

## ASME (SA) Chapter Newsletter Term 4, 2018

<http://www.asme.edu.au/sa>

Welcome to the Term 4 edition of the SA chapter Newsletter! We welcome input to the Newsletter from members – if you have some ideas you would like to share, please send them in by the end of the school holidays! The Newsletter will be available on the ASME (SA) website at the beginning of each term. Items that come up in the meantime will be listed in the News section of the website.

This issue includes exciting news about the SA Education Department's **Music Education Strategy**, and the new 3-part ABC Television Documentary **Don't Stop the Music** which starts on November 11.

*Newsletter Editor: Dr Jenny Rosevear AM*

### What's On

- **Networking Event (including ASME AGM at 5.30pm) – Thursday October 25, 4.30-6.30pm** at The Jade, 142-160 Flinders Street, Adelaide. **Note: There will be a guest speaker at 5pm from the Music Education Strategy Project Team (SA Department for Education).**
- **Music: Count Us In - Thursday 1 November** when thousands of school children around Australia will join together at 12.30pm (EST) to sing "One Song", a new piece written especially for the celebration.
- **Young Composers Award 2018 concert** - to be held at 7pm on **Monday 26th November, 2018**, at St Mary's College, 253 Franklin Street, Adelaide.

### Newsletter Articles:

- **New resource - Indigenous Australian Music in Schools** teaching resource – Sue Harding
- Report by Russell Burton & Tom Hamnett on Term 3 ASME (SA) workshop - **STEM Powered Music** – with keynote speaker Dr. Elliott Gann from USA
- ASME National Conference October 2-4, 2019, in Perth – see <http://asmeconference.org.au>
- ABODA School Bands Festival
- **SA Department for Education - Music Education Strategy**
- ABC Television Documentary series **Don't Stop the Music**
- ASO Learning Program – coordinator **Vicki McGregor**

### ASME (SA) Chapter Council – click on name for email addresses

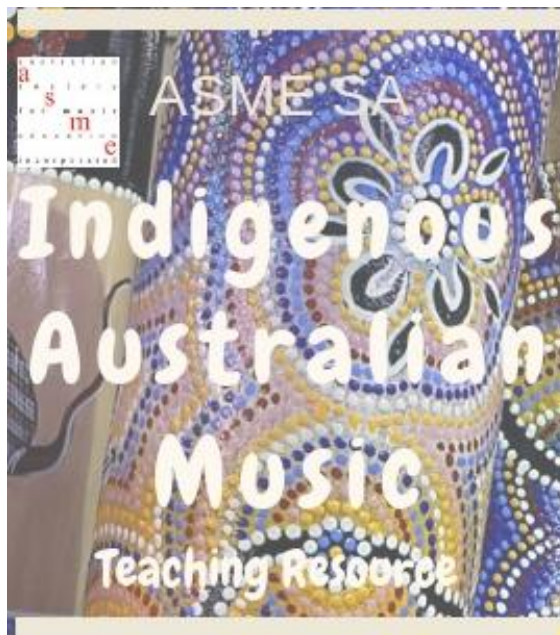
- Chairperson: [Luke Gray](#)
- Vice Chairperson: [Bianca Pittman](#)
- Secretary: [Susan Harding](#) (AMEB rep)
- Treasurer: [Keith Huxtable](#)

### Council Members:

- [Jillian Beer](#)
- [Russell Burton](#)
- [Samara Churchett](#)
- [Janelle Fletcher](#)
- [Ben Fuller](#)
- [Emily Gann](#)
- [Gemma Heath](#)
- [Antony Hubmayer](#)
- [Stephen Millar](#)
- [Christine Narroway](#)
- [Jenny Rosevear](#)

### Social Media

The [ASME \(SA\) Facebook page](#) continues to support music educators, while another initiative of ASME (SA) – the [Music Teachers of South Australia](#) Facebook group - provides a wide forum for music educators.



## **Indigenous Australian Music in Schools – new teaching resource.**

Many thanks to Sue Harding, Project Coordinator for her outstanding efforts in initiating and developing this project. After working on the CEASA funded ***Indigenous Australian Music in Schools: what is best practice?*** project for 18 months, ASME SA is pleased to announce that this resource for those teaching Indigenous Australian repertoire or topics in schools will be available very soon. Intended to be used in digital format and updated regularly, this resource, in pdf-format will be readily accessible on the ASME SA website – see <http://www.asme.edu.au/sa/publications/>

## **ASME (SA) Term 3 Conference: STEM Powered Music – Reports by Russell Burton and Tom Hamnett**

### **Russell Burton, Cabra College, ASME Council member:**

On Saturday September 1, around twenty-five music and technology teachers gathered in the new Atrium at Cabra Dominican College for ASME's term 3 workshop/conference entitled "STEM powered Music". This conference was organised to highlight the wide variety of technology and engineering activities that music teachers can offer as components of a music course.

Workshops were as follows:

Engineering - Stephen Millar, "Homemade instruments." With potential for expanding curriculum activities into Science and Maths by exploring the acoustic properties of various materials and experimenting with pitch and timbre modification, this activity has lots of STEM potential.

Technology – four different musical activities involving computer programming were available:

- Samara Churchett presented "Coding music using Scratch" where multiple instruments sounds can be used simultaneously to create complex pieces of music.
- Ben Fuller presented "Music making with 'Sonic Pi'" where a computer synthesiser created specifically for education is used to create and modify sounds, including modifying them while the sounds are looping.
- I presented two workshops: "Make your robot sing and Dance", where Lego EV3 robots were used to play a song and move to the music and "Making a Marimba using HTML code" involved creating a musical instrument using sampled sounds that can be opened and played in any web browser.

For a different slant on technology, guest speaker Dr Elliot Gann (from the USA) presented a workshop demonstrating “Hip Hop technology” and spoke about how a wide range of musical activities inherently have STEM aspects to them. The scientific and mathematical process involved in music such as acoustics and sound modification could be more explicitly taught in order to incorporate the STEM based curriculum. In the afternoon session Elliot presented a hands-on workshop looking at Hip Hop culture and integrating highly motivating Hip Hop activities into the music classroom. Participants learnt how to create ‘beats’ using Push controllers and the music program ‘Ableton Live’.

#### **Tom Hamnett, Alberton PS**

It was great to meet Dr Elliot Gann at the ASME STE(A)M powered music workshop. I was able to clearly see the educational capabilities of Ableton software through demonstrations and hands on learning, as well as hear a passionate advocate for hiphop music speak about the cross-curricular benefits of learning about/through hiphop culture. I spoke with Dr Gann throughout the day, particularly about how to utilise Ableton Push 1 boards in the classroom, as my school received eight boards in 2017 as a generous donation through Musica Viva, learning more tips and tricks for my own music production as well.

Through the Carclew Musicmatch program, I arranged for Dr Gann to visit my school the following week to run an intro to beat making, using Ableton Push boards, which have become a favourite tool of many students. I'm truly grateful to ASME for arranging this workshop, as it confirmed some of my long held beliefs about the benefits and legitimacy of learning about hiphop music and culture as an art form, and consolidated my view that there are many equally beneficial approaches to teaching music in the classroom.



#### **ASME National Conference October 2-4, 2019, in Perth – see**

<http://asmeconference.org.au>

***Conference theme – Footprints – creating pathways to the future***

Further information will be available soon.

**2018 South Australian School Band and Orchestra Festival** – was held August 22 - 24 at Westminster School's Michael Murray Performing Arts Centre, with 135 student ensembles across the stage in three days! Results of the 2018 Festival, as well as previous years, can be viewed at:

<https://www.abodasa.com.au/band-festival/>

Next year's Festival will be held: **August 14 - 16, 2019**

## **SA Department for Education - Music Education Strategy**

*Editor's note: I was fortunate to attend the Music Strategy Workshop held in August, which I found to be one of the most positive professional learning events I have ever attended. Music education is receiving high level system attention in SA, where it is being recognised that the world's best education systems have great music education. The final strategy is being developed following various consultation workshops and is expected to be released within coming weeks. Information about the development of the Music Education Strategy is available at:*

<https://www.education.sa.gov.au/teaching/projects-and-programs/music/school-music-programs/music-schools/music-education-strategy>

*Since the New Music Strategy was announced in November, 2017, it is pleasing that the new Liberal government which was elected in March 2018, has continued to develop the Music Strategy.*

**Background** – A Media Release from the Minister of Education, November 21, 2017 announced that “the State Government will invest \$5.12m over the next 4 years into improving the delivery of music education in public schools and providing greater pathways for students to pursue further study and careers in the music industry.

Working in partnership with instrumental music and classroom teachers, the University of Adelaide's Elder Conservatorium of Music, the Adelaide Symphony Orchestra and various state music bodies, the State Government will set out a strategy to support public school students to pursue careers in music-related fields within the state.

Insight from educators and music professionals will help map out ways to further build on schools' capacity to teach music, and encourage students to identify employment pathways to confidently pursue careers in music.

This strategy will link in with the [instrumental music program](#) which provides music tuition free of charge to students from years 3 to 12. The program is currently offered through 19 government schools and their outreach schools across the state, and caters to more than 7500 students. The number of students accessing music through the instrumental music program has increased by 26% since 2015.”

Following are some excerpts from the presentation by **Project Manager, Peta Smith**, at the Music Education Strategy Workshop held on August 27. The presentation (in ppt form) can be viewed on the ASME (SA) website – see News section.

### **Excerpts from the Music Education Strategy Workshop**

*The Department for Education aspires to build the best education system in Australia.*

*We are implementing system-wide reform in order to deliver ‘world-class’ education within 10 years.*

*Improvements to how we deliver music education teaching and learning opportunities in the curriculum will support this system wide reform in a way that is comprehensive and multi- disciplinary.*

#### **Value**

*The value of music education needs to be articulated and understood*

*Positive effects of music education on aural perception, language skill acquisition, neural plasticity, emotional regulation, health and wellbeing.*

*Potential for music education to address issues of social inequity and marginalisation, as well as the development of personal and social skills.*

*The perceived value of music education is varied across geographic, demographic and socioeconomic profiles.*

*Educators are responding to diverse education priorities, such as literacy, numeracy or STEM (to name a few).*

#### **Continuum**

*Music education should be a continuum*

*Best practice research indicates that for maximum benefits in cognitive and musical development, active engagement in music learning should start early and should be sustained.  
Opportunities exist to strengthen the quantity, quality, structure or pathway of student engagement with music from birth through to secondary schooling.  
In primary schools, music education is typically delivered by generalist teachers with no specialised music training.  
Feedback indicates that these teachers may possess the desire, but often lack the confidence and skill, to deliver a quality music education program.*

*Music education should recognise and respond to barriers to success  
Best practice systems match systemic provision of instrumental resources with the distribution of high quality teachers who are supported by validated professional development and resources.  
Music education in South Australia currently combines system-provision and user-pays models.  
Although the existing instrumental music program is systemic in design, there is no 'whole of system' model for providing or supporting classroom music education.  
Four Special Interest Music Centres receive funding to support excellence in music education. 19 Music Focus Schools are distributed across the state and provide administrative services for Instrumental Music teachers, who provide co-curricular instrumental tuition to networked schools.*

### **Priority Areas**

*Define and promote the place and purpose of music education in South Australian schools  
Support teachers and leaders to provide high quality music education to all children and young people  
Improve access to high quality and context appropriate music education resources  
Create strong partnerships across schools and with the community to support music education*

### **Draft Vision**

***Throughout their schooling, all children and young people in South Australia access a high- quality music education that is valued and inspires learning.***

### **Draft Goals**

***Everyone involved in children and young people's learning understands the value of music education.  
Every child and young person has access to music education activities that start early and support the development of musical knowledge and skills over several years.  
Music education resources across the public education system support children and young people in a way that is responsive and inclusive.***

## **Don't Stop the Music - ABC Television Documentary.**

The First Episode is to be screened on **Sunday November the 11th**.  
ASME's Immediate Past-President, Dr Brad Merrick has been involved in supporting Artemis Productions and Producer Celia Tait with the ongoing development of this powerful three-episode series, which features the development of a music program in a disadvantaged school in Western Australia. The series highlights the power of music in the learning process for the community, staff, students, and parents involved. It is a wonderful journey for all involved and is told through this three-part series. You can see the overview information [here](#).  
Please visit the homepage at the ABC Don't Stop the Music [website](#). ASME is excited to be supporting this venture and hope you will contribute to the collection of instruments that will be part of the follow-up and advocacy associated with this story. The Salvo Stores Australia and MusicaViva will assist in the collection of these instruments and their distribution to schools that need assistance with their music programs when the series commences later in the year.  
ASME looks forward to sharing the resources and experiences that are part of this engaging and enlightening series that features Guy Sebastian working with the students and esteemed researcher and music educator, Dr Anita Collins who is also involved with the series.



## **ASO News by Vicki McGregor, Learning and Community Engagement Coordinator**

As many of you would be aware, Jenny Rosevear has been acting in the position of Learning & Community Engagement Coordinator at the Adelaide Symphony Orchestra since February of this year. Jenny has done a wonderful job delivering the many and varied events of the ASO's Learning Program this year but as planning for 2019 began, she urged the Orchestra to look for a more permanent replacement, which is where I come in.

On Tuesday October 2, after seeing out commitments to the end of Term 3 at St Joseph's, Payneham and St Mary's College, I started in the role. While it has been a steep learning curve, I am very fortunate to still have Jenny around to guide me and I sincerely thank her for the time she has taken to share her knowledge with me. It is a very exciting journey on which I find myself and I am very much looking forward to being part of the future of this iconic arts organisation in South Australia.

The ASO launched its 2019 Season in August and I hope that you, as a music lover, have had a chance to look at what the Orchestra is offering in its Master Series, Special Events, Showcase Series, Classics Unwrapped, Gigs at Grainger, Mozart at Elder and Family Concerts and have got your subscriptions submitted. As many of you are aware, in addition to this very busy schedule of performances, the ASO also runs a Learning Program, providing you as an educator with events to support and enhance the musical experiences you are providing for your students.

The Learning brochure will be arriving on your desks in early November and for those of you who bring your students to ASO events regularly, I'm sure that you will be as excited as I am about the offerings that we have lined up for you in 2019. For those of you who haven't yet incorporated the Orchestra into your curriculum, or haven't done so for a while, I urge you to look closely at the events we have planned.

Our annual Festival of Learning in late July will again feature UK composer Paul Rissmann and he will be working with students on another creative project in the April holidays. The ASO also runs incursion programs so if you are a Primary Music teacher or have an ELC or Kindy attached to your school, please consider our *Little Maestros* concerts. They are a fun way for students to engage with ASO musicians, and you don't have to travel anywhere.

If you haven't signed up to our e-newsletter and mailing list, then I strongly encourage you to do so through the ASO website [www.aso.com.au](http://www.aso.com.au). We also offer opportunities for non-specialist music teachers to engage with the ASO, so do pass the information onto your colleagues. I look forward to seeing you and your students at ASO events and encourage you to contact me on [mcgregorv@aso.com.au](mailto:mcgregorv@aso.com.au) if I can be of any assistance.

