

ENSEMBLE

MUSIC EDUCATION IN AUSTRALIA'S SCHOOL COMMUNITIES

Volume 3 Number 4, 7 May 2009

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NATIONAL CURRICULUM FOR MUSIC AND THE ARTS

Arts a Priority for C21st Education

Media Release, National Advocates for Arts Education, 20 April 2009

A prominent arts education lobby coalition, the National Advocates for Arts Education (NAAE) today highly praised the decision to include the visual and performing arts as priority learning areas in the second stage of national curriculum development by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) at its meeting on Friday April 17th.

Comprehensively representing the disciplines of dance, drama, media, music and visual arts education, the NAAE has been calling for the immediate inclusion of the arts in the work of the National Curriculum Board. NAAE had supported their case by presenting international research evidence proving the value of an arts rich education to children's cognitive development.

"We are delighted that MCEETYA has recognised the central role of performing and visual arts education in fostering creativity, innovation, cultural understanding and social inclusion in Australian children as fundamental skills needed in the 21st Century," said Julie Dyson a member of NAAE.

Read more at <http://tinyurl.com/d36ayu>

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Arts profile gets boost in national curriculum

Justine Ferrari and Corrie Perkin, The Australian, April 18, 2009

THE status of the arts was boosted yesterday when education ministers decided to add the creative and performing arts to the second phase of the national school curriculum. The new curriculum, to roll out from 2011, starts with English, maths, science and history. The second round will cover geography, languages and the arts.

The Australian Curriculum, Assessment and Reporting Authority (ACARA), based in Sydney, will be responsible for the development and implementation of the national curriculum as well as national tests in literacy and numeracy and reporting of results and school performance.

The campaign to include the arts in the national curriculum was led by federal Arts Minister Peter Garrett, who addressed the education ministers' meeting yesterday to argue the case. The move follows months of intense lobbying by the performing and visual arts sectors.

Read entire article: <http://tinyurl.com/d2r3ck>

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Arts in the National School Curriculum

Hon Peter Garrett MP, 17 April 2009

Australian children are guaranteed an arts-rich education following agreement today by federal, state and territory education ministers that arts be included in the national curriculum.

Arts Minister Peter Garrett said he was thrilled that arts subjects - including the visual and performing arts - would sit beside English, maths, history, sciences, geography and languages in the national curriculum.

"Creativity, interpretation, innovation and cultural understanding are all sought-after skills for new and emerging industries in the 21st century. Arts education provides students with the tools to develop these skills," Mr. Garrett said.

"International studies have found that arts education is important to the development of young minds and positively influences learning in other areas.

"Arts education can also help address social exclusion and assist the development of students with learning difficulties. Learning through the arts can create a more positive environment for students with artistic talents."

Read entire release: <http://tinyurl.com/cv69ne>

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Changing our tune on arts in education

Corrie Perkin, The Australian, April 17, 2009

"The time has come to bring Australia in line with the civilised parts of the world as far as arts education is concerned," leading music educator Richard Gill says. "For too long our children have been deprived of serious well-planned arts education. If we don't do something about this now, we may miss a vital chance and we will be paying the price for years and years to come."

While Garrett says he is committed to all art forms, including dance and visual art, it's likely music will be the first discipline for discussion.

Much of the groundwork has been done: the Howard government's 2005 National Review of School Music Education, a 313-page tome of analyses and ideas, sought the views of many experts.

Its chairwoman, Margaret Seares, concluded that "raising the quality and status of music education will have a positive impact on the breadth and depth of aesthetic, cognitive, social and experiential learning for all Australian students and, ultimately, for our society at large".

Read entire article: <http://tinyurl.com/depcn8>

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Acclaimed musician Richard Tognetti hits at 'Neanderthal' music teaching

Corrie Perkin, The Australian, April 16, 2009

RICHARD Tognetti, one of the nation's most acclaimed musicians, has attacked as "Neanderthal" the current quality of music education in schools, and urged its swift inclusion on the national curriculum.

The Australian Chamber Orchestra artistic director said state and federal arts and education ministers should act quickly before more schoolchildren missed out on learning how to read music, play an instrument or sing in a choir.

"What's missing is a comprehensive national system that is unencumbered by state differences, a system that we can identify as a necessary part of the education net," Tognetti told The Australian yesterday.

"There are many little organisations trying to do their bit in terms of music education, like the ACO, Musica Viva, the Song Room and some of the state orchestras. But we're all operating on our own. What we also need is a comprehensive program taught within schools."

Tognetti said he welcomed music's inclusion in the curriculum debate. "It's fantastic news to hear the Government is waking up the sleeping giant and is really moving ahead on this," the violinist said.

Read entire article: <http://tinyurl.com/dc5ymx>

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Pop focus in music education panned

Justine Ferrari, the Australian, April 13, 2009

A TEACHER of teachers says music education in schools has been reduced to entertainment, with classroom lessons focusing heavily on pop at the expense of understanding the classical art form and its history.

Associate professor in music and music education at the University of NSW, Robert Walker, argues that all students should study the work of Western classical composers such as Mozart or Tchaikovsky, which has a complexity unparalleled in other musical traditions.

Professor Walker says students were missing out on an important part of their cultural heritage in the failure to study classical music, with the little music that children learn at school mainly comprising pop.

The lack of music teaching is well documented, particularly in government schools where specialist music teachers are scarce.

A national review released in 2005 made 15 recommendations, but Professor Walker said it still failed to address the lack of classical music taught in schools.

Read entire article: <http://tinyurl.com/d4peuf>

"Preview" Professor Walker's paper "Beethoven or Britney" at <http://tinyurl.com/dz7bvf>

Subscribe to the annual series of Currency House Platform Papers at: <http://tinyurl.com/dj82ba>

Purchase this paper online at: <http://tinyurl.com/cf2n83>

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Music students need more than pop on their iPods

Editorial comment, The Australian, 14 April 2009

IT was almost inevitable. Just as comics and Big Brother ousted George Orwell and Oscar Wilde, green propaganda replaced geography and "social justice themes" overtook narrative history, classical composers such as Mozart or Tchaikovsky have given way to pop in school music.

Robert Walker, associate professor in music and music education at the University of NSW, is rightly concerned about the quality of classroom music education. Hampered by a severe shortage of qualified teachers, the subject has largely been reduced to entertainment.

Professor Walker's experience in Britain and Canada, and as former chief examiner for the International Baccalaureate, makes him well-placed to comment. As he argues, it is a sad reflection that Asian students know more about Western classical music than most children in the West, with nations such as South Korea stipulating pieces to be studied at set ages.

Just as Sydney's Anglican archbishop Peter Jensen is concerned that young people are missing part of their cultural heritage by not being familiar with the Bible, Professor Walker says students are missing an important part of that heritage by not studying classical music its history. As with too many other subjects, school curriculums are devoid of real content.

At least Professor Walker, who teaches teachers, can exercise quality control. The big challenge is with the state education authorities.

Hopefully, more rigorous national curriculums in English, mathematics, science and history will filter through to other subjects - including music.

Source: <http://tinyurl.com/cdudfc>

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AWARDS & PRIZES

Launch of Flame Awards 2009

The Flame Awards 2009 are now open for entry by Schools that Sing...

All Australian schools are eligible to apply - primary and secondary – from all sectors, whether public or non-government schools.

This year the theme is: schools that SING! Judges will be looking for schools that use singing to develop their students' skills and engagement in music.

This year the FLAME Awards have their biggest prize pool ever. \$15,000 is up for grabs. Thanks go to Sydney philanthropists Robert and Elizabeth Albert for their generous support of the Awards this year.

The Australian Society for Music Education (ASME) also supports the Awards again this year, by helping to frame the entry criteria and managing the short-listing process.

Entries must be received by 5.00 pm (est) on Friday 17 July 2009.

Read more at <http://tinyurl.com/d4b5o6>

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Australian Children's Music Foundation (ACMF): Annual Song-writing Contest

Entries for 2009 Competition Now Open!

The ACMF conducts a National Songwriting Competition for every Primary, Secondary and Specific Purpose School across Australia. The competition has been running for seven consecutive years.

Entry to the competition is free and entry forms are mailed to 8,500 Primary & Specific Purpose Schools and 3,000 Secondary Schools, both public and private each year.

This program is endorsed by the Federal Minister for Education, Science and Training and sponsored by the APRA, Ampal, MIPI and Roland.

The competition is divided into several categories to provide opportunities for children of all ages, from Kindergarten through to Year 12. This competition has proved to be successful on a number of levels, with many students entering the competition year after year, demonstrating improvement with each year.

There are some fabulous prizes in the form of musical equipment or tuition for you and your school as well as a fantastic range of musical experiences. Check out our list of prizes below.

Entries close Friday 25 September 2009.

Further information and Entry Forms for 2009, plus details of 2008 winners, at: <http://tinyurl.com/ddo6at>

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THE BENEFITS OF MUSIC EDUCATION

Our youngest musicians keep an ear tuned for the Mozart Effect

William Yeoman, West Australian, 17th April 2009

You might have heard of the Mozart Effect and how classical music is supposed to make you smarter. What a lot of people don't realise is just how important music can be to a child's development — and the earlier the better.

At the University of WA's Junior Music School, which runs Saturday morning classes for children aged two to 12, parents and kids get to take part in a series of fun activities that includes song, dance and playing instruments.

The idea is to allow the children to express their own creativity while learning the basics of music, all the while improving their ability to make sense of the world and to interact socially.

Research has demonstrated the importance of early childhood music education to cognitive development, especially in maths and science.

A national review of school music education in 2005 concluded that music education also contributed to a student's emotional, physical and social growth.

Read more at <http://tinyurl.com/clwloh>

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Twelve Benefits of Music Education

1. Early musical training helps develop brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds.

2. There is also a causal link between music and spatial intelligence (the ability to perceive the world accurately and to form mental pictures of things). This kind of intelligence, by which one can visualize various elements that should go together, is critical to the sort of thinking necessary for everything from solving advanced mathematics problems to being able to pack a book-bag with everything that will be needed for the day.

3. Students of the arts learn to think creatively and to solve problems by imagining various solutions, rejecting outdated rules and assumptions. Questions about the arts do not have only one right answer.

Read more at <http://tinyurl.com/dmkqa4>

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Now We Know: Music is Important for Young Children!

Deborah Pratt

Music is a valuable activity that contributes immensely to the development of a child. Here is some of the research that shows why, presented as it has unfolded over the last 15 years.

The value of musical activities for the intellectual development of children is in addition to the tremendous importance of early childhood musical experiences for the development of musical aptitude.

Edwin Gordon, a preeminent music educator and researcher, states that "Music aptitude is a product of both innate potential and early environmental experiences ... regardless of the level of music aptitude with which children are born, they must have early formal and informal experiences in music in order to maintain that level of potential. Otherwise, the level of music aptitude they may be born with will never be fully realized in achievement ..."

Just as verbal language background begins to be formed very early in life, the listening vocabulary of music should begin to be formed before a child is 18 months old and not later than 3 years of age.

By the time children enter school at age 5 or 6, the most important time for them to develop their music listening vocabularies has passed. This makes musical activities in the preschool years an extremely important foundation for every child's music education.

Read entire article at: <http://tinyurl.com/dmapaf>

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\$30,000 gift sweet music

Louise Nunn, The Advertiser, April 11, 2009

RETIREE turned arts benefactor has donated \$30,000 to help community choirs and establish a website to sell their music around the world. Val Kilgour, of Hallett Cove, is behind Choralworks Inc, a not-for-profit organisation.

"My driving force is that I absolutely believe in the healing and motivational aspects of singing in a group," she said. "My own experiences have shown me it's extremely inspirational, but we've also seen this with groups like the Choir of Hard Knocks, and I know community singing is helping a lot of people struggling in rural areas."

Kilgour joined a choir when her husband died and she lost her job in the mid-1990s. She created Choralworks Inc in 2007 to address issues of cost and copyright that make major new works very difficult for community groups to access. Choralworks' first commission, Adelaide composer Timothy Sexton's *Songs for a Distant Land*, will have its premiere in September.

Kilgour said Choralworks Inc would be relying on donations and sponsorships to achieve its objectives. "The idea is to encourage contemporary composers to write major new works for community groups," she said. "We also want to encourage more young people to join in and reap the benefits that can flow from being part of a community choir."

- Tax-deductible donations to Choralworks Inc can be made through AbaF (Australia Business Arts Foundation) at nathanis@abaf.org.au
- For more information about Choralworks Inc, go to <http://tinyurl.com/czhlz9>

Source: <http://tinyurl.com/d6yxoj>

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RESOURCES

Music Outback Foundation

Music Outback Foundation Limited is dedicated to the use of music and related art forms as a means of improving outcomes on remote Indigenous communities.

Australian Indigenous people are faced with the fragmentation of their culture, with disturbingly low outcomes in health, education, employment, and other community indicators.

Through careful development of its programs over six years, Music Outback has shown that music can be a powerful and effective multi-faceted vehicle for the reconnection of Indigenous people to their own cultural expression.

At the same time, music can effectively address serious needs in areas such as education, health, language preservation, and remote Indigenous employment.

Music Outback Foundation programs have been designed to:

- Develop the use of music in remote isolated schools as a means of improving general education outcomes
- Assist in the preservation of threatened languages and culture through the engagement of older community members in first language song writing
- Engage school age Indigenous youth who don't attend school in creative activities that promote healthy lifestyle choices
- Strengthen the roles of community adults in the mentoring and leading of young people in education and cultural expression
- Involve various agencies on Indigenous communities in activities that build partnerships and cross-agency cooperation across the community

Find out more: <http://tinyurl.com/ckmzwn>

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Musica Viva

Inspiration is the essence of Musica Viva In Schools. Every year, for 26 years, we have offered high quality programs designed to bring music to life for students and teachers in their own schools.

Diversity, innovation and excellence are the keys to our program. When teamed with professional development for teachers, curriculum-based resources and highly-skilled professional musicians, Musica Viva In Schools provides a complete music education package for students and teachers alike.

Musica Viva In Schools is an excellent opportunity to ensure your students receive the very best music education.

Find out more: <http://tinyurl.com/c53a7q>

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The Song Room

The Song Room Vision is that all Australian children have the opportunity to participate in music and the arts to enhance their education, personal development and community involvement.

The Song Room is a National not-for-profit organisation that provides opportunities for enhanced learning and development for disadvantaged children through music and creative arts.

Whilst international research has demonstrated the children who learn music and arts have improved educational, social and personal outcomes; currently in Australia, up to 3 out of 4 children in Government Primary School have no music teachers. That equates to over 700,000 children missing out and often they are the children who need it the most.

The Song Room targets its long-term, free and tailored programs to disadvantaged children who would otherwise not have such opportunities, including socio-economically disadvantaged children, urban and rural Indigenous youth, children with learning, health or behavioural challenges, new migrant arrivals and children for whom English is a second language, children at risk of juvenile crime involvement, very young children (0-5 years) in disadvantaged areas and children in geographically isolated and remote regions.

Find out more: <http://tinyurl.com/cczghk>

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Australian Music Centre redefines the online world of Australian music

Media Release, 28 April 2009

Music lovers, festival programmers, teachers, students, and the creators and performers of original Australian music across the globe now have an indispensable new resource in Australian Music Centre Online.

The dynamic new website increases access to the Australian Music Centre's massive and ever-growing collection of works and information about Australian art music - including diverse genres from contemporary classical, improvisatory and jazz to experimental music and sound art.

Australian Music Centre Online is the result of more than five years of planning, development and work. The site already incorporates over 21,000 works from the Centre's collection - and there are many more to come. Biographies of 530 composers, improvisers and sound artists are included and there are some 30 guided tours of major works and themes in the history of Australian music.

Featured throughout the site at launch are over 2600 audio samples, including 35 integrated links to full length recordings hosted by the ABC's Classic Amp website.

An advanced repertoire finder already includes more than 1200 score samples for teachers, students, orchestras and ensembles to try, with some available for download, and there is an online shop with over 10,000 items including CDs, books and education kits for sale.

Find out more at: <http://tinyurl.com/d8sxug>

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NEWS FROM HERE AND THERE

AFGHANISTAN: Afghan music school emerges from ruins

Google Hosted News, 5 May 2009 (AFP)

KABUL - Two teenage violinists scrape their way through a French gavotte in a chilly classroom at Afghanistan's only high school for music, a bleak building and one-time ruin of Kabul's civil war.

"When it is cold, our fingers don't work so well," says 18-year-old Hogat Ruzabeh, perhaps trying to justify the rough sound. His dream, he says, is to one day perform in an Afghan symphony orchestra. Clad in denim jeans, Ruzabeh has turned up to practice an art form that he says is as important to him as "eating and drinking".

But Afghanistan's potential musicians are starved in a nation where war and Islamist extremism have eroded classical culture and destroyed a wealth of ancient art, film libraries and paintings. The Taliban regime, which ruled from 1996 to 2001, banned music, forcing many musicians to put away their instruments or go into exile.

Kabul's Secondary Vocational School of Music embodies such decay, having been plundered during the civil war in the 1990s between various political and military factions that ousted the Soviet occupiers. Hand grenades were tossed into concert pianos to splinter the wood into manageable sizes, adds musicologist Ahmad Sarmast, a driving force behind post-Taliban efforts to revive music in Afghanistan.

The 90 or so students also have few usable instruments: 35 students share a single drum kit, while 17 share one saxophone. Yet the dark times and sour notes may soon be coming to an end for the school, which is to be given a makeover due to begin next week. What is now a crumbling symbol of broken dreams is to be transformed into a world-class National Institute of Music for Afghanistan, Sarmast says.

Read entire article: <http://tinyurl.com/c98pt4>

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CANADA: Ever wondered if there's too much music?

Neil McCormick, Sydney Morning Herald, 2 May 2009

Ever wondered if there's too much music? Recent research shows the average American daily hears more than five hours of music. Saturation point, perhaps?

The answer may depend on whether music simply is entertainment or whether it serves as a fundamental biological function, as argued by the likes of Daniel Levitin, a professor of psychology and neuroscience at McGill University in Montreal.

His influential *This Is Your Brain On Music* examined music's interactions with our brains. His follow-up, *The World In Six Songs*, suggests music "is not simply a distraction or a pastime, but a core element of our identity as a species, an activity that paved the way for more complex behaviours such as language, large-scale co-operative undertakings, and the passing down of important information from one generation to the next".

Levitin is skeptical about us being over-saturated with music. "It is true that our listening has become passive, and that's a big difference," he says. "Our ancestors, as far as we know, had far more music in their lives than we do. One needn't look any further than contemporary subsistence cultures, hunter-gatherers, and pre-industrial village-based living groups. Music is a continuous presence throughout their day. There are typically hours of singing at night around a camp fire, singing while performing daily activities, as part of ritual.

"The difference there is that everyone joined in the music-making, as opposed to what we do today, sitting quietly in passive listening mode. The average 14-year-old will hear more different music in a month than his great-grandfather might have heard in a lifetime, but probably not more minutes/hours of music than, say, someone 5000 years ago."

Our voracious appetite for music can suggest an addictive relationship. Just observe people's disconnection from their surrounds as they immerse their awareness in headphoned music. But computers equally distract, Levitin says. "New does not equal unhealthy. In fact, one could argue the contrary." Diversity of music broadens and enhances our aesthetic experience and allows us to pursue the music of our choice.

Read entire article: <http://tinyurl.com/c4s3e2> Originally published in UK Daily Telegraph.

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PAKISTAN: Music has died in the Swat valley of Pakistan under Taliban rule

Khushal Yousafzai, Freemuse, (posted 22 April 2009)

Musical expressions are completely banned and ruthlessly discouraged in the newly founded Taliban state of Swat in the north-western part of Pakistan. Hundreds of singers, musicians and women dancers have fled for other provinces.

The estimated 500 music shops that earlier sold music CDs of all types have been either bombed or looted, and the owners were threatened of dire consequences if they violated Taliban code of morality.

On 2 January 2009, a group of Taliban militants brutally killed a female dancer and singer Shabana in Mingora town and threw her dead body in the Green Square of the city for others to learn a lesson. Later on Taliban claimed responsibility for her murder. Her death was a clear message for other musicians and singers that now there is no space for music and dancing in the valley famous for its idyllic beauty, serene environment and centuries old musical heritage.

In Maulana Sufi Muhammad's interpretation of Islam, music is strictly prohibited and source of all sins, and it is expected that the Taliban will now further intensify their campaign against music and singers.

Read entire article: <http://tinyurl.com/cnvvxy>

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UK: Sing out brother

Janette Owen, The Guardian, Tuesday 5 May 2009

It's not easy to upstage Jeremy Clarkson and Sir Alan Sugar, but last week both stars found themselves runners-up to a school choir at the prestigious Bafta awards.

The Choir: Boys Don't Sing, a BBC2 series featuring reluctant singers from a Leicester boys' school, beat *Top Gear*, *The Apprentice* and *MasterChef* to win the academy's award for best feature.

The win was also a personal triumph for choirmaster Gareth Malone, who had spent nine months at the Lancaster school, a large state school, trying to persuade the boys - and the staff - that singing is cool.

But although *The Choir* may have been compulsive viewing for millions, its popularity seems to have had little positive impact on teenage boys, most of whom still believe that singing is best left to girls. Boys might stretch their vocal cords in a rock band, but most don't like singing in front of their peers and rarely admit to getting a buzz from it when they do.

Read more at <http://tinyurl.com/dzn4e7>

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USA: At an Age for Music and Dreams, Real Life Intrudes

Dan Barry, New York Times, April 14, 2009

Two days before their long-awaited trip to New York City, for many of them a foreign place, the members of the Newark High School Sinfonia noisily gather for rehearsal.

The cacophony ends when the first of the first violinists, the best violinist, stands to lead others in tuning to an A.

Her name is Tiffany Clay and she is 18, with light brown hair tied in a ponytail and large eyes that always seem at the edge of tears.

She has been on her own, more or less, since she was 16, and the violin in her delicate hands was bought for \$175 on eBay by her music teacher.

She is a complicated young woman, says that teacher, and a gifted musician. Consistently at or near the very top of her class. Should be going to a top college, on scholarship.

Should be, but won't be, because she feels a need to make money more than music.

Read more at <http://tinyurl.com/djg63s>

Watch video at <http://tinyurl.com/cfz1z9>

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CONFERENCES & EVENTS

Research in Music Education Conference

3-6 July, Boat Shed, Akaroa, Banks Peninsula, New Zealand

Il est bel et bon! – New Zealand's first Research in Music Education Conference and the 31st Australia New Zealand Association for Research in Music Education (ANZARME) Conference is to be held at the Boat Shed, Akaroa, Banks Peninsula, New Zealand, from July 3-6 2009.

Theme: ANZ Music Education Practices - a research perspective

UPDATE NEWS

See the following new important information:

- Extension of time limit for submission of abstract proposals and applications for student scholarships
- Registration Form
- How to get to, stay and eat in Akaroa
- Student Scholarships
- Information about MUSIC '09

The new deadline is 31 May 2009.

Note that the number of conference registrations and scholarships is finite and will be offered on a 'first in-first served' basis, subject to the recommendations of the abstract review group.

While papers will be considered on any topic within the orbit of music education, those that relate to matters of interest to music education in New Zealand and Australia, its future and common interests, will be particularly welcome.

Read more at <http://tinyurl.com/dnl47r>

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REMINDERS

14-18 April - Research in Music Education Conference - University of Exeter, UK - <http://tinyurl.com/cb4wv5>

15-17 April - Second International Symposium on Assessment in Music Education - Gainesville, USA - Read more at <http://tinyurl.com/cnzsdv>

17-23 June - Music Education Week, Washington DC, USA - <http://tinyurl.com/c5taof>

3-6 July - Research in Music Education Conference - Banks Peninsula, NZ - <http://tinyurl.com/cgxvpb>

1-5 July - EAS Conference, ISME European Regional Conference - Tallinn, Estonia - <http://tinyurl.com/ceyfun>

6-10 July - Music Education New Zealand Aotearoa Conference - Christchurch, NZ - <http://tinyurl.com/cfya5k>

10-14 July - Australian Society for Music Education National Conference - Launceston, TAS - <http://tinyurl.com/d9rjn4>

9-11 October - IMEX International Music Exhibition - Melbourne, VIC - <http://tinyurl.com/dbnjr2>

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ACSSO EMAIL NEWSLETTERS

- Australian Education Digest : <http://tinyurl.com/d2o8zu> (weekly)
- International News Roundup : <http://tinyurl.com/cswpka> (monthly)
- Values Education : <http://tinyurl.com/dls7rv> (monthly)
- Languages Education : <http://tinyurl.com/c59eda> (monthly)
- Ensemble - Music Education : <http://tinyurl.com/dedyz4> (monthly)
- Public Education Voice : <http://tinyurl.com/cy7s78> (quarterly)

Do you know of an event or resource that schools should know about? Email us at <mailto:letters@acssso.org.au>

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