

Programme developed 2018 for research project in
Teesside, Sheffield, Tyneside.
60 intervention and 60 control Year One classes
c 3600 children

First Thing Music

Simple Rhymes and Songs, Kodály-inspired approach.

Education Endowment Foundation

TVMS Tees Valley Music Service

In Association With The British Kodály Academy
bka
with music in mind
reg. charity no. 326552

RSA
21st century enlightenment

THE BEHAVIOURAL INSIGHTS TEAM.

Institute of Education
UCL

How did ***First Thing Music*** come about?

Taking on the challenge – to demonstrate impact, then overcome skills shortage

Advice about necessary evidence – qualitative/quantitative data

A summer pilot in Teesside

The Kodály Based Approach



Kodály was a 20th Century composer, linguist, and educationalist, who developed a philosophy of music education.

The Kodály-Based Approach

The **foundation of music learning is singing**, which is accessible to all.

Music can be understood through its simplest component parts:-
Beat, Rhythm and Pitch

Initially, these are taught by **experience**, before the introduction of any theoretical concepts.

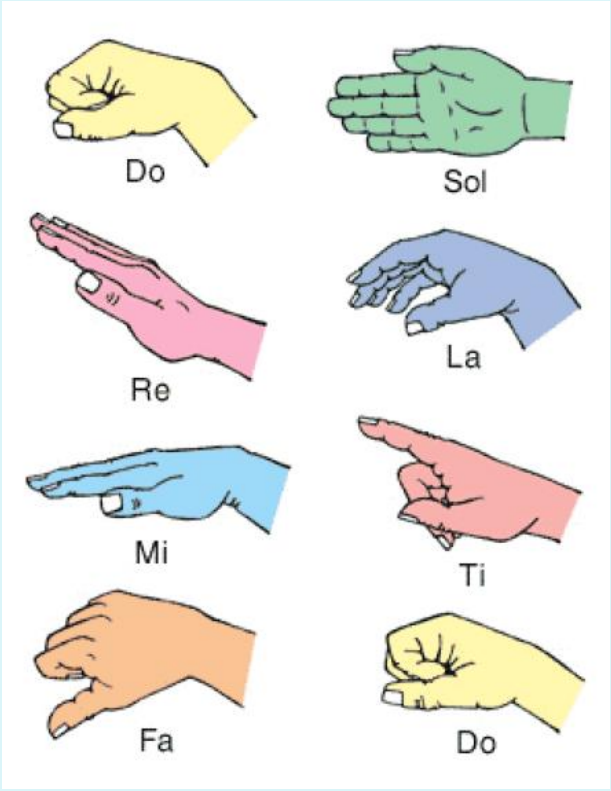


A feasibility study of the impact of a Kodály-inspired music programme

International Journal of Educational Research
Volume 89, 2018, Pages 10-21

Dr Beng Huat See and Lindsay Ibbotson





What we did

2 Randomised Groups of

28 children each

15 minutes of Kodály-based

Music each morning

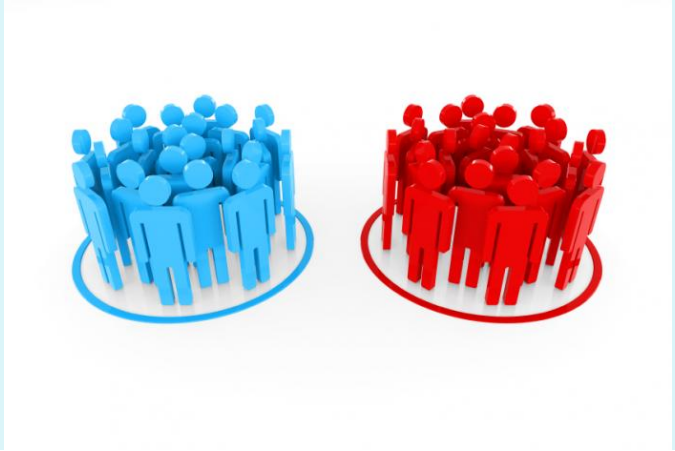


Early Learning Goals
Areas of Learning and Development

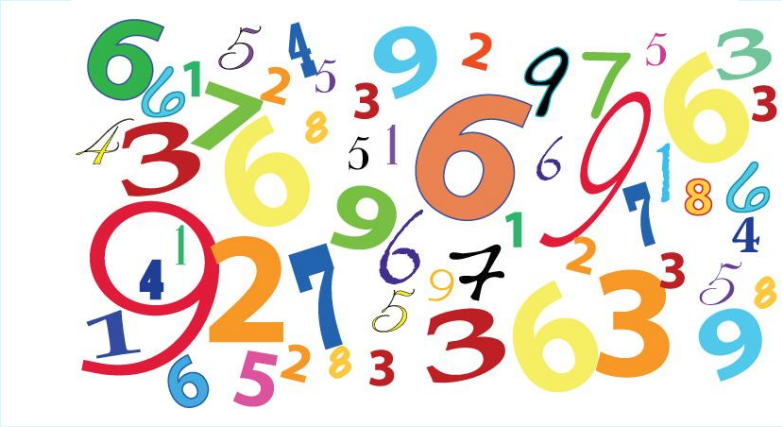
	Prime Areas	
Personal Social and Emotional Development	**Physical Development**	**Communication and Language**
Making Relationships	Moving and Handling	Listening and Attention
Self-confidence and Self-awareness	Health and Self-Care	Understanding
Managing Feelings and Behaviour		Speaking

		Specific Areas	
Literacy	**Mathematics**	**Understanding the World**	**Expressive Arts & Design**
Reading	Numbers	People and Communities	Exploring and using media and materials
Writing	Shape, Space & Measure	The World	Being imaginative
		Technology	

Spring Term Jan-March 2017

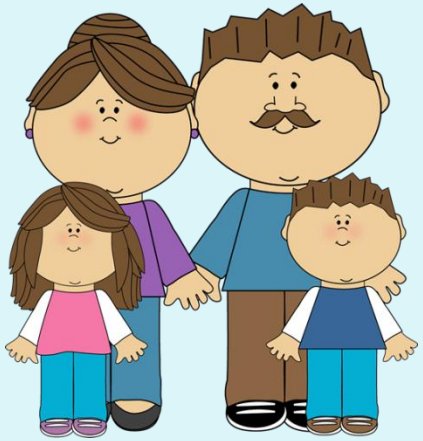


Social / emotional / behavioural benefits



and marginally improved *Number and spatial skills*

but no *literacy* effects



But *.....Parental pressure!!*

Groups Merged

Start of summer Term May 2017

But in July, after the second term .....

..... the individuals from the initial intervention group showed improved results in writing compared with control group.



Results – Hedges g test

Small effect=0.2

Medium Effect =0.5

Large Effect = 0.8

Table 11: Comparing effects after one term and two terms of exposure

Outcomes	Effect size after 1 term of delivery	Effect size after 2 terms of delivery
ELG6 – SELF CONFIDENCE	+0.42	+0.32
ELG7 – BEHAVIOUR	+0.56	+0.71
ELG8 - RELATIONS	+0.47	+0.43
ELG9 – READING	-0.16	+0.03
ELG10 – WRITING	0	+0.4
ELG11 – NUMBER	+0.35	+0.3
ELG12 – SHAPE	+0.04	+0.18

See, B.H. and Ibbotson, L. (2018) A feasibility study of the impact of the Kodaly-inspired music programme on the developmental outcomes of four to five year olds in England. *International Journal of Educational Research*, 89: 10-21

The First Thing Music Trial



September 18 to June 19

Teesside / Tyneside/ Sheffield

60 intervention & 60 control Year One classes

c. 3,600 pupils

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Why "First Thing Music" ?

1. Music has such a positive effect when it happens on a daily basis, that we recommend having a little musical activity, around 15 minutes, at the beginning of every day – 'first thing'.

So what does it achieve?.....

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What does First Thing Music do?

The ***First Thing Music*** approach works to develop a subconscious sense of beat, then of rhythm, and finally pitch.

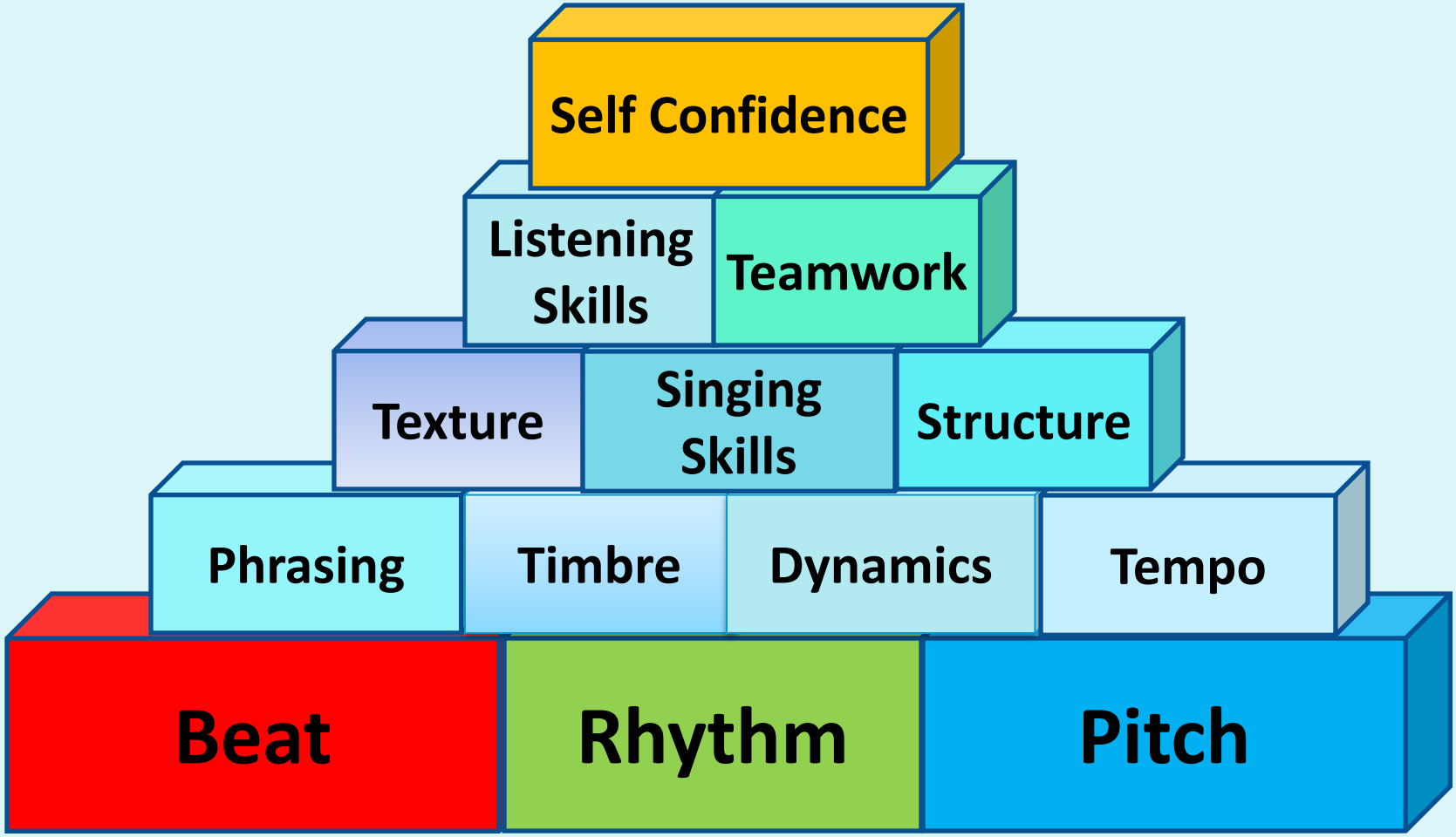
It is easy to see how this relates to reading and language development, but our experience shows how it links to the development of other skills in the EYFS profile.

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The foundations for ....



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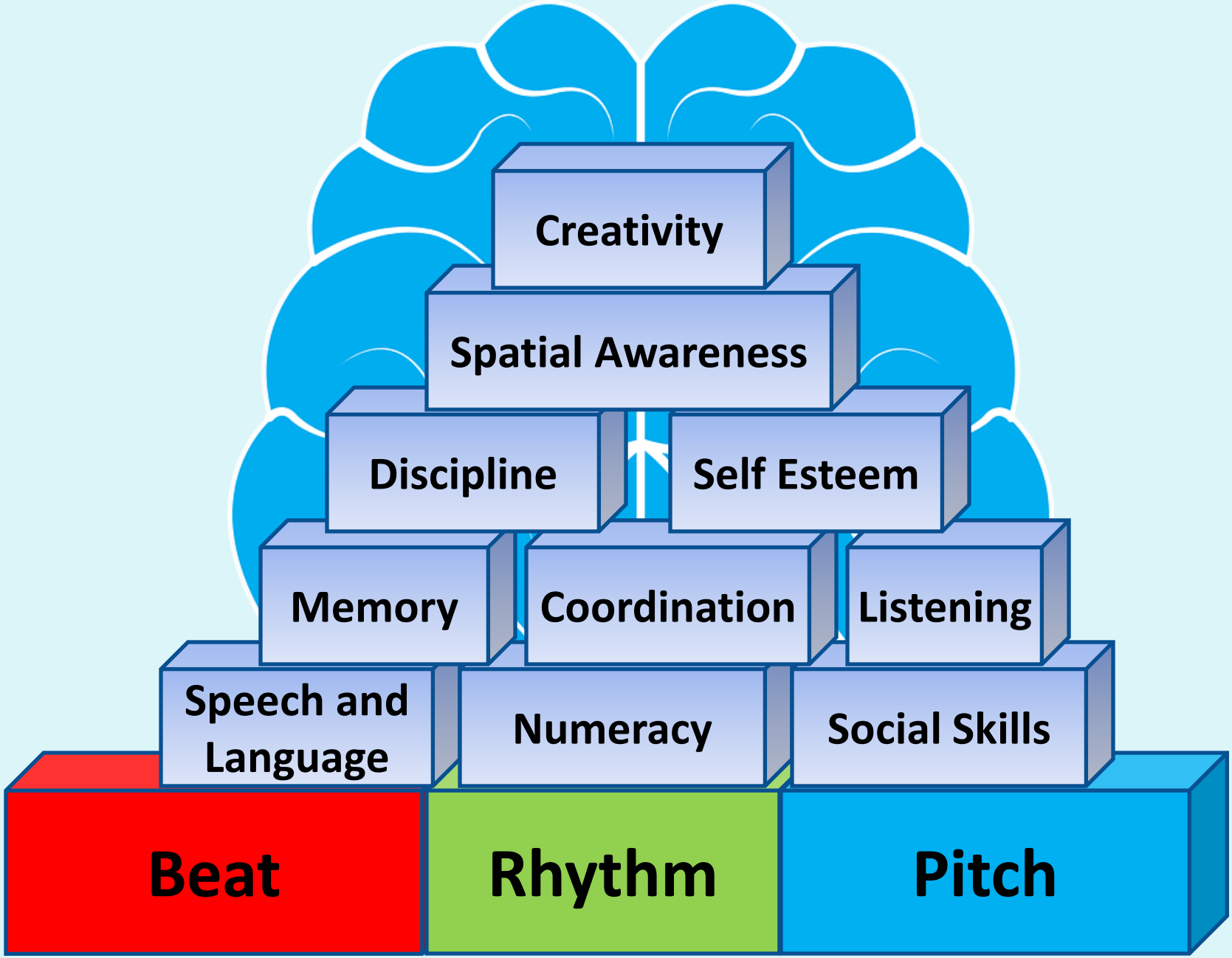
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But these skills,

are also the foundation for .....



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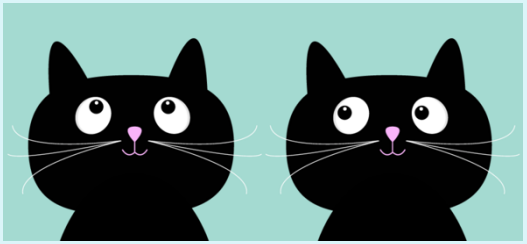
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Let’s Make a Circle

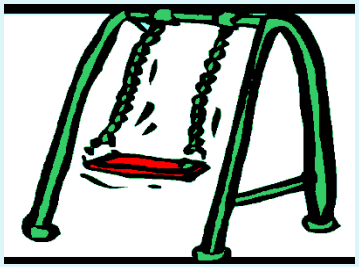


Sample Preparation Songs

- Copy Cat



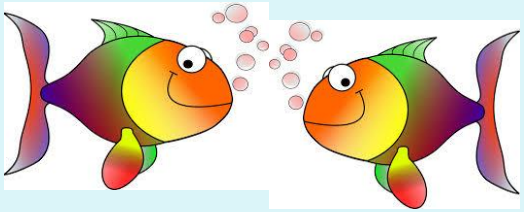
- Swing Me over the Water



- Touch your Shoulders



- Ickle Ockle



First Thing Music

Beat and Rhythm

Extract from "Getting the Feel"

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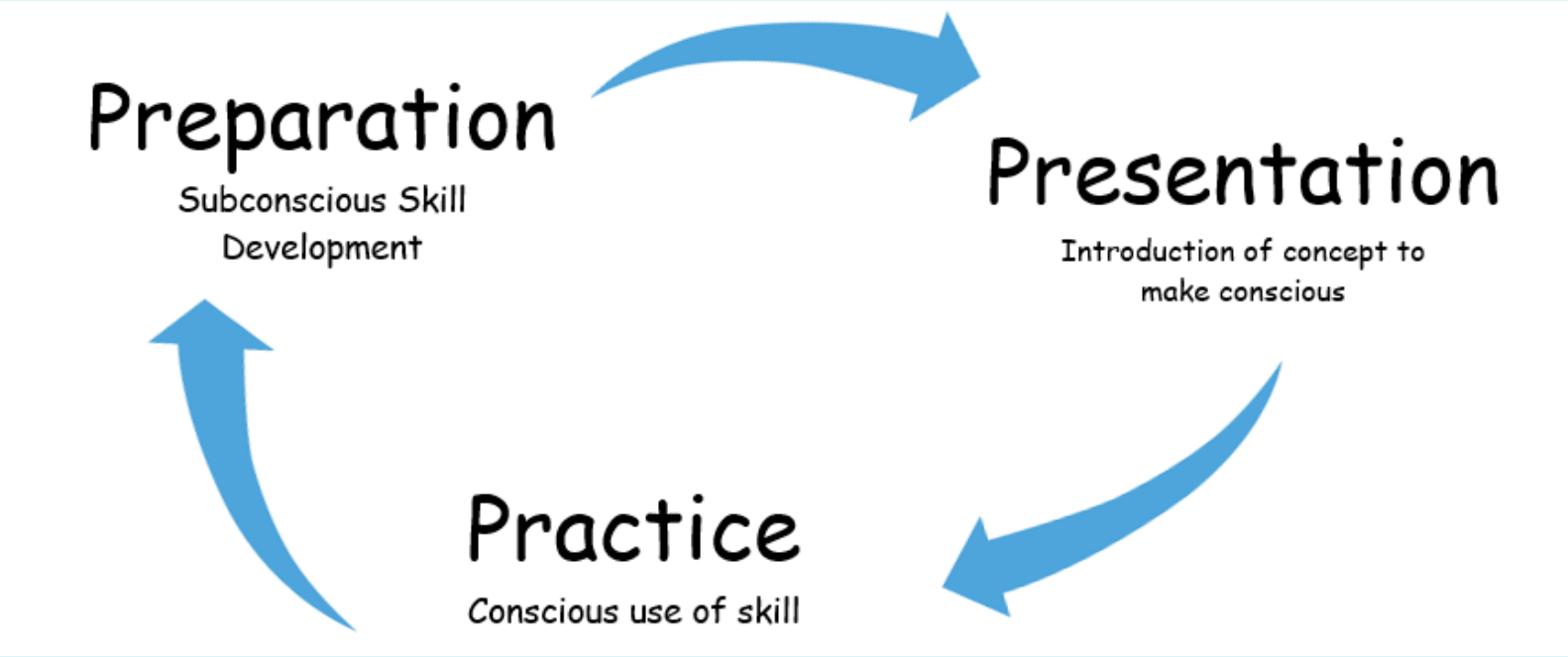
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What Skills were you developing?

- Keeping a beat
- Using a singing voice
- Focusing attention
- Structure for creative ideas
- Group cooperation / Sharing
- Others?



“Sound before Symbol”

“Discovery and understanding through experience”

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The Teacher Perspective 2019

https://firstthingmusic.co.uk/june-review-video/

First Thing Music

A Randomised Controlled Trial

In North East England

September 2018 to June 2019

THE VIDEO .....

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Video will play automatically, do not click

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There is a deeper meaning behind the name '***First Thing Music'.***

2. Music has such a profound effect on the development outcomes of children, that it should be regarded as the first necessity of education, from birth, and woven securely within the Prime Areas of Learning, gradually becoming conscious as children move through KS1.

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Furthermore, with a little support, the musical understanding and skill required to give children this opportunity for development is within the grasp of any teacher who can tap to a beat, use their voice, and count to four.





Quote from a teacher : –

“This is, without a doubt, my favourite part of the day. And what’s even better is that it’s the children’s favourite part too. It’s so nice to see the children learn through play, as they should be doing, without numbers and targets to reach.”

Next moves :-

Partnership

Extending access to teachers in their settings FTM resources freely available, but best accessed after experience of the CPD, guided by specialist.

This is about teacher CPD, NOT music provision for children as such.

Next moves:-

Collaboration

TVMS now beginning ‘in-house’ CPD for their own staff – provided by the **BKA**, with national CPD UK accreditation – building up expertise to support **primary teachers** who are beginning to recognise the central importance of music to the development outcomes of children

Next moves:-

Enterprise

Initial Teacher Training, and **PGCE courses** in Durham, Teesside and Sheffield looking at developing music provision from typically 3 hours to a full term's module....and eventually building into **daily practice**.

What we can do to help schools access this musical approach?

Partnership Collaboration Enterprise

First Thing Music/BKA accredited mentors, shared resources, support in the setting.

With common knowledge of shared foundations, build exciting new relationships between **Hubs/Music Services and schools**, with ....

greater recognition of the value of music.

First Thing Music

Teesside/Sheffield/ Tyneside
2018/19
Project Lead Lindsay Ibbotson

Tees Valley Music Services https://www.tvms.org.uk
Lindsay Ibbotson https://www.firstthingmusic.co.uk
British Kodály Academy http://kodaly.org.uk/

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Really appreciate your support last year, our Music curriculum has had a real injection of life! Revitalised in every way.
This year we are rolling out the programme across KS1;
All classes are accessing 20minutes per day
I have 2 pupils with significant needs,
One Down's Syndrome boy with little/ no speech.
The only lesson in which he is enthusiastic and animated is our Music session. His concentration and confidence have been noted by all staff and his enthusiasm to participate is heart-warming. Thank you!
My class from last year are now Y2 enjoying 30 minute weekly violin lessons with John from Sheffield Music Services.
He has commented to HT that the class are noticeably more able and have greater concentration levels than the 2 classes that did not participate in First Music last year .
Again , thank you to your team for this opportunity.
Sincerely Colette Waters