



**THE**  
**JOURNAL**

**Full report of  
Action Research  
Project**

# **‘Feeling Groovy’: The possible benefits of using music in classroom learning activities**

**Aidan Hamilton**

## INTRODUCTION

This project was sparked by an interest that has developed over the past couple of years. It certainly seems evident from my own observation that, perhaps due to the ready availability of music via new technologies such as the MP3 player, many students use music to accompany large parts of their lives, including during learning activities.

As an initial fact finding exercise I carried out a brief observation of student activity in The Dell, the main study area where students can work individually at computer stations on coursework and other study tasks. As a snapshot, it was interesting to note that 30% of students were using MP3 devices and similar as an accompaniment to work.

This prompted me to consider the extent to which music is increasingly viewed as a positive aid to learning by students rather than as a distraction. I was also prompted by the realisation that, almost subconsciously, over the past two years I have been using music as a background for certain activities in the classroom myself for the purpose of establishing a more relaxed and less formal environment. During this time anecdotal responses from students suggested that they found its use helpful in teaching and learning activities.

There have been a range of news reports and educational papers published over that time exploring the positive part that music may have to play in behaviour and learning. For example:

- The Guardian 28/2/07 (Appendix A) reports on the use of background music to moderate the behaviour of school children
- Press Association 29/9/06 (Appendix B) reports on the use of music in the classroom as a behaviour modifier
- Brin, Best. Accelerated Learning Pocketbook 2003 (Appendix C) sets out types of music and their possible uses and effects on students while learning
- R. Coff/Suzuki Music Academy 11/4/2005 summarises some key research into the use of music in learning and is also a useful link to a range of other relevant sites
- Cockerton, T., Moore, S., & Norman, D. (1997) (see references) also explores possible benefits of background music during cognitive test performance.

*(See appendix for reproduction of some of these texts)*

They seem to suggest that music can act as a behaviour modifier in a range of ways and may also have a positive part to play in creating a classroom environment that is conducive to learning

I therefore decided to formalise the use of music a little more by undertaking the Action Research Project with the aim of trying to establish whether or not there are any tangible benefits to using music during teaching and learning and to try and judge what kind of activities might benefit most from its use.

### **Theoretical Background**

[The psychological study of arousal suggests that the human brain and, therefore, subsequent performance is affected by a range of extrinsic as well as intrinsic factors such as motivation.](#)

[While we are all aware that a student's individual performance can be affected by factors well beyond our control, such as home circumstances, peer pressure and physical and emotional well-being to name just a few, it is interesting to explore how it might be possible to manipulate other extrinsic factors within our control, such as the learning environment.](#)

The concept of arousal has been a major aspect of many learning theories and is closely related to other important concepts such as anxiety, attention and motivation.

“One of the most important findings with respect to arousal is the so-called Yerkes-Dodson law which predicts a U-shaped function between arousal (motivation) and performance.”

(Ref: <http://tip.psychology.org/index.html>)

This source assesses a broad range of research and experimental settings and it appears: “*that minimum performance is associated with both high and low levels of stimulation, suggesting that individuals either ignore or are unaffected by this type of stimulus.*” (Ibid) |

Moderate levels of stimulus, however, seem to increase performance and, reflecting on the use of music in the classroom, might suggest ways in which it could be used most productively. In other words the research indicates that the presence of moderate levels of music in the classroom would seem to offer the optimum benefit to performance.

Other theorists have tried to explore this stimulus/response idea further. There is a range of research work exploring the connection between stimulus and responses and some of these shed some light on the theoretical explanations for the benefits of music:

“Berlyne (1960), for example, attempted to explain the relationship between arousal and curiosity based upon [Hull's drive reduction theory](#) .

One of the most important concepts in Hull's theory was the habit strength hierarchy: for a given stimulus, an organism can respond in a number of ways. The likelihood of a specific response has a probability which can be changed by reward and *is affected by various other variables e.g. inhibition*” (my italics).

The use of music in minimizing inhibition in classroom activities is the relevant issue here.

“In some respects, habit strength hierarchies resemble components of cognitive theories such as [schema](#) and [production systems](#).

#### **Scope/Application:**

Hull's theory is meant to be a general theory of learning. Most of the research underlying the theory was done with animals, except for Hull et al. (1940) which focused on verbal learning. Miller & Dollard (1941) represents an attempt to apply the theory to a broader range of learning phenomena. As an interesting aside, Hull began his career researching hypnosis – an area that landed him in some controversy at Yale (Hull, 1933).” (Op. Cit.)

Other theorists in the same field support Hull's findings about the role played by arousal in performance. The key point of interest to me here is the relationship between arousal and performance. Too little arousal is associated with lack of concentration and performance, whereas too much can cause similar effects. This research offered potential explanations for the benefits of mid-level arousal that music might bring to a classroom situation. For example:

“According to Berlyne, there is an optimal level of arousal for an individual at a given time. If the level of arousal drops below the optimal level, the organism will seek stimulation (i.e., exploratory behavior). Berlyne argued that curiosity was a consequence of “conceptual conflict” that could be caused by: doubt, perplexity, contradiction, incongruity, or irrelevance.

(Op.Cit. <http://tip.psychology.org/index.html>)

Cockerton et al (1997) assessed how music as a background accompaniment to learning tasks may be beneficial. This particular study was of great interest as it reflected the key areas that I was keen to explore i.e. the use of background music as a concentration aid rather than music as a means of developing higher order brain function.

“Summary: Many students have background music present while they study and many believe that this is beneficial. This idea was examined in a study of 30 undergraduate students who performed two cognitive tests, one in silence, and the other with background music. Music was found to enhance performance, as indexed by more questions answered and more correct answers given. There were no differences in heart rate, so the effects were probably not due to different levels of arousal. The authors suggest that the type of music used by an individual may determine its effectiveness.”

Neuro-psychologist, Dr R. Paget (2006) explored these ideas with additional interesting conclusions on the best type of music for learning, based on marrying up the pace of music to the body's pulse response and measuring physiological responses to a range of sounds. His report was also an additional useful account of the ‘Mozart Effect’ research.

These reports and studies, therefore, raise interesting questions about manipulation of learning environments in order to manipulate, in turn, the arousal levels and hence performance levels of students.

It should be noted at this point that little, if any, of the research related directly to the 16-19 sector and the Sixth Form College context. It is of course possible that studies carried out with younger children may not be applicable to older students but it seemed possible to carry out some small scale research of my own which might give some indications that music does indeed have a part to play in aiding the learning process. This led me to a plan of action designed to explore further. I used a range of methods (detailed below) to gather relevant information in order to reach some conclusions.

## METHODS USED

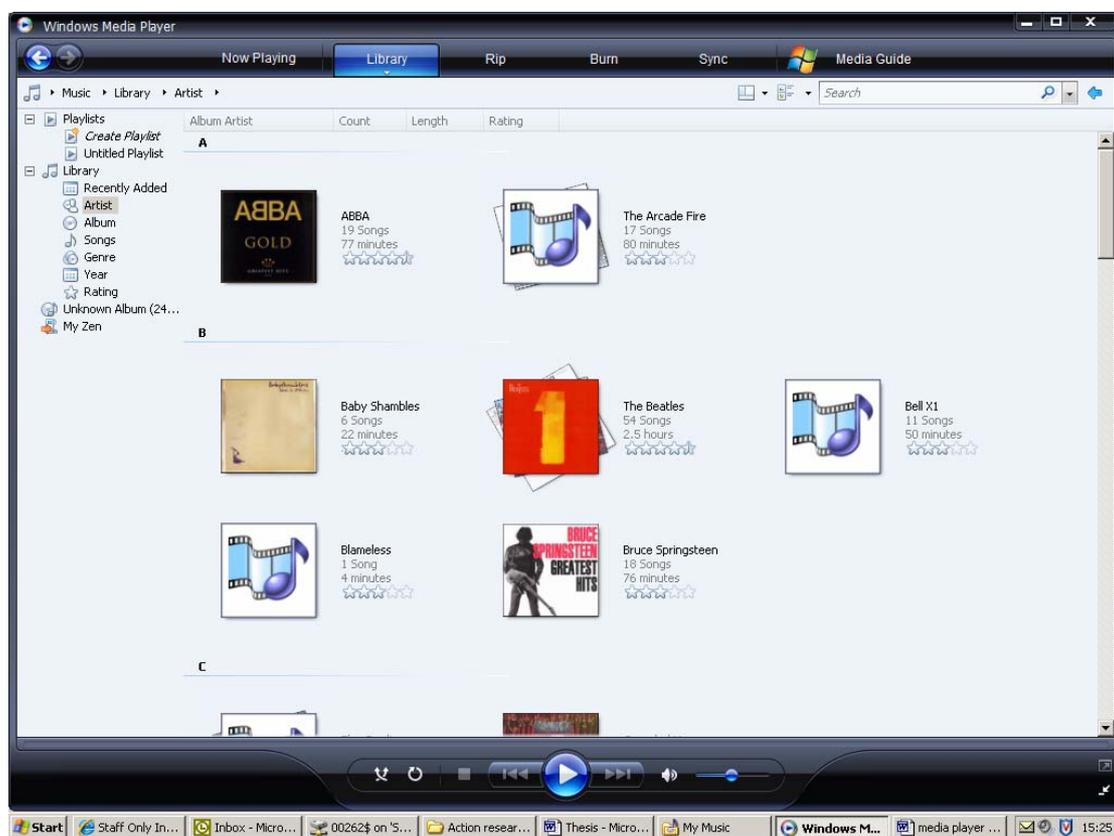
### 1. Survey of existing practice.

My aim here was to ascertain the extent of music use in the College by colleagues and to find out if this provided any initial evidence of its positive benefits. I drew up a questionnaire (Appendix D – results in Appendix E) and distributed this to all teaching staff in the College.

I also carried out a brief survey of personal stereo use by students in supervised study areas (The Dell)

### 2. Selection and compilation of music files

I collected a range of music tracks to use and created a folder that could be easily accessed during classroom activities and played through the sound systems installed in all classrooms via Windows Media Player.



I initially intended to use quite a wide range of types of music but as the research progressed I realised that it would lead to difficulty in measuring variables if the range was too large. So I consequently settled for a small selection of artists and musical types. (See Appendix H for music used)

This was influenced to an extent by the reaction of students also who made it clear if they disliked my choices. It also seemed to echo some of the theoretical points made earlier about optimum levels of arousal in that music that was, to a certain extent, almost subliminal, or at least which did not require concentrated 'active' listening, seemed to work better in creating a focused working environment.

### 3. Student questionnaires

I developed a questionnaire for students designed to ascertain a range of responses to the use of music in the classroom. This went through a process of revision from an early model (see Appendix F) to a more refined version (Appendix G) which enabled me to get a greater range of quantitative rather than qualitative data.

#### *4. Teacher Observation*

During sessions where students were engaged in group activities, I observed their behaviour to assess levels of concentration on task and the amount of time spent by students 'off task'.

#### *5. Exit Questionnaire*

This was a simple series of questions designed to give the students who had participated in the research to give some reflective overall responses at the end of the process (Appendix I)

#### *6. Focus Group*

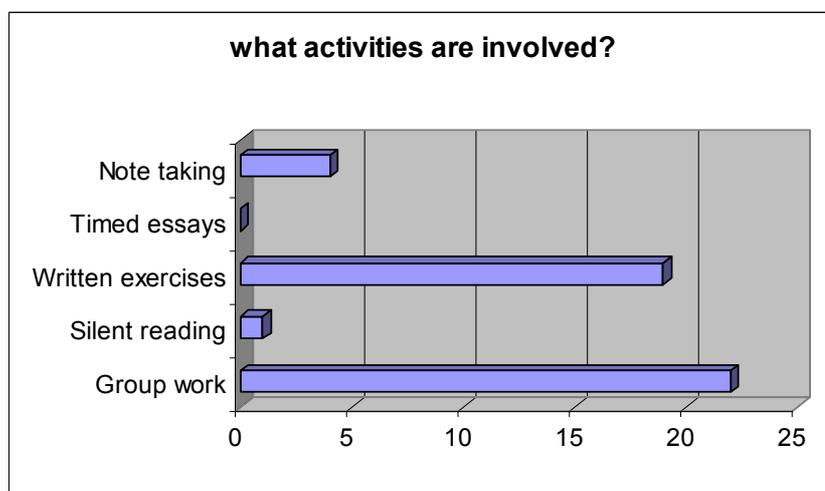
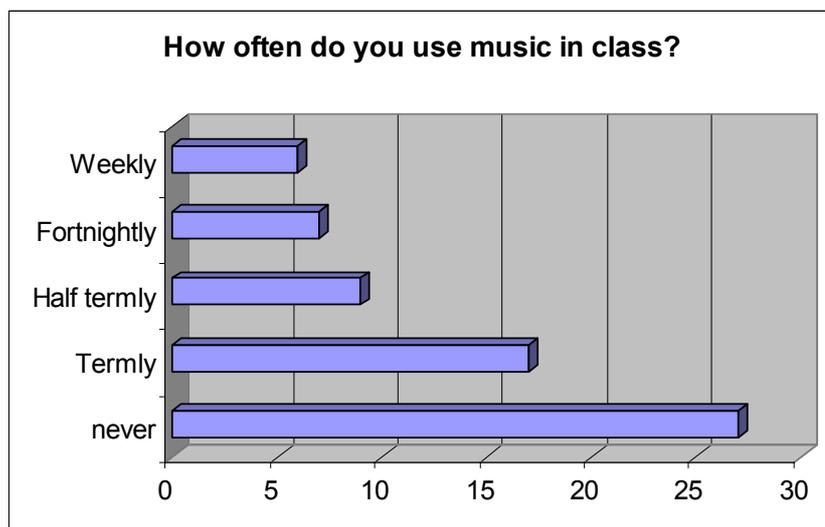
This was intended to supplement and act as a method of triangulation against other methods and the exit questionnaire in particular. It was also intended to give students the opportunity to give me a little more qualitative data which could hopefully give some deeper insights into their thoughts and feelings about the use of music. It was a simple 15 minute discussion which, although led by me, was designed to allow the students to contribute their own responses freely. I noted down comments made as the discussion developed.

## FINDINGS

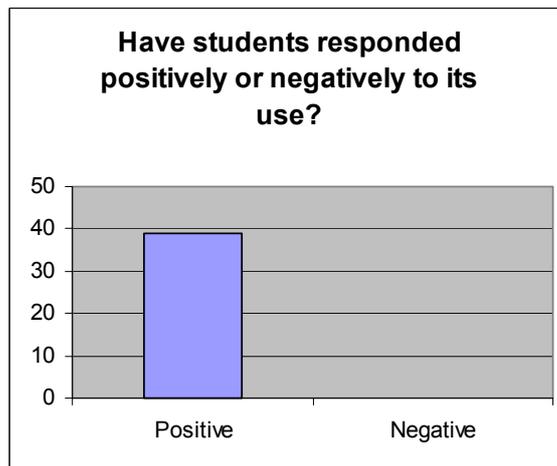
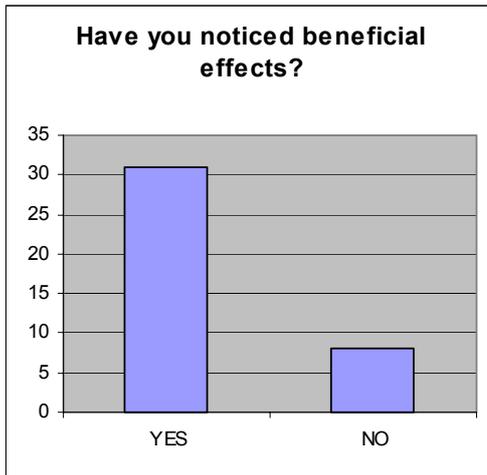
### 1/ Survey of existing practice

Music use by students was common in the study centre (30% of students listening to personal stereo devices in a snapshot survey of the Dell study area)

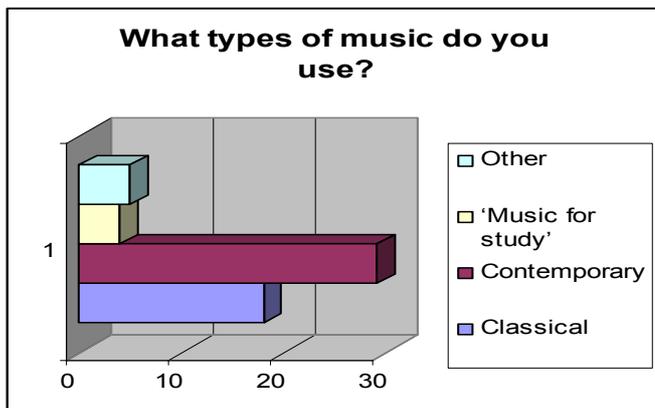
I was also slightly surprised to find that, when I carried out a teacher survey, music was used quite extensively across the curriculum by a range of teachers. (see tables below). In this survey I asked teachers to give details of their music use and to judge whether or not they thought it was beneficial as well as reporting on student response to its use.



- **66** teachers responded across the curriculum
- **39** of these used music at least termly
- The majority of teachers used music to accompany group work or written exercises with 4 using it during note-taking. I would be interested in exploring further whether or not this could create teacher distraction
- 1 teacher in Psychology also reported using music during silent reading



- 31 of the 39 who used music reported a positive beneficial effect.
- Additional comments showed that a significant number of teachers felt that music aided student concentration and minimised chatting during activities
- There was not a single response that indicated negative student response to the use of music. All 39 teachers reported that students were positive about it



- The majority of teachers (29/39) used contemporary music although not always exclusively
- Classical was used by 18 but also not on a consistent and/or exclusive basis
- Many teachers reported allowing students to use personal listening devices during individual work, commonly when working on computers or when engaged in creative tasks in Arts subjects, for example
- This was often used as an addition to, rather than a replacement for, music in the classroom
- One teacher in Performing Arts carefully selected style and tempo of music to correspond to the types of activity involved. For example: slow music for a longer written task; more up-tempo for quiz or Q&A sessions
- Another teacher had collaborated with Music Technology in creating specific 'learning' CDs called 'Mellow' and 'Upbeat'. These were used in identical ways to the Teacher above
- In History a teacher reported using a self compiled African/Blues CD to accompany work on a USA African/American module
- 1 teacher also used a printed 'jukebox' menu where students could tick their preferences

## 2/ Student questionnaires

I carried out a formal survey of student responses following eight separate lessons where music was used extensively to accompany teaching and learning activities (although music was used in more than these sessions). The first survey gave a limited amount of detail (see Appendix F) and I altered the questionnaire to enable me to gather more quantitative than qualitative data (see Appendix G).

The questions on this survey asked students to rate their concentration and productivity, to rate how helpful to work the music had been, as well as rating awareness and enjoyment levels.

The teaching and learning activities accompanied by music were fairly consistent in length (averaging 35/40 minutes) and involved students working in small groups on a range of tasks such as:

- preparing a movie pitch based on the synopsis of the film '*The Bicycle Thief*' (Session number 1)
- preparing a verbal and visual presentation of a distribution campaign for a chosen film (Session number 5)
- identifying key themes, messages and values in the film '*The Crying Game*' (Session number 6)

Full results can be found in Appendix H and the table helps reach some initial conclusions about the way in which students feel that music may help their concentration and productivity. It also makes it possible to see if there is a connection between actual enjoyment of the music played and its helpfulness in carrying out learning tasks.

Included are some key statistics such as the range of student ratings to questions asked as well as the mean and mode. All ratings are on a scale of 1 to 10.

This enables some deeper analysis of student feedback that goes beyond simply ascertaining whether students enjoyed the music played and whether or not they felt that it aided their concentration and productivity.

However, there are some key points that are worth identifying from the data.

- Contemporary music scored significantly higher in enjoyment terms over classical music
- No student rated classical music higher than 8 for enjoyment whereas for all other music used the range extended up to 10
- Students often appeared more aware of classical music during activities
- The highest score for awareness came from *Babyshambles* (perhaps unsurprisingly); this was an 'experiment within an experiment' to see how students would respond to very high tempo music. But it was also music that had a high score for helping concentration
- However, concentration and productivity levels reported by students differed only marginally across the different types of music
- Concentration mean scores out of 10 ranged from a low score of 7.39 (for a classical piece) to 8.22 (for soft rock)
- Productivity ratings were slightly lower across the board and ratings for helpfulness a little lower still.
- All ratings for concentration, productivity and helpfulness were significantly positive apart from the sessions where classical music was used. In these responses students rated the music for helpfulness at 4.94 and 5.44

### 3/ Teacher Observation

This proved to be a rather unscientific process where I noted down when students deviated from task but without a formal control group or rigorous method of recording results, I felt that this part of the research yielded little concrete evidence. I do feel that it has some merit as a research finding but researcher bias can not be discounted in my reporting.

### 4/ Exit Questionnaire

This questionnaire was completed by 20 students in the group with which I had carried out the bulk of my research (for full table and results see Appendix I). One question asked them to rate the overall helpfulness of music in classroom activities on the same 1 to 10 scale as with the earlier questionnaire and yielded the following results:

- Range 5-10
- Mean 7.45
- Mode 8

The results are fairly clear cut and show that all students found music helpful to some degree. It is interesting to see that the lowest range score was 5, which is the midway point, while the mean and the mode are both near the top of the scale.

The following statements were also listed (based on early questionnaire responses) and students were asked to circle those with which they agreed, with the following results

- Music helps relax me when working 90%

- Music makes a class feel more comfortable 90%
- Music makes tasks seem less like work 75%
- Music distracts me when I am trying to concentrate 5%
- Music needs to be played at a low level or it becomes distracting 85%
- I don't like music playing in group work 5%

This again shows a clear appreciation of music and its use. The high responses came to those statements that posited the advantages of music use while only 1 student of the 20 surveyed reported that music had any negative effects.

### 5/ Focus Group

I used the same group to try and gain some qualitative responses to the research period, using some responses to the exit survey as a prompt for discussion. The students required little prompting to engage in discussion and were keen to put forward their points of view. The overwhelming majority of comments were positive with students making statements such as:

“Music makes work feel less like work”

“...it makes the classroom warmer and less formal”

“It makes it feel more like home and I find it easier to relax and concentrate”

“I don't like it when the music is too loud or else it becomes distracting”

“ I really enjoy it; it chills me out and doesn't make me nervous about saying stuff”

### DISCUSSION

It seems from the findings that there is a general awareness that music can be a beneficial teaching and learning tool. Music is being used across a range of subject areas and activities.

What was immediately striking from the responses to the teacher questionnaire was the realisation that music was being used by a significant proportion of teachers already. As can be seen from the findings section, out of the 66 subject areas that responded to the survey, 39 of them used music at least occasionally to accompany a range of activities.

What was also striking was the consistency of types of task for which teachers used music; group work and written exercises were the activities cited overwhelmingly. Approximately 75% of teachers reported noting beneficial effects of its use and they also reported that 100% of students in their classes had a positive reaction to the use of music.

The survey allowed for additional explanatory comments and these made for fascinating reading. Some teachers had well developed strategies for using music, to the extent of creating custom made CDs for use tailored to particular types of task. There was a strong consistency of response with many comments made about the value of music in minimising 'chatting' tendencies. A few teachers encouraged their students to use personal music devices during individual work on computers with the deliberate aim of minimising distraction and therefore maintaining concentration on the task on hand.

One final interesting point from this survey was the extent to which contemporary rather than classical music was chosen by teachers for use, despite much publicity about the 'Mozart Effect' which one might expect teachers to have come across. I found myself that there was an inherent student resistance to classical music and no significant difference to concentration levels or focus on tasks so decided to discontinue its use in my research after a couple of attempts.

It is also interesting to note some connection between particular styles and types of music with student responses in surveys. Those sessions where classical music was used corresponded with slightly lower levels of concentration, productivity and helpfulness. The results of student questionnaires also indicate a strong dislike for the music; range, mean and mode figures are significantly lower than for other types of music. It would therefore seem sensible to use music that is more contemporary.

The responses of students to the use of music were very interesting and informative. It is clear that there was an overwhelmingly positive response to the use of music. The questionnaires reveal that concentration levels during

activities accompanied by music were uniformly high with only slight variations. It would of course be useful to carry out further research using a control group to see if music changed student behaviour in any significant way.

As mentioned earlier I decided to focus my observations on one particular AS Film Studies class and introduced my research ideas to them. They were therefore fully aware that they were helping me in a small scale research project and were quite curious about the process. It is of course possible that this knowledge may have had some impact on their classroom behaviour but, over time, it seemed to me that using music on occasions and being asked to fill in a short survey/questionnaire became a regular part of the teaching and learning process.

The students own comments, in focus group and in private conversations with me outside class, were perhaps the most revealing with an almost 100% positive response. While I am aware that I might find it difficult to be objective in my observations, I am convinced that the use of music in the classroom is beneficial and my (albeit limited) research seems to support some of the research findings detailed in the introduction.

It seemed to me that students did concentrate on tasks with more focus when I played music than when I did not, indicating that using music to create moderate levels of arousal can be beneficial, as Berlyne, Paget and others posit (Op.Cit).

It also seems to support the work of Cockerton (Op. Cit) which suggested that music aids levels of concentration.

I should mention at this stage that, as the research period went on and I could see that music was becoming an almost expected part of the classroom 'environment', I became accustomed to using music to accompany short activities as a matter of course and did not always record formal responses. Overall student responses, therefore, are based on more than just a few sessions of music use, adding to the validity of findings.

## CONCLUSION

This research project has helped clarify some of my own responses to the use of music in the classroom. It is clearly something that has been picked up on by other teachers and is used much more extensively than I realised before I began. So are there any tips or ideas for improving teaching and learning practice that arise from my research?

- There seems no doubt to me that certain activities benefit from its use, particularly small group work with a clear goal. Preparing presentations and responses are ideal tasks where students feel that background music creates a more relaxing yet still work oriented environment. The type of music used is clearly important with students responding much more favourably to contemporary rather than classical. Music that is slower in pace seems to create a calmer atmosphere where it serves to relax but not distract students.
- However, students also reported that more upbeat music could also have a positive effect but I feel there should be some careful thought over its use. My own observations here when I used *Babysambles* were that this music proved slightly more distracting with students commenting on and actively listening much more to the music. Choices of music should perhaps have room for negotiation with students.
- The use of music to modify behaviour seems to be effective: minimising 'chatting opportunities' in IT rooms seems to be an obvious area to experiment. It also seems to create a calmer and more focused atmosphere during other classroom activities.
- Student response shows clear approval of its use; the ongoing questionnaires and exit surveys clearly show massive positive response. The next step might be to collaborate more with students in choosing music to add to my library for use in the classroom. With a modern classroom, equipped with Windows Media Player it is the height of simplicity to create such a library and use it with minimal set-up time and preparation.
- I would still hesitate to use music where students had to write personal responses or concentrate on individual tasks due to its distracting possibilities and other teachers seem to share this view. But it would be interesting to explore further whether its use could be extended and whether or not I am still clinging to slightly dated viewpoints, coming from an era when the ubiquity of personal music devices and background music simply did not exist in the way it does now.

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<http://tip.psychology.org/index.html>

## APPENDICES

### *Appendix A*

**Rebecca Smithers**  
**Wednesday February 28, 2007**  
[The Guardian](#)

Music helps pupils chill out at home time

A secondary school in the north-east has begun playing soothing music at home time to calm pupils down and stop them getting rowdy at the end of the day.

The experiment has been running for nine weeks at St Mary's Roman Catholic comprehensive in Newcastle.

A "soundscape" involving ambient music and sounds from nature has been developed, which is played to pupils before and after school, and at lunchtime. The same sound is also played at the local Metro station where teenagers gather. Staff at the 950-pupil school said it has made lunchtime easier, while Metro operator Nexus - which part-funded the scheme - said it helps calm the journey home.

The pilot follows successful schemes in which classical music is played at stations at night to calm passengers. The sounds were developed by Soars and Co, an "experience strategy consultancy".

Soars managing director, Brenda Soars, said: "When we started playing it in the dining hall, there's been extremely good results. They're not bad kids at all, there's just a little bit of high jinks." St Mary's citizenship and advanced skills teacher, Mike Potts, said: "We have noticed a swifter delivery of lunch." Several schools in London are planning similar schemes.

## **Appendix B**

**Play Mozart to tackle poor behaviour, teachers urged**  
**Press Association**  
**Friday September 29, 2006**

**EducationGuardian.co.uk**

Teachers should play Mozart in the classroom to help calm unruly children and improve their work, according to a new book published today.

The soothing sounds of symphonies and string concertos and have been deployed as weapons in the fight against crime at train stations and other public spaces in recent years.

Today a new book from academics at the University of Derby suggests that the approach may also work with badly behaved three to seven-year-olds in primary schools.

In particular, playing Mozart during maths lessons has been shown to improve pupils' work, say authors Simon Brownhill, Fiona Shelton, and Clare Gratton.

Their book, *101 Essential Lists for Managing Behaviour in the Early Years*, says: "Music can be a very powerful tool in the fight against poor behaviour."

Tchaikovsky's 1812 Overture could "liven up" dozing pupils, while a quieter piece would calm them down.

The authors also recommended tying particular music to a particular activity, such as the Mission Impossible theme tune to "tidy up time".

The book advises: "Play quiet music when the children are working to manage noise levels.

"Play dance music to relieve restless children on the carpet - 'Get up and move!'

"Play music by Mozart whilst the children are working; it has been proven that his music helps children to learn, particularly during mathematics."

Favourite pop songs could be played as a reward for good behaviour, they suggested.

The book also suggested giving pupils red and yellow cards - as referees in football - to badly behaved children.

And old toilet rolls make very good "behaviour binoculars", as Mr Brownhill explained: "The results are amazing as children sit up and behave as you tell them you are going to use the binoculars to scan the room for good behaviour."

EducationGuardian.co.uk © Guardian Newspapers Limited 2006

## Appendix C

### Using music to aid learning

Here are some specific ways to use music in your classroom:

- Use **upbeat, positive** music to greet students and set the tone for the lesson
- When studying a particular **country or culture**, use appropriate music to support the lesson (e.g. South African choir when studying apartheid, blues music when studying the black history of the USA, the Beatles when studying an aspect of Liverpool)
- Use **relaxing** music (such as Enya) to help your students get in the alpha brain state ready to learn – this should have a rhythm which is close to sixty beats per minute as possible
- Play relaxing **background music** when your students work ( there is room for negotiation here over the type of music your students enjoy)
- Use **dramatic music** during a review at the end of your lesson (sometimes called the ‘concert review’)

Remember that having music in your classroom isn’t simply a matter of turning on the radio as a treat – its use needs to be carefully thought out and music selected that is appropriate to the task.

Music can be used in a variety of ways to aid the learning process. The use of music burst into the educational arena in the 1990s with the so-called ‘Mozart effect’ – a temporary improvement in performance in spatial – temporal reasoning by college students who were played the first ten minutes of a Mozart sonata.

Although other researches have failed fully to replicate the specific effect in more recent studies, there is now general acceptance that music can aid the learning process in several different ways. The benefits are certainly not solely associated with baroque music.

It is also worth bearing in mind that if you ask students, almost all of them will say they prefer to listen to music when working at home. The silent classroom traditionally enjoyed by many teachers and seen as a sign of control is not the environment your students would choose to work in. To some students the silence can even be unsettling.

Source: Brin, Best. (2003) Accelerated Learning Pocketbook

## Appendix D

As part of an Action Research project I am exploring the use of music as an aid to teaching and learning in the classroom. To help my research I would be grateful if you could complete this questionnaire and post it in my pigeon hole.

Many thanks for your help,  
Aidan Hamilton (CM Film Studies)

Name:

(All responses will be treated as confidential.)

1. What subject do you teach?
2. How often have you used music as background accompaniment to classroom activities?  
(Circle the most appropriate answer)

*Never    Once a term    Once a half-term    Fortnightly    Weekly*

3. Circle the particular activities involved during which music was played:
  - a. *group work*
  - b. *Silent reading*
  - c. *Written exercises*
  - d. *Timed essays*
  - e. *Note-taking*
  - f. *Other (please specify)*

3. Have you ever noticed a beneficial effect on students' work or behaviour when music was played? (Please circle)

*Yes*

*No*

4. On the whole have you experienced a more positive or negative reaction to the use of music from students? (Please circle)

*Positive*

*Negative*

5. Which of the following types of music did you use? (Please circle)

*Classical*

*Contemporary*

*'Music for study' CDs*

*Other*

Any other comments on how the use of music affected the learning environment would be very helpful. This may include tips and/or advice:

## Appendix E

Subjects	How often is music used?					What activities?					Beneficial effect noticed?		+/- student reaction		Types of music used?			
	never	Termly	Half termly	Fortnightly	Weekly	Group work	Silent reading	Written exercises	Timed essays	Note taking	YES	NO	Positive	Negative	Classical	Contemporary	'Music for study'	Other
<b>66 subject area responded across the curriculum</b>  <b>39 of these used music</b>																		
	27	17	9	7	6	22	1	19	0	4	31	8	39	0	18	29	4	5

## Appendix F

### 26<sup>th</sup> Sept. 06 A2 Film

- Number of students and groupings: 20 students present (10 pairs)
- Type of work: Neo-Realism pitch - pair exercise
- Detail: 35/40/ minutes preparation work, fleshing out details of a movie pitch based on the synopsis of 'The Bicycle Thief'
- Music chosen to accompany work – *Inside in/inside out* The Kooks
- Volume: low to mid

#### Student feedback:

Did you find that this music helped concentration?

YES 15      NO 2      Unsure 3

Did you find that this music helped create a good working atmosphere?

YES 20      NO -      Unsure

#### Specific student comments:

- Made work seem less like work
- Made work less of a chore
- Atmosphere was more relaxed
- Helped create an atmosphere like home which makes it easier to work
- Made me more prepared to work
- Nice, easy listening
- Motivational

#### Teacher observation:

- Students appeared focused on task
- Task was completed to a good degree of finish by all groups
- The atmosphere was relaxed but without compromising work rate
- Students seemed good humoured about task
- Responses to task and music were very positive and students were enthusiastic about music as an aid to learning

## Appendix G

As part of an Action Research project I am exploring your responses to various types of classroom stimulus. I would be grateful if you could record your responses to the following questions as truthfully and thoughtfully as possible.

*(All responses will be treated as confidential).*

1. On a scale of 1 to 10 (1 being the least value), how well were you able to concentrate in class today?  
(Circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
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2. On a scale of 1 to 10 (1 being the least productive), how productive did you feel during the task class today?  
(Circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
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3. On a scale of 1 to 10 (1 being the least), how much did the music help complete the task in class today?  
(Circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

4. On a scale of 1 to 10 (1 being the least aware), how aware were you of the music in class today?  
(Circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

5. On a scale of 1 to 10 (1 being the lowest), how much did you like the music in class today?  
(Circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
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Thanks for your help. Aidan

## Appendix H

Session no. & activity	Music used	Concentration	Productivity	Helpfulness	Awareness	Enjoyment
1/Small gp work – presentation preparation	The Kooks – (soft rock)	Yes 15 No 2 Unsure 3		Yes 20 No 0 Unsure 0	Early simple survey model	
2/Small gp work – presentation preparation	Rodrigo - (classical)	Range:4-10 Mean:7.39 Mode:8	Range:5-10 Mean:6.94 Mode:7	Range:2-10 Mean:4.94 Mode:5	Range:2-10 Mean:7 Mode:10	Range:1-8 Mean:4 Mode:5
3/Individual work – project research	Rodrigo (classical)	Range:7-10 Mean:7.67 Mode:7 & 8	Range:5-10 Mean:7.23 Mode:8	Range:3-9 Mean:5.44 Mode:5	Range:3-10 Mean:6.33 Mode:8	Range:1-6 Mean:3.11 Mode:1
4/Small gp work – presentation preparation	Babyshambles – (indie rock)	Range:6-10 Mean:8.05 Mode:8	Range:3-10 Mean:6.83 Mode:8	Range:3-10 Mean:7.16 Mode:9	Range:2-10 Mean:8 Mode:10	Range:2-10 Mean:6.27 Mode:8
5/Small gp work – research for presentation	Jose Gonzales – (ambient)	Range:6-10 Mean:8.05 Mode:8	Range:6-10 Mean:7.89 Mode:8	Range:3-9 Mean:6.79 Mode:7	Range:4-10 Mean:7.58 Mode:10	Range:1-10 Mean:6.25 Mode:9
6/Small gp work – question sheet responses	Neil Young – (soft rock)	Range:4-10 Mean:7.9 Mode:8	Range:5-10 Mean:7.4 Mode:8	Range:3-9 Mean:6.6 Mode: range	Range:3-9 Mean:6.73 Mode: 7&8	Range:2-10 Mean:5.93 Mode:8
7/Small gp work – research for presentation	Natalie Imbruglia – (soft rock)	Range:6-10 Mean:8.22 Mode:9	Range:5-10 Mean:7.74 Mode:8	Range:4-9 Mean:6.93 Mode:7	Range:3-10 Mean:5.89 Mode:7	Range:3-10 Mean:6.68 Mode:8
8/Small gp work – presentation preparation	Natalie Imbruglia – (soft rock)	Range:6-10 Mean:8.04 Mode:9	Range:4-10 Mean:7.5 Mode:8	Range:4-10 Mean:7.46 Mode:8	Range:4-10 Mean:6.47 Mode:8	Range:4-10 Mean:6.92 Mode:8

## Appendix I

As further part of my Action Research project exploring your responses to various types of classroom stimulus, I would be grateful if you could record your responses to the following questions as truthfully and thoughtfully as possible.

*Name:*

*(All responses will be treated as confidential).*

**On a scale of 1 to 10 (1 being the least value), have you felt that using music during classroom activities has helped you  
(Circle the appropriate number)**

1	2	3	4	5	6	7	8	9	10
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*Sample 20 students from single targeted class*

*Results: Range 5-10*

*Mean 7.45*

*Mode 8*

**Please read the following statements and circle those with which you agree**

- **Music helps relax me when working** **90%**
- **Music makes a class feel more comfortable** **90%**
- **Music makes tasks seem less like work** **75%**
- **Music distracts me when I am trying to concentrate** **5%**
- **Music needs to be played at a low level or it becomes distracting** **85%**
- **I don't like music playing in group work** **5%**

Thanks for your help.  
Aidan