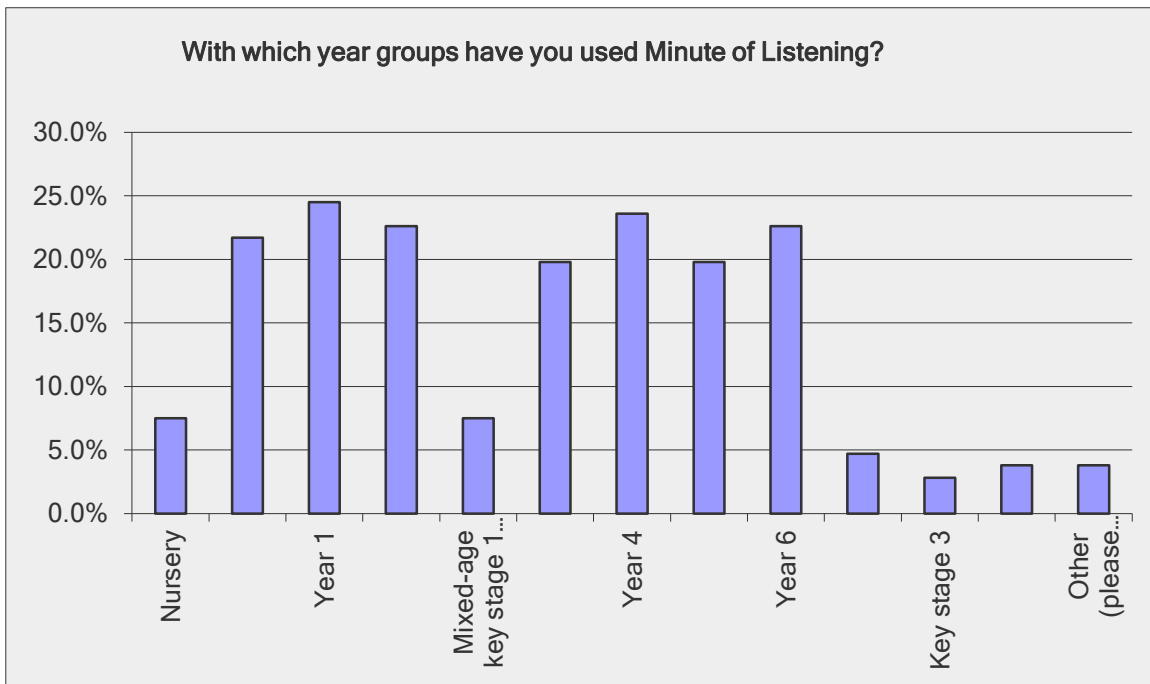


Appendix 2 Minute of Listening Teacher Survey

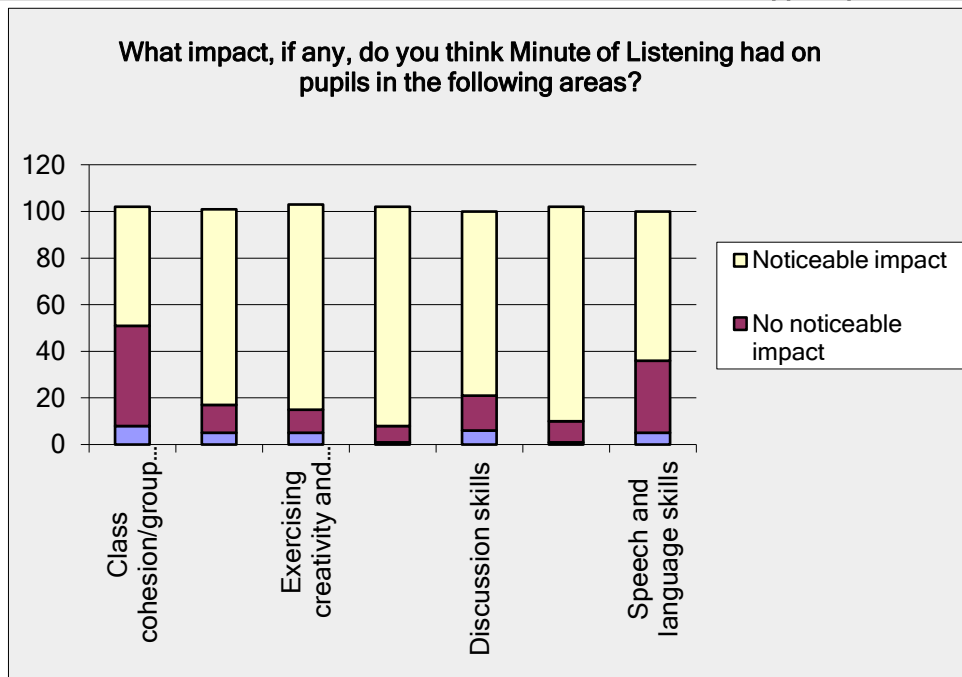
2. With which year groups have you used Minute of Listening?

Answer Options	Response Percent	Response Count
Nursery	7.5%	8
Reception	21.7%	23
Year 1	24.5%	26
Year 2	22.6%	24
Mixed-age key stage 1 class	7.5%	8
Year 3	19.8%	21
Year 4	23.6%	25
Year 5	19.8%	21
Year 6	22.6%	24
Mixed-age key stage 2 class	4.7%	5
Key stage 3	2.8%	3
All years (as a Music or Arts Co-ordinator)	3.8%	4
Other (please specify)	3.8%	4
answered question		106
skipped question		0



3. What impact, if any, do you think Minute of Listening had on pupils in the following areas?

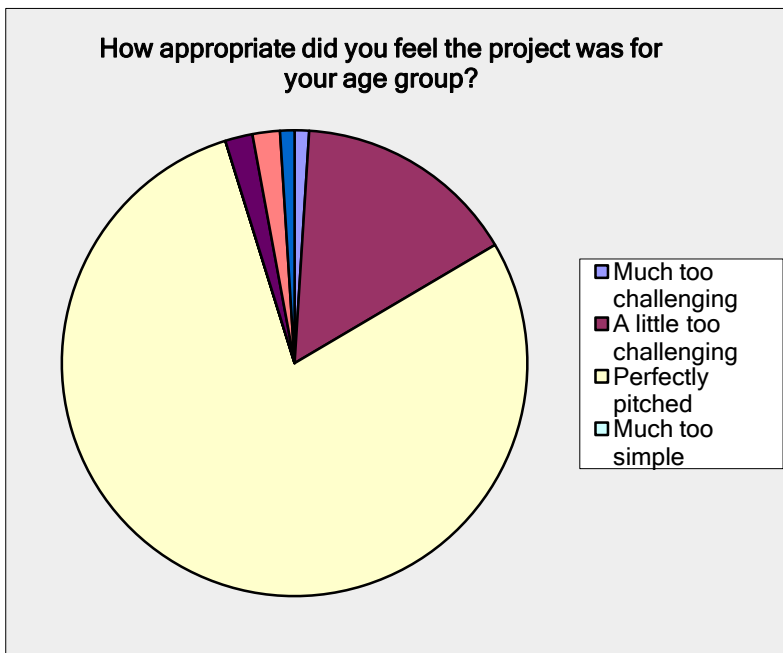
Answer Options	Noticeable impact	No noticeable impact	Don't know	Response Count
Class cohesion/group working	51	43	8	100
Opinion forming and sharing	84	12	5	100
Exercising creativity and imagination	88	10	5	101
Listening skills	94	7	1	102
Discussion skills	79	15	6	99
Ability to talk about music and sound	92	9	1	102
Speech and language skills	64	31	5	100
If you selected 'Noticeable impact' for any of the above, please tell us what this impact was:				88
<i>answered question</i>				103
<i>skipped question</i>				3



4. How appropriate did you feel the project was for your age group?

Answer Options	Response Percent	Response Count
Much too challenging	1.0%	1
A little too challenging	15.5%	16
Perfectly pitched	78.6%	81
Much too simple	0.0%	0
A little too simple	1.9%	2
Don't know	1.9%	2
Not applicable	1.0%	1
Please add any comments about the appropriateness of Minute of Listening		51
<i>answered question</i>		103
<i>skipped question</i>		3

Number	Response Date	Please add any comments about the appropriateness of Minute of Listening	Categories
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- 1 The minute of listening is perfect as pupils can be challenged at any level through questioning and follow up activities.
- 2 They loved the sounds and images and giving their opinions. We rephrased the questions to suit.
- 3 The varied sounds were accessible to all abilities in the class and there was something for all types of characters.
- 4 Kept them interested.
- 5 I have challenged them to use musical vocab-they have responded.
- 6 The children were very interested to find out what each daily sound was!
- 7 There was a great variety of sounds which often challenged the children to use their imagination and to think about the different ways sounds could be made.
- 8 IT WOULD BE GOOD IF THERE WAS A FOUNDATION STAGE, KS1 AND KS2 VERSION.VIDEO LINKS ARE GREAT AND MORE PICTURES. WHEN I'M TALKING ABOUT PERUVIAN INSTRUMENTS AND NAPOLESE YODELLING I MIGHT AS WELL BE SAYING BLAH BLAH BLAH
- 9 Some of the sounds and how they were made were difficult to explain to Reception Class children.
- 10 It is up to the teacher to deliver it at a level relevant to their teacher eg they can look at the extra information in more detail
- 11 Occassionally slightly too challenging but not always.
- 12 It was a good mix of simple, perfectly pitched and challenging.
- 13 Just brilliant
- 14 The different types of music was appropriate it linked to what the children knew and it also expanded their knowledge.
- 15 Some children found it hard to listen for 1 minute with their eyes shut - they felt the need to move around or dance to the music.
- 16 As I have seen the schemes in action throughout the school I would say it is perfectly pitched for lower years students from nursery, reception and year one, some of the upper years have possibly needed stretching further by getting them to analyse the sounds more and I think the simple layout and repeated structure of learning to enhance your listening skills has been fantastic for the younger children but some of the older classes have found it harder to concentrate and focus on the sounds.
- 17 A greater variety of questions would be good
- 18 A lot of the sounds and what is making the sound are v much outside their experience; however, I would think most would gain something from the experience.
- 19 Would like it sometimes to be at a simpler level
- 20 I felt confident that I could easily adapt anything that seemed too hard to make it more accessible.
- 21 Some of the sounds were far to abstract for the small children to relate to
- 22 Needed to be introduced gradually to obtain most use from it, extending thinking time and giving a directed focus.
- 23 Appropriate for all age groups. - Teachers able to extend / adapt as necessary.
- 24 I liked the variety of sounds but would have liked more excerpts of music.
- 25 It is what you make it
- 26 I supplemented your questions with my questions
- 27 Some of the minutes they found hard to understand eg. "Why would ladies go to an island to whistle like the wind when you can hear it here, what happened to their children?"
- 28 Love the range of music and sounds. Lots to talk about for everyone, whether you are into music or not.
- 29 Some sounds were simple enough for children to get straight away and others were not as obvious so these created the better discussions.
- 30 In the classes I visited, it was possible to adapt the questioning to suit the age group and therefore seemed appropriate for all ages.
- I carried out a survey which included all classes to see what staff thought of minute of listening -I could send the completed surveys to you if you wanted.
- Some of the commentary was pitched high for reception children but interesting for me to read then I could easily explain it to the children at their level. The children often asked to

see more photos and larger pictures.

31 Some were easy, some were more tricky - the children liked the less obvious sounds - the vocal tracks and songs were less popular.

Children have really enjoyed this and will let me know if we haven't done a minute of listening. They are now able to settle themselves as a group as soon as I say it's time for a minute of listening. They have found the variety of themes/topics interesting and

32 have used their knowledge to help them talk about the sounds.

Some of the sounds were too abstract for Reception children and often the pictures were too small to be seen or didn't show something a 4/5 year old could understand. It was the computer generated sounds (of which I thought there was too many) they found the

33 hardest to understand.

34 In our school we have found it appropriate for all age groups.(including adults!) Suits all age groups in a primary school, as they all access it at their own appropriate

35 level.

36 The children love it. They repeatedly ask to revisit some of the favourite sounds.

37 Good variety suited to mixed aged classes

38 Very much enjoyed by all 3 year groups that I teach.

Whilst the children haven't always been able to take on and understand all of the additional information that's provided about the pieces, they have definitely improved with their listening and appreciation skills as mentioned above. We have enjoyed the fact that some of the pieces have been sounds rather than music and that some have been

39 computer generated from natural recordings to create new compositions.

40 I like the variety of subjects used

I would have liked more pieces of music and fewer abstract pieces, such as recordings intended to sound like something else. The children seemed to respond really well to pieces of music. Perhaps more genres could have been included - classical, pop, folk,

41 world music, etc.

It was fine for all of our primary school, just that in leading the sessions I would expect

42 more or less detail/creativity etc from older or younger pupils.

43 Accessible to all abilities

We mostly spoke about the different sounds - what we heard etc rather than going into detail about the origins of the sound or extending it to talk about the cultures. For some clips that were relevant to the children (chinese new year) we spoke about the culture

44 that it had come from and the pupils told each other about their own experiences.

I really like the way the programme gives you the options to use the pre made questions

45 or listen to other styles of music and that this can be linked in to the curriculum with ease. It is really self differentiating - the class dictate the level of discussion depending on their

46 responses to the sound (s)

Some were difficult to guess what the sound was. However, we never see this as a problem as the children just can't wait to find out what the sound is! It really gets them

47 thinking and listening well.

We have used M.O.L with Year 1, 2 and 6 in our school and ALL the children have really enjoyed it and benefited from it. The children have approached it in different ways according to their age and got different things from it. My Year 6 class have really

48 enjoyed reading the extra information, which has often led to a really interesting debate!

49 calendar linked sounds particularly appropriate

50 There was a really nice range of music clips.

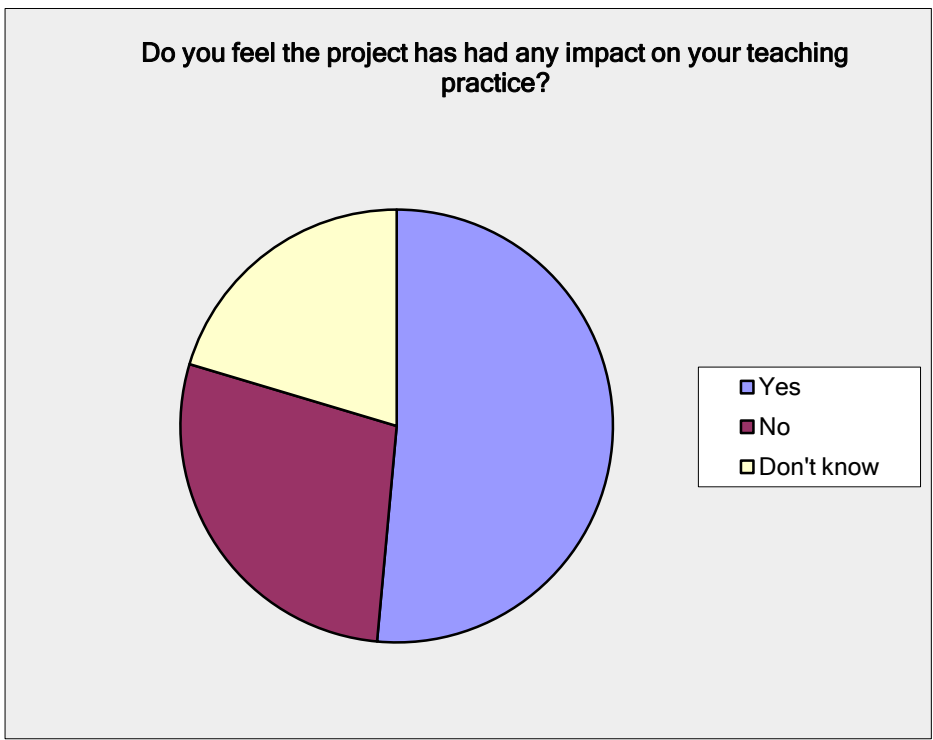
Programme was very appropriate as has been used throughout the school. Activities are

51 then tailored by the class teacher to suit the year group.

5. Do you feel the project has had any impact on your teaching practice?

Answer Options	Response Percent	Response Count
Yes	51.5%	53
No	28.2%	29
Don't know	20.4%	21
If yes, please tell us in what way		54
<i>answered question</i>		103
<i>skipped question</i>		3

Number	Response Date	If yes, please tell us in what way	Categories
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- 1 It really helped with the childrens listening skills. We would like it to continue. Hard to quantify as I am not a class teacher. Other staff have said that it has given them
- 2 some good initial stimuli for follow up activities.
- 3 Discussions became more free-flowing in general.
- 4 Music has higher profile in the class room to be more open to listening to children's ideas and opinions and to be more creative
- 5 when developing projects. The calmness is welcome. The chance for children to listen without images is rare these
- 6 days but a valuble skill. It has made me aware of how to use a variety of sounds in my music lessons and also to
- 7 use questions, which stimulate their imagination, more often. GAVE A ROUTINE, AN OPPORTUNITY TO DEVELOP SPEAKING AND LISTENING
- 8 SKILLS WHERE EVERYONE COULD PARTICIPATE IN THE ACTIVITY.

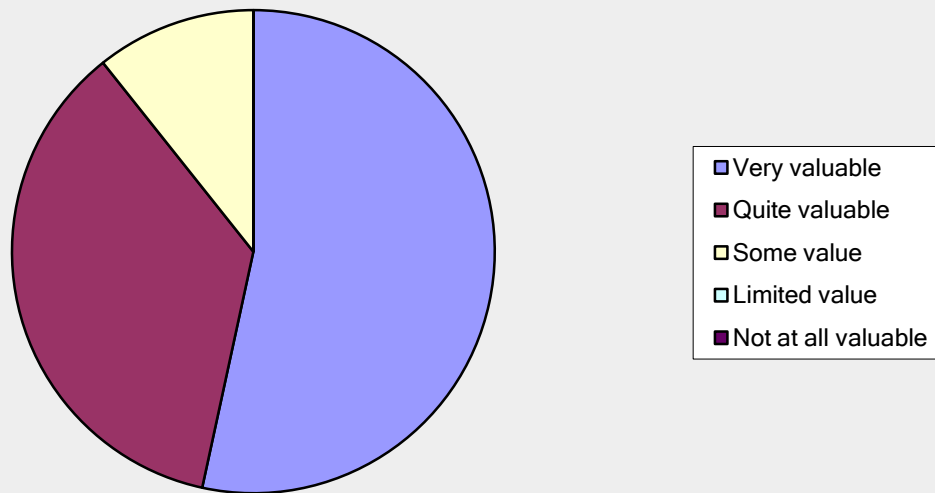
- 9 To continue to use a variety of sounds as a basis and opportunity for discussion.
- 10 I recapped the importance of listening.
Gave me the vehicle for teaching across all subject areas, we even used it to support
- 11 dance
I have used to opportunities for more lengthy discussions to take place during all other
- 12 lessons and parts of the day as I can see the benefit of meaningful talk
It helped to get the children focused and it promoted their ability to share and discuss
- 13 their ideas.
It has made think more carefully about having a time just to listen rather than to always
- 14 feel the need to fill time with sound/noise.
It has given me new starting points for literacy, music and dance.
- 15 The creative ideas that come from listening to sounds and using those sounds as a
stimulus for drama, creative writing and drawing is a fantastic way to develop imaginative
skills. As a music and drama teacher I love using sounds and music to engage the
children's creative and imaginative ideas, the minute of listening project has been a very
useful resource for me in discovering new sounds and seeing the impact this has had on
- 16 the children.
only because I try to make my lessons compelling. I am working of the above skills all the
- 17 day.
Give children more time to discuss and other means of gathering info eg. get a picture in
- 18 your head of
I am able to develop more open questions based on those provided. I use them as
- 19 musical starters to settle and engage children.
This is a brilliant starter for a music lesson - a good way of encouraging focused listening
- 20 I will be more aware of the experiences I offer my children and to think outside the box.
Using sound is a good starting point for creative writing which I will be using more of in
- 21 my own teaching practice.
More time for listening skills and discussion.
- 22 Made me really think about how children engage with listening and that this is a skill that
can be developed.
- 23 haven't changed anything as a result
- 24 Children feel more confident when sharing their ideas.
- 25 It made me rethink ways of questioning children when listening to other resources.
- 26 especially in Y6 where they have used it with literacy.
- 27 Encouraged me to give children more time to discuss sounds and music.
I think it has made me consider how I can use such things in other subjects (whether
- 28 audio or visual puzzles as starters.
It has complimented teaching practice very well allowing me to use a different style of
- 29 teaching to increase speaking/listening
not yet but it has given me ideas!!
- 30 Used within curriculum teaching and improving partner work
- 31 It has made me think about what we need to do when we listen!
- 32 A little in terms of using sound more to spark imagination and discussion.
Some sounds have really excited the children (and me!) and we have then pursued these
in more detail when time has allowed, e.g. watching a clip of Swan Lake or watching
- 33 Andy Williams sing Moon River and talking to the children about 'Breakfast at Tiffany's!'
Confirmed the benefit of open ended questions and regularly enabling children to
express their thoughts and ideas. Has probably encouraged me to allow time for this in
- 34 other curriculum areas.
There were some useful ideas for sharing information and types of questioning
- 35 More use of music in the classroom
I have used sounds in class before to inform ideas and teaching, but this regular chance
to interpret sounds is something which I would want to continue as I feel it really helps
- 36 with developing skills and imagination.
The children look forward to minute of listening every day and sometimes we have been
- 37 able to link it to other areas of the curriculum.
I think it has improved my emphasis on musical vocabulary.
- 38 Developed my own confidence to talk about music with the children.
- 39 It has reminded me of the value of a diverse range of music in the classroom.
- 40
- 41
- 42
- 43
- 44

- As the children have developed in their listening skills, my questioning of other things has also developed ie to ask more about how things have made the children feel when looking at books or discussing ideas as a group. etc. We sometimes also refer to sounds we have heard through out the day.
- 45
- 46 Gives me a chance to discuss something completely different with the class made me aware of the need to give a regular slot to sound/music which can be lost in the rush of a school day.
- 47
- 48 It supports "Good Listening" which I say in class. We use" Give me a high five" which is 1. Eyes on the speaker, 2. Quiet, 3,Still, 4. Hands free. 5. Listen.
- 49 It has been a good interactive starter with a range of material from different places and cultures to focus the children at the start of the lessons.
- 50 I use music a lot more now to teach certain aspects of the curriculum. It has encouraged me to use talk partners and to encourage more pupil discussion in my classroom.
- 51
- 52 Reminded by children if "forget" to do Min of listening Providing more opportunities to talk about sound and music. Providing opportunities to incorporate soundscapes in planning for teaching and learning.
- 53
- 54 By having more of an opportunity to look at how sound can influence work elsewhere within the curriculum.

6. How would you rate Minute of Listening as an educational tool?

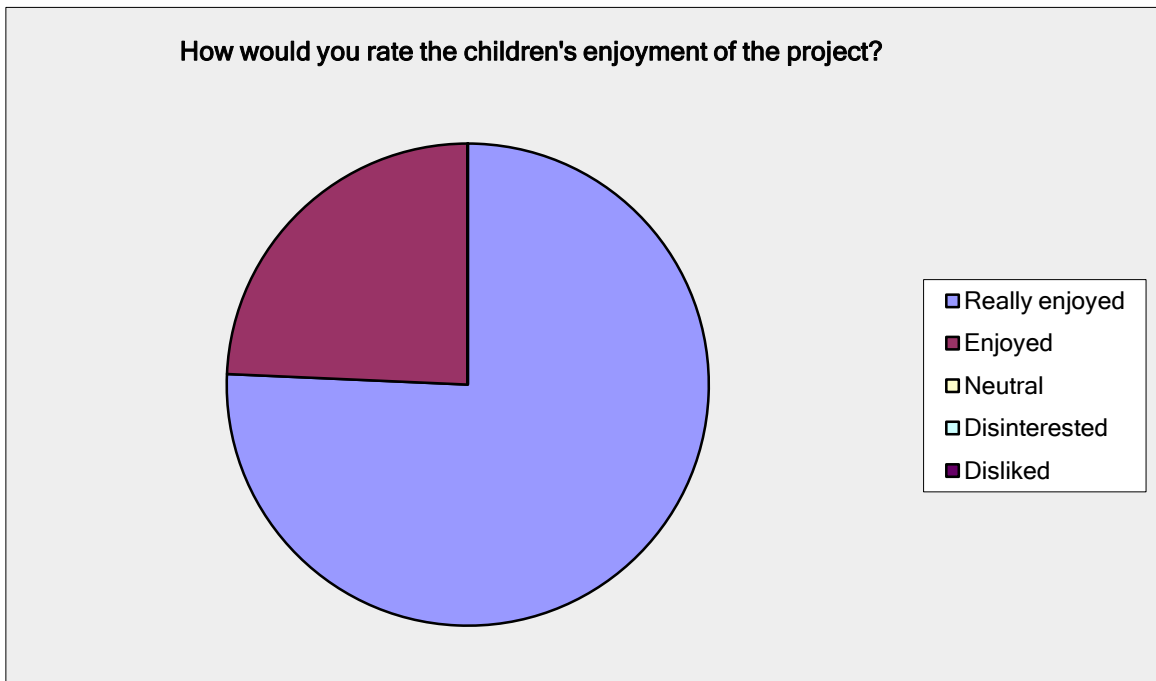
Answer Options	Response Percent	Response Count
Very valuable	53.4%	55
Quite valuable	35.9%	37
Some value	10.7%	11
Limited value	0.0%	0
Not at all valuable	0.0%	0
<i>answered question</i>		103
<i>skipped question</i>		3

How would you rate Minute of Listening as an educational tool?



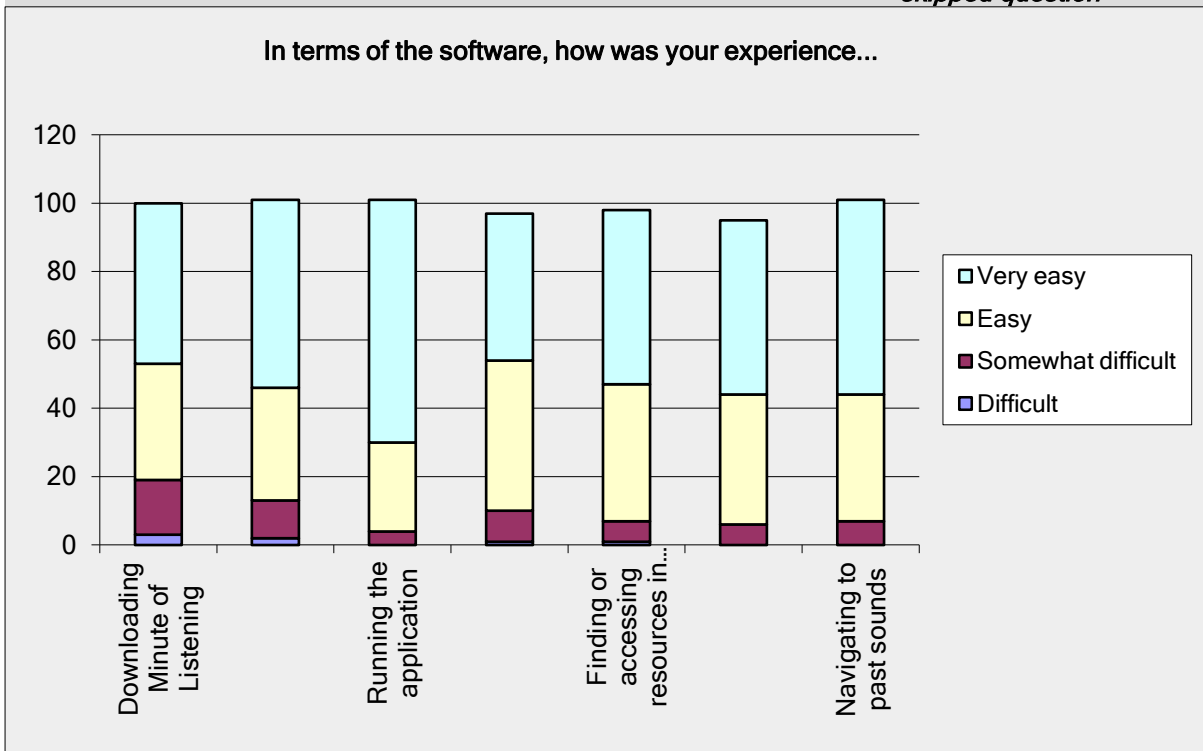
7. How would you rate the children's enjoyment of the project?

Answer Options	Response Percent	Response Count
Really enjoyed	75.7%	78
Enjoyed	24.3%	25
Neutral	0.0%	0
Disinterested	0.0%	0
Disliked	0.0%	0
<i>answered question</i>		103
<i>skipped question</i>		3



8. In terms of the software, how was your experience...

Answer Options	Very easy	Easy	Somewhat difficult	Difficult	Response Count
Downloading Minute of Listening	47	34	16	3	100
Extracting the file once downloaded	55	33	11	2	101
Running the application	71	26	4	0	101
Finding or accessing website resources	43	44	9	1	97
Finding or accessing resources in the application	51	40	6	1	98
Finding or accessing sound packs	51	38	6	0	95
Navigating to past sounds	57	37	7	0	101
Other (please specify)					13
<i>answered question</i>					103
<i>skipped question</i>					3



Number Other (please specify)

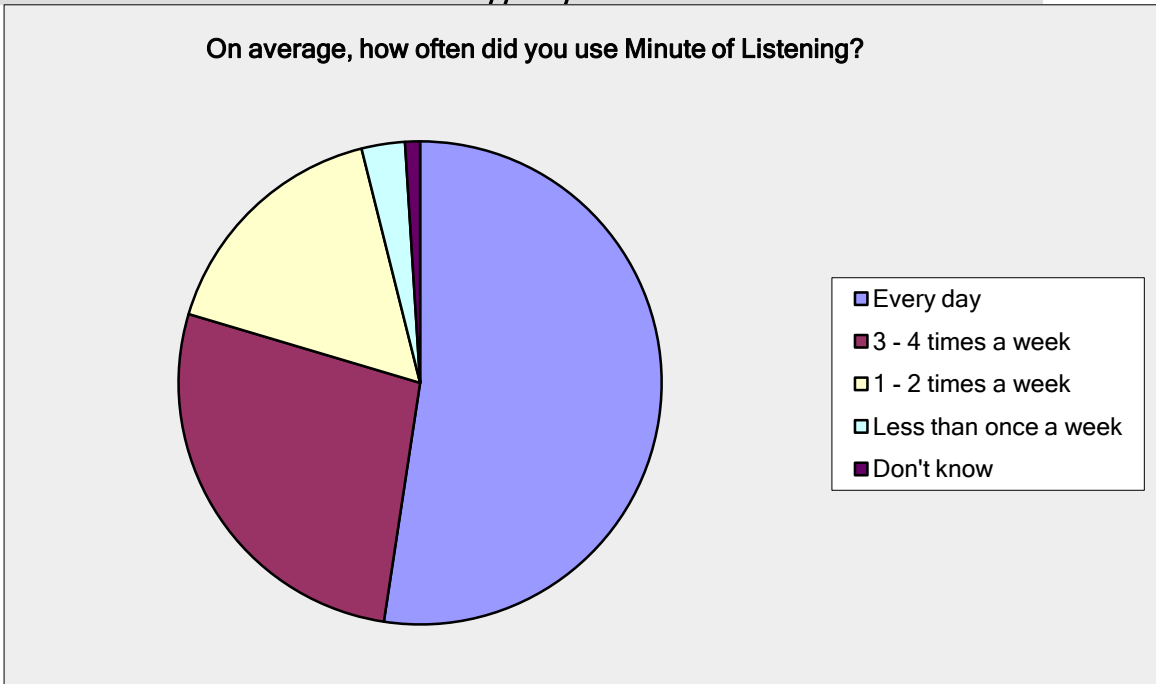
Categories

- 1 Once we got going everything went really well.
As I have Reception children we didn't use the full extent of the problem. We listened to the sound discussed what we thought it was and then looked at the pictures to find out.
- 2 The children themselves navigated to past sounds during their independent time.
- 3 Don't know what sound packs are.
- 4 I didn't initially download MOL
- 5 Very easy to use
- 6 The software was installed on our shared drive and everything was easily accessible.
- 7 All perfectly straightforward
- 8 The music co-ordinator did download the programme and set up a shortcut for us on the school computer network, so it was very easy to access.

- 9 Had to reinstall after a few days as initial icon ceased to work!
- 10 Not sure what sound packs are?
- 11 Thought I had downloaded new sound packs but other staff did not access
downloads in the half term break but have the same sounds as me so not sure what I had added
- 12 On my Mac, every time I go to run the program it re-mounts the .dmg file and asks if
I am sure I want to open the file; this is fine it just would have been useful if once
installed it did not require this every time.
- 13 Although some Link sites were filtered by the SWGFL

9. On average, how often did you use Minute of Listening?

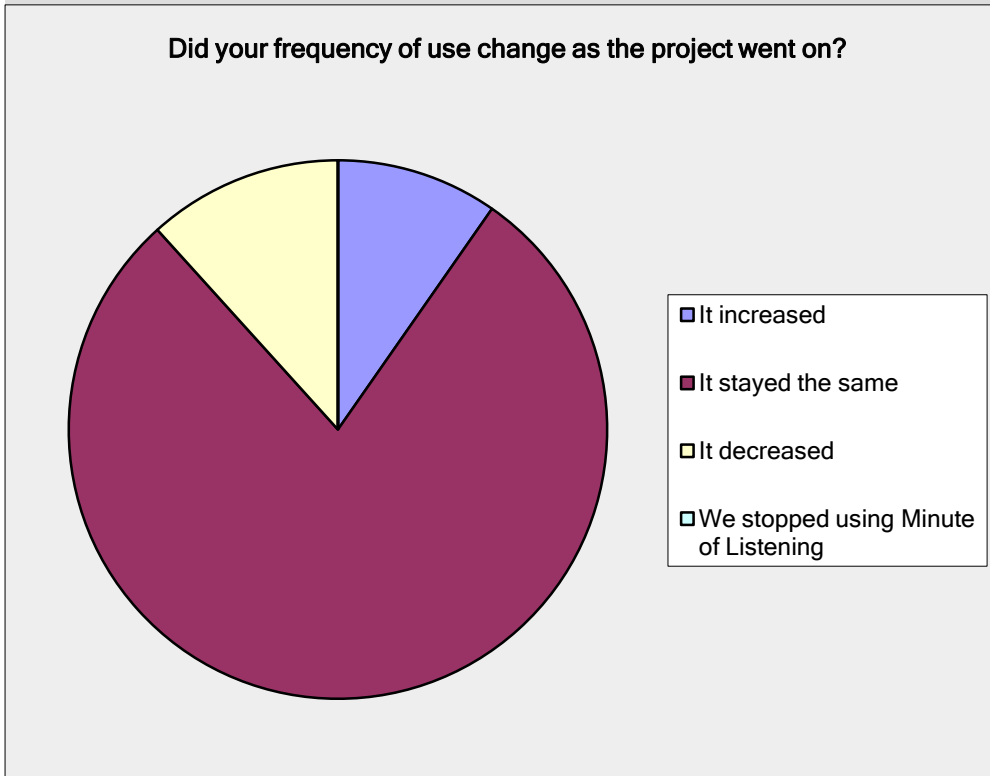
Answer Options	Response Percent	Response Count
Every day	52.4%	54
3 - 4 times a week	27.2%	28
1 - 2 times a week	16.5%	17
Less than once a week	2.9%	3
Don't know	1.0%	1
<i>answered question</i>		103
<i>skipped question</i>		3



10. Did your frequency of use change as the project went on?

Answer Options	Response Percent	Response Count
It increased	9.7%	10
It stayed the same	78.6%	81
It decreased	11.7%	12
We stopped using Minute of Listening	0.0%	0
If your frequency of use changed, please explain why		23
<i>answered question</i>		103
<i>skipped question</i>		3

Number	Response Date	If your frequency of use changed, please explain why	Categories
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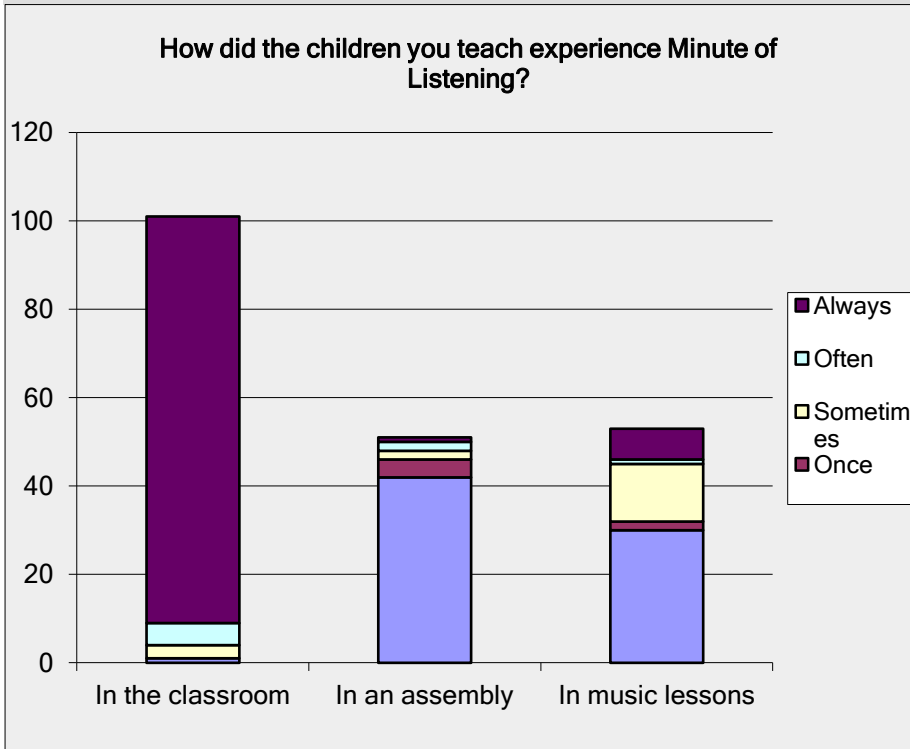
Number	If your frequency of use changed, please explain why	Categories
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- 1 We listen everyday after lunch but their favourite sounds I played at random times as a quick reward and time to express themselves. This was a daily occurrence!
- 2 I got better at remembering to do it!!
- 3 Although we really enjoyed it, the fact that they found it engaging meant that the allocated time sometimes stretched too long.
- 4 The novelty wore off and other things were prioritised.

- 5 The class informed the teacher that it was time for Minute of Listening.
- 6 There were lots of trips and other projects going on so we did it a lot at first.
- 7 Curriculum demands on class timetable.
- 8 Work suddenly seemed to pile up and to be honest we got out of what was a very good habit.
- 9 Children remind teacher!
I made a commitment to this from the outset - I used it as a starter for all my music lessons
- 10 and would like to continue to do so
Partly due to other timetabling issues - but we would catch up on missed sessions - by
- 11 demand!
- 12 I often used it twice a day revisiting past sounds that the children requested to hear again.
Unfortunately I started forgetting about it (in the rush of other things to do!) But this was
- 13 when being able to access previous sounds came in very useful.
- 14 I work part time - I would use it everyday if I could. Others in school have used it regularly.
As the children become more interested in the minute of sound it become more apparent that
- 15 this was having an impact and therefore I found more time to use
- 16 Time management. Daily initially but then decreased
- 17 Sometimes not possible to do every day, but have tried to keep it as part of our daily routine.
- 18 The children loved it so much, they reminded me. I now have it timetabled in my planning, so
supply teachers will know to do it when I am on a course.
- 19 As the music coordinator I used it at the start of all of my sessions, it was in class the other
days of the week that the frequency of use reduced, mainly due to class teachers' time
constraints and having to prioritise other activities.
Due to the timetable restrictions in our academy. I have not used minute of listening with my
class, but when I teach music in our 'academy afternoons' on a Tuesday and Friday
afternoon to different year groups. If I could find the time in the school day, I would love to
- 20 play with my own class more.
- 21 It decreased slightly, but only due to the unusual business of the past term. We fully intend to
catch up on the sounds we have missed though, as the children have enjoyed it so much.
- 22 I was off sick from work at the beginning of the term. When I came back to work, I started to
phase it into my teaching more and more.
- 23 Used everyday within all classes to begin. This continued throughout the project although
sometimes missed out due to specific changes to timetable.

11. How did the children you teach experience Minute of Listening?

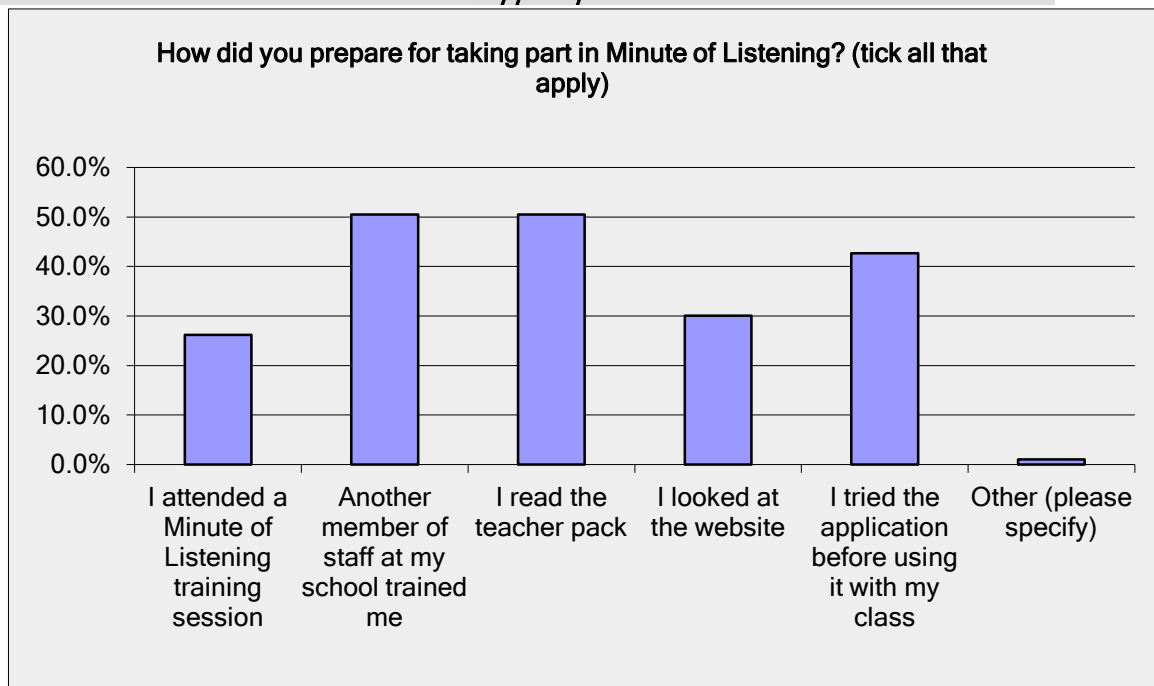
Answer Options	Always	Often	Sometimes	Once	Never	Response Count
In the classroom	92	5	3	0	1	101
In an assembly	1	2	2	4	42	51
In music lessons	7	1	13	2	30	53
Other (please specify)						3
<i>answered question</i>						103
<i>skipped question</i>						3



Number	Other (please specify)	Categories
1	Straight after afternoon registration as a calming down tool.	
2	see above	
3	use interactive whiteboard too, for instructions.	

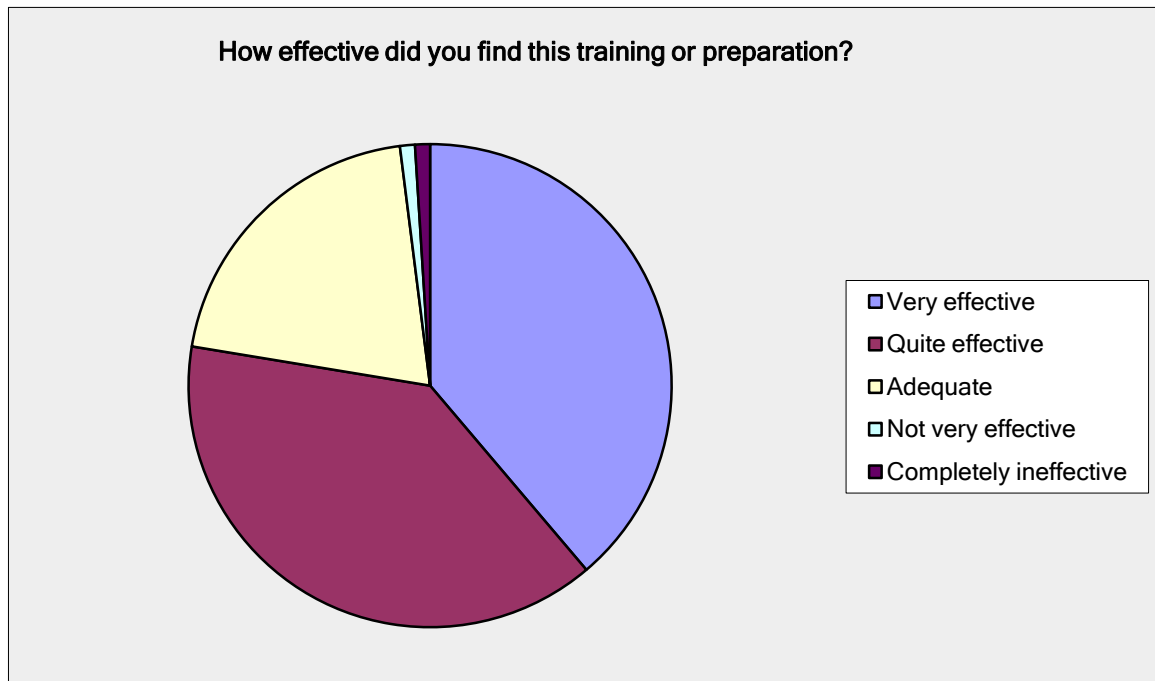
12. How did you prepare for taking part in Minute of Listening? (tick all that apply)

Answer Options	Response Percent	Response Count
I attended a Minute of Listening training session	26.2%	27
Another member of staff at my school trained me	50.5%	52
I read the teacher pack	50.5%	52
I looked at the website	30.1%	31
I tried the application before using it with my class	42.7%	44
Other (please specify)	1.0%	1
<i>answered question</i>		103
<i>skipped question</i>		3



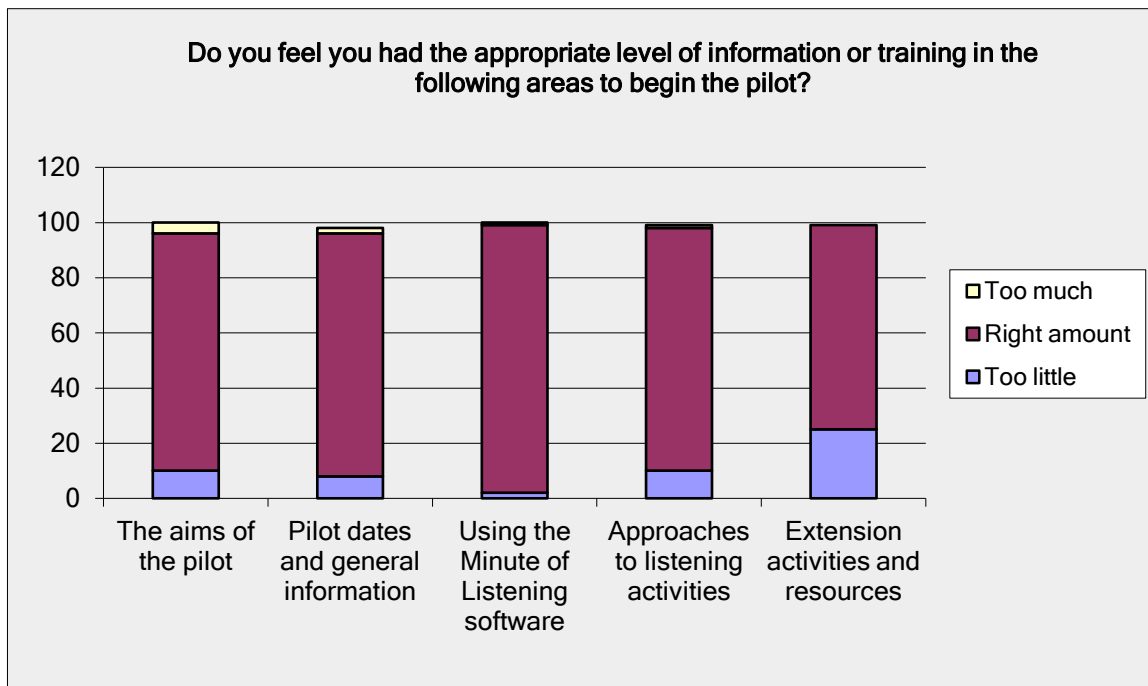
13. How effective did you find this training or preparation?

Answer Options	Response Percent	Response Count
Very effective	38.8%	40
Quite effective	38.8%	40
Adequate	20.4%	21
Not very effective	1.0%	1
Completely ineffective	1.0%	1
<i>answered question</i>		103
<i>skipped question</i>		3



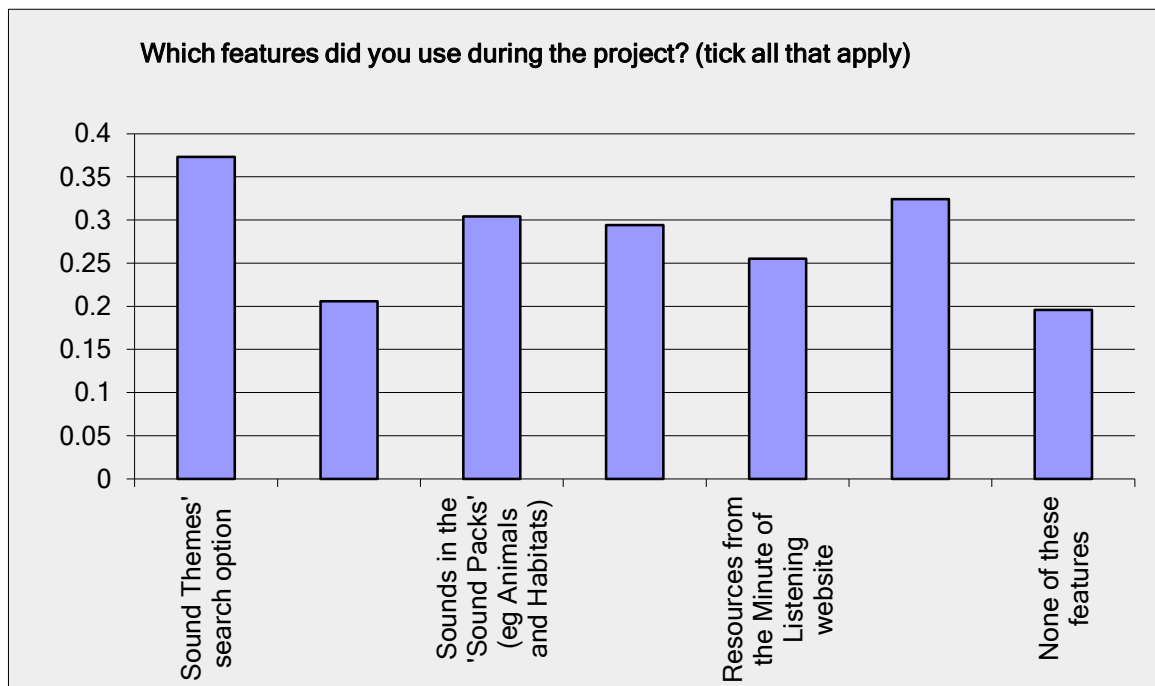
14 Do you feel you had the appropriate level of information or training in the following areas to begin the pilot?

Answer Options	Too much	Right amount	Too little	Response Count
The aims of the pilot	4	86	10	100
Pilot dates and general information	2	88	8	98
Using the Minute of Listening software	1	97	2	100
Approaches to listening activities	1	88	10	99
Extension activities and resources	0	74	25	99
<i>answered question</i>				102
<i>skipped question</i>				4



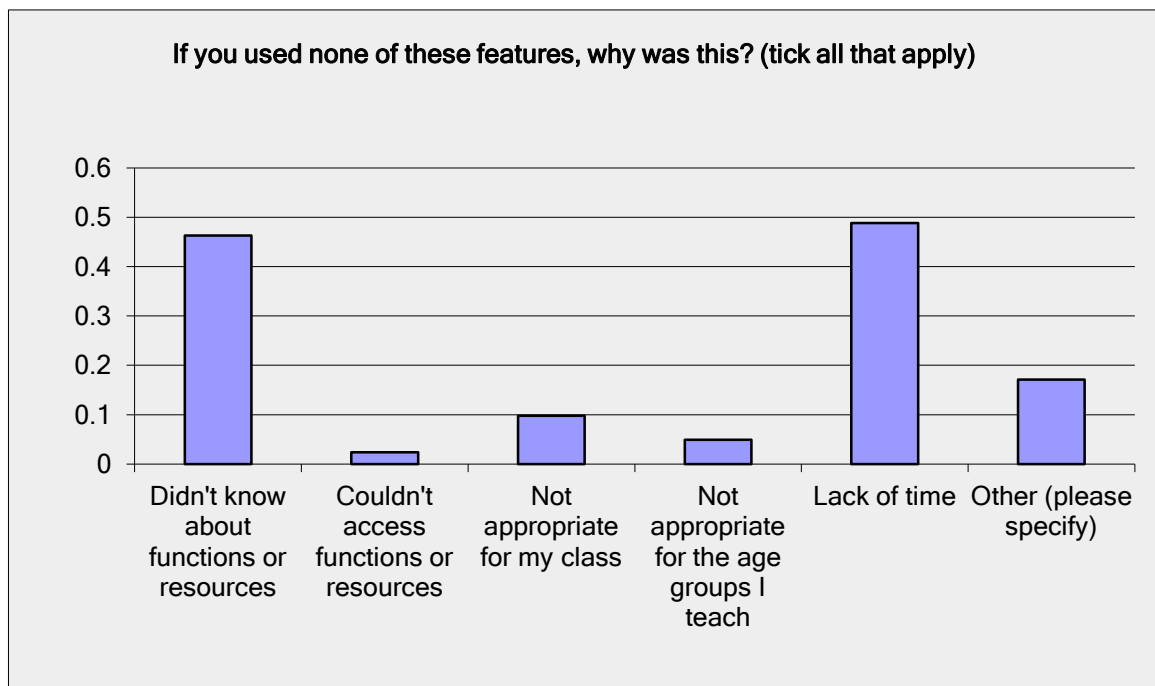
15 Which features did you use during the project? (tick all that apply)

Answer Options	Response Percent	Response Count
Sound Themes' search option	37.3%	38
Version 2 of the application (available after Feb half term)	20.6%	21
Sounds in the 'Sound Packs' (eg Animals and Habitats)	30.4%	31
Resources from the 'Sound Packs'	29.4%	30
Resources from the Minute of Listening website	25.5%	26
Listening ideas from the teacher pack/training	32.4%	33
None of these features	19.6%	20
<i>answered question</i>		102
<i>skipped question</i>		4



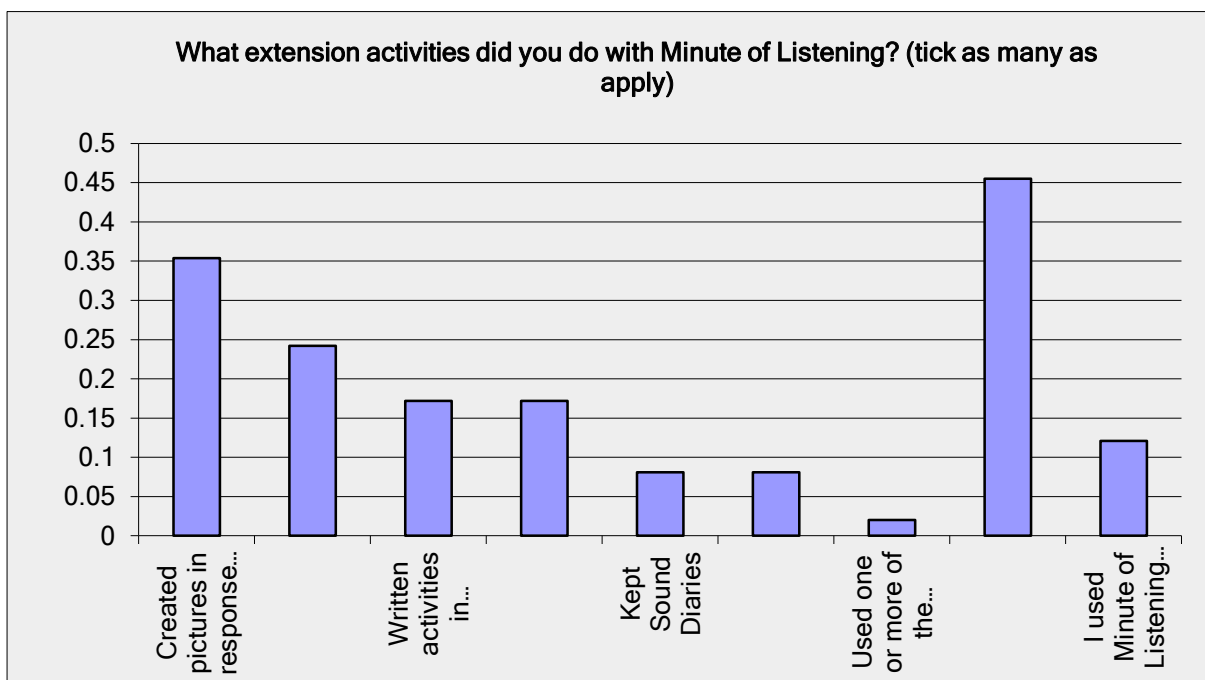
16. If you used none of these features, why was this? (tick all that apply)

Answer Options	Response Percent	Response Count
Didn't know about functions or resources	46.3%	19
Couldn't access functions or resources	2.4%	1
Not appropriate for my class	9.8%	4
Not appropriate for the age groups I teach	4.9%	2
Lack of time	48.8%	20
Other (please specify)	17.1%	7
<i>answered question</i>		41
<i>skipped question</i>		65



17. What extension activities did you do with Minute of Listening? (tick as many as apply)

Answer Options	Response Percent	Response Count
Created pictures in response to sound	35.4%	35
Created movement activities in response to sound	24.2%	24
Written activities in response to sound	17.2%	17
Music activities related to Minute of Listening	17.2%	17
Kept Sound Diaries	8.1%	8
Made Sound Maps	8.1%	8
Used one or more of the lesson plans provided in the Resources	2.0%	2
I did not do any extension activities related to Minute of Listening	45.5%	45
I used Minute of Listening to create my own extension activities	12.1%	12
If you made your own activities, please tell us what they were:		13
	<i>answered question</i>	99
	<i>skipped question</i>	7

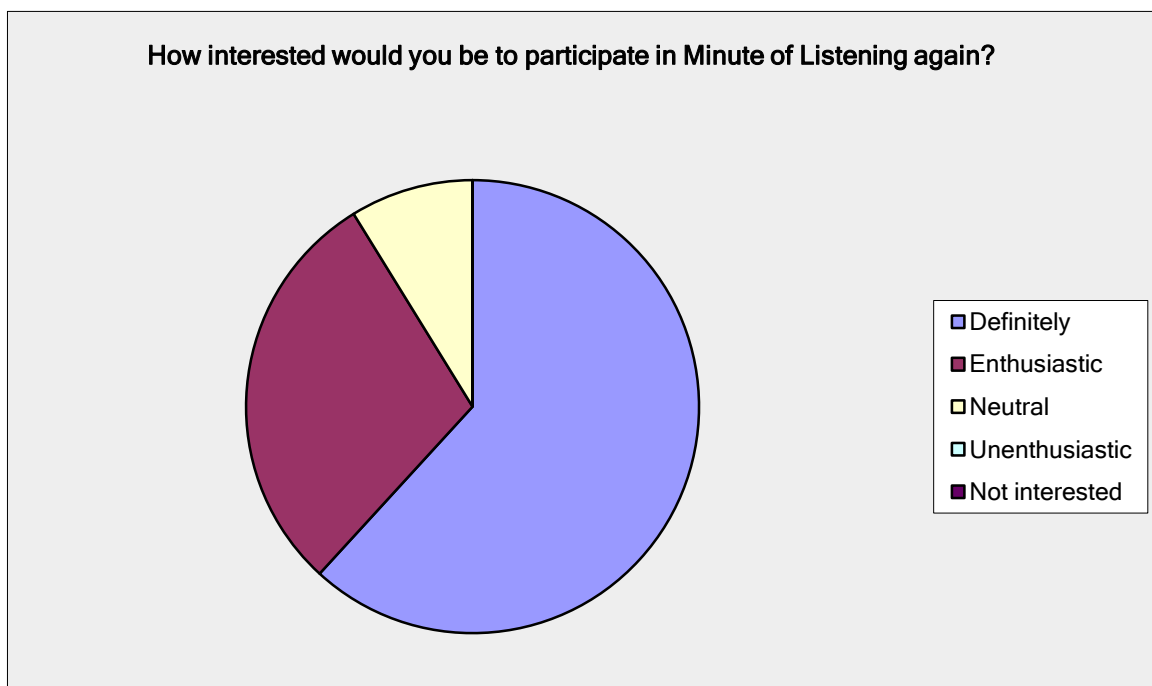


Number	If you made your own activities, please tell us what they were:	Categories
1	Our children are very young so we just listened to the minute and then talked about it every day. Which they really enjoyed.	
2	Children, who liked drawing, used whiteboards. Those children who liked to move, danced after listening and we wrote down 3 words to describe the MOL.	
3	We looked at a world map to find the countries.	
4	I did not have any info only the disc and file to download. My head gave it to me so I	

- didn't attend any course. I would have liked to though.
- Researched items when appropriate or to provide an image for children eg
- 5 gramophone, records etc
 - 6 Children selected favourites and recorded these on paper in a range of formats
 - 7 We composed our own Musical Minutes of Listening
 - 8 Listening to folk songs, by far the favourite piece was the Cornish Fisherman's song, they now know the words by heart!
 - 9 We recorded our own MoL and got feedback from other groups. It was brilliant.
 - 10 See comments above.
- We decided that for Reception the minute of listening was enough. Had I had older
- 11 children I would definitely have done further extension work.
 - 12 As above - mostly following up things using You Tube.
 - 13 discussion re instruments Chinese procession by class 1
link with topics esp in Infant class

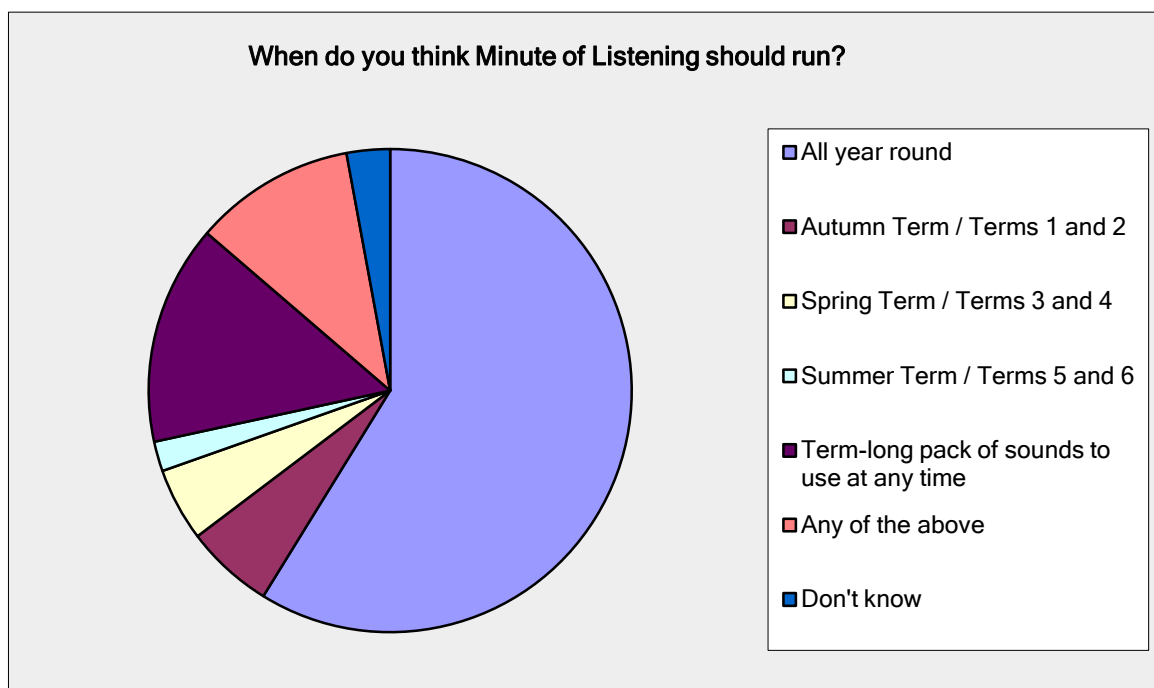
18 How interested would you be to participate in Minute of Listening again?

Answer Options	Response Percent	Response Count
Definitely	61.8%	63
Enthusiastic	29.4%	30
Neutral	8.8%	9
Unenthusiastic	0.0%	0
Not interested	0.0%	0
<i>answered question</i>		102
<i>skipped question</i>		4



19. When do you think Minute of Listening should run?

Answer Options	Response Percent	Response Count
All year round	58.8%	60
Autumn Term / Terms 1 and 2	5.9%	6
Spring Term / Terms 3 and 4	4.9%	5
Summer Term / Terms 5 and 6	2.0%	2
Term-long pack of sounds to use at any time	14.7%	15
Any of the above	10.8%	11
Don't know	2.9%	3
<i>answered question</i>		102
<i>skipped question</i>		4



20. Are there any ways in which you think Minute of Listening could be improved?

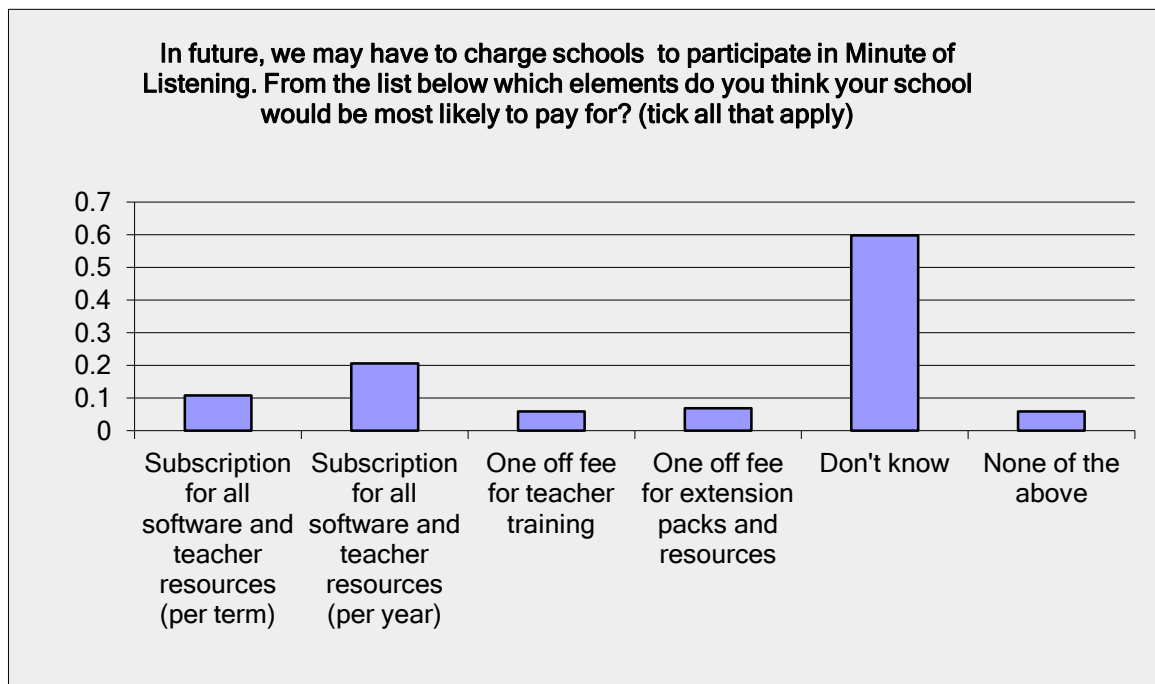
Answer Options	Response Count
	35
<i>answered question</i>	35
<i>skipped question</i>	71

Number	Response Text	Categories
1	It repeats too much information when you press i	
2	no i love it	
3	let schools continue to have it for free!	
4	INFORMATION APPROPRIATE TO DIFFERENT AGE GROUPS. Perhaps some sounds for younger children that they can relate to. Bigger and more pictures of how the day's sound was made - too small on the IWB.	
5	Pause button, so when you go back and listen to pick out certain features or sounds, don't need to go through the whole intro. Download option for the minutes as sound files. We don't yet have a network and would save downloading the whole programme, e.g. to assembly laptop. At least one piece a week with a strong pulse or rhythmic element.	
6	More pictures, particularly of sound makers and places.	
7	Just once a week, every week? Or twice (mon and Fri)	
8	none	
9	Be able to skip through the track once you have listened to it once.	
10	Features are all generally good.	
11	more pictures for the children to look at around the subject Yes - I don't think the 'sounds' should have pictures on as the children would chose the sounds according to the pictures and then this would skew their ideas when it came to answering some of the questions. For example, if they chose the one with the polar bear they would guess that the sound would be 'in the antarctic' or 'ice'.	
12	It would have been helpful to be able to pause individual sounds.	
13	greater variety of questions to be asked of the children as by the end of it they were anticipating the questions being asked of them without any real thought.	
14	More ideas for follow-up? Lesson plans have been mentioned in this survey but we haven't been given any??	
15	Although it is 'Minute of L' it does take much longer even just listening and follow-up discussion	
16	Using more sounds that younger children can relate to	
17	More images or videos- maybe these already exist?	
18	No, it was great	
19	It may be a minute of listening but it takes much longer than a minute! A bit of a misnomer	
20	More visual infomation for the younger children.	
21	No - it is excellent. The range of sounds is amazing and it's easy to use. Prior knowledge (i.e. a list, possibly) of sounds would enable teachers to plan sounds into their creative learning journey topics more effectively.	
22	More photos and pictures available and larger ones.	
23	Being able to enlarge the pictures with the explanation still visible. Bigger photographs showing a clearer picture, especially for the youngest children.	
24	More "real" sounds that the children might encounter rather than computer generated ones.	
25		

- 26 A few more ideas in terms of what could be done in Sound diaries.
Making it easier to know about and locate the sound packs and extra resources. I only really became aware of them near the end. I found the minute/discussion/sound diary just the right amount though so did not really need the extra resources.
- 27
- 28 Tie it in with thematic approaches.
More use of classical music just to listen to. The piece we listen to over and over again is Swan lake.
- 29
- 30 Some indication of how loud the sound is going to be-I nearly burst a few eardrums!
- 31 no
- 32 Further/clearer pictures to illustrate sounds
- 33 See my previous answer about including more music.
The photos that go with the sounds are generally not good enough in my opinion; they are too small even on the interactive white board and in many cases show something only vaguely related to the sound and therefore are almost redundant. They should be always entirely worthwhile or not be there, even if some sounds end up with no pictures, and also they should be able to go full screen.
- 34
- 35 Banks and linked to topics including sense of place

21 In future, we may have to charge schools to participate in Minute of Listening. From the list below which elements do you think your school would be most likely to pay for? (tick all that apply)

Answer Options	Response Percent	Response Count
Subscription for all software and teacher resources (per term)	10.8%	11
Subscription for all software and teacher resources (per year)	20.6%	21
One off fee for teacher training	5.9%	6
One off fee for extension packs and resources	6.9%	7
Don't know	59.8%	61
None of the above	5.9%	6
<i>answered question</i>		102
<i>skipped question</i>		4



22. Please give any other comments on the strengths and weaknesses of Minute of Listening and your experience of taking part in the pilot

Answer Options	Response Count
	42
<i>answered question</i>	42
<i>skipped question</i>	64

Number	Response Text	Categories
1	It was free! I and the children have greatly enjoyed it. We had a music inspection during the time and he was pleased to see us part of a 'National Scheme'. If we were to continue with the scheme I would certainly plan it into lessons for it to have more of an impact.	
2	Doing the pilot was fantastic fun and for my class the only draw back is that is a pilot. The children are really upset that it has finished and they want to keep their favourite sounds. My class looked forward to it everyday and it really brought them out of their shell (sometimes the more reserved children were the most expressive) and it brought some great class discussions about the sounds and their drawing responses.	
3	For me, seeing the children feel free to express themselves through drawing, movement and language was great and created a great atmosphere in the classroom. It is rather time consuming for a daily activity, even to discuss briefly what children have heard.	
4	It would be good to link it in with music teacher but again, it would take time to see how to do this.	
5	In the climate we are in I doubt schools will be keen on question 21! There was a great variety of sounds which stimulated the children's interest. A minute was the perfect time.	
6	Good to use extra information and questions. I WOULD HAVE LIKED TO HAVE BEEN ABLE TO PRINT OFF THE SIGNS FOR LISTEN, SHUT YOUR EYES, ETC SO THAT I COULD HAVE USED THEM IN DIFFERENT LESSONS WITHIN THE DAY. CHANGE SHUT YOUR EYES TO CLOSE YOUR EYES.	
7	WELL DONE ON A FANTASTIC RESOURCE ITS BRILLIANT. I HOPE THE SCHOOL KEEP IT. The children took ownership of the MOL and kept telling staff when we should put it on. One feature that would be really good would be if the children could access all the previous sounds on the class computer but not that day's sound so that certain children don't listen to it before the whole class MOL session! They were very enthusiastic. MOL is very inclusive as our special needs children were able to be part of it as it was so short, they were able to attend for the minute. Sitting still was difficult for Reception children as some music just needed to be danced to. So we decided they had to sit still and listen the first time and then we played it again for them to move to.	
8	I am very pleased we took part in the pilot. I wish I had done more of the extension activities.	

The children enjoyed experiencing the different sounds. I used it with 2 low level, but fairly musical, secondary classes.

Thank you.

10 I have really enjoyed using this pilot, and my children look forward to it each day too. I loved the whole project and could find nothing negative about it, I hope you continue

11 to run it. Please continue to include our school.

The variety of music was very good and having different music for each day was also good.

12 The ability to go back on previous days was also good.

13 the children thoroughly enjoyed the sessions. Due to lack of time, we were unable to extend the sessions.

14 All teachers I spoke to really enjoyed the pilot and gave positive feedback from the children. I was told that the children remind the teacher to do it...

MOL has broadened the children's experience of sound and music. It has developed their interest and inspired dance and music making activities. It has introduced many unfamiliar sounds and instruments. It has given them the opportunity to talk about the unfamiliar, share their views and ideas.

15 The sound bank could be used many times. I would like to further use the resource to support and develop topic themes.

16 Photos to be bigger

17 We loved it and it was a really positive experience.

18 Children and staff really enjoyed using it- thank you

19 A strength was the easy accessibility and lack of preparation needed to participate, there was no weakness, just a lack of time in the curriculum to do it properly!

20 Really enjoyed the project. However with tight school budgets - schools may not subscribe due to cost.

It would be a shame if this had to be charged for. The greatest strength was the variety of sounds. The information was helpful and interesting. Class teachers have found it hard to find the time, initial enthusiasm waned because of this and no other reason

21 In order for this to be a success I would suggest that you target senior leaders and get them to commit on behalf of the schools

22 The sound clips were very interesting. All pupils and adults enjoyed guessing what they thought the sounds were. Great as discussion points, the children really got into it. Good as a settling down activity at the end of the day. Good for practising listening skills, and for helping them to be brave with their first ideas - no one knows what it is to begin with, so they can't be 'wrong' in their ideas.

If you have to charge please don't make it too expensive. So many schools are strapped for cash and I would hate for high pricing to prohibit schools from using it as it is such a worthwhile experience for children and staff.

23 We have really loved it. Thanks. Debs Reep

24 Great resource - children really enjoyed it!

I saw great potential for extension work (especially linked to literacy) when I attended the training session and would have liked to try some ideas out if I had had my own class. However I did enjoy sharing this experience with most classes and it certainly helped to identify the children who find listening and concentrating very difficult. MOL is certainly an activity which could help to strengthen listening skills and contains many opportunities for speaking and listening and collaborative work.

25 Very good. Both myself and the children have enjoyed the experience.

27 Children really enjoyed it and helped to improve listening skills

My children and I have really enjoyed it and look forward to doing it each day. We have fitted it into our end of the day slot and it provides a moment of quiet after a hectic afternoon.

28 Perhaps information for parents to access online may be useful as many of the

- children go home and talk about it.
- 29 Staff involved were very helpful, friendly and accommodating.
See above- I think we have all valued it as a school and would be prepared to pay but it would depend how much..
We have thoroughly enjoyed it in Year 2 and it would be great to have the opportunity
- 30 to continue.
I think that some of the extra resources were not explained to me fully so I didn't make full use of these. The children really enjoyed their time listening and often asked to do minute of listening that day. the range of sounds is diverse and interesting which opens up pupil's minds to the different possibilities of sounds and making time for listening shows pupils that sound and music is important. The minute of listening application makes it easy for teachers with little spare time to fit listening/music into the day
- 31 without spending hours looking for interesting sounds to use, which is great!
The children and I really like it. It has produced good opportunities for assessment of Speaking & Listening skills, awareness of changes in sound and being able to express likes and dislikes.
- 32 The children have really enjoyed the project and it will be a useful starting point for our
- 33 topic on Sound next term.
My class have really enjoyed using minute of listening. We have a regular slot every day and the children are really excited about it. They have enjoyed the variety of sounds but it would be great if it included more classical music. The children often ask to revisit some of the sounds or another piece of music reminds them of a sound they have already heard. I think it has been great at improving speaking and listening skills and the children are so much more confident in contributing to class discussions. A
- 34 great idea which I hope we can continue.
It's been a wonderful experience which has enriched the lives of the children. Our school is very multi-cultural with many countries and languages represented. The experience has helped to celebrate the world as a whole and has helped us to develop listening skills and music appreciation with the minimum of planning and preparation. A
- 35 wonderful resource. Well done and thank you!
- 36 Thoroughly enjoyed it! Would be a shame if it stopped or we couldn't afford to fund it. I enjoyed it and it has helped widen the musical and sound-based experiences of the children. I have struggled to enthuse all class teachers to lead the sessions regularly even after leading a staff meeting based on it. Generally it has been very enjoyable to
- 37 take part in.
- 38 Children thoroughly enjoyed it and always ask for it if we are running short on time!
We have loved using the Minute of Listening software and every year group that I have shown it to, always ask at the beginning of the lesson: 'Are we doing Minute of Listening today?!' When the response is yes, I hear a loud 'YESSSSSSS' from the class! Every year group has thoroughly enjoyed it and I will continue to use it in my
- 39 music lessons. Thank you.
I think the M.O.L was really fantastic, the software was easy to use and the resources were ideal for classroom use. I wish to build on the M.O.L work I have done and use some of the extra activities in future teaching. We have had good communication and
- 40 training. Thank you!
- 41 Liked by all. V positive response from children and adults
I really enjoyed using it and I am only sorry that my being off sick meant that I could not
- 42 develop its use fully with my class.