Appendix

The Interview Schedule

Interview One: Focused Life History
Interview Two: The Details of Experience
Interview Three: 'Value' and 'Meaning' questions.

(Seidman, 1998)

Interview One: Focused Life History

'The purpose here is to put the participant’s experience into context by asking him or her to tell as much as possible about him or herself in light of the topic up to the present time.' (Seidman, 1998, p. 11)

Preliminary 'Icebreaking' questions
* What styles of music are you 'into'.
* Is the music you play different from the music you listen to?
* Name some current music artists, bands and videos that you enjoy?
* What attracts you to your favourite style, artists/bands etc.?

Background, family and ‘idioculture’
* What are your earliest memories of music?
* Name examples of music or songs you remember from early childhood?
* What role did music play in your early family life?
* Describe the music activity that took place in your family circle?
* Describe how other members of your family were/are involved with listening to, or playing music?
* Describe any family influences that may have contributed to your interest in music.

Transformative experiences
* Are there any music experiences that are important – that stand out as really significant and perhaps led to your attraction to music? What other early factors contributed to your attraction to music?

'Your personal life story - in music engagement'
* Describe your school music history, the beginning and transition through school-based music.
* Describe your history of music involvement outside of any school-based activities?
* Relate how you came to choose your particular instrument(s) - or to be a singer or composer.
* Describe your reflections of your first teacher and also any subsequent teachers that have been important to you?
* Which musicians, recordings and artists have influenced/inspired you?
* Are any of your friends musicians - how do they inspire you?

Interview Two: The Details of Experience

In this interview, 'participants are asked to concentrate on concrete details of experience' (Seidman, 1998, p. 11). Seidman suggests - 'we do not ask for opinions but rather the details of their experiences on which opinions may be built.'

However, in the case of this study, I sought opinions, as I believed they would reflect and express matters of 'music value'. With this in mind several questions directly concerned with 'opinion' have been included. The 'details experience' also refers to current perceptions as well as physical engagements and activities.

Physical activity
* When and where do you listen to music outside of school? Describe your listening activities over the last week.
* What music rehearsals, activities and experiences are you presently engaged in? - (inside, outside school?)

Perceptions, attitudes, beliefs - approach to music.
* Do you separate music playing and listening into - 'music for fun and relaxation' and 'music for other specific purposes'? Describe the differences.
* Can you describe some recent experiences in any music activity that made you feel good and also any that were 'tricky' or difficult experiences.
* What are some of the ways that music affects you emotionally, your mood or feelings - either through listening or playing?

Perceptions, attitudes, beliefs - approach to school music.
* Describe your relationship with school music.
* How does this relationship differ from your engagement with music outside school?
* Imagine! - If you were in charge of music in your school, what would you change or include?
* Describe the school music experiences (class, private lessons, rehearsals etc.) in order of importance for you? - Explain your preferences.
* Describe the school music class experiences that you enjoy most? (Programs, topic areas etc.)
* What types of music are you listening to and performing in class? Which type do you prefer/Why?
* What is it about ... 'popular music', 'classical music', 'jazz', 'punk' etc. that you like?

Perceptions, attitudes, beliefs - application, self-direction etc. Informal learning
* How do you decide when and what to practice?
* Describe your practice (composing!) schedule over the last week
* What is a typical practice (composing!) session? - describe what you do.
* How do you transfer some of the skills and knowledge learnt in school to your music engagement outside of school?
* Can you describe the ways that you 'teach yourself'
* Are any particular areas of music study difficult and any easy?
* In what ways does music affect your life - in terms of your relationships with friends and family?

Interview Three - Reflection on 'Value' and 'Meaning'.

In this interview participants are asked to reflect on the meaning of their experiences. In this case meaning is not just of satisfaction and reward but that intellectual and emotional connections will establish reasons for what they are now doing in their lives (Seidman, 1998, p. 11).

Personal constructs of the meaning and value of music. Formal music learning
* Pretend I am an alien - just landed on Earth! I have absolutely no idea what music is and I have just watched you in music performance - I ask - 'Why do you do that?'
* How would you describe your love of music? What attracts you to it and what motivates you to play it?
* How does music challenge you?
* There are many ways that music is valued around the world - but how do you personally value it?
* What are some of the benefits you and people in general gain by being involved in music? How does it contribute to your life?
* What do you listen for in music? Think of a current favourite piece - what is important in it?
* There is a whole world of 'popular culture' attached to the world of young people and music - style, trend, fashion, media, technology and communication etc. How do you see the relationship between this culture and school?
* How does formal music learning in school vary from music learning in other areas.
* 'Express yourself through music'. What does that phrase mean to you?
* What is the role of music in your life and how has it evolved in the last year?
* Describe some of the feelings you experience when you are playing/listening to music?
* "What is it like to be a music student?"
* Is there an artefact, memento or something connected to music that you treasure? What does it mean to you?
* Where do you want to go with music? What are your dreams, aspirations?
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