

## Education and Training Committee

### ***Inquiry into the Extent, Benefits and Potential of Music Education in Victorian Schools 2013***

Dear Committee

Thank you for your consideration of my submission.

Educators over the last century, including those such as Montessori and Malaguzzi, have emphasised holistic approaches to education in order to enable students to recognise their full potential as productive contributors to a society. Scholarly articles for the last few decades have reinforced and verified the fact that music education does more than just teach the student music with simultaneous improvements in mathematics, expression, self esteem and empathy.

***“Music is about communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective.” – Bill Clinton, former President, United States of America and saxophone player***

Working together with other students helps the student to learn co-operative behaviour- the need to understand that others learn in different ways and at different rates, patience and the result of team effort- in short, to appreciate the contribution that each person can bring.

There is current emphasis on clearly defined learning outcomes as projected by the government in such projects such as *MySchool*, yet most private school websites promote their music and arts programs as an incentive for parents to enrol their child. There does not seem to be a conflict with the delivery of these curriculum items to the detriment of the ‘academic’ at these schools.

Although the delivery of music education should be properly funded and supported, vast resources may not always be required.

My daughter (six at the time) and I had a great session at the Immigration museum in Melbourne making music using plastic buckets. This session was led by an enthusiastic artist who encouraged a diverse range of people to work together to create a percussive piece.

*The Song Room* is a great example of the non-for profit sector filling the gaps in music education left by education authorities. <http://www.songroom.org.au/home/introduction>

***‘Music is Moral Law. It gives us the soul to the universe, wings to the mind, flight to the imagination, a charm to sadness, life to everything’ Plato***

As a parent, I would like my daughter to be the best person she could be wherever her interests might lay. I encourage the committee to recommend the arrest of the decline in the provision of music education in schools and optimise the delivery of music education to *all* students for the sake of *all* our futures.

I thank you for your consideration,

Joanne Dodds



Enhanced Learning of Proportional Math through Music Training and Spatial-Temporal Training Graziano, A. B., Peterson, M. & Shaw, G. L. (1999). *Neurological Research*, 21, 139-152

The Song Room [www.songroom.org.au](http://www.songroom.org.au)

MySchool [www.myschool.edu.au](http://www.myschool.edu.au)

<http://www.wesleycollege.net/About-Wesley/A-true-education.aspx>

<http://www.sac.vic.edu.au/music>

Does musical training improve school performance? Wetter, O. E., Koerner, F., & Schwaninger, A. (2009). *Instructional Science: An International Journal of the Learning Sciences*, 37(4), 365-374.

The Arts and Australian Education: Realising potential Robyn Ewing 2010