

Inquiry into the Extent, Benefits and Potential of Music Education in Victorian Schools

Michael Redman [REDACTED] [REDACTED]	Instrumental Tutor of: All Brass, All Woodwind, Drums, Guitar and
SCHOOLS OF EMPLOYMENT:	
SCHOOL 1	NAME: Camberwell South Primary ADDRESS: Peat ave Glen Iris PHONE: 9889 4242 PRINCIPAL: Coralee Pratt PRIVATE OR STATE: State TIME FRACTION: One day and a half
SCHOOL 2	NAME: Ripponlea Primary ADDRESS: Carrington grv Balaclava PHONE: PRINCIPAL: Sue Newton PRIVATE OR STATE: State HOM: TIME FRACTION: One day and a half
SCHOOL 3	NAME: Malvern Primary ADDRESS: Tooronga rd East Malvern PRIVATE OR STATE: State TIME FRACTION: One day

(1) benefits to society and to individual students wanting to pursue music as a career

As an instrumental teacher of over 15 years experience I have witnessed how a well run program can enrich a school community. From the student who can achieve recognition from peers in an often sport orientated atmosphere through to the school principal who can see the school pride in the school band or orchestra.

Many students of mine have continued learning their instrument into high school and some into university as well. Learning an instrument has been shown to increase a student's ability in maths, languages and problem solving which are three area's that have been shown to be lacking in the nation's primary schools.

(2) general benefits to students as a result of music education;

Instrumental music has enriched many students I have taught. Shy students who come out of their shell playing their instrument or students who have ADHD or aspergers who find playing an instrument gives them the opportunity to achieve and gain much needed self pride. In general students who learn an instrument do achieve better academic results and are good public speakers. In one school I teach at for the past decade the elected school captains (both male and female) have been instrumental students.

Terms of reference 4,5 and 6:

Current provision of music education in Victoria:

(4) music education provided through specific funding for music education;

As a private business that runs instrumental programs in primary schools throughout Melbourne, I am not paid by the state department and have to pay for my own super, insurance and do not get paid over the school holidays. All of the schools I teach at have provided me with a separate classroom however I have taught in schools where the instrumental teacher is given the canteen, hallway or even outside.

(6) music education provided through parent contribution

As a registered business I pay GST, PAYG and workcover for my staff. We deal directly with the parents of the student that is learning an instrument with the schools doing no administration. We often buy music scores which are used by the ensembles, bands or orchestra's. We do not expect further parent contribution other than paying for their tuition fees and hire fees if they are hiring an instrument from us.

(7) the extent and quality of music education provision in Victorian schools;

The quality of a music program varies from each school. The two things I have found that influence whether a program is sustainable and effective is 1. A supportive principal, who sees the benefit to the school as a whole in an instrumental program and 2. A music teacher who is able to promote instrumental music to the students. As I am only in a school for up to a day and a half in a week it is often left to these two parties to push instrumental music. Things like having students play at assembly, scheduling band practices either during school time or before school and having the appropriate equipment (stands, chairs) always help.

Terms of reference 8, 9, 10 and 11:

Future optimum provision of music education in Victorian schools:

(8) In the future I believe the role of providing instrumental music will continue to be from business and sole music teachers, working in conjunction with the classroom music teacher.

With reporting for the Arts there must be separate reporting for each discipline as they require completely different set of skills. I could put my own skills as an example. I can play and teach 7 different instruments however I cannot draw at all (really terrible!). If I was being marked less on my ability as a musician due to the fact I cannot draw is ridiculous. So, the current amalgamation of 5 of The Arts in VELS is inadequate

<http://ausvels.vcaa.vic.edu.au/The-Arts/Overview/Domain-structure>

By doing this kind of reporting you are not recognizing and rewarding someone's unique ability you are reducing them to the lowest common denominator.

FURTHER COMMENTS:

Please follow the online prompts to submit your response here:

<http://www.parliament.vic.gov.au/etc/article/1986>

Post: *Executive officer, Education and Training Committee, Parliament House, Spring Street East Melbourne Vic 3002.*