



Advocating for our value

We teach music because we love music and music making, but not everyone understands its value. When it comes to advocating for what we love, the task can be daunting. We are an important part of the solution though because we are the experts with formal training. We know about the benefits.

For some in the community, learning music is just an additional expense to the family budget or a timetabling problem. Advocacy for the value of what we teach is essential.

There is a huge emphasis in western society to measure "standards". NAPLAN is but one example. **To advocate effectively for music we need to ensure that parents, classroom teachers and school leaders know that music delivers on literacy, numeracy, problem solving, historical understanding and knowledge of society. When they understand that, they all become our advocates.**

Imagine how powerful it could be for students to return to the classroom, or home to busy parents once or twice a term with messages like this:

*Dear Mr Jones,
In piano/violin/flute lessons John is engaged in literacy and numeracy learning.*

We measured pattern length, we compared patterns turned upside down (inversions). We are researching and writing a paragraph about the William Tell story, we are looking at the way music is influenced by the history of the world, we were involved in problem

solving by looking and we learned about listening to other musical voices in ensemble.
or

*Dear Mrs Smith,
Jane is preparing for a music exam with the Australian Music Examinations Board where the following skills and knowledge will be assessed against a national standard...*

I remember fondly an inspirational, local SA primary principal's defiance of his superintendent some years ago by not employing a mandated second language teacher.

He argued in writing that as most of his school cohort spoke at least three languages already, another language wasn't as important as music throughout the school. He told his system that music is a very powerful language. No-one ever challenged him and the school music program flourished.

The place of music in the lives of our students depends on all of us just being that little extra strategic.

Ian Russell, AMEB Strings Examiner and Presenter at the 2017 Information Day

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Australian Music Examinations Board
SA & NT

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AMEB subjects

Practical Music includes: Piano, Piano for Leisure, P Plate Piano, Accordion, Organ, Electronic Organ, Violin, Viola, Double Bass, Cello, Flute, Oboe, Clarinet, Recorder, Bassoon, Saxophone, Saxophone for Leisure, Trumpet, Tuba, Trombone, Band, Horn, Euphonium, Percussion, Harp, Classical Guitar, Singing, Singing for Leisure, Musical Theatre and Ensembles **Speech and Drama includes:** Drama & Communication, Voice & Communication and Drama & Performance **Contemporary Popular Music includes:** Keyboard, Guitar, Bass, Vocal, Drum kit **Theory includes:** Music Craft, Theory & Musicianship, Speech & Performance **And now examining Rockschoo!**

