

INQUIRY INTO THE EXTENT, BENEFITS AND POTENTIAL OF MUSIC EDUCATION IN VICTORIAN SCHOOLS

- (4) music education provided through specific funding; (5) music education provided through non-specific funding, for example, general Student Resource Package funding; (6) music education provided through parent contribution; (7) the extent and quality of music education provision in Victorian schools

School	extent of provision	quality of provision
Manangatang P-12 College	<p>Years 9/10 elective: 2 hours/week for half year Year 8: 2 hours/week for half year Year 7: 2 hours/week for half year Years 2-6: 1 hour/week for whole year Year P-1: classroom teacher integrates Music within Theme Year P-6: 1 hour/week musical production for 20 weeks The school makes the Music facilities available to a music tutor in the community to conduct private lessons out of school hours.</p>	<p>Year 4-10 students receive Music instruction from a 'specialist' teacher. However, this teacher does not have formal qualifications in Music teaching – they have skills, interest and experience with Music. Since starting in this role, the quality of provision has improved and, overall, is very competent for these levels. Music is a part-time role and the teacher has other classes. Year 2, 3 & 6 students receive Music instruction from another teacher who has skills, interest and experience with Music. The provision is effective and competent for these levels.</p>
Ouyen P-12 College	<p>Year 9/10 elective: 3 hours per week each semester Year 9/10 elective - Instrumental: two hours per week (whole year) Years 7/8 elective: 3 hours per week Years P-6: 1 hour per week</p>	<p>Year P-10 students receive Music instruction from 'specialist' teachers. However, these teachers do not have formal qualifications in Music teaching – they have skills, interest and experience with Music. Since starting in this role, the quality of provision has improved and, overall, is very competent for these levels. Music is a part-time role and the teachers have other classes.</p>
Tyrrell College	<p>Yr 11 Vet Music Production – 4 hours per week Yr 8/9 elective 3 hours per week/year Primary equivalent of 1 hour per week for each of the 4 classes</p>	<p>VET Music – self-taught but Assessor trained teacher 8/9 Music – as above Classroom teachers as part of integrated study</p>

Tempy Primary School

Current provision of music education in Victoria

Funding is not the only resource required to offer rurally isolated primary school students music education; we require teachers with expertise or experience and there simply are none available. Parents are very willing to pay 100% contributions towards instrumental music education. In our area we have a number of families who drive 300km round trips to regional towns to access weekly music tuition programs and AMEB instrumental music instruction. For too long primary school music as comprised of really poor recorder lessons and singing programs. The Music Aviva program has provided outstanding 'outreach' programs delivering throughout the country and facilitating teacher education, however such programs are wonderful extensions to schools with existing expertise to build upon. Schools with no qualified instructors/educators need human resources. School holiday programs, school camp style programs targeting rurally isolated students, use of interactive technologies and external expertise are recommended. A shared educator that can move weekly or fortnightly through a district or within a cluster of schools would be wonderful. Younger children need to be a priority to ensure early engagement.

Music education supports literacy and numeracy learning, particularly in the early to middle years of schooling. Fine motor skill development, building a strong sense of rhythm and attuning listening skills are motivations beyond cultural enjoyment and employment considerations. Like sport, music has the capacity to offer academically superior and inferior students with extension or reinforcement they need.

At Tempy Primary School our music education revolves around an end of year, whole school production that engages 100% of students in singing, drama and dance. Any students who have instrumental skills are integrated within the performance. And generally speaking, the only students who have instrumental music skills are those who have parents/grandparents who play an instrument or those who are able to afford the time and fuel to attend instruction in the regional towns. One example is a family who drive 300kms weekly to Swan Hill arrive into town at 5.00pm to commence weekday instructions. They take children from two other families. With a car load of four students, the final session concludes at 7.00pm and then there is a two hour return trip/drop off. The children are home by 9.00pm. With fuel at approximately \$1.40 per litre to be added to the teaching fee, the families who regard music as a priority pay a greater cost than dollars alone.

At any one time, Tempy Primary School will have between 20% to 25% of students engaged or interested in being engaged in instrumental music outside school hours. All of those families would be prepared to pay higher fees and not have to expose their children to extensive travel. Without their commitment to music education, their children would not receive instrumental music education.

Cheryl Torpey

Principal

Tempy Primary School