



UNIVERSITY *of*
TASMANIA

COLLEGE OF ARTS, LAW AND EDUCATION

**Music-making, shared emotion, and friendship:
Final report of a pilot study into participation in
selected Tasmanian Youth Orchestra Ensembles**

‘I've learnt about how music can sweep you up and take you to places I never knew existed’

Academy Strings Participant

This report

This report has been prepared for The Board of the Tasmanian Youth Orchestra, the Tasmanian Department of Education, and the Chapter Council of the Australian Society for Music Education (Tasmania).

Released 13 December 2018.

All participant names used herein are pseudonyms.

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Illustration 1: ‘Collaboration’ Sarah (Philharmonic Orchestra)

‘I find it rewarding to be with fellow musicians, all working together trying to create something beautiful. The bunch of flowers represents a group of people working together.’

Contents

THIS REPORT	3
TO CITE THIS REPORT	3
ILLUSTRATION 1: ‘COLLABORATION’ SARAH (PHILHARMONIC ORCHESTRA)	4
RESEARCH TEAM	8
ACKNOWLEDGEMENTS	9
BACKGROUND	10
AIMS	11
METHODOLOGY	12
SUMMARY OF FINDINGS	13
FURTHER COLLABORATION	15
DATA CORPUS	16

MOTIVATION AND ENGAGEMENT INTRODUCTION	16
MOTIVATION AND ENGAGEMENT ANALYSIS	20
QUANTITATIVE DATA ANALYSIS	20
MOTIVATION AND ENGAGEMENT QUOTIENT DATA	20
POSITIVE MOTIVATION QUOTIENT FOR SELF-BELIEF	20
POSITIVE MOTIVATION QUOTIENT FOR VALUING	22
POSITIVE MOTIVATION QUOTIENT FOR LEARNING FOCUS	24
POSITIVE ENGAGEMENT QUOTIENT FOR PLANNING	26
POSITIVE ENGAGEMENT QUOTIENT FOR TASK MANAGEMENT	28
POSITIVE ENGAGEMENT QUOTIENT FOR PERSISTENCE	30
NEGATIVE MOTIVATION QUOTIENT FOR ANXIETY	32
NEGATIVE MOTIVATION QUOTIENT FOR FAILURE AVOIDANCE	34
NEGATIVE MOTIVATION QUOTIENT FOR UNCERTAIN CONTROL	36
NEGATIVE ENGAGEMENT QUOTIENT FOR SELF-SABOTAGE	38
NEGATIVE ENGAGEMENT QUOTIENT FOR DISENGAGEMENT	40
QUALITATIVE DATA ANALYSIS	43
THEME 1: EMOTIONS RESULTING FROM PLAYING	43
THEME 2: MUSICAL DEVELOPMENT	58
THEME 3: FRIENDSHIP	74
THEME 4: NON-MUSICAL DEVELOPMENT	82
ILLUSTRATION 2: 'UNTITLED' SARAH (PHILHARMONIC ORCHESTRA)	87

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2. The Australian Society for Music Education Tasmanian Chapter (Seeding funds: \$500.00)
3. The Tasmanian Youth Orchestra (Seeding funds: \$500.00)

Background

In July 2017 the General Manager of the TYO Michelle Forbes approached researchers in the University of Tasmania Faculty of Education to discuss the possibility of partnering with TYO in conducting research into the characteristics of young people who are members of TYO ensembles. Subsequently, following further meetings and the assembly of a research team, an application was made to the College of Arts, Law and Education under their Hothouse Alignment Grant program for funds. The application was successful and funded for implementation in 2018. On 7 May 2018 the project was approved to commence by the Human Research Ethics Committee (Tasmania) Network. A feature of the CALE Hothouse Grant program is a requirement by CALE to structure the project in such a way as to make a subsequent application following the completion of the project to an external funder.

Aims

This project investigated the experience of participation in a youth orchestra. It researched the characteristics of young people who participate in selected TYO groups and their communication of the outcomes of their participation. To this end this study is framed by the following research questions:

1. What are the characteristics of young people who participate in a youth orchestra, in respect of their motivation, engagement, communication, critical thinking and creativity?
2. How do participants communicate the outcomes of their participation in a youth orchestra?

Methodology

This research project employed a mixed methods approach using validated surveys, unique open ended and Likert scale survey questions, and focus group interviews to collect data from TYO members of High School and College age. Data were collected between May and August 2018.

Quantitative data were collected using the Motivation and Engagement Survey (High School) and the Motivation and Engagement Survey (Music). These data were compared using unpaired T tests seeking any statistically significant difference between the two data sets. The results of the analysis of these data revealed no significant difference between school motivation and engagement and TYO motivation and engagement. Results indicate that in all cases, except Music Valuing and High School Task Management, the factors are better than the norm, this is important as it determines the 'above norm' characteristics of the TYO participants.

Qualitative data collected in this research project were analysed using a thematic inductive analysis technique proposed by Braun and Clarke (2006). Baker, Hunter, Thomas (2016) refer to thematic analysis writing that it 'differs from other forms of content analysis such as grounded theory in that the analysis does not seek to conflate meaning to broader theory; rather, the analysis of data is driven by those data' (p. 35). This process involves six stages of analysis starting with first readings of data and finishing with themes that capture the essence of data. Braun and Clarke (2006) write that this result identifies 'the 'essence' of what each theme is about... and...[determines] what aspect of the data each theme captures' (p. 92). Using this analysis four themes were identified with a total of twenty-eight sub themes.

Baker, W. J., Hunter, M., & Thomas, S. (2016). Arts Education Academics' Perceptions of eLearning & Teaching in Australian Early Childhood and Primary ITE Degrees. *Australian Journal of Teacher Education*, 41(11).
<http://dx.doi.org/10.14221/ajte.2016v41n11.3>

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Summary of Findings

1. The Motivation and Engagement Survey

- There are no data that show a statistically significant difference between HS and Music, however this may be 'important' (Null Hypothesis).
- Comparisons between each of HS and Music data and the norm, indicate that in all cases, except Music Valuing and HS Task Management, the factors are better than the norm, this is important as it determines the 'above norm' characteristics of the TYO participants.
- The greatest positive (better) difference between HS and Music data and the norm occurs with HS and Music Uncertain Control and Self-sabotage.

2. The 14 qualitative unique questions. The qualitative survey data were analysed using a six-step, thematic, inductive analysis approach outlined by (Braun & Clarke, 2006). Themes were evolved through an iterative process, using detailed data matrices and colour coding of evolving themes. Four main themes, with 38 sub-themes were identified. These four main themes were that participating in TYO groups contributed to:

- **Theme 1: Emotions resulting from playing (185 references)** is the strongest theme to emerge from data. This had 7 sub-themes 1). *Happiness, excitement and a sense of enjoyment through playing, with 27 participants (87%) making 77 references, and 3 of the 4 focus group participants make 4 references, this is the strongest sub-theme to emerge from the data corpus;* 2). Pride/Sense of achievement, includes 36 references and is the second strongest sub-theme; 3). Nerves; 4). Tiredness; 5). Relaxed and at peace; 6). Sense of obligation; 7). Frustration, boredom, humiliation from 1 participant was an outlier. Furthermore, the Likert scale question I think participating in TYO helps with making me feel better about myself resulted in a 76% 'Agree Somewhat/Agree' response. **The comments of Participant 9, a 13-year-old, Year 7 student, playing in the Academy Strings, seems to encapsulate aspects of this theme and the embodied nature of playing, stating that 'I've learnt about how music can sweep you up and take you to places I never knew existed'.** Also, **the comments of Participant 11, a 16-year-old, Year 11 student, playing in the Philharmonic Orchestra highlight the emotion resulting from being part of something bigger than themselves, stating that 'When I'm playing, I feel excited and as though I am a part of the whole, working to create a wonderful sound'.** Participant 3, a 15-year-old, Year 9 student, playing in the Tasmanian Youth Orchestra, describes their emotions in the moments of playing, stating powerfully that they are 'Very very [*sic*] excited', and that they 'love to perform with my friends and share the excitement at the concert'.
- **Theme 2: Musical development (147 references)** is the second strongest theme to emerge from data. This had 8 sub-themes: 1). *Unique Orchestral Experience/Different/ Learning Ensemble Techniques, was the most numerous sub-theme and the second strongest from the data corpus with 27 participants (87%) making 57 references, and 11 references in focus group/writing and photographs (Totalling 68 references in all);* 2). Instrumental techniques/General musical(ity) Skills; 3). Sight-reading/Repertoire development; 4). Counting/Rhythm/Timing/Subdivision/Aural Skills; 5). History/theory; 6). Performance Experience/Playing Improvement; 7). Everything; and, 8) Prestige. These sub-themes illustrate perfectly the multifaceted nature of orchestral participation for these participants, and the many perceived musical outcomes that result from that participation. **The comments of Participant 11, a 16-year-old, Year 11 student, playing in the Philharmonic Orchestra, highlights the unique experience of making**

music in an orchestra, stating that **'The feeling when everything is coming together, when you can finally play that hard bar of the piece and everything seems to make sense. That feeling of freedom and the beautiful music it creates is what keeps me coming back'**. Participant 14, a 15-year-old, Year 10 student, playing in the Tasmanian Youth Orchestra highlights the inspiration and motivation that results from playing in the TYO, stating that **'Being in the TYO and playing with good musicians has a special prestige about it that inspires me to always do better and work harder'**. Furthermore, the Likert scale questions asking I think participating in TYO helps with developing my playing skills, and learning new music and playing in concerts, resulted in an average of 93% response.

- **Theme 3: Friendship (74 references)** is the third strongest theme to emerge from data. This had 5 sub-themes: 1). Making music with friends/the power of a shared experience; 2). Making friends/learning social skills; 3). Friends (with a negative impact); 4). Meeting with current friends; and, 5). General commitment or commitment to the group. 42% or 14 participants made 21 references to **'Making music with friends/the power of a shared experience'**. 65% of participants made 21 references to **'Making friends/learning social skills'**. These two sub-themes, both to do with friendship could be aggregated to one sub-theme *'Friendship, socialisation and the shared experience of music making'* in which participants made 45 references to the theme. Furthermore, the Likert scale question I think participating in TYO helps with meeting friends with common interests resulted in an 81% **'Somewhat Agree/Agree'** response. **The comments of Participant 9, a 13-year-old, Year 7 student, playing in the Academy Strings, seems to encapsulate aspects of this theme, stating that 'music is my passion and I love spending time with other kids who love the same thing as me - there's a sense of belonging'.**
- **Theme 4: Non-musical development (42 references)** was the weakest theme to emerge from data. This was a little surprising to researchers, however may indicate that, rather than not being a part of the TYO experience, may simply be an aspect of participating that needs to be better understood and highlighted to participants by staff. 1). The strongest sub-theme of non-musical development, perhaps reinforcing the importance of social interaction evident in theme 1, was the learning of social skills. 10 participants (32%) made 12 references to this; 2). Academic transfer/Perceived academic benefit; 3). Teamwork; 4). Leadership; 5) Organisation; 6). Inspired to work harder/motivation/sense of challenge; 7). Sense of commitment (to self & others) /obligation was the second strongest sub-theme to emerge from data with 7 participants (23%) making 9 references; and, 8). Self-discipline. Participant 20, a 16-year-old, Year 10 student, playing in the Philharmonic Orchestra, highlights the multi-age nature of TYO, stating that they had learned **'to communicate with a variety of people who I would not get to at school, especially in getting to know some people who are younger than me'**. Participant 13, a 14-year-old, Year 8 student, playing in the Academy Strings, highlighted the learning around commitment and teamwork that had resulted from their participation, stating that **'I have learnt how to be a good team member (e.g learning my music so I don't let others in my section down)'**. The Likert scale question I think participating in TYO helps with working with other people resulted in a 89% **'Agree/Strongly Agree'** response. The Likert scale question I think participating in TYO helps with having an interest outside of study resulted in a 83% **'Agree Somewhat/Agree'** response, and the Likert scale question I think participating in TYO helps with making me feel better about myself resulted in a 76% **'Agree Somewhat/Agree'** response.

Further Collaboration

The University of Tasmania College of Arts, Law and Education Hothouse Alignment Grant requires that as a result of this pilot project an external grant is applied for. In collaboration with the full project team and our key partner, the TYO, an extension for this project through Round 38 of the Tasmanian Community Fund is currently in development. This project will explore the idea, resulting from this pilot study, of the TYO and perhaps another Tasmanian youth Arts organisation as artistic communities of practice. Watch this space.

‘Music is my passion and I love spending time with other kids who love the same thing as me -
there's a sense of belonging’

Academy Strings Participant

Data Corpus

Motivation and Engagement Introduction

The Motivation and Engagement Instrument. Consists of 44 questions, grouped into 11 groups of 4 questions each. These 11 groups are known as ‘factors’. The eleven factors are divided into positive motivation and engagement (6 questions), and negative motivation and engagement (5 questions) as follows:

- Positive motivation
 - Self-belief
 - Valuing
 - Learning focus
- Positive engagement
 - Planning
 - Task management
 - Persistence
- Negative motivation
 - Anxiety
 - Failure avoidance
 - Uncertain control
- Negative engagement
 - Self-sabotage
 - Disengagement

Each question response is a seven-point Likert scale as follows:

- | | |
|------------------------------|---|
| • Disagree Strongly | 1 |
| • Disagree | 2 |
| • Disagree Somewhat | 3 |
| • Neither Agree nor Disagree | 4 |
| • Agree Somewhat | 5 |
| • Agree | 6 |

- Agree Strongly

7

Notes

- The factor raw score is the total raw score for the four relevant questions, as a percentage
- Motivation or engagement quotient (MQ) is a factor raw score that has been converted to a 'normative' score using MES (HS) data from 37,175 high school students, where the shape of the normal distribution curve is defined by a mean of 100, and standard deviation of 15
- Statistical significance refers to whether any differences observed between groups being studied are "real" or whether they are simply due to chance.
- Positive M&E: higher scores are better
- Negative M&E: lower scores are better.
- Normed scores have a mean of 100 and a standard deviation of 15.
- In converting raw scores to norm scores (MQ scores), separate calculations were made for different age groups, namely: 12-13; 14-15; 16-18, which corresponded with MES data of the larger Australian population. No conversion information was given for 10-11 years old. Conversions related to 12-13 years old was used in two cases.
- In using normed scores, an assumption is made that the TYO sample is comparative with the MES Australian sample of 37,175 high school students on which the normed scores are based. The MES Australian sample represents a broad range of educational institutions, including all educational sectors and each of co-educational, single sex male and female institutions, with the ratio of boys to girls being 54% to 46%. 15% of students come from a non- English-speaking background. There may some differences between TYO group and the Australian group.

Implementation. The Motivation and Engagement (High School) survey and the Motivation and Engagement (Music) survey was administered to members of four TYO ensembles: TYO (19members), Philharmonic Orchestra 28 members), the Academy Strings (22 members), and the Wind Ensemble (13 members). The survey was in two in two forms: 1). Motivation and Engagement Survey (High School), n= 34; and, 2). Motivation and Engagement Survey (Music – slightly modified to state 'in my TYO group'; rather than 'in my music') n= 31. 14 unique questions developed by the research team were added to the MES (Music) questions. 13 of these questions provided for open ended responses, whilst one question (number 14) used a 7-point Likert format. These questions sought data around participant perceptions of their involvement in their TYO group, such as the benefits they perceive through participation and the reasons they keep coming each week. Participants were asked to complete the MES (HS) first and the MES (Music & unique questions) second. These were completed online using the Survey Monkey platform, between Monday 28 May and July 2 – a period of 5 weeks. There were 82 potential survey respondents, thus the response rate for the MES (High School) was 41%; and for MES (Music) was 38%.

Analysis of MES Data. MES (HS) and MES (Music) data were compared using unpaired T tests seeking any statistically significant difference between the two data sets. The results of the analysis of these data were as follows and revealed no significant difference between school motivation and engagement and TYO motivation and engagement. This could be significant as a null hypothesis.

- Self-belief:
 - No significant difference between HS and Music
 - Both HS and Music Self-belief are more positive than the norm.
- Valuing (school or Music):
 - No significant difference between HS and Music
 - HS is better than norm; Music Valuing is worse than the norm.
- Learning focus:
 - No significant difference between HS and Music
 - Both HS and Music Learning Focus are better than the norm.
- Planning:
 - No significant difference between HS and Music
 - Both HS and Music Planning are better than the norm.
- Task management:
 - No significant difference between HS and Music
 - This factor is close to having statistically significant difference between HS and Music. While one cannot claim being close, it is interesting
 - HS Task Management is better than the norm; Music Task Management is worse than the norm.
- Persistence:
 - No significant difference between HS and Music
 - both HS and Music Persistence are better than the norm.
- Anxiety:
 - No significant difference between HS and Music
 - Both HS and Music Anxiety are better than the norm.
- Failure avoidance:
 - No significant difference between HS and Music
 - both HS and Music Failure Avoidance are better than the norm.
- Uncertain control:
 - No significant difference between HS and Music

- Both HS and Music Uncertain Control are better than the norm.
- Self-sabotage:
 - No significant difference between HS and Music
 - Both HS and Music Self-sabotage are better than the norm.
- Disengagement:
 - No significant difference between HS and Music
 - Both HS and Music Disengagement are better than the norm.

Motivation and Engagement Analysis

Quantitative Data Analysis

Motivation and Engagement Quotient Data

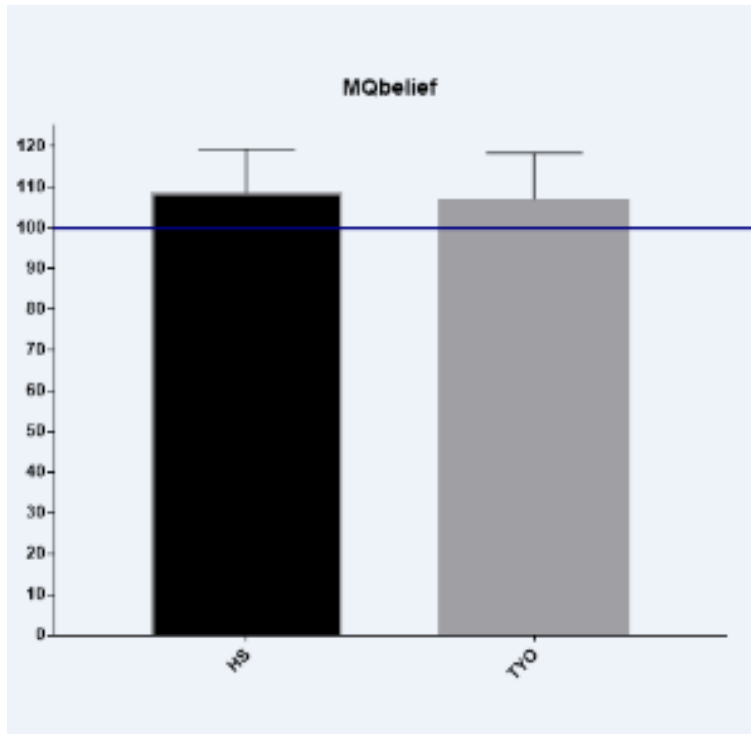
Positive Motivation Quotient for Self-Belief

High School Survey

- 13. If I try hard, I believe I can do my schoolwork well.
- 23. If I don't give up, I believe I can do difficult schoolwork.
- 33. If I have enough time, I believe I can do well in my schoolwork.
- 40. If I work hard enough, I believe I can get on top of my schoolwork.

Music Survey

- 27. If I try hard, I believe I can perform in my TYO group well.
- 37. If I do not give up, I believe I can perform difficult Music in my TYO group.
- 47. If I have enough time, I believe I can perform well in my TYO group.
- 54. If I work hard enough, I believe I can get on top of my playing in my TYO group.



Comparing MQ Self-belief means with each other:

- **Mean:** HS 108.7 Music 107.3
- **Finding:** Unpaired t test: P value 0.6101. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 9 points above norm mean.
- Music mean is 7 points above norm mean.
- **Finding:** Higher scores are better for positive factors, therefore both HS and Music Self-belief are more positive than the norm.

Positive Motivation Quotient for Valuing

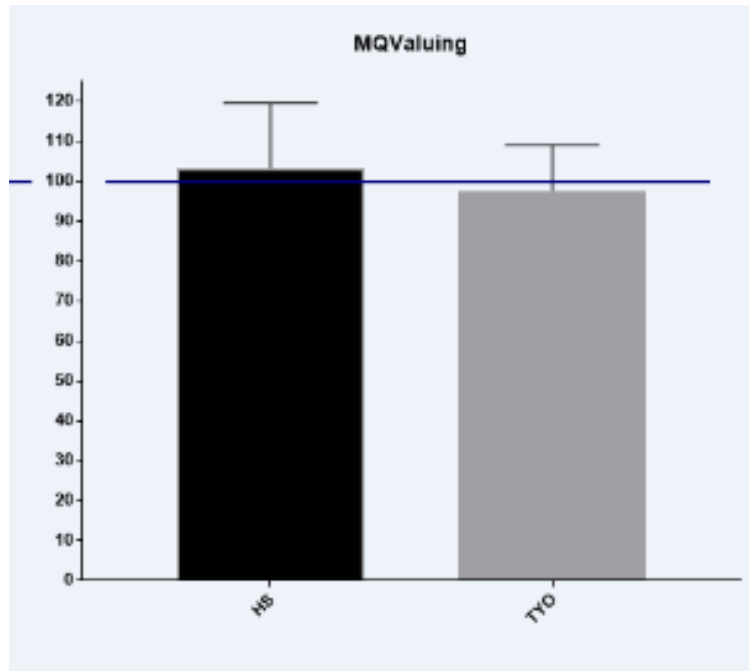
High School Survey

- 4. I'm able to use some of the things I learn at school in other parts of my life.
- 14. Learning at school is important.
- 34. What I learn at school will be useful in the future.
- 41. It's important to understand what I'm taught at school.

Music Survey

- 18. I am unable to use some of the things from TYO group in other parts of my life.
- 28. Learning in my TYO group is important.
- 48. What I learn in my TYO group will be useful in the future.
- 55. It's important to understand what I learn in TYO group.

Note: Q18 should have asked the question in the positive, so the Likert scale were reversed.



Comparing MQ Valuing means with each other:

- **Mean:** HS 103.3 Music 97.63
- **Finding:** Unpaired t test: P value 0.1142. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 3 points **above** norm mean.
- Music mean is 2 points **below** norm mean.
- **Finding:** Higher scores are better for positive factors, therefore HS is better than norm; Music Valuing is worse than the norm.

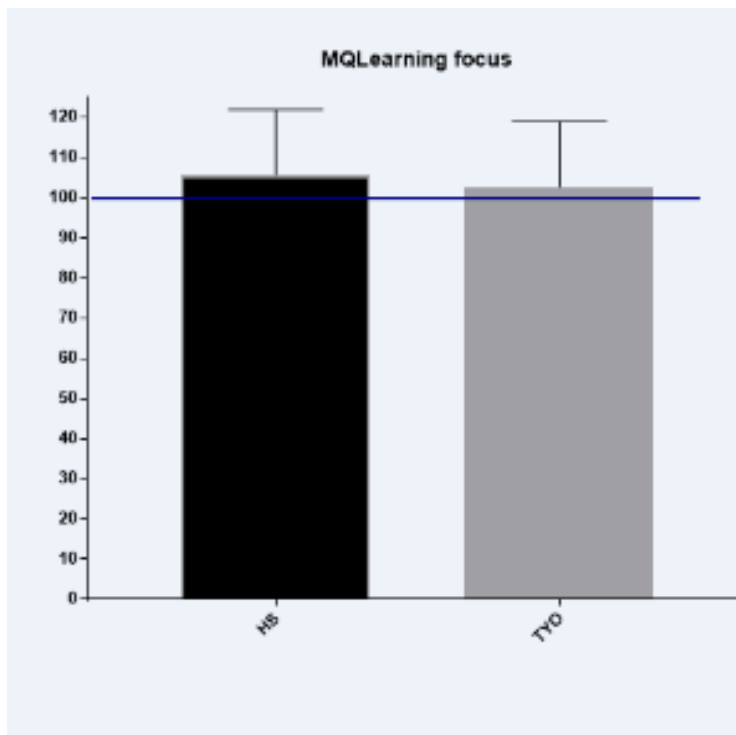
Positive Motivation Quotient for Learning Focus

High School Survey

- 2. I feel very pleased with myself when I really understand what I'm taught at school.
- 7. I feel very pleased with myself when I do well at school by working hard.
- 25. I feel very pleased with myself when what I learn at school gives me a better idea of how something works.
- 26. I feel very pleased with myself when I learn new things at school.

Music Survey

- 16. I feel very pleased with myself when I really understand what I'm taught in TYO group.
- 21. I feel very pleased with myself when I do well in my TYO group by trying hard.
- 39. I feel very pleased with myself when what I learn in TYO group gives me a better idea of how to perform something.
- 40. I feel very pleased with myself when I learn new things in TYO group.



Comparing MQ Learning Focus means with each other:

- **Mean:** HS 105.7 Music 102.6
- **Finding:** Unpaired t test: P value 0.4526. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 6 points above norm mean.
- Music mean is 3 points above norm mean.
- **Finding:** Higher scores are better for positive factors, therefore both HS and Music Learning Focus are better than the norm.

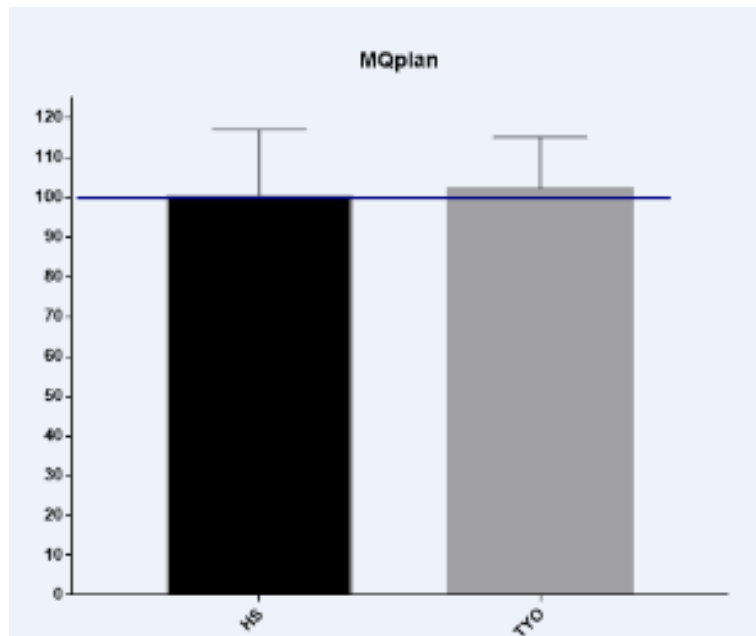
Positive Engagement Quotient for Planning

High School Survey

- 21. I get it clear in my head what I'm going to do when I sit down to study.
- 27. Before I start an assignment, I plan out how I am going to do it.
- 30. I try to plan things out before I start working on my homework or assignments.
- 39. I usually stick to a study timetable or study plan.

Music Survey

- 35. I get it clear in my head what I am going to do when I start something in my TYO group
- 41. Before I start practicing or rehearsing something in my TYO group, I plan out how I am going to do it.
- 44. I try to plan things out before I start something new in my TYO group.
- 53. I usually stick to a practice/rehearsal timetable or plan.



Comparing MQ Planning means with each other:

- **Mean:** HS 100.5 Music 102.3
- **Finding:** Unpaired t test: P value 0.6260. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 1 points above norm mean.
- Music mean is 2 points above norm mean.
- **Finding:** Higher scores are better for positive factors, therefore both HS and Music Planning are better than the norm.

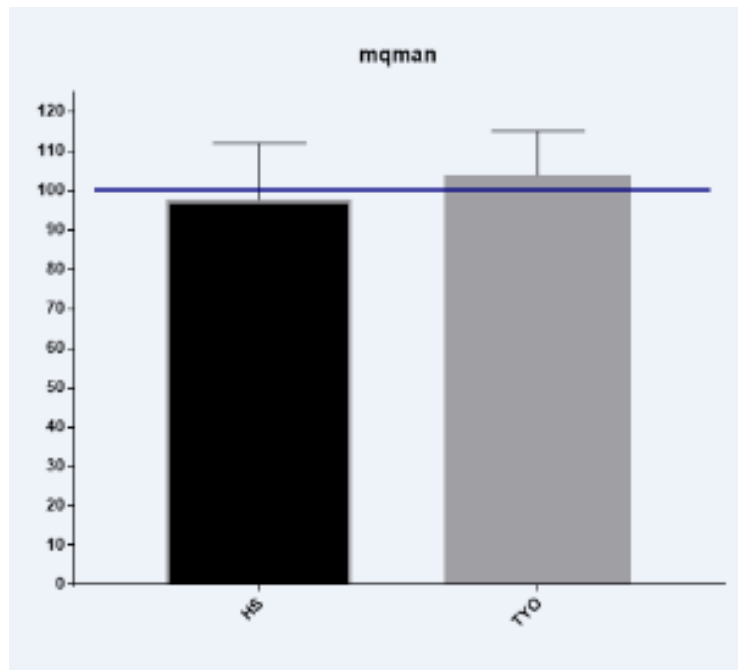
Positive Engagement Quotient for Task Management

High School Survey

- 3. When I study, I usually study in places where I can concentrate.
- 17. When I study, I usually organize my study area to help me study best.
- 32. When I study, I usually try to find a place where I can study well.
- 44. When I study, I usually study at times when I can concentrate best.

Music Survey

- 17. When I prepare for my TYO performance, I usually study in places where I can concentrate.
- 31. When I prepare for TYO group performances, I usually organise my practice area to help me prepare best.
- 46. When I prepare for TYO group performances, I usually try to find a place where I can practice well.
- 58. When I prepare for TYO group performances, I usually practice at times when I can concentrate best.



Comparing MQ Task Management means with each other:

- **Mean:** HS 97.71 Music 104.1
- **Finding:** Unpaired t test: P value 0.0541. Significantly different ($P < 0.05$)? **No**
This factor is close to having statistically significant difference between HS and Music. While one cannot claim being close, it is interesting.

HS and Music means compared with norm mean of 100:

- HS mean is 2 points below norm mean.
- Music mean is 4 points above norm mean.
- **Finding:** Higher scores are better for positive factors, therefore HS Task Management is worse than the norm; Music Task Management is better than the norm.

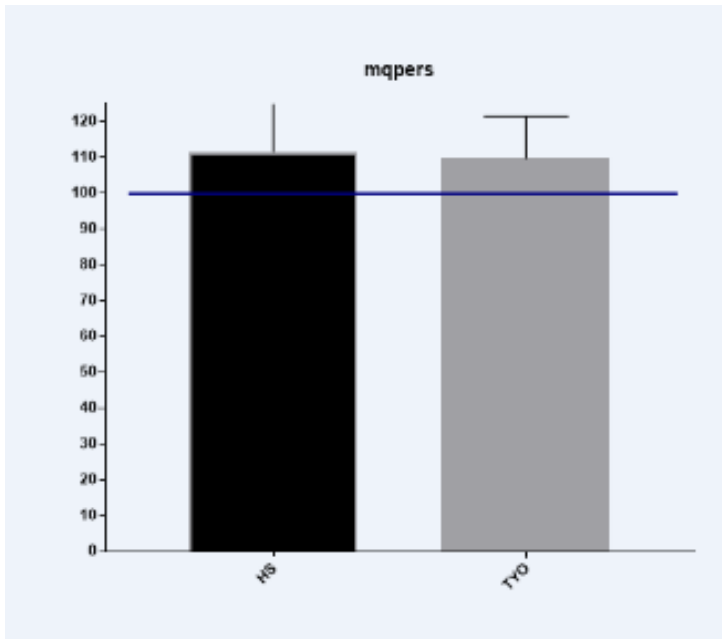
Positive Engagement Quotient for Persistence

High School Survey

- 1. If I can't understand my schoolwork at first, I keep going over it until I do.
- 9. If my homework is difficult, I keep working at it trying to figure it out.
- 28. When I'm taught something that doesn't make sense, I spend time to try to understand it.
- 36. I'll keep working at difficult schoolwork until I think I've figured it out.

Music Survey

- 15. If I do not understand something in my TYO group at first, I keep going over it until I do (for example in my practice).
- 23. If something in my TYO group is difficult, I keep working at it trying to figure it out.
- 42. When something in my TYO group does not make sense, I spend time to try to understand it.
- 50. I will keep working at difficult things in my TYO group until I think I have worked them out.



Comparing MQ Persistence means with each other:

- **Mean:** HS 111.6 Music 109.8
- **Finding:** Unpaired t test: P value 0.5666. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 12 points above norm mean.
- Music mean is 10 points above norm mean.
- **Finding:** Higher scores are better for positive factors, therefore both HS and Music Persistence are better than the norm.

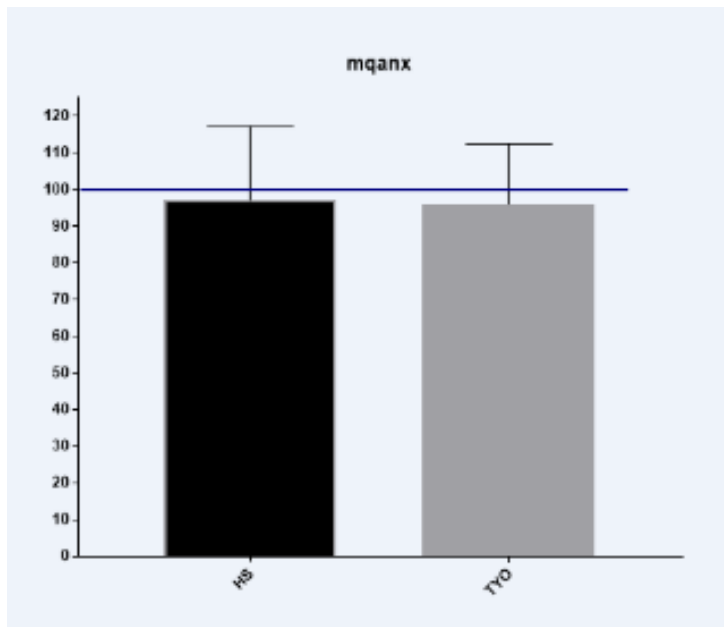
Negative Motivation Quotient for Anxiety

High School Survey

- 10. When exams and assignments are coming up, I worry a lot.
- 19. I worry about failing exams and assignments.
- 37. When I do tests or exams I don't feel very good.
- 43. In terms of my schoolwork, I'd call myself a worrier.

Music Survey

- 24. When important or challenging TYO group performances are coming up, I worry a lot.
- 33. I worry about performing badly in my TYO group.
- 51. When I have important or challenging TYO group performances I do not feel very good.
- 57. In terms of my TYO group performances, I'd call myself a worrier.



Comparing MQ Anxiety means with each other:

- **Mean:** HS 97.18 Music 96.23
- **Finding:** Unpaired t test: P value 0.83.92. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 3 points below norm mean.
- Music mean is 4 points below norm mean.
- **Finding:** Lower scores are better for negative factors, therefore both HS and Music Anxiety are better than the norm.

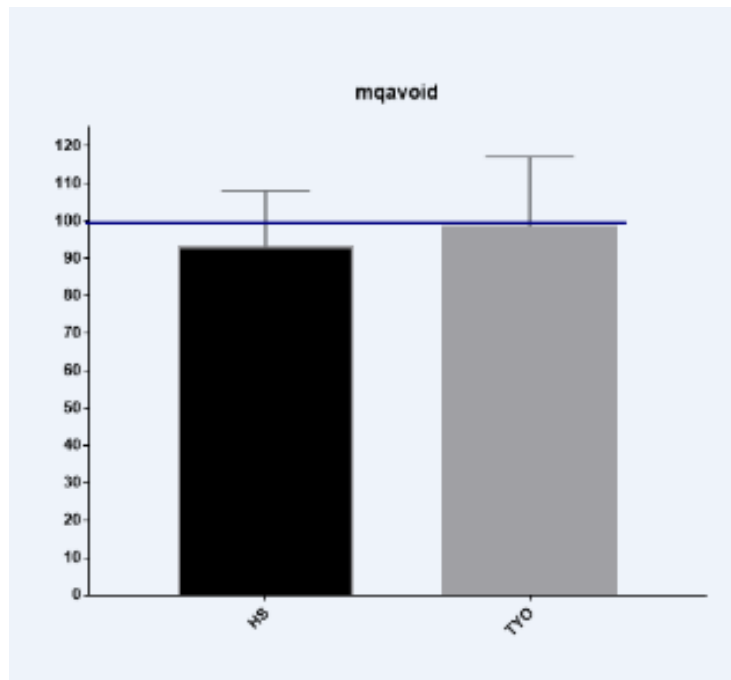
Negative Motivation Quotient for Failure Avoidance

High School Survey

- 11. Often the main reason I work at school is because I don't want people to think that I'm dumb.
- 20. Often the main reason I work at school is because I don't want people to think bad things about me.
- 31. Often the main reason I work at school is because I don't want to disappoint my parents.
- 38. Often the main reason I work at school is because I don't want my teacher to think less of me.

Music Survey

- 25. Often the main reason I try in my TYO group is because I do not want people to think that I am incompetent.
- 34. Often the main reason I try in my TYO group is because I do not want people to think bad things about me.
- 45. Often the main reason I try in my TYO group is because I do not want to disappoint people close to me (eg. family, friends).
- 52. Often the main reason I try in my TYO group is because I do not want my teacher or conductor to think less of me.



Comparing MQ Failure Avoidance means with each other:

- **Mean:** HS 93.35 Music 98.73
- **Finding:** Unpaired t test: P value 0.1989. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 7 points below norm mean.
- Music mean is 1 points below norm mean.
- **Finding:** Lower scores are better for negative factors, therefore both HS and Music Failure Avoidance are better than the norm.

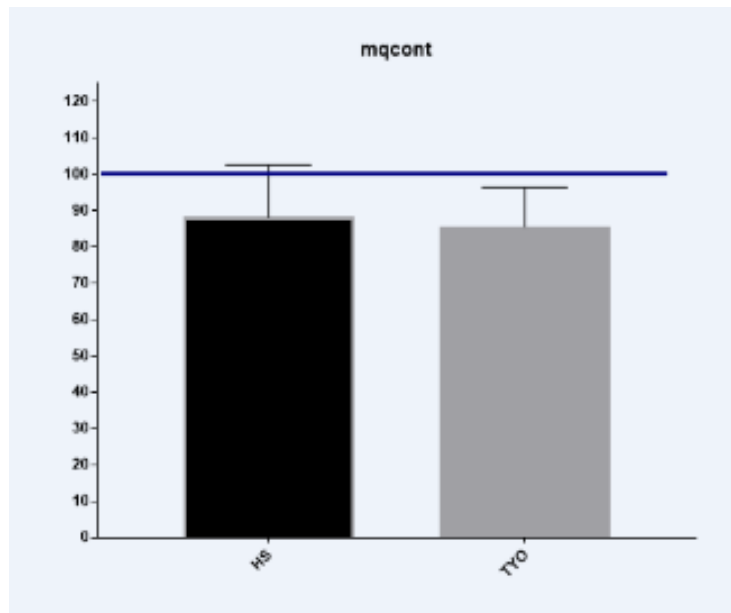
Negative Motivation Quotient for Uncertain Control

High School Survey

- 6. When I don't do so well at school I'm often unsure how to avoid that happening again.
- 16. When I get a bad mark I'm often unsure how I'm going to avoid getting that mark again.
- 18. I'm often unsure how I can avoid doing poorly at school.
- 12. When I get a good mark I'm often not sure how I'm going to get that mark again.

Music Survey

- 20. When I do not perform so well in my TYO group I'm often unsure how to avoid that happening again.
- 30. When I get a bad result I'm often unsure how I'm going to avoid getting that result again.
- 32. I am often unsure how I can avoid performing badly in my TYO group.
- 26. When I get a good result in my TYO group I am often not sure how I am going to get that result again.



Comparing MQ Uncertain Control means with each other:

- **Mean:** HS 88.24 Music 85.6
- **Finding:** Unpaired t test: P value 0.4149. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 12 points below norm mean.
- Music mean is 14 points below norm mean.
- **Finding** Lower scores are better for negative factors, therefore both HS and Music Uncertain Control are better than the norm.
 - The greatest positive (better) difference between HS and Music data and the norm occurs with HS and Music Uncertain Control and Music Self-sabotage.

Negative Engagement Quotient for Self-sabotage

High School Survey

5. Sometimes I don't try hard at assignments so I have an excuse if I don't do so well.

24. I sometimes don't study very hard before exams so I have an excuse if I don't do so well.

35. I sometimes do things other than study the night before an exam so I have an excuse if I don't do so well.

42. I sometimes put assignments and study off until the last moment so I have an excuse if I don't do so well.

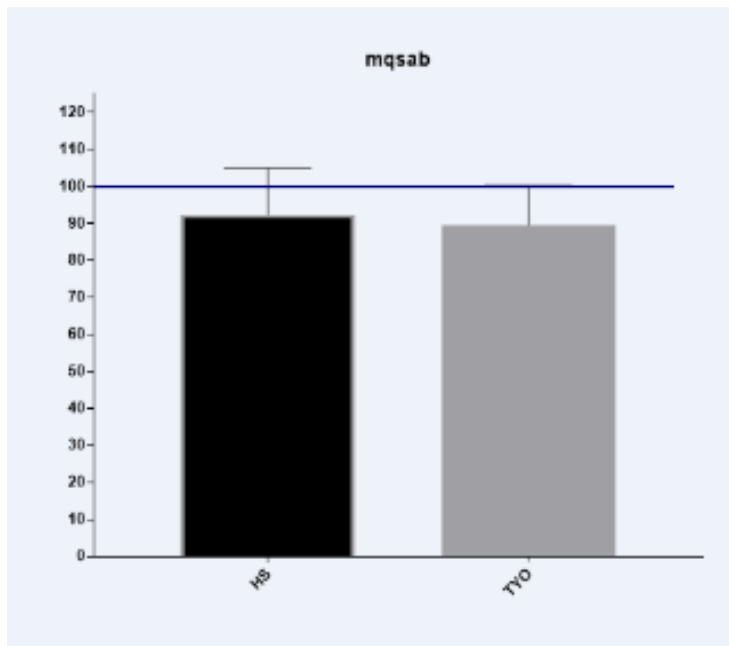
Music Survey

19. Sometimes I do not try hard in my TYO group so I have an excuse if I do not do so well.

38. I sometimes do not prepare very much for my TYO group so I have an excuse if I do not perform so well.

49. I sometimes do things instead of my TYO group practice so I have an excuse if I do not perform so well.

56. I sometimes put my TYO practice off until the last moment so I have an excuse if I don't do so well.



Comparing MQ Self-sabotage means with each other:

- **Mean:** HS 92.38 Music 89.67
- **Finding:** Unpaired t test: P value 0.3599. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 8 points below norm mean.
- Music mean is 11 points below norm mean.
- **Finding:** Lower scores are better for negative factors, therefore both HS and Music Self-sabotage are better than the norm.
 - The greatest positive (better) difference between HS and Music data and the norm occurs with HS and Music Uncertain Control and Music Self-sabotage.

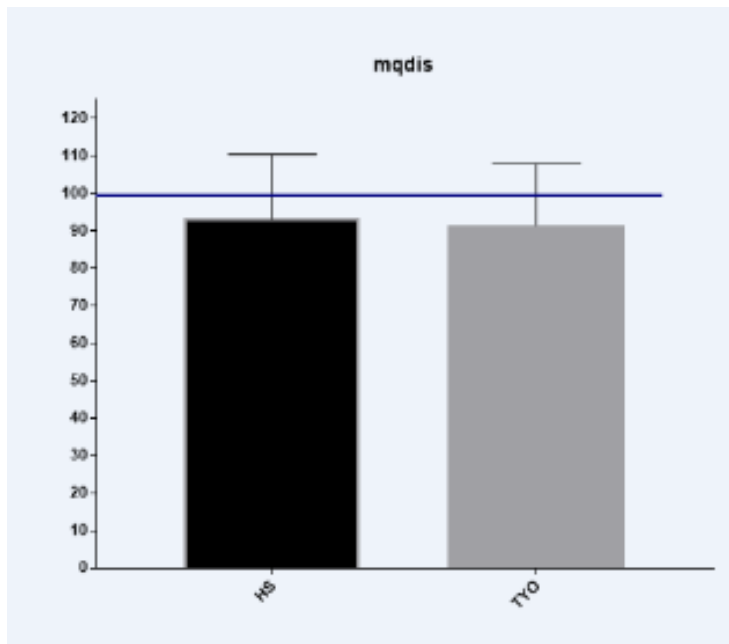
Negative Engagement Quotient for Disengagement

High School Survey

- 8. Each week I'm trying less and less.
- 15. I don't really care about school anymore.
- 22. I've pretty much given up being involved in things at school.
- 29. I've pretty much given up being interested in school.

Music Survey

- 22. Each week I'm trying less and less in my TYO group.
- 29. I don't really care about my TYO group anymore.
- 36. I have pretty much given up being involved in my TYO group.
- 43. I have pretty much given up being interested in my TYO group.



Comparing MQ Disengagement means with each other:

- **Mean:** HS 108.7 Music 107.3
- **Finding:** Unpaired T Test: P value 0.6101. Significantly different ($P < 0.05$)? **No**

HS and Music means compared with norm mean of 100:

- HS mean is 7 points below norm mean.
- Music mean is 8 points below norm mean.
- **Finding:** Lower scores are better for negative factors, therefore both HS and Music Disengagement are better than the norm.

‘When I’m playing, I feel excited and as though I am a part of the whole, working to create a wonderful sound’.

Philharmonic Orchestra Participant

Qualitative Data Analysis

Theme 1: Emotions resulting from playing

Emotions resulting from playing	Number of participants	Count	TOTAL REFERENCES
1. Happiness, excitement and sense of enjoyment	27/31 (87%)	77	81
Focus Group/Writing/Photographs	3/4 (75%)	4	
2. Nerves	21/31 (68%)	32	36
3. Pride/ Sense of achievement	15/31 (48%)	26	
Focus Group/Writing/Photographs	4/4 (100%)	10	
4. Tiredness	12/31 (39%)	18	
5. Relaxed, at peace	7/31 (23%)	9	
6. Sense of obligation	1/31 (3%)	2	
7. Frustration/boredom/humiliation	1/31 (3%)	7	
		171 survey references	185 TOTAL
1. LIKERT QUESTION 14a I think participating in TYO helps with... making me feel better about myself	Average score	Average as a percentage	
	5.32 or 'Agree Somewhat'/'Agree'	76%	

Participant	Details	Source	Data
Participant 1	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	<p>Q: Describe how you usually feel after your TYO group rehearsals? A: Tired, but happy</p> <p>Q: Describe how you usually feel during a TYO group concert? A: Excited, nervous and I usually have a big adrenaline rush during a concert</p> <p>Q: Describe how you usually feel after a TYO group concert?</p>

			<p>A: Very, very tired because I have to be at the venue for such a long time, but also I feel pleased with how we played.</p>
Participant 2	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: its [sic] a fun and enjoyable experience for me (socially)</p> <p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: engaged comfortable with the people around me happy</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: ready for the rest of Saturday morning and afternoon. comfortable, relaxed.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: a bit nervous (I'm self-conscious) as well as exited to perform my pieces to my friends and family.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: full (intermission!!) as well as happy for myself and all the other performers that just played making an enjoyable concert.</p>
Participant 3	A 15 year old, Year 9 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: very focused during rehearsals. I find it exciting each week but also scared of making mistakes when playing so I concentrate, sometimes more than I do in school.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: very happy because I enjoy it but sad I have to wait another week for TYO because its fun and one of the highlights of my week.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: Very very [sic] excited. I love to perform with my friends and share the excitement at the concert. Also nervous to play for an audience.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: very happy because concerts are one of my favourite things and I get to share the excitement with my TYO friends after the concert.</p>

Participant 4	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I am usually tired because it is in the morning but I also feel lucky to have this opportunity.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: I usually feel a lot more awake and lively than the start of the morning.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: I always feel proud to have been a part of a proper orchestra</p>
Participant 5	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: Tired</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: Tired</p> <p>Q: Describe how you usually feel during a TYO group concert? A: Tired, anxious, nervous-excited.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: Tired, nervous of performance.</p>
Participant 6	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra and the Tasmanian Youth Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I feel very happy! eg sometimes the music sounds especially good so I get the goosebumps!</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: I always feel like I've learnt a lot although mostly I'm just tired!</p> <p>Q: Describe how you usually feel during a TYO group concert? A: A bit nervous but mostly just happy to share music with the audience.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: I feel relieved and can't wait to get new repertoire!</p>
Participant 7	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra	Survey	<p>Q: Describe how you usually feel after your TYO group rehearsals? A: Excited for next week to improve on the one area that we didn't cover this week.</p>

	and the Tasmanian Youth Orchestra		<p>Q: Describe how you usually feel during a TYO group concert? A: Surprisingly not nervous, feel open to trying my best even if I make a mistake. POSITIVE</p> <p>Q: Describe how you usually feel after a TYO group concert? A: Relieved but excited for the next one. I enjoy performing and can't wait to see how much we improve for next time.</p>
Participant 8	A 15 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel after your TYO group rehearsals? A: Tired, it takes a lot of concentration</p> <p>Q: Describe how you usually feel during a TYO group concert? A: A bit nervous, but generally excited to be performing</p> <p>Q: Describe how you usually feel after a TYO group concert? A: Happy about having performed well</p> <p>Q: What keeps you coming back each week to play with your TYO group? A: There's always something more to work on and I know that we will always leave rehearsal having achieved something and not going would be letting down my ensemble</p>
Participant 9	A 13 year old, Year 7 student, playing in the Academy Strings	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: Sometimes I feel a little nervous because I don't want to play out of tune! I completely understand that everyone makes mistakes though.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: I usually feel happy and fresh, but also a little tired. It is the kind of tiredness you can enjoy though, and I usually feel proud of myself.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: I just love the opportunity of getting on stage and am always proud to show what we can do together as a group. I never feel nervous about concerts. OPPOSITE</p> <p>Q: Describe how you usually feel after a TYO group concert? A: It depends how well we play. I always feel proud of my group and me, but sometimes we are all laughing together if a piece got out of time!</p>

			<p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: I've learnt about how music can sweep you up and take you to places I never knew existed.</p> <p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: I love how much my playing is improving</p>
Participant 10	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra	Survey	<p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: Nervous</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: Tired but also relieved</p>
Participant 11	A 16 year old, Year 11 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: I feel as though I have a job that needs to be completed to the best of my ability. Not in a tiresome way, but in a fun way. Like reading a book purely because you want to instead of having to read it for school. When I'm playing, I feel excited and as though I am a part of the whole, working to create a wonderful sound.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: Happy and as though I can do anything I set my mind to</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: A little apprehensive before I go on stage. But once I'm there with my violin in my hands and our conductor about to lead us in, I feel excited and focused. The nerves fade away as we play the first few bars, and then it's just fun!</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: I feel an odd mixture of relief and happiness. Not that it's over, but that I have shared my music with my family and friends, just as music is meant to be.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p>

			<p>A: personal outcomes are that I have a lot of fun!</p> <p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: The feeling when everything is coming together, when you can finally play that hard bar of the piece and everything seems to make sense.</p>
Participant 12	A 13-year-old, Year 7 student, playing in the Wind Ensemble	Survey	<p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: nervous but proud to know that everyone is listening.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: relieved that it is over and even more proud that i have performed.</p>
Participant 13	A 14 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: I feel happy and eager to play.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: I usually feel quite happy and bright.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: I feel a bit nervous but mainly excited.</p>
Participant 14	A 15year old, Year 10 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: Tired occasionally, motivated, inspired.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: Proud, concentrating, honoured, excited.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: Satisfied, humbled, proud, excited.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: Feeling like a crucial part of the ensemble and striving towards achieving an amazing concert.</p>
Participant 15	A 14-year-old, Year 9 student, playing in the Wind Ensemble	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: I really enjoy my time spent in rehearsal.</p>

			<p>Q: Describe how you usually feel after your TYO group rehearsals? A: Quite happy. Generally buzzing.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: Excited and a bit apprehensive</p> <p>Q: Describe how you usually feel after a TYO group concert? A: Very proud and content</p>
Participant 16		Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I am focused on my part but I always enjoy the rehearsal, even if it is uneventful.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: I usually feel good and try to think about how to improve my playing for the next rehearsal.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: Focused, relaxed, but still very alert.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: I feel proud and happy. TYO concerts are always a satisfying experience.</p> <p>Q: I play with my group because...? A: I enjoy playing in an orchestra and gaining valuable experience from it.</p>
Participant 17	A 15 year old, Year 9 student, playing in the Percussion Ensemble and the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I feel more relaxed than in other parts of my life. While I am under the same pressure to perform and play well, I feel more at peace. It's like a break from everything but also still pushes me to achieve and improve.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: Every week I go home feeling like I've learned something new, and learning makes me feel successful and happy. I feel like I have not wasted a weekend like I probably would have if I didn't have a rehearsal.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p>

			<p>A: I feel an overwhelming sense of accomplishment. We work hard on making ourselves sound the way we are proud to perform, and performing is just showing off to the audiences. I am almost always smiling while I perform with TYO.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: After concerts I am usually energetic and excited.</p>
Participant 18	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...?</p> <p>A: I auditioned at the beginning of the year and therefore am obligated to continue until the end of the year.</p> <p>Q7 What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I really have to exercise patience and tolerance at TYO as I am finding myself increasingly bored. Despite the plethora of evidence suggesting that playing a musical instrument in an orchestral group has numerous neurological and academic benefits, I feel that spending two hours on a Saturday, over the course of my usual lunchtime, is waste of valuable time that could instead be used eating, or doing homework. If I want to develop my academic skills through music, I will do that through personal practice of piano and school orchestra practise instead. Personally, dismal effect of TYO leaves me in a mood for the rest of the day, and the week spent dreading a return to Saturday. Socially, all members of my group are of a different age and social maturity so I find it difficult to engage with them at break time. I apologise for grammatical inconsistency in this passage and the tone of superiority and disapproval.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: the fact that my parents have paid for a year's worth of tuition.</p> <p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: Demotivated and ridiculed. Remorseful that I could be at home instead, having lunch and catching up on work that is far more important. Thoroughly bored as the music and teaching, as nice as my conductor is, is clearly aimed at a younger audience, and therefore highlights my apparent ineptitude.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p>




			<p>A: In a mood and hungry...Resenting the fact that I will have to return a week later.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: Embarrassed. I think that the 'professional protocol' inflicted on players leaves a false impression and pressure that our orchestra is very good. For parents with young children, this facade could be deemed 'cute', but it seems preposterous for anybody else, unless the standard of their performance was remarkable (i.e. the standard of the Flagship Orchestra).</p>
Participant 19	A 13 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: Overall, its a good feeling that hard work brings, and especially when we're playing well, satisfaction.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: It's a bit of a "woo that was great" kind of buzz</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: Self conscious and almost hyper-tuned into everyone else.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: The same kind of "woo that was awesome" feeling</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: It's also god [sic] in that it promotes hard wor [sic] through all ensembles, and the flagship orchestra really proves, especially to younger groups, that hard work works.</p>
Participant 20	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: It can be a bit tired so early in the morning but each time I play in a group I feel happy in hearing the potential of the group and power of music.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: Considering they are long a bit tired... But happy in getting to chat to a couple of people I don't see often and I enjoy having the tunes in my head for the rest of the weekend.</p> <p>Q: Describe how you usually feel during a TYO group concert?</p>

			A: A bit nervous but it is nice to see the hard work of the conductors and the hours put in pay off.
Participant 21	A 14 year old, Year 8 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: relaxed</p> <p>Q: Describe how you usually feel after a TYO group concert? A: tired</p> <p>Q: What keeps you coming back each week to play with your TYO group? A: Playing music is fun sometimes</p>
Participant 22	A 15 year old, Year 9 student, playing in the Wind Ensemble	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I feel confident and like I can really enjoy myself because the charts are at a good level for me and it feels like a very safe space to learn.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: I usually feel quite giddy because it's lots of fun and it makes me feel like I've gotten out and about and have made use of my Saturday morning.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: I always feel a bit nervous but they really pay off because you get to show off your hard work. it also makes me feels [sic] a sense of achievement as I have worked hard to contribute to the band.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: I feel like I've extended myself and that I would do my teachers and my parents proud and even myself. it's a good feeling to be able to share the hard work and happy times that go into developing a chart to sound good.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week? A: the excitement of being able to play lots of enjoyable songs with a bunch of great young musicians.</p>

Participant 23	A 13 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: happy, sometimes a bit nervous if i am not very good at one of the pieces. Slightly bored if we are playing a really easy piece. kind of peaceful.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: same as i [sic] usually feel after play violin; happy.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: nervous but excited.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: relieved and happy.</p>
Participant 24	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during a TYO group concert? A: Excited, because I love performing.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week? I always want to be the best, and I show that by committing. And I also like talking to people</p>
Participant 25	A 15 year old, Year 9 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during a TYO group concert? A: Excited</p>
Participant 26	A 12 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I have a lot of fun as well as feeling good while playing.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: very nervous and like I'm going to stuff up.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: relieved</p> <p>Q: What keeps you coming back each week to play with your TYO group each week? A: the goal of getting our pieces good for a concert.</p> <p>Q: I play with my group because...?</p>

			A: I find it fun
Participant 27	A 11 year old, Year 7 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: Describe how you usually feel after your TYO group rehearsals? A: Tired</p> <p>Q: Describe how you usually feel during a TYO group concert? A: Happy</p> <p>Q: Describe how you usually feel after a TYO group concert? A: Happy</p> <p>Q: I play with my group because...? A: I like it</p>
Participant 28	A 12 year old, Year 7 student, playing in the Wind Ensemble	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals? A: I usually feel happy because I can escape from reality.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals? A: Relaxed because I have had fun and played a fun piece.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: I feel nervous because I feel like I will stuff up.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: Happy because I have made people happy.</p> <p>Q: I play with my group because...? A: I find it relaxing and to help be a better player.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week? A: To have fun</p>
Participant 29	A 10 year old, playing in the Wind Ensemble	Survey	<p>Q: Describe how you usually feel after your TYO group rehearsals? A: tired</p> <p>Q: Describe how you usually feel during a TYO group concert?</p>

			<p>A: nervous at the start and happy and tired at the end</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: happy and tired</p> <p>Q: I play with my group because...?</p> <p>A: its [sic] fun</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: because its [sic] fun</p>
Participant 30	A 12 year old, Year 7 student, playing in the Academy Strings	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: sometimes when a piece comes together, it sounds really epic</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: A bit nervous, but mainly excited to play in front of all the people.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: I feel relieved it's over and excited to start new pieces.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: I keep coming back because it is fun to play in a group</p>
Participant 31	A 16 year old, Year 10 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: mostly I enjoy rehearsals</p> <p>Q: Describe how you usually feel during a TYO group concert?</p> <p>A: exhilarated</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: often exhilarated and full of adrenaline</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p>

			A: the excitement of playing famous pieces such as the Scheherazade and the love that I have for playing classical music
Bronwyn	Philharmonic Orchestra	Focus Group (Photo with Written Comments)	<p>Q: What is rewarding about participating in Philharmonic Orchestra?</p>  <p>Bronwyn A: Image 1 - Shows a pencil which representing the notes we put on our music – like fingerings and reminders to look up, that helps us play well. It is rewarding to know that we are constantly improving or working to improve, and rewarding to realise that we aren't as reliant on them.</p>
Bronwyn	Philharmonic Orchestra	Focus Group (Photo with Written Comments)	 <p>Q: What is the most special moment you have had while participating in Philharmonic Orchestra? Bronwyn A: Image 3 – shows an image of the theatre where we perform. It is very special to hear all of our hard work pay off in creating a good sound (most of the time 😊) and in hearing the applause from our parents.</p>
Sarah	Philharmonic Orchestra	Focus Group (Photo with Written Comments)	 <p>Sarah Image 3: Excitement</p> <p>Q: What is the most special moment you have had while participating in Philharmonic Orchestra? Sarah Image 3: Excitement A: I don't have a particularly special moment, but I do like playing in the concerts. It feels very rewarding to be able to present something which we have been working on for a while. The flames represents my excitement before a concert.</p>
Nora	Philharmonic Orchestra	Focus Group	<p>Do you enjoy being with your instrument? Nora: Yeah, it's great coming to places that actually have the instrument because obviously timpani costs a <i>lot</i> of money [laughs] so I don't have a set at home or anything. So that's why it's good coming to places like rehearsals with timpani there</p>

Bec	Philharmonic Orchestra	Focus Group	When we're playing in the concert, it just feels really nice, you know, that you've actually accomplished something with people listening to it, and it usually sounds really good as well. So it's kind of, like, feels worth it when you hear yourself play with the orchestra.
Bronwyn	Philharmonic Orchestra	Focus Group	I don't know how to describe it but it's good to see, like, in a performance, if everything that works well and, like, everyone's happy and, you know, the audience claps and stuff, that's good.
Nora	Philharmonic Orchestra	Focus Group	One of my friend's parents have commented multiples times of me smiling multiple, like, during the performance and they say I'm really good to watch, which is weird, but, like, I just start smiling sometimes, and I don't notice it's happening but people, like, and that's more TYO than anything else because everything else is kind of, like, [laughs].
Nora	Philharmonic Orchestra	Focus Group	It's the moments when we're all together, it's like, yes, finally, like, it's paid off, the work that we've been putting in
Bronwyn	Philharmonic Orchestra	Focus Group	It's to show, like, writing, like, you know, notes of the music, like, to represent, like, improving, and then, you know, one day you don't really need notes anymore. [About the photo of a pencil]

Theme 2: Musical development

Musical development	Number of participants	Count	TOTAL REFERENCES
1. Counting/Rhythm/Timing/Subdivision/Aural Skills	11/31 (35%)	18	20
Focus Group/Writing/Photographs	1/4 (25%)	2	
2. History/Theory	12/31 (39%)	12	
3. Sight-reading/Repertoire development	15/31 (45%)	18	22
Focus Group/Writing/Photographs	3/4 (75%)	4	
4. Unique Orchestral Experience/Different/ Ensemble Techniques	25/31 (81%)	57	68
Focus Group/Writing/Photographs	3/4 (75%)	11	
5. Instrumental techniques/General musical(ity) Skills	16/31 (52%)	28	30
Focus Group/Writing/Photographs	1/4 (25%)	2	
6. Performance Experience/Playing Improvement	3/31 (10%)	3	
7. Everything	3/31 (10 %)	3	
8. Prestige	1/31 (3%)	1	
		138 Survey references	147 TOTAL
1. LIKERT QUESTION 14a I think participating in TYO helps with... developing my playing skills	Average score	92% Average as a percentage	
	6.4 or 'Agree'/'Stongly Agree'		
2. LIKERT QUESTION 14a I think participating in TYO helps with... learning new music	Average score	93% Average as a percentage	
	6.5 or 'Agree'/'Stongly Agree'		
3. LIKERT QUESTION 14a I think participating in TYO helps with... playing in concerts	Average score	93% Average as a percentage	
	6.5 or 'Agree'/'Stongly Agree'		

Participant	Details	Source	Data
Participant 1	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: My sightreading skills have definitely improved
Participant 2	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra	Survey	Q: I play with my group because...? A: to practice my instrumental/orchestral skills. Q: What musical skills do you think you have learned or refined through participating in your TYO group? A: I've learned to count and sub-divide better as well as discipline and listening skills. Q: What do you know about music now that you did not know before you joined your TYO group? A: sub-dividing and timing. Q: What keeps you coming back each week to play with your TYO group? A: to have fun producing a nice sound and learning new and exiting [sic] pieces.
Participant 3	A 15 year old, Year 9 student, playing in the Tasmanian Youth Orchestra	Survey	Q: What musical skills do you think you have learned or refined through participating in your TYO group? A: I think I have really improved my playing as in orchestral playing you need different techniques to solo playing. Also figuring out how to not get lost in the pieces we are playing. I feel that, that is a skill I am still working on, and playing in TYO helps that. Q: What do you know about music now that you did not know before you joined your TYO group? A: I have learnt new pieces and the stories of composers. also [sic] how to play different pieces. Q: What keeps you coming back each week to play with your TYO group? A: knowing I get to play great pieces
Participant 4	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	Q: I play with my group because...? A: It is a great way to come together with other musicians to create music as an orchestra.

			<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: TYO has helped me a lot with my aural part of music because you have to try and blend with a large variety of sounds.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: Through TYO, I have learned the importance of balance between instruments: it has also improved my playing in the higher register.</p> <p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: The joy I get from playing with the orchestra, especially in the concert motivates me to keep playing every week</p>
Participant 5	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: sightreading has been refined - Playing with others, also refined.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: A few fancy musical terms.</p>
Participant 6	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra and the Tasmanian Youth Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: I play with my TYO groups because I enjoy playing my instrument with like-minded people who enjoy playing music! :)</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: I have definitely learnt how to count and follow the conductor more.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: I guess I didn't know that there was a structure to any orchestra almost like a hierarchy. eg 1st/2nd violins</p>

			<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I have definitely learnt some valuable social skills and a structure to my practice that continues into my academic studies.</p>
Participant 7	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra and the Tasmanian Youth Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: to develop my playing skills.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: I have learnt to play in an orchestra. This involves developing sight reading, social and practice skills.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: It has introduced me to pieces of music that I would have not had the opportunity else where [sic] to get to know.</p> <p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: i [sic] enjoy playing music in a group meanwhile improving my playing skills.</p>
Participant 8	A 15 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: I want an opportunity to further my skills as a musician and play with people who are about the same age and have the same skill levels as me.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Subdivision, tuning, playing different parts I'm not used to.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: Music doesn't end at the notes, it's more about everything else, like dynamics and phrasing</p>
Participant 9	A 13 year old, Year 7 student, playing in the Academy Strings	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: I've learnt how to play my instrument with a group, rather than solo. I've become closer to music and have learnt to really live the music.</p>

			<p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: I love how much my playing is improving and I just love hearing the orchestra together every week. I would never stop coming to hear the harmonious sounds.</p>
Participant 10	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: It's good practice for cello and if i [sic] didn't then I'd only be doing lessons, no actual playing</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Counting and keeping in time, as well as some position work</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: Almost everything i know. I started tyo a long time ago</p>
Participant 11	A 16 year old, Year 11 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: It's fun to engage with music in a group setting.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Aural skills and all skills associated with group playing. It has also helped my rhythmic skills at times.</p> <p>Q6 What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: A lot, mostly because I joined this TYO group six years ago, which is a large period of time musically. But I have gained skills for co-operating with other musicians and I have learnt a lot about the interconnected nature of orchestral pieces and how they are structured.</p> <p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: The feeling when everything is coming together, when you can finally play that hard bar of the piece and everything seems to make sense. That feeling of freedom and the beautiful music it creates is what keeps me coming back.</p>

			<p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: When I'm playing, I feel excited and as though I am a part of the whole, working to create a wonderful sound.</p>
Participant 12	A 13-year-old, Year 7 student, playing in the Wind Ensemble	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: playing in a group, sight-reading, technical skills.</p>
Participant 13	A 14 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...?</p> <p>A: I enjoy playing my instrument with a group of people.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: I have learned better timing and counting skills. It has also taught me some music theory.</p>
Participant 14	A 15year old, Year 10 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: enjoy contributing to a group, learning new things, and meeting people.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: articulations specialised to the orchestra, precision, ensemble skills, intonation.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: Different composers from different eras all have completely different styles and different ways to play them.</p> <p>Q7 What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Being in the TYO and playing with good musicians has a special prestige about it that inspires me to always do better and work harder.</p>
Participant 15	A 14-year-old, Year 9 student, playing in the Wind Ensemble	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: My ability to fit my sound into different ensembles.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p>

Participant 16		Survey	<p>A: I love the music we play</p> <p>Q: I play with my group because...?</p> <p>A: I enjoy playing in an orchestra and gaining valuable experience from it.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Playing in tune and listening to the balance to try match the other players.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: I've learned lots about the history of orchestral music from the repertoire I've been exposed to, along with lots of general knowledge on different musical instruments and standard orchestral etiquette.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Commitment is a key part in making sure the ensemble is functional. Everyone has to put time and dedication into there [sic] role in the group if they want it to sound the best it can.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: The love for orchestral music and the experience of being in an orchestra.</p>
Participant 17	A 15 year old, Year 9 student, playing in the Percussion Ensemble and the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: I enjoy playing music and it's a different group to the ones I am offered at school.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Many techniques from tutorials and a different feel for orchestral music. Also, the ability to challenge myself and play alongside skilled players older than myself.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: I know more Italian words and definitions, and I believe that my musicality has progressed in a way that wouldn't have been possible without TYO.</p>




Participant 18	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Originally, group co-operation and the skill to listen and synergize with other members of a team. Now, tolerance and patience - which I am not exercising very well.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: That the performance level of simplistic music is almost always dictated by the amount of cohesion of the group, in terms of listening. Basically, listening to the other parts can alter the dynamics of a piece for the better immediately.</p>
Participant 19	A 13 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: playing in a group is so much more fun (especially socially) than on my own</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Sight reading, and sub dividing (thanks Lyle)</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>How much brainpower, effort, and concentration it takes to play really well in a group, and how different that is to solo playing.</p>
Participant 20	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: It gives me performance experience.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: To subdivide and listen to other players.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: The importance of individuals counting for a group to sound good together</p> <p>A: The importance of individuals counting for a group to sound good together</p>

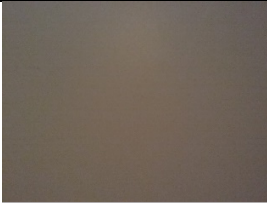

Participant 21	A 14 year old, Year 8 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: It is a way to improve my musical skills and my self-discipline</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Timing, sight-reading</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: My skills across all areas have improved</p>
Participant 22	A 15 year old, Year 9 student, playing in the Wind Ensemble	Survey	<p>Q: I play with my group because...?</p> <p>A: I want to extended [sic] my musical experience and have more opportunities to play in a band with keen, young musicians.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: I have learnt a lot more about the techniques that help the quality of sound when playing in a smaller ensemble. Because there aren't a lot of players, the tyo group I am I [sic] gives me a chance to learn more about my quality of playing and even the importance of teamwork and listening to my peers.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: i'd [sic] definitely say the importance of every instrument in the band. I am used to playing in a bigger band which can sometimes be bad because people lose their quality of sound in the 'big band' level of volume. playing in my tyo ensemble makes me appreciate individual style.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: The tyo group has also taught me some more refined skills which I can take and use in the big band.</p>


Participant 23	A 13 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: sight reading and just playing better and understanding more about music and about how to play as a group. I have also improved my musical theory.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: how to play together and how to sight read better and follow the conductor [sic] and concertmaster. I also learnt how to tune properly.</p>
Participant 24	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: They are hard to name. But, I've learned how to listen to everyone, and how to balance. Everything I've learned, I've learned through band.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: That David Stone has arranged a lot of music and that a cross under a note means it is two semitones higher</p>
Participant 25	A 15 year old, Year 9 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Dynamics,,,,,</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: That if I had learnt the violin or flute I would get to play the tune more often</p>
Participant 26	A 12 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: I find it fun and it gives me another way to play my instrument other than normal lessons.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: teamwork, sight-reading and playing a range of repertoire.</p>

			<p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: playing in an ensemble.</p>
Participant 27	A 11 year old, Year 7 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Listen</p>
Participant 28	A 12 year old, Year 7 student, playing in the Wind Ensemble	Survey	<p>Q: I play with my group because...?</p> <p>A: I find it relaxing and to help be a better player.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: How to adjust to conductors.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: I know what sizzling is.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Playing with different bands in the same room.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: To have fun and learn new skills.</p>
Participant 29	A 10 year old, playing in the Wind Ensemble	Survey	<p>Q: I play with my group because...?</p> <p>A: its [sic] fun and its [sic] a good experience [sic]</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: playing well in a group</p>
Participant 30	A 12 year old, Year 7 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...?</p> <p>A: I want to improve my skills and learn how to play in a group.</p>

			<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: Playing with a group of people, reading rhythms and following instructions.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: Some musical terms, and how to play some tricky rhythms.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: You can make friends and meet people, and I have learned personally a lot about organising practice times.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: I keep coming back because it is fun to play in a group, and I want to improve my skill as a musician.</p>
Participant 31	A 16 year old, Year 10 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: I would like to someday play in an orchestra and TYO is one of the only avenues open for me at the level of skill that I need.</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: I have refined my technique and experienced following different style of conducting and working with different musicianship.</p> <p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: that there are many variations of different rythms and that there are many different ways of playing one thing</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: the excitement of playing famous pieces such as the Scheherazade and the love that I have for playing classical music</p>

Bronwyn	Philharmonic Orchestra	Focus Group	 <p>Q: What is rewarding about participating in Philharmonic Orchestra? Bronwyn A: Image 1 - Shows a pencil which representing the notes we put on our music – like fingerings and reminders to look up, that helps us play well. It is rewarding to know that we are constantly improving or working to improve, and rewarding to realise that we aren't as reliant on them.</p>
Bronwyn	Philharmonic Orchestra	Focus Group (Photo with Written Comments) Focus Group	 <p>Q: What is challenging about participating in Philharmonic Orchestra? Bronwyn A: Image 2 - shows a metronome representing two things – the struggle to keep in time with each other sometimes, and also practice.</p> <p>it's a metronome, and sometimes in, like, rehearsals, we get kind of out of time, so that's the challenge, keeping everyone together</p>
Sarah	Philharmonic Orchestra	Focus Group (Photo with Written Comments)	 <p>Sarah Image 1: Collaboration</p> <p>Q: What is rewarding about participating in Philharmonic Orchestra? Sarah Image 1: Collaboration A: I find it rewarding to be with fellow musicians, all working together trying to create something beautiful.</p> <p>The bunch of flowers represents a group of people working together.</p>

Sarah	Philharmonic Orchestra	Focus Group (Photo with Written Comments)	 <p>Sarah Image 2: Feeling blank</p> <p>Q: What is challenging about participating in Philharmonic Orchestra? A: I find it challenging when we get given new music and are expected to be able to play it straight away. The blank wall represents a blank feeling.</p>
Sarah	Philharmonic Orchestra	Focus Group	Well, it was for the one where it's like, what do you feel like when you first get your music and it's like, because I'm not very good at note reading, so I'm like, ah! So ...
Sarah	Philharmonic Orchestra	Focus Group	I'm Sarah and I play the violin, and I started TYO, like, halfway through last year, and what first kind of started getting me going was, like, because I wanted to play with a group of people instead of always just playing my myself.
Bec	Philharmonic Orchestra	Focus Group	I think what got me into it was I think it's really good to be able to play with people at, like, quite a high level rather than at school you have some people who haven't really done music, so it's good to be challenged in that way.
Bronwyn	Philharmonic Orchestra	Focus Group	It's to show, like, writing, like, you know, notes of the music, like, to represent, like, improving, and then, you know, one day you don't really need notes anymore. [About the photo of a pencil]
Bec	Philharmonic Orchestra	Focus Group	 <p>Sure. So that's kind of, like, with TYO you obviously get a lot of music, and sometimes it's just really hard to learn all the music so it's kind of like you're being buried in it almost, and the watch is basically the time, you don't really have time to learn it all, with other music as well from other bands. Like, it kind of all just adds up to this big mountain of music to learn, yeah... we spent ages and ages, you know, looking through lots of different ones to find the right one, so it's really nice to have that kind of ... yeah, nice sound and ... because also kind of with the violin, when you play it, you have to, like, you're kind of really connected to it, if that makes sense, so it's ... I don't know. It's like a good instrument to sort of feel part of one, yeah.</p>
Sarah	Philharmonic Orchestra Violinist	Focus Group	Well, it's kind of like when you're in an orchestra you're, like, a big part of something, and, like, if you're missing some instruments it just doesn't sound the same. But then when you're by

			yourself it's kind of, like, just you, and you have to just focus on yourself instead of listening to other people as well.
Nora	Philharmonic Orchestra Percussionist	Focus Group	I think playing solo is a lot different to playing in a group because it feels like ... like, when I play solo personally, it's not very good because I don't keep in time, like, it feels controlled when you're with a group because everyone has to keep to the same tempo. When I'm playing for myself it's like, completely a mess. [Laughs]
Bec	Philharmonic Orchestra Violinist	Focus Group	Yeah, and it's a lot easier to play more confidently when you're in a group, because you can hear everything when you're by yourself, every mistake, you tend to kind of not play out as much. But when you're in a group you feel like you can because it might not be heard as much but it sounds really good.
Nora	Philharmonic Orchestra Percussionist	Focus Group	I think performance with TYO was different than other ensembles and, like, group bands I play with. Mostly a lot of the difference, like, the first difference I noticed is, like, getting into the blacks, because, like, in school bands you've got to play in your school uniform and that's really uncomfortable, and then Hobart I have to wear pants, which is really annoying. So now I wear a skirt with the TYO thing and it's like, yes! And then you come and everyone's ... it's just different because I don't normally play with strings and it's normally wind instruments, so it's a lot different all the time.
Bec	Philharmonic Orchestra Violinist	Focus Group	I find that with school groups it's usually really chaotic, trying to get on stage and it's kind of more difficult to rely on the people that I guess perform, because we usually slow down or go fast or ... yeah, whereas with TYO it's, like, quite relaxed and we just get on and we play and it's good and then we get off and we just go sit in the audience
Nora	Philharmonic Orchestra Percussionist	Focus Group	It's the moments when we're all together, it's like, yes, finally, like, it's paid off, the work that we've been putting in
Nora	Philharmonic Orchestra Percussionist	Focus Group	 <p>Curated photographs 'Working together'</p> <p>Like, the whole thing applies to every single person individually, like, you've all got to go through the process of getting up in the morning, [sigh/start?] reading your music, practising the music,</p>

			getting better at music, you get everyone ... and then, like, about this point, everyone's just exactly the same point.
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Theme 3: Friendship

Theme 1: Friendship	Number of participants	Count	TOTAL REFERENCES
1. Making music with friends/Power of shared experience	15/31 (42%)	22	24
Focus Group/Writing/Photographs	1/4 (25%)	2	
2. Making friends/learning social skills	20/31 (65%)	21	45
Combined theme of 'Friendship, socialisation and the shared experience of music making'			
3. Friends - negative	8/31 (26%)	9	13
4. Meeting with current friends	6/31 (19%)	7	
5. General commitment/commitment to the group/trust	6/31 (19%)	7	13
Focus Groups/Photographs	3/4 (75%)	6	
		66 Survey references	74 TOTAL
1. LIKERT QUESTION 14a I think participating in TYO helps with...meeting friends with common interests	Average score	Average as a percentage	
	5.65/7 or 'Agree Somewhat'/'Agree'	81%	

Participant	Details	Source	Data
Participant 1	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	Q: What keeps you coming back each week? A: The vibe and the effect our group has by playing music and friendly conductors and friends.
Participant 2	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I've made friends and acquaintances, which benefits my social network


Participant 3	A 15 year old, Year 9 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: I play with my group because...? A: I love playing music, especially with my friends.</p> <p>Q: Describe how you usually feel during a TYO group concert? A: Very very [sic].excited. I love to perform with my friends and share the excitement at the concert. Also nervous to play for an audience.</p> <p>Q: Describe how you usually feel after a TYO group concert? A: very happy because concerts are one of my favourite things and I get to share the excitement with my TYO friends after the concert.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I learnt that there are many people like me who love classical music, as not many in my school grade does music like I do. this helped me make new friends who I can talk to.</p> <p>Q:What keeps you coming back each week to play with your TYO group? A: see and play music with my friends.</p>
Participant 4	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	<p>Q: I play with my group because...? A: It is a great way to come together with other musicians to create music as an orchestra.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: When I first joined, I didn't know anybody so it was a good way to test my social skills.</p>
Participant 5	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: What activities are you unable to participate in on a weekend because you choose to play with your TYO group? A: Catching up with friends, lunch, family time, study time, homework time.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I'm slowly getting better at socializing. A: I'm slowly getting better at socializing.</p>
Participant 6	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra and the	Survey	<p>Q: I play with my group because...? A: I play with my TYO groups because I enjoy playing my instrument with like-minded people who enjoy playing music! :)</p>

	Tasmanian Youth Orchestra		<p>Q: What keeps you coming back each week to play with your TYO group? A: The people - getting to play with like-minded people who also enjoy the music-making process</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I have definitely learnt some valuable social skills</p>
Participant 7	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra and the Tasmanian Youth Orchestra	Survey	<p>Q: I play with my group because...? A: I get to meet other people with similar interests</p> <p>Q: What musical skills do you think you have learned or refined through participating in your TYO group? A: I have learnt to play in an orchestra. This involves developing sight reading, social and practice skills.</p>
Participant 8	A 15 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What activities are you unable to participate in on a weekend because you choose to play with your TYO group? Scouts, sometimes things with other bands, time with friends, study/homework, camping trips, robotics competitions [sic].</p> <p>Q: I play with my group because...? A: I want an opportunity to further my skills as a musician and play with people who are about the same age and have the same skill levels as me.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: Commitment to something, interacting socially with people I wouldn't usually interact with</p> <p>Q: What keeps you coming back each week to play with your TYO group? A: There's always something more to work on and I know that we will always leave rehearsal having achieved something and not going would be letting down my ensemble</p>
Participant 9	A 13 year old, Year 7 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...? A: music is my passion and I love spending time with other kids who love the same thing as me - there's a sense of belonging</p> <p>Q: Describe how you usually feel during your TYO group rehearsals? A: I always feel like I'm doing the thing I know best, with other kids with the same passion as me.</p>

Participant 10	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra	Survey	
Participant 11	A 16 year old, Year 11 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I get to associate with more people, making new friends which is a social aspect.</p> <p>Q13 What activities are you unable to participate in on a weekend because you choose to play with your TYO group? When I have to catch a bus there and back, it does take up a larger portion of my day, meaning I have less time to divide between my school obligations and spending time with family and friends, but this effect is negligible at worst.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I get to associate with more people, making new friends which is a social aspect.</p>
Participant 12	A 13-year-old, Year 7 student, playing in the Wind Ensemble	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: i [sic] have made new friends and am more confident [sic] in school usic. [sic].</p> <p>Q: Describe how you usually feel during your TYO group rehearsals? A: i [sic] feel great that i [sic] am playing music with people i [sic] might not know that well.</p>
Participant 13	A 14 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...? A: I enjoy playing my instrument with a group of people.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I have learnt how to be a good team member (e.g learning my music so I don't let others in my section down)</p> <p>Q: What keeps you coming back each week to play with your TYO group? A: Its fun to play as part of a group and I have made a new friend who I get to see. We go to different schools so I wouldn't be able to see her if I didn't go to TYO</p>
Participant 14	A 15year old, Year 10 student, playing	Survey	<p>Q: What activities are you unable to participate in on a weekend because you choose to play with your TYO group? A: Going to my shack, other rehearsals, socialising with my friends.</p>

	in the Tasmanian Youth Orchestra		<p>Q: What keeps you coming back each week to play with your TYO group?</p> <p>A: enjoy contributing to a group, learning new things, and meeting people.</p>
Participant 15	A 14-year-old, Year 9 student, playing in the Wind Ensemble	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I've been able to meet more people who are passionate about music.</p> <p>A: I've been able to meet more people who are passionate about music.</p>
Participant 16		Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Commitment is a key part in making sure the ensemble is functional. Everyone has to put time and dedication into there [sic] role in the group if they want it to sound the best it can.</p>
Participant 17	A 15 year old, Year 9 student, playing in the Percussion Ensemble and the Philharmonic Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I have gained confidence and friends that I know from other bands but had never talked to before.</p> <p>Q: Describe how you usually feel after a TYO group concert?</p> <p>A: being able to laugh about any mistakes you've made with your friends. After concerts I am usually energetic and excited.</p> <p>Q: What activities are you unable to participate in on a weekend because you choose to play with your TYO group?</p> <p>A: My friends often invite me out to their sports games and other various activities, and I miss out on shifts at work sometimes because of rehearsal and/or concerts.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: The people are all friendly and welcoming, and the in-rehearsal jokes. Performing with TYO gives me a real sense of achievement.</p>
Participant 18	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: What activities are you unable to participate in on a weekend because you choose to play with your TYO group?</p> <p>A: Social catch-ups with friends (friends? what are those? :)) (certainly not from orchestra).</p> <p>Q7 What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Socially, all members of my group are of a different age and social maturity so I find it difficult to engage with them at break time. I apologise for grammatical inconsistency in this passage and the tone of superiority and disapproval.</p>

			<p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: The promise to my conductor that I will be present for rehearsal.</p>
Participant 19	A 13 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	<p>Q: I play with my group because...?</p> <p>A: playing in a group is so much more fun (especially socially) than on my own</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: There are definitely social outcomes, meeting other young musicians is not easy to do outside of a youth orchestra group.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: It's also socially, I don't get to see most people i see at TYO very often anywhere else.</p>
Participant 20	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q8 What keeps you coming back each week to play with your TYO group each week?</p> <p>A: Commitment considering the professional aspects of Tyo, obligation to not let down a group</p>
Participant 22	A 15 year old, Year 9 student, playing in the Wind Ensemble	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I think there are definitely many positive social outcomes. I have made many new friends which can help me more in the music industry instead of only knowing people from my school</p> <p>Q: I play with my group because...?</p> <p>A: I want to extended [sic] my musical experience and have more opportunities to play in a band with keen, young musicians.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: the excitement of being able to play lots of enjoyable songs with a bunch of great young musicians.</p>
Participant 23	A 13 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...?</p> <p>A: i [sic] get to see my friends.*</p> <p>WHOLE: I think it is fun to play as an orchestra, it helps me with my sight reading and teaches me new skills and i [sic] get to see my friends. I also play with it incase [sic] i [sic] play in the TSO one day.</p> <p>Q: What keeps you coming back each week?</p> <p>A: Wanting to see my friends*</p>

			WHOLE: Wanting to see my friends, knowing that it is important that i am there and wanting to play more music and go over the pieces that I like.
Participant 24	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	Q7 What other skills or lessons do you think you have learned through participating in your TYO group? A: I've learned about commitment Q: What keeps you coming back each week to play with your TYO group each week? I always want to be the best, and I show that by committing. And I also like talking to people
Participant 26	A 12 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: making new friends.
Participant 27	A 11 year old, Year 7 student, playing in the Tasmanian Youth Orchestra	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: friends.
Participant 30	A 12 year old, Year 7 student, playing in the Academy Strings	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: You can make friends and meet people
Participant 31	A 16 year old, Year 10 student, playing in the Tasmanian Youth Orchestra	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I have learned how to work with sometimes difficult people but I hav [sic] also developed many friendships and furthered connections with other musicians
Sarah	Philharmonic Orchestra	Focus Group (Photo with Written Comments)	 <p>Sarah Image 1: Collaboration Q: What is rewarding about participating in Philharmonic Orchestra? Sarah Image 1: Collaboration A: I find it rewarding to be with fellow musicians, all working together trying to create something beautiful. The bunch of flowers represents a group of people working together.</p>
Sarah	Philharmonic Orchestra	Focus Group	I don't know, like, being able to play with people that are enjoying it as well, like, a lot of school bands people are, like, "My parents are making me come," but here everyone's like, "Yes!"

Bronwyn	Philharmonic Orchestra	Focus Group	It's like you can rely on each other
Nora	Philharmonic Orchestra	Focus Group	because you want to be there and you're happy to do extra practice or whatever it takes to be there.
Nora	Philharmonic Orchestra	Focus Group	School bands, people don't practice. You turn up and it sounds the same very week because no one's practising anything, and then you get here and everyone's like, "Yes, band!"
Nora	Philharmonic Orchestra	Focus Group	it's like a weird sort of trust, not like I trust you with all my deepest secrets, but, like, I haven't talked to probably half the people in the orchestra but I still, like, I'm like, "Yes, go team!" [Laughs]
Bec	Philharmonic Orchestra	Focus Group	I guess it's because we all put in the effort together. Whereas at school some people don't ... yeah, don't practice, don't put in effort, and some people just can't do this, like, they just ... yeah. Whereas here, everyone wants to be here and everyone puts in the effort, and everyone has to be at the certain level to be in there. So then you know that the performance is most likely to go well because everyone knows how to properly play the instrument.
Bronwyn	Philharmonic Orchestra	Focus Group	And it's also, like, we've all been split into groups, like, the right way, whereas, like, at school you'll have, like, little junior school people sitting next to you or, like, leading the section just to give everyone a chance, but then they can't necessarily do it, whereas here, like, you have to audition and you've actually, like, been ranked against ... so it's in an order that works well for the group that's not necessarily what individuals want.

Theme 4: Non-musical development

Non-musical development*	Number of participants	Count
1. Social skills/networks	10/31 (32%)	12
2. Academic transfer/Perceived academic benefit	3/31 (10%)	3
3. Team work	7/23%)	7
4. Leadership	2/31 (6%)	2
5. Organisation	4/31 (13%)	4
6. Inspired to work harder/motivation/sense of challenge	2/31 (6%)	4
7. Sense of commitment (to self & others) /obligation	7/31 (23%)	9
8. Self-discipline	1/31 (3%)	1
	TOTAL	42 references
1. LIKERT QUESTION 14 I think participating in TYO helps with... <u>working with other people</u>	Average score	Average as a percentage of responses
	6.2 or 'Agree'/'Strongly Agree'	89%
2. LIKERT QUESTION 14 I think participating in TYO helps with... <u>having an interest outside of study</u>	Average score	Average as a percentage of responses
	5.8 or 'Agree Somewhat'/'Agree'	83%
3. LIKERT QUESTION 14 I think participating in TYO helps with... making me feel better about myself	Average score	Average as a percentage of responses
	5.3 or 'Agree Somewhat'/'Agree'	76%
* Not mentioned in focus group/writing or photographs		

Participant	Details	Source	Data
Participant 1	A 13 year old, Year 8 student, playing in the	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I've made friends and acquaintances, which benefits my social network

	Philharmonia Orchestra		<p>Q: I play with my group because...?</p> <p>A: its a fun and enjoyable experience for me (socially) and to practice my instrumental/orchestral skills.</p> <p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: Excited to play, but sometimes it is annoyed because some other people in the orchestra do not understand the importance of listening when the conductor is speaking or stopping when the conductor signals for everyone to stop playing.</p>
Participant 3	A 15 year old, Year 9 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: helped me make new friends who I can talk to.</p>
Participant 4	A 13 year old, Year 8 student, playing in the Philharmonia Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: When I first joined, I didn't know anybody, so it was a good way to test my social skills.</p>
Participant 5	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I'm slowly getting better at socializing.</p>
Participant 6	A 14 year old, Year 9 student, playing in the Philharmonia Orchestra and the Tasmanian Youth Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I have definitely learnt some valuable social skills and a structure to my practice that continues into my academic studies.</p>
Participant 7	A 13 year old, Year 7 student, playing in the Philharmonia Orchestra and the Tasmanian Youth Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: My time management has improved, this means that there is a lot less stress to complete homework.</p>
Participant 8	A 15 year old, Year 10 student, playing in the	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Commitment to something, interacting socially with people I wouldn't usually interact with</p>

	Philharmonic Orchestra		<p>Q What keeps you coming back each week to play with your TYO group each week?</p> <p>A: not going would be letting down my ensemble</p>
Participant 9	A 13 year old, Year 7 student, playing in the Academy Strings	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I was never one of the "smart" kids in my classes until I started playing music. Now, my grades are very good.</p>
Participant 11	A 16 year old, Year 11 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: have gained skills for co-operating with other musicians</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I get to associate with more people, making new friends which is a social aspect. Studies say learning musical instruments connects the two hemispheres of the brain, so it has helped me academically by expanding my skill set and giving me higher time management skills and personal outcomes are that I have a lot of fun!</p>
Participant 13	A 14 year old, Year 8 student, playing in the Academy Strings	Survey	<p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: I have learnt how to be a good team member (e.g learning my music so I don't let others in my section down)</p>
Participant 14	A 15year old, Year 10 student, playing in the Tasmanian Youth Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Being in the TYO and playing with good musicians has a special prestige about it that inspires me to always do better and work harder.</p> <p>Q: Describe how you usually feel during your TYO group rehearsals?</p> <p>A: Inspired and motivated.</p> <p>Q: Describe how you usually feel after your TYO group rehearsals?</p> <p>A: Tired occasionally, motivated, inspired.</p>
Participant 16		Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Commitment is a key part in making sure the ensemble is functional. Everyone has to put time and dedication into there role in the group if they want it to sound the best it can.</p>

Participant 17	A 15 year old, Year 9 student, playing in the Percussion Ensemble and the Philharmonic Orchestra	Survey	<p>Q: What musical skills do you think you have learned or refined through participating in your TYO group?</p> <p>A: the ability to challenge myself and play alongside skilled players older than myself.</p>
Participant 18	A 14 year old, Year 9 student, playing in the Academy Strings	Survey	<p>Q: I play with my group because...?</p> <p>A: I auditioned at the beginning of the year and therefore am obligated to continue until the end of the year.</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: I really have to exercise patience and tolerance at TYO as I am finding myself increasingly bored.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: The promise to my conductor that I will be present for rehearsal. And, the fact that my parents have paid for a year's worth of tuition.</p>
Participant 19	A 13 year old, Year 7 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: There are definitely social outcomes, meeting other young musicians is not easy to do outside of a youth orchestra group.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: Dedication. I don't want to let myself down by deciding not to do it after all the work that gets poured into it. It's also socially, I don't get to see most people i [sic] see at TYO very often anywhere else.</p>
Participant 20	A 16 year old, Year 10 student, playing in the Philharmonic Orchestra	Survey	<p>Q: What do you know about music now that you did not know before you joined your TYO group?</p> <p>A: The importance of individuals counting for a group to sound good together</p> <p>Q: What other skills or lessons do you think you have learned through participating in your TYO group?</p> <p>A: Learn to communicate with a variety of people who I would not get to at school, especially in getting to know some people who are younger than me.</p> <p>Q: What keeps you coming back each week to play with your TYO group each week?</p> <p>A: Commitment considering the professional aspects of Tyo, obligation to not let down a group</p>
Participant 21	A 14 year old, Year 8 student, playing in the	Survey	<p>Q: I play with my group because...?</p> <p>A: It is a way to improve my musical skills and my self-discipline</p>

	Philharmonic Orchestra		Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I am more organised now
Participant 22	A 15 year old, Year 9 student, playing in the Wind Ensemble	Survey	Q: What musical skills do you think you have learned or refined through participating in your TYO group? A: the importance of teamwork and listening to my peers.
Participant 23	A 13 year old, Year 8 student, playing in the Academy Strings	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: I've learned about commitment
Participant 25	A 15 year old, Year 9 student, playing in the Philharmonic Orchestra	Survey	Q: What other skills or lessons do you think you have learned through participating in your TYO group? A: Social skills
Participant 30	A 12 year old, Year 7 student, playing in the Academy Strings	Survey	Q7 What other skills or lessons do you think you have learned through participating in your TYO group? A: You can make friends and meet people, and I have learned personally a lot about organising practice times.



Illustration 2: 'Untitled' Sarah (Philharmonic Orchestra)

'It feels very rewarding to be able to present something which we have been working on for a while. The flames represent my excitement before a concert'