

The role of music in supporting a cross curricular pedagogy, with reference to literacy and numeracy

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introduction

- This academic research considers the role of music in fostering children's holistic development.
- From brain maturation to motor skills and social acumen, the many benefits of music are well-established.
- This research looks at music's role in bolstering cross-curricular teaching strategies, with a specific emphasis on literacy and numeracy skills.
- Additionally, the study evaluates the status of music within Ireland's educational framework and investigates the preparedness of educators to fully harness its potential in their classrooms.

Keywords Curriculum Policy Development Ireland Learning Outcomes Music Pedagogy Primary Schools Teacher Training

literature review

01 Benefits of Music in Development

- music engages multiple intelligences.
- music fosters cooperation, self-discipline, and creativity, contributing to holistic development and self-regulated learning.
- music instruction enhances motor skills.

02 Positive Learning Outcomes in Literacy and Numeracy

- music and language share origins, and music's scaffolding aids language learning.
- musical training enhances phonemic awareness, crucial for reading.
- music aids childhood numeracy and enhances spatial-temporal skills.

03 Curriculum Policy and Design

- music is part of child-centred learning.
- curriculum encourages thematic music integration with other subjects.
- Tailored music curricula particularly benefit children with special educational needs.

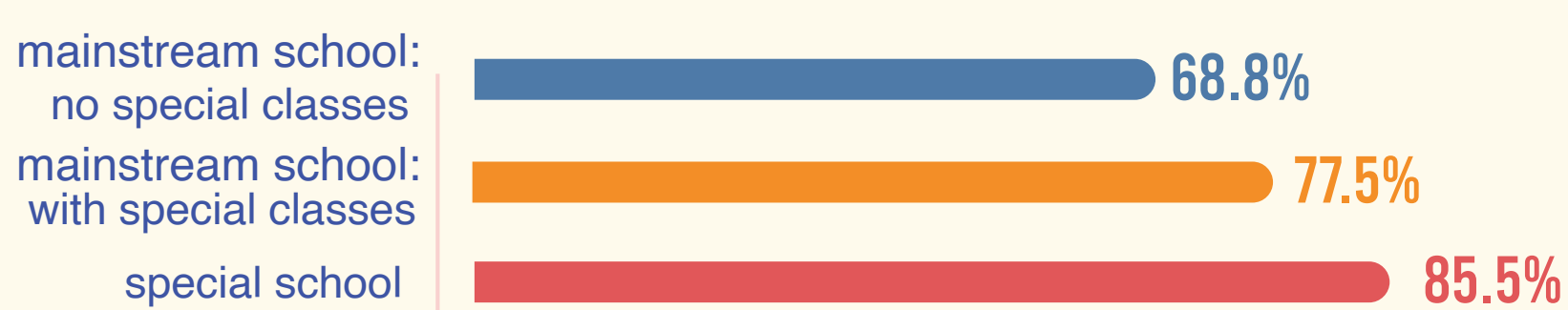
04 Rationale and Research Question: Cross-Curricular Integration of Music

- The review establishes music's positive impact, raising questions about its cross-disciplinary implementation.
- The study explores teachers' understanding, integration practices, recognition, and resource sufficiency.

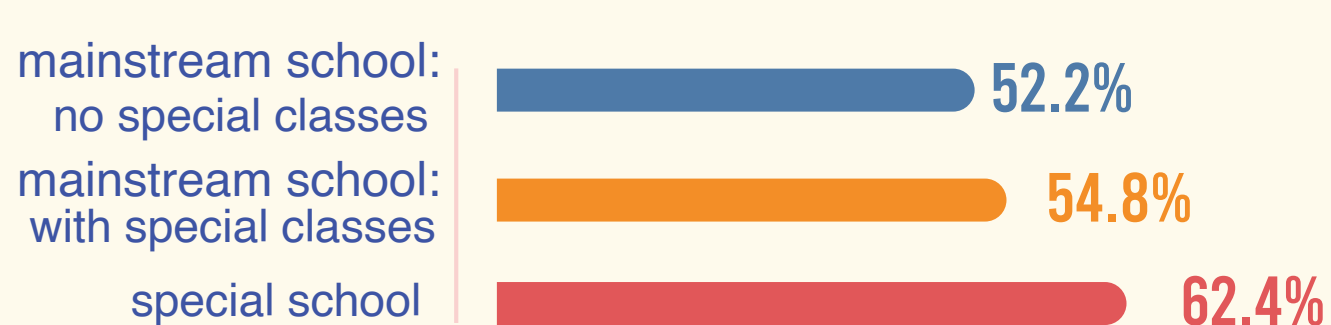
key survey findings

% of responses scoring "agree" or "strongly agree"

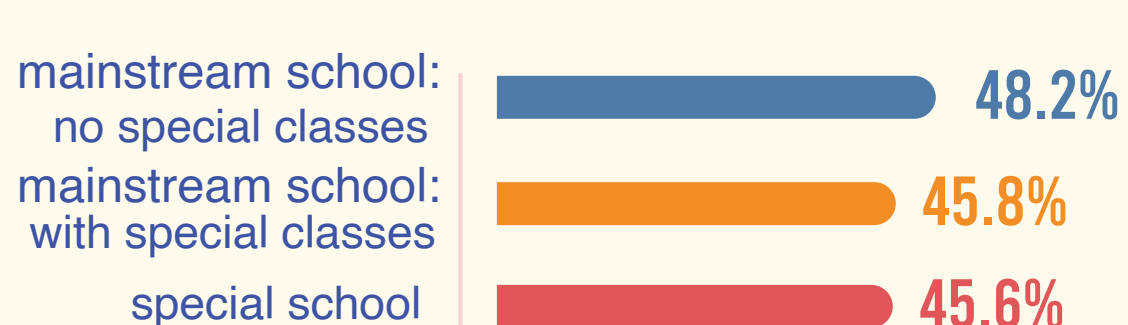
Q10/ Q11 Benefits of Music in Development



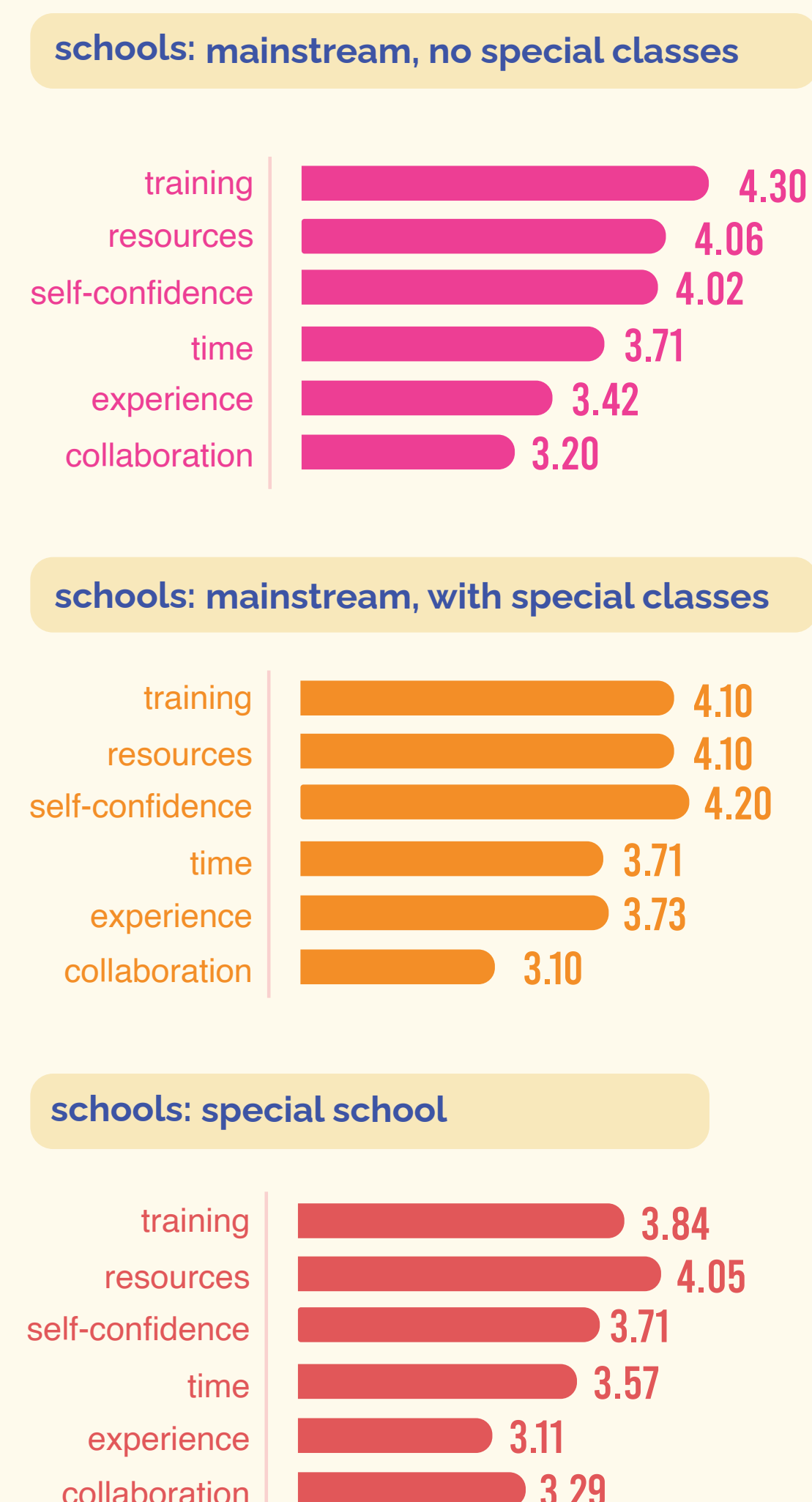
Q12 - Q16 Incorporating Music across Curriculum



Q17, Q20, Q21 Recognition, Resources, and Support for Music Education



Respondent ranking of factors enhancing music outcomes.



methodology

Quantitative approach aligned with positivist paradigm to achieve **objective data**

Questionnaire comprising **23 questions**, including nine qualifying questions

sampling and cohorts

The Department of Education's directory provided the initial sample of 3,104 primary schools.

Data refinement excluded schools teaching through Irish and other factors, resulting in a final sample of 2,344 schools.

Three cohorts were formed: mainstream schools with no special classes, mainstream schools with special classes, and special schools.

Stratified sampling ensured national representativeness by dividing responses based on cohort and geography (four regions).

data collection and analysis

Survey covered gender, experience, school type, region, and capacity.

Likert scale technique used for quantitative analysis.

Limitations include limited representativeness, response bias, unexplored student diversity, confounding variables, and lack of other stakeholders' perspectives.

ethical considerations

Informed consent obtained from principals.

Anonymity ensured by avoiding specific school names and using broad geographic regions.

Methodological transparency maintained for academic integrity.

results

The quantitative survey collected responses from **2,344 primary schools**, including 1,794 mainstream schools with no special classes, 422 mainstream schools with special classes, and 128 special schools.



conclusions

Respondents generally perceive **positive relationship** between music's role in **enhancing learning outcomes** and its link to **multiple intelligences**.

- 70%** of answers from respondents who frequently or occasionally play a musical instrument were "agree" or "strongly agree"
- 30%** of answers from respondents who never or previously but no longer play a musical instrument were "agree" or "strongly agree"

Age group and **special needs** of respondent's students influence attitudes towards music education.

- Similar bias from respondents who qualified in **2003 or before**, versus respondents who qualified later.

Factors most important to utilising music across multiple subject areas are **training** and **experience**.

interpretation

- Respondents with greater musical ability perceive greater benefit of music across curriculum
- Older respondents claim higher general music acumen
- Longer qualified respondents have more experience, a key factor in utilising music in the classroom

recommendations

- Increased collaboration and support across stakeholders is necessary to fully realise benefits of music education
- Emphasis should be placed on incorporating music into the teaching of core skills
- Need for greater resources and training to maximise the benefits of music in the classroom



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