

RMA Music Education Initiative

Collated, Anonymised Data from Secondary School Music Questionnaire (summer 2019)

Questionnaire distributed to RMA members who responded to an information request published in the RMA Bulletin, 15/3 (March 2019)

No.	Question	Collated response data (main themes)
1	Perceived benefits of RMA membership for staff and students?	<ul style="list-style-type: none"> • Musicology connections (keeping in touch with recent musicology). Updates. JRMA articles used with sixth formers. • Keeping up to date with scholarship in musicology. Personal and professional: new ideas for school lessons, performances. • Awareness of current trends (journal, events, conferences). • Furthering subject knowledge: journal, conferences, study days. For students, RMA seen as umbrella for diverse music HE. Full breadth important. • Access and engagement with musical academia – contact with other scholars. • Access to world of musicology. Incorporating elements of research (and reasons for it) into classes.
2	Potential ways to enhance music educational provision (in first instance, especially sixth form)?	<ul style="list-style-type: none"> • Online guidance on key readings in musicology. Possible RMA podcasts aimed at sixth formers and teachers. Conferences on more than just passing A-level exam: enhancement over reinforcement. Learned society input into DfE model music curriculum. • Conference, workshop, RMA web links: all excellent ideas. • Conferences, study events for active teacher engagement in research; provision of study materials for secondary school teachers. • Events on less-known areas of curriculum, e.g. Composition. FE/HE transition, not joined up. Dumbing down of musical grammar by exam boards. RMA contact with exam boards? • More opportunity to discuss FE-HE transition (building on NAMHE event, Newcastle University, 2018). What do universities want; what do they feel they are getting? Have universities grasped how A-levels are changing and altered their expectations, curricula?

No. (contd.)	Question	Collated response data (main themes)
3	Availability to sit on a Music Education Working Group?	<ul style="list-style-type: none"> • Majority positive response.
4	Potential usefulness of setting up an RMA educational network?	<ul style="list-style-type: none"> • Majority positive response. • Networking very useful. Never come across other researchers who teach outside university sector. • Very helpful to talk to other music staff. • Keep it informal.
5	Any other advice to offer?	<ul style="list-style-type: none"> • Typical school fear of universities, academia. Try to break down misconceptions. • Help sixth-form students to assess their own musical interests for HE, e.g. jazz history, community music, film/TV composition, ethnomusicology. Central directory of course content, varied career pathways (MusicHE Role?) • Possibility of some free/open university lectures for teachers (akin to Princes Teaching Institute/PTI): shared community.