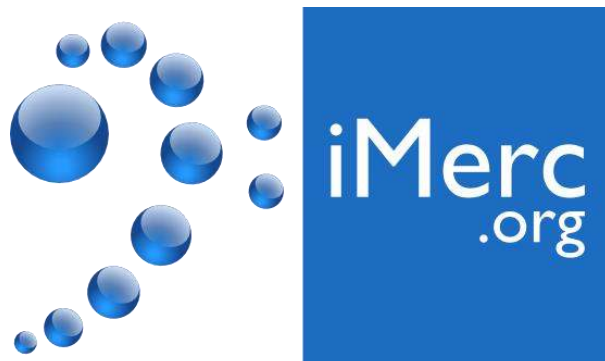




UCL iMerc Newsletter — Vol. 28, July & August 2026

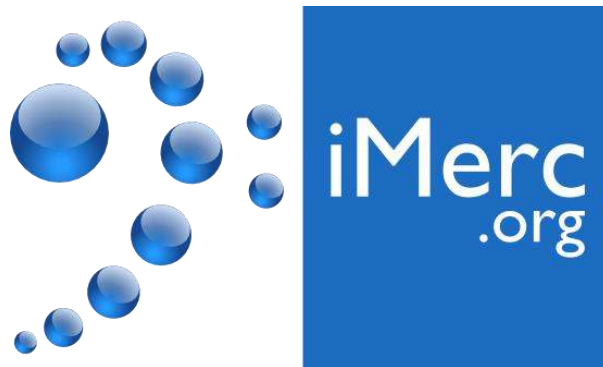
About us

Over the past 20 years, we have been developing the International Music Education Research Centre (iMerc) at the UCL Institute of Education to celebrate and disseminate our extensive research in the field of music education, broadly conceived, and to hear about new research from colleagues elsewhere in the world. In the beginning, we often held our research seminars over several days, such as in different European cities to allow our doctoral students to have more intensive support as a community, to listen to local researchers, and to share their ongoing research journeys. These 'Travelling Research Seminars' visited Ireland (Limerick), Spain (Barcelona), Italy (Bologna) and Sweden (Malmö) and helped us to establish our international profile and sense of community. With the advent of the Covid-19 pandemic in 2020, we have been meeting more regularly, both online and in person, to continue to share new research and insights related to diverse topics in music education. We are a group of researchers at doctoral and post-doctoral levels, as well as senior researchers, with a shared curiosity and interest in advancing basic and applied research. In line with our mission, the monthly seminars continue to foster a sense of shared endeavour amongst colleagues who are based in the UK, across mainland Europe (such as Portugal, Germany, Greece, Skandinavia), Asia (China, including Hong Kong), Latin America, USA and Australia. Opportunity is taken each month to be informed of research

news and various current research projects, including opportunities to listen to the latest research from our invited speakers. If you would like to know more or to join us, please contact us.

Our upcoming UCL iMerc Research Seminar will take place on **Wednesday, 19 September 2026**, 11am-1pm BST via Zoom and in room 938 at the IOE . We are pleased to invite you to join us online in person. Zoom link will be distributed closer to the time. Everyone is welcome!

In This Issue



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Previous UCL iMerc Research Seminar, 24 June 2026



2 - (From left to right): Dr Eunice Tang, Professor Evangelos Himonides, Professor Graham Welch, Ben Sellers, Dr Caroline Caregnato, Xu Tong, Dr Zhengyi Du, Professor Francisco José Cuadrado

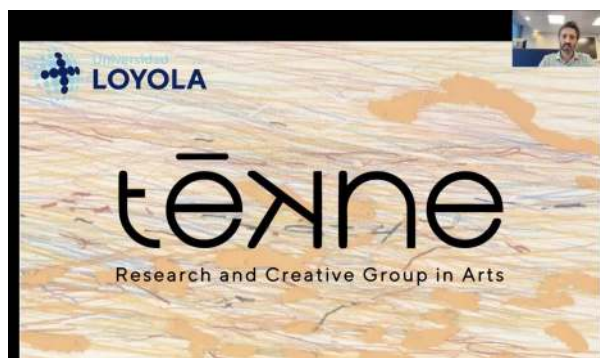
Credit: iMerc



3 - Credit: iMerc



4 - Credit: iMerc



5 - Credit: Professor Francisco José Cuadrado

Professor Francisco José Cuadrado: Tékne: Where Art Thinks and Research Creates

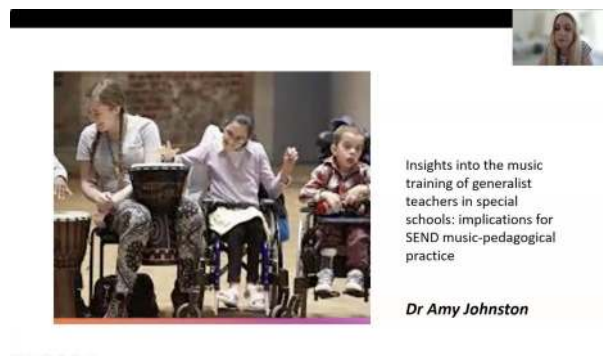
Professor Francisco José Cuadrado (ficuatrado@uloyola.es) presented the work of Tékne, the Research and Creative Arts Group at Loyola University, Spain, highlighting its interdisciplinary community of researchers and creative practitioners. He outlined the group's focus on exploring the relationship between academic research and artistic practice through collaborative and practice-based approaches. The presentation introduced Tékne's three main research areas: (1) art and human and social dimensions; (2) artistic research methodologies; and (3) the dialogue between art, technology, and audiences. Francisco concluded by sharing recent projects and proposals in development, prompting discussion on future collaboration opportunities.



6 - Credit: Dr Caroline Caregnato

Dr Caroline Caregnato: Music Composition on TARGET: Effects of a Pedagogical Intervention on Achievement Goals and Basic Psychological Needs Satisfaction

Dr Caroline Caregnato (ccaregnato@uea.edu.br), Honorary Visiting Academic colleague from Brazil, presented findings from a quasi-experimental design and questionnaires study exploring how the TARGET model can enhance students' motivation in music education. Conducted with a music teacher and 162 Brazilian secondary school students, the study examined the impact of music composition activities on students' achievement goals and psychological needs. The findings indicated overall improvements in students' motivation following the intervention, with the most positive outcomes linked to the successful implementation of the TARGET model's *Task* dimension. The presentation provided encouraging evidence that music composition can support greater motivation to learn music.



7 - Credit: Dr Amy Johnston

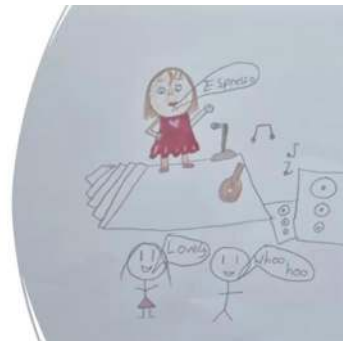
Dr Amy Johnston: Insights into the music development needs of generalist teachers in special schools: implications for SEND music-pedagogical practice

Dr Amy Johnston (ajohnston@kingsland.wakefield.sch.uk), Honorary Research Fellow, presented findings from her doctoral research on training and mentoring for teachers providing music education to children with Special Educational Needs and Disabilities (SEND). Focusing on four generalist teachers in a UK Special Primary School, the study explored the effectiveness of a skills-based mentoring model led by a SEND music specialist. The findings highlighted the value of specialist, practice-based training and revealed important connections between SEND music education and early years music pedagogy. Amy

concluded by suggesting that both music specialists and early years music educators have an important role to play in supporting the professional development of teachers working in SEND settings.

**Draw-and-tell:
Singing identities of
seven-year-olds**

Presented by Hazel Baxter (UCL)



8 - Credit: Hazel Baxter

Hazel Baxter: Draw-and-tell: Singing identities of seven-year-olds

Hazel Baxter (hazel.baxter@ucl.ac.uk), Primary PGCE music lead at UCL, presented research exploring the singing identities of seven-year-old children who had participated in the VOCES8 Foundation's long-term singing programme at an East London primary school. Using a creative 'draw-and-tell' approach, the study examined how children perceived singing and how these experiences shaped their emotional, social, and musical identities. The findings showed that singing was associated with positive emotions such as happiness, excitement, and confidence. Six key themes emerged, highlighting singing as an emotional, performative, educational, social, technological, and everyday activity, demonstrating its broad significance in the children's lives.

In Memoriam: Professor Anthony ('Tony') Kemp (1934-2026)



9 - Credit: Professor Anthony Kemp

We were saddened to learn of the death of our former colleague, Professor Anthony ('Tony') Kemp, whose funeral took place on 4th August 2026.

Tony was one of the pioneers of music education research in the UK. Through his leadership at the University of Reading, he helped establish music education as a serious field of academic inquiry and influenced generations of researchers, teachers, and students. His work, scholarship, and encouragement of others left a lasting mark on the discipline, both nationally and internationally.

Many members of our community will remember Tony not only for his academic achievements but also for his generosity as a colleague and mentor. His influence extended far beyond Reading through the many people whose careers he supported and inspired.

An obituary has been published by SEMPRES here: [Professor Anthony E. \("Tony"\) Kemp \(1934–2026\)](#).

If you wish to learn more about Tony Kemp's life and work may visit his [personal website](#). An [obituary](#) by Panagiotis A. Kanellopoulos is also available.

We extend our sincere condolences to Tony's family, friends, former colleagues, and the many students whose lives he enriched. He will be remembered with great respect and gratitude.

ISME Research Seminar Gets Underway in Kingston



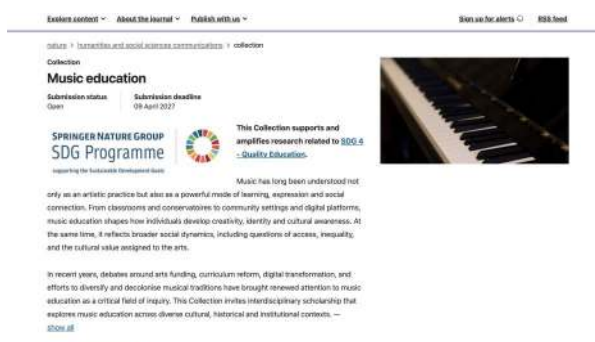
10 - Dr Regina Saltari and Professor Graham Welch



11 - Queen's University in Kingston, Ontario, Canada

The first morning of the ISME Research Seminar at Queen's University in Kingston, Ontario, Canada, concluded with a stimulating programme of presentations and discussions. Set on the shores of Lake Ontario, the university provided a beautiful setting for the event. Dr Regina Saltari and Professor Graham Welch were attending in their roles as ISME Research Commissioners, joining colleagues from around the world to share and discuss the latest developments in music education research.

Call for Papers: Nature Collection on Music Education



12 - Credit: Nature Portfolio

Colleagues may be interested in contributing to the new Music Education Collection from *Humanities & Social Sciences Communications* (Nature Portfolio). The Collection welcomes interdisciplinary research from across the field, including (but not limited to):

- **Pedagogies and practices of music education:** Approaches to teaching and learning music in schools, higher education, and informal settings; embodied, experiential, and participatory methods.
- **Access, inequality and inclusion:** Socioeconomic, racial, gendered, or geographical disparities in access to music education; disability and inclusive pedagogies.
- **Curriculum, canon and decolonisation:** Whose music is taught and valued; efforts to diversify repertoires; critiques of Eurocentric traditions and institutional frameworks.
- **Music, identity and community:** The role of music education in shaping individual and collective identities; community-based and intergenerational learning.
- **Digital transformations:** Online learning, virtual performance, social media, and new technologies in music teaching and participation.
- **Policy and the value of the arts:** Educational policy, funding decisions, and the positioning of music within broader curricular priorities.
- **Music education and wellbeing:** Emotional, social, and cognitive dimensions of music learning; music as a tool for expression, resilience, and care.

Submissions are open until **9 April 2027**, providing an excellent opportunity to contribute to an international conversation on the future of music education. Read more:

<https://www.nature.com/collections/ihfebdcide>

Call for Proposals: *RMA/ BFE Annual Research Students' Conference*

RMA/ BFE Annual Research Students' Conference

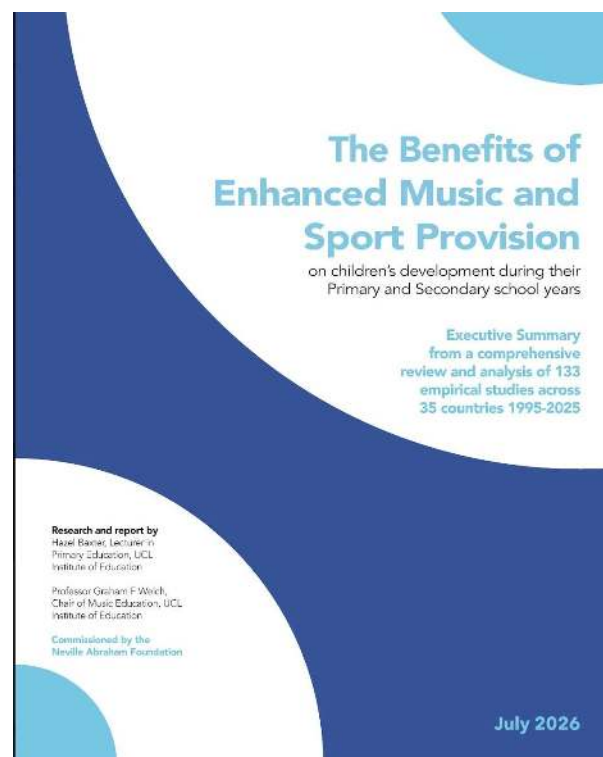
The British Forum for Ethnomusicology (BFE) and Royal Musical Association (RMA) Research Students' Conference will be hosted by the University of Oxford on Wednesday 6 – Friday 8 January 2027. This will be an in-person event to allow networking and social interaction to take place, and to foster connections across a variety of music sub-disciplines.

Call for proposals

Proposals are welcome from postgraduate research students (e.g. PhD, MPhil, MRes) in any area of Music, including musicology, ethnomusicology, popular music, sound studies, music psychology, composition, audiovisual media, performance, and/or other creative practices, and research that cuts across disciplinary boundaries. For poster presentations, proposals are also invited from students enrolled on postgraduate taught programmes (e.g. MA, MSt, MMus) as well as research degrees. All proposals must be submitted by Friday 4 September 2026 via the conference submission form. Read more:

<https://www.rma.ac.uk/2026/06/09/call-for-proposals-bfe-rma-research-students-conference-2027/>

New Report Publication: *The Benefits of Enhanced Music and Sport Provision*



13 - Credit: Hazel Baxter, Professor Graham Welch, and the Neville Abraham Foundation

A new report on *The Benefits of Enhanced Music and Sport Provision*, written by Hazel Baxter and Professor Graham Welch for the Neville Abraham Foundation, has now been published. The report examines the educational, social, and personal benefits of high-quality

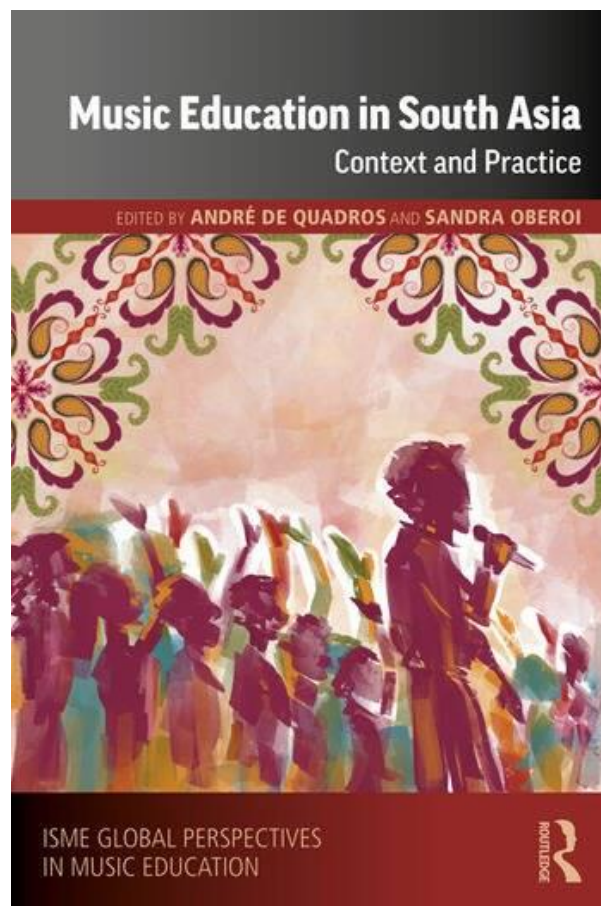
music and sport provision, highlighting the important role these activities play in supporting young people's learning, wellbeing, and development. The report has already received national recognition, featuring on BBC Radio 3's *In Tune* and national newspaper reports. The discussion can be heard from 1 hour 20 minutes into the programme.

Read the executive summary here: [Executive Summary](#)

Listen to the BBC Radio 3 feature here: [BBC Radio 3 – In Tune](#)

Read Music Teacher Magazine here: [Music Teacher Magazine](#)

New Book Publication: *Music Education in South Asia: Context and Practice*



14 - Credit: André de Quadros and Sandra Oberoi and Routledge

Congratulations to editors André de Quadros and Sandra Oberoi on the publication of *Music Education in South Asia: Context and Practice* (Routledge). The new volume brings together contributions from scholars, educators, and practitioners across the region, offering fresh perspectives on the diverse cultural, educational, and musical contexts of South Asia. By amplifying voices and experiences that have been underrepresented in music education scholarship, the book provides an important resource for researchers, teachers, and anyone

interested in understanding music education through a broader global lens. Read more: <https://www.routledge.com/Music-Education-in-South-Asia-Context-and-Practice/deQuadros-Oberoi/p/book/9781032428222>

New Research Publication: Comparing Children's Singing Development Across China and England



Congratulations to Dr Can Lu and Professor Graham Welch on the publication of their latest article, Comparing Chinese and English Primary School Students' Singing Behaviour by Age and Sex, in the British Journal of Music Education. Drawing on more than 5,000 singing performances from Primary-aged children in China and England, the study provides one of the largest cross-cultural comparisons of children's singing development to date. The findings reveal striking similarities in singing development across both countries, with singing competence generally increasing with age and girls tending to demonstrate more advanced singing behaviours than boys. The research offers valuable insights for music educators and contributes to a deeper international understanding of children's vocal development.

Lu, C., & Welch, G. F. (2026). Comparing Chinese and English primary school students' singing behaviour by age and sex. *British Journal of Music Education*, 1–15.
doi:10.1017/S0265051726100953

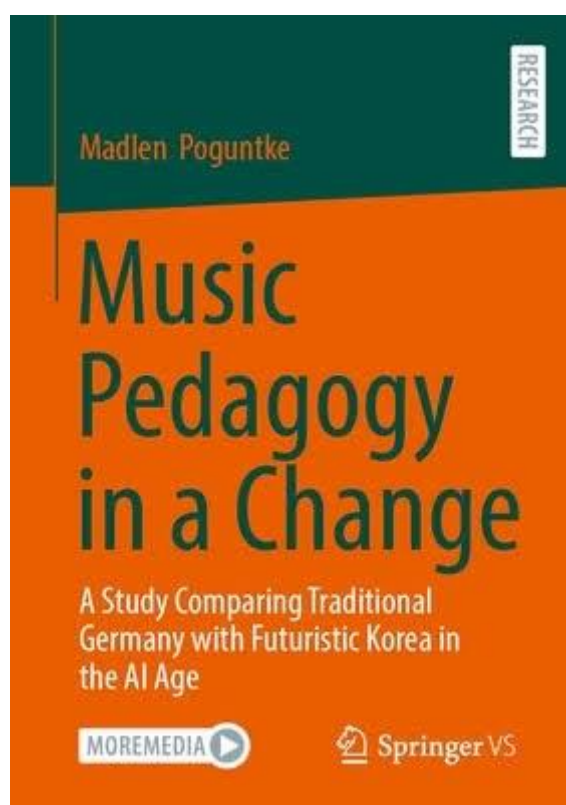
New Research Publication: Speaking Fundamental Frequency in (Pre)Pubertal Female Choristers: A Longitudinal Study

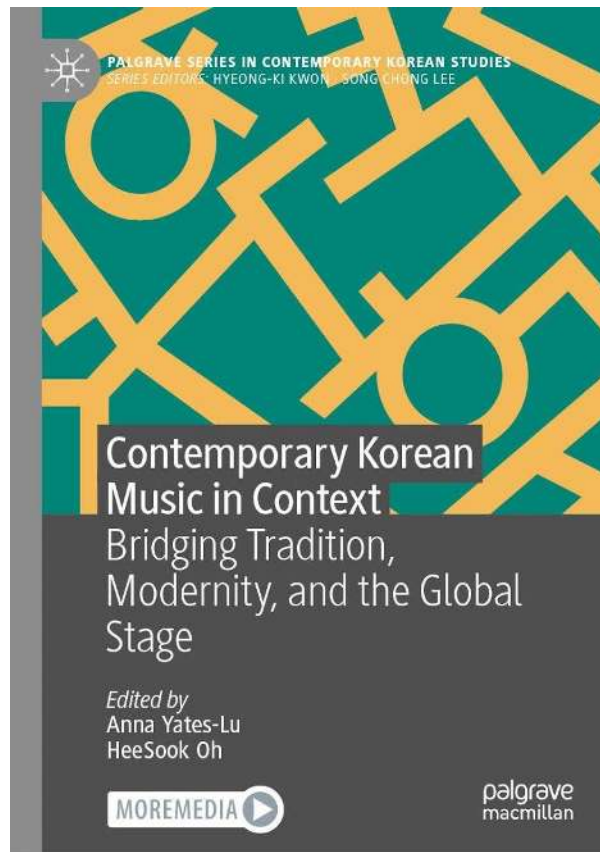


A new research article, *Speaking Fundamental Frequency in (Pre)pubertal Female Choristers: A Longitudinal Study*, has been published in the *Journal of the Acoustical Society of America*. Based on a unique longitudinal dataset spanning 18 years from research led by Professor Welch with Professor Himonides and Professor David Howard (Royal Holloway), the study investigates how speaking voice pitch develops before and during puberty in young female choristers. The findings provide valuable and unique new evidence on vocal development during childhood and adolescence, offering important insights for voice science, singing pedagogy, and choral education.

Herbst, C. T., Meyer, D. P., Gingras, B., Schatzmann, V. S., Himonides, E., Howard, D. M., & Welch, G. F. (2026). Speaking fundamental frequency in (pre) pubertal female choristers: A longitudinal study. *The Journal of the Acoustical Society of America*, 160(1), 762-772.
<https://doi.org/10.1121/10.0044370>

New Book Publications: *Music Pedagogy in a Change*, and *Contemporary Korean Music in Context*





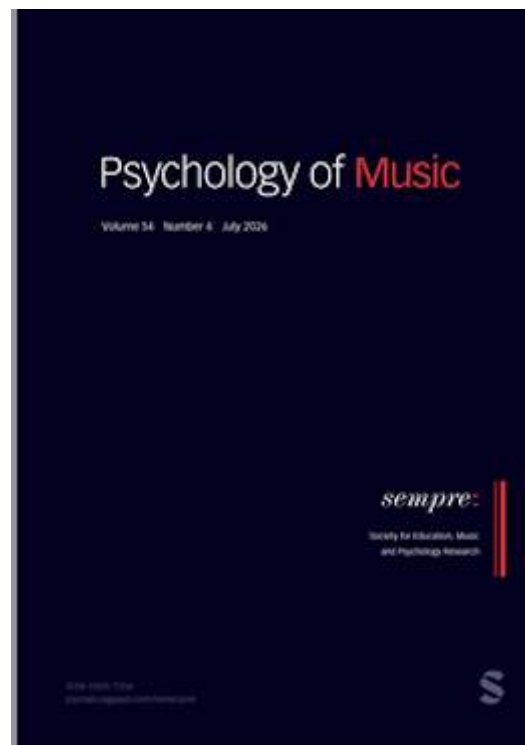
Congratulations to Dr Madlen Poguntke (madlen-poguntke@gmx.de) on two recent publications. Her doctoral research, *Music Pedagogy in a Change: A Study Comparing Traditional Germany with Futuristic Korea in the AI Age*, will be published by Springer VS in September 2026. Building on work presented at the conference, the book explores music pedagogy across contrasting cultural contexts, examining how developments in artificial intelligence are reshaping educational practice. Read more:

<https://link.springer.com/book/10.1007/978-3-658-52519-4>

Madlen also served as coordinating editor for the newly published volume *Contemporary Korean Music in Context: Bridging Tradition, Modernity, and the Global Stage* (Palgrave Macmillan). The collection brings together diverse perspectives on Korean music, exploring the intersections of tradition, innovation, and globalisation. Further publications on Korean and German music are also forthcoming. Read more:

<https://link.springer.com/book/10.1007/978-981-95-5417-1>

New Issue Available: *Psychology of Music*



17 - Credit: Psychology of Music

The latest issue of *Psychology of Music* (Vol. 54, No. 4, July 2026) is now available online. The issue brings together a wide range of international research exploring the psychological dimensions of music, including music learning and teaching, performance, creativity, listening, wellbeing, identity, and social interaction. As one of the leading journals in the field, *Psychology of Music* continues to showcase innovative research that advances our understanding of the relationships between music, behaviour, and human development.

Read the full table of contents and access available articles through the journal's website here: [Psychology of Music](#)

Single Release: *Ancient Nostalgia*, Luciana Hamond



18 - Credit: Luciana Hamond

Congratulations to the release of *Ancient Nostalgia*, the new solo piano single by pianist and neoclassical composer Dr Luciana Hamond, Professor in the undergraduate and graduate Music programs at the Federal University of Mato Grosso, in Cuiabá, Mato Grosso, Brazil. Originally created as a piano improvisation on May 3, 2020—the 49th day of social isolation in Rio de Janeiro during the COVID-19 pandemic—the piece emerged as part of a personal musical diary developed through spontaneous performances at the piano.

The title *Ancient Nostalgia* was suggested by Brazilian pianist and composer Luiz De Simone, to whom the work is dedicated. The title expresses the distinctive emotional atmosphere of the composition: a profound sense of longing associated with ancestry, distant memories, and experiences that appear to extend beyond an individual lifetime.

In 2025/2026, Luciana revisited the original improvisation, transcribed the music, and recorded it in her home studio using MIDI technology and a felt-piano virtual instrument. The production preserves the spontaneity and expressive character of the original improvisation while creating an intimate, delicate, and contemplative sound. Situated within the neoclassical solo piano genre, *Ancient Nostalgia* invites listeners into a reflective sound world in which memory, ancestry, absence, and emotional connection become intertwined. With this release, Luciana Hamond continues to develop an artistic trajectory that brings together piano performance, composition, improvisation, academic research, and technology-mediated creative practice.

The link to your preferred platform here: <https://soothesounds.lnk.to/AncientNostalgia>

Congratulations!

Congratulations to Jenna Brown, who has been appointed Chair of the UK Association of Teachers of Singing, taking up the role on 19 July. Jenna warmly welcomes researchers and practitioners working in all aspects of singing, including choir leadership, classroom music, and one-to-one teaching, to connect with the Association. Those interested in its work, or in becoming members, are invited to contact Jenna via UCL or at jenna.brown@aotos.org.uk.



19 - Credit: Dan Wang



20 - Credit: Dan Wang



21 - Credit: Dan Wang

We are delighted to share the wonderful news that our doctoral colleague Dan Wang and her family have welcomed a new addition. Alexander Daniel Gao was born at 12:40 pm on 23 June, weighing a healthy 3,980 g (8.77 lb). Both mother and baby are doing well. The photos show Baby Gao at one month old. We send our warmest congratulations to Dan and her family and wish them every happiness as they enjoy this special new chapter together!

Upcoming Seminars

Please note that our UCL iMerc research seminar series will resume on 16 September 2026. If you're interested in sharing your work in future, we'd love to hear from you. Please feel free to get in touch. Thank you for all your continued engagement, we really appreciate this. Have a good Summer (or equivalent) everyone wherever you are in the world!

Contact Us

Visit us on the website at <https://www.imerc.org/>

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