

BULLETIN: ASME VICTORIA

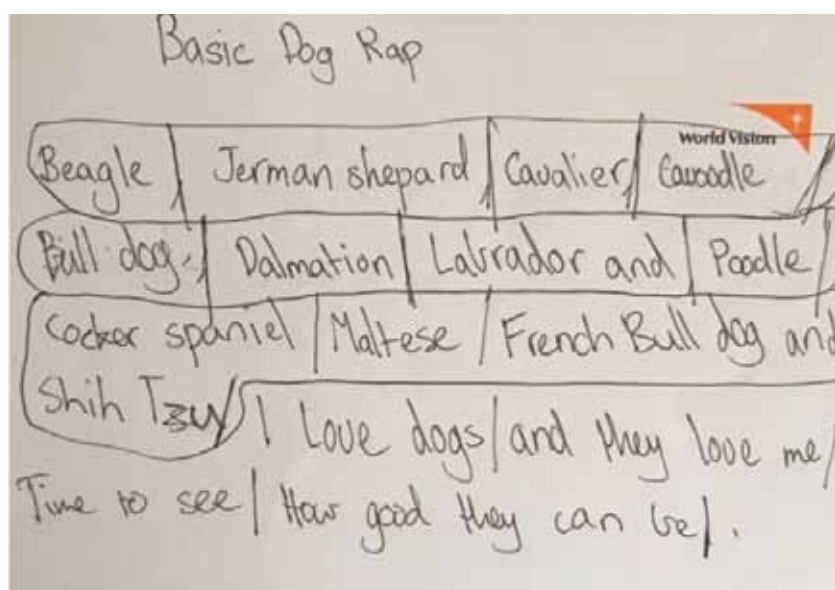
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Volume 29, No. 3 – September 2020

Australian Society for Music Education,

Victoria Chapter Registration Number A0013254W

IT'S A RAP!



Stationary

1. Theme: _____

2. Lyrics:

Gluestick!	Rubber	Pencil	Stencil
Sticky Notes	Scissors	Yes!	It's all done!
Dump em all	Into your	Pencil	Case
Say Yay!	Cuz you're	Done For	Today!

1. Theme: **pasta**

2. Lyrics:

mince	meat	italian	herbs
tomatos	onion	carrot	zucchini
celery	parmesan	cheese	pasta
The BEST	spag bolognese	EVER	yum

Encouraging Australian music and composers, including students of all ages – an important aim for music education today

Chairperson's message

Sue Arney

How extraordinary are Victorian Music teachers!

Back in March of this year, not many of us would have believed that online music teaching was achievable, especially for extended periods of time. Yet, within the blink of an eye, the entire profession has 'pivoted' to delivering meaningful, engaging and creative sessions in classroom, instrumental and ensemble settings.

The generosity of spirit shown in the way resources, lesson plans and technical advice have been shared via social networks, professional associations and through collegial groups has been truly heart-warming, and our networks have strengthened as a result.

Advocacy for school music education has occurred unexpectedly as a result of remote teaching through connections with music-making in the home. There are many anecdotal reports of parents being impressed at watching their children connect with their instrument or a music class



at home. They have marvelled at a teacher explaining musical concepts and supporting the development of their children's musicianship, while noticing the enrichment of their children singing, moving, picking up an instrument or sound-maker at random times throughout the week, just because they love it.

Our challenge moving forward is to harness this new awareness of what we do as music educators as we continue to advocate for the place of music in the curriculum and in the life of young people.

We welcome suggestions from our members regarding small and large-scale campaigns such as our 'Thank your Principal' campaign earlier in the year. For this we utilised social media networks to encourage parents to write to thank Principals for supporting the continued delivery of music classes in the move to remote delivery.

I am thrilled to be moving into the position of Chair of ASME Victoria at this time. We have an impressive Chapter Council of 18 music educators representing a wide range of teaching settings, ages, experience and backgrounds. Each Council member has been given a specific role and over the next 12 months we look forward to bringing you updates of significant work being carried out. Initiatives will include the development of advocacy tools for teachers and schools, approaches to Indigenous music and professional learning and support for our members.

Editorial

Ros McMillan

Following ASME Victoria's Annual General Meeting held earlier this month, the Chapter Council welcomed a newly elected Chairperson, Deputy Chair and three Council members (see full list on page 5). The message from our new Chairperson, Sue Arney, printed above, outlines some of the goals for the forthcoming year as we farewell the outgoing Chair, Fiona King. Fiona's Annual Report, reproduced on the next page, described a year that was effectively in two halves – pre-COVID-19 (September 2019 – March 2020) and the new 'normal' (March – September 2020).

Readers will remember the regular 'Letter from Armenia', written by Pip Robinson, who was appointed to teach IB Music at a United World College in Dilijan. Pip's planned two-year appointment was interrupted when Armenia declared a



nation-wide State of Emergency in April this year. However, her letter-writing continues in this Bulletin with a 'Letter from Quarantine', reflecting on her experiences in a country little known to many Australians.

An initiative of ASME (Vic) begun some years ago, are the Graduate Teacher Awards. Two awardees who received ASME's Graduating Teacher Awards in 2019 are profiled on page 6, Curtis Reardon (Deakin University) and Heather Morcom (the University of Melbourne).

A new initiative, to be found in forthcoming Bulletins, is a section on Advocacy, a vital aspect of our work in promoting the value of music education. We invite ASME members who are teachers to provide examples of endorsement of their work for an article on online music learning to be published in the next issue of the Bulletin. Please email any contributions to asmevic@asme.edu.au

Cover

Examples of online learning by the students of Deputy Chair, Lucy Lennox, include writing raps and making musical instruments.

ASME (Victoria) Annual General Meeting 2020

Chairperson's report – Fiona King

The 2019-2020 year has been both challenging and rewarding for the ASME Victoria Council. The first half of the year (September 2019 to March 2020) was productive for workshops and intensive planning (including the formation of sub-committees) for 2020 projects. From March to September 2020 (and it continues) the COVID-19 pandemic has brought stages of lockdown in Melbourne. It has had wide-ranging impacts on the work of the Chapter Council and also for music teachers, researchers, academics and performers throughout the State.

The lockdown focused our Council meetings and workshops into the online space, changing our working approach. The list below reflects the achievements (reflective of pre and current-COVID-19 work) in the first and second part of this year (September to September). We are proud to have worked together as a team through various stages of lockdown. We continue in striving to achieve the goals of ASME through a diligent and now highly flexible approach in the effort to support and promote music education in Victoria.

Pre-COVID-19 times: September 2019 – February/ March 2020

Attendance at the ASME National Council Meeting and Biennial Conference in Perth by Jen Skate in the role of Deputy-Chair, myself in the role of Chair and Leon de Bruin as observer (and in following, Vice-President of ASME).

Development of sub-committees in 2019 to pursue the following resource-building projects:

Case for Music Education

This is a project that was developed as a follow-up from the fact-finding Instrumental Teachers' Action Forum in March 2019 regarding problems with employment conditions. The *Case for Music Education* draft project outline potentially provides information for teachers who wish to make a case to their Principal.

Indigenous music project

This is still in the pre-planning stage. Our first priority is to ensure that we have an Aboriginal cultural expert to advise us and currently we are following up contacts. The original idea was to support teachers seeking information and contacts to guide cultural learning across the curriculum as well as in music.

The New Music Teachers Workshop went ahead as scheduled (face-to-face) on the 'eve' of lockdown in mid-March.

COVID-19 times: March – September 2020 – lockdowns 1-4 (as at the September AGM, lockdown continues in our State)

The Chapter Council bought the Zoom platform to commence online meetings.

There were three informal meetings with no agenda held during the first lockdown of 2020 via Zoom. Attendance was optional for Council members. On average, there were 8 attendees per informal meeting: 15 April, 22 April and 29 April.

Our three informal meetings in April highlighted the potential job losses of Instrumental Music teachers in Victorian schools due to the lockdown. Our discussions prompted letter writing in advocacy, and the commencement of two ASME Victoria campaigns via Facebook. They were:

1. Survey monkey <https://www.surveymonkey.com/r/PB9T2DV>

Aim: To gain insight into how music teachers and programs have been affected by COVID-19

2. #thankyourprincipal

Aim: To create a campaign encouraging parents to write and thank their Principals for supporting music education.

Facebook: A new survey has been posted to seek the positive aspects of online music education

Continued work on the resource-building projects

Music: Count Us In – online workshops with special thanks to Sue Arney for organising these.

Publications during the year September 2019 – September 2020:

Bulletin: ASME Victoria, Volume 28, No. 3 – October 2019

Bulletin: ASME Victoria, Volume 28, No. 4 – December 2019

Bulletin: ASME Victoria, Volume 29, No. 1 – March 2020

Bulletin: ASME Victoria: Volume 29, No. 2 – June 2020

Thank you to ASME Victoria Council members for their wonderful contributions to the *Bulletin*. I acknowledge the work of Ros McMillan in organising, preparing and editing each issue.

I acknowledge David Forrest for his ongoing work on the *Victorian Journal of Music Education*.

Roles and responsibilities

At the ASME Victoria AGM in September 2019, the Chapter Council 2019-2020 comprised 17 members. The roles, responsibilities and other individual and team efforts, of which I am so proud to have been a part of this year, are as follows:

Jen Skate in the role of Deputy-Chair and to highlight her work in two sub-committees: The *Case for Music Education* (ASME Victoria Council) and at the ASME National level: Membership Sub-Committee. Jen has been a consistent presence and thoughtful voice at ASME National meetings, as part of her role of Deputy-Chair.

Ros McMillan in the role of Secretary. Ros is the backbone of the organisational structure of ASME Victoria and she works with great strength and purpose to get things done.

Dimitri Ioannou in the role of Treasurer. Dimitri swiftly processes all accounts and presents the Treasurer's Report at each meeting.

David Forrest in the role of Publications Editor of *VJME*. David kindly shares his expertise in the ways, goals and directions of ASME in an always supportive manner.

Greg Oates for guidance in the role of Chair in his capacity of Immediate Past-Chair and for his work on various projects with respect to the plight of Instrumental Music Teachers.

Sue Arney for her great commitment to workshop provision in 2020 through leading ASME Victoria's collaboration with *Music: Count Us In* (second year in a row), in which there are currently eight online workshops over several weeks.

To the members of the Council who have presented face-to-face workshops (when it has been possible) in 2019-20 and also those taking the role of host in the current *MCUI* workshops. Thank you Lucy, Christine, Jen, Mick, Ros, Leon and Sue.

For the members of the sub-committees with their work on those projects, particularly with the *Case for Music Education*: Greg, Jen, Leon and Sue.

Lucy Lennox and Emily Wilson for their combined, sustained – and brilliant – efforts with Facebook, particularly during the pandemic. This has ensured consistent communication with members and the community. Thank you to Sue for support with this also.

Neryl Jeanneret for bringing a wealth of expertise to the Council and updates on the VCE Music Study Guide.

Emily Wilson for great workshop ideas and actions.

Erin Heycox and Thomas Williams as Early Career music teachers for their insights, enthusiasm, support and perspectives in Council meetings.

Pip Robinson for the contribution of engaging and insightful articles in the Chapter *Bulletin* during her year-long stay in Armenia.

Elliot Westbury's work on the website in the latter part of 2019.

Ros McMillan and Christine Cocklin for writing minutes of Council meetings.

Music Educating for Life

This award, presented at every biennial National Conference by each State and Territory, was given to Roland Yeung for his significant contribution to music education in Victoria over many decades.

Concluding thoughts

It has been a rewarding 12 months in the role of Chair. I have been honoured to work with such a talented and knowledgeable team. Thank you to all members for your support this year. I would like to thank Ros McMillan for her ongoing support in organisational aspects of ASME Victoria as well as her availability and generosity in providing advice and guidance. I would also like to thank David Forrest for his support regarding ASME processes and, on a personal level, for his support of my role as Chair.

The new Council has a 'star-studded' line-up of members, representing all fields of music education and research. The year has shown that ASME Victoria has the capacity for great teamwork and the lockdown experience has formed a stronger network between us.

As I step down as Chair, I know that ASME Victoria is an unstoppable force and will continue to grow in strength meeting by meeting. I encourage ASME Victoria to continue online access options for members even after lockdown ceases and face-to-face workshops become available, and to support access to music education across all corners of the State.

I wish the Chapter all the best for the future.

Thank you, Fiona!

The ASME Chapter Council is most grateful to Fiona King, the outgoing Chair, for her leadership of the Victorian Chapter over the past year.

Fiona juggled a tertiary teaching position, the writing of a PhD and the chairing of the Society in what would have been an incredibly hectic year. Yet this was all achieved with her usual enthusiasm and a belief in the value of the musical education of students of all ages. Fiona's year leading ASME Victoria concluded with the news that she had successfully attained her PhD.

We thank and congratulate Dr King and wish her well for the future.

Letter from quarantine

Council member, Pip Robinson, has been in Armenia for the past year teaching International Baccalaureate Music at a United World College. When Armenia declared a State of Emergency earlier this year, the school was forced to re-structure and Pip made the difficult decision to return to Australia. Her 'Letters from Armenia' have been a feature of the Bulletin for the last year. In this issue, she reflects on those experiences.

The COVID-19 pandemic has irrevocably changed education across the world through the unexpected 'forced' move to online teaching and learning. As music educators we have been challenged by the need to design and deliver instrumental and class music lessons online. However, many teachers have struggled to understand that designing and delivering online education is completely different from face-to-face teaching.

Because of this change I believe we will see a greater move towards online and blended learning. Financial constraints in schools are impacting decisions about curricular offerings with the result that elective subjects that traditionally have smaller cohorts, such as music, are in the firing line. This was the case in my Armenian school when the administration decided to cancel music as an academic subject after my resignation was accepted. This was disappointing for the students and also for me, but I will continue to teach my IB music class in Armenia from Australia.

However, with constraint come opportunities – learning different ways of delivering music education; promoting our subject in novel and interesting curricular offerings; designing much more student-driven musical curricula; enabling creativity to flourish in our students; thinking about what is important and valuable in music education and reassessing why, what and how we assess. It is a time to explore further afield and look at a broader range of musical ideas and cultures – researching, exploring and incorporating the rich musics that are entangled through time and evolution. And so, in this article I share a little about Armenian music.

I loved my year teaching in Armenia and learned a great deal about its rich musical and cultural heritage. In 330AD Armenia became the first Christian country in the world, so it has a rich tradition of religious choral music. Across time, the country has been influenced by Persian, Russian and Ottoman musics, sharing similar traditional scales/modes and instruments.

In exploring Armenian music, a good starting point is the hauntingly beautiful music of the poet/musician Sayat-Nova from the 1700s. The next and most significant figure is Komitas, the father of Armenian classical music. Born Soghomon Soghomonian in 1869, he was ordained as a priest with the name Komitas and, similarly to Bela Bartok, he collected folk music from Armenia and surrounding countries, incorporating this into his choral and instrumental

compositions. His music is heart-wrenchingly beautiful, with poetic melodic lines taken from folk songs reworked into superb musical works. Komitas has influenced and inspired all Armenian composers since.

We all know of Aram Khachaturian (*Spartacus*), but lesser known composers include Edvard Mirzoyan and Arno Babadjanian, whose works are also inspired by folk elements and include bold and rich, as well as subtle and delicate, orchestration. These elements continue to influence contemporary Armenian musicians and composers, both in the country and in the Armenian diaspora around the world. One example is the renowned jazz musician Tigran Hamasyan, whose compositions are heavily influenced by the Armenian folk traditions and the music of Komitas. Hamasyan is an outstanding performer, composer and improviser.

For me, quarantine has been a time for quiet reflection, for considering the ways that music education has been impacted and what this means in the longer term. Change can be exciting and reinvigorating. Most importantly, as a body of music educators, it is a time for us to share, adapt and work together. We need to ensure that our subject retains its place in the school curriculum in a world that might forget the impact and importance of a music education for all students and for humanity.

ASME (Vic) Chapter Council

2020-2021

CHAIR: Sue Arney

IMMEDIATE PAST CHAIR: Fiona King

DEPUTY CHAIR: Lucy Lennox

SECRETARY & BULLETIN EDITOR: Ros McMillan

TREASURER: Dimitri Iannou

PUBLICATIONS EDITOR: David Forrest

COUNCIL MEMBERS:

Susie Davies-Splitter	Leon de Bruin
Erin Heycox	Katie Hull-Brown
Neryl Jeanneret	Heather Morcom
Greg Oates	Pip Robinson
Jen Skate	Michael Travers
Thomas Williams	Emily Wilson

Graduate teacher awards

An initiative of ASME (Vic), begun some years ago, are the Graduate Teacher Awards. The highest achieving graduating student in music education in the tertiary institutions that train school music teachers receives a year's membership of the Society. Two of 2019's top graduate teachers are profiled in this edition of the Bulletin, Curtis Reardon from Deakin University and Heather Morcom from the University of Melbourne. We congratulate Curtis and Heather on their awards and look forward to their participation in ASME's activities.

Curtis Reardon – Deakin University

During my time at Deakin, I developed an understanding of the main themes, tensions and aims of music education and became familiarised with the different schools of thought within the field. As part of my course, I learnt about education in general and explored the work of figures such as Dewey, Piaget, Vygotsky and others. In music lectures we investigated the Victorian Curriculum and thought about how to address it in an authentic and meaningful way. We considered how to approach teaching and learning from a variety of perspectives, including an understanding of the Orff, Kodály and Dalcroze approaches.

Since graduating I am still thinking about and reflecting on ideas I was exposed to in the course. It was a rich experience learning from lecturers who are experts in their fields and to spend time discussing ideas with my peers. My experiences at Deakin are continuing to shape the way I teach music.

I am currently teaching instrumental music (guitar and electric bass) at two schools – one primary and one secondary. As part of my work at the secondary school I am also taking two guitar ensembles, which I love. It has been great to be part of an amazing team of teachers from whom I can learn and with whom I can share ideas. Much of this year has been taught remotely which has brought new challenges, but like many others I have taken advantage of the presence of devices and have been exploring how they can be used to further facilitate learning.

I am looking forward to continually growing as a teacher and am lucky to be able to learn from the educators and supporters of music education who form ASME.



Heather Morcom – the University of Melbourne

I have been teaching music in a variety of settings for the past ten years. These include teaching singing from my home studio to the wonderful world of early childhood music teaching for Mini Maestros (where all those years of musical theatre finally paid off!). While undertaking a Bachelor of Music (Classical Performance – Voice) from Monash University, I had the opportunity to also complete a minor study in jazz and also studied opera in Italy. In 2018, I decided to take the plunge and undertake the Master of Teaching (Secondary) at the University of Melbourne.

Within this study I completed a research proposal titled 'Supporting Gender Inclusion and Adolescent Voice Change in School Choirs' which I hope to conduct as part of a PhD in the future. This research aims to give teachers gender-inclusive strategies that accommodate and increase participation of adolescent singers and those experiencing voice change.

This year I took advantage of the lockdowns and completed the Certificate IV in Teaching and Assessment. I am currently working for SoundGarage, teaching VET Music Performance/ Sound Production and Year 10 music. At a neighbouring P-9 school, I also teach early childhood music and take singing groups. I am very much looking forward to the end of the pandemic when I can get a real choir started!

I feel honoured to be recognised by an organisation such as ASME that does so much for the music education community, a community of which I am thrilled to be a part. I am pleased to take this opportunity to thank ASME Victoria for its generous award.



Music: Count Us In 2020 Teacher Professional Learning Workshops

ASME (Vic) has been delighted once again to partner with Music Australia to deliver a season of teacher professional learning workshops across Victoria. As a federally funded national initiative, *Music: Count Us In* is a well-respected music advocacy program that encourages teachers, students and school communities to stop everything and sing the **Same Song at the Same Time on the Same Day** throughout Australia. The extensive teaching resources provided for download and immediate use are excellent and include notated lead sheets and arrangements for classes and ensembles. The resources also contain lyric and percussion videos and a beautiful Auslan video which students are finding exceptionally engaging.

This year we continued our aim of strengthening music teacher networks across the State by inviting key music educators to host workshops in various regions, with time built in for conversation and exchange of ideas. We acknowledge the hosts:

Michael Travers	St Matthew's Primary School, Fawkner North
Lucy Lennox	Milgate Primary School, Doncaster
Amanda Baulch	Northern Bay College, Corio
Mary Thorpe	Camphill Primary School, Bendigo
Christine Cocklin	Westmeadows Primary School
Jessica Stein	South Gippsland Special School
Lana Ford	Phoenix P-12 College, Sebastopol
Fiona Phillips	Deakin University, Geelong

With the move to online delivery, ASME Vic engaged Susie Davies-Splitter (now a Chapter Council member) to design and deliver the workshops in 2020. Susie presented a range of new ideas for engaging students through learning and playing the 2020 song during this time of remote learning in Victoria. The interactive sessions presented ideas for creating actions, body percussion and movement, making use of kitchen instruments and any homemade or found sounds, along with ukuleles, keyboards, Boomwhackers and/or Orff percussion. There was a particular focus on activities that could fit a COVID hybrid teaching scenario, which may be online, face-to-face or a combination of both. There was lively chat on different ideas for presenting 'Celebration Day' this year in teachers' schools in their various settings.

Because of the online nature of the workshops ASME (Vic) received many requests from interstate teachers to attend, resulting in hundreds of registrations, tripling those of 2019.



Comments from workshop participants

- Coming back to *MCUI* after a few years we're looking forward to getting our choir and instrumental students involved this year. Such a great opportunity for our students particularly in remote learning at the moment.
- I plan to use the resources for the last two weeks of online learning. My kids love learning the song for *MCUI* each year and always look forward to it.
- We've started using some of the AUSLAN activities and have given out the instrumental scores as well.
- I will use the recyclable instruments tomorrow. The kids will love that!
- I'm going to make it a dance unit! Safe moving, body and special awareness etc.
- Loving the improvisation on the pentatonic scale!
- Fabulous. Thank you so, so much. It's very inspiring!

To register and to access valuable teaching resources visit the MCUI website: <https://musicaustralia.org.au/program/countusin/>

There are two remaining workshops and teachers from any geographic area are welcome to register: <https://www.eventbrite.com.au/o/australian-society-for-music-education-victoria-17149590646>

Monday 5 October, 4.00–5.30pm – Warrnambool and south-western Victoria

Thursday 8 October, 4.00–5.30pm – Shepparton, Wangaratta and northern-eastern Victoria

Advocacy

- *Music: Count Us In 2020.* While the usual workshops of ASME (Victoria) have not occurred due to COVID-19, the Chapter has been able to run a series of online workshops for *Music: Count Us In*. Utilising the talents of ASME Council member Susie Davies-Splitter, a series of professional development activities have been held across the State. These include a wealth of resources to share that are now available on the *MCUI* website. (See details on previous page.)
- The National Association of Arts Educators (NAAE), of which ASME National is a stakeholder, recently compiled a submission to the Senate inquiry into the Federal Government's Higher Education Support Amendment Bill 2020. This document opposes the Government's proposed university fees reforms, calling for an equitable tertiary education system that does not target creative arts degrees. The proposal, to increase fees for these degrees, is based on the premise that this area of study does not lead to employment in the essential areas that the Government wishes to prioritise, largely degrees that focus on STEM subjects. This position was supported by Tania Plibersek (Shadow Minister for Education and Training) and Greens Senator Sarah Hanson-Young. The Bill is currently delayed.
- Some excellent advocacy videos for teachers and schools have been created by the Yamaha Music Education Team, based in Melbourne.
 1. Music Advocacy for Educators – principals and teachers talk about the value of music education to their students and school communities
<https://www.youtube.com/watch?v=sBDNwR6Vpx4&feature=youtube>
 2. Music Advocacy for Students – students talk about the way they value music participation in school
<https://www.youtube.com/watch?v=BWCLymxMIPU&feature=youtube>
 3. Music Advocacy for Parents – students and parents give their perspective on the benefits of music education
https://www.youtube.com/watch?time_continue=54&v=s-E2YDi3wZ0&feature=emb_title

Future events

Two important music education events planned for 2021 and 2022 are:

- ASME 23rd National Conference, Hobart, 29 September – October 2021.
- ISME 35th World Conference, Brisbane, 17-21 July 2022

Vale Sonny Chua

The ASME Chapter Council was shocked and saddened to learn of the sudden death of music educator, Sonny Chua, on September 9 this year, at the age of 52. Sonny was a pianist, arranger and composer with a particular interest in writing music for his students. His works range from piano pieces, many in AMEB publications, to arrangements for boys' choirs.

ASME members may remember the enthusiastic performance of his Melbourne High School choir at the Opening Ceremony of the 2005 ASME National Conference in Melbourne. The audience, many of whom were international and interstate music educators, were astounded at the musicianship shown by adolescent boys and their obvious joy in singing.

We send our deepest sympathy to his wife, Melinda Ceresoli, and Sonny's family.

Congratulations David!

During the recent Biennial Conference of ISME (International Society for Music Education), ISME Publications Chair (and ASME Publications Editor), David Forrest, was presented with a Member Service Award. The citation read:

ISME is most appreciative of David Forrest's commitment and many years of dedicated service to ISME and the music education profession. In particular, the Executive wanted to recognise his leadership and work on managing the submissions, programming the conference and preparing the abstracts and proceedings for three World Conferences in Porto Alegre (Brazil), Glasgow (Scotland) and Baku (Azerbaijan).

ISME thanks David for those years of commitment, professionalism and expertise from which all members have benefited.

176,000 hits and still counting!!

The ASME Chapter Council is justly proud of its Deputy Chair, Lucy Lennox, whose online teaching has resulted in a video that has been shared around the world. In the video, two of Lucy's primary school students sing a song with lyrics they wrote, set to the music of John Lennon's *Imagine*. At last count the video had been viewed over 176,000 times. We are delighted that an example of a classroom music project has received so much public attention and attests to the fact that inspired teaching, even at 'arm's length', can produce wonderful musical outcomes. Congratulations, Lucy!

Online article and full song video on ABC News page:

<https://www.abc.net.au/news/2020-09-17/melbourne-brothers-imagine-john-lennon-coronavirus-pandemic/12675004>

ABC Melbourne Facebook page:

<https://www.facebook.com/abcmelbourne/>



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SAVE THE DATE

ASME XXIII National Conference

29 September—1 October 2021

Hobart, Tasmania



Register your interest [HERE](#)