



# *Our Music*

**Musical engagement of young people  
aged 7 – 19 in the UK**

**Omnibus Survey  
May 2006**

**Carried out by Carrick James Market Research on behalf of Youth Music**

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## Musical engagement of young people aged 7 – 19 in the UK

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### Headline Statistics

#### Perceptions and participation

- 48% of children and young people aged 7–19 believe they are 'musical'.
- 91% of children and young people aged 7-19 like listening to music.
- 39% of children and young people aged 7–19 currently engage in music making activities.

#### Sector breakdown

- 17% of children and young people are making music informally i.e. with no adult intervention. 23% are making music with some form of adult assistance, (some of this will be formal and some non-formal). 16% say they are having 'lessons'.
- Nearly 10% of the population of 7 -19 year olds plays the guitar.
- Of those who play an instrument 'informally' with no adult help, over half (54%) are playing the guitar.

#### Social Grade

- There is a significant disparity in levels of engagement across social grades. 45% of those within social grades AB are currently engaged in music making, compared with only 35% of those within social grades DE.
- The largest disparity is in instrumental playing between social grades AB (33%) and DE (17%).
- Of those who have never done anything musical but who want to, 34% were from social grades DE, compared with 11% in social grades AB.

#### Gender and age

- There is a significant disparity between girls and boys with 44% of girls engaged in music making compared with only 34% of boys. This gap is greatest within the youngest age group (7-10s) where 53% of girls are engaged in music making, compared with only 34% of boys.

#### Guitar

- It is striking that of boys aged 15-19 who play an instrument, three-quarters of them are playing guitar. And of boys aged 11-14 who play an instrument, nearly half of them are playing guitar.

### Unmet need, perceptions and the window of opportunity

- Of those who have never done any musical activities, 11% said they would like to. This desire is highest in the youngest age group with 18% of 7 – 8 year olds saying they would like to. Very clearly, once children have begun their secondary education, their wish to do something musical, if they haven't done so already, plummets.
- However, there is also something important not to be missed about children and young people's perceptions of themselves as 'musical' or 'not musical'. Of those who have never done any musical activities and said they didn't want to 84% believed they were 'not musical'. Are some of them saying that they don't want to make music because they think they wouldn't be any good at it? The key factor that makes young people believe that they are 'musical' is their participation in active music making. 80% of those who said that they considered themselves 'musical' have at some point in their lives actively made music.
- Of those who have never done anything musical but who want to, 34% were from social grades DE, compared with 11% in social grades AB.

### Barriers to engagement

- Of those who want to do a musical activity but don't currently, 43% cited a lack of opportunities, facilities or financial resources.

## Executive Summary

In May 2006 an omnibus survey of children and young people, aged 7 – 19, across the UK, was carried out by Carrick James Market Research on behalf of Youth Music. 1,295 children and young people were surveyed in face-to-face interviews. The sample was selected to be representative of the population by age, gender, social grade and geographical region.

The intention of the survey was to

- gain a clearer picture of general levels of engagement in musical activities of children and young people across the formal, non-formal and informal sectors,
- to test the children and young people's perceptions of themselves as 'musical' or 'not musical',
- and to gain a broad understanding of what barriers the children and young people perceive to be preventing them from engagement in music making activities.

## Limitations and clarification

The nature of an omnibus survey means that it is not possible here to gain a detailed knowledge of the many factors that may encourage or discourage children and young people from engaging in music making activities. Neither is it possible to gain information from small population groups playing specific instruments (with the exception of guitar where the sample size is large enough to be statistically viable). For this reason this report focuses on broad issues and it is Youth Music's intention to supplement this data with further consultations with focus groups of children and young people over the next six months.

It should also be noted that because this is a survey of children and young people, the findings are entirely dependent upon their perceptions. Youth Music feels this is a valuable source of data because previous research in this area has focussed on levels of musical provision from the viewpoint of adults working within the sector. This has meant that data relating to music making taking place without adult intervention has been based upon guesswork until now.

The questions to the children and young people were structured to gain responses which related to their music making beyond that which takes place in curriculum-based classroom music lessons at school. However, it is possible that some children and young people will have included these musical experiences in their answers, as well as confusing singing lessons with teacher-led choir practices for example. We do not believe that these slight misinterpretations or confusions among respondents will have been sufficient to skew the data however.

## Summary of findings:

### Overall perceptions

- **48% of children and young people aged 7-19 believe they are musical.**
- **91% of children and young people aged 7-19 like listening to music.**

This demonstrates an acute problem of perception among children and young people. It is our view that all children are inherently musical at birth. This view is supported by a wealth of research into the 'musical intelligence' that babies and very young children are born with and which facilitates the early learning of language. (Turning their ears on – published Youth Music March 2006 [www.bongoclub.org.uk](http://www.bongoclub.org.uk)). And yet by the time children are as young as seven years old, well over half of them have a perception that they are 'not musical'. It is we, the adults responsible for their care as parents and educators who are responsible for giving them that perception of themselves, and it is we who are responsible for changing it.

We would like to see the proportion of children and young people who perceive themselves to be musical to be much higher than 48%. We should aim to close the gap between this group and the much higher proportion (91%) who say they enjoy listening to music. We believe that it is every child's right to have their musical creativity encouraged and nurtured from the very earliest stages of learning, right through until adulthood.

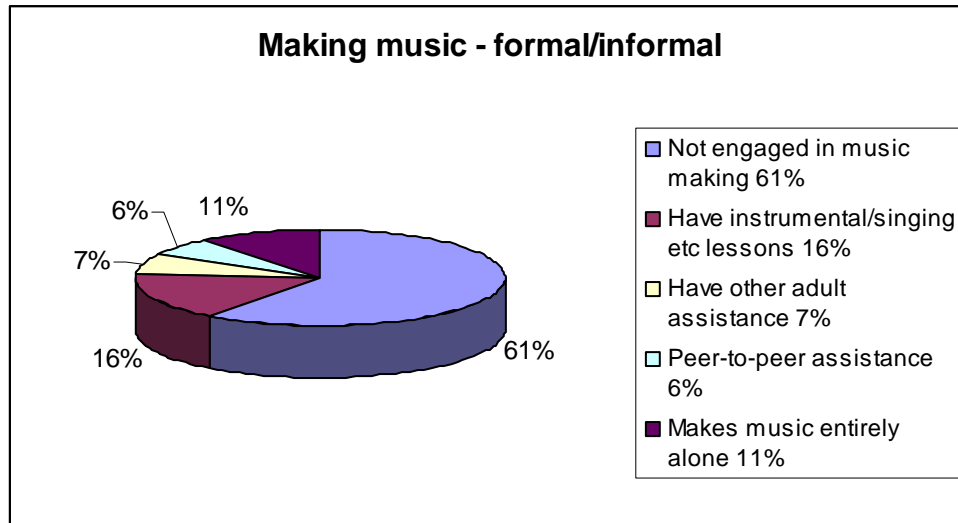
Other data from this survey suggests (unsurprisingly) that children and young people's perceptions of themselves being musical are mainly influenced by their levels of engagement in active music making.

### Current levels of engagement & sector breakdown

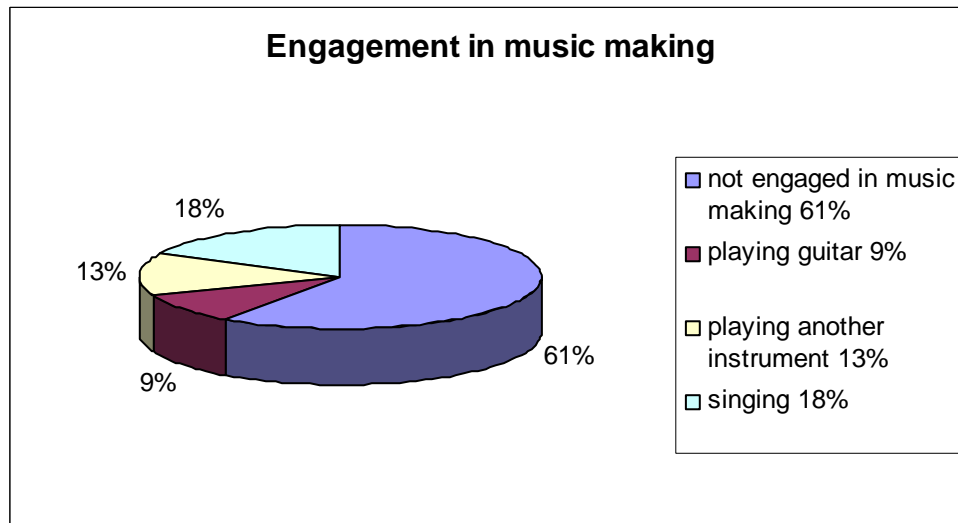
- **39% of children and young people aged 7-19 currently engage in music making activities. Of these, about two-thirds play an instrument and a third currently sing.**

Currently available data relating to Music Service provision indicates that about 10% of children and young people within the state school sector are accessing music making activities (primarily instrumental tuition) via Music Services. Matching this data against the data from this survey would suggest that a further 29% of children and young people are making music outside of this provision. Data shown later on in this report suggests that just under 6% of 7-19 year olds are having instrumental lessons with a private teacher. 10% say they are playing their instrument with no adult intervention at all – either alone or with friends.

It is difficult to make a direct correlation between children and young people's perceptions of where they are accessing music provision and an adult understanding of the different sectors, however we estimate from this research that **17% of children and young people are making music informally** i.e. with no adult intervention (shown below as 'peer-to-peer assistance' 6% and 'makes music entirely alone' 11%). **23% are making music with some form of adult assistance**, some of this will be formal and some non-formal – **16% say they are having 'lessons'**.



24% of 7-19 year olds are playing an instrument and of these, a huge proportion – 40%, play the guitar (electric, bass or acoustic). This means that nearly 10% of the population of 7 -19 year olds play the guitar.

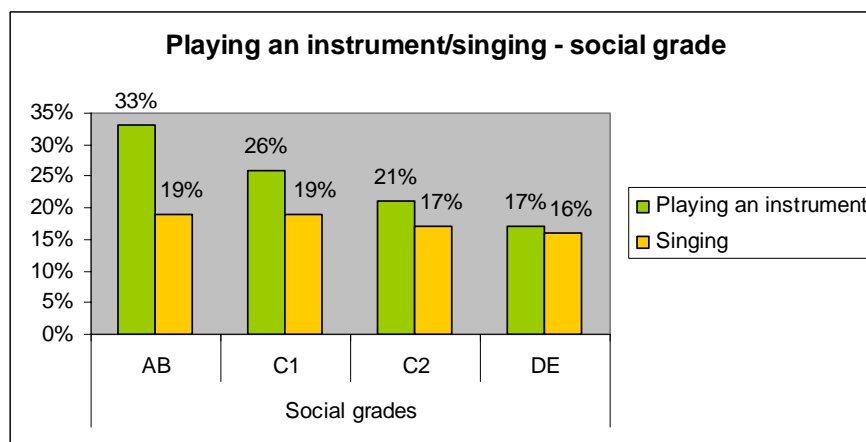
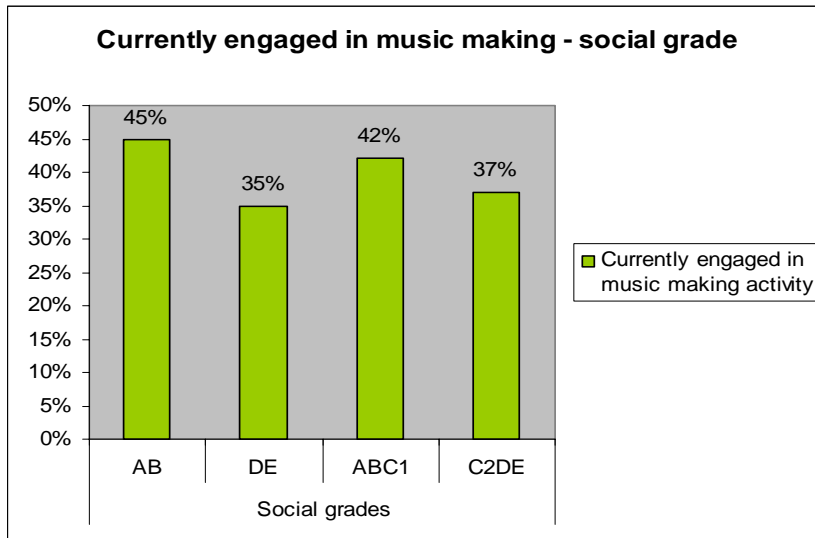


Of those who play an instrument 'informally' with no adult help, over half (54%) are playing the guitar. The others who are playing 'informally' are predominantly playing drums (8%), piano/keyboard (10%) or recorder (6%).



## Social Grade

- There is a disparity (almost 10%) in levels of engagement across social grades. 45% of those within social grades AB are currently engaged in music making, compared with only 35% of those within social grades DE.
- The largest disparity is in instrumental playing between social grades AB (33%) and DE (17%).
- Of those who have never done anything musical but who want to, 34% were from social grades DE, compared with 11% in social grades AB.

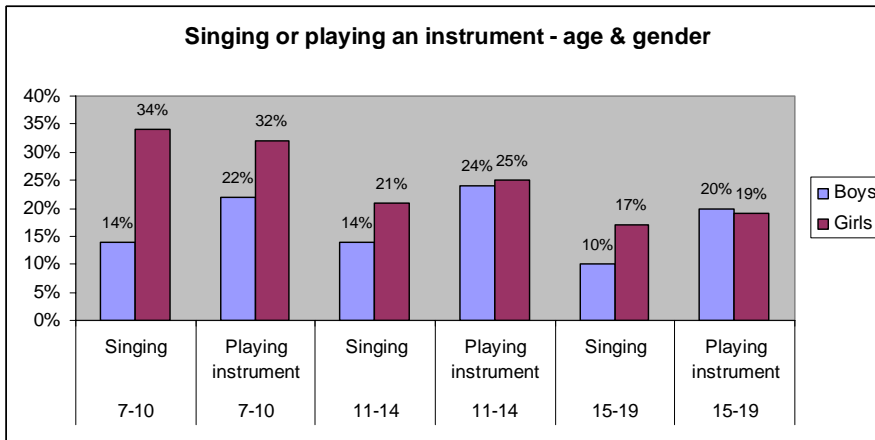
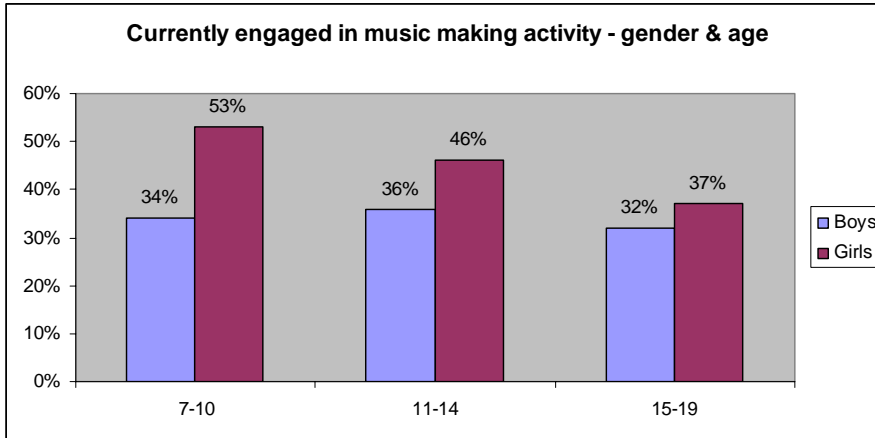


From this research it is not really possible to ascertain all the factors that may be bringing about this disparity in instrumental playing across social grades. These are likely to be complex and not solely related to household income. Although the expense of hiring or buying an instrument is a factor, so too will be cultural background, parental support and aspirations as well as the child's own aspirations and perceptions of him/herself. A lack of easily accessible provision which is visible to the child and his/her parents may also be a factor.



## Gender and age

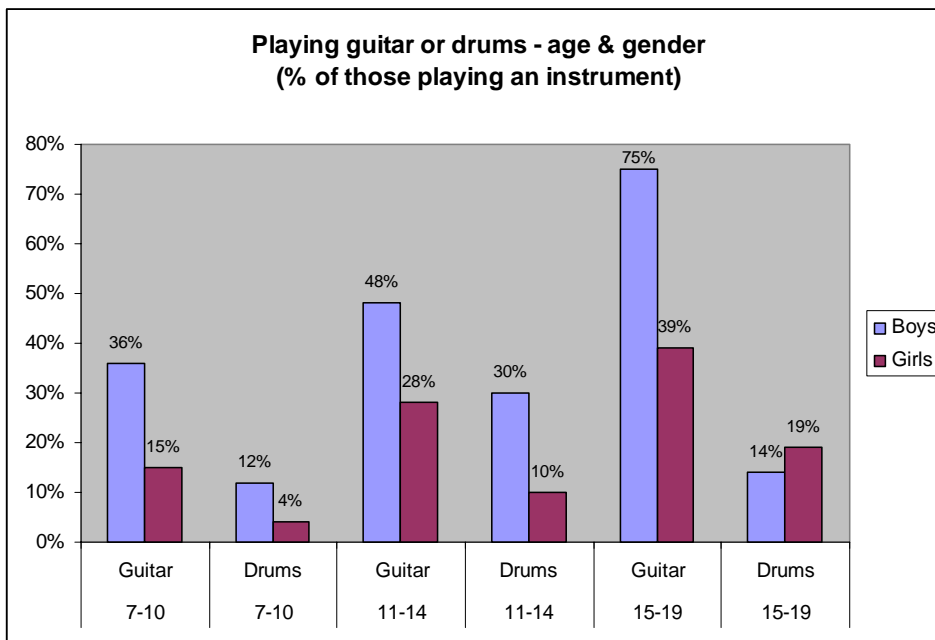
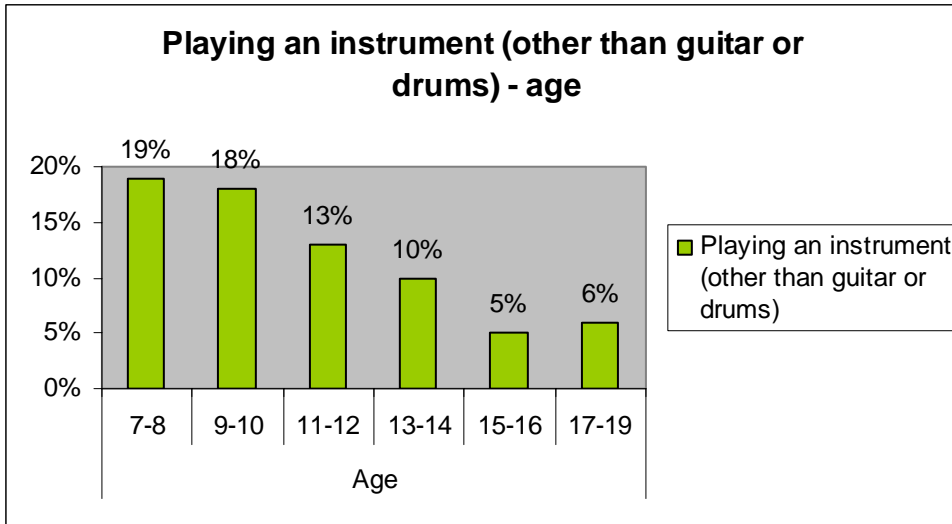
There is a 10% disparity between girls and boys with 44% of girls engaged in music making compared with only 34% of boys. This gap is greatest within the youngest age group (7-10s) where 53% of girls are engaged in music making, compared with only 34% of boys.



### Instrumental engagement – guitar and drums

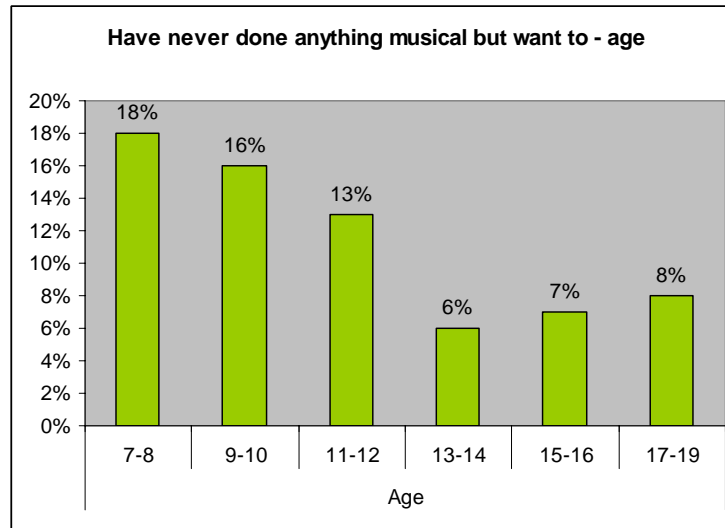
The percentage playing an instrument (not guitar or drums) falls from 18.5% at ages 7-10 to 5.5% at ages 15 – 19 (13% at 11 – 12 and 10% at 13 – 14).

It is striking that of boys aged 15-19 who play an instrument, three-quarters of them are playing guitar. And of boys aged 11-14 who play an instrument, nearly half of them are playing guitar.



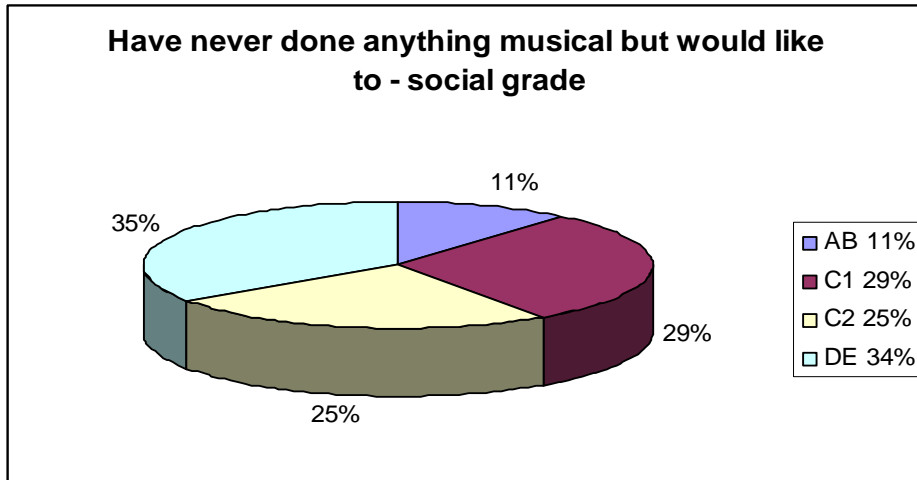
### Unmet need, perceptions and the window of opportunity

- Of those who have never done any musical activities, 11% said they would like to be able to. This desire is highest in the youngest age group with 18% of 7 – 8 year olds saying they would like to, 16% of 9 – 10 year olds, 13% of 11 - 12 year olds and only 7 % of 13 – 19 year olds. Very clearly, once children have begun their secondary education, their wish to do something musical, if they haven't done so already, plummets.



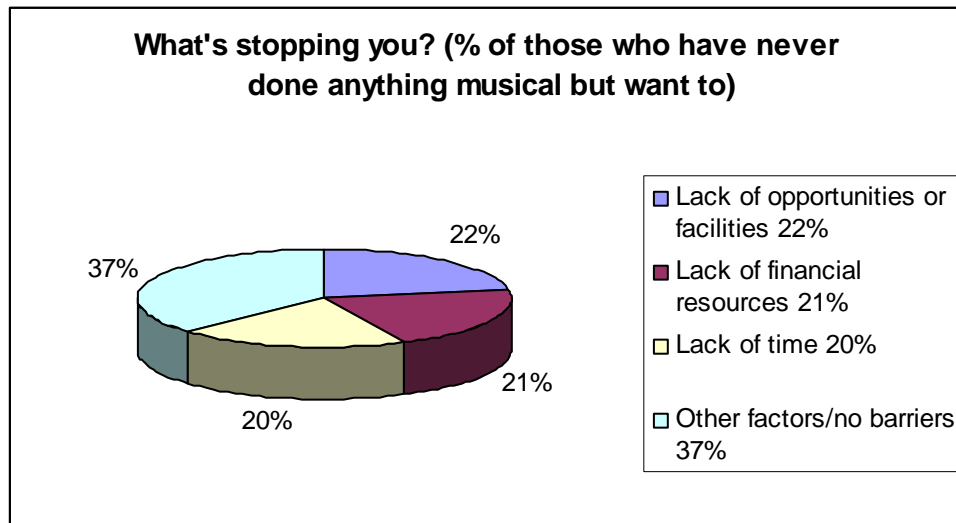
- However, there is also something important not to be missed here about children and young people's perceptions of themselves as 'musical' or 'not musical'. Of those who have never done any musical activities and said they didn't want to in the future, 84% also believed they were 'not musical'. And the key factor that makes young people believe that they are musical, is their participation in active music making. 80% of those who said that they considered themselves 'musical' have at some point in their lives actively made music.

- Interestingly, of those who have never done anything musical but who want to, 34% were from social grades DE, compared with 11% in social grades AB.



### Barriers to engagement

Of those who want to do a musical activity but don't currently, 43% cited a lack of opportunities, facilities or financial resources (evenly spread – 22% opportunities or facilities and 21% financial resources), 20% cited lack of time, the remainder cited other factors or saw no barrier to their involvement.





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## *Our Music*

### **Musical engagement of young people aged 7 – 19 in the UK**

**Omnibus Survey  
May 2006**

### **Full Report**

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## **Sample, Methodology & Questions**

### **Sample**

1295 7-19 year olds selected to be representative of UK population by age, gender, social grade (ABC1, C2, DE), and geographical region.

### **Methodology**

Face-to-face interviews with prompt cards. 25 questions, some pre-coded, some open.

### **Questions**

The questions covered the following:

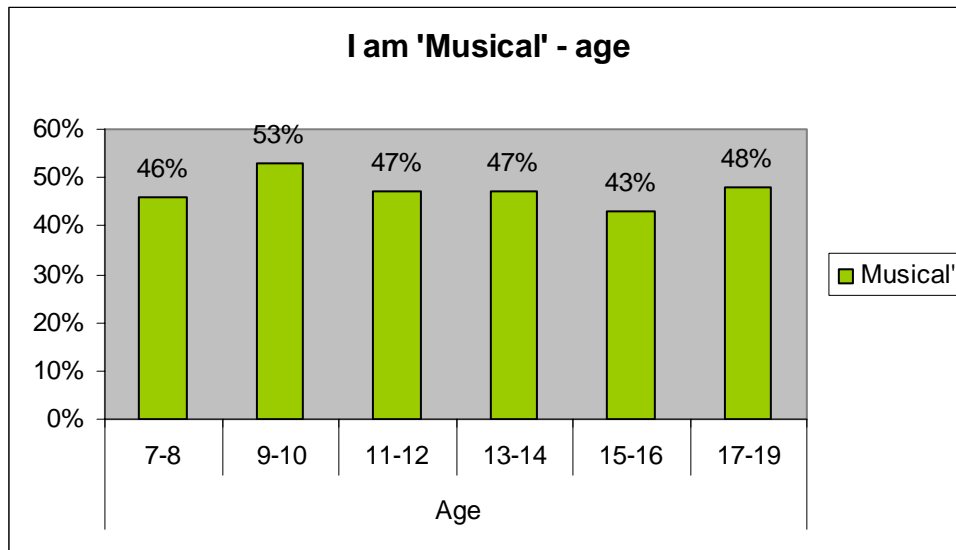
- The children and young people's perception of whether they were 'musical' or not
- Whether they enjoyed listening to music and what kinds of music they liked best
- Whether they currently engage in any music making activity
- What kind of activity, where and when do they access it, with or without adult intervention/help
- Whether they engaged in music making activity in the past but stopped, if so, what made them stop
- Whether they have lessons to support their music making activity, if so where, when and with whom
- How much they enjoy their music making activity
- What other music activities they would like to do
- Whether those who don't engage in music would like to, if so, what kind of activity and what's preventing them.

## Findings:

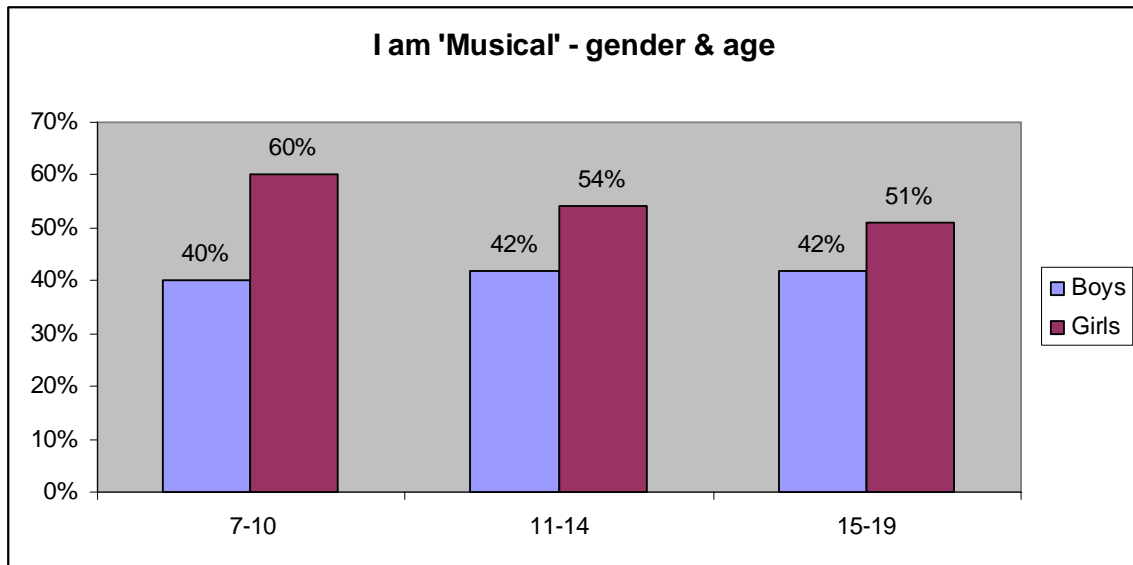
### Perceptions

#### Perceptions of being 'musical'

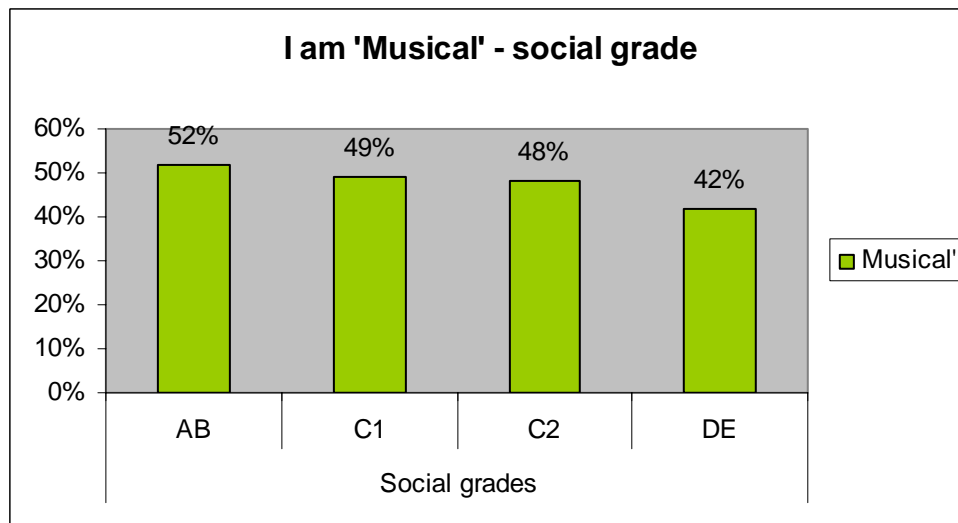
1. 48% of children and young people aged 7 – 19 believe they are musical.
2. The greatest change in perception occurs between age 9-10 and 15-16. Whereas 53% of 9-10 year olds considered themselves musical, only 43% of 15-16 year olds did. Interestingly, boys' confidence in their musicality increased slightly from 40% believing they were musical aged 7-10 to 42% aged 15-19. Girls however decrease significantly in confidence going from 60% of 7-10 year old girls considering themselves musical, to only 51% of 15-19 year old girls.



3. Overall there is a substantial difference in perception between girls and boys, with 41% of boys considering themselves musical compared with 54% of girls. This disparity is greatest in children aged 7 -10 where there is a 20% difference between girls' and boys' perceptions.



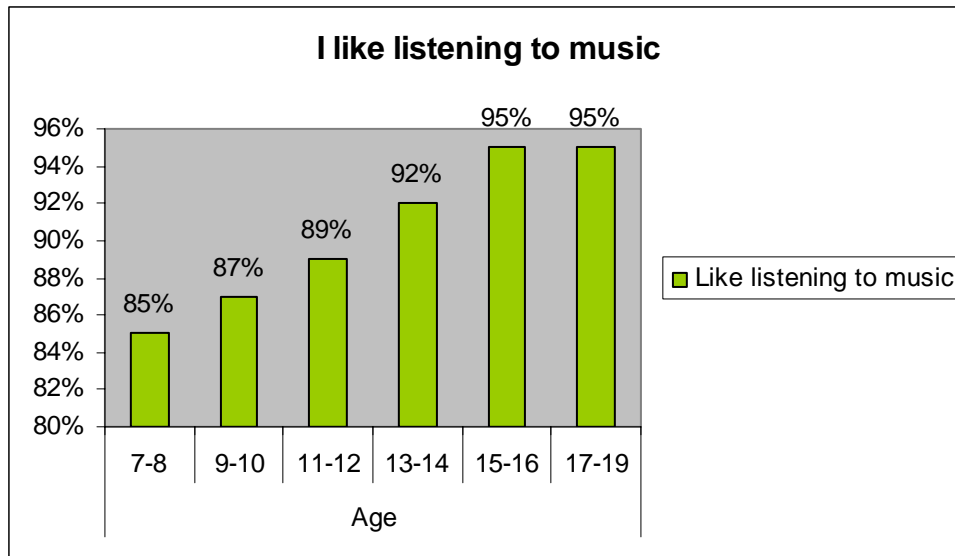
4. There is also a significant difference (10%) between the perceptions of children and young people from social grades AB and those from social grades DE. 52% of those from social grades AB consider themselves musical compared with only 42% of those from social grades DE.





### Enjoyment of listening to music

1. 91% of children and young people aged 7-19 like listening to music, but only half of these consider themselves to be 'musical'.
2. Here there is no difference by social grade with 91% of children across all social grades enjoying listening to music.
3. There is still a slight difference by gender though with 88% of boys enjoying listening to music compared with 94% of girls
4. Enjoyment of listening to music increases with age, from 85% aged 7-8 rising steadily to 95% aged 17-19.

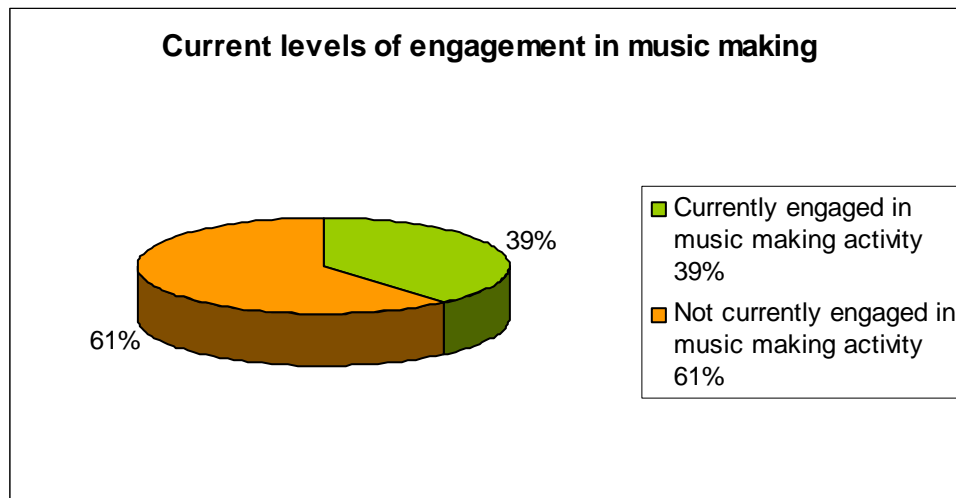


## Engagement in music making

### Current engagement in music-making activity

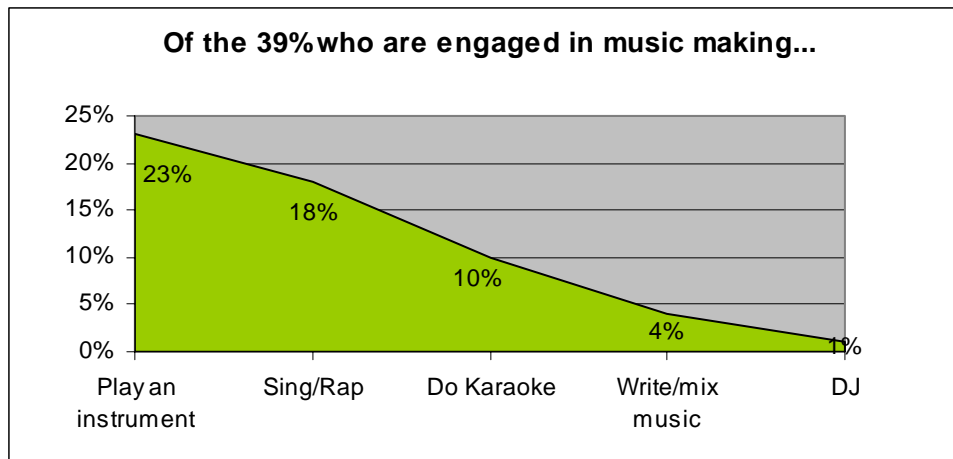
1. 39% of children and young people aged 7 – 19 currently engage in music making activities.

61% don't currently engage in any.\*



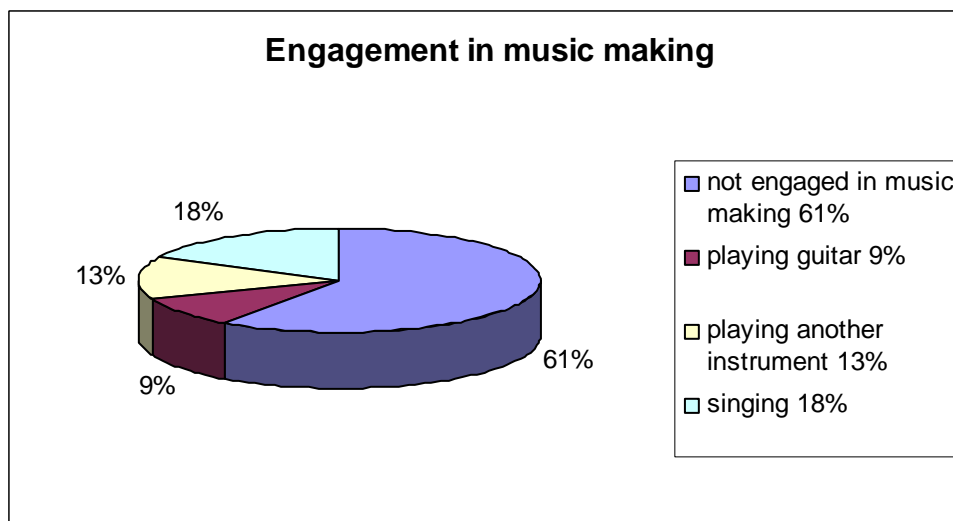
\* This is the percentage of children and young people who indicated that they do not currently play an instrument, sing, rap, DJ, or do any other musical activity. Alternative forms of musical activity were prompted by the interviewer and space was allowed for other musical activities to be suggested by the child/young person. Where these were forthcoming from the child/young person they were recorded and included in the 39% who are engaged in music-making. By and large we are assuming that curriculum-based, classroom music lessons were not included by the children and young people in their response to this question. It can certainly be taken that it is the perception of 61% of the sample that they are not doing any form of music making activity.

2. 24% of children and young people aged 7 – 19 currently play an instrument.  
18% currently sing. \*

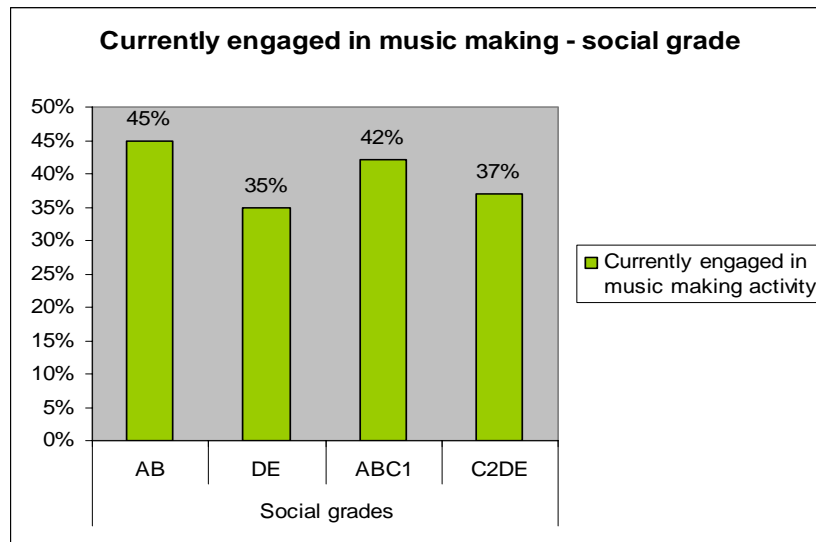


\* Readers are reminded that there is overlap between those who play an instrument and those who sing etc. with some children and young people being engaged in more than one form of music making activity.

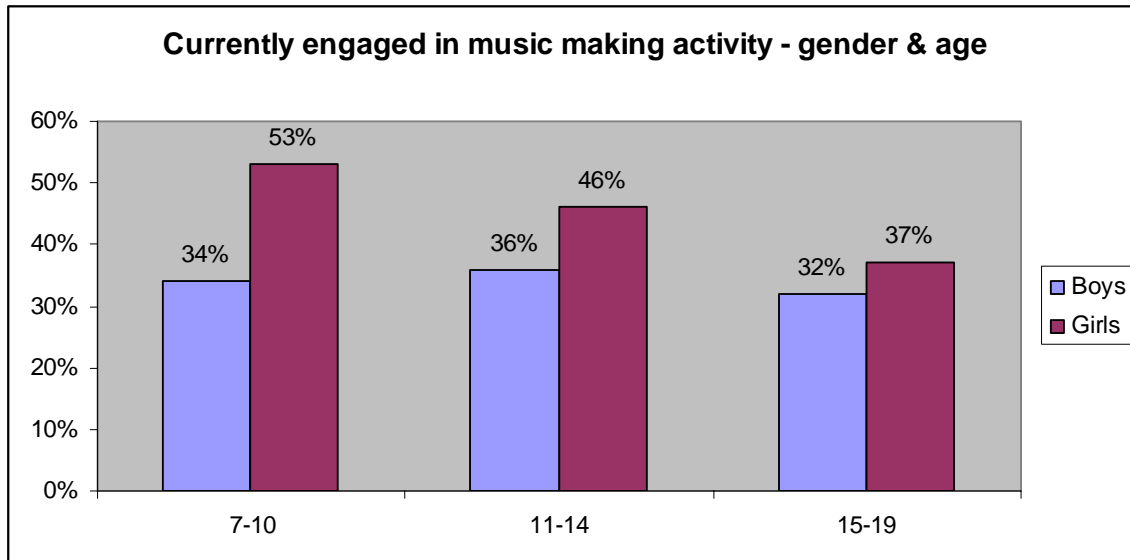
3. 24% of 7-19 year olds are playing an instrument and of these, a huge proportion – 40%, play the guitar (electric, bass or acoustic). This means that nearly 10% of the population of 7 -19 year olds play the guitar.



4. There is a disparity (almost 10%) in levels of engagement across social grades. 45% of those within social grades AB are currently engaged in music making, compared with only 35% of those within social grades DE.



5. There is also a 10% disparity between girls and boys with 44% of girls engaged in music making compared with only 34% of boys. This gap is greatest within the youngest age group (7-10s) where there is a 19% gap with 53% of girls engaged in music making, compared with only 34% of boys.



### Prior engagement in music making

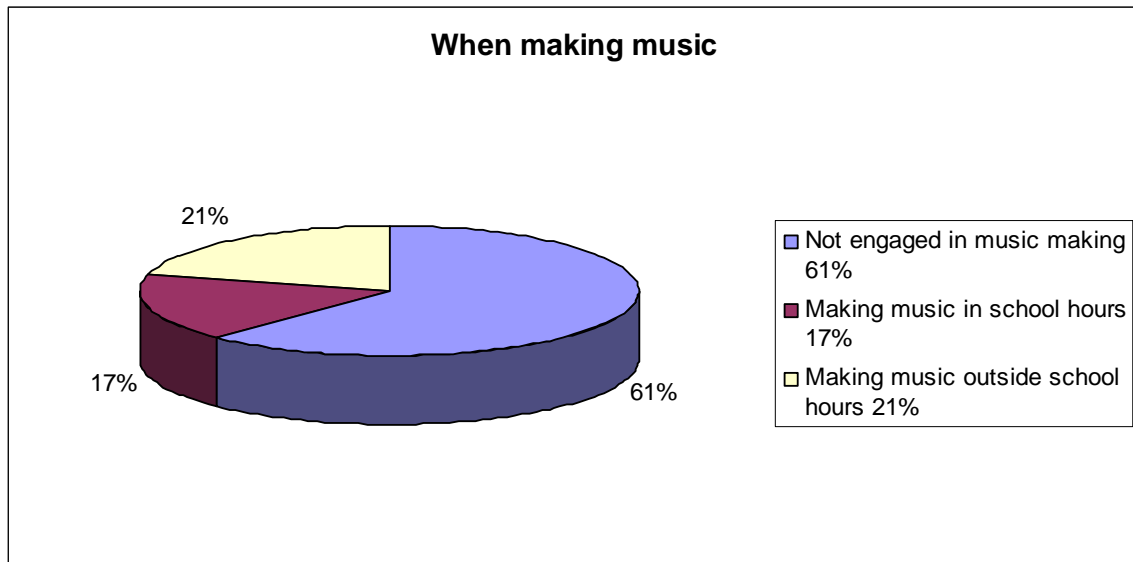
1. 13% of children and young people aged 7 – 19 used to play an instrument but have now stopped. 14% used to sing but have stopped.

### Reasons for stopping

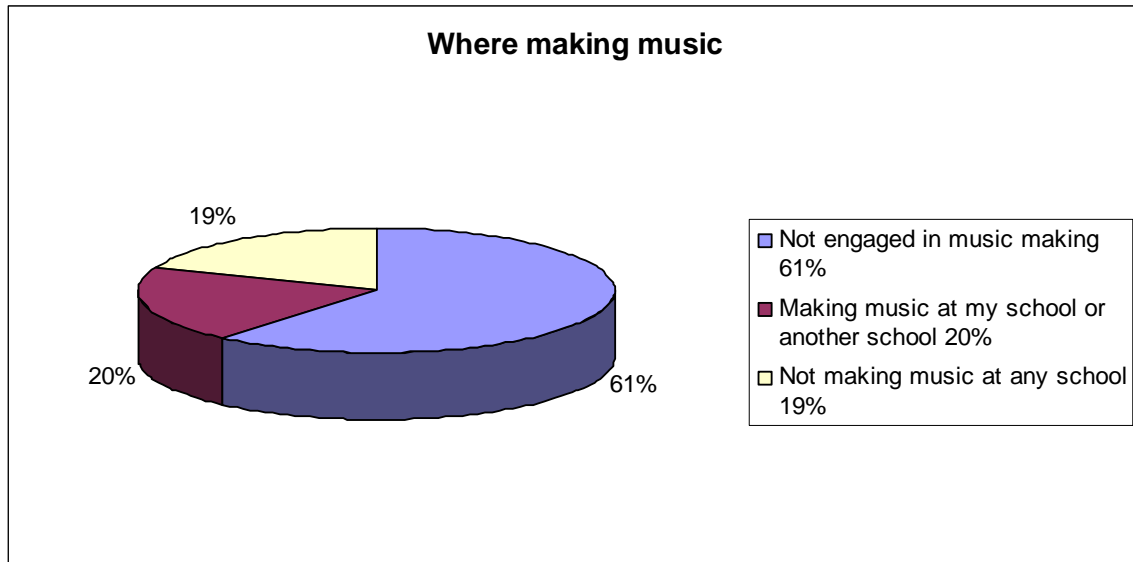
1. 40% of those who have stopped say they 'got bored'
2. 44% of those who have stopped cited a lack of opportunity to continue either through lack of facilities, teachers or financial resources

### When and where music making is taking place (total population 7-19 year olds)

1. 17% of the population are engaging in music making in school hours. 21% of the population are engaging in music making outside school hours.
2. 20% of the population are engaging in music making either in their school or at another school. 19% of the population are engaging in music making but not doing it at any school/college.

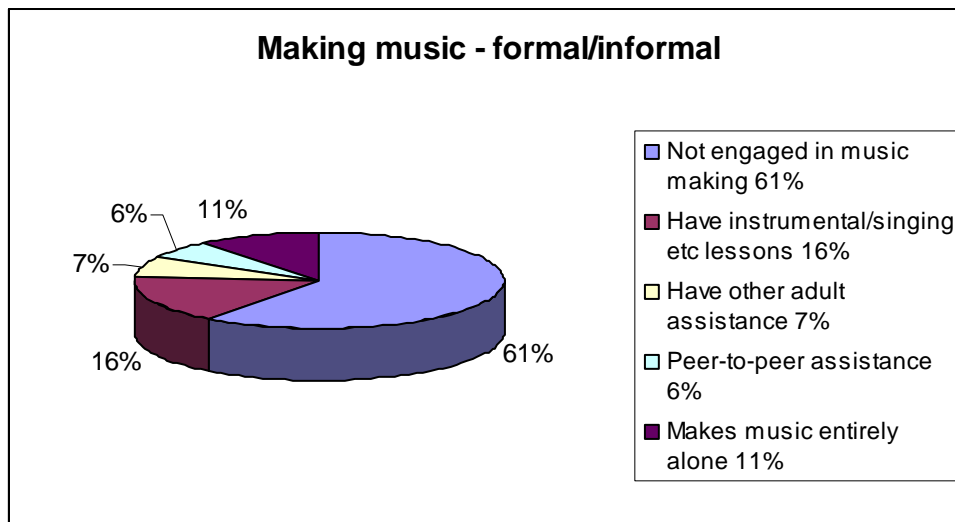


Reminder: The questions to the children and young people were structured to gain responses which related to their music making beyond that which takes place in curriculum-based classroom music lessons at school. However, it is possible that some children and young people will have included these musical experiences in their answers, as well as confusing singing lessons with teacher-led choir practices for example. We do not believe that these slight misinterpretations or confusions among respondents will have been sufficient to skew the data however.



#### Adult assistance/intervention in music making (total population 7-19 year olds)

- 16% of the total population are having lessons – instrumental or singing for example.
- 7% have some other form of adult assistance with their music making.
- 6% have peer-to-peer assistance with their music making, for example, rehearsing with friends.
- 11% of the population make music entirely alone with no adult or peer-to-peer intervention. This means that well over a quarter of those who make music are doing so alone.

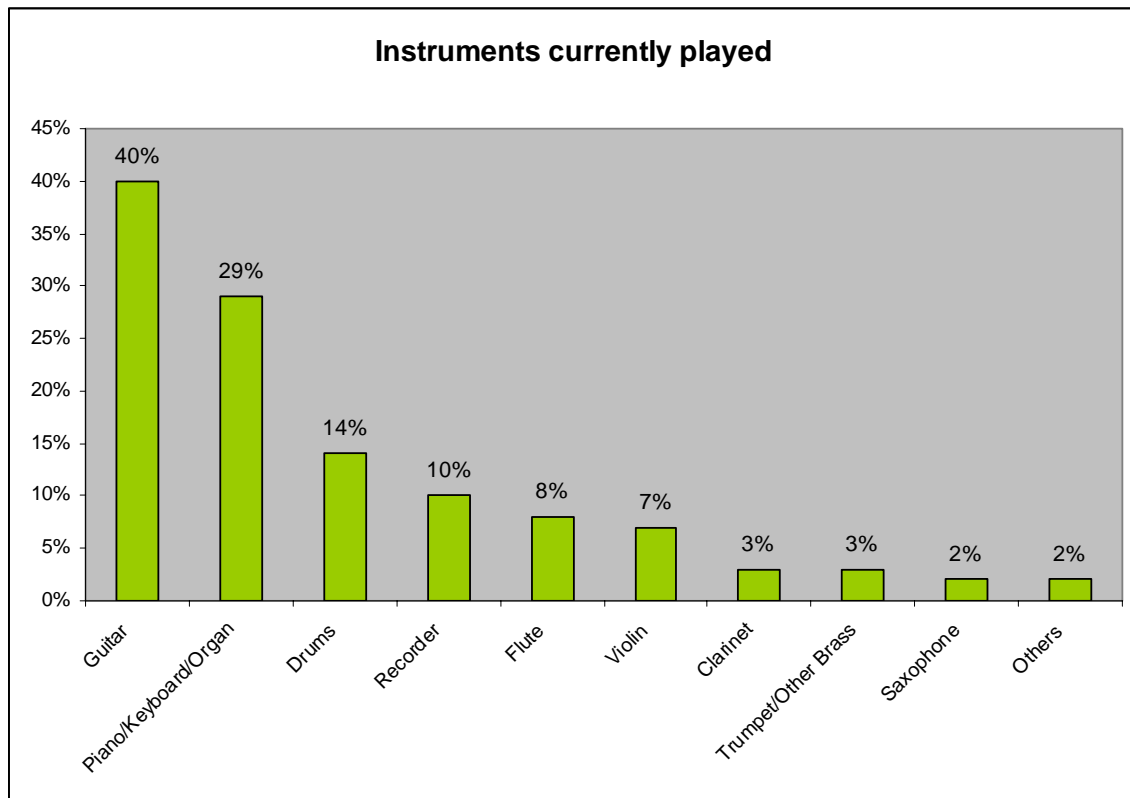


## Engagement in instrumental playing

### Current engagement in instrumental playing

1. 40% of those who play an instrument, play the guitar. This represents nearly 10% of the total population of 7-19 year olds.

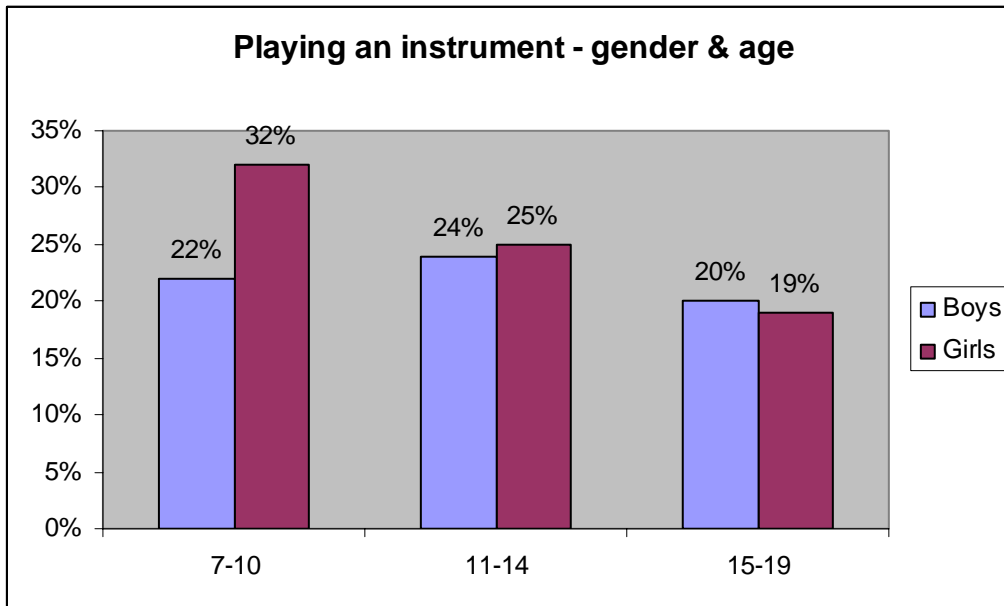
Of those playing guitar, 65% are boys and 34% are girls. 26% are from social grades AB and 15% are from social grades DE.



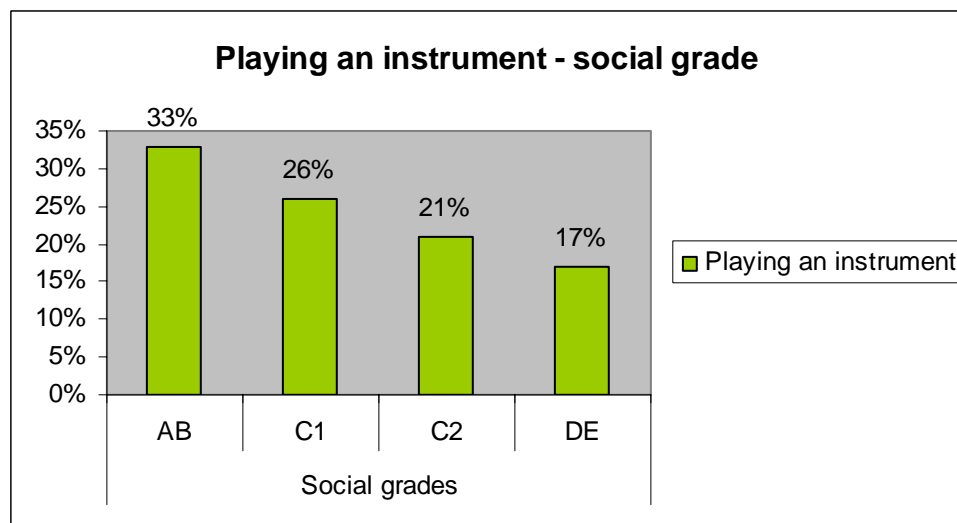


2. Overall, 22% of boys and 25% of girls play an instrument.  
 27% of 7 – 10 year olds play an instrument  
 25% of 11 – 14s  
 20% of 15 – 19s

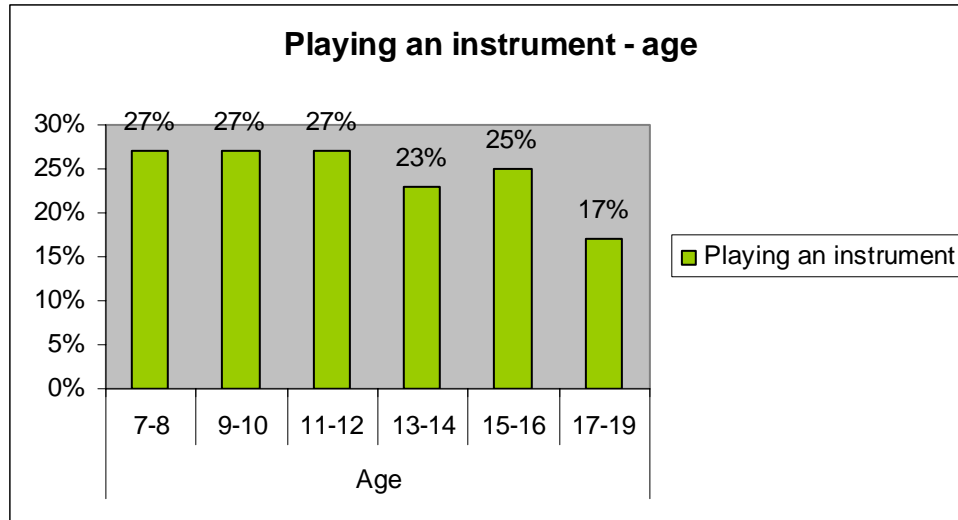
The greatest disparity between boys and girls playing occurs between the ages of 7 and 10 when 32% of girls are playing an instrument but only 22% of boys.



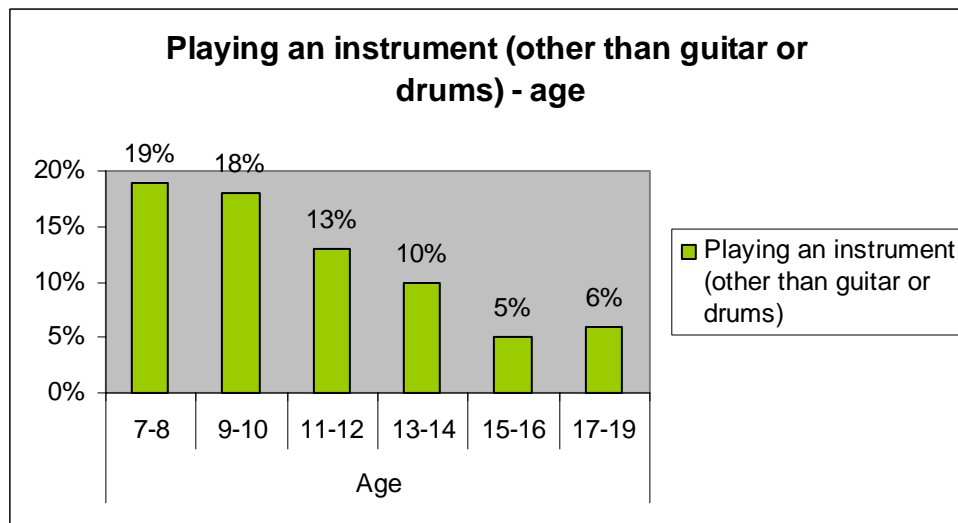
3. 33% of ABs play an instrument  
 26% of C1s  
 21% of C2s  
 17% of Des



4. The percentage of young people playing instruments decreases with age with the exceptions of those playing guitar and drums which both increase with age.
5. 24% of the sample play an instrument. The percentage playing is steady, at around 27% until age 13 when it drops to 23% finishing at 17% for 17 – 19 year olds.

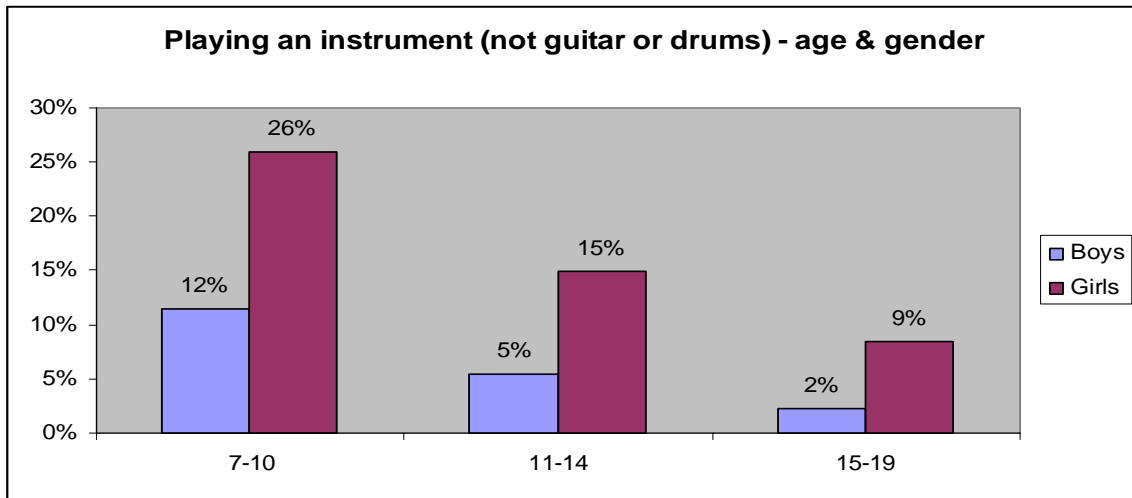


6. The exceptions to this pattern are the number of young people playing guitar or drums which increases with age. It is interesting to strip out the figures for guitar and drums to get a more accurate picture of the tailing off by age, of instrumental engagement.



The percentage playing an instrument (not guitar or drums) falls from 18.5% at ages 7-10 to 5.5% at ages 15 – 19 (13% at 11 – 12 and 10% at 13 – 14).

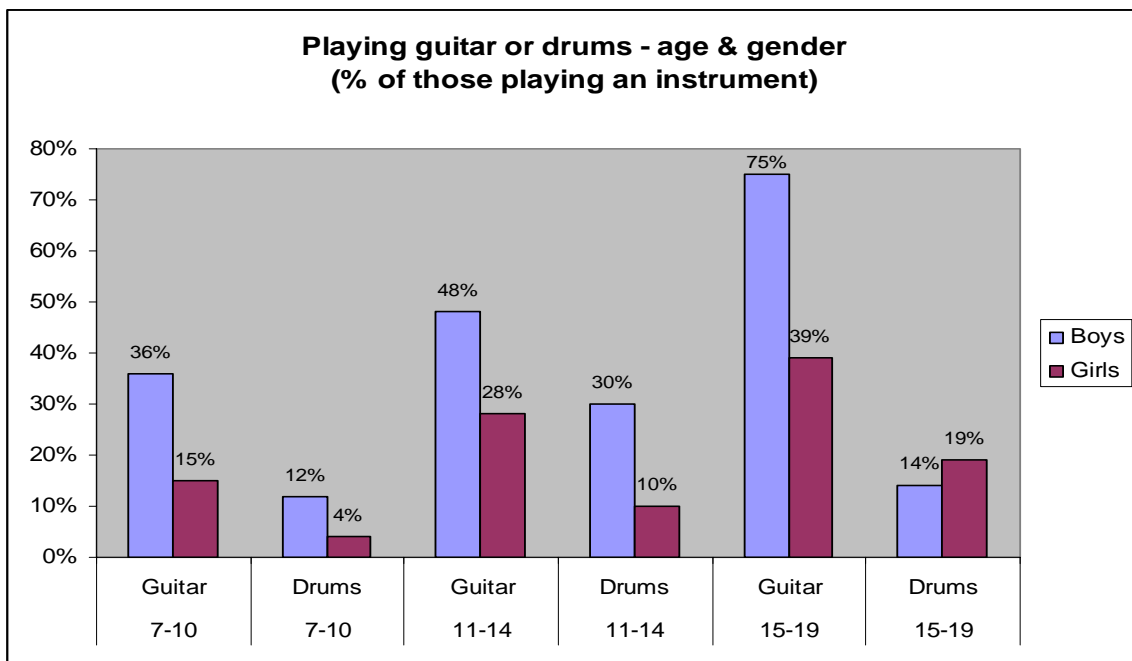
7. The decline in playing an instrument (other than guitar or drums) with age is more pronounced in boys than girls.



8. Of those playing an instrument, the percentage who are playing guitar or drums are shown below, by age and gender.

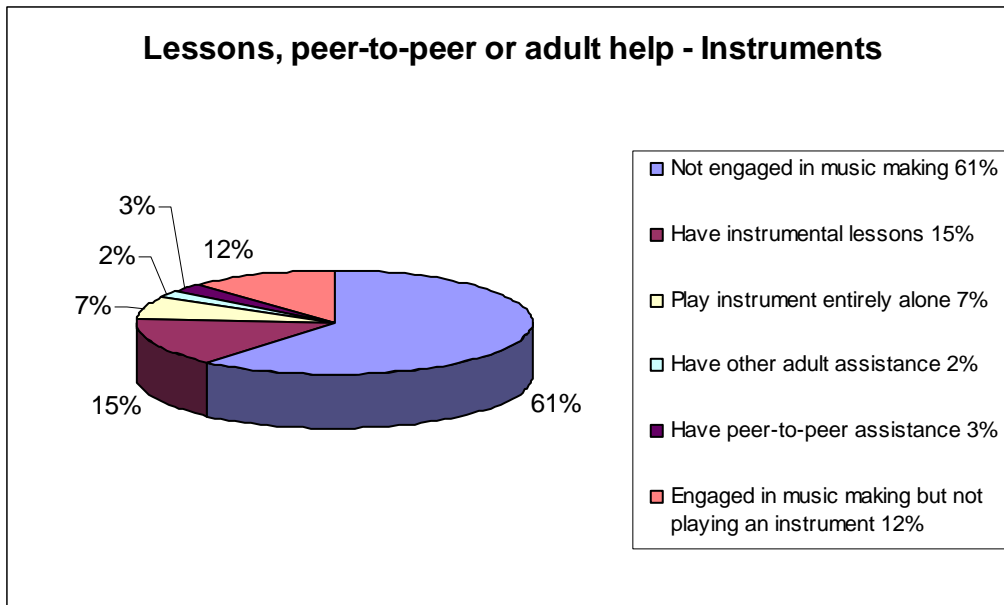
It is striking that of boys aged 15-19 who play an instrument, three-quarters of them are playing guitar. And of boys aged 11-14 who play an instrument, nearly half of them are playing guitar.

It is also worth noting that the percentage of girls playing guitar increases markedly with age, peaking at 39% (of those playing an instrument) at age 15-19.



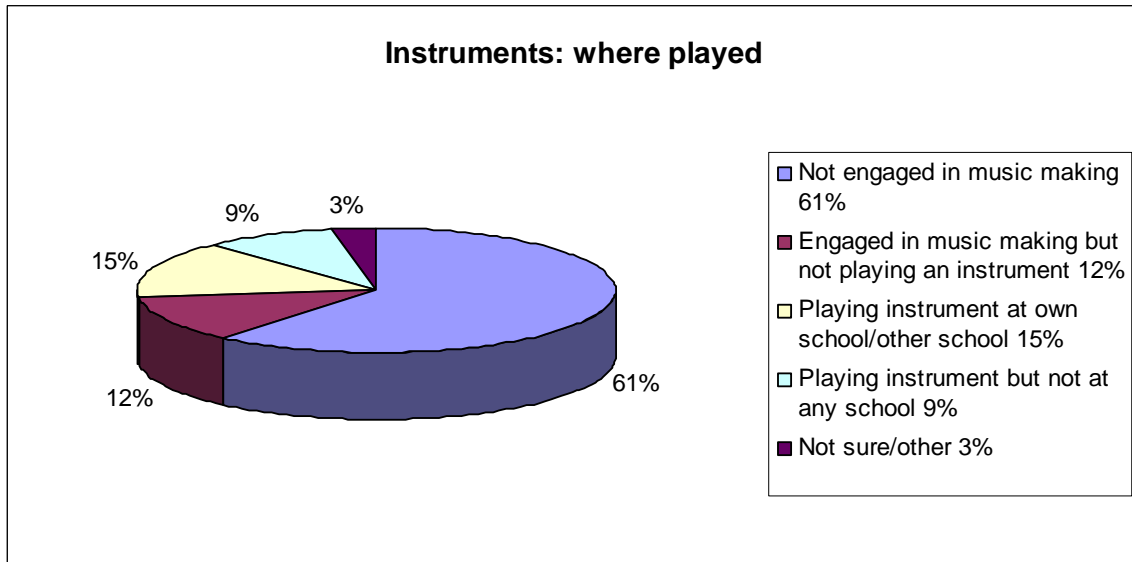
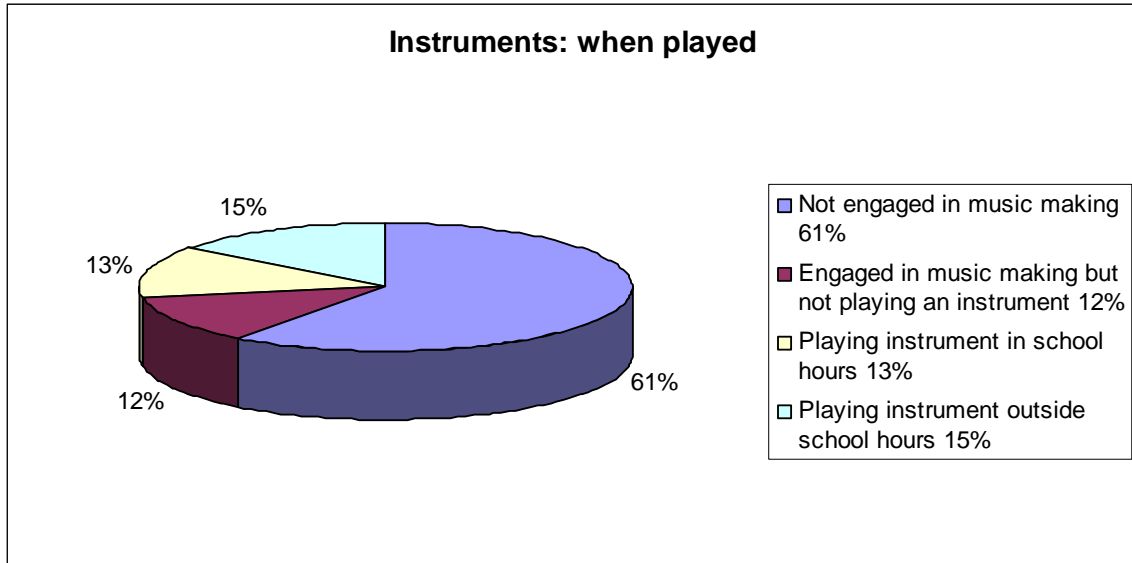
### Adult intervention/assistance and peer-to-peer interaction in instrumental playing

1. 24% of the sample said they were playing an instrument. 15% have instrumental lessons.
2. 2% play an instrument without lessons or a teacher's assistance but do have assistance from another adult
3. 3% play an instrument without having any adult assistance but do have peer-to-peer assistance in the form of rehearsing or playing with friends.
4. 7% play an instrument but do it entirely alone, this means that a quarter of all those playing an instrument are doing so with no adult assistance or peer-to-peer interaction.



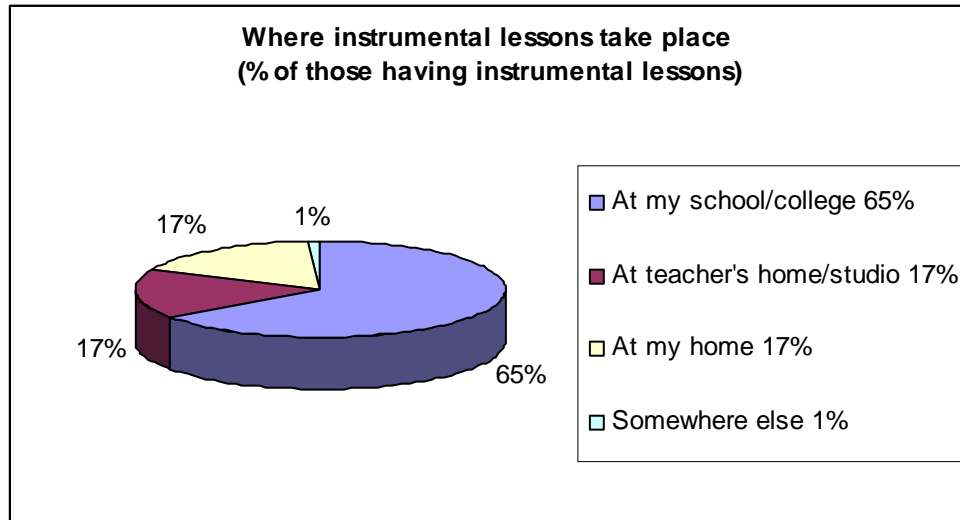
5. Those playing an orchestral instrument are much more likely to have some adult assistance with their playing than those playing guitar. 41% of those playing guitar have some adult assistance, compared with 72% of those playing an orchestral instrument.
6. Over a quarter of those playing an instrument say they play entirely alone with no adult or peer-to-peer interaction. Of these, the highest percentage (47%) are guitarists (18% electric, 16% bass, 12% acoustic).

When and where instruments are mainly played



1. 13% of the population (7-19 year olds) are playing an instrument mainly in school hours and 15% of the population are playing an instrument mainly either at their own school or another school.
2. 15% of the population are playing an instrument mainly outside school hours and 9% are not playing their instrument at either their own school or any other school.

### When and where instrumental lessons take place



1. 65% of those who are having lessons say their lessons happen at their own school. (50% of those having lessons say their lessons happen within school hours.)
2. 17% of those who are having lessons have them at their own home and 17% have them at a teacher's home or studio.

### How much children and young people enjoy playing their instruments

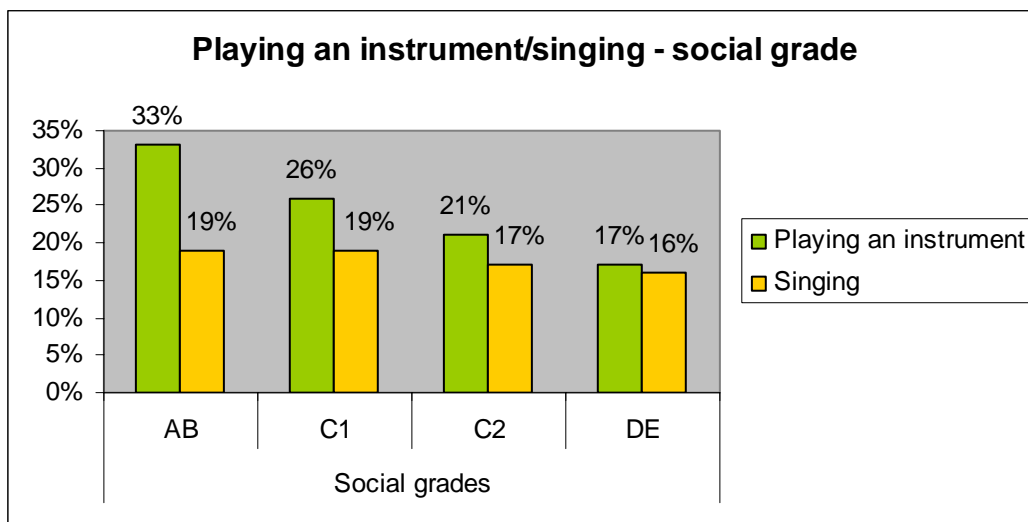
1. The good news is that of those who play an instrument 93% say they enjoy it. 59% say they enjoy it "very much" and none say they don't enjoy it at all!
2. The UK's happiest instrumentalists are guitarists, 69% of whom say they enjoy it "very much". The least happy are the wind players, only 38% of whom say they enjoy playing "very much", although 50% of them say they enjoy it "quite a lot". Brass players are also pretty happy with 61% of them saying they enjoy it "very much".

## Engagement in Singing

### Current engagement in singing

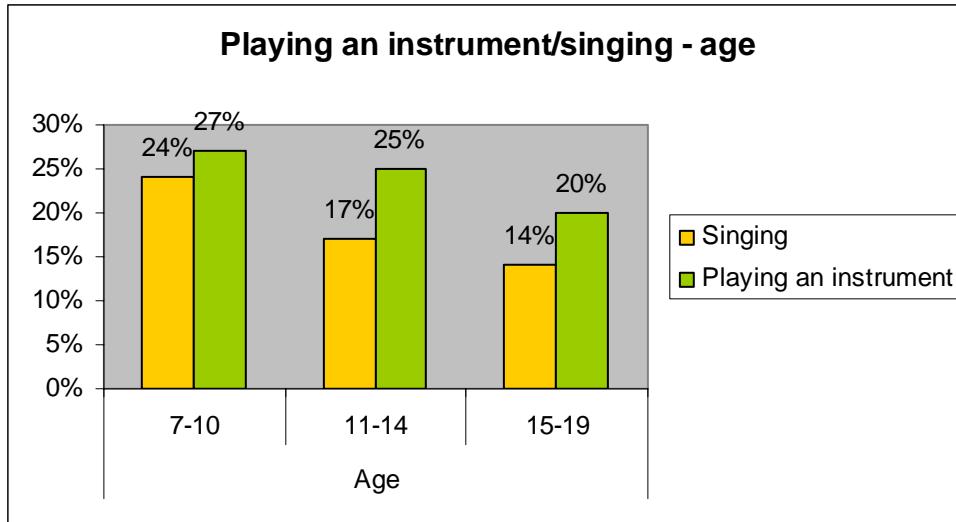
- 18% of children and young people are singing. (The question included singing and rapping but not karaoke which was measured in a separate question. If we include the percentage doing karaoke as well the total doing any kind of singing is 28%).

The rest of the data presented here relates only to those singing or rapping, not doing karaoke.



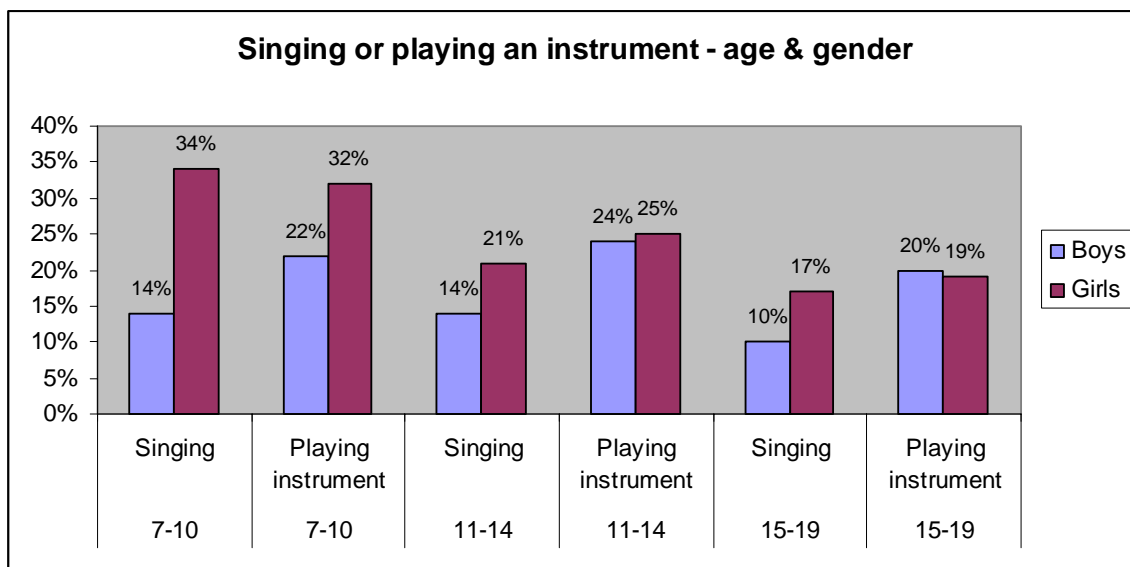


- Social grade does not seem to be a barrier to singing in the same way as it is to playing an instrument. There is much less variance by social grade for singing than there is for playing an instrument.

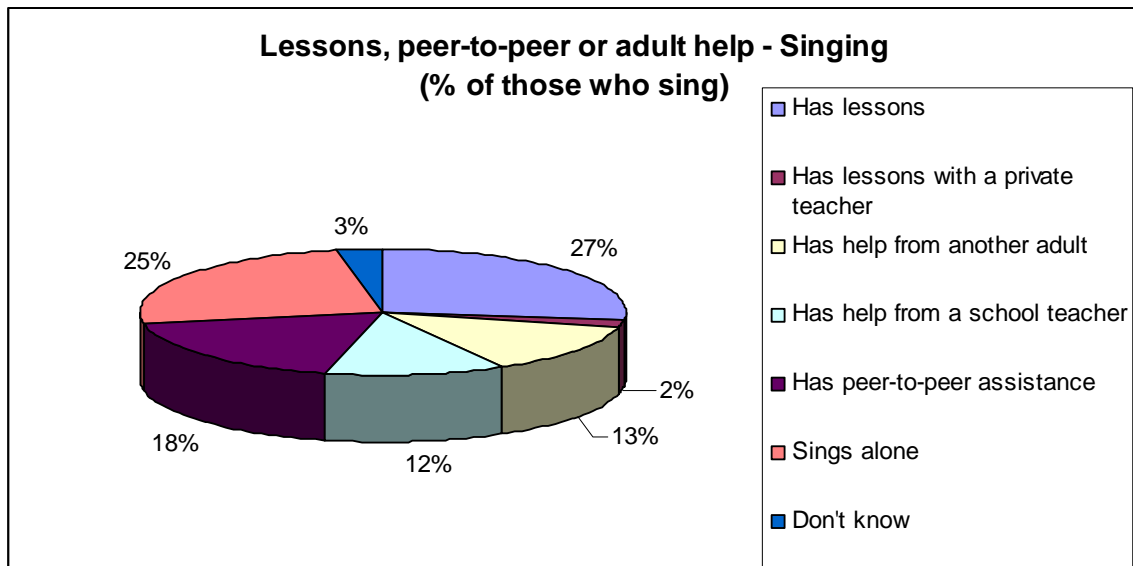


- More children play an instrument than sing, but the decline in numbers singing by age is in proportion with the decline in those playing an instrument.
- Many more girls than boys sing - 12% of boys sing 23% of girls sing (compared with 22% of boys and 25% of girls playing an instrument.)

The highest percentage of singers are 7 – 10 year old girls (34% of them sing). This drops to 21% of girls singing at age 11 – 14 and to 17% of girls singing at 15 – 19.



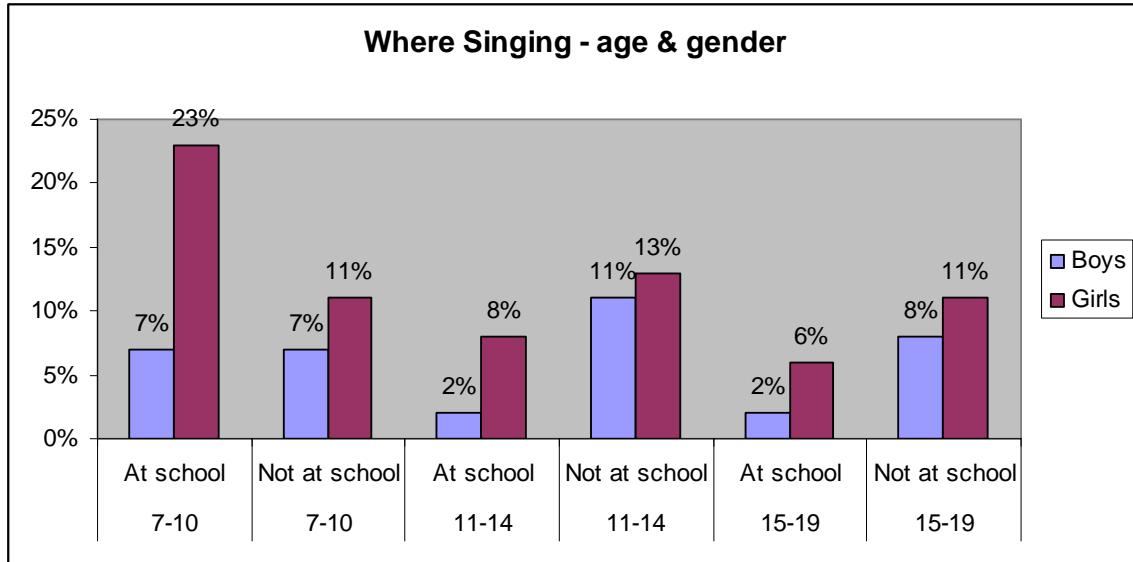
## Adult intervention/assistance and peer-to-peer interaction in singing



1. 27% of those who sing are having singing lessons. This is markedly lower than the figure for instrumental lessons. Over half of those playing an instrument are having instrumental lessons.
2. Of those who sing, 43% do it with no adult intervention or assistance.
3. As they get older, they increasingly sing with no adult or teacher intervention, rising from 27% with no adult help at age 7 – 10, to 51% with no adult help at 11 – 14 and 58% at 15 – 19.

### Where and when they are singing

- 8% of children and young people aged 7 -19 are singing in school hours. 10% are singing outside school hours. (Some are obviously singing both in and outside school hours).
- 23% of 7 – 10 year old girls sing at school. Once in secondary school this figure drops to 8%.



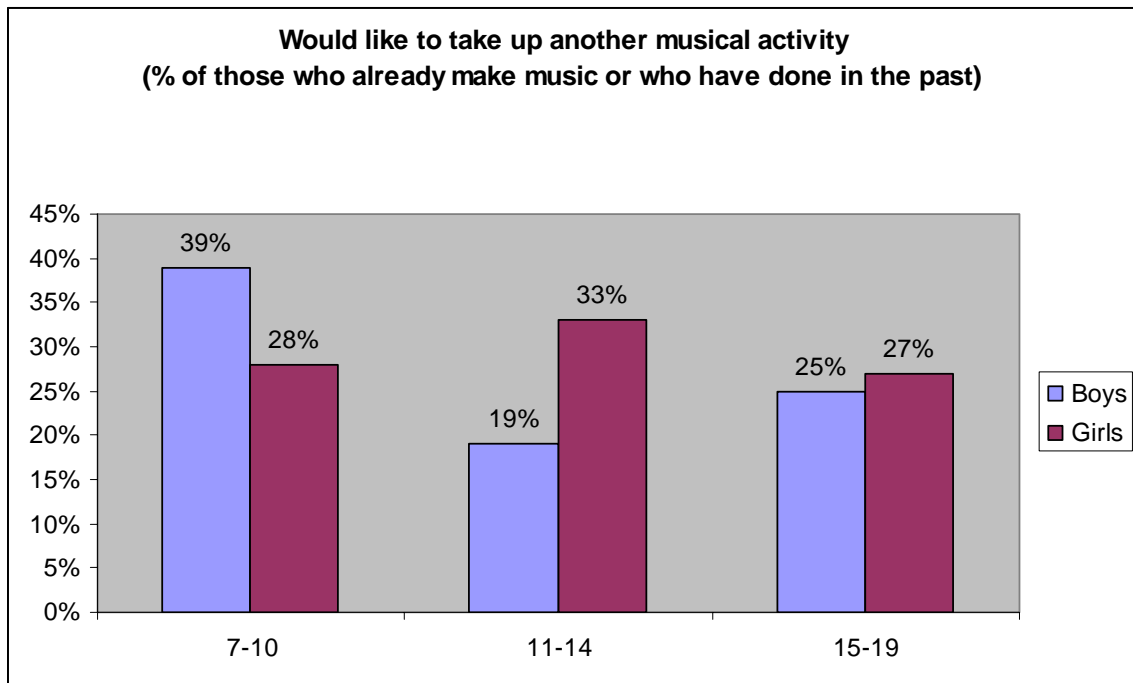
### How much children and young people enjoy singing

- Overall, singing isn't enjoyed as much as instrumental playing. Of those who sing, 76% say they enjoy it, 40% say they enjoy it "very much". 16% say they don't enjoy it. This is in comparison with 93% of instrumentalists saying they enjoy playing and 59% saying they enjoy playing "very much".
- There appears to be very little difference in terms of levels of enjoyment of singing whether or not the children are having lessons and whether they are singing in or out of school.

## Musical unmet needs of children and young people

### Would like to take up another musical activity

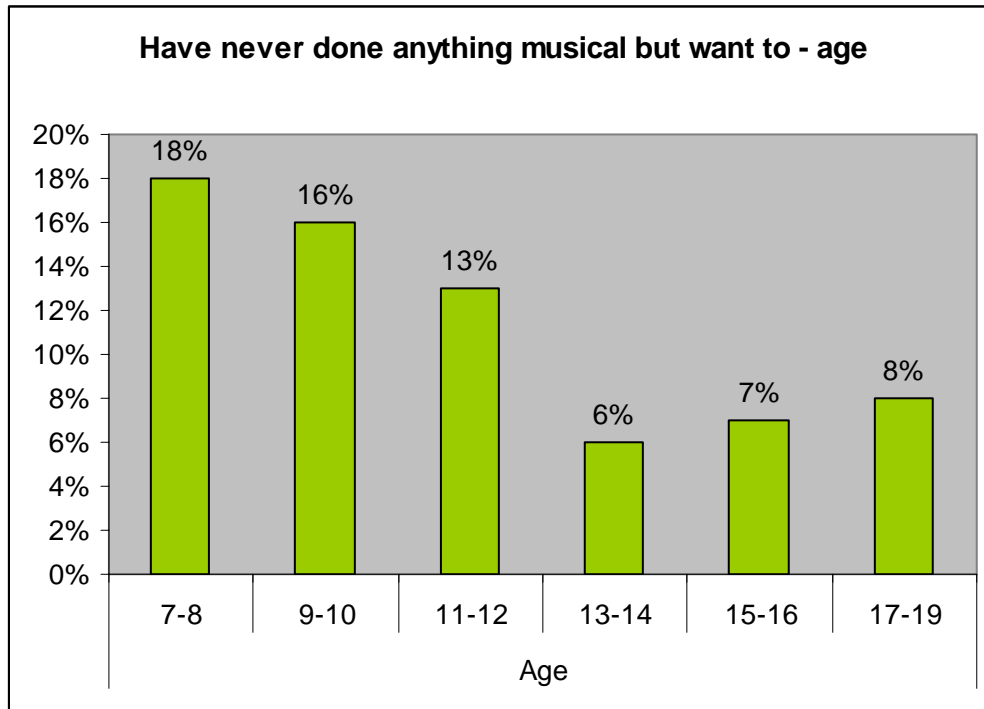
- Of those who are currently doing, or ever have done musical activities, 28% said they would like to do some other kind of music making (either in addition to or instead of their previous/current activities). Children were most likely to be keen to take up new/additional musical activities aged 9 – 10 (34% of 9-10 year olds), particularly boys of this age (39%).



- Those from social grades AB were significantly more likely to be keen to take up new/additional musical activities than those from social grades DE (ABs 32%, DEs 23%).

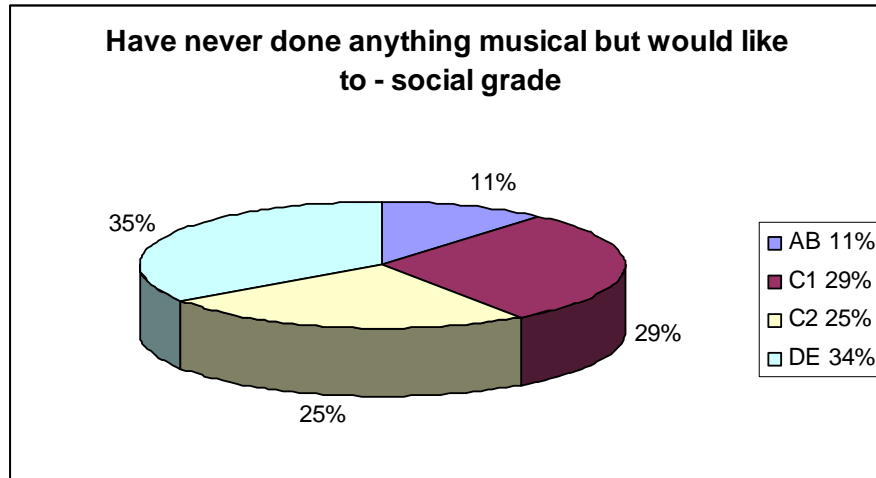
### Have never done anything musical but want to

1. Of those who have never done any musical activities, 11% said they would like to be able to. This desire is highest in the youngest age group with 18% of 7 – 8 year olds saying they would like to, 16% of 9 – 10 year olds, 13% of 11 - 12 year olds and only 7 % of 13 – 19 year olds. Very clearly, once children have begun their secondary education, their wish to do something musical, if they haven't done so already, plummets.



2. However, there is also something important not to be missed here about children and young people's perceptions of themselves as 'musical' or 'not musical'. Of those who have never done any musical activities and said they didn't want to in the future, 84% also believed they were 'not musical'. And the key factor that makes young people believe that they are musical, is their participation in active music making. 80% of those who said that they considered themselves 'musical' have at some point in their lives actively made music.

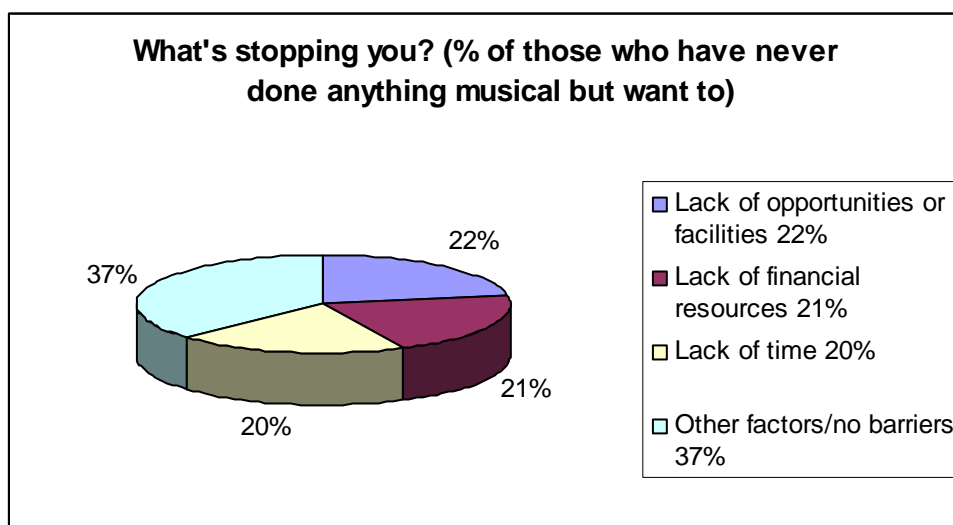
3. Interestingly, of those who have never done anything musical but who want to, 34% were from social grades DE, compared with 11% in social grades AB.



4. Of those who would like to do something musical that they don't already do, 30% want to join the 'happy guitarists'. 24% want to play the drums, 17% want to play piano or keyboards and 12% want to sing.

### Barriers to engagement

1. Of those who want to do a musical activity but don't currently, 43% cited a lack of opportunities, facilities or financial resources (evenly spread – 22% opportunities or facilities and 21% financial resources), 20% cited lack of time, the remainder cited other factors or saw no barrier to their involvement.





Appendix

Questionnaire

**SECTION E (ASK ALL AGES)**

Q.E1 Do you think you are musical or not?  
Yes.....  
  
No.....

Q.E2 Do you like listening to music or not?  
Yes.....  
  
No.....

Q.E4 (a) Which of these musical things do you do at present?  
(b) And which have you done in the past but do no longer?

<b>(a)</b>		<b>(b)</b>	
<b><u>Do At Present</u></b>		<b><u>Done In Past</u></b>	
Yes	No	Yes	No

- Play an instrument
- Singing
- Rap
- DJ-ing
- Karaoke
- Write/Mix music on consoles/computers

Other things (WRITE BELOW)  
.....

None.....

**IF NOTHING DONE AT PRESENT OR IN PAST : SKIP TO Q.E21.**

**IF ANY DONE IN PAST BUT NO LONGER : ASK Q.E5a**

Q.E5a) Why do you no longer do .....?  
**(ASK FOR UP TO 3 THINGS – IF MUSICAL INSTRUMENT INDICATE WHICH)**

..... because  
.....

..... because  
.....





	No . 8-> Q.E10	No..... 8	No .....8
<p>Q.E9 Where and when do you have lessons? Where?</p> <p>At my school/college At another school /college At a teacher's home/studio At your home At a friend's house Somewhere else (where?)</p> <p><b>(IF SOMEWHERE ELSE : WRITE IN NAME OF PLACE)</b></p> <p>When?</p> <p>During school/college hours Outside school/college hours</p> <p>Who teaches you?</p> <p>School teacher Private teacher Other adult Other (who?) (Write in) -&gt;</p>	..		
<p>Q.E10 How much do you enjoy playing.....? <b>(SHOW CARD 3)</b></p> <p>Very much ..... Quite a lot ..... Not very much ..... Not at all .....</p>			
<p>Q.E11 What do you enjoy about playing .....</p>	<b>Instrument</b>	<b>Instrument</b>	<b>Instrument</b>
<p>Q.E12 What do you not enjoy about playing.....?</p>			



**FOR EACH MUSICAL ACTIVITY DONE OTHER THAN MUSICAL INSTRUMENTS (ASK QUESTIONS BELOW)  
(IF NONE : GO TO Q.E20)**

<p>Q.E13 Which of these things do you do? <b>(RE-RECORD FROM Q.4)</b></p>				
<p>Q.E14 <b>(SHOW CARD) (ASK FOR EACH ACTIVITY DONE)</b> Where do you do.....? At my school/college At another school /college At a teacher's home/studio At your home At a friend's house Somewhere else (where?)  <b>(IF SOMEWHERE ELSE : WRITE IN NAME OF PLACE)</b>  When? During school/college hours Outside school/college hours  With whose help? School teacher Private teacher Other adult Other (who?)(Write in ) No help - plays/practices alone No help - plays/rehearses with Friend</p>				
<p>Q.E15 Are you having lessons on this?</p>	<p>Yes .. 7 No .... 8</p>	<p>Yes .. 7 No .... 8</p>	<p>Yes .. 7 No .... 8</p>	<p>Yes .. 7 No .... 8</p>
<p>Q.E16 Where and when do you have lessons? Where? At my school/college At another school /college At a teacher's home/studio At your home At a friend's house Somewhere else (where?)  <b>(IF SOMEWHERE ELSE : WRITE IN NAME OF PLACE)</b>  When? During school/college hours Outside school/college hours  Who teaches you? School teacher Private teacher Other adult Other (who?) (Write in )</p>				
<p>Q.E17 How much do you enjoy doing this.....? Very much Quite a lot Not very much Not at all</p>				

<p>Q.E18 What do you enjoy about doing .....? <b>(INDICATE WHICH ACTIVITY)</b></p>	
<p>Q.E19 What do you not enjoy about doing.....? ...? <b>(INDICATE WHICH ACTIVITY)</b></p>	

Q.E20 Is there something else musical you'd rather be doing/learning as well?  
Yes .....  
No .....2-> CLOSE SECTION

---

**(IF DOES NOT DO ANYTHING MUSICAL AT PRESENT)**

Q.E21 **(SHOW CARD FROM Q.E4)** Would you like to be able to do something musical  
Yes .... 3 -> Q.E22  
like play a instrument or singing or anything else on this card?  
No ..... 4 -> CLOSE SECTION

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Q.E22 What musical things would you like to do?

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Q.E23 What is stopping you from giving it a go? **(PROBE AS MUCH AS POSSIBLE)**

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**END**