



ASME (SA) Chapter Newsletter Term 2, 2021

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

The ASME (SA) Newsletter is usually available on the ASME (SA) website at the beginning of each term, and articles or ideas for topics to include are most welcome. Please email any contributions to the Editor.

Welcome to the Term 2 edition of the SA chapter Newsletter!

Newsletter Editor: Dr Jenny Rosevear AM
jennifer.rosevear@adelaide.edu.au

Newsletter Contents:

- **What's On – Term 2 Professional Learning Saturday May 29, 2021 (tbc)** - How to start a band program.
- **ASME (SA) Chairperson's Report**
- **ASME (SA) Young Composers Award - closing date September 24, 2021**
- **ASME (SA) Chapter Council 2021**
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- **ASME XXIII National Conference, Hobart, 29 September – 1 October, 2021 – closing date for submitting ideas for presentations (papers and workshops) is MAY 14!**
- **ASME Awards** - to be presented in Hobart at National Conference 2021. ASME Teaching Award for Excellence in Indigenous Music Education Music Educating for Life; Callaway Doctoral Award;
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- **Report on *Enhancing Wellbeing* - Teacher Symposium held March 13**
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- **ASME Music Loop podcast series** – check out these inspiring episodes.
- **invitation to participate in a research study**

What's On

Term 2

ASME (SA) Conference - How to start a band program

Saturday May 29, 2021, 8.30am – 12.30pm

Venue: tba

Term 3

Saturday August 21, 2021 - Building quality music programs through positive culture.

Kaboom Percussion – we hope to organise a session with this dynamic duo later in the year.

ASME (SA) Chairperson's Report

I hope you find this Newsletter highlights our commitment to ensuring that we support members with a range of opportunities to feel connected to their professional community and to have opportunities for professional growth, and staying abreast of educational change. Our core professional learning focus began this year with the SACE space workshop, for senior secondary years, followed by a combined conference with Musica Viva, ASME and the Adelaide Symphony, on the topic of Music: Enhancing wellbeing. This year we have created a new and important initiative through Country Conversations in an online space to enable our rural, regional and remote colleagues to connect and be supported. I am continually encouraged and inspired by our collegiate approach and the professional and positive ways of thinking, connecting, collaborating and learning from each other. As you continue to plan your year, you might like to take time to consider what are the learning opportunities that are on offer that resonate with you.

The Australian Curriculum is currently under review. The public consultation window for the proposed changes to the curriculum is 29 April – 8 July 2021. ACARA will seek feedback from all stakeholders and the community via an online survey. This will be available on www.australiancurriculum.edu.au/consultation once the window opens. It is important that South Australia has a strong voice in the proposed changes, and importantly with the lens of our experienced members to ensure that the Arts curriculum remains current, rigorous and relevant to the South Australia context. As an association, we will join force with other Arts teaching associations to offer an opportunity for a series of workshops on the draft curriculum, in which we will invite you to attend in order to hear about the proposed changes, and provide your important feedback. We will keep you posted about when this event will occur.

I remind members that The [Music Loop podcast](#) provides an opportunity for members to reach out, connect, and be inspired. I would encourage you to make time to listen to all the episodes that are up and live. These podcasts really are a source of inspiration and professional development within themselves. If you have any future ideas for further episodes, please reach out to us.

We are always keen to develop strategies for how best we can support you, our members. And we encourage you to share your thoughts and feedback. I would encourage you to take a moment to reach out to us and let us know what support you might need, or share stories of success, laughter, or even failures—as they are important to learn from. So, with that in mind, we look forward to connecting with you.

Best wishes for a successful term ahead!

Luke Gray **Chairperson, Australian Society for Music Education (SA)**
Mobile: 0433 478 636 | Email: graylu87@gmail.com

ASME (SA) Young Composers Award 2021

The Young Composers Awards deadline this year is September 24, 2021 (the end of Term 3). The poster and entry form for the 2021 Young Composers Awards will be available early in Term 2.

Over the last few years, we have also run a non-residential Composing Camp during the Term 2 holidays. With the current uncertainty regarding COVID restrictions, we are instead looking to organise an Online Composing Camp, probably to be held during the Term 2 holidays. Further information will be available on the YCA website (<https://www.asme.edu.au/sa/young-composers-award/>)

ASME (SA) Chapter Council 2021

Chairperson: Luke Gray

Vice Chairperson: Samara Churchett

Secretary & Newsletter Editor: Jenny Rosevear

Treasurer: Keith Huxtable

Council Members: Kirralee Baldock, Felicity Davies, Emily Dollman, Janelle Fletcher, Ben Fuller (Young Composers Award), Gemma Heath, Antony Hubmayer, Stephen Millar, Chris Narroway, Kate Retelsdorf, Kay Smith.

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.

- **ASME (SA) Facebook page** - <https://www.facebook.com/AustralianSocietyforMusicEducationSA/>
- **Music Teachers of South Australia** <https://www.facebook.com/groups/672394926121815/>

Country Conversations - Kirralee Baldock

Country Conversations with Emily, Kate, Kay and Kirralee

This year our team developed a new initiative to support our regional SA teachers. Recognising that some country teachers crave communion with like-minded colleagues, we reached out to regional classroom, instrumental and studio music teachers, via Zoom.

Each conversation follows a similar 4-part format:

Connect – We welcome attendees, introduce ourselves and learn a bit about each other.

Community – We enjoy a short, prepared presentation especially designed for country teachers.

Collaborate – As our conversations are tailored to meet the needs of attendees, the content of this section is as much of a surprise to presenters as it is to participants. Attendees pose questions and challenges they are experiencing and we all brainstorm suggestions and solutions, drawing on the collective experience of the team. The learning is reciprocal, with all present gaining new ideas and insight.

Celebrate – Participants share a take-away from our conversation, a highlight of their term or something they are looking forward to.

This special series of on-line conversations will continue in weeks 5 and 10, throughout 2021. All welcome! To register your interest in attending, go to the ASME (SA) website or Facebook page as the time nears.

See overleaf for a summary of the first two **Country Conversations** that were held in Term 1.



COUNTRY CONVERSATIONS #1

CONNECT

Inaugural event Feb 23rd, 2021,
7pm

- 4 ASME members
- 2 country teachers
- on-line conversation

COLLABORATE

Q&A

- building a rock program
- sourcing repertoire
- TAB vs notation
- Covid & the music classroom

COMMUNITY

Elder Conservatorium of Music –
Open Music Academy with Emily Dollman

- providing community access to world-class music resources
- focus on regional SA
- student tuition - touring program - teacher PD - local stars

CELEBRATE

Our teachers are celebrating:

- regional choir established
- teaching Granddaughter the piano
- 2021 Adelaide Uni tours
- interstate tertiary students loving studying in SA
- community support - \$1/year community hall hire!
- having an on-site music colleague for the first time ever
- on-line chats

2021 is shaping up to be a great year for music teachers in SA

COUNTRY CONVERSATIONS #2

CONNECT

April 8, 2021, 7pm

- 5 ASME members
- 1 country teacher
- on-line conversation

COLLABORATE

Q&A

- integrating The Arts in primary school
- identifying and upskilling music champions
- music as a vehicle for teaching important skills across learning areas
- gaining school and community support

COMMUNITY

Music Advocacy with Kate Retelsdorf

- inspired by Bigger BetterBrains PD with Dr Anita Collins
- challenged to: research our passion & use it to advocate for music education

Passion → Research → Outcome

CELEBRATE

Our teachers are celebrating:

- PD offering tailored support
- opportunity to collaboratively find solutions for shared concerns
- breaking down the isolation sometimes experienced by country music teachers
- end of term





Hobart 2021

ASME XXIII National Conference – Hobart, 29 September – 1 October, 2021

The conference theme is *Music Nourish Life*. Check out the conference website at:
www.asmeconference.org.au

Key dates:

May 14: closing date for submissions to present papers and workshops

June 30: Regular Earlybird registrations close.

Please see the conference website for further information about all aspects of the conference, including the keynote speakers - Gary McPherson, James Cuskelly, Julie Scott and Di O'Toole.

The ASME **National Young Composer Project** will be running at the conference, with composer-in-residence Maria Grenfell. The ensemble is the Hobart City Wind Symphony with their conductor, Simon Reade. Ben Fuller (SA YCA Coordinator) is overseeing the selection of SA's Young Composer to attend the conference.



ASME Awards in 2021

Various awards will be presented at the National Conference later this year, with closing dates for each being June 29. Do you know someone who deserves one of these awards? The awards are:

ASME National Teaching Award for Excellence in Indigenous Music Education

In 2019, at the National Conference in Perth, the inaugural ASME Teaching Award for Excellence in Indigenous Music Education was presented to highly acclaimed singer-songwriter **Shellie Morris**, from the Northern Territory. After receiving the award, Shellie Morris wrote: "I've worked in more than 70 remote Australian communities in my career, I've learnt to sing in more than 17 Aboriginal languages – many of which are considered "sleeping" or close to extinction. First Nations cultures have always used the arts as the main way of communicating over the ages, as an education tool for kids' learning, lore, law, inter-tribal communication and imparting social mores. I'm continuing this."

The nomination/application form for the ASME National Teaching Award for Excellence in Indigenous Music Education is available at:

<https://www.asme.edu.au/asme-teaching-award-for-excellence-in-indigenous-music-education/>

ASME Music Educating for Life Awards

These awards are designed to publicly recognise one award winner from each Chapter at the ASME National Conference. The SA Chapter will be supporting the winner to attend the National Conference in Hobart this year. The deadline to apply for this award is June 30, and information about the award and the nomination form is available at: <https://www.asme.edu.au/music-educating-for-life-awards/>

Callaway Doctoral Award

In memory of Sir Frank Callaway founding President of ASME, the Callaway Doctoral Award will be presented on a biennial basis to the best doctoral thesis from an Australian university in the area of music education. The thesis can be for a PhD or for an applied doctorate.

Nomination for the award is to be made by the Dean or relevant Head of School/Department and consists of

- a letter of nomination indicating the contribution the thesis makes to music education
- a copy of the thesis abstract
- copies of all examiners' reports on the thesis

Nominations should be emailed to: nationalsecretary@asme.edu.au or sent by mail to: Callaway Doctoral Award, ASME National Secretary, PO Box 7184, West Lakes SA 5021

Report on ASME SACE Space conference by Felicity Davies

On Saturday February 27, ASME SA presented our annual SACE Space Conference, connecting SACE Music teachers with expert presenters. Each year, a number of specialist sessions are offered, along with valuable time to network with colleagues. This year's sessions included presentations on Music Performance, Music Studies and Music Explorations. Our attendees found great value in these, and the networking and collaborative discussions with colleagues left us feeling excited and positive about the year ahead.

"This PD was a great opportunity to share ideas with colleagues in a collaborative and supportive environment. Topics covered were relevant and useful with such generous speakers willing to impart their knowledge to help and support the wider community of music educators."

- Beth Lyon, Music Teacher

Our morning began with an excellent keynote by the always-inspiring Michael Griffin, who presented virtually. Michael discussed how the language we use in the classroom influences student outcomes and explored some language refinements applicable to both classroom and instrumental music teaching. Michael's presentation was informative and encouraging, connecting us to the core reasons we teach; our students and their learning.

The Solo and Ensemble Performance Session was run by dream team Caroline Pomeroy, Ben Fuller and Jasmin Feneley. This session allowed participants to ask clarifying questions and to unpack the performance standards in depth with reference to genuine work samples. The focus on analysis and evaluation was of particular benefit to many of our attendees.

Participants said...

"Very informative and engaging, great relevant examples"

"I regularly mark with and refer to the SACE rubrics. It was great to listen to each assessment and have performance standards explained, especially the analysis and evaluation."

Jenna Miltenhoff impressed us with her presentation on Music Explorations, still a relatively new SACE Stage 2 subject for many of us. The presentation, with material by both Jenna and Cinzia Cursaro, included not only excellent student portfolio examples, but also discussed how these portfolios can be created using technology our students are familiar with. Jenna dived into possible teaching and learning pathways for Music Explorations, shining a light on the wealth of opportunities and flexible approaches possible within this subject.

Participants said...

[Jenna's] "examples showed the excellence and dynamic technology used by her students."

"Jenna was organised and her tips and ideas are always so supportive. Great ideas. Looking forward to the power point to use at school to revise all the concepts."



L: Jenna Miltenhoff

Music studies and Musicianship Training was led by Janelle Fletcher and Antony Hubmayer. Both Janelle and Antony shared excellent resources including the ASME SACE Music Handbook and Musical Aerobics (pictured below); links to these are available on our chapter website at asme.edu.au/sa/publications/. This session, always a popular presentation, discussed possible assessment tasks for each type and preparation strategies for the Music Studies exam as well approaches to Music Studies within different teaching and learning contexts.

Participants said...

“So generous of the team to support us with extra resources. This is the other reason people come to these sessions is for the support, the new ideas and resources.”

“Fantastic ideas, very engaging!”



L: Musical Aerobics

The morning wrapped up with a final plenary session, recognising not only our expert local presenters but also celebrating ASME SA Music Educator of the Year, Kay Smith, from Craigmore High School. Kay’s commitment, talent and humble approach to teaching shone through and it was a pleasure to hear her speak.

“The SACE Space conference was a great opportunity to connect with other music educators, and to learn about creative and different approaches to the Stage 2 music curriculum. A valuable forum for clarifying, sharing ideas, and resources. Thanks ASME!”

Ali Bollard, Music Teacher

Thank you to all our presenters, technical support and volunteers who work behind the scenes to deliver this annual conference. ASME looks forward to seeing all our colleagues again next year!

Felicity Davies
ASME Committee Member

Report on Teacher Symposium - Music: Enhancing Wellbeing

The fifth annual symposium co-presented by Musica Viva, ASME and the Adelaide Symphony Orchestra was held on Saturday March 13 at the Thebarton Community Centre. The keynote presenter was **Ms Lee Musumici**, Principal of Challis Community Primary School, Perth, WA, which featured in the ABC's *Don't Stop the Music* documentary which was released in 2018. Due to the uncertainty of interstate travel at the time of the Symposium, Lee's keynote address was presented via live video link, for those attending the Symposium in person in Adelaide and for those who attended via live streaming.

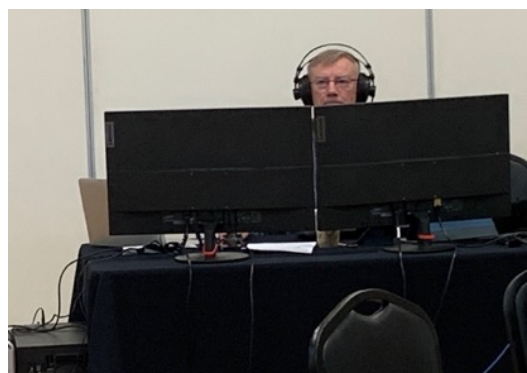
Lee Musumici was very inspiring, as she related the story of Challis School, and the impact of the *Don't Stop the Music* documentary being carried out at her school. Lee started by saying that she knows nothing whatever about Music, but she recognises the powerful influence of music on children, especially with regard to their well-being. Lee's leadership at Challis since 2003 has improved the educational outcomes for the students there due to her pursuit of implementing evidence based educational approaches that have resulted in students achieving equal to, or better than the state mean rating for education. "Better than Postcode Results, the Challis Way" has become the guiding mantra for the whole school community. During her keynote address, Lee provided insights into how music has transformed the school and since *Don't Stop the Music* continues to be a crucial part of the Challis curriculum.



Above: Lee Musumeci on screen being thanked by Emily Kelly, Music Viva SA Manager.

Although a recording of Lee Musumeci's Keynote was not possible on the day, through the generosity of Keith Huxtable from MusicEDnet, a link to the Keynote Address that Lee Musumeci provided at the DAYTiME 2019 event in Perth has been made available. This keynote is very similar to the one she provided for us and can be viewed at: <https://youtu.be/nnMtgDI8OTA>.

Below: Keith Huxtable – a wizard in putting together all the technology for live video link and live streaming.





Above: Joanna Patrick

The second session was an interactive workshop presented by **Joanna Patrick** which explored the topic of *Music for Wellbeing in the Classroom*. Joanna presented a range of practical activities including mindful breathing, musical word games based on ‘worries’, and suggested music for listening in the classroom. Joanna is a classroom teacher and regular presenter for Music Viva in Schools.



Louise O'Reilly, speech pathologist and singer, presented the third session on *Vocal Health and Wellbeing*. Louise's presentation included In addition to a comprehensive slideshow and demonstration of various techniques.

Louise provided the following links which you may find useful:

<https://youtu.be/LqdFLOu2HLY> - full YouTube clip of Beatboxer and laryngoscopy

<https://australianvoiceassociation.com.au/2017/05/top-ten-tips-to-a-healthy-voice/> - Top Ten Tips for Voice Care from Australian Voice Association

<https://www.latrobe.edu.au/communication-clinic/clinical-programs/voice/how-is-voice-produced> - Voice production overview from LaTrobe University, with more voice care info.

<https://australianvoiceassociation.com.au/tag/body-alignment/> - some notes on posture (head, neck and body posture and the effect of this on voice production)

<https://australianvoiceassociation.com.au/tag/anxiety/> - interesting read on anxiety and its effect on the voice (particularly when performing), particularly regarding the body's "stress response"

The final session at the Symposium featured short presentations from the following arts and education organisations from the **Music Education Roundtable**:

ASME SA – Luke Gray <https://www.asme.edu.au/sa/>

ASO Learning Program – Elizabeth McCall <https://www.aso.com.au/learning/>

Carclew's Music Match Program <http://carclew.com.au/Program/music-match>

Kodaly SA – Gaby Freer <https://www.kodalysa.com/>

Musica Viva In Schools – Emily Kelly <https://musicaviva.com.au/education/>

National Music Teacher Mentor Program – Deb Hepworth <https://www.ayo.com.au/content/national-music-teacher-mentoring-program/gk2vag>

Open Music Academy at Elder Conservatorium – Emily

Dollman <https://arts.adelaide.edu.au/music/engage/open-music-academy>

OSASA – Michael McConnochie <https://www.osasa.net/>

Primary Schools Music Festival - Irene Solowij <https://festivalofmusic.org.au/>

Tabor College – Janelle Fletcher <https://tabor.edu.au/>

Teaching Guy Sebastian by Penny VanDerVlag (B.Ed.Sec.Mus.)

Editor's note: Penny VanDerVlag is a Music teacher at King's Baptist Grammar School, at Wynn Vale, SA where she has been teaching since 1994. Penny attended the Term 1 Teacher Symposium, where one of her previous students, Guy Sebastian, was mentioned by the Keynote Speaker, Lee Musumeci, in relation to the ABC TV documentary series *Don't Stop the Music* in which Guy had a significant role, where he not only shared his passion for music as a performer with students from Challis Community PS in Perth, but also showed himself to be a strong advocate for music education. I asked Penny to share some of her reflections as a music educator, and in particular, her response when she sees how Guy's career has turned out.

I have a genuine heart for encouraging, supporting and developing students in all Performing Arts skills. I am extremely passionate about music education, and recently I have been trained as a Bigger Better Brains Educator with Dr Anita Collins. As a music teacher of 28 years my teaching career started in country schools with the Education Department, and then independent schools. I had undertaken some short contracts in the Department as a graduate, and in 1994 I was successful in gaining a position as a music teacher at King's Baptist Grammar School where I am still teaching.

In 1994 I was the only music teacher there, and I had a Year 8 home group, in which Guy Sebastian was a young violin-playing student with an afro hair style. Guiding, mentoring and creating performance opportunities are all things a music teacher does, and I got to see Guy grow and develop, especially seeing that he was musically gifted. At school he was academic, sporty and very musical. He would pop into the music room every day to play the piano, drums, guitar and sing between lessons, even when he didn't have a music lesson that day. As in many schools, the music room was a great place to hang out. During his senior music years, Guy showed so much potential vocally, I encouraged him to sing in Chapels and assemblies, featuring with the vocal ensembles and performing at all possible school events. Guy was also actively involved vocally in his church youth band.

I attended the ASME Symposium *Music & Wellbeing* earlier this year and the keynote speaker was Lee Musumeci the principal of Challis Community Primary School, the Western Australian school where *Don't Stop the Music* was filmed. Listening to Lee talk about the program and how music education has changed the school and has positively influenced the lives of so many students was very refreshing and inspiring, and was a reminder about how we can change lives with music. She even suggested to the audience (all music educators) to please continue what you are doing because you are impacting lives for all students and music helps to makes our lives fulfilled. I was very impressed with *Don't Stop the Music* when it came out in late 2018, and to see Guy's involvement and how he encouraged, promoted and showed his passion for music education and gave the students the opportunity to learn music and to perform. It was a very proud and uplifting moment to see one of my former students, who has certainly made a highly successful career in music, working with young people sharing his skills and influences. Guy is a wonderful ambassador for the inclusion of music education for all.

As Guy's Music Teacher for years 8 – 12, I know I helped to influence, guide and nurture his musical development, which is what music teachers do for all their students. I have had many students develop into fine musicians who have pursued a profession in the music industry, in performance, education and many other areas, or have even continued their passion for music even though they may work in another field. I am so proud of them all and honoured to have been a part of their music journey as their music educator.

Penny VanDerVlag (B.Ed. Sec. Mus.)

R: 2005 Guy's Visit to Kings Baptist– Guy & Penny
After the Performance, catch up and photo with his old music



L: 2017 Guy Visit
There is always time for a Selfie with your music teacher.

Below: 1998 Battle of Bands

Tea Tree Gully - Battle of the Bands Winner. Guy and the year 12 Chapel Band



L: 1998 Celebration

Guy Performing solo at his Year 12 Graduation - School celebration evening

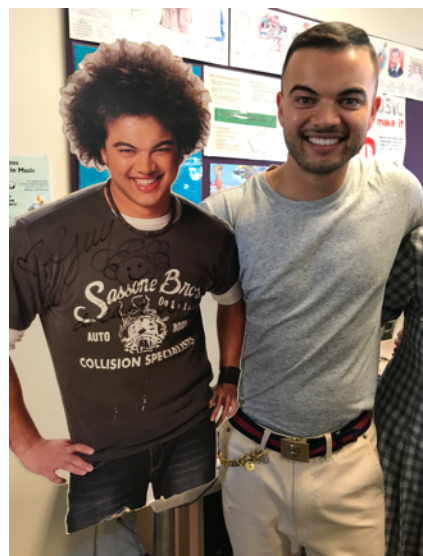
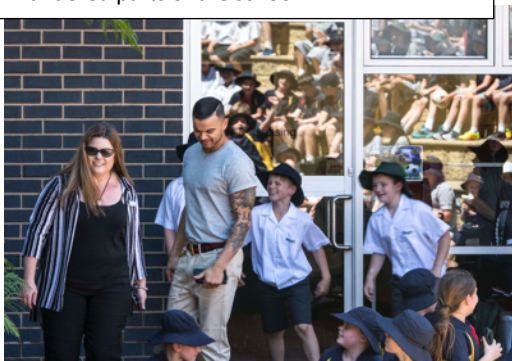


2005 Visit

Guy Talking to the School and launching the Salvation Army Appeal with a Performance from Students

2017 – Guy visits (16)

Penny - Walking Guy to introduce to the school for a lunch time concert. This visit to King's was in conjunction with a video clip and science experiment. After the concert he did a science experiment in the Science labs then wandered parts of the school.



L: 2017 Visit – (24)

Guy and a cut out the school had from when he won Australian Idol in 2003.

Update on Department for Education’s Music Education Strategy

Early in Term 1, it was announced that all schools with PS enrolments can apply to the Music Education Strategy for free access to the Charanga Australia online music resource, and \$550 towards the purchase of musical equipment. This project is being launched on May 5, and teacher PD workshops are being organised to assist generalist primary teachers throughout the state to incorporate this resource in their classrooms.

For 2021, the Department is again supporting the running of three different 6-day PD packages which were first presented by the ASME, Kodaly and Orff associations in 2020. The ASME PD package was called *Music – Can Do!* which ran in Term 3, 2020, with the main presenter for it being Marian Woodlands, and a report about the package is in the Term 4, 2020 ASME SA Newsletter. We are delighted that Marian is again able to be involved, with the program to run on Fridays from May 21 – June 25 in 2021. Further information about the packages is available at:

<https://www.education.sa.gov.au/schools-and-educators/strategies-and-initiatives/music-education-strategy-and-innovation-fund/music-education-professional-development-packages>

The Music Education Strategy website is at:

<https://www.education.sa.gov.au/schools-and-educators/strategies-and-initiatives/music-education-strategy-and-innovation-fund/music-education-strategy-and-music-innovation-fund>

ASME Music Loop podcast series

Have you had a listen to these inspiring podcast episodes yet? Chris Narroway and Luke Gray conceived the idea for this podcast series, and it is a remarkable collection of interviews with a range of educators. The development of the series was supported by a grant from the MES Innovation Fund early in 2020.

The podcasts can be accessed via the ASME website at: <https://www.asme.edu.au/sa/music-loop-podcasts/> or on the Podcast app on your phone or other devices.

Your feedback on each episode is most welcome and it would be great if you could write your comments on your phone’s podcast app or on ASME’s Youtube channel – see:

https://www.youtube.com/channel/UCe_JGX81VikQi2dz0HoF7sg

Episode 1	Deb Hepworth	<i>Right place, right time?</i>
Episode 2	Susan Marshall	<i>Sharing the Love</i>
Episode 3	Bec Knight	<i>The role of the leader</i>
Episode 4	Britt Chatburn	<i>Are we there yet?</i>
Episode 5	Gaby Freer	<i>The Power of Passion</i>
Episode 6	Anita Collins	<i>Making it Happen</i>
Episode 7	Margaret Lange & Cathy Lange	<i>Nurturing Nature</i>



Invitation to participate in a research study

Are you a studio music teacher?

This research will contribute to understanding the motivation and wellbeing of studio teachers in work. If you are a self-employed or subcontracted studio teacher working in a home, school, music business or online, you are invited to complete a small questionnaire with the option to have an interview.

Research findings will contribute to giving our music teachers recognition and support.

This study has been cleared by the UQ Human Research Ethics Committee, clearance no: 2020002536;

Contact Human Ethics Coordinator: humanethics@research.uq.edu.au

If you are interested in participating, please email Susan Moore: susan.moore@uqconnect.edu.au