



opus

a newsletter for the Australian Society for Music Education WA Chapter Inc

www.asme.edu.au/wa

term 2 2020



Gondwana Choirs Webinar • Kingsway Christian College • 'Augment and Inspire'



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Cover and Back:

Music at Kingsway Christian College

2020 Calendar

NETWORK MEETINGS: An informal music network meeting is held in various locations on the fifth Wednesday of each term, from 3:45 – 5:30pm. Themes vary. For details contact wa@asme.edu.au

Please check the relevant websites for the following national/international events in case they have been cancelled due to COVID 19 restrictions.

JULY 11-18: WORLD SYMPOSIUM ON CHORAL MUSIC, Auckland, New Zealand

AUG 2 -7: ISME 34th BIENNIAL WORLD CONFERENCE, Helsinki, Finland

SEPT 28 – OCT 1: KODALY NATIONAL CONFERENCE, Canberra, ACT

For a more detailed calendar, please follow this link www.asme.edu.au/wa/music-education-calendar/ as well as checking your emails and on social media. Please also check your spam folder for any ASME correspondence, including membership renewal.

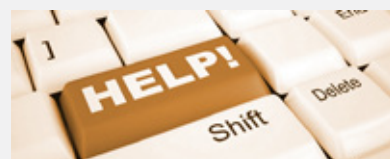
Music Network News

Want to keep up with music and music education news from around WA, Australia, and even the world? The Music Network News is a valuable source of notices, information, upcoming concerts and events, and more. To subscribe please contact Anne Trigg: triglads@westnet.com.au

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1/4 page \$30; 1/2 page \$60; Full page \$120



Help Desk @ ASME

Do you have a music problem and you're not sure who to turn to? Want a friendly ear to chat to? Need some help with ideas, resources, students or curriculum? Hang on! Help is on its way!

Experienced teacher and ASME WA Committee member, Anna-Maria Agnello is more than happy to offer support and a listening ear to you, our members. Drop her an email at: wa@asme.edu.au



FROM THE CHAIR

What unprecedented times we are living in! We are currently living in a particular landscape that is reshaping society and our worldview thinking. It has

also reshaped the way we deliver education for a time and especially in Music education. From my personal perspective, I have engaged with a whole raft of IT – recording/editing software, online meeting platforms, AV equipment – as well as exploring new options for delivering music education, engaging students in learning, assessing and evaluating effectiveness. It has also been heart-warming to see how many Music teachers have been willing to share their expertise, their resources, their creativity and their ideas with others to ensure that students' Music education has not been compromised.

There has been a proliferation of social media sites and resource platforms that people can access for ideas and material, including our own ASME resource pages on the ASME Website. I have loved viewing the 'stay at home' videos created by professional musicians and amateurs, famous people and choirs, music teachers and students demonstrating yet again that in times of crisis or social dislocation, it is music and the arts that sustain, nurture and give expression to humanity and write the history of this time.

That is why I find it extremely alarming that we have also heard of music teachers' hours being reduced, music teacher redundancies and music teachers being redeployed into other subject areas. This is particularly true of casually employed instrumental teachers. This is a travesty of misguided thinking for short term gains without considering the long-term ramifications for students' education. Fortunately, our 'stay at home' restrictions have been relatively abridged and it is hoped that disruptions to music programs in schools will be short-lived and a full return to all music programs will ensue.

There has been much said about the transmission of COVID-19 relating to choirs and there are some excellent recorded webinars available on-line regarding this issue. (See the summary of Gondwana Choirs' Webinar on this topic, page 6) Singing is such an integral part of our being that these concerns have given rise to a range of choral options during this time. Teachers have created innovative opportunities to keep students singing

through the use of software programs and good AV equipment.

A landscape of fear, uncertainty, frustration and isolation has given fruit to new growth in creativity, generosity, innovation and connectivity in Music education. If we can harness the energy and spirit that have arisen, then Music education will flourish and grow.

Inspiring others has been part of that growth in creativity and so we want you to email us about your experience during this time: what you have found challenging, what you have found inspiring, what new skill you have learnt and something you have taught or learnt that you were proud of. With your permission, we will publish some of your responses in the next OPUS for all to read and be inspired by.

One of the innovative ideas that has come out of this time is a new project for commissioning original works for use in primary and secondary schools. The project, entitled 'Augment and Inspire', is the brainchild of Jane Nicholas and along with other committee members, she has developed what promises to be an exciting new endeavour for this chapter of ASME. You will find further information about this on pages 11-13 of this OPUS edition.

We are committed to opening up our PD opportunities to you as soon as is practicable and to start us off we have a free PD for members encompassing Music Count Us In and an IT workshop. It will be held on Friday 21st August at Poynter Primary School. At 2pm there will be a demonstration class with activities pertaining to the Music Count Us In song for 2020, followed by some teacher 'teach'. At 3.30 we shall have afternoon tea and then move into an IT workshop from 4pm-6pm. You can register for both or part thereof. Please keep an eye open for more information.

The National Music Teacher Mentoring Program (NMTMP), under the auspices of the Australian Youth Orchestra (AYO), has created six lesson videos based on Richard Gill's Nursery Rhyme book series. They are brilliantly done and fabulous for Early Childhood classes. There will eventually be 15 of the Nursery Rhyme lessons created with related activities for the classroom for you to access for free. This fabulous new resource is called *Rhymes and Songs*. It was inspired by students learning at home as a result of COVID 19, as well as the Richard Gill Nursery Rhyme series, and was designed to assist the Department of Education in providing quality music education content directly to their students.

FROM THE EDITOR

FROM THE CHAIR CONTINUED

The videos, accompanying lessons and sound files can be accessed through the drop down menu under 'programs' on the AYO website <https://www.ayo.com.au/> or by clicking on the rotating banner called *Rhymes and Songs* on the AYO home page. While these videos were designed for students learning at home, they are equally valuable for teachers in the classroom. These materials are available to all teachers nationally until the end of December 2020 as a result of a special arrangement the NMTMP made with the publisher Devirra Music. Thanks to Devirra Music for permission to use the recordings, artwork and scores from the Richard Gill Nursery Rhyme series. devirramusic.com.au I hope many of you will view and access this resource for your Early Childhood classes.

As we step forward into this new era of post COVID-19, it is timely that we - ASME WA - seek to gather members, allied Associations and interested parties together to a Summit to be held in September. A previous Summit held in 2012 gave rise to the Strategic Plan for ASME for the following three years which has been mostly accomplished and is now well past its 'use-by' date. Further information regarding the Summit will be forwarded as details are decided. Please consider how you as a member can contribute and inform this important gathering out of which will come our dreams, wishes and practical aspirations for a vibrant, engaging and robust music education landscape for the future.

Mandy Herriman

I have a confession: I am not a fan of computers. The things I like to do in my spare time include making music (on acoustic instruments), gardening, cooking and being physically active – none of which involve a screen. When it comes to computers, I know what I need to know in order to do my job and live in the 21st century, but that's about it. My home PC still uses Windows XP – need I say more?! So you can imagine the dread that filled me when I learned that we were going to be teaching online. One of the things I love about teaching is the social interaction and that would be completely absent for who knew how long? A colleague sent me many links to websites and Facebook pages (did I mention I'm not even on Facebook?) with resources and ideas for teaching online. I didn't look at any of them. I just kept hoping that it wasn't really going to happen.

And then it happened – my school went online for the last two weeks of Term 1. I literally sat down and cried after spending six days just trying to upload iMovies to my computer while other teachers were making videos that would impress Steven Spielberg. I eventually got iMovies to upload – with a lot of help from the IT people at school – and made some videos that weren't too bad. I even learned how to use Zoom – and then Microsoft Teams - for instrumental lessons and meetings.

I was so relieved when face-to-face teaching resumed. An informal survey of my classes – a show of hands, rather than anything involving technology of course – showed that most of my students watched some of the videos I'd made, a few watched all of them, and a couple didn't watch any. I learned that many parents struggled to motivate their kids to do any school work, while others were begging for more work to keep them occupied. It was impossible for teachers to get the perfect balance for everyone and whenever we uploaded new work to the blogs, we were fully aware that we were working on the faulty assumption that everyone had completed the previous work.

However, there have also been some positives that I will take from this experience. I think some of my students found it really useful to have a video of me performing what they needed to practise and being able to watch it multiple times. I have also been impressed by how creative and resourceful schools and teachers have been: from running ensemble rehearsals to weekly assemblies, people have found ways to engage and interact with their school communities amid all of the ongoing restrictions.

So that's my experience of teaching in a Covid world! I'd love to hear about yours. Please send me any thoughts, suggestions, or useful resources you've discovered so that I can include them in our next edition for the benefit of all of our members. Whether you'd like to write just a couple of sentences, a few paragraphs or a complete article, we'd love to hear from you. Please send your contributions to sonyapeterelek@gmail.com

A massive thankyou to all of our contributors for this edition: Jessica Khoo and Ray Vine from Kingsway Christian College, Rhianna Reynolds down in Mt Barker, and the amazing Jane Nicholas – we'd only have half a newsletter if it weren't for you!

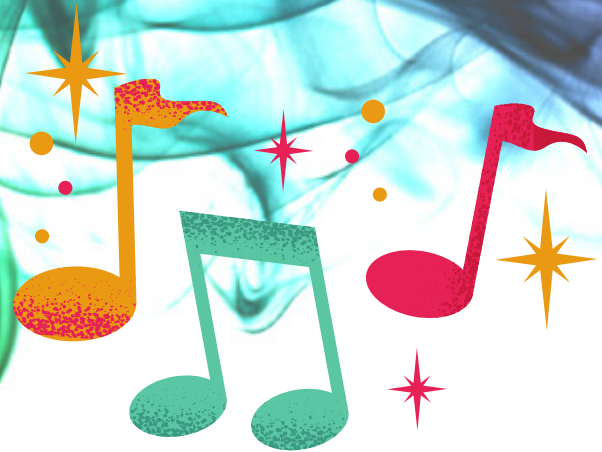
Sonya Elek

MCUI AND IT

FREE PD



**FRIDAY AUGUST 21 2020
POYNTER PRIMARY SCHOOL
2.00 PM - 6:00 PM**



**Come at 2.00pm for a demonstration class
Stay for an IT workshop
Join us afterwards for a social time**

GONDWANA CHOIRS

COVID-19 AND THE FUTURE OF CHORAL SINGING



Gondwana Choirs held a very interesting discussion on ‘COVID-19 and the Future of Choral Singing’ online on May 20. Featuring Professor Raina MacIntyre, Professor Con Doolan, Lyn Williams AM, Carl Crossin OAM and Elizabeth Scott, it provided the opportunity for Australia’s choral community to find out about the science that should underpin their responses to COVID-19.

Tiffany Speight, the current Vocal Director of Opera Scholars Australia, has offered ASME WA her summary of the presentation.

- Normal guidelines set out to the public are significantly different in singing situations and there needs to be a framework for safe return to practice.
- Singing provides more opportunity for aerosol production and rehearsals are generally for a more sustained period than normal talking. Singing in groups may not be safe due to the aerosol nature of the virus’ transmission.
- Conceivably, a country with one month of no new cases could consider returning to choral singing (this would constitute a reasonable scientific risk). Alternatively, some countries may need to wait for a vaccine.
- Viral particles can be present up to 16 hours in the air. This particle cloud can travel depending on the ventilation and air movement.
- Diction will need to go out of the window in this circumstance. Humming will produce less aerosol particles. The worst offenders are consonants. Words starting with F are particularly bad.
- Inside rehearsals have a very high risk of spreading COVID-19. Heating and cooling (air conditioners, fans, etc) and audiences can spread the viral cloud throughout the room.

- Outside rehearsals according to public guidelines are slightly less risky, but the viral clouds can still exist. If people wanted to mitigate risks, outdoor rehearsals could be something to consider.
- Social distancing and reducing the numbers of participants once choirs are back will be important. Having everyone in a single line so aerosol droplets do not fall on them could be one mitigating circumstance.
- People over 50, people with chronic diseases, undergoing treatment for cancer or on immune suppressing drugs should seriously weigh their personal risk factors before resuming choral practice.
- Interestingly, singing with children under 10 isn’t as risky due their smaller lung volume. However, over 10 is a different story. We should be mitigating the risks for all participants.
- If the conductor doesn’t have to sing, a properly fitted mask should be considered.

Participants were:

- Professor Raina MacIntyre: NHMRC Principal Research Fellow and Professor of Global Biosecurity Professor
- Con Doolan: Professor and Flow Noise Group Leader, UNSW
- Lyn Williams AM: Founder & Artistic Director, Gondwana Choirs
- Carl Crossin OAM: Artistic Director and Conductor, Adelaide Chamber Singers; and Head of Vocal, Choral & Conducting Studies, Elder Conservatorium of Music, University of Adelaide
- Elizabeth Scott: Music Director of VOX, Sydney Philharmonia Choirs; Music Performance Projects Officer for the NSW Department of Education Arts Unit; and Conductor, Sydney Conservatorium of Music Choir



TEN QUESTIONS FOR

JANE NICHOLAS

How did you first get started / interested in Music?

Lucky me...like many of us...musical parents...my mum is a wonderful singer and both my parents love to sing and play piano. I was so proud when mum would perform. I got tingles every time.

Why did you want to become a music teacher?

Being able to share the beauty and creativity of music is something so precious and important.

What instrument/s do you play?

Piano and I love to sing.

What piece is your band or choir really excited about performing?

I don't know if anyone else is excited about it yet but I am!!!! I have a community project about to start called 'Wide Open Road'. Using digital platforms, a school band of parents and students learn to play various instruments to perform the Triffids song at our end of year concert. In the style of Blues Brothers, Willandra Primary School are getting the band (back) together.

What is your favourite music software program?

It's not a music one, but I just found drawing apps that my students can draw with and then save and send to their parents a reflection on a piece of music. Awesome.

What CD are you listening to at the moment?

Katie Noonan 'The Sweetest Taboo' and Miiesha's 'Nyaaringu'

What is your favourite year group to teach and why?

I love how year ones love to dance – so spontaneous.

Who is your favourite composer?

Beethoven. His passion.

What is your favourite music resource?

Katie Wardrobe's Midnight Music Community.

What is your favourite untuned percussion instrument?

If you count piano as a percussion instrument, it would be my grandmother's piano which now lives in my front room at home. Great duets with cousins and various solo performances happened on that piano. On the lid there was always a photo of my aunty (my dad's sister), who died of a childhood illness when she was 12. The family never got over the sadness of her loss. However, since the question was about an un-tuned percussion instrument, it would have to be tambourine - I want to be a tambourine girl for Bruce Springsteen or Paul Camilleri or...anyone.



Kingsway Christian College is a co-educational independent school situated in the northern Perth suburb of Darch. The college was established in 1984 and caters to students from Kindergarten to Year 12.

The Music programme at Kingsway offers varied opportunities for students to engage in and endeavours to promote an inclusive environment for all. Students in Years 1 to 6 undertake one semester of Music with a specialist teacher, alternating the other semester with Drama. For 80 minutes a week, they cover concepts such as beat and rhythm, pitch with sol-fa singing and singing games, dance and movement, percussion play, creativity and improvisation, as well as following a score, listening appreciation and aural activities, all combined in a sequential and developmental approach. Years 1 to 3 mostly work with untuned and tuned percussion, Year 4s learn recorder, Year 5s begin on the ukulele and extend their playing skills in Year 6 to include some guitar and keyboard chords and drumming skills. Annually, Year 3 and Year 5 students are given the option of participating in the Strings or Concert Band programmes respectively, where they can start tuition on a string, woodwind or brass instrument. The Year 3 string students can join the Junior Strings Ensemble, while the Year 5 students play in the Training Band. As students move into Years 7 to 9, they can elect

to study semester-long courses in the Arts, including Music and GarageBand (Sound Production). The Music course engages students in music theory, composition, improvisation and aural through listening activities, aural games and hands-on tasks. The students also study music from a variety of contexts including world music, contemporary music and jazz. A focus is also placed on creating a safe environment aimed at encouraging students to develop performance practice through solo and group performances. GarageBand (Sound Production) students are immersed in practical tasks involving sound mixing, keyboard skills, audio recordings and drum programming. Students develop an understanding of music production concepts, music composition, music theory and aural skills. They then apply these into hands-on projects where they write songs, create backing tracks and film soundtracks, and produce podcasts and audio books.

Year 10 students are streamed into either the Music Specialist or Music General course, which feed into the Year 11 and 12 ATAR Music (Jazz) or Year 11 and 12 General Music courses respectively. The Year 10 Specialist Music Class focuses mainly on preparing for the business and demands of Senior Secondary ATAR Music, covering a range of aural and music skills, with the opportunity for students to hone their practical skills across any genre they wish to perform in. Contemporary and Jazz is the focus within the cultural and historical



(More Kingsway photographs on the front and back pages)

components of the course. The Year 10 General Music course is designed for students with less formal musical training and focuses on learning basic music theory, aural and history. The practical part of the course gives students the chance to put their theory knowledge to use as they explore a new instrument of their choice or improve their skills upon an instrument they already know. This course is intended to prepare students for entry into Senior Secondary General Music.

Weekly instrumental music lessons with specialist tutors are offered in flute, oboe, clarinet, saxophone, trumpet, trombone, violin, cello, piano, drums, guitar and vocals. Our instrumental music students are encouraged to participate in a college ensemble. There are currently fourteen ensembles who rehearse weekly, which equates to a very busy and bustling music department. The Senior Concert band and the Swing Band provide students with the opportunity to engage in challenging repertoire that pushes them. The Secondary Vocal Ensembles are another gem at the College, especially with the recent formation of the Boys' Barbershop. The Primary offers interested students in Years 3 to 6 the opportunity to join the Primary Choir which has an active program of performances within and outside of the College. Adding the String groups along with both the Clarinet Ensemble, Flute Ensemble and College Worship Band, there is a myriad of choices to cater for students.

An important component of Music is the performance aspect and Kingsway strives to provide as many performance opportunities for students as possible. Our ensembles perform regularly at events on and off

campus. The highlight of the Music calendar is the Music Extravaganza. Held in Term 2 each year, this night celebrates the achievements of our music ensembles and provides students with valuable performance experience. Students interested in any of the Arts disciplines are encouraged to enter the Inter-House Arts Festival each year, which is a student-based event and consequently is extremely popular. Additional performance opportunities are provided in the space of the Year 12 Graduation Night, the College's biennial Open Night, and off-campus performances. The Primary Choir perform at several assemblies throughout the year. Each year, the One Big Voice Festival is a big highlight for these students as well as visiting the elderly at the Brightwater Aged Care facility in Madeley for our Spring Flowers Concert.

The College was recently blessed with the addition of a 900-seat auditorium equipped with state-of-the-art sound and lighting which facilitates an excellent breeding ground for future musicians and performing artists. Apart from the busy Music calendar, Kingsway also presents a school production every two years with 2021's production being *Beauty and the Beast Junior*. The College production allows students from Dance, Drama and Music to hone their gifts together into a spectacular final product. Kingsway values the Performing Arts and loves celebrating our students through the support of our community. We are blessed with passionate and enthusiastic staff who, together with enthusiastic students, create a rich culture for all who choose to participate!

The Music Staff of Kingsway Christian College

NEW MELODIC LINES

Three exciting new teacher resources have been developed for music teachers by ASME WA. They are set to be launched on the ASME WA members' page over the next few weeks.

Commissioned by ASME WA are two new songs by Aboriginal singer songwriter Candice Lorrae, who recently moved from Perth to Melbourne pursuing her singing career. Together with Krystal Kickett, they make up the vocal duo 'The Merindas'. The works also include wonderful Visual Art, Poetry and Musical Reflection, resulting from a collaboration between Perth-based Indigenous artist Carrie Millson and Adelaide music educator and pianist Dr Michael Griffiths. The works come complete with teaching resources including notation, audio file and backing tracks as well as lesson plans for varying age ranges. Educators will be able to purchase the resource packages soon with ASME WA members set to receive a huge discount.

The idea prompting the commissioning of these works was to support Australian musicians and artists in the Covid economy where the Arts have been severely impacted. It was also to ensure music educators get the benefit of new repertoire and resources to use with their students. ALL monies received from the sale of these resources will go to the musicians by way of royalties for their creative works. Additional teaching resources have been developed free by music teachers to support our artists.



Candice Lorrae's song 'Home' describes the life of a child living a transient life and being removed from family. The song illustrates the visualisation process the child uses to cope with constant change and lists the different modes of transport used to move her around. It would be a great piece to discuss

different ways music can help people cope with change in their life.

Candice's second song is the playful, reggae-infused 'In The Mangroves' which draws on her past experiences of hunting for mud crabs with her dad in Darwin. Different animals one might find in the

environment are listed. Candice also gives a warning about being aware of your surroundings in the mangroves as you could lose a toe to a crab and you could lose a leg to a croc! This song would be great to use with teaching ukuleles.



The third work is a collaborative piece which started with a poem by Carrie Millson entitled 'Why ANZAC Day'. Carrie expanded on this poem with a beautiful artwork on the same theme as the poem.



Dr Michael Griffith is no stranger to ASME WA members – his keynote presentations at previous summer schools have been challenging and informative. He responds to Carrie's works in a musical reflection on piano. The piece

would be most suitable for a wreath laying ceremony at Remembrance or ANZAC Day assemblies. The teaching resource comes with a printed version of an interview with Michael about the improvisation process used in creating the work. This would give students a valuable insight into the process of producing quality improvisations and compositions. As a complete three component work it shows how various Arts disciplines can inspire each other and blend together to create a new way of being...reconciliation in action.

ASME WA is grateful to the artists and musicians involved in the projects as well as Susan Curbishley from ACTMEN and Robyn Windham from OSASA for their lesson ideas; and Sean Lillico and Kathryn Thompson for their notation.

Look out on the ASME WA website for these fantastic new works and resources. Support our performing and creative artists who are largely an untapped resource for us as educators while they are just beyond our doorsteps.

Jane Nicholas

ASME WA

Augment and Inspire

COMMISSIONING NEW
EDUCATIONAL RESOURCES AND
WORKS FOR MUSIC EDUCATION

what are other
words for
inspire?

animate, inspirit, encourage,
prompt, enliven, motivate,
excite, inhale, exalt, cheer



Thesaurus.plus

CALLING ALL WEST AUSTRALIAN SONGWRITERS, BUDDING COMPOSERS, MUSICIANS AND COMMUNITY MUSIC GROUPS!

It is better for West Aussie kids to have their sounds and stories in the music they learn.

ASME WA would love for you to share your song and music ideas with us, so music teachers can share them with their students.

The educational organisation wants to hit the refresh button on repertoire and teaching resources and they want local flavour. And lots of it!

ASME WA is calling for Expressions of Interest for new songs, music works and resources to be commissioned. Get your creative minds working and send us your ideas. Commissioned works will be promoted and sold by ASME WA, with all proceeds going back to the musicians and creative artists who produce the work.

For more information, contact ASME WA at: <https://www.asme.edu.au/wa/contact-us/>

ASME WA

Augment and Inspire

COMMISSIONING NEW
EDUCATIONAL RESOURCES AND
WORKS FOR MUSIC EDUCATION

Rationale

There has been a disconnection between music education and the wealth of knowledge and experience of local musicians and music groups in Western Australia.

This project calls on local musicians and music groups to submit proposals for commissioned works to be used in the music education sphere. This offers the opportunity to create new and exciting works and resources for teachers to use with their students. It allows educators to forge stronger links with the local music industry and music communities.

individual needs vs collective wellbeing — hopefulness — handling uncertainty — finding new meaning and ways of being — resilience — staying connected — finding belonging and community — transformation — change brings opportunity — imagining the new normal — staying creative — sounds of past, present and future — solo and ensemble — finding a voice — who will listen

Inspiration

‘Augment and Inspire’ is a new ASME WA initiative that will commission new pieces of music and music resources for Western Australian music educators.

Project Information

One of the objectives of ASME WA is to commission new works. This project hopes to draw on the experience, skill and creativity of local musicians and music communities to develop new works to be used in music teaching.

‘Augment and Inspire’ is an opportunity to receive a paid commission for original songs, pieces and music activities. Musicians, artists, music groups, composers, singer-songwriters, sound producers, and other interested parties are asked to submit an expression of interest, including a 250 word proposal, for resources and creative works.

‘Augment and Inspire’ aims to produce new songs, sounds, stories and ideas that draw on diverse cultural identities, experiences, knowledges and creativity. The works may provoke new questions and meaning for our students, and provide opportunities to learn new skills, different techniques, explore sounds, technology, instruments, instrument groupings and cultural expressions. The ‘Augment and Inspire’ project team will review the proposals and select suitable projects for commission.

The works will be released on the ASME WA website, promoted through various industry platforms and other music education associations. The works will be available for online purchase, with all proceeds going to the artist(s).

Who Can Apply?

To be eligible, artists must meet the following criteria:

- be living in Western Australia, with a current Western Australian address;
- identify as being a practising individual

music artist or group of music artists (emerging or established).

ASME (WA)
Augment and Inspire Project
 EXPRESSION OF INTEREST

Title of Work or Resource	
Author(s)	
Email Contact	
Phone Contact	
Intended Age Work Is Most Suitable For	<input type="checkbox"/> Early Childhood (Kindy - Year 2) <input type="checkbox"/> Middle Childhood (Year 3 - Year 6) <input type="checkbox"/> High School (Year 7 - Year 12)
Description of Work Planned (250 words max) <i>- which idea(s) are you exploring and responding to;</i> <i>- why have you chosen this idea;</i> <i>- include a brief description of your concept and the work you intend to produce</i> <i>- demonstrate that your concept will go beyond 'telling it like it is' to 'imagining what is possible';</i> <i>- who will be producing the work;</i> <i>- and how the work could be used in music education.</i>	

Please complete and submit to <https://www.asme.edu.au/wa/contact-us/> by 11:59pm (AWST) on 3rd July, 2020.

MUSIC TEACHERS AVAILABLE FOR RELIEF

Please note: ASME WA does not endorse these teachers and takes no responsibility for the quality of their teaching. If you know of other music teachers who may be available for relief, please ask them to contact Sonya Elek (sonyapeterelek@gmail.com).

Name	Phone	Email	Days	Yr Levels	Location	Comments
Adams, Clayton	0407 084 752	37dart@gmail.com	M – F	K – 6		Class music and general relief. Primary only.
Bird, Tamara (Tami)	0407 942 598	itamibird@icloud.com	Tu, W, Th	K-12	South	Class music and choir. Will do general relief.
Brean, Verity	0415 094 441	veritybrean@gmail.com	F	7 – 12	Will travel	Class music & voice
Brown, Julie	0417 269 254	julie.brown4@education.wa.edu.au	Tu, Th	1 – 6	North of River	Music specialist
Cann, Graham	9448 2318 or 0437 634 421		M – F	K – 6		Music, phys ed & art
Elek, Sonya	9402 9857 0478 218 604	sonyapeterelek@gmail.com	M & F	K – 12*	NOR preferred	*Classroom music (Primary & Secondary) & Clarinet (Yrs 5 – 12); other instruments on a short-term basis
Fong, Francis	0413 397 907	francisfong@iinet.net.au	M, Tu, W, F	K – 12	Metro area	Class music, piano, violin, choirs, & string ensembles. General relief also
Hall, Amy	0426751645	amyyhall3842@hotmail.com	M – F	K – 12	South of river, up to 1 hour from Perth	Classroom music, piano, voice, flute
Happ, Michael	9387 7046 0457 361 341	mfp Happ@gmail.com	M – F	K – 12	Metro area	Classroom music (primary & secondary), woodwind & brass teacher.
Jones, Kay	0434 466 924	kay4u@gmail.com	M, Tu, F	K – 6	Rockingham to Pinjarra	Music, dance and general relief.
Karpathakis, Christos	0415 249 293	karpathakis1@optusnet.com.au	M – F	K – 6	Will travel	
Kilb, Gillian	9446 8264 or 0414 884 392	gilkilb@hotmail.com	M, W, Th, F	K – 6	North	Not a specialist, but very capable. General relief & special needs also.
Lowe, Jandy	0407 830 541	jandyloewe@iinet.net.au	M – F	PP – 6	Will travel	Music only.
Mackay, Heather	0403 081 623	heather.mackay@iinet.net.au	M – F	1 – 12	North pref, will travel	Class music. Kodaly Levels 1 & 2 (secondary), choral conducting, voice and beginner piano.
Martin, Deric	0402851338	deric.martin@education.wa.edu.au	M, Tu	K – 6	Metro area	Primary Music Specialist. Can also do Drama, Choir and general relief.
Neeson, Elizabeth	0407 048 956 or 9250 5756	neesonhouse@internode.on.net	M, Tu, W	K – 6	Will travel	Not a specialist but can read music & play guitar & mandolin in a group. General relief also.
Netis, Nicholas	0421 823 744	cretis@wt.com.au	M – F	K – 12	North & South	Specialist & secondary classroom music. Can also teach IT, arts, drama and instrumental music (Bass & guitar).
Rosario, Marguerite	0428 375 253	mumma@bigpond.com	W, Th, F	K – 9	Will travel	Music including guitar & ukulele, Kodaly interest



Back row: Jessica Khoo, Jason Boron, Robyn Veitch, Mel Foss (SS gopher – not a council member), Jane Nicholas, Anna-Maria Agnello, Sandy Marwick.
 Front row: Selena Clohessy, Rhianna Reynolds, Sonya Elek, Mandy Herriman, Mary-Anne Goyder.
 Absent: Paul McCarthy

ASME WA 2020 Council

Contacts

Mandy Herriman (Chairperson)
mandyherriman18@gmail.com

Jason Boron (Vice Chairperson)
j.boron@ecu.edu.au

Selena Clohessy (Secretary)
hillsflutewa@gmail.com

Jane Nicholas (Treasurer)
jane.nicholas1@education.wa.edu.au

Robyn Veitch (Immediate Past Chairperson)
robynvtch@gmail.com

Sonya Elek (Publications - Opus)
sonyapeterelek@gmail.com

Jessica Khoo (Publications – Digital)
jessicakhoo@gmail.com

Anna-Maria Agnello
musanna@iinet.net.au

Paul McCarthy
mccarp@penrhos.wa.edu.au

Sandy Marwick
sandy.marwick@education.wa.edu.au

Mary-Anne Goyder
mary-anne@goyder.net.au

Rhianna Reynolds
rhianna.reynolds@education.wa.edu.au

ASME WA: wa@asme.edu.au

OPUS: Sonya Elek (Editor)
Elek@aapt.net.au

ABODA WA: Marcus Perrozzi (Secretary)
marcus.perrozzi@education.wa.edu.au

Perth Choral Institute: perth.choral.institute@jsracs.wa.edu.au

AUSTA: Helen Tuckey (National President)
helenvla@bigpond.net.au

ANCA WA & UWA: Dr. Nicholas Bannan
nicholas.bannan@uwa.edu.au

DALCROZE: Katherine Smith
katherinesiggins@gmail.com

KMEIA WA: Hilary Price wa@kodaly.org.au

ECU: Dr Geoffrey Lowe
g.lowe@ecu.edu.au
 Jason Boron j.boron@ecu.edu.au

ONE BIG VOICE: Donna Marwick-O'Brien
onebigvoice.wa@gmail.com

WAOSA: Andy Stewart contact@waosa.org.au

WA OPERA: Terasa Letizia
education@waopera.asn.au

WA Schools' Choral Festival Association: Mary-Anne Goyder
mary-anne@goyder.net.au

AMEB: amebwa@uwa.edu.au

WASO : Fiona Taylor (Education Manager)
taylorf@waso.com.au

WAYO: info@wayo.net.au

WAMTA: Christine Louie (Secretary)
admin@wamta.org.au
 9470 5595



KINGSWAY CHRISTIAN COLLEGE