

## English Abstract

This thesis aims at investigating the effects of music education on academic achievement as mediated by executive sub-functions, arguing in favour of a far transfer effect.

Embedding the music intervention into the regular school curriculum reaches every student regardless of socio-economic status, home support or financial support. A longitudinal investigation, rarely seen in music education research, furthermore strives to consolidate the benefits of music on neurocognition and behaviour in neurotypical children.

The results presented here aspire to inform beyond the scientific community; they reach out to parents, educators, and above all policymakers, who are struggling to acknowledge school-based music education programmes as paramount to early childhood development.