



MUSIC EDUCATION
NEW ZEALAND • AOTEAROA
Mātauranga a Puoro o Aotearoa

MENZA

Why Music? Student Voices



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December 2007

Why Music?

Introduction

At the METANZ hui (Music Education Trust of Aotearoa New Zealand, www.metanz.org.nz) held in Wellington in October 2007 one of the key questions asked by the adult participants in the final reporting back session was 'Why music?' What is it that students find special about participating in music? From this came this MENZA project of the same name.

The scope of the project is small, as the timeframe required it to be completed before the end of the school year in mid-December when students disappeared for the summer and access to them would be virtually impossible! As it was, access to senior students was difficult as they were on the point of going on study leave. In all, conception to completion was five weeks.

The purpose of this project is to

- (1) provide a snapshot of student views about the place of music in their lives and to make this information available to music educators and
- (2) collect up to date information that could be used by music educators and parents to help advocate for continued or increased music support in schools.

Questions

Up to 98 students from Years 6-13 were canvassed as to their views on what participating in music means to them, their involvement in music activities, the impact of music on their lives, the importance of music to them, the opportunities that music has created for them and how they envisage being involved in music in the future. Included in this were some parents of special needs students who were invited to comment or answer collaboratively with their son/ daughter.

The specific questions they were asked to respond to, if possible, were:

- Where, when and why did you get involved in music?
- What do you like about taking part in music?
- What music activities do you participate in?
- How important is music to you? Why?
- How has music made a difference in your life?
- What new skills have you gained through participating in music?
- What opportunities has being involved in music created for you?
- What role do you see music having in your life in (i) 3 years (ii) 10 years and (iii) 20 years time?
- What would be your ideal music career?
- If there is one thing I hate about music it is.....

In writing their responses, students were asked to:

1. Answer as fully as possible and give examples of experiences.
2. Write in full sentences/ paragraphs.
3. Leave out a question if unable to answer it.
4. Add in any other comments about taking part in music.

The students who participated in this project were shoulder tapped by music educators and were all from the Manawatu region. There is nothing representative about the sample!

Method

The students identified by the music educators to participate received a covering letter (which included the questions and instructions) and a permission slip which required a parent/ caregiver signature. They were offered the option of using a pseudonym. Students wrote their responses to the questions and either emailed them to me or posted them. Participants only had up to 12 days to respond. Apart from some grammatical and spelling corrections, removal of the questions and any identifying information, the words are those of the students.

Although initially intending to offer face to face interviews as an option this did not eventuate because I realized that both the cost and the time frame available to gather information (less than a fortnight) would make it impossible to have interviews transcribed.

A disadvantage of this approach is that any opportunity by an interviewer to explore a question in greater depth, ask a supplementary question or pursue a student perspective was lost. Given some students only had days to write their responses, some may not be as comprehensive as they wished. On the other hand, students were able to think about their responses to the questions and add information and change their written responses up until the moment of sending them to me.

Although the number of student responses is relatively small, it is not surprising given the 'scatter gun' approach employed. The age range is narrower than hoped for, as there was no response from Year 6 and 7 students.

‘Student voice’

The voices of students tend to be missing in any discussion of educational matters, yet empowering their voice is increasingly identified as critical to the successful implementation of programmes. (1) The ‘student voice’ offers a unique perspective on teaching and learning and their insights warrant the response of educators and should lead to opportunities to shape and transform their education. (2)

Most of the students who participated in this project are strong advocates for music and they can clearly identify and articulate the effect and impact of music in their lives.

‘Why music?’ themes

Through the ‘student voices’ some consistent and common themes emerge. These include:

- Well-being eg. emotional, relaxation, enjoyment, escapism, stress reduction
- Personal development eg. perseverance, confidence, self-expression, goal setting
- Social interactions eg. new friendships and people, negotiating relationships
- Skill development eg. ability to concentrate, physical reflexes, aural training, public performance
- Communicating through music eg. creativity, self-expression, mastery of a new language, interacting musically

Observations

- The ways in which students first experience formal music learning and are ‘hooked’ into it are diverse.
- Most of the students’ current music experiences come through what is offered by schools, or, at a higher skill level, national music groups.
- The key competencies in *The New Zealand Curriculum* (2007) are identified as thinking, using language, symbols and texts, managing self, relating to others, participating and contributing. They are described as capabilities for living and lifelong learning. These competencies are apparent throughout the students’ voices.
- Music is an accepted part of everyday life, and in some cases this has been so for many years and will continue so into the future.

Related references and readings

Websites

Websites live as @ November 2007.

- *Unleashing student voice: research supporting meaningful student involvement* <http://www.soundout.org/article.103.html>
- (2) *Sound, Presence, and Power: "Student Voice" in Educational Research and Reform*
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ748364&ERICExtSearch_SearchType_0=no&accno=EJ748364
- A meta list of 'student voice' resources <http://www.pupil-voice.org.uk/resources.html>

'Sound Arts' Articles (published by MENZA www.menza.org.nz)

Sound Arts, Volume 3, Number 3, October 2007.

- *Teacher, student and parent perspectives on Music Education: a rich area for research*, Tracy Rohan, pages 4-5. Tracy is investigating perceptions of successful practice in music education where the student population is culturally diverse. Emerging themes include opportunities for students to form relationships with others through sharing music, express ideas from the inner world of emotion and imagination, and develop and grow as a musician. There are numerous quotes from students in this article.

Sound Arts, Volume 3, Number 1, February 2007.

The theme of this issue is 'promoting well-being through music education'. There are a number of articles which are related to this project:

- *Music through growth and growth through music: well-being and the whole child*, Robert Krout, pages 1-2. As educators we are responsible for how music accompanies students on their developmental journey and the ways in which it may enhance or detract from their growth.
- *School music and well-being*, Tracy Rohan, page 3. This links music to the key competencies.
- *Music and well-being: a music therapy perspective*, Daphne Rickson, pages 10-11. How music is used as a communicative medium by music therapists towards improved well-being.
- *Music, the brain and well-being*. Julie Wylie and Susan Foster-Cohen, pages 13-14. The whole brain has evolved to respond to music which has an impact on regulating the different systems in the brain. Therefore, care must be exercised when using music with children to ensure it contributes to their well-being.
- *Learning music at high school: are our students happy?*, Chris Archer, pages 23-24. Links questions about physical, cognitive, social, emotional and spiritual dimensions to the well-being of the whole musician.

Sound Arts, Volume 2, Number 3, October 2006.

- *Music therapy and health*, Morva Croxson, page 14. The article discusses the 'music channel' which links brain, body and mind and how music therapists can effect change in the physical, intellectual, social and emotional domains.

Sound Arts, Volume 1, Number 3, October 2005.

- *Nurturing musical creativity*, Chris Archer, pages 1-3. This article covers the growth of the creative industries and looks at a definition of creativity in relation to music. Composing and improvising activities also link to the key competencies.

Newspaper articles

NZ Herald, Tuesday 8 May, 2007, F4.

Now, music lights up my life.

A student describes how she goes from hating music to discovering there's nothing like the bond of playing together in an orchestra.

The Dominion Post, Friday 30 November, 2007, B11.

Pianist cleared for take-off.

Describes the musical origins and development of jazz pianist Charmaine Ford's (27) career. Cover most of the questions asked in this project.

Curriculum

The New Zealand Curriculum.

Published by Learning Media, Wellington, 2007.

Thanks

I would like to thank

- the students who shared their thoughts on the place of music in their lives
- the parents/ caregivers who supported their participation in this project
- the music educators who, at very short notice, facilitated the participation of the students in this project
- Chris Archer, Music Adviser, UC Education Plus, University of Canterbury, for providing web references.

Karen Carter

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Student Voices

Year 8



I was first taught how to play the drums [this year] at [school name] by [drum teacher's name]. The reason was because I had recently completed a class project on a famous drummer and thought that perhaps that may be my instrument.

[What I like about taking part in music is] it is a casual outlet for creativity that allows me to hear and sometimes even feel the progress I am making. I currently play in the [school name] band and my friends and I are thinking of starting a band.

Music is very important to me as it is a good place for me to release my creative side without any repercussions. Well [music has made a difference as] it has taken about twenty minutes out of my fifth period at school but it has also created a love for an art that I never used to believe in.

I think [for new skills] I have gained a better rhythm in life (literally) but I have also learned to take things slow until I can do them properly. [The opportunities being involved in music is] it has helped me socialise a lot easier as I am able to talk to other drummers and find out about them and see how long they have been learning and who with.

[In] 3 years, [I will] possibly [be in] a band; in 10 years, not likely a band, in 20 years, probably something to listen to as I work. My ideal music career would be eventually running my own record brand called 'Smoking Gnome Music'.

If there is one thing I hate about music it is not being able to carry on my full lessons next year as I will be too old for [primary 'out of hours' music scheme].

Sean



I played piano for three years just as an after school activity then stopped when I came to [school name]. I began to play the guitar and still am in year 8. We have a series of modules throughout the year and one of ours was music and this year it was compulsory for our class to be part of a band.

I love music. To be able to play an instrument, to play along to some of my favourite songs is really fun. I also enjoy learning in a group because some people that I hardly ever talk to are there and it can start some friendships and also a conversation starter. I am currently in a class band and I play the guitar.

[Music] is really important to me. Music is one way to let out your feelings and in songs or music you can tell what the artist is thinking because they are sharing their emotions. Music could be great therapy because there is heaps of different types of genres. If you were feeling angry, you could let go with punk or heavy metal, or if joyful, you could enjoy some fun dancing music etc.

[How has music made a difference in your life?] It is good because if you don't really feel like talking to anyone but you want some type of communication, music is great because people are again letting their emotions out and that can sometimes help if you are fed up, like you're not the only one feeling bad etc.

[New skills,] well, communicating with different types of people and I never knew that my fingers could stretch as far as they can in guitar!! [Opportunities?] I was involved in the class band which involved many people and just being able to have the chance to play an instrument was a great opportunity.

[As for the role of music in my life...] 3 years) I think that it will still have a big part in my life because, mostly in teenage years, you feel like you don't want to talk to anyone and that is where music is a help so still a big part in my life.

10 years) 23, I will be driving by then =) so I think that the radio will be turned up pretty loud so there is that and I think that I still want to carry on playing the guitar so it will still play a role in my life.

20 years) I am not too sure that it will be as big a thing in my life because the type of music that I like now will probably be not cool and up with it, so I think it will drop a little in my 30's but it is still a long way away!! Who knows?!

I don't think I'm a very good singer but I love singing and listening to music heaps would be a cool career, but I'm not sure if there is actually a job like that!!=) I hate how some artists just scream and swear all through the songs. Words could be really hurtful. Some people abuse music and they use it against others and diss them. That is not what I think music is about. It really annoys me.

Alex

Year 10



I began music aged 3 in [place]. My parents are both very musical and my Mum teaches [instrument name].

I like the social aspect of music. I participate in many musical groups – string orchestra, youth orchestra, concert band, NZSSSO, violin camp and chamber music.

Music is important to me as it is the reason I wake up every morning at 6 o'clock to practice. I've played music for so long I can't think of my life without it. If not for music I would not know many of my friends that I do from music – but I don't know how my life would be so different without music. It's too hard to imagine.

I have gained new skills in music – fast reflexes, a good musical ear and how to make friends with a stranger who is to sit next to you for 3 hours a week for a year. Heaps of opportunities have been created for me by being involved in music – chamber music, ensembles etc.

In 3 years time I see music as being something to keep learning, in school and out of it. In 10 years time and 20 years time I see myself playing in a community orchestra.

Ideal music career? Don't have one. I might teach violin, but only if I had to. I see music more of a hobby than a career.

If there is one thing I hate about music it is that you have to practice so much. And I don't like theory one iota. But I guess that's part of it. ☺

Alex



I got involved in music at [school name] as a year 5 (aged 10) in an after school programme for learning the keyboard. I learnt fast. I got involved just for the reason that I wanted to do an after school programme and it happened to look interesting.

I like taking part in music because it's relaxing and enjoyable. I have a passion for music; to me it's like a computer geeks most favourite computer game.

I take performance music as an option subject at [high school name] and have performed for a year 10-performance music concert that [teacher's name] held. I also play the tenor saxophone in the concert band. This year I performed with the trio [name] in the [competition name] in which we won the premier gold award. I also performed in the Intermediate Grade Pianoforte Competition where I won the first place [name of award] cup. The first time it's been won. I also take piano lessons with [teacher's name] and itinerant saxophone lessons with [teacher's name]. This year I also organised a fundraiser performance where I played piano, performed with the trio [name] and accompanied them in their solo pieces.

Music is an everyday norm in my life; I hardly go a day without playing a note. Music to me is as important to me as a calculator in a maths exam. I plan to make a career in playing the piano. People say, "You'll have to be the best in New Zealand." All I can say is 'bring it on'.

[Music] just introduced me to some new people and gave me a career opportunity for latter life, which I am still pursuing. It's given me a stress release and helped with my ability to learn at school. I have learnt to listen a lot more than I used to. It has given me confidence to stand up in front of an audience to speak or play the piano.

I have been able to go on music trips with the concert band, getting me out of school. I have had the opportunity to extend my ability to accompanying as well as solo performing. It gives me the opportunity to win prizes and money. Something I struggled to do before hand.

- [In the future I see music] in (i) 3 years (ii) 10 years (iii) 20 years time [as follows]
- (i) I'll carry on composing music and playing at competitions as a soloist and in the trio [name].
 - (ii) Performing for larger audiences at places like the [venue name]. Entering higher-class national and even possibly international competitions.
 - (iii) Travelling the world with my music career, playing in big concert halls, etc.

Since I started learning the keyboard and then onto the piano, my dream has always been to become a concert pianist. This is starting to become a more realistic possibility, not just a dream.

If there is one thing I hate about music it is...absolutely nothing!!!

Andrew



I am writing this from my perspective as a parent of a special needs daughter who has a great love of music. She is mainly non-verbal although can talk 3/4/5 word sentences when in a relaxed or casual situation, talking to explain, comment or request something/anything.

Claire is 15+ years old and is in Year 10. She has enjoyed listening to music from a very young age (4 or 5 yrs) and has entertained herself with audiotapes in the earlier years, and with videos and CD's for the last few years.

I would say music is definitely one of Claire's greatest pleasures. She mostly enjoys sharing her music and having it as background at home, in the car etc. Although she cannot read as such, she has no trouble in recognising the tracks that she most enjoys by the track number shown on the CD player.

She listened to children's songs for a few years but as she has matured in the last 2 or 3 years she is listening more to modern, mainstream music. If it is really popular and her older siblings also like it, then she enjoys it even more. I believe she feels she has something in common with her siblings which she adores, and vice versa. She also enjoys lots of Christmas music in season.

She has her own CD player that is a fairly treasured asset in her eyes. Claire will get fixated on favourite song for months at a time and play two or three over and over...and over (driving everyone mad in the meantime) but the pleasure she gains is relaxing and enormous.

She sometimes asks me to "sing" to some of her favourite songs. She doesn't sing herself.

Music is important to Claire as I feel it gives her a sense of ownership or control in this area of her life at least. She listens to the words and I believe she understands the songs but doesn't sing along. She enjoys the rhythm of music, particularly the repetitive aspect of music.

Claire has many CD's of her own but has a few favourites. Overall she adores Hayley Westenra and talks about her a lot. "Hayley's a good singer aye", "She's pretty", "Hayley's got blonde hair". (She has nearly worn out a video tape of a Hayley concert).

Claire doesn't realise she should take better care of her CD's by keeping them in boxes and several are very scratched, but this doesn't worry her in the least. She wants to take them in the taxi to school and sometimes is allowed to have hers played on the way to school.

She takes CD's to school to share with the other children at free time. Claire doesn't get actively involved in music or dance at school but listens and enjoys intently, and loves to exercise control over which songs she listens to.

Music in general plays a huge part in Claire's life and she listens on and off most of everyday choosing from her CD's or Hayley's video.

Music has made a difference in Claire's life as it gives her enormous enjoyment and she ably exercises choice and control for her own pleasure. She has become very adept at using several different machines eg. CD player, television, car stereo, family stereo, siblings MP3 players, and she quickly figures out by herself and learns and knows all the controls instantly.

Continued use and enjoyment of music will enhance her skills and provide her with the ability to entertaining herself in future years. Claire enjoys most types of rhythmic music except maybe music with out words. She wouldn't enjoy the "thump" of hip hop, or very loud music, which I see as a slight autistic tendency in Claire (not diagnosed as autistic).

Claire's mother

Year 11



I first got involved in music when I was 8 years old through primary school. I got involved because music was something that interested me very much. When I was 8 I began to learn the piano and I joined the school choir.

What I like about taking part in music is meeting new people and learning new skills. This year I am involved in our school's top choir and massed choir, jazz band, concert band, I learn the saxophone and I am part of the combined choir that we have running between [high school names]. I am also part of the cast for the school production next year.

Music is really important to me because it has helped me to learn new techniques and I have found that by taking music I have become more alert and aware of my surroundings and I find it easier to concentrate. Music has made a difference in my life by helping me to see things in a more positive light. I feel like a better person with music in my life and I feel like I have achieved so much more.

Some of the new skills that I have gained through participating in music are I have learnt how to work better in a band, my sight reading has improved a lot

and I have learnt that things don't always go to plan but you've got to keep moving through no matter what.

An opportunity that has arisen by being involved in music is that I may like to study music at Uni and become a music teacher.

In three years I see music still being a big part of my life because I would have only just left school and I am very into music at school. In ten years I see music still being a part of my life but not as much. I'll probably still play the saxophone and sing in choirs where I can but it won't be as big a part of my life. In 20 years I wouldn't know if music would be a part of my life or not. I think it would be because I love music, but I think it would only be a little bit.

My ideal music career would be to be a singer or a music teacher.

If there was one thing I hate about music it is the lack of interest that we have at our school. I hate that there aren't many people who have an interest in it because it is a great subject. Thank you.

Katrina



I became involved in music when our family moved from [country name] to New Zealand in 1996 because my grandmother bought me a piano and then I decided I would start learning.

I like taking part in music because you can challenge yourself and set goals that you can aim for, as well as expressing yourself.

Through private lessons I take Trinity Guildhall Practical Exams and Royal Schools Theory Exams. At school I belong to the concert band where I play the clarinet, string orchestra where I play the keyboard and the triangle and I take music as a subject. This year my friends and I took part in the local [competition name] held at the [venue]. I also play the keyboard at my church every Sunday.

Music is very important to me because music has been a part of my life for a long time. I participated in school productions that involved using musical instruments (such as the xylophone) when I was at primary school and I also belong to many groups now.

Music has made a difference in my life because it has helped me find a way of expressing myself and also in developing the talents I have in the arts.

The new skills I have gained through participating in music is working in a group (in concert band, string orchestra, chamber music), improving my musical skills

(such as sight reading through practical exams), theory (through theory exams), aural (through practical exams and school), reading scores (through school), identifying musical and compositional techniques in set works [composers and works named] studied as part of NCEA at school.

The opportunities music has created for me is working with others, participating in a lot of groups and getting paid to play the piano for children.

In 3 years I'll probably be teaching the piano. I'm also thinking about doing music at university. In 10 years I'll be teaching piano.

My ideal career would be a concert pianist.

Grace



I started music when I was 5 or 6 with an early childhood music group. We did group theory and sang songs whilst we learnt about the keys of the piano and how to make basic music. This was in [place] in 1996.

I got involved because since a young age I was able to hear songs and play badly by ear. From these first lessons with [teacher's name] I developed a passion in music.

I enjoy getting lost in music for big periods of time, where you can listen to it whilst you drift off to sleep etc. I enjoy meeting other musical people also.

I participate in a concert band, piano trio, numerous singing groups and have recently started playing the bassoon.

Music is very important to me as I believe it is another form of language and makes you able to retain information more readily. It also gives you something to do when you're alone. I started playing piano more when my parents split up and two grandparents died. It made a difference as I was able to immerse myself in music and forget what was happening around me.

From participating in music I have gained a greater ability to learn and have gained people skills which will help a lot in the future. I have played in front of hundreds of people, soon thousands, have traveled to one singing nationals in which we got 7th. These opportunities help develop confidence within yourself.

In 3 years I will play piano in bars, sing with choirs and play bassoon in ensembles. In 10 years.... hopefully the same. In 20 years.... hopefully have bought a grand piano by then. [I] will still play in bars and for friends.

[My] ideal music career would be a pianist at a bar one night a week, getting paid lots of money for what I love.

If there is one thing I hate about music it is that you can't be good at every instrument. But that doesn't really matter, there's nothing really to hate.

Matt

Year 12



When I was twelve years old, I joined a band in my school in [place]. I like playing the trumpet. I participate in school band. Music is not particularly important to me so it has not made a significant difference in my life. I've gained the skill of playing the trumpet and reading music.

Fumika

Year 13



I first became involved in music in my first year of high school (year 9) through the itinerant music program. I originally wanted to play violin after watching a demonstration of the various stringed instruments, but was reluctantly convinced to play the Double Bass instead, because they were short of them at school and my hands were deemed big enough. When I first started learning it was a struggle because I couldn't read music at all (the extent of my musical education was learning to play 'Hot Cross Buns' on recorder in primary school, badly!). Then it was suggested I join the local [junior orchestra name] (which rehearsed on Friday afternoons). I found this at first a harrowing experience, struggling to get all the notes under my fingers and keep up with everyone else, but I soon grew to enjoy it.

[What do I like about taking part in music?] This is a tough question as there are so enjoyable aspects to music. First and foremost, I like the creative aspect. Being able to create or contribute to, in an ensemble or solo, beautiful music

(most of the time), make something so elaborate without the assistance of a computer or electrical device, just (in my case) my hands and my instrument. Second I enjoy the interaction, social and "musical" interaction. Doing music whether it be classical, jazz or rock, is a fantastic way to meet people and make great new life long friends. I myself have made many new friends who I keep in regular contact with through the various music courses I've done. I also enjoy another type of interaction, "musical" interaction. Being able to communicate with other people whether it be your fellow performers or audience, with music is a fantastic thing. I have found this especially common in the small ensemble playing I've done. You can say to someone else "slightly more expressive here" with just a look or a turn of the head, no words at all.

What music activities do I participate in?

2003-2004 [Junior orchestra name]

2005-2007 [Name} Sinfonia

2005-2007 [Name] Youth Orchestra

2005-2007 NZSSSO (New Zealand Secondary Schools Symphony Orchestra)

2006-2007 NSO (National Schools Orchestra)

2007 NYO (National Youth Orchestra)

2007 Lion Foundation A.P.O Summer School

2006 Trinity Grade 8 Double Bass Exam

2006-2007 [School name] Trio

2006-2007 [School name] Concert Band

2006 [School name] Stage Band

If you had asked me this question a few years ago [how important is music to me and why?] I am certain you would have got a very different answer. Over the past few years I've been learning the double bass, I've also gain an immeasurable fascination and appreciation for the art of music. I think I have gained this through just pure exposure to "classical" music, and also all other types of music. I now value it much more than I ever have. It's important to me because not only is it (hopefully) going to be my further career, but also I see it as an outlet for a higher form of personal expression.

My ideal music career would definitely be to play in a top quality professional orchestra, maybe in America or Europe or even the NZSO, also teach as well. I like the idea of passing on my knowledge (and the knowledge of those who have taught me) to younger (or older) people in order to show them the enjoyment that can be had from music. Also do a little solo playing with, say, the Berlin Phil, the New York Phil & come home and do a few recordings with the NZSO. That would be my ideal (or more like dream) music career.

Hate is such a strong word I don't "hate" anything about music but one thing that does annoy me sometimes are peoples attitudes (and egos) in the classical music world. I'm currently reading a good book at the moment called "The Mastery of Music". In it the author talks to an orchestral musician who when

talking about the various sections of the orchestra says, "at a very young age all violinists are told they are going to be the next Itzhak Perlman, and they believe it".

I know I'm making a gross generalisation here, as I know there are many wonderful violinists out there, but I have met a few that aren't. They look down on anyone who "doesn't play the melody much" as one violinist put it to me, as he was telling me why the violin is so much better than the double bass. He also proceeded to tell me that in a competition between a violin and double bass the violin would ALWAYS win. Imagine my quiet satisfaction the year after, when I won a competition we were both competing in.

Also people's attitudes towards classical music bother me a lot too. Without even trying to understand or experience it they put it on the "boring" and "for old people" pile. I am ashamed to admit that I was once one of these people but that was before I was introduced to the wonderful world of music and learnt to love it as intensely as I do now.

Music has had a HUGE impact on my life, so much so that next year I plan to go and study it at university. It has given me an immense appreciation of all art in all its forms and the massive creative power of it. Music has led me to so many other things apart from playing double bass. I now really enjoying researching many aspects of 16th, 17th & 18th century, these include art, culture, music, social aspects and literature.

Music has also really broadened my social horizons. I am meeting so many different interesting people every week through music who all have knowledge and experiences I can learn and benefit from. Also, I feel music has given me huge confidence. The ability to slowly learn how to perform in front of people has massively improved my public speaking and my successes in music have also help build general confidence in all areas of my life.

In closing, music has literally CHANGED my life. I never would have dreamed I could have achieved the things I have through music. I never would have thought I would be able to communicate myself through the double bass, or get so much from a piece of music. Music is really important to me I live and breath it every single day!

Adam