



opus

a newsletter for the [australian society for music education wa chapter inc](http://www.asme.edu.au/wa)

www.asme.edu.au/wa

term 3 2020



• Mount Barker Community College • Music Education Summit 2020 • Free PD



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Cover: Free ASME PD participants

Back: Music at Mount Barker Community 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.

SEPT 19: ASME WA MUSIC EDUCATION SUMMIT, The Rise, Maylands

SEPT 28: KMEIA AUSTRALIA VIRTUAL SUMMIT, online

NOV 13: ASME WA REGIONAL PD, Albany

JAN 18 & 19 2021: ASME WA SUMMER SCHOOL, Edith Cowan University, Mt Lawley

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.

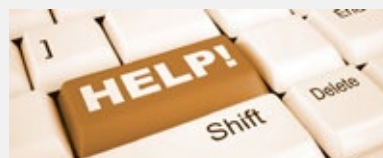
Music Network News

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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Advertising rates in Opus

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



Third Term is usually a busy music term with all types of choral and instrumental festivals, concerts, music camps and tours taking place – the culmination of the work done in Semester 1 to ensure that ensembles are performing at their peak by this time of the year.

I was reflecting recently how the stress of preparing students for performances of whatever genre, has been replaced by the stress of creating new and different opportunities for the students to be able to perform and work towards a meaningful outcome for their hours of practice. I will never again (although it was only ever for a moment) view festivals and concerts with the perception of being an added burden, but rather as an exciting and enriching opportunity that should never be taken for granted. The saying, 'You don't fully appreciate something until it is gone,' is certainly a truism. With hope we look towards 2021 and the renewal of the performance landscape of our students.

Music Education Summit

As I mentioned in the last OPUS edition, ASME WA is hosting a Music Education Summit on September 19th at the Rise in Maylands. This event is free to all members and invited guests and is fully catered.

The ASME WA committee see this as an opportune time to take stock, review what has been, and

envision a direction forward for the music education of our students in WA. ASME WA is committed to advocating for and enabling the sustainability and further development of a robust, vibrant, energised music landscape here in WA. But we need your voice, your ideas, your vision and your passion to inform our future direction as your Association. There are difficult questions to ask and answer; there are challenges we need to overcome; there are strengths and achievements to celebrate; there are dreams to dream and 'pie in the sky' suggestions that need to be laid on the table so we can carve a pathway to a more egalitarian opportunity and outcome for all WA students.

We absolutely encourage you to come along and have your say. You are welcome to invite other invested and interested parties. Invite your principal to come and witness the passion, the commitment and the determination of music teachers to 'make a difference'. A room full of dedicated music teachers will not fail to inspire our education leaders to advocate for music for the benefit of students.

Please register for catering purposes at this link:

<https://www.asme.edu.au/wa/events/music-education-summit/>

I do so hope to see many of you there!!

May your Term 3 end wisely, happily and musically,

Mandy Herriman

FROM THE EDITOR



Welcome to our third edition of Opus for 2020 – the year that no-one saw coming! Since our previous edition, your ASME WA council has been busy preparing and presenting

a number of professional development days for our members. We held our annual free PD day in August (see page 11) and, as Mandy mentioned, we have been making the final preparations for our Music Education Summit to be held at The Rise, Maylands, on September 19. This event is FREE for all ASME members and is an important opportunity to have your say on the future of music education in our state – if you haven't already done so, make sure you register ASAP.

We have also been organising a day of professional development for our members in the Albany region. ASME WA would like to extend our thanks to the University of WA for supporting this initiative, as well as

to our two inspiring and highly skilled presenters who will be making the trip to Albany: Paul de Cinq and Mirelle Hopwood. Please check our website for the registration link. And make sure you save the date for Summer School 2021: January 18th & 19th.

A big thank you to all of our contributors for this issue: Rhianna Reynolds, Jane Nicholas, and Natalie Tran. Best wishes to anyone who, like Rhianna, is preparing their students for a school musical in this ever-changing year! We are all having to be more flexible and imaginative with our planned performances. I have also contributed something for our instrumental teachers – my version of a 'Practise Bingo' sheet. Feel free to adapt it for your own students – it's on page 13. Hopefully, it will encourage your students to keep practising over the holidays!

Sonya Elek

ASME WA Working For You

Commissioning New Educational Resources and Works for Music Education

Over the last couple of months, ASME WA has been commissioning Western Australian musicians, artists and educators to develop new pieces and inspirational educational resources for music education.

ASME WA believes there has been a disconnection between music education and the wealth of knowledge and experience of local musicians and music groups in Western Australia. To bridge this disconnect, we established the *Augment & Inspire* project. The project called on local musicians and music groups to submit proposals for commissioned works to be used in the music education sphere.

By drawing on the experience, skill and creativity of local musicians and educators, new songs, sounds, stories and ideas have been produced. These draw on diverse cultural identities, experiences, knowledges and creativity. The works may provoke new questions and meaning for our students, provide opportunities to learn new skills, different techniques, explore sounds, technology, instruments, instrument groupings

and cultural expressions.

A new online shop has been developed to distribute the commissioned works. The link to the shop is on our home page: <https://www.asme.edu.au/wa/> The first pieces on sale via the store were provided through ASME WA's Embedding Aboriginal Perspectives in Music Education. These three pieces by Aboriginal musicians Phil Bartlett and Candice Lorrae come with free teaching resources.

The first *Augment and Inspire* commission to be released on the site is by Perth IMSS teacher Simone Lobbia. His Western Birdwhistle Canon for four Voices and String Ensemble is a wonderful addition to WA music teachers' repertoire. Resources include multiple audio and notation files.

All proceeds from the sale of these works through the ASME WA online store are being returned to the composers to support our musicians and educators in their artistry. There are another eight commissioned works to be released soon.

ASME WA Working To Support Music Teachers and Music Education



Home is a song commissioned by ASME WA's *Augment and Inspire* project. This beautiful work was written, produced and recorded by Aboriginal singer-songwriter Candice Lorrae. It is a reflection on the mindful journey of a child finding their way home to family. The product comes with audio file, notation, and teaching activities.

The song was commissioned during the COVID-19 crisis in order to support musicians and artists as well as provide quality teaching materials for music educators.

All proceeds from the sale of *Home* are redistributed to Candice Lorrae.



This song and resources make it easy to embed Aboriginal perspectives into your music education program. *Time To Make A Change* is by Aboriginal singer songwriter Phil Bartlett. Based in Perth, the WAM (West Australian Music) award winning songwriter released the track this year. The song is available for sale through iTunes. Purchase the song and then use the FREE ACTIVITIES by Jane Nicholas available from our online shop at <https://www.asme.edu.au/wa/> The activities are Orff Schulwerk in style and involve using great quotes about personal growth to create rhythmic or melodic compositions. But wait – there's more! There are choral and accompaniment arrangements for the song which are also available through the ASME WA online shop.

MUSIC EDUCATION SUMMIT 2020

Join us and have your say.

Together let's envisage new horizons
for the Music Education landscape of
Western Australia.

DATE: 19 September 2020

VENUE: The Rise.
28 Eighth Ave Maylands

TIME: 8.30am - 3.00pm
Registration @ 8 am

COST: Free for members
Registration essential for catering

Registration link:

<https://www.asme.edu.au/wa/events/music-education-summit/>

For enquiries and more information:

www.asme.edu.au/wa

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MUSIC AT MOUNT BARKER COMMUNITY COLLEGE

Mount Barker is a small community located about 350 kilometres from Perth, Western Australia. There are approximately 2,000 people living within the township, but there are about 5,000 total living within the Shire of Plantagenet.

I am lucky to be a part of Mount Barker Community College (MBCC), a K-12 campus located to the north of town. I teach general music to Years 1 to 6, work closely with our amazing IMSS specialist and our College Band, and run the biennial College musical for Years 6 to 12. For this edition of Opus, I'm going to be sharing a little bit about our College musical program, particularly how it started, and what's happened in the crazy year of 2020.

Due to family reasons, my husband and I moved back to our hometown of Mount Barker in 2010. I had spent the previous six years teaching in Perth, working at Kinross College as a French/Music teacher. I worked with the most amazing Drama specialist within a Cross Curricular Team and helped her in creating College-wide musical productions.

When we moved back, I was talking with my principal about how we could offer more opportunities to our students in the Performing Arts. MBCC faced (and

continues to face) the same challenges that most country schools do – particularly, it can be tricky to get qualified staff who are keen to stay on in a small country town. We also have one difference that seems to be unique to us and only a couple more country schools in the region – our College Farm. We are so lucky in that we have a working College Farm, and our kids get brilliant opportunities to get their hands dirty, but it does, unfortunately, crowd the timetable a little bit. Both of these issues, in conjunction with each other, have led to the Performing Arts taking a bit of a backseat at the College in recent years.

I suggested to our principal at the time that organising an out-of-school musical production might be a good way of getting kids excited about the Performing Arts again. He was agreeable, and we agreed on a budget, and that kids from Years 6 to 12 would be invited to take part. One thing that we had to consider was our clientele – the students involved in the show would probably already be highly motivated kids who potentially would take part in other after school activities. This meant that rehearsals had to work around other things throughout the week – karate, archery and swimming on Tuesdays, school band on Wednesdays, and football and netball trainings on Thursdays... and who wants to rehearse on a Friday after school, right? So we decided Mondays would have to be our rehearsal day. We also had to consider whether we



had enough students in the College band to use them as accompaniment, or to run with instrumental tracks. We decided to use backing tracks as we figured many of our band students would probably want to be onstage as part of the show rather than playing their instrument, and we wanted to give them that opportunity.

My next job was to go searching for a production the kids would enjoy. We had performed 'Oz!' from Pioneer Drama while I was at Kinross, and it had been an enjoyable experience. In addition, I thought it would be good to perform a show I was already familiar with. Pioneer were very helpful in organising the rights and performance details of the show.

I had put the call out for staff to assist, as I knew this wasn't something I could take on all by myself. A couple of our teachers volunteered to assist with rehearsals, costuming, make up, hair and sets and were, and continue to be, brilliant in their support. We held a meeting to determine students' levels of interest and we had a huge number of kids who came along. We held auditions for main roles, and asked chorus members to simply sign up. I'm a firm believer in the power of the arts, no matter what levels of talent – it's all about how hard you work. And oh my goodness, we worked hard, but so many students found talent on that stage!

Along the way, we had dramas – of course! Our specially designed, purpose-built theatre facility was obviously built by someone who had never used, or possibly even been to, a theatre in their life. The sound and lighting rig were in a storeroom to the side of the stage area – with no visual access to the stage. The floor is a lino dance floor, not a drama floor, and is so soft that no staging (or anything heavy) could be placed on it for fear of rips. Some of our students were unavailable leading up to the show as they were involved in a Year 9/10 Canberra Trip as well. But theatre is all about making it work, so we bought many, many extension cords, changed rehearsals around, and had our audience sitting on tiered seating created by our staging pieces.

Ultimately, in August 2011, we invited local primary schools to come and watch our dress rehearsal, and then had a successful show run of four evening shows and two matinees – and made a sizeable profit. This certainly whet the students' and public's appetite for the next production. However, I had made an early decision that the production needed to be a biennial event, as it definitely took a lot out of me!

In 2013, we performed 'The Rockin' Tale of Snow White' (also from Pioneer). In 2014, we performed 'Annie Junior' from Hal Leonard/MTI Australia. This was a fantastic show, and the Hal Leonard crew were very supportive.

Continued from page 7

Their Show Kits made life easy in producing, directing and rehearsing our productions, but we were limited to cast students in Year 9 and below as part of their terms and conditions. In 2016, we did Hal Leonard's 'Hairspray Junior', and in 2018 we rocked in pink with 'Legally Blonde Junior' (also from Hal Leonard).

In 2020, I made the silly decision to go for broke and apply for the rights to the full Broadway show of 'Matilda' from MTI Australia. There are a number of different terms and conditions with the full version compared to the Junior versions – not least of which is the minimum audience fee per performance (it's a percentage of ticket sales, plus a minimum fee). We had just gone through the audition process to find our main cast when our COVID shutdown happened. Our cast had their scripts, but that was it – and the full version didn't have any guide vocal tracks that the kids could work through themselves, only the MTI app that had the instrumental tracks on it, which was infinitely more challenging for some of our students.

Of course, in the brand-new world of COVID restrictions, we couldn't even guarantee we would legally be able to host any performances and even if we could do performances, we had the problem of whether we could even raise the minimum amount via ticket sales. We contacted MTI Australia to see what our options were. They were more than happy to work with us, and we decided in the end, given WA's COVID numbers were relatively stable, to push our performances back to November/December, and to change from the full Broadway version to the recently released 'Matilda Junior'.

Our students have loved getting back into the swing of things with rehearsing and practising their lines and choreography. We can't wait for November and December, and we are absolutely crossing our fingers that WA's Covid numbers keep heading in the downward direction.

If you ever have the opportunity to be involved in a school musical production, yes, it's going to be a lot of work... but there is absolutely nothing like seeing those amazing students of yours having an absolute blast on the stage, and watching the amazing friendships they develop across the school because of the show. I'm always so proud of my kids, and love what they can achieve when we all work together.

Rhianna Reynolds

TEN QUESTIONS FOR

NATALIE TRAN

How did you first get started / interested in Music?

My mum says that when I was little, I would sing all the songs I knew, and when I ran out, I would make new ones up on the spot. I started piano when I was six and soon after, my parents put me into an entertainment company to help develop my singing and dancing. When I was twelve, I changed from piano to alto saxophone, which I then studied at the WA Academy of Performing Arts (WAAPA) alongside education. I always loved music and I feel so lucky to be able to share it with our younger generation.

Why did you want to become a music teacher?

Honestly, I have my saxophone teacher to thank for this. At the end of Year 12, I couldn't see myself as a gigging musician, but knew that I loved music so we compromised and chose the Double Degree in Music and Education. Along the way, great educators like Geoff Lowe inspired me and taught me how to become a music teacher. If you told me when I was 15 that I'd become a teacher, I probably would have looked at you funny.

What instrument/s do you play?

I studied alto saxophone (jazz stream) for a couple of years at uni and also did a year or so in contemporary vocals. These days I plonk chords on the piano and ukulele – good enough to get by but I am no master. I sing in a 6-person group call Consort Contare and have also been a member of Naya Chorale and Perth Harmony Chorus.



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

My Yr 6 Concert Band is currently working on 'Pirates of the Caribbean' from the Hal Leonard Film Favorites series. My Junior Choir (Years 3 & 4) are super excited to perform their "Sound of Music Medley" which includes 'Do-Re-Mi', 'Edelweiss' and 'The Lonely Goatherd'. My Senior Choir (Years 5 & 6) have been working on the amazing repertoire from the Massed Choir Festival. They have gone wild over the Telethon song 'Times Like These'. A shout out to the Massed Choir Festival Committee who have gone above and beyond in creating new opportunities for their schools during this COVID-19 crisis.

What is your favourite music software program?

May I change this question slightly? My favourite music teaching iPad app is called iDoceo. I have all my students inputted and do all my attendance on this app as well as my marks book for every single class. Best \$20 I ever spent!

What CD are you listening to at the moment?

At the moment, I'm listening to "Hamilton" the musical, non-stop. When I first watched this on Disney Plus, I found it hard to get into, but then I went away, listened to a couple of the tracks, learned to appreciate it for what it is and now I am finding more genius in the music every time I listen to it. Give it a try!

What is your favourite year group to teach and why?

Oh, this is hard. I can't say. I love my Year 1's around Term 3 when most of them have found their singing voices, know how to respond to their own name and just absorb every little thing you teach them. I also really appreciate my Year 6s because you can do so much with them. I like them all.

Who is your favourite composer?

Honestly, I would be lying if I told you I had one

What is your favourite music resource?

The resource I go back to time and time again is my Level 3 Portfolio that I created when I did my Kodály Primary Levels. I would totally recommend these courses as well as the Orff Levels Courses!

I love The Bushwackers album 'The Official Dance Album' on Spotify that includes all their folk/bush dancing tracks as well as the dance calls. Did you know that all the 'Shenanigans' tracks are on Spotify too?

What is your favourite untuned percussion instrument?

I love my djembes. Just having one available to accompany my students or getting them playing a beat gives a lot of authenticity to the experience. Also can't go wrong with some claves for the little ones!



**Primary and
Secondary**

Date: 13th November

PD DAY IN ALBANY!

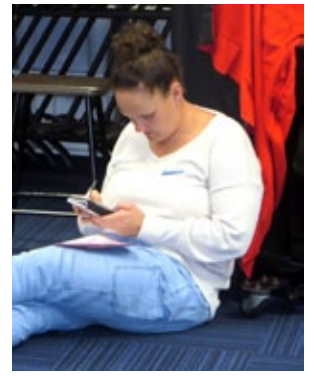
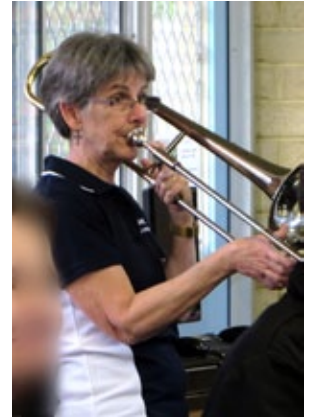
**Paul de Cinque
Mirelle Hopwood**



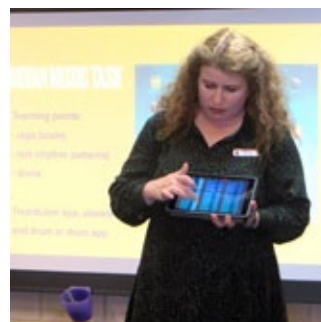
**Two of our leading presenters
catering for classroom and
instrumental music!**



FREE PD IN "HUMP WEEK"

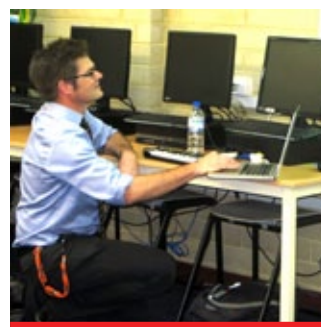


It was the afternoon of Friday August 21, the last day of Week 5 – 'hump week'. Instead of flopping on the couch and letting the thoughts of another busy week wash over them, a group of dedicated music teachers extended their week by attending ASME WA's annual free PD day. Instead of changing into their tracky dacks and passing out on said couch (possibly with a little bit of drool escaping from the corner of their mouths), they stayed in their work attire, stayed focused, and kept learning.



Schools across Australia will perform the song on November 5.

Afternoon tea gave us all the chance to mingle and network in person – something that I certainly appreciate now more than ever before. Then it was back to work with Jan Ruscoe and Michael Newton's presentations on IT resources for the music classroom.



Jan has a Primary teaching background, while Michael teaches in the Secondary

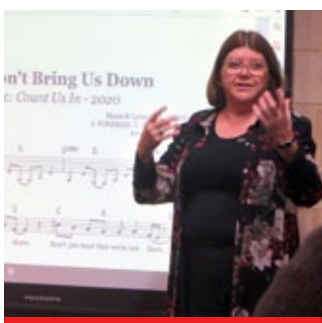
school context. Both presenters gave participants the opportunity to experience a number of apps and online resources in a way that was engaging and enjoyable.

ASME WA is very keen to have both Jan and Michael present at future PD events, so watch this space!



Mandy Herriman kicked off the afternoon with an open classroom session. Mandy demonstrated her approach to teaching this year's Music: Count Us In song, using her Year 3 class at Poynter Primary School, Duncraig.

Following Mandy's lesson, Robyn Veitch led us through the range of online resources available for teaching the song. This year's song is called "You Won't Bring Us Down" and it is an uplifting song, aimed at empowering and inspiring young people in challenging times – very appropriate for 2020!



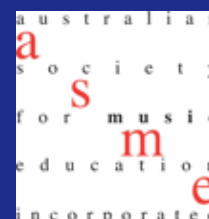


**SAVE THE
DATE**

Summer
School



JANUARY 18TH AND 19TH 2021
ECU MT LAWLEY



Name: _____

Holiday Practice BINGO!

Play any song and start every note with your tongue	Play <i>Blue Bells</i> 3 times in a row	Practise in the dark	Practise for 10 minutes	Wash your cleaning cloth and throw out any broken reeds
Memorise <i>We Three Kings</i> (page 33)	Play <i>Francis Fleet</i> 'allegro' (lively and fast)	Play a duet with yourself by recording one part, eg. <i>Oh Susannah</i>	Practise 5 days in a row	Practise for 25 minutes
Play a Canon with yourself by recording it, eg. <i>Donkey Round, The Frog Song</i>	Practise for 30 minutes	Practise outside	Play all of the <i>C to G Workouts</i> in one practice session	Practise for 20 minutes
Make up your own tune using the rhythm of a song you already know, eg. <i>Good News</i>	Memorise a song	Practise in your pyjamas – ugg boots optional!	Play <i>Indian Tom Toms</i> 3 times in a row	Practise standing up
Perform for your family/friends	Play a tune backwards!	Practise for 15 minutes	Practise in the garage/bathroom	Make up your own tune using C, D, E, F & G

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	37dar@gmail.com	M – F	K – 6		
Bird, Tamara (Tami)	0407 942 598	itami.bird@icloud.com	Tu, W, Th	K-12	South	Class music and general relief. Primary only.
Brean, Verity	0415 094 441	veritybrean@gmail.com	F	7 – 12	Will travel	Class music and choir. Will do general relief.
Brown, Julie	0417 269 254	julie.brown4@education.wa.edu.au	Tu, Th	1 – 6	North of River	Class music & voice
Cann, Graham	9448 2318 or 0437 634 421		M – F	K – 6		Music specialist
Elek, Sonya	9402 9857 0478 218 604	sonyapeterelek@gmail.com	M & F	K – 12*	NOR preferred	Music, phys ed & art
Fong, Francis	0413 397 907	francisfong@iinet.net.au	M, Tu, W, F	K – 12	Metro area	*Classroom music (Primary & Secondary) & Clarinet (Yrs 5 – 12); other instruments on a short-term basis
Hall, Amy	0426751645	amyhall3842@hotmail.com	M – F	K – 12	South of river, up to 1 hour from Perth	Class music, piano, violin, choirs, & string ensembles. General relief also
Happ, Michael	9387 7046 0457 361 341	mfhapp@gmail.com	M – F	K – 12	Metro area	Classroom music, piano, voice, flute
Jones, Kay	0434 466 924	kay4u@gmail.com	M, Tu, F	K – 6	Rockingham to Pinjarra	Classroom music (primary & secondary), woodwind & brass teacher.
Karpathakis, Christos	0415 249 293	karpathakis1@optusnet.com.au	M – F	K – 6	Will travel	Music, dance and general relief.
Kilb, Gillian	9446 8264 or 0414 884 392	gillikilb@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	jandylowe@iinet.net.au	M – F	PP – 6	Will travel	Music only.
Mackay, Heather	0403 081 623	heather.mackay@iinet.net.au	M only	1 – 12	North pref, will travel	Class music. Kodaly Levels 1 & 2 (secondary & primary), 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	cnelis@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	muma@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

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