

HOUSE OF REPRESENTATIVES STANDING COMMITTEE ON COMMUNICATIONS AND THE ARTS

Questions on Notice

Addressed to Musica Viva Australia

Hearing held on Friday 4 December 2020

Question 1 – p. 24.

Dr ALLEN: Then I suppose my question—and you may not know the answer to this—is: if you are reaching or touching 20 per cent of schools but there are other providers, would you say that most schools, other than the very disadvantaged schools, may have some sort of music program done by some of the other providers, or would it be half, or would you be the major provider and so there's only a small number of other providers in addition to your program?

Ms Frankenberg: I think there's quite a significant proportion of schools that have neither specialist music teachers within them nor a significant program coming in. I couldn't give you exact figures for that. I'd take that one on notice. We could actually provide you with some more stats on that—

Dr ALLEN: Thank you. That would be very helpful

Musica Viva welcomes the opportunity to respond to this question.

Firstly we wish to make a small correction to the statement by Ms Frankenberg referenced in the above exchange as she had not recalled the exact figure: the proportion of Australian schools reached by Musica Viva annually is closer to **13%**. We include as an appendix a recent analysis of Musica Viva's annual reach, and cumulative reach over the past 8 years (Appendix 1).

Executive Summary

The national music education landscape is not comprehensively documented, but available data indicates that despite many providers and individual government programs, **there is still substantial inequity in access to the benefits of a consistent, sequential, quality music education program.**

Given the many benefits of a quality music education, **significant opportunities exist to make both systemic and targeted interventions provide these benefits to the children whose lives and outcomes they would change the most.**

These include both State and Federal initiatives, and to reiterate a key recommendation from Musica Viva's earlier Inquiry submission, **a meeting of State and Federal Cultural and Education Ministers and their staff could jointly and very usefully explore these opportunities.**

General observations

While the question above related specifically to external providers of music programs, the other major factor which determines whether a school has a music program is whether they have specialist teachers teaching a music curriculum and access to instrumental teachers.

Precise and up-to-date data on this question is difficult to find, due to the variations in State-based Education Departments, and because the last comprehensive [National Review of Music Education](#) was published in 2005. This review, chaired by Margaret Seares AO, made specific recommendations to ensure equality of provision of quality sequential music education.

The 2013 Music Council of Australia's Research Report [Music to our Ears](#), found that, despite the recommendations of the Sears report:

- *63% of primary schools offer no classroom music*
- *34% of secondary schools offer no classroom music*
- *Only in the states of Queensland and Tasmania is music a part of the primary school curriculum in government schools and taught by specialist music teachers*
- *Less than a quarter of government schools (primary and secondary) offer a program that would meet the standard of music education in the National Review*
- *Over three quarters of independent schools meet this standard*

A common element of all studies has been the issue of lack of specialist music teachers, and the lack of skills and confidence among generalist classroom teachers tasked with teaching music. A driver of this is the lack of music training available to pre-service teachers, an area of Commonwealth oversight. There is no measurement and therefore no data available on the quality or outcomes of this teaching.

External to classroom music, live performance experiences are provided by a range of providers, with Musica Viva having the largest national reach with its musical incursions (visits by ensembles to schools). Organisations such as The Song Room also provide residency programs, and excursion experiences and individual school programs are also provided by orchestras in most states and territories.

While live performance experiences can provide a powerful and impactful experience, they are most valuable when part of and reinforced by an integrated program of curriculum-linked resources and support for teachers. For this reason, the Musica Viva in Schools performance program includes year-round support to teachers via digital resources on an online platform including a term's worth of lesson plans, professional development, and online teacher forums.

In the areas of teacher Professional Development, organisations including Orff and Kodaly associations and state-based associations offer a variety of options. However, distance, cost, and time are all barriers to teachers in accessing professional development.

Primary School Music Programs State by State

The State-by-State information provided below is based on Musica Viva's own statistics and broader networks, a sector review commissioned from Social Ventures Australia by Musica Viva in late 2019, information from Education Departments and Directorates, and relevant reports.

Australian Capital Territory: While each school is required to teach music, neither the Catholic Education Office nor the Education Directorate were certain about the proportion of music specialist teachers employed directly by schools.

The ACT Education Directorate employs instrumental teachers in primary schools through its Instrumental Music Program. They teach instrumental music lessons in partnership with classroom teachers as a “supplement” to school music programs. 59 (out of 108) schools participated in 2019.

Musica Viva is the major external provider of music programs in the ACT as the Canberra Symphony Orchestra has suspended its school program.

The ACT Education Directorate has mandatory requirements for accredited teacher Professional Development annually which means that demand for and take-up of Musica Viva professional development opportunities is high.

New South Wales:

From Musica Viva’s engagement with schools, it is estimated that around 50% of schools have a specialist music teacher, and 50% teach classroom music. In government schools, around 80% are estimated not to have systematic classroom music. Many schools participate in one-off projects, such as Music Australia’s ‘Music: Count us In’ to meet the curriculum requirement without systematic classroom music.

The NSW Dept of Education offered Creative Arts Grants Initiatives in 2018-19 for innovative teaching and learning in creative arts, and its own Arts Unit also offers PDs and resources.

Around 400 regional NSW schools are served by 17 Regional Conservatoriums, which offer fee-based music lessons, school classes and teacher professional development.

The NSW Government provides \$100 vouchers for parents to use on cultural activities for their children, however there are difficult to use for school-based activities as they are individually parent-directed.

NSW Landscape – arts enrichment for primary schools			
Excursions	Incursions	Teacher PD	Residencies
NATIONAL	Musica Viva		
	Cultural Infusion	The Song Room	
		National Music Teacher Mentoring Program Musical Futures Australia Kodaly Association ANCOS (Peak body for Orff Schulwerk)	
	Bell Shakespeare, Australian Ballet		
NSW	Regional conservatoriums		
	17 Regional Conservatorium offering school classes, performances, and teacher professional development – reaching approx. 400 regional schools – in some cases they partner with MV to host our ensembles		
Sydney Symphony Orchestra	Opera Australia In-school performances (~400 per year in Vic and NSW, metro and regional (\$8/student). PD no longer offered due to funding restraints.	Sydney Symphony Orchestra NSW Dept Education Arts Unit Teacher PD workshops in music teaching	
	Small incursion providers	Drama NSW, Sydney Opera House, Sydney Theatre Company, Museum of Contemporary Art, NSW Dept Ed. Arts Unit Teacher PD workshops in arts teaching	
		University of Sydney Online music teaching course (NESA accredited)	

Northern Territory:

Detailed information has not been available, but NT schools are not required to teach music. A recently published report commissioned by the Tony Foundation, [A Sound Investment](#), observed challenges including: “teacher turnover, a lack of access to professional development opportunities, and a weak community of practice.”

There is significant demand for and appreciation of Musica Viva’s touring programs in the Northern Territory, as the distances involved mean that many schools are reached by few other providers.

Queensland:

Undated data from Music Australia estimates that Queensland has 950 specialist and instrumental teachers working in their State schools, and that music education is provided in 87% of schools. Education Queensland’s estimate, from 2018 figures, is that 80% of schools have a teacher teaching music - but this could be a generalist classroom teacher or a teacher with another arts specialty delivering the arts curriculum. Queensland has been the strongest state for the delivery of music due to its large number of music specialist teachers and the Instrumental Program, but *A Sound Investment* reports concerns that the national curriculum may erode this with its need to present multi-arts programs.

The Queensland Instrumental Music Program has significant reach of around 50,000 students, and is often co-funded by industry as well as government, and woven into the musical life of many schools. This is reflected by the disproportionate number of Queenslanders selected into competitive national instrumental programs and institutions such as the Australian Youth Orchestra and Australian National Academy of Music, and who go on to forge careers as professional musicians.

Queensland Landscape – arts enrichment for primary schools			
Excursions	Incursions	Teacher PD	Residencies
NATIONAL	Musica Viva		
	Cultural Infusion	The Song Room	
		National Music Teacher Mentoring Program Musical Futures Australia Kodaly Association ANCOS (Peak body for Orff Schulwerk)	
	Bell Shakespeare, Australian Ballet		
	QLD	Youth Touring Listing service - various providers	
	Online listing of multiple touring arts providers offering incursions, PD and artists in residence. Regional touring can be funded through the Playing Queensland Fund.		
	Camerata Chamber Orchestra		
	Funded for regional touring through PQF		
	Opera Queensland		
Queensland Symphony Orchestra	In school productions, \$9 per student (small # of schools)		

South Australia:

The Department for Education does not hold data centrally on the subject areas teachers currently teach.

While a significant number of teachers (1120) indicate the capacity to teach music, data does not exist on whether they are employed in this area. It is estimated that around 20% of government schools employ music specialists, while a majority of independent schools are estimated to have specialist music staff.

113 teachers are employed by the Instrumental Music program (sometimes across multiple schools) to teach at SA's 423 Government Primary and R-12 schools.

The SA Government recently undertook extensive consultation with sector and peak organisations, and developed a 10-year strategy to improve the delivery of school music education, including financial investment.

The Music Match Model is a promising partnership model where a convening organisation (Carclew) coordinates partners to provide music education opportunities in disadvantaged primary schools.

SA Landscape – arts enrichment for primary schools			
Excursions	Incursions	Teacher PD	Residencies
NATIONAL	Musica Viva		
	Cultural Infusion	The Song Room	
		National Music Teacher Mentoring Program Musical Futures Australia Kodaly Association ANCOS (Peak body for Orff Schulwerk)	
SA	Bell Shakespeare, Australian Ballet		
	Adelaide Symphony Orchestra (ASO)		
	School concerts, Incursions and Professional Development, mostly offered in metro area. Resources included. (\$7 per student).		
	Music Match – ASO, AYO, Adelaide Festival Centre and MV		
	Coordinated by <u>Carclew</u> . Collaboration between ASO, AYO, MV and Adelaide Festival Centre to provide music education to disadvantaged schools through a range of services – excursions, incursions, PD, residencies.		
	Music is Fun	Carclew – Teaching artists in schools	
	8-piece music group, simple resources, tour extensively: 100+ schools in SA per year	Several "Artists in Schools" programs including Aboriginal artists in schools.. Artist-led professional learning program based on teaching the art curriculum	
	African drumming groups	ASME (Australian Society for Music Education) SA Chapter	
	Footsteps dance group		

Tasmania:

Tasmania has music specialists in nearly all primary schools across the state (estimated around 90%), employed with discretionary funds, and with no centralised provision. There is a good deal of variation in implementation of music programs. All larger independent schools have music teachers, there is less certainty around smaller and regionally-based ones.

The main external musical providers are the Tasmanian Symphony Orchestra, which provides school concerts, resources and professional learning workshops, and Musica Viva, which sends one group to tour annually (in 2020 this was a well-subscribed hybrid tour with one member physically touring and the other mainland-based member appearing via zoom). The Australian Society for Music Education (ASME) is active in Tasmania

Victoria:

The Victorian Government commissioned an [Enquiry into the Extent, Benefits and Potential of Music Education](#) in 2013, which observed “The limited data on the provision of music education in schools makes it difficult to determine the scope of music education in Victoria. Anecdotal evidence suggests that many government primary schools in Victoria do not offer a specialist music program.”

Current exact data is difficult to source, but the School Music Action Group Victoria (sMAG) states that “the latest data collected in 2015 for regional Victoria is that 1 in 8 or 12.5 % schools have a Music Specialist – sometimes these identify as a music specialist although they may actually be a performing arts specialist. In Metro and Catholic education systems it is higher 1 in 5 from data collected in 2014. In Independent systems it is at 89%.”

In years subsequent to the 2013 Enquiry, various funding commitments have been made, including \$2 million to a teacher mentoring program, in recognition that many generalist teachers lack the skills and confidence to teach music, and support through the ‘Music in Schools Initiative’ to 120 schools to purchase instruments and, resources and teacher professional development.

Victorian Landscape – arts enrichment for primary schools			
Excursions	Incursions	Teacher PD	Residencies
NATIONAL	Musica Viva		
	Cultural Infusion	The Song Room (strong in Victoria) DUET: Music in Schools Professional Development program funded by Department of Education (80 schools) and long-term residencies for disadvantaged schools. Current reach is ~150-200 schools nationally, mostly in Vic (8000 students according to website)	
	Bell Shakespeare		
	Australian Ballet (strong in Victoria)		
VIC	MSO, Victorian Opera Touring Program, Melbourne Recital Centre Victorian Opera Access All Areas Live-Stream *Digital program - Series of on-demand workshops	National Music Teacher Mentoring Program Musical Futures Australia Kodaly Association ANCOS (Peak body for Orff Schulwerk)	
	Opera Australia In-school performances (~400 per year in Vic and NSW, metro and regional (\$8/student). PD no longer offered due to funding restraints.	Melbourne Recital Centre	
	Circus orgs		

Western Australia

Music is not compulsory in the WA curriculum (it is only required to teach a creative art) and as a result many schools do not have a specialist teacher or teach classroom music.

Specialist teachers are employed by some schools with discretionary funds, an estimated <40% in government schools and higher in independent and Catholic schools.

Anecdotally most metropolitan schools have an Arts specialist, many of whom have music training/ capacity whilst it is less common to find Specialist Music Teachers in regional schools, especially smaller schools.

Half of WA government schools are reached by the Department of Education’s Instrumental School Services.

WA Landscape – arts enrichment for primary schools			
Excursions	Incursions	Teacher PD	Residencies
NATIONAL	Musica Viva		
	Cultural Infusion	The Song Room	
		National Music Teacher Mentoring Program Musical Futures Australia Kodaly Association ANCOS (Peak body for Orff Schulwerk)	
	Bell Shakespeare, Australian Ballet		
WA	WA Symphony Orchestra		
	School concerts, plus "WASO in schools" in-school performances with pre- and post-performance teaching resources, curriculum-aligned. \$10 / student (2 touring groups, limited reach)		
	Kaboom Percussion		
	Popular duo – nimble, low cost (\$6/student). Simple resources included. Ex MV ensemble.		
	African drumming groups, Edu Dance		

Summary

Despite the strength of the recommendations of the 2005 Seares Report, the national music education landscape remains patchy, and while a further national overview is overdue to assess the exact extent, **all available data indicates that there is still substantial inequity in access to the benefits of a consistent, sequential, quality music education program.**

Significant areas of concern to Musica Viva include:

- the inadequate amount of training in music education offered to pre-service teachers
- the inadequate training in education offered to music students
- the number of teachers in schools who lack the skills and confidence to teach music
- the number of schools for whom geography and cost make access to specialist teachers and live performance experiences prohibitive
- the significant number of schools who have neither a consistent music program, nor quality enrichment experiences
- The lack of measurement and variable quality of music education in schools where it is available

Given the many benefits of a quality music education, significant opportunities exist to make both systemic and targeted interventions provide these benefits to the children whose lives and outcomes they would change the most.

These include:

Federal areas of influence:

- mandatory inclusion of education training in tertiary music courses
- mandating a more significant component of music education training for pre-service teachers

State and Federal areas of influence:

- further investment in professional development supporting teacher capacity and skills in teaching music

State areas of influence (with opportunities to partner with and leverage philanthropic support):

- targeted investment in individual schools where need is particularly identified, to embed a culture of music education
- support to ensure that all students have access to quality live music experiences as part of a music program

To reiterate a key recommendation from Musica Viva's earlier submission, **a meeting of State and Federal Cultural and Education Ministers and their staff could jointly and very usefully explore these opportunities.**

APPENDIX 1: penetration of Musica Viva in Schools (MVIS) programs in 2019, and since 2011.

