

Attention: Kerry Riseley  
Executor Officer  
Education and Training Committee  
Parliament House  
Spring Street  
East Melbourne

Dear Madam

Please find attached my Submission in response to “ Inquiry into the Extent, Benefits and Potential of Music Education in Victoria Schools”

Terms of Reference.

On a further note my daughter attends Canterbury Girls Secondary College where Music forms an integral part of school life.

It is a government school offering a music program akin to that of an independent school, surviving on government funding and parental fundraising. Our school has exceptionally committed, well qualified and experienced staff who underpin the delivery of the music program.

Our school offers an Instrumental program wherein the girls enjoy making music as part of various ensembles, bands, choirs and orchestras

Which participate and achieve outstanding success at festivals (Austa String Conference), Royal South Street Eisteddfod, State Schools Spectacular.

Together with interschool house dance drama festival and house chorals (massed singing), concerts and soirees.

**OUR SCHOOL AND OUR GIRLS LIVE FOR MUSIC.**

**OUR SCHOOL NEEDS GOVERNMENT SUPPORT AND FUNDING**

Regards

[Amanda Dugdale](#)



## **Terms of Reference 1 – 3**

### **Evidence supporting music education in schools**

#### **“Without Music life would be a Mistake” Friedrich Nietzsche**

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

A musician will cognitively develop by expanding upon skills such as creativity, literacy, numeracy, fine motor skills, language and interpretation

Music is an academic subject which embodies its own blend of the arts, languages, sciences, maths and physical education

Music is a valuable means of connecting us to our ancestry and those of different cultures

It enables the individual to experience new levels of emotion, happiness and self worth

Music helps to establish self discipline and personal responsibility which in turn assists with every day learning, teamwork and social integration

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

A musical education is a means of developing a further human intelligence

In doing so it develops self esteem, pride, an appreciation of ones heritage, team spirit, self discipline, self assertion

All students have as much right to a musical education as they do to an academic education. The two work hand in hand to develop intelligence, perceptual skills, not to mention extending the sensory perceptions to new heights.

Our nation relies on the support of an intelligent people and participation in the arts/musical subjects will stimulate this need.

Music allows a student to dream, imagine, visualise, improvise and explore many emotions and ideas, whilst developing concentration, motor skills and auditory processing.

Current research evidence strongly suggests a students performance in all of their school work is enhanced by music study. Such research goes as far as suggesting that students involved in musical pursuits are at a lower risk of becoming involved in substance abuse.

Learning a musical instrument or being involved in a musical band requires a considerable level of devotion and dedication. Sacrifice of free time to pursue practice and performance sessions fosters a strong sense of self discipline in a child which may lead to a lower likelihood of anti social behaviour.

Our language allows us to communicate on various levels, through speech and the music of singing.

Music is very therapeutic. It offers an outlet for frustrations, a means of coping with stress, a comfort to the depressed or lonely.

Music energizes and revitalises the soul.

(3) benefits to student academic performance as a result of music education;

There is strong evidence to suggest that “music makes you smarter”. Musics psychological, emotional, therapeutic and motivational benefits aid the whole development of the student in all facets of education.

Music is food to the brain, toning brain functions, working on memory and enhancing auditory learning.

Music “Essential to the development of young brains, not an optional extra” (David Woods)

**Terms of Reference 4 – 7: Current provision of music education in Victoria:**

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

“The national figure for the provision of class music in government schools is as low as 23% compared with 88% in independent schools”

Independent schools can offer excellent cocurricular instrumental music programs including class time tuition, band and ensemble practice before and after school. These programs are run by staff employed by the school and are funded through the annual fees paid by the students.

Government primary and secondary schools rely on a combination of government funding and financial support from the school council and parents association.

(5) music education provided through non-specific funding, for example, general student resource package funding;

If Primary and Secondary schools do not qualify for music specialist teachers, the classroom teacher is mainly responsible for implementing the music curriculum. Reliance on a generalist teacher to teach music is problematic and due to the teachers inadequate training or inclination toward music, the students music study is ineffective or non existent.

(6) music education provided through parent contribution

Parents can pay for the services of instrumental lessons.

They can become actively involved in support groups such as Friends of Music or the Parents Association where fundraising assists with purchase of instruments, music concerts, excursions and camps.

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

**Terms of Reference 8 – 11: Future optimum provision of music education in Victorian schools:**

(8) optimum governance and oversight arrangements;

(9) optimum use of targeted funding;

(10) optimum balance of central mandates and supports; and

(11) optimum balance of music specific funding, non-music specific funding and parent contribution.

Music needs to be implemented into the government school system as a stand alone subject to be taught as well as the other “Arts” subjects.

**‘EVERY CHILD IN VICTORIAN SCHOOLS HAS ACCESS TO A QUALITY MUSIC EDUCATION TAUGHT BY PROFESSIONALLY TRAINED TEACHERS WITH MUSICAL EXPERTISE’.**