**Intention/Reception Questionnaire Results: SBM in Schools/Community workshops**

**Total figures – January – December 2018**

**Total number of participants: 113 (N/A = no answer)**

**Participants were mostly based in the midlands (UK), 8 were based in Athens, Greece.**

**Number of schools: 3 (96 pupils - 5 classes of Year 5 to Year 9 or 9 – 14 year olds)**

**Number of community groups: 1 (9 participants - ages 9 – 36 year olds)**

**Greek participants: 8 (aged 30 -48 years old)**

|  |  |  |
| --- | --- | --- |
| **Would you like to listen to a sound-based composition again? (Q11)** | | |
| **Yes** | **No** | **N/A** |
| **73%** | **21%** | **6%** |

|  |  |  |
| --- | --- | --- |
| **Would you like to make your own sound-based composition again? (Q12)** | | |
| **Yes** | **No** | **N/A** |
| **77%** | **18%** | **5%** |

**Listening to the sound-based composition (‘Everything but the kitchen sink’ by Duncan Chapman)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **How much did you like the composition? (Q5)** | | | | | | |
| **Rating** (1 = did not like at all. 5= liked very much) | **N/A** | **1** | **2** | **3** | **4** | **5** |
| **Number of responses** | **4** | **2** | **8** | **28** | **43** | **28** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Did the information about the composition help you to enjoy it better? (Q9)** | | | | | | |
| **Rating** (1 = did not help at all. 5 = helped very much) | **N/A** | 1 | 2 | 3 | 4 | 5 |
| **Number of responses** | **6** | **6** | **16** | **34** | **37** | **14** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Do you think taking part in these workshops helped you to enjoy the composition better? (Q10)** | | | | | | |
| **Rating** (1 = did not help at all. 5 = helped very much) | **N/A** | 1 | 2 | 3 | 4 | 5 |
| **Number of responses** | **5** | **5** | **11** | **22** | **28** | **42** |

**Examples of qualitative responses**

**Table 1** – examples of participant explanations for responses to Q11

|  |  |
| --- | --- |
|  | **Participant quotes** |
| 1 | ‘because it is inspiring’ *(12 year old boy)* |
| 2 | ‘because the sounds sound like music, even if they originally weren’t’ *(Year 5, girl)* |
| 3 | ‘They are so random and almost magical not one will be the same’  *(Year 9, boy)* |
| 4 | ‘It’s interesting and different’ (Year 9, girl) |
| 5 | ‘because listening to different sounds helps you and can give you more ideas’ *(11 year old girl)* |
| 6 | ‘because I believe these sounds really create something unique’ (Year 5, boy) |
| 7 | ‘It’s really soothing’ (Year 5, girl) |
| 8 | ‘because it can make me do music on my own’ (Year 5, boy) |

**Table 2 –** examples of participant explanations for responses to Q12

|  |  |
| --- | --- |
|  | **Participant quotes** |
| 1 | ‘it’s fun because you have to explore’ *(Year 5, girl)* |
| 2 | ‘I liked how we got to explore different sounds and how they sounded together’ *(Year 9, girl)* |
| 3 | Yes, because you can choose and make a sound piece of your own’ (Year 7, girl) |
| 4 | ‘Yes, because it’s creative’ *(Year 9, boy)* |
| 5 | ‘Yes because I enjoyed transforming sounds’ (Year 5, boy) |
| 6 | ‘I really enjoyed the opportunity to be creative and express my own ideas’ *(Teacher)* |
| *7* | ‘It’s fun to find new sounds and experiment with them’ (Year 9, boy) |