows to this table if needed.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	X
2	**UWTSD Research Data Management Policy**	X
3	*[List any other relevant documents here]*	☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		**YES**	☐	**NO**	☐
5	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☐
7		Employed	**YES**	☐	**NO**	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	**YES**	☐	**NO**	☐

9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

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

10	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 (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Music Theory Competence within Non-Auditioned Community Choirs: Exploring Areas of Concern for Amateur Singers		
2	Proposed start date:	September 26th 2024	Proposed end date:	February 17th 2025
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** • *Purpose of Research Activity* • *Proposed Research Question* • *Aims of Research Activity* • *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain • *What the research activity will add to the body of knowledge* • *How it addresses an area of importance.*			
3	**Purpose of Research Activity** **This project will explore areas of concern, with regards to music literacy (ML), for singers within non-auditioned community choirs (NACC) that utilise sheet music. It seeks to gain insights into the levels of ML already present within this type of choir. For singers who identify as having very little or no ML, it aims to explore their experience and understand their educational needs. In recent years, singing in NACCs has gained popularity for its known mental health benefits, with many new choirs teaching music solely though call and response and memorisation (e.g. rock choirs, natural voice choirs). Choirs that use sheet music are also prevalent, however ML levels remain unclear. This project will potentially provide needed data on ML with regards to singers in this type of NACC setting.** (this box should expand as you type)			

4	**Research Question** **To what extent to do singers within non-auditioned community choirs (NACC) possess Music Literacy (ML)? For those who feel they lack in ML, does this impact their ability to engage in the learning process? What type of skills building, if any, would they find helpful?** (this box should expand as you type)
5	**Aims of Research Activity** **To better understand ML within NACCs that utilise sheet music. To gather insights into the educational needs of singers who would like to improve their ML. To potentially use this data to both justify and design a relevant educational tool, providing more people access to singing in these settings with competence.** (this box should expand as you type)
6	**Objectives of Research Activity** *** To gather data on ML for members of NACCs that utilise sheet music.** *** To gain insights into the experience and educational needs of those who identify as having very little or no ML.** *** To summarise current literature on ML relevant to this setting.** *** To potentially suggest an approach to teaching ML based on data and insights from this project.** (this box should expand as you type)
	Proposed methods (maximum 600 words) 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. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.

7	Using a Pragmatic Based Research model, I will be conducting mixed-methods research. Triangulation: I will use three methods for gathering data, and compare them for consistencies and commonality with regards to participant experiences. 1) Literature Review: An exploration of the current academic literature relevant to music literacy within non-auditioned community choirs utilising sheet music. 2) Questionnaire: A series of self-reporting assessment questions using a likert scale survey. I will use descriptive statistics to analyse quantitative data. It will be formed of two parts. An initial questionnaire to aid in self-reporting assessment of the singers' music literacy. For those who most frequently report they have very little or no music literacy, there will be a second series of questions related to the perceived difficulty levels within key aspects of choral singing. 3) Focus Group: Participants that self-identified as having very little to no music literacy will be invited to explore their experiences of learning choral music within a NACC that utilises sheet music. This will be semi-structured, with data analysed using coding and thematic analysis. Key themes will include areas of ease and challenges, and exploring specific needs when delivering music literacy education. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The research will conducted online via zoom or email. (this box should expand as you type)
	Research activity outside of the UK 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 and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A *(this box should expand as you type)*

10	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	X
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. *(this box should expand as you type)*		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**
12	A prosperous Wales	☐	X

13	A resilient Wales	☐	X
14	A healthier Wales	☐	X
15	A more equal Wales	☐	X
16	A Wales of cohesive communities	☐	X
17	A Wales of vibrant culture and thriving Welsh language	☐	X
18	A globally responsible Wales	☐	X
19	If YES to any of the above, please give details:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	X	☐
2	Use of interviews?	X	☐
3	Use of focus groups?	X	☐
4	Use of participant diaries?	☐	X
5	Use of video or audio recording?	X	☐
6	Use of computer-generated log files?	☐	X
7	Participant observation with their knowledge?	☐	X
8	Participant observation without their knowledge?	☐	X
9	Access to personal or confidential information without the participants' specific consent?	☐	X
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	X
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	X
12	Investigation of participants involved in illegal activities?	☐	X
13	Use of procedures that involve deception?	☐	X
14	Administration of any substance, agent or placebo?	☐	X
15	Working with live vertebrate animals?	☐	X
16	Procedures that may have a negative impact on the environment?	☐	X
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		

	Details of any other primary data collection method: (this box should expand as you type)	☐	X

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.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☐	X
2	Adults (over the age of 18 and competent to give consent)?	X	☐
3	Vulnerable adults?	☐	X
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	X
5	Prisoners?	☐	X
6	Young offenders?	☐	X
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	X
8	People engaged in illegal activities?	☐	X
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups: (this box should expand as you type)	☐	X

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	30-500 Participants for Questionnaire (aiming for 150-300) 2-10 Participants for Focus Group *(this box should expand as you type)*

11	Who will the participants be?	Members of non-auditioned community choirs where sheet music is utilised. *(this box should expand as you type)*
12	How will you identify the participants?	As a Choral Conductor, I will use my connections within the choral community (member of The Associated Board of Choral Conductors) to ask conductors of UK Based non-auditioned community choirs that use sheet music to aid in participant recruitment. I can also recruit from my own community choir. The focus group participants will be invited to participate based on their answers to the questionnaire. Only those who self-identify as having very little to no music literacy will be invited to participate. *(this box should expand as you type)*

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

	Information for participants:	**YES**	**NO**	**N/A**
24	Will participants be paid?	☐	X	☐
25	Is specialist electrical or other equipment to be used with participants?	X	☐	☐

26	Are there any financial or other interests to the investigator or University arising from this study?	☐	X	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	X	☐
28	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.		
1	**Full risk assessment completed and appended?**	**Yes**	☐
		No	X
2	**Risks to participants** For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: I will be recording and storing data from the questionnaire and focus group, including dialogue. There is risk of some personal data being disclosed. There is also potential that participants may experience emotions of anxiety or upset during the process of discussing their experiences in detail. There is risk of the participants being hopeful that the study will improve their music literacy. *(this box should expand as you type)*	*How you will mitigate the risk to participants:* I will mitigate this risk by ensuring I use a code for all the participants and by having all data stored on a password secured computer only I have access to. Participants will be told prior to the commencement of the study that they may withdraw at any time, should they wish. Participants will be told explicitly prior to signing up to the study that its purpose is solely to gather data. It will not be providing any education in music literacy. *(this box should expand as you type)*	
3	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		
	N/A *(this box should expand as you type)*		

4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: There may be emotional distress when learning about participants experiences. There is risk that the participants will look to me to help improve their music literacy during the course of the research. *(this box should expand as you type)*	*How you will mitigate the risk to the investigator:* I can mitigate this by being aware of this risk, and seeking appropriate support if needed. I will ensure all participants are aware that I am not providing any music literacy education. I will explicitly tell them that this study is for data collection purposes only. *(this box should expand as you type)*
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University: The risk to the university will be of data protection. *(this box should expand as you type)*	*How you will mitigate the risk to the University:* This will be mitigated by all data being coded, to ensure anonymity and securely stored in my computer which has a password and is only accessed by myself. All data will be destroyed at the end of the project. *(this box should expand as you type)*
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: I do not anticipate any environmental risks *(this box should expand as you type)*	*How you will mitigate the risk to environment:* N/A *(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**
7	Does your research require you to hold a current DBS Certificate?	☐	X	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?

	I will provide my contact details to the participants and offer for them to email me, should they like a copy of the report. I will send them a copy of the report upon request. *(this box should expand as you type)*
2	**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 in accordance with prevailing data protection legislation.
	I will inform all participants prior to giving formal consent via email and give details of their time involvement and what information I am seeking and its purpose. I will send a formal consent form via email for them to sign. *(this box should expand as you type)*
3	**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 use a code for each participant, the key to which will be stored in a password secured file on my computer. I will not name participants. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	X	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Personal data that will be collected includes the personal email addresses and names of the participants, the signed consent forms, the questionnaires, and the audio recordings and transcripts of the focus group discussion. *(this box should expand as you type)*		
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**

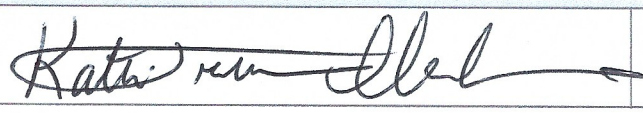
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	*(this box should expand as you type)*		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	**YES**	**NO**
5	Manual files (i.e. in paper form)?	☐	X
6	University computers?	☐	X
7	Private company computers?	☐	X
8	Home or other personal computers?	X	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	X	☐
10	"Cloud" storage or websites?	X	☐
11	Other – specify:	☐	X
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data will be kept in a password protected cloud storage on the university's Office 365 system which will not be shared. Audio data will be transcribed and shown to all participants to check for accuracy of reporting. Any USB sticks used to store or transfer data will be password protected. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. *(this box should expand as you type)*		

	Data Protection		
	Will the research activity involve any of the following activities:	**YES**	**NO**
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	X	
15	Sharing of data with other organisations?	☐	X
16	Export of data outside the UK or importing of data from outside the UK?	☐	X
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	X	☐

18	Publication of data that might allow identification of individuals?	☐	X
19	Use of data management system?	☐	X
20	Data archiving?	☐	X
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	All data will be encrypted and kept on password protected cloud storage on the university's Office 365 system and will not be shared. Any USB sticks used to store or transfer data will be password protected. All data transfers will be encrypted and password protected. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. The data will be stored for the duration of the project and then deleted. In accordance with the DPA2018, participants will have the right to ask to see what data is held relating to them, and this data will be deleted immediately should the participants request this. In this instance, the data will not be used in the project. *(this box should expand as you type)*		
22	List all who will have access to the data generated by the research activity:		
	Myself (Principal Researcher) and my Tutor, David Cane (Tutor will only have access to anonymised data and will not have access to personal details). *(this box should expand as you type)*		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Only myself (Principal Researcher) *(this box should expand as you type)*		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	All data will be kept in a password protected cloud storage on the university's Office 365 system which will not be shared. Any USB sticks used to store or transfer data will be reformatted to destroy all data. The data will be held for the duration of the project and then immediately deleted. *(this box should expand as you type)*		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
	N/A *(this box should expand as you type)*		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	X
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	X

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 which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**		**Date:** 20. Nov. 2024

For STUDENT Submissions:

2	Director of Studies/ Supervisor:		**Date:**
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

X	I have read the guidance notes supplied before completing the form.
X	I have completed **ALL RELEVANT** sections of the form in full.
X	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE **ATTACHED A FULL RISK ASSESSMENT***
X	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
X	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY
Once complete, submit this form via the **MyTSD Doctoral College Portal** at (https://mytsd.uwtsd.ac.uk).

RESEARCH STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Exploring Choral Music Literacy

I am delighted to invite you to participate in a research project surrounding non-auditioned community choirs that use sheet music.

The purpose of this research is to gain insights into choir members' perceptions of their music literacy (ability to read and interpret music) within this type of choir, and how this impacts their experience.

You were chosen to participate in this study, because you were identified as a member of a non-auditioned community choir that uses sheet music. This study aims to gather data from hundreds of participants from around the UK; ideally from a variety of geographic locations, as well as from a varied background of choral singing experiences.

Participating in this study is completely voluntary. You may discontinue participation at ANY TIME without any penalty or loss of benefits.

This is a short survey, and it should only take 4-8 minutes of your time.

Section One: After consenting to participate, you will be asked for some demographic details, including; age, gender, location, etc. All demographic questions will have a 'prefer not to say' option.

Section Two: You will be provided with a series of questions written as personal statements. Please answer them as accurately as possible with the options provided. All questions will be related to your experience of singing in a non-auditioned choir that uses sheet music.

Please note: This questionnaire is for research purposes only. It's aim is to better understand the needs of non-auditioned community choirs using sheet music. It is not providing any music education or learning opportunities. Should participants be interested in music education opportunities, it is recommended they speak to their choral conductor about resources available to them.

All data obtained in this study will be confidential and anonymised.

Participants may request copies of the study, and reports or publications arising from their participation. These requests can be sent to: evergreenmusicandchorus@gmail.com

Data from this Questionnaire might be used for additional or subsequent research, if appropriate.

Thank you for choosing to participate in the study. Your time is valued and appreciated.

Having read the above, I consent to participating in this research, 'Exploring Choral Music Literacy'. *

- [x] Yes

About You

Gender *

- ( ) Female
- (•) Male
- ( ) Prefer not to say
- ( ) Other: _____

Age Range *

- ( ) 18-21
- ( ) 22-25
- (•) 26-35
- ( ) 36-55
- ( ) 56-70
- ( ) 71-85
- ( ) 85+
- ( ) prefer not to say

I reside in *

- [x] inner city
- [ ] city suburbs / town / village
- [ ] a remote location (rural)
- [ ] prefer not to say

My Geographic Location is... *

- [ ] London Area
- [ ] South East England
- [ ] East Anglia
- [ ] South West England
- [ ] East Midlands
- [ ] West Midlands
- [ ] Yorkshire and The Humber
- [ ] North East England
- [x] North West England
- [ ] Wales
- [ ] Scotland
- [ ] Northern Ireland
- [ ] prefer not to say

I have ____ years choral singing experience *

- ( ) less than 1 year
- ( ) 1 to 5 years
- ( ) 5 to 15 years
- (•) 15 to 25 years
- ( ) more than 25 years
- ( ) prefer not to say

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- (•) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Strongly Disagree
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I understand how a choral score is laid out. *

- (●) Strongly Agree
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- ( ) Not Sure

I can find and follow my voice part on the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (●) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
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I know what a key signature is. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can identify what key signature I am in. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Disagree
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I can use my knowledge of key signatures to find my pitch when required. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
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If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- (●) Strongly Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I help others around me when they are struggling with their sheet music. *

- [ ] Strongly Agree
- [x] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] Not Sure

I know what sight singing is. *

- [ ] Strongly Agree
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I can use sight singing strategies to help me to read and sing my vocal line. *

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- ○ Strongly Agree
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I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
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I am a confident singer in rehearsals *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
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- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

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- ○ Agree
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- ○ Disagree
- ◉ Strongly Disagree
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I wish there were more opportunities to develop my music literacy skills. *

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- [x] Yes

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- ( ) Prefer not to say
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Age Range *

- ( ) 18-21
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I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
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I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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- ○ Not Sure

I know what a key signature is. *

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- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ( ) Strongly Agree
- (•) Agree
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- ( ) Disagree
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- ( ) Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (•) Strongly Agree
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I help others around me when they are struggling with their sheet music. *

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I never use my sheet music at home to practice. *

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I am a confident singer in rehearsals *

- (•) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

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- ◉ Strongly Agree
- ○ Agree
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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
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- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ◉ Agree
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- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ( ) Strongly Agree
- (•) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (•) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

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I wish there were more opportunities to develop my music literacy skills. *

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- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I help others around me when they are struggling with their sheet music. *

- (●) Strongly Agree
- ( ) Agree
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I know what sight singing is. *

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- ( ) Strongly Agree
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I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
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- ○ Not Sure

I am a confident singer in rehearsals *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

About You

Gender *

- (•) Female
- ( ) Male
- ( ) Prefer not to say
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Age Range *

- ( ) 18-21
- ( ) 22-25
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I reside in *

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My Geographic Location is... *

- ( ) London Area
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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

Questions about your experience of using sheet music in your choir.

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- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
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- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
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- ○ Strongly Disagree
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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
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I know what terms root, third, fifth, and octave mean. *

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I wish there were more opportunities to develop my music literacy skills. *

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- ○ Strongly Agree
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I am a confident singer in rehearsals *

- ( ) Strongly Agree
- (•) Agree
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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
- ( ) Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

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I understand how a choral score is laid out. *

- ◉ Strongly Agree
- ○ Agree
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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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- (●) Strongly Disagree
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I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

- ○ Strongly Agree
- ◉ Agree
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I can identify what key signature I am in. *

- ○ Strongly Agree
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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ( ) Strongly Agree
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I know what terms root, third, fifth, and octave mean. *

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Exploring Choral Music Literacy

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- [x] Yes

About You

Gender *

- (•) Female
- ( ) Male
- ( ) Prefer not to say
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Age Range *

- ( ) 18-21
- ( ) 22-25
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I reside in *

- [ ] inner city
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My Geographic Location is... *

- [x] London Area
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I have ____ years choral singing experience *

- ( ) less than 1 year
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- ( ) 5 to 15 years
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Questions about your experience of using sheet music in your choir.

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- (•) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
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I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I understand how a choral score is laid out. *

- (●) Strongly Agree
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- ( ) Not Sure

I can find and follow my voice part on the score. *

- (●) Strongly Agree
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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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- ( ) Disagree
- (●) Strongly Disagree
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I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
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I know what a key signature is. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can identify what key signature I am in. *

- (●) Strongly Agree
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I can use my knowledge of key signatures to find my pitch when required. *

- (●) Strongly Agree
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- ( ) Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
- ○ Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (●) Strongly Agree
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I never use my sheet music at home to practice. *

- ( ) Strongly Agree
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I am a confident singer in rehearsals *

- (•) Strongly Agree
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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
- ( ) Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

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Age Range *

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I have ____ years choral singing experience *

- ○ less than 1 year
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- ○ Agree
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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
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I understand how a choral score is laid out. *

- ◉ Strongly Agree
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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- (●) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ( ) Strongly Agree
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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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I know what terms root, third, fifth, and octave mean. *

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I can follow along the roadmap of the music, even when it includes repeats and codas. *

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I am a confident singer in rehearsals *

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I worry what other choir members think about my music literacy skills *

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I feel welcome and supported in my choir, regardless of my music literacy skills. *

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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

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- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
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I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
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I understand how a choral score is laid out. *

- (●) Strongly Agree
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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
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I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
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I know what a key signature is. *

- (●) Strongly Agree
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- ( ) Not Sure

I can identify what key signature I am in. *

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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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- ◉ Strongly Disagree
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I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
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I am a confident singer in rehearsals *

- (•) Strongly Agree
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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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- ○ Disagree
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

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Gender *

- ( ) Female
- (•) Male
- ( ) Prefer not to say
- ( ) Other: _____

Age Range *

- ( ) 18-21
- ( ) 22-25
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I reside in *

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My Geographic Location is... *

- [ ] London Area
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- [ ] North West England
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I have ____ years choral singing experience *

- ( ) less than 1 year
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I know what a key signature is. *

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- ( ) Strongly Agree
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- ○ Strongly Agree
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- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ○ Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Strongly Agree
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- ○ Not Sure

I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am a confident singer in rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ( ) Strongly Agree
- ( ) Agree
- (●) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

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- ( ) Male
- ( ) Prefer not to say
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- ( ) 18-21
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I reside in *

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My Geographic Location is... *

- [ ] London Area
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- [x] Wales
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I have ____ years choral singing experience *

- ○ less than 1 year
- ◉ 1 to 5 years
- ○ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

Questions about your experience of using sheet music in your choir.

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- ○ Strongly Agree
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- ○ Strongly Disagree
- ○ Not Sure

I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ◉ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
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I can identify what key signature I am in. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
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I can effectively interpret rhythms that I read from the score. *

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I understand how a choral score is laid out. *

- ○ Strongly Agree
- ◉ Agree
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
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I know what a key signature is. *

- (●) Strongly Agree
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I can identify what key signature I am in. *

- ○ Strongly Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ( ) Strongly Agree
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I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I am a confident singer in rehearsals *

- ( ) Strongly Agree
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- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
- (•) Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

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I understand how a choral score is laid out. *

- ◉ Strongly Agree
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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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I can interpret and action accidentals when they arise in the score. *

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I can identify what key signature I am in. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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I know what terms root, third, fifth, and octave mean. *

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I am not sure what accidentals are. *

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I am a confident singer in rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
- (•) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

- ◉ Strongly Agree
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- ○ Agree
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I can effectively interpret rhythms that I read from the score. *

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I understand how a choral score is laid out. *

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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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- (●) Strongly Disagree
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I can interpret and action accidentals when they arise in the score. *

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I know what a key signature is. *

- (●) Strongly Agree
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I can identify what key signature I am in. *

- (●) Strongly Agree
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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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I know what terms root, third, fifth, and octave mean. *

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Exploring Choral Music Literacy

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- [x] Yes

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- (•) Female
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- ( ) Prefer not to say
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Age Range *

- ( ) 18-21
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My Geographic Location is... *

- [ ] London Area
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I have ____ years choral singing experience *

- ○ less than 1 year
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- ◉ 5 to 15 years
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Questions about your experience of using sheet music in your choir.

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- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
- ( ) Agree
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I understand how a choral score is laid out. *

- (●) Strongly Agree
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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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- (●) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
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I know what a key signature is. *

- (●) Strongly Agree
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I can identify what key signature I am in. *

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- ( ) Strongly Disagree
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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
- ○ Agree
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If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (●) Strongly Agree
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I never use my sheet music at home to practice. *

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I am a confident singer in rehearsals *

- (•) Strongly Agree
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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
- ( ) Agree
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- ( ) Disagree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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I have ____ years choral singing experience *

- ( ) less than 1 year
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I can effectively interpret rhythms that I read from the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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- (●) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ◉ Strongly Agree
- ○ Agree
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- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
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I rely on others around me to help me find my pitch and to feel secure on my part. *

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I know what terms root, third, fifth, and octave mean. *

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I can follow along the roadmap of the music, even when it includes repeats and codas. *

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I worry what other choir members think about my music literacy skills *

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I feel welcome and supported in my choir, regardless of my music literacy skills. *

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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

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- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

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I understand how a choral score is laid out. *

- ○ Strongly Agree
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I can find and follow my voice part on the score. *

- (●) Strongly Agree
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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ( ) Strongly Agree
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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

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I know what terms root, third, fifth, and octave mean. *

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I am a confident singer in rehearsals *

- ( ) Strongly Agree
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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

- ◉ Strongly Agree
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- [x] Yes

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I have ____ years choral singing experience *

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- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ( ) Strongly Agree
- (•) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- (•) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- (•) Disagree
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- ( ) Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (•) Strongly Agree
- ( ) Agree
- ( ) Neutral
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I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I never use my sheet music at home to practice. *

- ( ) Strongly Agree
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I am a confident singer in rehearsals *

- ( ) Strongly Agree
- (•) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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My Geographic Location is... *

- [ ] London Area
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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

Questions about your experience of using sheet music in your choir.

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- ○ Strongly Agree
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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
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- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

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I can identify what key signature I am in. *

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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

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I can effectively interpret rhythms that I read from the score. *

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I understand how a choral score is laid out. *

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I can find and follow my voice part on the score. *

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- ( ) Strongly Agree
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- ○ Strongly Agree
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- ○ Disagree
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I know what a key signature is. *

- ◉ Strongly Agree
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I can identify what key signature I am in. *

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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (●) Strongly Agree
- ( ) Agree
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I help others around me when they are struggling with their sheet music. *

- (●) Strongly Agree
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I am a confident singer in rehearsals *

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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
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- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

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- ( ) Prefer not to say
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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ○ 5 to 15 years
- ◉ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
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I understand how a choral score is laid out. *

- ○ Strongly Agree
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
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I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

- ○ Strongly Agree
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I can identify what key signature I am in. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

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I know what terms root, third, fifth, and octave mean. *

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- ◉ Strongly Disagree
- ○ Not Sure

I never use my sheet music at home to practice. *

- ( ) Strongly Agree
- ( ) Agree
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I am a confident singer in rehearsals *

- ( ) Strongly Agree
- ( ) Agree
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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
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- ○ Disagree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

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- ○ Agree
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- ○ Strongly Agree
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I understand how a choral score is laid out. *

- ◉ Strongly Agree
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I can find and follow my voice part on the score. *

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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
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I can interpret and action accidentals when they arise in the score. *

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I know what a key signature is. *

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I can identify what key signature I am in. *

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I can use my knowledge of key signatures to find my pitch when required. *

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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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I know what terms root, third, fifth, and octave mean. *

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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
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Email Address

juliebain79@yahoo.co.uk

Thank You

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Google Forms

Exploring Choral Music Literacy

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Having read the above, I consent to participating in this research, 'Exploring Choral Music Literacy'. *

- [x] Yes

About You

Gender *

- (•) Female
- ( ) Male
- ( ) Prefer not to say
- ( ) Other: _____

Age Range *

- (•) 18-21
- ( ) 22-25
- ( ) 26-35
- ( ) 36-55
- ( ) 56-70
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I reside in *

- ( ) inner city
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My Geographic Location is... *

- ( ) London Area
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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

Questions about your experience of using sheet music in your choir.

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I can read and recognise basic rhythms such as semibreves, minims, and crotchets. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
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I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Strongly Disagree
- ( ) Not Sure

I understand how a choral score is laid out. *

- (●) Strongly Agree
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I can find and follow my voice part on the score. *

- (●) Strongly Agree
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- ( ) Disagree
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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- (●) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ◉ Strongly Agree
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I help others around me when they are struggling with their sheet music. *

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I know what sight singing is. *

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I can use sight singing strategies to help me to read and sing my vocal line. *

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I never use my sheet music at home to practice. *

- ( ) Strongly Agree
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- ( ) Not Sure

I am a confident singer in rehearsals *

- ( ) Strongly Agree
- ( ) Agree
- (•) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- (•) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
- ( ) Agree
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- ( ) Strongly Disagree
- ( ) Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
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I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

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I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

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- [ ] London Area
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I have ____ years choral singing experience *

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- ( ) Strongly Agree
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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
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- ◉ Disagree
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I understand how a choral score is laid out. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
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- ○ Disagree
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- ○ Not Sure

I am not sure what accidentals are. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

- ○ Strongly Agree
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I can identify what key signature I am in. *

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I can use my knowledge of key signatures to find my pitch when required. *

- ( ) Strongly Agree
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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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- ○ Strongly Disagree
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I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ( ) Strongly Agree
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I worry what other choir members think about my music literacy skills *

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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- (•) Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

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- [ ] prefer not to say

My Geographic Location is... *

- [ ] London Area
- [ ] South East England
- [x] East Anglia
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- ( ) less than 1 year
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- ( ) Strongly Agree
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- (•) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

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- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ◉ Strongly Agree
- ○ Agree
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- ○ Strongly Disagree
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
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- ○ Disagree
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- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ( ) Strongly Agree
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- ( ) Strongly Disagree
- ( ) Not Sure

I know what a key signature is. *

- ( ) Strongly Agree
- ( ) Agree
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- ( ) Strongly Disagree
- ( ) Not Sure

I can identify what key signature I am in. *

- ( ) Strongly Agree
- ( ) Agree
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- (•) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ( ) Strongly Agree
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- ( ) Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
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- ○ Neutral
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- ○ Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ( ) Strongly Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ( ) Strongly Agree
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I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I never use my sheet music at home to practice. *

- ○ Strongly Agree
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I am a confident singer in rehearsals *

- ○ Strongly Agree
- ◉ Agree
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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
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- ◉ Disagree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
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- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

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- [x] Yes

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- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I am not sure what accidentals are. *

- ( ) Strongly Agree
- (●) Agree
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- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ○ Strongly Agree
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- ○ Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ○ Strongly Agree
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- ○ Neutral
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I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I know what sight singing is. *

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I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I am a confident singer in rehearsals *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
- ○ Agree
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- [x] Yes

About You

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- ( ) Female
- (•) Male
- ( ) Prefer not to say
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Age Range *

- ( ) 18-21
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I reside in *

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My Geographic Location is... *

- [ ] London Area
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- [ ] East Anglia
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- [ ] East Midlands
- [ ] West Midlands
- [ ] Yorkshire and The Humber
- [ ] North East England
- [ ] North West England
- [ ] Wales
- [x] Scotland
- [ ] Northern Ireland
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I have ____ years choral singing experience *

- ( ) less than 1 year
- ( ) 1 to 5 years
- ( ) 5 to 15 years
- (•) 15 to 25 years
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Questions about your experience of using sheet music in your choir.

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- (•) Strongly Agree
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- (●) Strongly Agree
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- (●) Strongly Agree
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- ( ) Strongly Agree
- ( ) Agree
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I can interpret and action accidentals when they arise in the score. *

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I know what a key signature is. *

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I can identify what key signature I am in. *

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- (•) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

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- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

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I understand how a choral score is laid out. *

- ○ Strongly Agree
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- ○ Strongly Agree
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I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
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- ◉ Disagree
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I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

- ○ Strongly Agree
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I am not sure what accidentals are. *

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- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ○ Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Not Sure

I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I know what sight singing is. *

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I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
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- ○ Not Sure

I am a confident singer in rehearsals *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- ( ) London Area
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I have ____ years choral singing experience *

- ( ) less than 1 year
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- (•) Strongly Agree
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I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Strongly Disagree
- ( ) Not Sure

I understand how a choral score is laid out. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can find and follow my voice part on the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Strongly Disagree
- ( ) Not Sure

I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (●) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I know what a key signature is. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Agree
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- ○ Disagree
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- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

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I am often frustrated with my music literacy skills during rehearsals *

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I wish there were more opportunities to develop my music literacy skills. *

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I understand how a choral score is laid out. *

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I can find and follow my voice part on the score. *

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I know what a key signature is. *

- ◉ Strongly Agree
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I can identify what key signature I am in. *

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- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what sight singing is. *

- ◉ Strongly Agree
- ○ Agree
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I can use sight singing strategies to help me to read and sing my vocal line. *

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I often cannot work out which line of text is for my voice part. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ◉ Strongly Disagree
- ○ Not Sure

I am a confident singer in rehearsals *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

About You

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- (●) Female
- ( ) Male
- ( ) Prefer not to say
- ( ) Other: _____

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- ( ) 18-21
- ( ) 22-25
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My Geographic Location is... *

- [ ] London Area
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- [x] Scotland
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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

Questions about your experience of using sheet music in your choir.

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- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I am not sure what accidentals are. *

- ( ) Strongly Agree
- (●) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ◉ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ◉ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

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I worry what other choir members think about my music literacy skills *

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I wish there were more opportunities to develop my music literacy skills. *

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- ○ Strongly Agree
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I can interpret and action accidentals when they arise in the score. *

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I know what a key signature is. *

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I can identify what key signature I am in. *

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- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
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- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- [x] Yes

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- ( ) Prefer not to say
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I have ____ years choral singing experience *

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- (●) Strongly Agree
- ( ) Agree
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- ( ) Not Sure

I understand how a choral score is laid out. *

- (●) Strongly Agree
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I can find and follow my voice part on the score. *

- (●) Strongly Agree
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I am not sure what accidentals are. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (●) Strongly Disagree
- ( ) Not Sure

I can interpret and action accidentals when they arise in the score. *

- (●) Strongly Agree
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I know what a key signature is. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can identify what key signature I am in. *

- (●) Strongly Agree
- ( ) Agree
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I can use my knowledge of key signatures to find my pitch when required. *

- (●) Strongly Agree
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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ◉ Strongly Agree
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I help others around me when they are struggling with their sheet music. *

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I never use my sheet music at home to practice. *

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I am a confident singer in rehearsals *

- ○ Strongly Agree
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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
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aimeejanedenman@gmail.com

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Exploring Choral Music Literacy

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- [x] Yes

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I have ____ years choral singing experience *

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- ( ) 5 to 15 years
- ( ) 15 to 25 years
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Questions about your experience of using sheet music in your choir.

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- (•) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can effectively interpret rhythms that I read from the score. *

- (●) Strongly Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I understand how a choral score is laid out. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
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I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
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I know what terms root, third, fifth, and octave mean. *

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I can follow along the roadmap of the music, even when it includes repeats and codas. *

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I help others around me when they are struggling with their sheet music. *

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I know what sight singing is. *

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I can use sight singing strategies to help me to read and sing my vocal line. *

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I never use my sheet music at home to practice. *

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I am a confident singer in rehearsals *

- ( ) Strongly Agree
- (•) Agree
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- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
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- [x] Yes

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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
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- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
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I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
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- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
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- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
- ○ Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I know what sight singing is. *

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I never use my sheet music at home to practice. *

- ○ Strongly Agree
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I am a confident singer in rehearsals *

- ○ Strongly Agree
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- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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- ( ) inner city
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My Geographic Location is... *

- ( ) London Area
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- ( ) East Midlands
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I have ____ years choral singing experience *

- (●) less than 1 year
- ( ) 1 to 5 years
- ( ) 5 to 15 years
- ( ) 15 to 25 years
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- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (●) Strongly Disagree
- ( ) Not Sure

I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
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- ○ Disagree
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- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ◉ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
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- ○ Disagree
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- ◉ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
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If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

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- ( ) Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ( ) Strongly Agree
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I help others around me when they are struggling with their sheet music. *

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I can use sight singing strategies to help me to read and sing my vocal line. *

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I never use my sheet music at home to practice. *

- ○ Strongly Agree
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I am a confident singer in rehearsals *

- ○ Strongly Agree
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I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ◉ Agree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
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- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ◉ Strongly Agree
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- [x] Yes

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- ( ) Strongly Agree
- (•) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
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- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
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- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what terms root, third, fifth, and octave mean. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
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If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

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- ○ Agree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ○ Strongly Agree
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- ○ Not Sure

I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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- ○ Strongly Agree
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I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
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I am a confident singer in rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
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- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

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- [x] Yes

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- ( ) Prefer not to say
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- ○ Strongly Agree
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- ○ Strongly Agree
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I know what a key signature is. *

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I can identify what key signature I am in. *

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I worry what other choir members think about my music literacy skills *

- ( ) Strongly Agree
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I am not sure what accidentals are. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I know what a key signature is. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can identify what key signature I am in. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can use my knowledge of key signatures to find my pitch when required. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I rely on others around me to help me find my pitch and to feel secure on my part. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I know what terms root, third, fifth, and octave mean. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (●) Strongly Disagree
- ( ) Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- (•) Strongly Disagree
- ( ) Not Sure

I can follow along the roadmap of the music, even when it includes repeats and codas. *

- ( ) Strongly Agree
- (•) Agree
- ( ) Neutral
- ( ) Disagree
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I help others around me when they are struggling with their sheet music. *

- ○ Strongly Agree
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I know what sight singing is. *

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I can use sight singing strategies to help me to read and sing my vocal line. *

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- ○ Strongly Agree
- ○ Agree
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- ○ Not Sure

I never use my sheet music at home to practice. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I am a confident singer in rehearsals *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
- ◉ Agree
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- [x] Yes

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- ( ) Prefer not to say
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Age Range *

- ( ) 18-21
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My Geographic Location is... *

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I have ____ years choral singing experience *

- ○ less than 1 year
- ○ 1 to 5 years
- ◉ 5 to 15 years
- ○ 15 to 25 years
- ○ more than 25 years
- ○ prefer not to say

Questions about your experience of using sheet music in your choir.

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- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
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- ○ Strongly Disagree
- ○ Not Sure

I can effectively interpret rhythms that I read from the score. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can find and follow my voice part on the score. *

- ○ Strongly Agree
- ◉ Agree
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I am not sure what accidentals are. *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
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- ○ Strongly Disagree
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I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
- ○ Agree
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- ○ Strongly Disagree
- ◉ Not Sure

I know what a key signature is. *

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- ○ Strongly Disagree
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I can identify what key signature I am in. *

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I am a confident singer in rehearsals *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ◉ Disagree
- ○ Strongly Disagree
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I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ○ Strongly Agree
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I am often frustrated with my music literacy skills during rehearsals *

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- ○ Agree
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I wish there were more opportunities to develop my music literacy skills. *

- ○ Strongly Agree
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I understand how a choral score is laid out. *

- ◉ Strongly Agree
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I can find and follow my voice part on the score. *

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I know what a key signature is. *

- ○ Strongly Agree
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I can identify what key signature I am in. *

- ○ Strongly Agree
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I rely on others around me to help me find my pitch and to feel secure on my part. *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) Not Sure

I know what terms root, third, fifth, and octave mean. *

- (●) Strongly Agree
- ( ) Agree
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- ( ) Not Sure

If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch. *

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- ( ) Disagree
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I can follow along the roadmap of the music, even when it includes repeats and codas. *

- (•) Strongly Agree
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- ◉ Strongly Disagree
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I am a confident singer in rehearsals *

- ○ Strongly Agree
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- ○ Strongly Disagree
- ○ Not Sure

I worry what other choir members think about my music literacy skills *

- ○ Strongly Agree
- ◉ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I feel welcome and supported in my choir, regardless of my music literacy skills. *

- ◉ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I am often frustrated with my music literacy skills during rehearsals *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
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- ○ Not Sure

I wish there were more opportunities to develop my music literacy skills. *

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- [x] Yes

About You

Gender *

- (•) Female
- ( ) Male
- ( ) Prefer not to say
- ( ) Other: _____

Age Range *

- ( ) 18-21
- ( ) 22-25
- ( ) 26-35
- ( ) 36-55
- (•) 56-70
- ( ) 71-85
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- ( ) prefer not to say

I reside in *

- [ ] inner city
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My Geographic Location is... *

- [ ] London Area
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- [ ] East Anglia
- [x] South West England
- [ ] East Midlands
- [ ] West Midlands
- [ ] Yorkshire and The Humber
- [ ] North East England
- [ ] North West England
- [ ] Wales
- [ ] Scotland
- [ ] Northern Ireland
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I have ____ years choral singing experience *

- ○ less than 1 year
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Questions about your experience of using sheet music in your choir.

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- ○ Strongly Disagree
- ○ Not Sure

I understand how a choral score is laid out. *

- ○ Strongly Agree
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I can find and follow my voice part on the score. *

- ○ Strongly Agree
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I am not sure what accidentals are. *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Sure

I can interpret and action accidentals when they arise in the score. *

- ○ Strongly Agree
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I know what a key signature is. *

- ○ Strongly Agree
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I can identify what key signature I am in. *

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I can use my knowledge of key signatures to find my pitch when required. *

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- ○ Strongly Agree
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I worry what other choir members think about my music literacy skills *

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- [x] Yes

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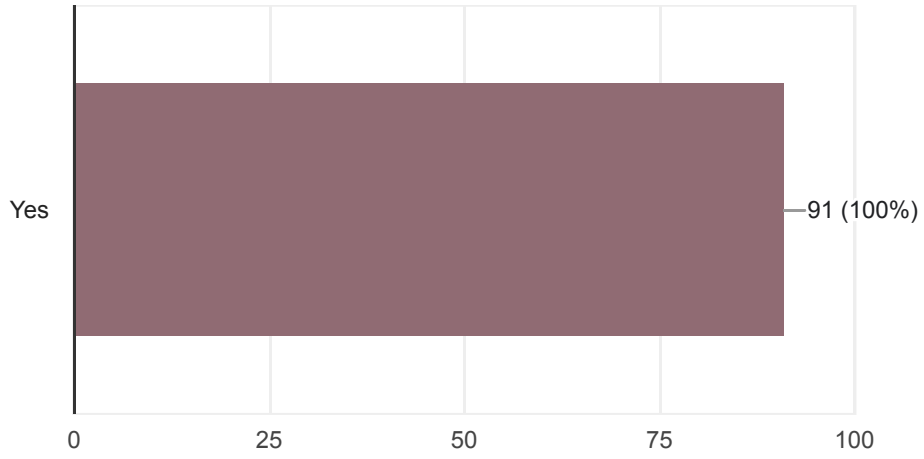
91 responses

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91 responses

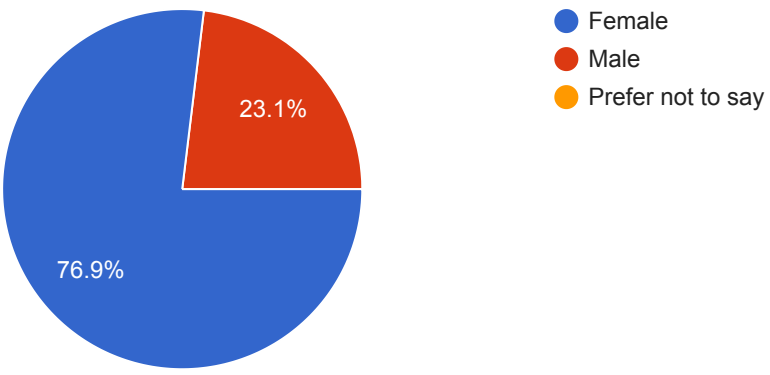


About You

Gender

Copy

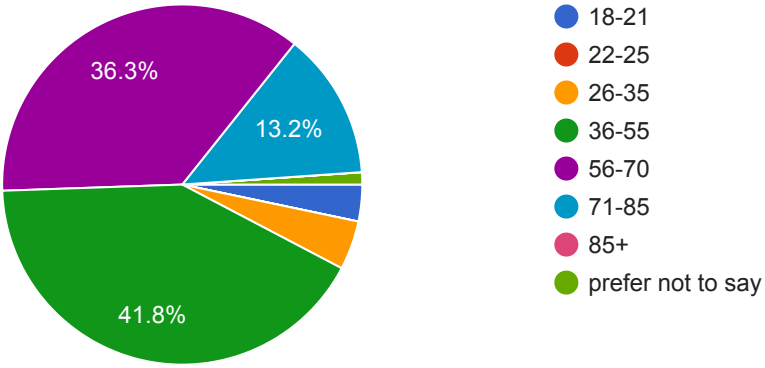
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Age Range

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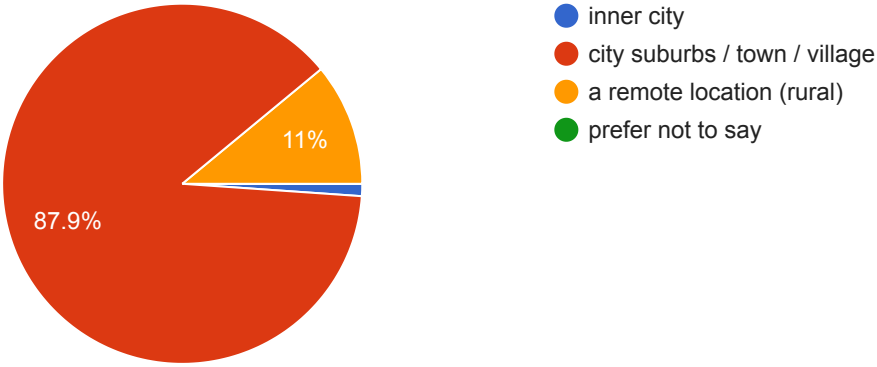
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I reside in

Copy

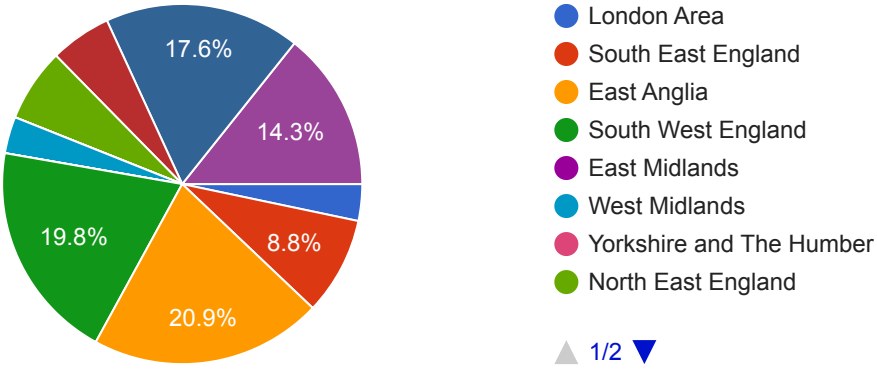
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My Geographic Location is...

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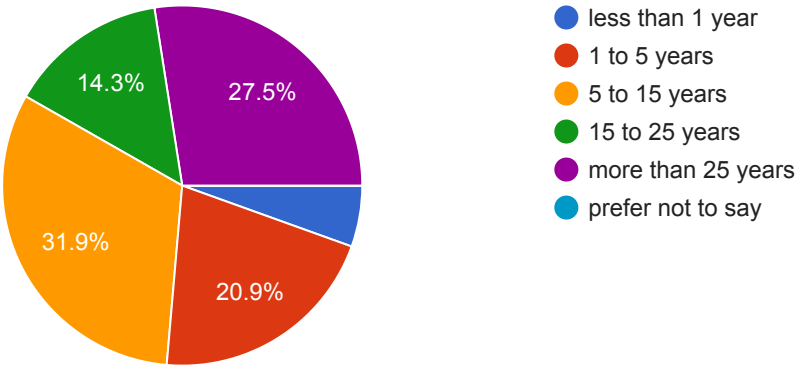
91 responses



I have ____ years choral singing experience

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91 responses

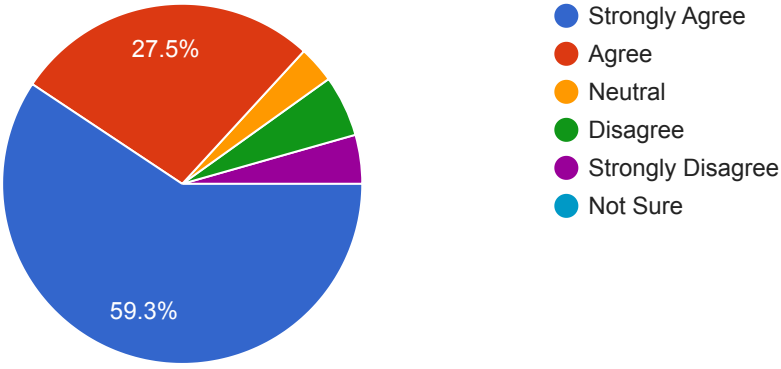


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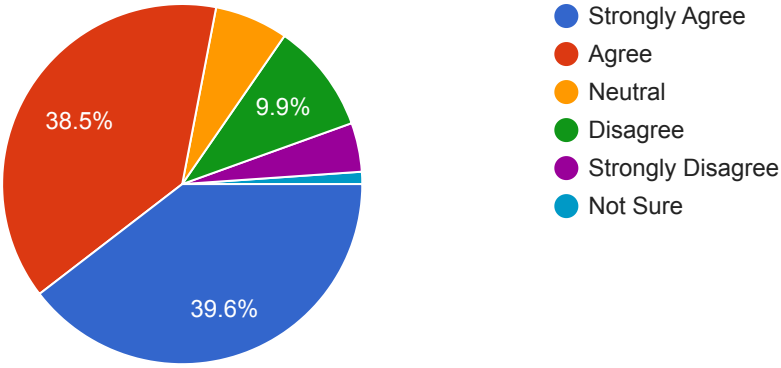
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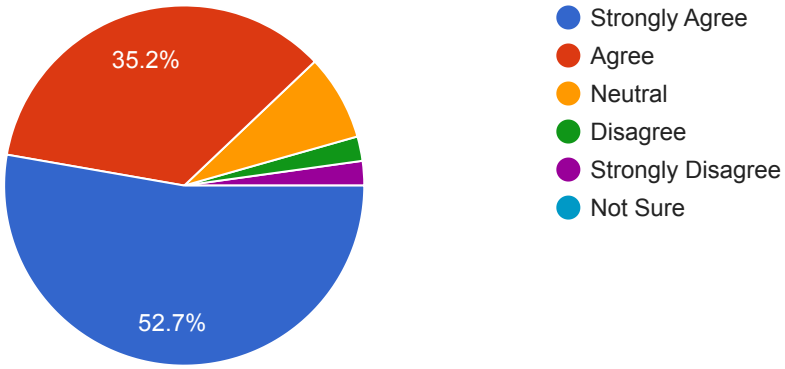
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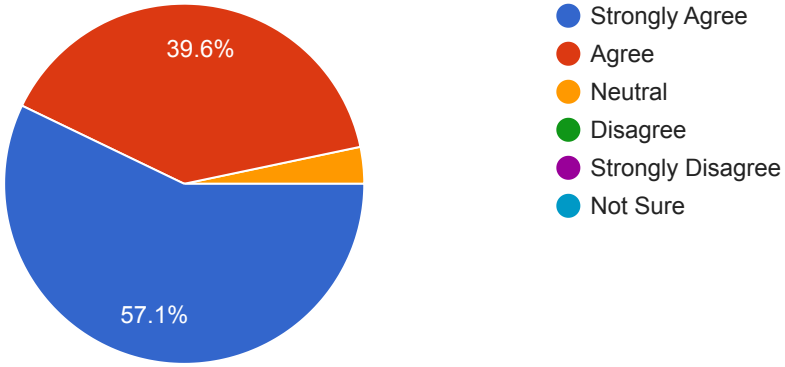
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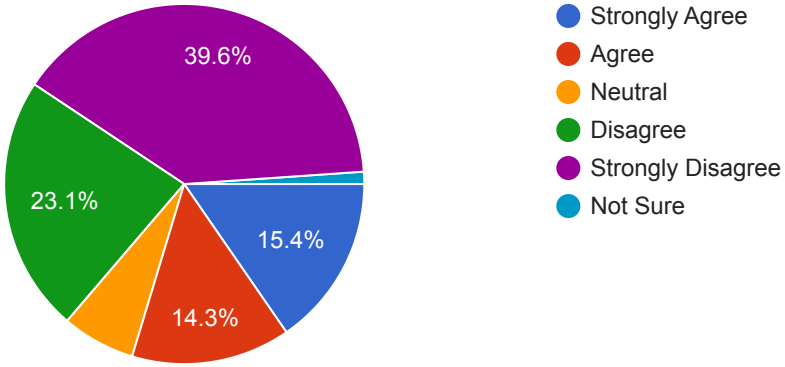
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I am not sure what accidentals are.

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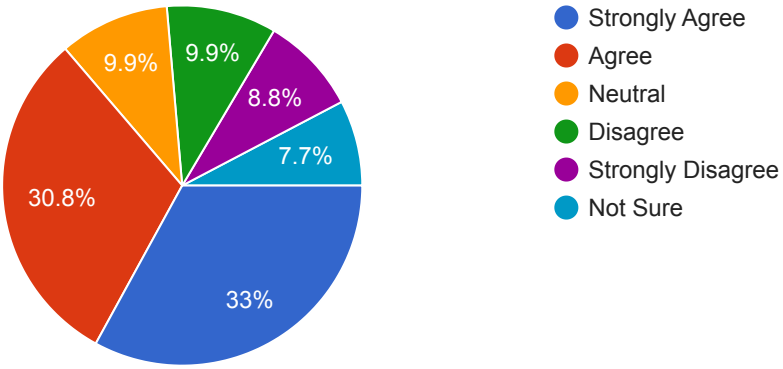
91 responses



I can interpret and action accidentals when they arise in the score.

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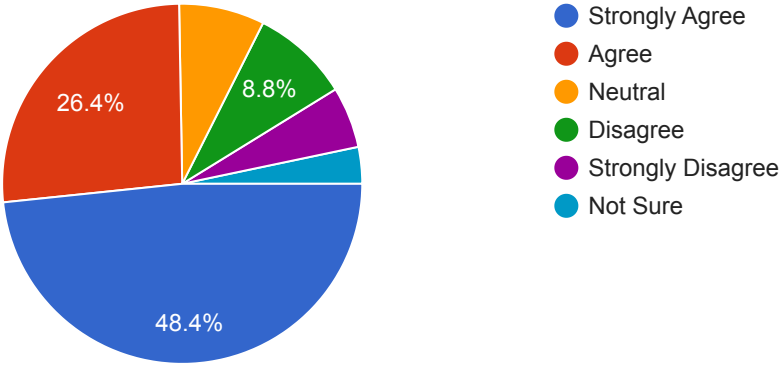
91 responses



I know what a key signature is.

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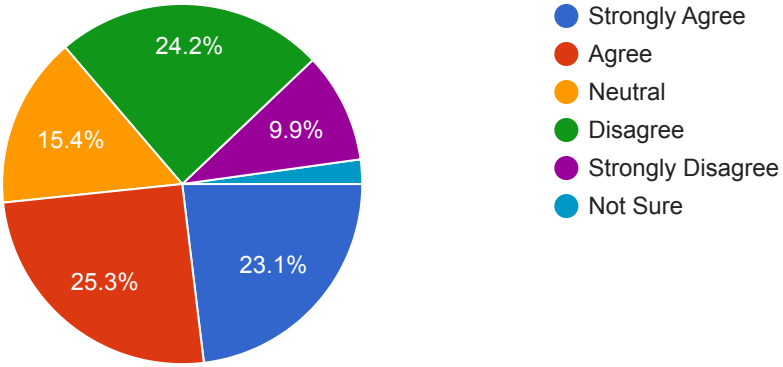
91 responses



I can identify what key signature I am in.

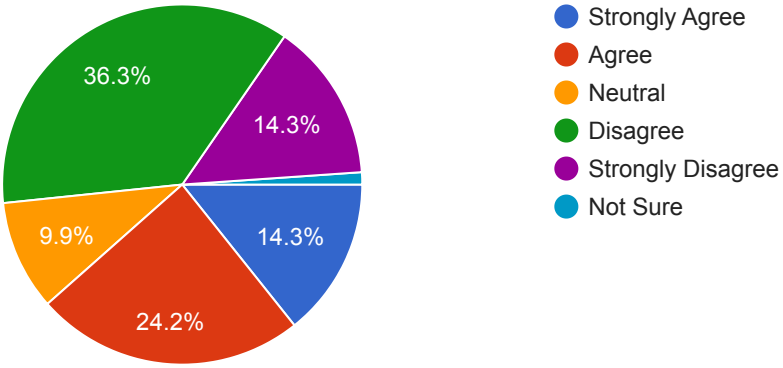
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91 responses



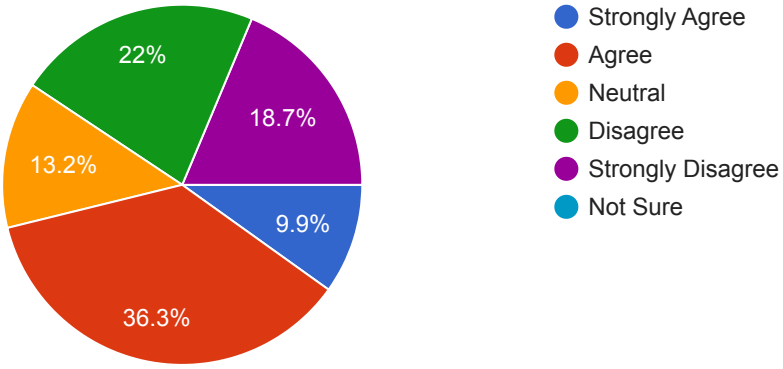
I can use my knowledge of key signatures to find my pitch when required. Copy

91 responses



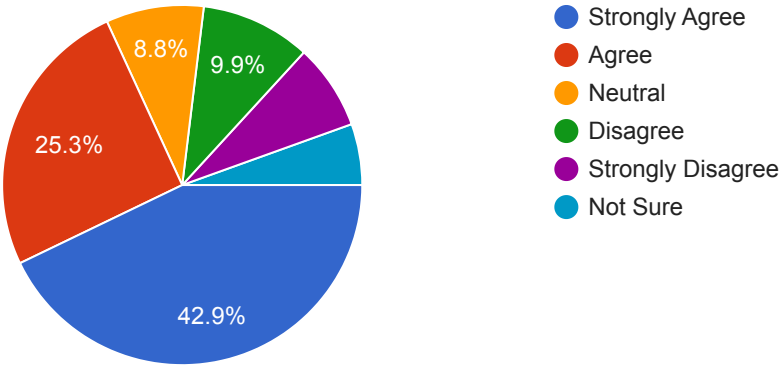
I rely on others around me to help me find my pitch and to feel secure on my part. Copy

91 responses



I know what terms root, third, fifth, and octave mean. Copy

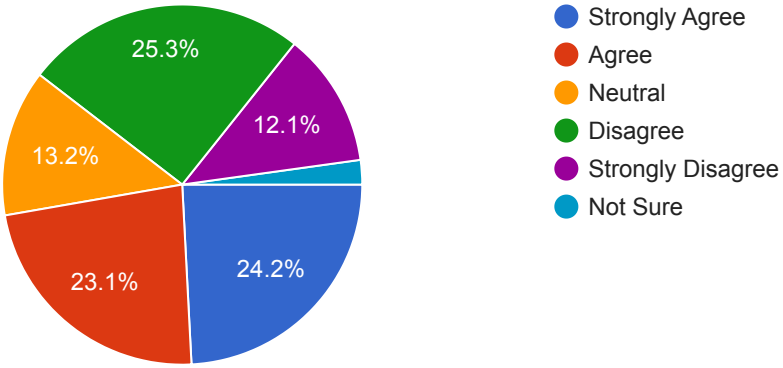
91 responses



If a conductor were to tell me that my note is the third of the chord, I can use that information to find my pitch.

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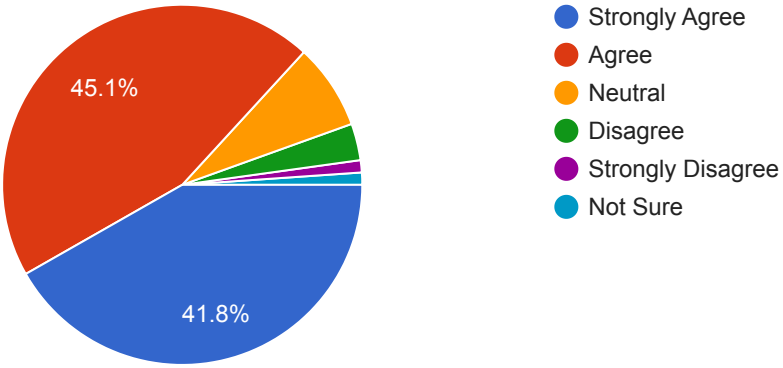
91 responses



I can follow along the roadmap of the music, even when it includes repeats and codas.

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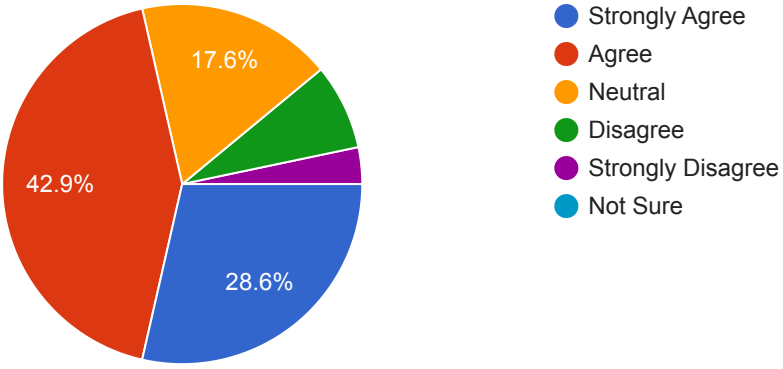
91 responses



I help others around me when they are struggling with their sheet music.

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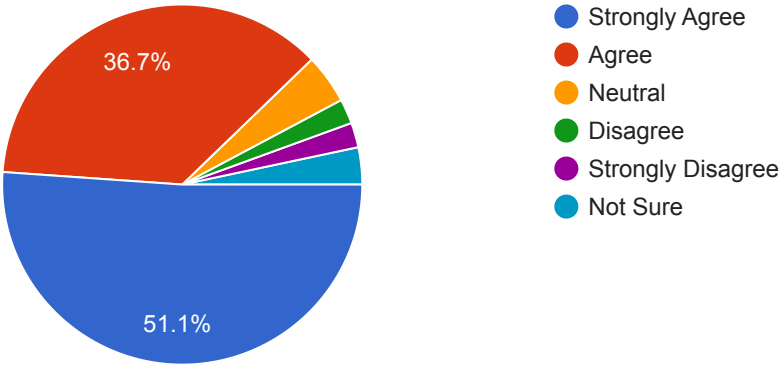
91 responses



I know what sight singing is.

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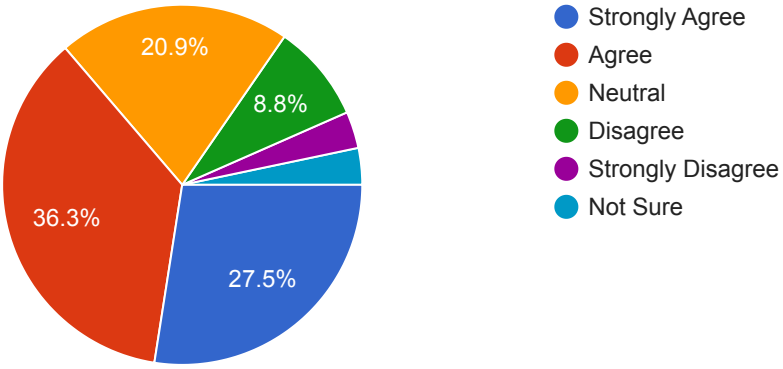
90 responses



I can use sight singing strategies to help me to read and sing my vocal line.

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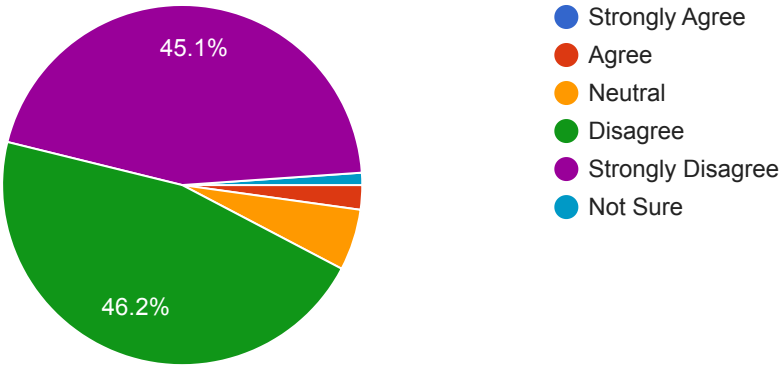
91 responses



I often cannot work out which line of text is for my voice part.

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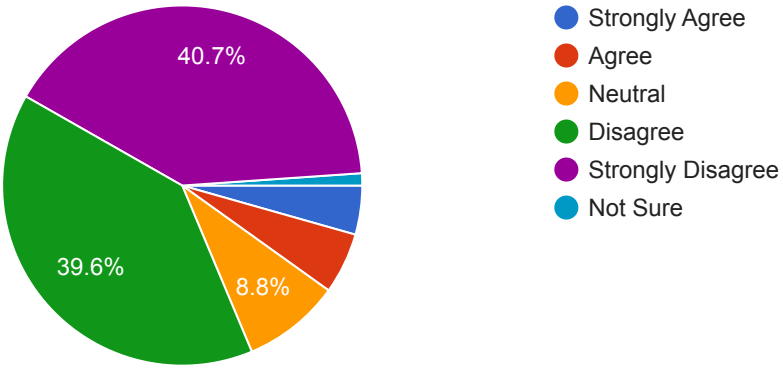
91 responses



I never use my sheet music at home to practice.

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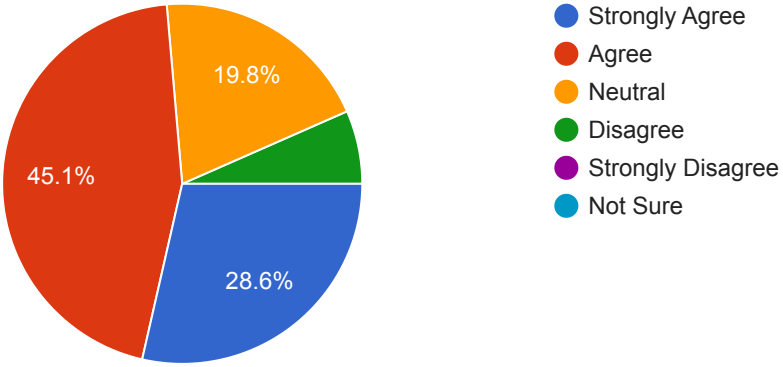
91 responses



I am a confident singer in rehearsals

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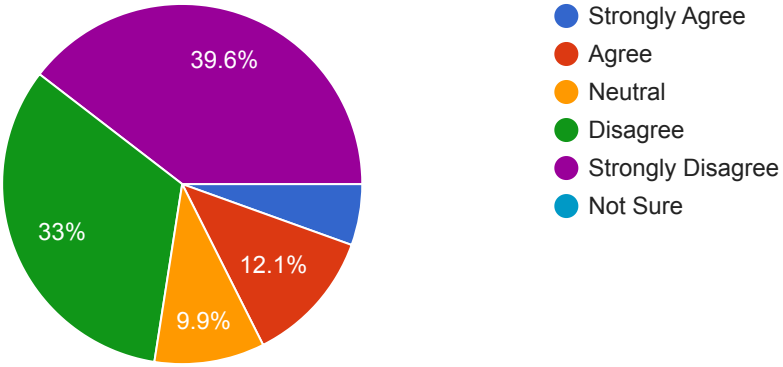
91 responses



I worry what other choir members think about my music literacy skills

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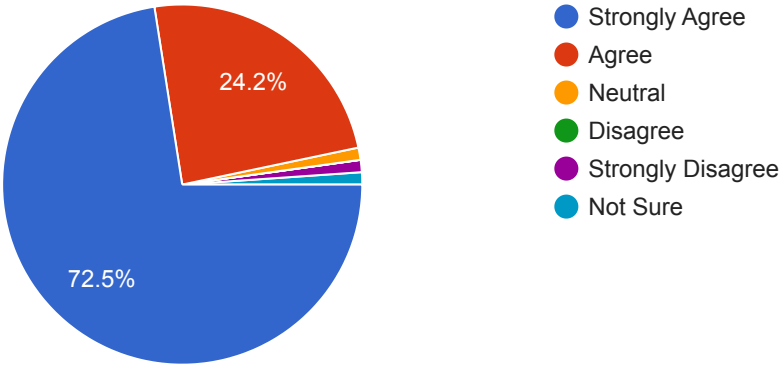
91 responses



I feel welcome and supported in my choir, regardless of my music literacy skills.

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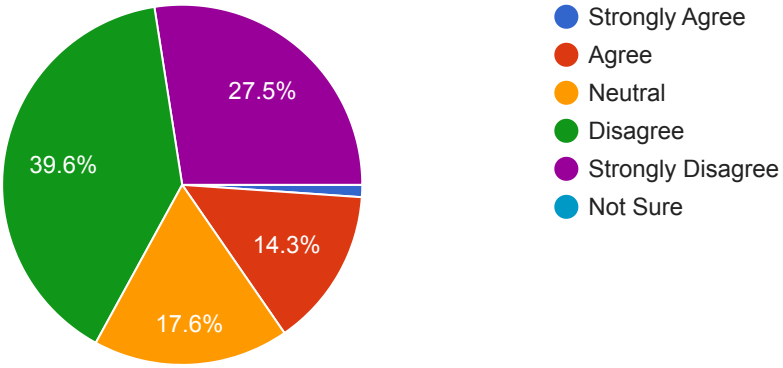
91 responses



I am often frustrated with my music literacy skills during rehearsals

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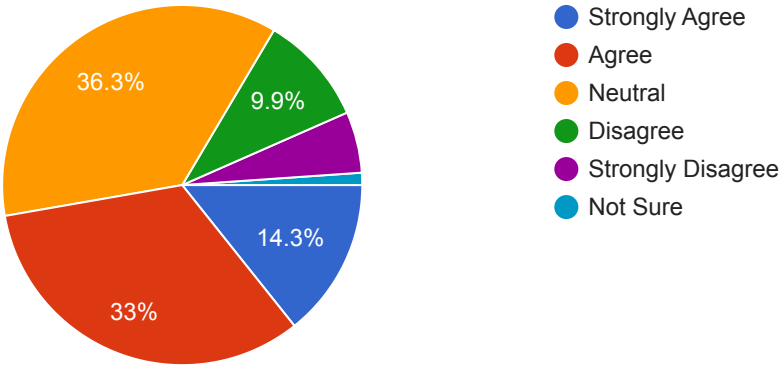
91 responses



I wish there were more opportunities to develop my music literacy skills.

Copy

91 responses



Email Address

Katie Truman-Williams
Evergreen Music and Chorus
White Gates
Orchard Lane
Crickhowell
Powys
NP8 1BU
evergreenmusicandchorus@gmail.com
22nd November, 2024

Dear UWTSD,

RE: Music Theory Competence within Non-Auditioned Community Choirs: Exploring Areas of Concern for Amateur Singers

I confirm that I approve of the research proposed into 'Exploring Areas of Concern for Amateur Singers' to be carried out by Katie Truman-Williams of Evergreen Music and Chorus during private lessons and choir practices between September 26th 2024 and February 17th 2025.

Kind Regards,



Katie Truman-Williams