

**National Audit of
Music Discipline and Music Education Mandatory Content within
Pre-Service Generalist Primary Teacher Education Courses: a report**

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August 2009**

**This report was commissioned by the Music Education Advisory Group
and carried out under a contract to the Commonwealth Department of
Education Employment and Workplace Relations**

Contents

1. Executive Summary	4
2. Introduction	7
2.1. Structure of the Report	8
3. Accreditation and Curricula	9
3.1 National Goals for Policy	9
3.1.1. Curriculum	9
3.1.2. Accreditation of Teachers and Teacher Training Programs	10
3.1.3. University Accreditation	12
3.2 State Accreditation and Curriculum Organisations	13
3.2.1 Australian Capital Territory	14
3.2.1.1. Curriculum	14
3.2.1.2. Teacher Training Programs Accreditation	15
3.2.1.3. Teacher Accreditation	15
3.2.2 New South Wales	15
3.2.2.1 Curriculum	15
3.2.2.2 Teacher Training Programs Accreditation	16
3.2.2.3 Teacher Accreditation	17
3.2.3 Northern Territory	18
3.2.3.1 Curriculum	18
3.2.3.2 Teacher Training Programs Accreditation	18
3.2.3.3 Teacher Accreditation	19
3.2.4 Queensland	19
3.2.4.1 Curriculum	19
3.2.4.2 Teacher Training Programs Accreditation	19
3.2.4.3 Teacher Accreditation	20
3.2.5 South Australia	20
3.2.5.1 Curriculum	20
3.2.5.2 Teacher Training Programs Accreditation	21
3.2.5.3 Teacher Accreditation	21
3.2.6 Tasmania	22
3.2.6.1. Curriculum	22
3.2.6.2. Teacher Training Programs Accreditation	22
3.2.6.3. Teacher Accreditation	22
3.2.7 Victoria	23
3.2.7.1. Curriculum	23
3.2.7.2. Teacher Training Programs Accreditation	23
3.2.7.3. Teacher Accreditation	23
3.2.8 Western Australia	24
3.2.8.1. Curriculum	24
3.2.8.2. Teacher Training Programs Accreditation	24
3.2.8.3. Teacher Accreditation	24
3.3 Specialist Teachers	25
3.4 Conclusions	25
4. Primary and Early Childhood Programs in Online Handbooks 2009/2010	27

4.1 Some preliminary findings	29
4.2 <i>Primary and Early Childhood Programs in Online Handbooks 2009/2010 Spreadsheet</i>	30
5. Examples of Past Handbooks 1989/1990, 1999	82
5.1 <i>Examples of Past Handbooks 1989/1990, 1999 Spreadsheet</i>	83
6. Audit of Current Mandatory Arts/Music Education Subjects	88
6.1 Questions 1 to 4: Direction and Incorporation of Music in Compulsory Subjects and Programs	89
6.1.1. Question 1	89
6.1.2. Question 2a	89
6.1.3. Question 2b	90
6.1.4. Question 3	90
6.1.5. Question 4	92
6.2 Questions 5 to 8: Content of Compulsory Music Subjects	93
6.2.1. Question 5	93
6.2.2. Question 6	94
6.2.3. Question 7	96
6.2.4. Question 8	96
6.3 Other Comments	98
7. Conclusion	100
8. Appendix	102
8.1 <i>Audit of Current Mandatory Arts/Music Education Subjects Spreadsheet</i>	102
8.2 <i>Audit Terms of Reference</i>	120
8.2.1. Overview and Description of the Project	120
8.2.2. Purpose and Objectives of the Project	120
8.2.3. Rationale for the Project	121
9. Bibliography	123
9.1 Bibliography including websites	123
9.2 Communication	127

1. Executive Summary

Furthering recommendations made in the *National Review of School Music Education*, the Music Council of Australia was contracted by the Music Education Advisory Group to prepare an audit of compulsory music education provided in preservice programs for primary school teachers. The aims of the audit were:

1. to establish a baseline from which an increase or decline of such provision could be measured
2. to authenticate anecdotal evidence on the situation of music in these programs and
3. to determine current accreditation requirements for primary teachers.

The report is structured so that firstly, accreditation requirements are examined, with special reference to where decisions about accreditation originate. Secondly, the results of the audit of teacher training programs are outlined, showing hours spent on compulsory music education and content covered.

Accreditation requirements are managed by state and territory accreditation authorities. They are based in curriculum requirements and teacher quality goals that are established Federally through groups such as MCEECDYA.

At the Federal level, there is little mention of music. For example in the *National Education and the Arts Statement* (2005 – the only recent such document) there is no definition of individual arts disciplines, and therefore no mention of music specifically. This filters also into curricula where music is taught as a part of the “creative arts”. However, the way curricula are implemented at school level varies: in some states and territories, curriculum authorities acknowledge that schools will deliver the curriculum variously depending upon their resources and skills.

In all states and territories, generalist primary teachers are expected to teach music as part of a creative arts subject. The way this is implemented varies. In Queensland for instance, while generalist teachers are expected to teach all Key Learning Areas, specialist music teachers are employed to teach music. However, in New South Wales, specialist music teachers are rarely employed in primary schools.

There is no musical competency specified by teacher accreditation authorities for generalist primary teachers. Rather, as with all disciplines and subjects, there is a general expectation that ‘teachers need to know their content’. This is not tested: it is presumed that teachers who study approved teacher training programs will fulfil this minimum requirement. New South Wales is the only state to clearly set a minimum requirement for creative arts training: 36 hours for a graduate degree and 72 hours for an undergraduate degree.

It was found that specialist primary music teachers are being trained either through specially designed programs, or through pathways of their own design which satisfy the accreditation requirements (where these are stated).

The study then surveyed twenty-eight universities to determine the amount of compulsory music education offered to students training to become primary school teachers. It was found that overwhelmingly in teacher training programs, music is taught as part of compulsory creative arts subjects, sometimes as a discrete component within the subject, and sometimes integrated into the subject. On average, 41.75 hours¹ are devoted to creative arts subjects, but only 16.99 hours are given to the study of music in the surveyed teacher training programs. There is a wide variation among institutions with time given to music ranging between 0 and 52 hours.

Another way of measuring the quantum of compulsory music training is as a percentage of the total credit points dedicated to music within a degree program. On average, music is 1.51% of a teacher-training program. This figure is below expectations: *NSW Primary Curriculum Foundation Statements – Information for Teachers* suggests 2.19% of teaching time in schools should be spent on music. In addition, the *Report of the National Music Workshop* suggested the introduction of two music co-curricular modules for teacher training programs, total 52 hours. Of the surveyed universities, only one has reached this goal.

The music activities contained in compulsory creative arts teacher training include singing, creating and playing instruments. However, recorder playing now is generally not taught to teachers. These music activities incorporate other musical skills such as music literacy, moving and listening. Extra activities were reported including music advocacy, reflection, and music appreciation. Activities such as these are introduced with the hope of inspiring teaching students to further their music skills when they are teachers.

Pedagogies taught in compulsory music training include eclectic approaches that combine the methods of Kodaly, Orff and Dalcroze, as well as creative methods and instrumental teaching. However, the depth to which these methods are developed in creative arts subjects is limited, with some lecturers presenting rhythmic-based exercises rather than introducing sol-fa. Through the combination of eclectic and creative methods, preservice primary teaching students generally are experiencing more than one type of pedagogical approach within the allotted time for compulsory music studies.

Most compulsory music subjects provide opportunity for students to engage with a variety of music genres. However, four genres occur regularly: Non-Western music, in particular African songs; folk and children's songs (particularly where Kodaly methodology is employed); contemporary popular music (including jazz and rap); and Western art music. Some respondents also mentioned that when engaged in practice teaching, students often bring songs with which they are comfortable; generally these are contemporary popular songs.

In the preparation of material for compulsory arts/music subjects, textbooks are heavily relied upon, particularly Australian-written texts that are specifically about

¹ Figures throughout the report are rounded to two decimal points.

teaching creative arts. Websites are also provided to students as resources for use post-training.

There are other factors that interact with the provision of music education to preservice primary teaching students, and many of these factors were referred to by those surveyed. They include the decrease in available teaching time, the lack of musical experience of students, the conversion from face-to-face classes to online teaching, and resource and employment issues. These factors continue to impact upon the quantity of music taught to pre-service primary teaching students and endanger the position of the music education lecturer in universities.

In conclusion, it was found that the incorporation of music into creative arts has resulted in less time and scope for music studies. This applies in teacher training programs, in the curricula, in national and local goals for education, and in accreditation requirements.

2. Introduction

In March 2009, the Music Council of Australia was commissioned by the Music Education Advisory Group to undertake a national audit of mandatory music subjects currently run in preservice primary teaching programs. The aims of the audit included:

- to establish a baseline from which future measuring of the increase or decline of music in such courses could be undertaken;
- to authenticate anecdotal evidence on the situation of music in preservice primary teaching programs;
- to determine current accreditation requirements of primary teachers.

These aims relate to Recommendation 3 from the *National Review of School Music Education*:

R.3 To improve the standard of pre-service music education for all generalist classroom teachers

Recommended actions

The Australian Government

R.3.1 Explore ways to encourage universities (and other providers of teacher education) to provide more time for music education for pre-service teachers

R.3.2 Refer this report to NIQTSL to consider in their upcoming work on teacher education course accreditation and standards

Universities and Schools of Education (and others preparing teachers)

R.3.3 Enhance or transform courses for generalist classroom teachers to ensure that:

- There is sufficient dedicated time for music education; and
- Student teachers develop and demonstrate knowledge, understanding and skills in their own music making as well as teaching music

Graduating/Beginning Teachers

R.3.4 Demonstrate the currency and relevance of their knowledge, understanding, skills and values about music education²

The audit follows preliminary surveys of online university handbooks of mandatory music courses for preservice primary and early childhood teacher programs, undertaken by the Music Council of Australia in February 2008, which demonstrated that 19 universities out of 24 measured³, placed less than 2% of value of a total degree on mandatory music for primary teaching programs. However, this figure does not “measure quality of education, musical or pedagogical aspects taught, or abilities of students when they graduate.”⁴ This current audit aims to inform these unknown areas so that a fuller picture of the current situation of mandatory music in preservice primary teaching programs is known.

² Pascoe, R. et al (2006), *National Review of School Music Education: Augmenting the Diminished*. Canberra: Australian Government, xvi.

³ Hocking, R. (2008), Music Instruction in Pre-Service Training of Classroom Teachers, *Music Forum* Vol. 14, No. 2. Sydney: Music Council of Australia.

http://www.mca.org.au/web/index.php?option=com_content&task=view&id=271&Itemid=1 Information on 30 primary teacher training programs were found but measurements of the value of music were only able to be determined for 24 of these.

Hocking, R. (2008), More on Music Instruction of Classroom Teachers: Early Childhood, *Music Forum* Vol. 14, No. 3. Sydney: Music Council of Australia.

http://www.mca.org.au/web/index.php?option=com_content&task=view&id=272&Itemid=1 Last accessed

⁴ Hocking, Vol 14 No 2.

Teacher accreditation, teacher training programs accreditation, and curricula aims are also examined to determine where decisions about music in education originate. It is possible that what is being measured in this audit is not only the situation of music in teacher training programs, but also the expectation of music educational standards and responsibilities from government with the outcomes being seen in teacher training programs, and ultimately in the schools themselves. The preference to merge music into the subject of creative arts reflects research and pedagogies in teaching the arts, but also meets budget-saving and timesaving requirements. But the disadvantage of this is that music fundamentals may be overlooked by interdisciplinary teaching, and subsequently, benefits of music are almost inevitably are lost.

2.1. Structure of the Report:

The issue of mandatory music for preservice teachers is a shared issue that involves teaching institutions, curriculum writers, teacher registration boards, and government. The way these organisations contribute to how and what music is taught to preservice primary teachers is outlined in the section on “Accreditation and Curricula”.

A survey of mandatory music in preservice teacher programs, titled “Primary and Early Childhood Programs in Online Handbooks 2009/2010”, gives the basic descriptors of the subjects concerned as published in universities online handbooks for 2009/2010. Overwhelmingly these are subjects that cover arts rather than being specifically on the discipline of music. In “Examples of Past Handbooks 1989, 1990”, examples of comparable subjects from ten and twenty years ago are also given so that trends towards the current situation can be observed.

The “Audit of Current Arts/Music Education Subjects” then is presented question by question, with responses from arts/music lecturers given and analysis made. Universities have been of great assistance with the audit, and their help has been greatly appreciated. Following these responses, conclusions and future directions are given.

The author also thanks the members of the Music Education Advisory Group Nancy Cincotta, Dr Jennifer Rosevear, Associate Professor Robin Stevens, and the Executive Director of the Music Council of Australia, Dr Richard Letts, for their assistance with this report.

3. Accreditation and Curricula

Currently, individual states and territories are responsible for teacher accreditation and the accreditation of teacher training programs. Statements produced by accreditation boards about the competencies of teachers who qualify for accreditation refer to teacher knowledge of and aptitude for teaching curriculum content. Therefore there are three areas that need to be examined to determine registration requirements and each of these areas interact with the other:

- 1) teacher registration requirements and statements of accreditation process
- 2) teacher training program requirements and statements of accreditation process
- 3) curricula and essential and/or key learning areas

Most of the requirements needed for accreditation are based on national statements produced by MCEETYA (now MCEECDYA).

3.1. National Goals for Policy:

The MCEECDYA (Ministerial Council for Education, Early Childhood Development and Youth Affairs) is a council established in July 2009 that consists of ministers from Australia and some Pacific countries, whose goal is to provide direction for policies in education. All of the States education ministers are part of the council. The MCEECDYA supercedes MCEETYA (the Ministerial Council on Education, Employment, Training and Youth Affairs) and MCVTE (the Ministerial Council for Vocational and Technical Education), and works closely with the MCTEE (the Ministerial Council for Tertiary Education and Employment)⁵ on tertiary education matters. The MCTEE was established in June 2009. Some of the documents referred to in this section were published by the MCEETYA, but are now under the auspices of the MCEECDYA or the MCTEE.

3.1.1. Curriculum

In 2005, the *National Education and the Arts Statement* was put forward as a vision for the future of arts education and incorporates the following:

The statement is underpinned by three key principles:

1. All children and young people should have a high quality arts education in every phase of learning.
2. Creating partnerships strengthens community identity and local cultures.
3. Connecting schools with the arts and cultural sector enriches learning outcomes⁶.

Surprisingly, the National Arts Statement does not define arts. Music is only mentioned once in the document in relation to career outcomes of arts education⁷ but comfortingly, photos are included of children playing musical instruments, so the implication from the

⁵ MCTEE home http://www.deewr.gov.au/Skills/Programs/Pages/Ministerial_Council.aspx Last accessed 24th July 2009.

⁶ National Education and the arts statement. Published by the CMC and MCEETYA, 2005, page 5. http://www.mceecdya.edu.au/mceecdya/national_education_and_the_arts_statement,20981.html Last accessed 23rd July 2009.

⁷ *Ibid*, page 6.

document is that music is part of the arts. Future action arising from the National Arts Statement includes the following:

Through this statement, all jurisdictions agree to:

- build and sustain the skills and knowledge of teachers and artists through pre-service teacher education and opportunities for the professional development of both groups
- continue to develop and disseminate high quality policy frameworks, curriculum guidelines and learning resources which provide children and young people with relevant and engaging opportunities to participate in the arts in both educational and cultural settings.⁸

Since 2005, a working group has been established to further develop these ideas and look towards implementation. The *Melbourne Declaration*, published 2008, lists a number of disciplines that the Australian national curriculum, and individual states curricula, should incorporate, and the arts are included in this list⁹. Here, Arts are defined as including performing and visual arts and no further definition is given¹⁰. The declaration is updated every ten years, developing from the original *National Goals for Schooling*¹¹. The language used in the declaration takes into account the current development of the national curriculum as well as the state and territory developed curricula:

State, Territory and Commonwealth governments will work together with all school sectors to ensure world-class curriculum [sic] in Australia. Together the national curriculum and curriculum [sic] specified at the State, Territory and local levels will enable every student to develop....¹²

This could imply that the future National Curriculum may be implemented differently in each state, or it could imply that the declaration is to cover both the current curriculum system and the new curriculum system.

The *National Statements of Learning* also provide direction for curriculum development and were developed by the Curriculum Corporation, supervised by AESOC (Australian Education Systems Officials Committee) for MCEETYA¹³. However these statements only refer to the disciplines of English, Mathematics, Science, and the area of Civics and Citizenship. The arts, nor music, are not mentioned in these statements.

3.1.2. Accreditation of Teachers and Teacher Training Programs

The MCEECDYA document *A National Framework for Professional Standards for Teaching*¹⁴, established by the then-MCEETYA in 2003, is a set of guidelines that feed into the state laws and policies governing accreditation requirements for teachers. The framework is set up to advise on quality teaching but may have limited influence

⁸ Ibid, page 9.

⁹ The Melbourne Declaration. MCEECDYA, 2008. Page 13 and 14.

http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html Last accessed 23rd July 2009.

¹⁰ Ibid, page 14.

¹¹ National Goals for Schooling. 1989. <http://www.mceetya.edu.au/mceetya/nationalgoals/index.htm> Last accessed 25th July 2009.

¹² The Melbourne Declaration. Page 13.

¹³ National Statements for Learning. On the MCEECDYA website.

http://www.mceecdya.edu.au/mceecdya/statements_of_learning,22835.html Last accessed 25th July 2009.

¹⁴ A National Framework for Professional Standards for Teaching. Published by MCEETYA, 2003.

http://www.mceecdya.edu.au/verve/_resources/national_framework_file.pdf Last accessed 23rd July 2009.

dependent on how the framework is incorporated at a state/territory level, as admitted in the following statement:

The National Framework recognises not only the constitutional responsibility of States and Territories for providing school education, but also the need for professional standards to have meaning for teachers within individual jurisdictions.... The specific role of the National Framework for Professional Standards for Teaching is to achieve national consistency and a common approach to recognising quality, as well as to facilitate a national co-operative approach in supporting teacher quality.¹⁵

Career development and professional standards for teachers are covered by the framework but there is no specific mention of curriculum. Instead, discipline areas are referred to in a general way, as in the following statement from the framework:

Teachers know and understand the fundamental ideas, principles and structure of the disciplines they teach. They know and understand the links to other content areas and are able to integrate learning across and between content areas. They know how to effectively teach that content, and understand the prompts and barriers to learning likely to be encountered by students.¹⁶

Therefore, the framework requires that teachers are to know how to teach their disciplines. For generalist primary teachers, the disciplines include those grouped under the umbrella of Arts.

The framework for teaching accompanies and complements *The Melbourne Declaration*. The MCEECDYA has also put together the National Pre-Service Teacher Accreditation Working Group, chaired by Prof. Peter Dawkins, but the outcomes of this group have not yet been reported¹⁷.

The Australasian Teacher Regulatory Authorities (ATRA, formerly Australasian Forum of Teacher Registration and Accreditation Authorities) is the representative organisation for all teacher accreditation and registration boards in Australia and New Zealand. Each of the state and territory teacher registration boards are members of ATRA.

¹⁵ Ibid, page 6.

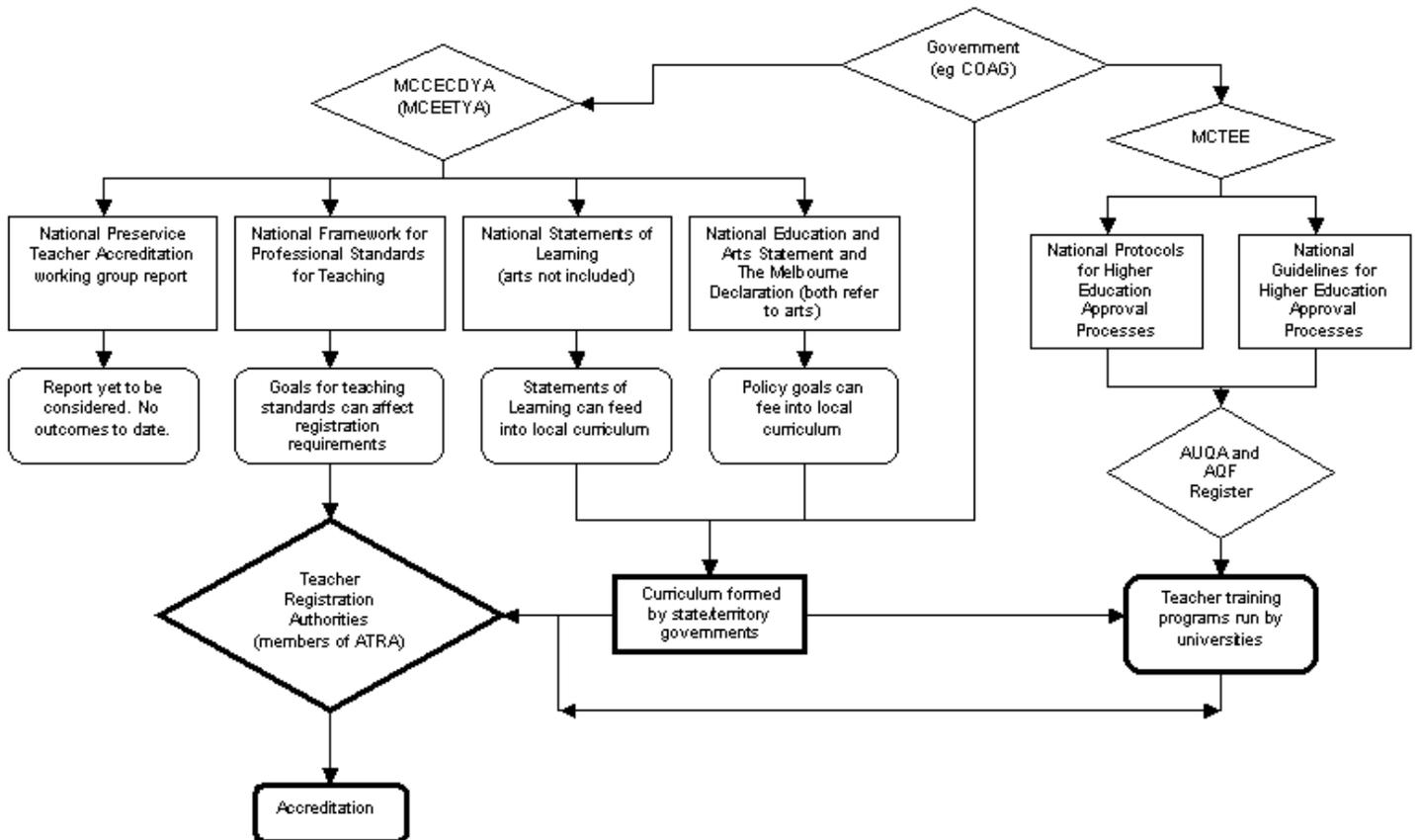
¹⁶ Ibid, page 11.

¹⁷ National Pre-Service Teacher Accreditation. On the MCEECDYA website.

http://www.mceecdya.edu.au/mceecdya/national_pre-service_teacher_accreditation_wgroup,24777.html

Last accessed 23rd July 2009.

Chart 1. Impact of decisions on accreditation and inclusion of requirements for Creative Arts. The level of impact depends on decisions made by each state/territory on curriculum. This will change to some extent with the implementation of the National Curriculum currently in development by ACARA (Australian Curriculum, Assessment Reporting Authority)¹⁸.



3.1.3. University Accreditation

MCEETYA also provided national guidelines for the accreditation of higher education courses, as seen in their document *National Protocols for Higher Education Approval Processes*¹⁹. The AQF Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia records the institutions that are registered according to the National Guidelines, but does not administer their applications. Instead this is done under state and territory authorities²⁰. Another association that was set up by MCEETYA is AUQA (Australian Universities Quality Agency), which operates

¹⁸ ACARA <http://www.acara.edu.au/curriculum.html> Last accessed 24th July 2009.

¹⁹ The National Protocols for Higher Education Approval Processes. Published by MCEETYA, 2000, updated 2007. http://www.mceecdya.edu.au/mceecdya/national_protocols_for_higher_education_mainpage,15212.html Last accessed 24th July, 2009.

²⁰ The AQF Register. <http://www.aqf.edu.au/register.htm> Last accessed 24th July 2009.

independently to maintain quality assurance in the self-accreditation sector²¹. The *National Guidelines for Higher Education Approval Processes*²² established in 2000 is used for non-universities to further implement similar ideals. These guidelines and protocols are incorporated into the approval process of programs by teacher registration boards²³. All of these guidelines and associations are now administered or monitored by the MCTEE, which is responsible for the policies and frameworks concerning universities.

3.2. State Accreditation and Curriculum Organisations:

Table 1. Summary List of Accreditation Authorities for Primary Teachers and Primary Schools Curriculum Authorities in each state and territory.

Area	Curriculum Authority (Government)	Website	Teacher Training Programs Accreditation	Website	Teacher Accreditation Authority	Website
ACT	Department of Education and Training ACT	activated.act.edu.au/ectl/index.htm	ACT Accreditation and Registration Council	N/A	Still in development	www.det.act.gov.au/employment/teacher_registration_project
NSW	Board of Studies NSW	k6.boardofstudies.nsw.edu.au	NSW Institute of Teachers	www.nswteachers.nsw.edu.au	NSW Institute of Teachers	www.nswteachers.nsw.edu.au
NT	NT Board of Studies	www.det.nt.gov.au/education/ntbos/	Teachers Registration Board (NT)	www.trb.nt.gov.au/	Teachers Registration Board (NT)	www.trb.nt.gov.au/
Queensland	Queensland Studies Authority	www.qsa.qld.edu.au/	Queensland College of Teachers	www.qct.edu.au	Queensland College of Teachers	www.qct.edu.au
SA	Department of Education and Childrens Services, SA	www.sacsa.sa.edu.au	Teacher Registration Board of SA	www.trb.sa.edu.au	Teacher Registration Board of SA	www.trb.sa.edu.au
Tasmania	Department of Education, Tasmania	www.education.tas.gov.au	Teacher Registration Board, Tasmania	www.trb.tas.gov.au	Teacher Registration Board, Tasmania	www.trb.tas.gov.au
Victoria	Victorian Curriculum and Assessment Authority	www.vcaa.vic.edu.au	Victorian Institute of Teaching	www.vit.vic.edu.au	Victorian Institute of Teaching	www.vit.vic.edu.au
WA	Curriculum Council of Western Australia	www.curriculum.wa.edu.au	Western Australia College of Teachers	www.wacot.wa.edu.au	Western Australia College of Teachers	www.wacot.wa.edu.au

²¹ AUQA. <http://www.auqa.edu.au/aboutauqa/mission/> Last accessed 24th July 2009.

²² *National Guidelines for Higher Education Approval Processes*. Published by MCEETYA, 2007. http://www.mceetya.edu.au/verve/_resources/NationalGuidelinesOct2007_AandB.pdf Last accessed 23rd July 2009.

²³ For example the TRBSA. In an email to Rachel Hocking from Carol Laverick 26th July 2009. "The Board recognises the independence of providers of pre-service teacher education to develop their curriculum, pedagogy and assessment programs in accordance with the University Quality Agency or the tertiary [sic] Education Act 1993."

3.2.1. Australian Capital Territory

3.2.1.1. Curriculum

Music is included as an essential arts discipline under “Essential Learning Achievements” in the *Every chance to learn* curriculum document, along with visual arts, dance, drama, and media²⁴. The activities that these arts disciplines are to encompass are shown through the following statement:

The processes of creating, presenting and appreciating are interconnected. Creating and presenting artistic works inform, and are informed by, understandings of symbol systems, conventions, technical skills and aesthetic qualities gained through engagement with and response to the artistic works of others²⁵.

This relates to the Essential Learning Area (ELA) 7 “*The student creates, presents and appreciates artistic works*”²⁶. The arts, along with the other ELAs are considered to be “what is **essential** for all ACT students to know, understand, value and be able to do”²⁷. The inclusion of the arts in the ACT curriculum is linked back to the MCEETYA statement on the arts and education²⁸.

The ACT Curriculum Framework information acknowledges that ACT schools in fact design their curriculum to incorporate ELAs from the framework:

ACT schools are responsible for developing, maintaining and reviewing curriculum for their students. ACT schools will decide how they will organise their curriculum to maximise opportunities for student achievement of the Essential Learning Achievements in the ACT curriculum framework.

The framework identifies a core of learning that is essential for all students in the ACT. It does not necessarily describe all the learning considered valuable for students in each school. Schools, in consultation with their school communities, may also determine additional (or ‘worthwhile’) learning they believe is important for some or all of their students and include this in their school curriculum..

In developing their curriculum, ACT schools will therefore need to decide:

- what worthwhile learning they may wish to include for some or all students in the school
- how the worthwhile and essential learning will be linked
- how their curriculum will be organised to include both the essential learning from the curriculum framework and the worthwhile learning from their school-based decision-making²⁹.

²⁴Every chance to learn: Curriculum framework for ACT schools, Preschool to year 10. Published by ACT Department of Education and Training, 2007. <http://activated.act.edu.au/ectl/framework.htm> Last accessed 23rd July 2009.

²⁵ Ibid, page 46.

²⁶ Disciplinary ELAs, ACT Dept of Education and Training. <http://activated.act.edu.au/ectl/resources/disciplinary/arts.htm> Last accessed 23rd July 2009.

²⁷ Ibid. Last accessed 25th July 2009. Emphasis added.

²⁸ Background to ELA 7. ACT Dept of Education and Training. http://activated.act.edu.au/ectl/resources/units/Background_Research_ELA_7.doc Last accessed 25th July 2009.

²⁹ Curriculum Design. ACT Dept of Education and Training. <http://activated.act.edu.au/ectl/design/index.htm> Last accessed 25th July 2009.

Therefore the curriculum design and implementation can vary from school to school in the ACT. No minimum requirements are given for each subject and no curriculum approval process for school curricula is in place. Within the curriculum, each of the individual disciplines under the Arts is discussed broadly, if they are referred to at all.

3.2.1.2. Teacher Training Programs Accreditation

There is accreditation for tertiary courses and this is administered by the ACT Accreditation and Registration Council (ARC). Accreditation is valid for five years and is according to the *Training and Tertiary Education Act 2003*³⁰. According to the Department of Education and Training there are no guidelines for curricula to be incorporated into these programs³¹.

3.2.1.3. Teacher Accreditation

There currently is no teacher registration or accreditation in the ACT. In conjunction with the DET, a consulting paper was written in 2007 and working groups have been formed to advise on the matter³².

3.2.2. New South Wales

3.2.2.1. Curriculum

In NSW, generalist primary teachers are expected to be qualified to teach music in primary schools. In NSW, primary teachers are required to teach according to the Creative Arts syllabus, as published by the Board of Studies. The *Education Act 1990* states that the arts including music constitute one of the six KLAs (Key Learning Areas), and must be included in the subject “Creative and Practical Arts”³³. This subject is now outlined in the *Creative Arts K-6 Syllabus* and is called “Creative Arts K-6”³⁴. The introduction to the syllabus states that it is to be used by classroom teachers and understands that some schools may get specialists for this, but the implication is that it is expected that the syllabus will be understood by generalist teachers³⁵:

The syllabus is designed to be used by classroom teachers. It is acknowledged that schools may use other staffing arrangements, such as a combination of teachers, specialising in one or more artforms supporting classroom teachers.

The language used to describe musical activities and outcomes in the NSW syllabus is general and is presented in an easy-to-understand way. Musical concepts are expanded upon, and a music glossary is given for musical terms, given that some generalist teachers may need assistance here (eg musical concepts such as duration, pitch, tone colour etc).

³⁰ As stated by the ACT Department of Education and Training.

http://www.det.act.gov.au/vhe/accreditation_and_registration/accreditation_of_higher_education_courses
Last accessed 23rd July 2009.

³¹ Dianne Desmet from the DET, Tertiary Quality Assurance, part of the ARC. In conversation with Rachel Hocking 24th July 2009.

³² Teacher Registration Project, ACT Dept of Education and Training.

http://www.det.act.gov.au/employment/teacher_registration_project Last accessed 23rd July 2009.

³³ http://www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104/s8.html Last accessed 23rd July 2009.

³⁴ http://k6.boardofstudies.nsw.edu.au/files/arts/k6_creative_arts_syl.pdf Last accessed 23rd July 2009.

³⁵ Ibid, page 5.

According to the *Creative Arts K-6 Syllabus*, the music requirements for K-6 students are:

- ...students will develop knowledge, skills and understanding:
- in performing music of different styles and from different times and cultures by singing, playing and moving using musical concepts
- in organising sound into musical compositions using musical concepts
- in listening to and discussing their own music and that of others.

Creative Arts encompasses four disciplines in the NSW curriculum: visual art, music, dance, and drama. It is recognised that elements of dance may also be covered in PDHPE and that elements of drama may be covered in English, so extra focus is placed on visual art and music.

The *NSW Primary Curriculum Foundation Statements – Information for Teachers*, statements that outline what needs to be taught in schools (including Creative Arts), has the following advice for teachers:

In order to give priority to Literacy and Numeracy the Board suggests that 45 to 55 percent of time should be allocated to learning in English and Mathematics. In planning a balanced program the remaining 25 to 35 percent of time should be evenly distributed across the four key learning areas – Science and Technology; Human Society and Its Environment; Creative and Practical Arts; and Personal Development, Health and Physical Education³⁶.

According to this advice, if 35% of teaching time is distributed across four KLAs, this amounts to 8.75% of teaching time for Creative Arts. Within Creative Arts, there are four disciplines: if these were taught discretely, there would be 2.1875% teaching time specifically for music. This amounts to the equivalent of 30 minutes a week specifically for music³⁷.

3.2.2.2. Teacher Training Programs Accreditation

The NSW Institute of Teachers is the main accreditation authority for teaching programs and for individual teachers, and this authority is outlined in the document *Institute of Teachers Act 2004*. The Institute requires that teaching programs have a specific number of units set aside for Creative Arts, as outlined in the document *Graduate Teacher Standards – Subject Content Requirements*, published March 2009. The Institute defines arts as visual art, dance, drama, and music. There are no unit sub-requirements for each of these individual strands in the *Graduate Teacher Standards* but the Institute is able to individually check each program when it is presented for accreditation, criticise and advise³⁸. The requirements for Creative Arts in NSW teaching programs are that a Primary undergraduate degree is to have 2 units on Creative Arts (out of potential 16 units). If it is a graduate degree, at least 1 unit is to be on Creative Arts (out of potential

³⁶ *NSW Primary Curriculum Foundation Statements – Information for Teachers*. Published by the NSW Board of Studies http://k6.boardofstudies.nsw.edu.au/files/foundation-statements/foundation_statements.pdf Last accessed 29th July, 2009. NSW page 12.

³⁷ In NSW schools, daily school hours are 6 hours/day, with 1.5 hours for breaks, total 4.5 hours contact teaching time, total of 22.5 teaching hours a week. 2.1875% of this is 29.5 minutes. This also means that Creative Arts can have 2 hours of allocated teaching time, which can also impact positively or negatively on the amount of music taught in NSW schools.

³⁸ Healy, John, NSW Institute of Teachers. In conversation with Rachel Hocking 23rd July 2009.

16 units). A unit as defined by the Institute is 3 hours for 13 weeks³⁹, so Creative Arts is expected to be taught for 78 hours in an undergraduate degree (usually a four year degree), and 39 hours for a graduate degree (usually a one year degree). In a teaching program accredited by the Institute, the Creative Arts component is to have a particular focus on visual art and music⁴⁰. Music is defined in a general way in the *Graduate Teacher Standards* as consisting of concepts of music, performing, organising sound, and listening⁴¹. For music and the creative arts, potential teachers are expected to understand the content of the subject, how to teach it (pedagogy) based in recent research practices, and the NSW curriculum requirements for music⁴².

3.2.2.3. Teacher Accreditation

The accreditation requirements for teachers, and what they should have learnt at university in order to teach in a NSW school, is outlined in the document *Subject content requirements for teaching in a NSW primary or secondary school (abridged)*, published by the NSW Institute of Teachers.⁴³ The minimum requirements for music listed here basically agree with the other documents and are listed as “music including performing (singing, playing and moving), listening and organising sound (composing) within a wide range of repertoire”⁴⁴.

There is a discrepancy between the number of hours on Creative Arts required to be taught to generalist primary teaching students who are studying for an undergraduate degree (eg Bachelor of Education ie a four year course) as opposed to those studying for a graduate degree (eg Master of Teaching, Grad Dip of Education, ie a one or two year course). Those who undertake an undergraduate degree in preservice primary teaching will receive twice the number of hours on Creative Arts education. However, it has been observed that universities are increasingly moving towards the Master model, and as this occurs, under the present accreditation requirements, less study of curriculum disciplines (including Creative Arts and therefore, music) will result. The Institute relies on the individual assessment of programs to make sure that issues such as these are adequately resolved⁴⁵.

³⁹ Healy, John.

⁴⁰ NSW Institute of Teachers. Graduate Teacher Standards. 2009, 9.
<http://www.nswteachers.nsw.edu.au/ignitionSuite/uploads/docs/website%20DOCUMENT%205%20GTS%20SUBJECT%20CONTENT%20REQTS%20MARCH%202009.pdf>
Last accessed 24th July 2009.

⁴¹ Ibid, 9.

⁴² Ibid, 9.

⁴³ Subject content requirements for teaching in a NSW primary or secondary school (abridged). Published by the NSW Institute of Teachers, 2009. <http://www.nswteachers.nsw.edu.au/Subject-Content-Requirements-abridged.html> Last accessed 22nd July 2009.

⁴⁴ Ibid, page 3.

⁴⁵ Healy, John.

3.2.3. Northern Territory

3.2.3.1. Curriculum

The NT Board of Studies, under the Department of Education and Training, is responsible for the curriculum. The Board's authority is defined by the *Education Act* and by the *Education (Board of Studies) Regulations*⁴⁶. The *NT Curriculum Framework (NTCF)* defines the arts as visual art, dance, drama, media, and music and includes it as one of the Learning Areas necessary to the curriculum. Activities to be covered in the teaching of the Arts include Creating Arts Ideas, Arts Skills and Processes, Arts Responses and Analysis, Arts in Context as outlined in the *NTCF Arts Learning Area*⁴⁷. In this area of the curriculum, music is discussed in a very general way and a glossary is given in the document but here, confusingly, no music terminology is included.

3.2.3.2. Teacher Training Programs Accreditation

The Teacher Registration Board of the Northern Territory has created a set of draft guidelines, titled *The Standards, Guidelines and Process for the Approval of Initial Teacher Education Programs*⁴⁸. These plans for program accreditation include that programs will provide teachers with the skills to implement the NT curriculum and that accreditation will be valid for five years. While curriculum disciplines are not specifically referred to, knowledge of content is required from graduate teachers:

5. Graduate teachers know the content they teach

5.1 Graduate teachers have a sound, critical understanding of the content, processes and skills they teach.

5.2 Graduate teachers can articulate the key concepts, skills and content of the curriculum and can demonstrate how they are applied.

5.3 Graduate teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.

5.4 Graduate teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.⁴⁹

The same requirements can be found in other states' teacher requirements including Western Australia, Victoria, New South Wales and are linked to the *National Framework for Professional Standards for Teachers*. At the moment, the TRB NT makes recommendations to the education minister about courses that can be approved for teacher training. Currently in the Northern Territory there is a number of teacher training

⁴⁶ Education Act (Northern Territory) 2007.

<http://notes.nt.gov.au/dcm/legislat/legislat.nsf/d989974724db65b1482561cf0017cbd2/03fc6f6f5822d516692572a3000093b8?OpenDocument> Last accessed 24th July 2009.

Education (Board of Studies) Regulations 2004.

<http://notes.nt.gov.au/dcm/legislat/legislat.nsf/d7583963f055c335482561cf00181d19/9901985d0a5a16d669256f40001ee8bd?OpenDocument> Last accessed 24th July 2009.

⁴⁷ NT Curriculum Framework: Arts Learning Area.

http://www.det.nt.gov.au/education/teaching_and_learning/curriculum/ntcf/index.shtml Last accessed 24th July 2009.

⁴⁸ The Standards, Guidelines and Process for the Approval of Initial Teacher Education Programs.

http://www.trb.nt.gov.au/teacher_educ.shtml Last accessed 24th July 2009.

⁴⁹ *Ibid*, page 15. Emphasis as per the document.

university courses that exist, carrying over from the time when the *2004 Teacher Registration Act* was implemented, but these have not yet been assessed⁵⁰.

3.2.3.3. Teacher Accreditation

The TRB NT also administers teacher registration and accreditation. Authority to the board is granted through the *Teacher Registration (Northern Territory) Act 2004*⁵¹. The accreditation for teachers includes a minimum qualification and practicum but does not list specifics of disciplines including arts. The required standards for accreditation are listed in *The NT Standards of Professional Practice for Teaching*⁵². These are based on the MCEETYA national framework for teaching and include the requirement that teachers know the content they teach.

3.2.4. Queensland

3.2.4.1. Curriculum

Creative Arts is defined as being Visual Art, Media, Music, Dance and Drama⁵³. The curriculum is administered by the Queensland Studies Authority. Music-specific terms are used in the curriculum and the activities concerning the discipline of music are defined as follows:

Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.⁵⁴

3.2.4.2. Teacher Training Programs Accreditation

Teacher training programs are accredited by the Queensland College of Teachers. *Program Approval Guidelines for Preservice Teacher Education* sets out guidelines for the accreditation assessment of preservice teacher training programs. According to these guidelines, primary teachers are expected to be able to teach across all disciplines including the Arts:

Primary teacher education programs should ensure teachers are well-prepared to teach the English and Mathematics key learning areas and are able to teach across the key learning areas of SOSE, Science, Technology, the Arts and Health and Physical Education, and have at least an awareness of the LOTE key learning area.⁵⁵

⁵⁰ Teacher Registration Board NT: teacher education. http://www.trb.nt.gov.au/teacher_educ.shtml Last accessed 24th July 2009.

⁵¹ Teacher Registration (Northern Territory) Act 2004. Published by the Dept of Education and Training, NT, 2004. <http://notes.nt.gov.au/dcm/legislat/legislat.nsf/64117dddb0f0b89f482561cf0017e56f/f9c4f8172f4f1bdf692572e2000f4cbe?OpenDocument> Last accessed 24th July 2009.

⁵² The NT Standards of Professional Practice for Teaching. Teacher Registration Board NT. http://www.trb.nt.gov.au/prof_standards/ProfessionalStandards.shtml Last accessed 25th July 2009.

⁵³ The Arts: Essential Learnings by the end of Year 3. Part of the Queensland Curriculum, Assessment and Reporting Framework, published by the Queensland Studies Authority 2007. <http://www.qsa.qld.edu.au/learning/7262.html> Last accessed 24th July 2009.

⁵⁴ See The Arts: Essential Learnings by the end of Year 3 page 3, The Arts: Essential Learnings by the end of Year 5 page 3. <http://www.qsa.qld.edu.au/learning/7262.html> Last accessed 24th July 2009.

⁵⁵ Program Approval Guidelines for Preservice Teacher Education. Published by the Queensland College of Teachers, 2007. <http://www.qct.edu.au/education/program.html> Last accessed 24th July 2009.

It is worth noting that specialist primary teachers are not mentioned in this document at all but specialist secondary teachers are⁵⁶.

3.2.4.3. Teacher Accreditation

The Queensland College of Teachers administers registration and accreditation of teachers. Two legislations support the QCT's role: the *Education (Queensland College of Teachers) Act 2005*⁵⁷ and the *Education (Queensland College of Teachers) Regulation 2005*⁵⁸. The QCT has developed standards for their teacher accreditation, as given in the document *Professional Standards for Queensland Teachers*⁵⁹, but discipline areas (including the Arts) are not referred to here. Although specialist music teachers are employed in Queensland, there is no reference to specific types of teachers in teacher accreditation.

3.2.5. South Australia

3.2.5.1. Curriculum

The *South Australian Standards, Curriculum, Standards and Accountability Framework: the required elements* give the mandatory teaching requirements for SA schools, as administered by the Department of Education and Childrens Services, SA⁶⁰. "Arts" in the SA curriculum consists of music, visual art, drama, dance, and media⁶¹. However the amount of time needed for each discipline within the arts subject is not defined:

⁵⁶ Currently music specialist teachers operate under a central music authority within the Department of Education. About this, the department states at its website the following:

Primary Specialist Music program

Music education is mandatory and a part of the core curriculum in Queensland primary schools and approximately 87% of primary school students attend schools serviced by specialist classroom music teachers who deliver programs well beyond the Essentials. Approximately 550 (480 full time equivalent) primary music specialist teachers are employed to work in state schools.

Primary music teachers teach class music to students in Years P - 7. Involvement in and leadership of co-curricular activities including choirs and instrumental ensembles is part of the music teacher's role.

More about the requirements how the specialist music teacher works within Queensland schools is given in the *Teachers Award – State 2003* but no direction towards qualifications or accreditation is outlined here.

⁵⁷ The Education (Queensland College of Teachers) Act 2005.

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducQCTA05.pdf> Last accessed 24th July 2009.

⁵⁸ The Education (Queensland College of Teachers) Regulation 2005.

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducQCTR05.pdf> Last accessed 24th July 2009.

⁵⁹ Professional Standards for Queensland Teachers. Published by the Queensland College of Teachers, 2006. <http://www.qct.edu.au/standards/index.html#The> Last accessed 24th July 2009.

⁶⁰ South Australian Standards, Curriculum, Standards and Accountability Framework: the required elements. Published by the Government of South Australia Department of Education and Childrens Services, 2005. <http://www.sacsa.sa.edu.au/ATT/%7B0200C01E-419F-4C2B-8EB6-BC6F5C3911AF%7D/SACSA%20FINAL.pdf> Last accessed 23rd July 2009.

⁶¹ Arts: Curriculum scope and standards. http://www.sacsa.sa.edu.au/index_fsrc.asp?t=LA Last accessed 23rd July 2009.

The learning experiences suggested in the Bands which follow are presented to emphasise that all students should experience all of the arts forms during their time at school. While the nature of experiences offered will vary greatly from school to school, all students in the primary and middle years of schooling should be given opportunities to experience all five arts forms to some degree and depth. At the senior level students should have the option to learn in depth one or more of these five arts forms⁶².

As can be seen, the curriculum acknowledges that different disciplines within the arts will be taught to different levels dependent on schools.

3.2.5.2. Teacher Training Programs Accreditation

The Teachers Registration Board of South Australia undertakes accreditation of teacher training programs. Programs must need to produce teachers that meet the requirements listed in the *Professional Teaching Standards – Entry to the Register*⁶³. However the Board recognises the independence of universities to develop courses appropriately⁶⁴.

3.2.5.3. Teacher Accreditation

The Teachers Registration Board of South Australia is responsible for teacher accreditation. This board also administers applications for instrumental teachers in SA schools. The TRB's authority is governed by the following acts: *Teachers Registration and Standards Act 2004* (the Act)⁶⁵; the *Teachers Registration and Standards*

⁶² Ibid.

⁶³ *Professional Teaching Standards – Entry to the Register*. <http://www.trb.sa.edu.au/pdf/Standards%20-%20Entry%20to%20Register.pdf> Last accessed 26th July 2009.

⁶⁴ In an email to Rachel Hocking from Carol Laverick of TRB SA, 27th July 2009:

“The Teachers Registration Board approves programs which address criteria necessary for registration which includes satisfying general expectations of all higher education institutions and pre-service teacher education programs in relation to : academic staff, the consultation processes employed in developing the programs, resources appropriate to the programs, assessment processes, program review processes, support systems for pre-service teacher education students, and breadth and depth of preparation.

Programs coming before the Board also include detail re the professional experience components of the program(s), English language entry requirements, program structure and design and how the program(s) will meet standards contained in the *Professional Standards for Teaching in South Australia-Graduates* (the 9 Standards refer to professional relationships, professional knowledge and professional practice).

In regard to breadth and depth of preparation, the expectation is:

The program outline and aims will provide evidence that the graduates are appropriately prepared and have sufficient depth and breadth of knowledge and understanding for the areas of study and levels of education in which they will teach (The Board recognises the independence of providers of pre-service teacher education to develop their curriculum, pedagogy and assessment programs in accordance with the University Quality Agency or the tertiary Education Act 1993).

In addition, programs should address a number of current priority areas (9 in all) which span across learning areas and levels of education and specialisation e.g.

Programs should:

- include a mix of professional studies, discipline studies and embedded professional experience
- ensure learning area/discipline content studies appropriate to the area of focus of the program(s)
- involve consideration of current curriculum and assessment frameworks appropriate to the focus of the program(s)
- provide for graduates to develop skills in the planning and development of learning programs”

⁶⁵ *Teachers Registration and Standards Act 2004*.

<http://www.trb.sa.edu.au/pdf/Teachers%20Registration%20and%20Standards%20Act%202004.pdf> Last accessed 24th July 2009.

Regulations 2005 (the Regulations)⁶⁶; the *Teachers Registration and Standards Variation Regulations 2008* (the Variation)⁶⁷. Administration here does not cover what teachers are taught, only that they have been taught in an approved program, neither does it specify types of teachers eg secondary, primary, specialist teacher⁶⁸.

3.2.6. Tasmania

3.2.6.1. Curriculum

'The Arts' is one of the seven curriculum areas in the *Tasmanian Curriculum*⁶⁹ as administered by the Department of Education. Music is one of the strands of The Arts in the *Tasmanian Curriculum*, with the other strands including visual art, drama, dance, and media. However, studying The Arts is not a minimum requirement listed under *Guidance for Schools*⁷⁰. Music activities required to be covered in Tasmanian schools include: imagining and creating new works; using skills, techniques and processes; using codes and conventions; interpreting and appraising the works of others; making aesthetic choices; reflecting cultural, social and historical contexts; presenting with purpose; expressing personal voice⁷¹.

3.2.6.2. Teacher Training Programs Accreditation

The Teacher Registration Board in Tasmania has approved courses for teachers but documents to support this are currently being developed⁷². According to the TRB's *Policy on Registration and Qualifications*⁷³, any course that is equivalent to the University of Tasmania's preservice degrees is acceptable. The University of Tasmania is the only university in Tasmania.

3.2.6.3. Teacher Accreditation

The Teacher Registration Board administers accreditation of Tasmanian teachers. Guidelines for accreditation are found in their document *Tasmanian Professional Teaching Standards Framework*⁷⁴, which states that accredited teachers need to know their subject areas and the requirements of the *Tasmanian Curriculum*. The Teacher

⁶⁶ Teachers Registration and Standards Regulations 2005.

<http://www.trb.sa.edu.au/pdf/Teachers%20Registration%20and%20Standards%20Regulations%202005.pdf> Last accessed 24th July 2009.

⁶⁷ Teachers Registration and Standards Variation Regulations 2008.

<http://www.trb.sa.edu.au/pdf/Variation%20Regulations%202008.pdf> Last accessed 24th July 2009.

⁶⁸ Confirmed in an email from Carol Laverick TRB SA, 24th July 2009.

⁶⁹ Tasmanian Curriculum: focus. <http://www.education.tas.gov.au/curriculum/focus> Last accessed 24th July 2009.

⁷⁰ Tasmanian Curriculum: curriculum guidance for schools.

<http://www.education.tas.gov.au/curriculum/guidance> Last accessed 24th July 2009.

⁷¹ The Tasmanian Curriculum: Arts Curriculum Area. Published by the Department of Education, Tasmania. <http://resources.education.tas.gov.au/item/edres/1e956148-5841-2dba-ef9d-1e03185e9025/1/syl-arts-all.pdf> Last accessed 24th July 2009.

⁷² In an email to Rachel Hocking from Mandy Reynolds-Smith of TRB Tas, 26th July 2009.

⁷³ TRB Policy on Registration and Qualifications. TRB Tasmania, 2008.

<http://www.trb.tas.gov.au/TRB%20Policy%20on%20Registration%20and%20Qualifications.pdf> Last accessed 25th July 2009.

⁷⁴ Tasmanian Professional Teaching Standards Framework. Published by the Teacher Registration Board, Tasmania, 2007. http://www.trb.tas.gov.au/teaching_standards.htm Last assessed 24th July 2009.

Registration Board (Tasmania) and its activities are supported by the *Teachers Registration Act 2000*⁷⁵.

3.2.7. Victoria

3.2.7.1. Curriculum

The curriculum is formed by the Victorian Curriculum and Assessment Authority, and under discipline areas, essential learning standards are given. The *Victorian Essential Learning Standards* for the Arts states that:

Learning in the Arts is sequential and students should have continuous experience in the different arts disciplines they undertake at a particular level. At Levels 1, 2 and 3 all students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional, and Media) disciplines and forms. The arts disciplines may be offered by schools individually and/or in combination; for example, in a cross-disciplinary manner or using new arts forms that combine traditional arts disciplines.⁷⁶

The Arts is included as a learning domain, one of six discipline areas that needs to be taught in Victorian schools⁷⁷.

3.2.7.2. Teacher Training Programs Accreditation

The Victorian Institute of Teaching is supported by the *Education and Training Reform Act 2006* legislation. This is the institute that approves preservice teacher training programs for accreditation. Their document *Preparing Future Teachers*⁷⁸ outlines the requirements for these programs, but does not specifically refer to disciplines or curriculum content. Rather the guidelines specify that generalist teachers need to be able to teach all subjects, and specialist teachers need to have knowledge and understand their chosen area:

Graduates who will be teaching in the primary years must be well prepared to teach in English and mathematics, while also being able to teach in all other discipline domains. Graduates who will be teaching specialist subjects in the primary years (e.g. Art, Languages, Music, Physical Education) should also have a sound knowledge and understanding of the specialist area for which they are prepared to teach.⁷⁹

The institute provides more guidelines for specialist teachers (see below in Teacher Accreditation, Victoria).

3.2.7.3. Teacher Accreditation

The Victorian Institute of Teaching is responsible for teacher accreditation and accreditation of teacher-training courses. The institute provides guidelines for specialist

⁷⁵ Teachers Registration Act 2000 (Tasmania).

http://www.thelaw.tas.gov.au/tocview/index.w3p;cond=ALL;doc_id=98++2000+AT@EN+20090709090000;histon=;prompt=;rec=;term=Teachers%20registration Last accessed 24th July 2009.

⁷⁶ Victorian Essential Learning Standards: The Arts. Published by Victorian Curriculum and Assessment Authority. <http://vels.vcaa.vic.edu.au/essential/discipline/arts/index.html> Last accessed 24th July 2009.

⁷⁷ Victorian Essential Learning Standards: Discipline-based learning.
<http://vels.vcaa.vic.edu.au/essential/discipline/index.html> Last accessed 24th July 2009.

⁷⁸ Preparing Future Teachers. Published by the Victorian Institute of Teaching, 2007.

http://www.vit.vic.edu.au/retrievemedias.asp?Media_ID=1158 Last accessed 24th July 2009.

⁷⁹ Ibid, page 9.

music teachers under its document *Specialist Area Guidelines*⁸⁰. Here, music is listed as a specialist area for teaching in Prep to Year 12, along with 32 other disciplines. This is even though music specialist teachers now are less common in Victoria⁸¹. In the *VIT Standards for Graduating Teachers*⁸², general statements are made in reference to curriculum and discipline. Teachers are expected to have studied a VIT-approved course, and to know the content they are to teach.

3.2.8. Western Australia

3.2.8.1. Curriculum

The Curriculum Council of Western Australia develops school curricula. The curriculum framework includes a *Learning Statement for the Arts*⁸³. The Arts experience in schools is to include: arts ideas; arts skills and processes; arts responses; arts in society. Arts are defined as including the disciplines of music, dance, drama, visual art, and media. Music is described in the curriculum framework in a general, easy-to-understand way, and interdisciplinary, cross-subject ideas are encouraged.

3.2.8.2. Teacher Training Programs Accreditation

The Western Australia College of Teachers approves programs for teacher training that comply with the national requirements⁸⁴ and with the *Western Australian College of Teaching Act 2004*⁸⁵. These requirements include the minimum length for courses and minimum time in practicum, but do not refer to the training in specific content within the curriculum.

3.2.8.3. Teacher Accreditation

The Western Australia College of Teachers (WACOT) is the accrediting board for teachers in WA. Its activities are supported by *Western Australian College of Teaching Act 2004*⁸⁶. WACOT has produced a set of guidelines for teachers, titled *Professional Standards for Teaching*⁸⁷. In addition to this the Department of Education, WA, has

⁸⁰ Specialist Area Guidelines. Victorian Institute of Teaching, 2008.

http://www.vit.vic.edu.au/files/documents/1672_Specialist-Area-Guidelines-Nov08.pdf

Last accessed 24th July 2009.

⁸¹ Letts, Richard. Music in Australia Knowledge Base: The Australian School System. 2007.

http://www.mca.org.au/web/component/option,com_kb/task,article/article,45/#edusys Last accessed 25th July 2009.

⁸² Standards for Graduating Teachers. Published by the Victorian Institute of Teaching, 2009.

http://www.vit.vic.edu.au/retrievemedia.asp?Media_ID=1752 Last accessed 25th July 2009.

⁸³ Curriculum Framework Learning Statement for The Arts. Published by the Curriculum Council of WA, 1998.

http://www.curriculum.wa.edu.au/internet/_Documents/Curriculum_Framework/Curriculum+Framework+Learning+Statement+for+The+Arts.pdf Last accessed 25th July 2009.

⁸⁴ Western Australia College of Teaching: Teacher Education Policy.

<http://www.wacot.wa.edu.au/index.php?section=67> Last accessed 25th July 2009.

⁸⁵ Western Australian College of Teaching Act 2004

[http://www.austlii.edu.au/au/legis/wa/consol_act/wacota2004354/Section 32/33, pgs 21-22](http://www.austlii.edu.au/au/legis/wa/consol_act/wacota2004354/Section%2032%2F33.pgs). Last accessed 25th July 2009. Information provided by Liam Ford 26th July 2009, via email to Rachel Hocking.

⁸⁶ Western Australia College of Teaching Act 2004.

http://www.austlii.edu.au/au/legis/wa/consol_act/wacota2004354/

⁸⁷ Professional Standards for Teaching. Published by the Western Australia College of Teaching

developed *Competency Framework for Teachers* 2004⁸⁸. According to the framework, teachers are expected to know the curriculum and how to implement it, as well as subject matter.

3.3. Specialist Music Teachers

There are very few university programs to train specialist music teachers for primary school settings (eg Bachelor of Music/Bachelor of Education Primary). In conjunction with this, there are not many teacher registration boards which publish guidelines to demonstrate here which states/territories encourage the use of specialist music teachers, and which encourage the use of generalist teachers. The language used in curricula in most states/territories implies a lack of musical expertise on the part of teachers as technical terms are avoided. A sample of how music specialist teachers are produced is given below:

- in South Australia, one year's study in one of the arts plus a curriculum studies topic are considered by DECS adequate to qualify a teacher as a specialist for primary schools⁸⁹.
- in Western Australia, one university creates pathways suitable for primary music specialists according to demand. Students may study the secondary music education course and take up additional units in primary and arts education courses⁹⁰.
- in Victoria the previously-mentioned *Specialist Area Guidelines*⁹¹ require specialist teachers to have learnt teaching methodologies specific for their specialisation and to have undertaken a minimum of 22 days supervised teaching practice in their area of specialisation.

Universities that provide Bachelor of Education (Primary)/ Bachelor of Music degrees include Monash University⁹², the University of Southern Queensland (for continuing students only)⁹³, and the University of Queensland⁹⁴ which qualifies students to teach music in both primary and secondary schools.

3.4. Conclusions about accreditation and curricula

The lack of direction provided by teacher registration boards towards knowledge of disciplines combined with the reliance on schools to implement curricula leads to

⁸⁸ Competency Framework for Teachers. Department of Education and Training, WA, 2004.
http://policies.det.wa.edu.au/our_policies/ti_view?uid=c6f2687650a84ec90c17e565efc06c80&iview=summary_view Last accessed 25th July 2009.

⁸⁹ In email to R Hocking 6th February 2009 from Amy Hamilton, arts lecturer at Flinders University, SA.

⁹⁰ In phone conversation with R. Hocking, information from John Heyworth, arts lecturer at Edith Cowan University WA. 3rd August 2009.

⁹¹ Specialist Area Guidelines. Victorian Institute of Teaching, 2008.
http://www.vit.vic.edu.au/files/documents/1672_Specialist-Area-Guidelines-Nov08.pdf
Last accessed 24th July 2009.

⁹² <http://www.monash.edu.au/pubs/handbooks/courses/3717.html> Last accessed 24th July 2009.

⁹³ <http://www.usq.edu.au/handbook/current/edu/BPMU.html> Last accessed 24th July 2009.

⁹⁴ http://www.uq.edu.au/study/program.html?acad_prog=2106 Last accessed 24th July 2009.

confusion with responsibility for training of subject content. While some curricula include the arts as an essential learning (or any other appropriate term implying a meaning of important or mandatory), the same curriculum authorities admit that variations in the curriculum implementation will occur. Therefore in a worst case scenario, a primary school may not have generalist teachers who can competently deliver a music program, yet can deliver other arts areas and still fulfill curriculum requirements.

Teacher registration boards rely heavily upon the courses they have approved (or have recommended to appropriate ministers for approval) to deliver graduate teachers that meet their requirements. The need for a graduate to have appropriate qualifications is generally mentioned in both the teacher training program requirements and the individual teacher requirements for accreditation. Yet in the statements regarding the accreditation of teacher training programs, disciplines are rarely referred to. Instead knowledge of the curriculum is required. New South Wales is the only state to specify in all three areas (ie teacher training program requirements, teacher requirements, and curriculum) exactly what needs to be covered in the arts. This is an ideal yet to be reached in other states.

Table 2. Specific references to the Arts: here it can be seen that the Arts is mostly referred to in curriculum documents, but not in documents for the accreditation of teacher training programs and teachers.

Area	Curriculum	Teacher Training Programs Accreditation	Teacher Accreditation
ACT	Yes	N/A	N/A
NSW	Yes	Yes	Yes
NT	Yes	No	No
Queensland	Yes	Yes	No
SA	Yes	No	No
Tasmania	Yes	No	No
Victoria	Yes	No	No
WA	Yes	No	No

Importantly, curricula refers to arts or creative arts, and then specifically music as one of the arts. However music activities are described in basic ways in many of the curricula, presuming a lack of musical understanding on the teacher’s part. Accreditation generally refers to knowledge of the curriculum. National statements about learning, when referring to content and curriculum, only refer to the arts – music is not mentioned.

The only music requirements for preservice primary teachers are that they have knowledge of the curriculum, which includes the arts, and therefore music.

4. Primary and Early Childhood Programs in Online Handbooks 2009/2010

The spreadsheet titled *Primary and Early Childhood Programs in Online Handbooks 2009/2010* contains information on pre-service generalist primary teacher education offered by Australian tertiary education institutions and on mandatory music / arts education subjects within these courses obtained from online university handbooks. This information is further confirmed in Section 5.

All website references given in the spreadsheet were last accessed 27th July 2009.

Courses that list “continuing students only” are not included as the majority of these finish in 2009 and are under old accreditation systems. A total of eighty-seven different compulsory arts/music subjects were found – however this figure is misleading as some subjects carry different course codes depending on the degree program and the campus, but essentially are the same subject. Also some subjects are being phased out and new arts subjects are replacing these, and these often have new subject codes.

Field 1: Place

The information about teacher programs is listed according to state/territory as each state/territory has its own requirements for teacher training programs according to its curricula.

Field 2: Institution

The names of the teaching institution and the campus (where the programs may vary) are given.

Field 3: Program

The name of each program is given, with total credit point value.

Field 4: Reference

Direct links to each program’s site are given as references for the program information.

Field 5: Program Contact

The contact names and email links for each program coordinator are given.

Field 6: Accred.

The name of the relevant teacher accreditation authority is given. The programs listed in this spreadsheet are approved by these authorities as suitable programs for preservice primary teachers. It is on this basis that some Early Childhood programs (where Early Childhood = 0 to 8 years of age) have been included.

Field 7: Subject

Subject codes, titles, and total credit points value, for the subjects containing mandatory music are given here. Sometimes there may be more than one relevant subject taught in a program: where this occurs, each subjects’ codes, titles, and total credit points values, are listed in the order of study in the same field.

Field 8: Subject Total Hours

The total number of hours of each subject is given. This is from the information on the online handbooks and may only include contact hours. Sometimes there may be more than one relevant subject taught in a program: where this occurs, both subjects’ total hours are listed in the order of study in the same field.

Field 9: Reference

The reference for each subject is given.

Field 10: Subject Contact

The contact names and email links for each subject are given.

Field 11: Subject Content

The relevant content blurbs from the online handbooks are given here. Sometimes there may be more than one relevant subject taught in a program: where this occurs, both subjects' contents are listed in the order of study in the same field. After each blurb, a figure in brackets is given. This is the number of arts disciplines covered in each subject, either according to the blurb or the state/territory curricula. Sometimes there may be more than one relevant subject taught in a program: where this occurs, both subjects' disciplines' breakups are listed in the order of study in the same field. Where the subject has not specified the number of arts disciplines taught, the break up of arts disciplines (according to the appropriate curricula) has been used. In some states/territories 'visual art' singular is used, while in others 'visual arts' plural is used. The breakup of arts disciplines from state to state is stated in the following table:

Table 3: Breakup of arts disciplines in each state/territory according to their curriculum.

State	Number of Arts Disciplines	Discipline Names	Reference
ACT	5	Dance, drama, media, music, visual arts.	<i>Every Chance to Learn: Curriculum Framework for ACT Schools</i> . ACT DET, 2007, p72.
NSW	4	Dance, drama, music, visual arts.	<i>Creative Arts K-6</i> . NSW DET. http://www.curriculumsupport.education.nsw.gov.au/primary/creativearts/index.htm Last accessed 26th July 2009.
NT	5	Dance, drama, media, music, visual arts.	<i>Arts Learning Area</i> . NTCF, p421.
Qld	5	Dance, drama, media, music, visual art.	<i>The Arts: Essential Learnings by end of Year 3</i> . Queensland Curriculum, Assessment and Reporting Framework, p1.
SA	5	Dance, drama, media, music, visual arts.	<i>Arts: Introduction</i> . SACSA. http://www.sacsa.sa.edu.au/index_fsrc.asp?t=LA Last accessed 26 th July 2009.
Tas	5	Dance, drama, media, music, visual art.	<i>Tasmanian Curriculum: The Arts</i> . Tas DET. http://www.education.tas.gov.au/curriculum/standards/arts Last accessed 26th July 2009.
Vic	6	Art, Dance, Drama, Media, Music and Visual Communication	<i>Victorian Essential Learning Standards: The Arts</i> . Victorian Curriculum and Assessment Authority. http://vels.vcaa.vic.edu.au/essential/discipline/arts/index.html Last accessed 26th July 2009.
WA	5	Dance, drama, media, music, visual arts.	<i>Curriculum Framework Learning Statement for the Arts</i> . Curriculum Council of WA, 1998, p53

Field 12: Percentage of Value of Mandatory Music

The value of mandatory music has been calculated as a percentage of the total program through the following three-step method:

Mandatory Music Subject / Total Credit Points of the Degree = Value of Subject

Where music is in an 'arts' subject:

Value of Subject / Total number of Arts Disciplines contained within the subject
(assuming that these disciplines are equally covered within the subject) = Value of
Mandatory Music

Convert to percentage by multiplying Value of Mandatory Music x 100 = Percentage
Value of Mandatory Music

4.1. Some preliminary findings from online handbooks:

Of the information found in current 2009/2010 handbooks, 1.27% is the average for value allocated to music within a degree program. The range of value dedicated to music is large: 0.00% to 6.25% of a degree program. Overwhelmingly music is taught through arts subjects rather than as a stand-alone discipline. Some subjects incorporate other areas such as literacy and numeracy, or are combined with health and science.

Ten universities currently do not have a preservice primary education program, and details could not be found about arts subjects for eight degree programs.

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	ACT	Australian Catholic University	Master of Teaching (Primary) 160 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/master_of_teaching_primary/canberra_-_australian_capital_territory/	Josephine M Brady	Unknown	EDAR504 Creative Arts Curriculum 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar504_creative_arts_introduction_to_the_creative_arts/	Not given	This unit is designed to provide students with an introduction to the field of the creative arts in education. Introductory experiences in the areas of visual arts, music, dance, drama and media education develop students' foundational knowledge and understandings of the distinctive nature of disciplines in the creative arts. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Music, Visual arts Drama and Dance are examined and applied in the design and implementation of classroom practices in school settings. (5)	0.1250%
2	ACT	Australian Catholic University Canberra Campus	Bachelor of Education (Early Childhood and Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_early_childhood_and_primary/canberra/	Jill Burgess	Unknown	EDAR308 Creative Arts Education 1 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
3												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	ACT	Australian Catholic University Canberra Campus	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_primary/canberra/	Rhonda Faragher	Unknown	EDAR308 Creative Arts Education 1 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
4	ACT	Australian National University	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No preservice primary teaching courses
5	ACT	University of Canberra	Bachelor of Education in Early Childhood Teaching (3-8 Years) 96 CP	http://www.canberra.edu.au/courses-units/ug/ect38	Careen Leslie	ACT DET; NSW Institute of Teachers	6576 Arts Education 1 3 CP; 6890 Arts Education 2 3 CP	Four hours/week per subject for 1 semester	6576: http://learnonline.canberra.edu.au/course/view.php?id=1224 6890: http://learnonline.canberra.edu.au/course/search.php?search=6890	Anita Collins	Arts Education 1: The unit consists of modules that introduce students to basic skills and knowledge in music and art. As the student gains confidence in their own arts practice and an understanding of arts concepts, they will examine childrens learning in art and music.(2) Arts Education 2: The unit extends earlier work undertaken in Arts Education 1, providing further opportunities for students to develop as arts educators. The unit focuses on the development of effective teaching programs in art and music, which grow out of an understanding of the role of arts in education. (5)	2.1875%
6												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
7	ACT	University of Canberra	Bachelor of Education in Primary Teaching 96 CP	http://www.canberra.edu.au/courses-units/ug/ept	Wayne Hawkins	ACT DET; NSW Institute of Teachers	6576 Arts Education 1 3 CP; 6890 Arts Education 2 3 CP	Four hours/week per subject for 1 semester	6576: http://learnonline.canberra.edu.au/course/view.php?id=1224 6890: http://learnonline.canberra.edu.au/course/search.php?search=6890	Anita Collins	Arts Education 1: The unit consists of modules that introduce students to basic skills and knowledge in music and art. As the student gains confidence in their own arts practice and an understanding of arts concepts, they will examine childrens learning in art and music.(2) Arts Education 2: The unit extends earlier work undertaken in Arts Education 1, providing further opportunities for students to develop as arts educators. The unit focuses on the development of effective teaching programs in art and music, which grow out of an understanding of the role of arts in education. (5)	2.1875%
8	ACT	University of Canberra Bruce Campus	Bachelor of Education in Early Childhood Teaching (0-8 Years CIT) 96 CP	http://www.canberra.edu.au/courses-units/ug/ectb8/course-outline	Careen Leslie	ACT DET; NSW Institute of Teachers	6576 Arts Education 1 3 CP; 6890 Arts Education 2 3 CP	Four hours/week per subject for 1 semester	6576: http://learnonline.canberra.edu.au/course/view.php?id=1224 6890: http://learnonline.canberra.edu.au/course/search.php?search=6890	Anita Collins	Arts Education 1: The unit consists of modules that introduce students to basic skills and knowledge in music and art. As the student gains confidence in their own arts practice and an understanding of arts concepts, they will examine childrens learning in art and music.(2) Arts Education 2: The unit extends earlier work undertaken in Arts Education 1, providing further opportunities for students to develop as arts educators. The unit focuses on the development of effective teaching programs in art and music, which grow out of an understanding of the role of arts in education. (5)	2.1875%
9	NSW	Australian Catholic University Strathfield Campus	Bachelor of Education (Early Childhood and Primary) 320 CP	http://www.acu.edu.au/apply_and_enroll/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_early_childhood_and_primary/strathfield/	School of Education	NSWIT	EDAR308 Creative Arts Education 1 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	Australian Catholic University Strathfield Campus	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_primary/strathfield/	School of Education	NSWIT	EDAR308 Creative Arts Education 1 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
10	NSW	Australian Catholic University Strathfield Campus	Bachelor of Education (Primary) Fourth Year Upgrade (Preservice) 80 to 120 CP	http://www.acu.edu.au/about_acu/publications/handbooks/2009/faculty_of_education/coursecampus_tables/graduate_entry_preservice_teacher_education_courses/bachelor_of_education_fourth_year_upgrade/	School of Education		EDAR305 Creative Arts Education Visual Arts and Music 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar305_creative_arts_education_visual_arts_and_music/	Not given	Arts-learning is an essential part of a well rounded education. This core unit complements learning aspects that are developed in Learning Theory and Teaching and Classroom Management and in the other key learning areas. The unit examines assumptions held about the nature and value of the arts in education of the child and encourages an understanding of their significance in a personal, social and cultural context. The unit is designed to facilitate the student's understanding of the ways in which children perceive, respond to and create in the arts. It provides an introduction to the various theoretical models and strategies that underpin the role and function of the arts in teaching and learning. (2)	4.1666% to 6.25%
11												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	Australian Catholic University Strathfield Campus	Master of Teaching (Primary) 160 CP	http://www.acu.edu.au/about_acu/publications/handbooks/2009/faculty_of_education/coursecampus_tables/postgraduate_courses/master_of_teaching_primary/	School of Education	NSWIT	EDAR504 Creative Arts Curriculum 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar504_creative_arts_education_introduction_to_the_creative_arts/	Not given	This unit is designed to provide students with an introduction to the field of the creative arts in education. Introductory experiences in the areas of visual arts, music, dance, drama and media education develop students' foundational knowledge and understandings of the distinctive nature of disciplines in the creative arts. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Music, Visual arts Drama and Dance are examined and applied in the design and implementation of classroom practices in school settings. (5)	1.2500%
12	NSW	Australian College of Physical Education	No preservice primary teaching courses	N/A	N/A		N/A	N/A	N/A	N/A	N/A	No preservice primary teaching courses
13	NSW	Australian Film, Television and Radio School	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No preservice primary teaching courses
14	NSW	Avondale College	Bachelor of Education (Primary) 192 CP	http://www.avondale.edu.au/courses/Undergraduate/bachelor_of_education_primary/	Not given	NSWIT	EDCP21500 Curriculum Studies – Creative Arts I 6CP; EDCP21600 Curriculum Studies – Creative Arts 6CP	Not given	http://www.avondale.edu.au/Departments::Marketing::Ci_primary.pdf	Not given	EDCP21500: This unit is designed to develop both practical competence and teaching expertise in music and visual arts. Students will participate in the analysis and practice of the elements of music and visual arts in varying forms and contexts from a Christian perspective. Students will also investigate the creative development of children in their classwork and every day living.(2) EDCP21600: This unit is designed to extend students' practical competence, teaching expertise and analytical skills in music, drama and dance. The content includes the principles and methods involved in teaching music in the primary school. (3)	2.6042%
15												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	Charles Sturt University	Bachelor of Education (Early Childhood and Primary) 272 CP	http://www.csu.edu.au/courses/undergraduate/early_childhood/	School of Teacher Education Bathurst	NSWIT	EMA101 Communication through Arts 8 CP birth to early stages 1 EMA301 Creative Arts in the Primary School 8 CP	Not given	EMA101: http://www.csu.edu.au/handbook/handbook09/subjects/EMA101.html EMA 301: http://www.csu.edu.au/handbook/handbook09/subjects/EMA301.html	Not given	EMA101: This subject develops students' understanding of children's acquisition of aesthetic expression and perception in art, music, drama, and dance. Texts, readings and curriculum documents will be examined in relation to the development of effective planning and teaching practices for young children. The subject prepares a student for their first encounters with young children (0-3 years) and develops students' ability to prepare and implement a range of appropriate learning activities for the children 3-5 years. The subject includes a focus on pedagogies for Indigenous Australian education. Students' personal development in the arts will be supported through participation in community projects. (4) EMA301: Students will develop their awareness of how children acquire abilities of aesthetic expression and perception in art, music, drama, media studies and dance. Relevant state curriculum documents will be examined in relation to the development of effective planning and teaching practices in the creative arts. Students will use their knowledge of child development and curriculum content	1.3235%
16												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	Charles Sturt University	Bachelor of Education (K - 12 - Middle Schooling) 304 CP	http://www.csu.edu.au/courses/undergraduate/middle_schooling/index.html	Murray School of Education	NSWIT	EMA116 Creative Arts 1 Arts Experience 8 CP; EMA303 Creative Arts 2 Content & Context of Creative Arts K-6 8 CP	Not given	EMA116: http://www.csu.edu.au/handbook/handbook09/subjects/EMA116.html EMA303: http://www.csu.edu.au/handbook/handbook09/subjects/EMA303.html	Not given	EMA116: Enrolment Restriction: Entry into the Bachelor of Education (Primary) and the Bachelor of Education (Primary) (Honours) programs or as determined by the course coordinator. This subject is designed to develop a broad appreciation of the skills, values, attitudes and knowledge of the academic disciplines of the creative arts. It introduces students to the concepts and ideas of Creative Arts through the application of an integrated arts approach. Students are required to apply, compare, analyse, synthesise and evaluate ideas and concepts across the art forms through an authentic and meaningful combined arts experience. (4) EMA303: Enrolment Restriction: Entry into the Bachelor of Education (Primary) and the Bachelor of Education (Primary) (Honours) programs or as determined by the course coordinator. In this subject students will further develop the concepts and ideas that underpin the Key Learning Area of the Creative Arts. Students will acquire knowledge, skills, values and attitudes that develop appropriate strategies for planning, programming and teaching Visual Art, Music, Dance	1.3157%
17												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	Charles Sturt University	Bachelor of Education (Primary) 272 CP	http://www.csu.edu.au/courses/undergraduate/primary_education/	School of Education	NSWIT	EMA116 Creative Arts 1 Arts Experience 8 CP; EMA303 Creative Arts 2 Content & Context of Creative Arts K-6 8 CP	Not given	EMA116: http://www.csu.edu.au/handbook/handbook09/subjects/EMA116.html EMA303: http://www.csu.edu.au/handbook/handbook09/subjects/EMA303.html	Not given	EMA116: Enrolment Restriction: Entry into the Bachelor of Education (Primary) and the Bachelor of Education (Primary) (Honours) programs or as determined by the course coordinator. This subject is designed to develop a broad appreciation of the skills, values, attitudes and knowledge of the academic disciplines of the creative arts. It introduces students to the concepts and ideas of Creative Arts through the application of an integrated arts approach. Students are required to apply, compare, analyse, synthesise and evaluate ideas and concepts across the art forms through an authentic and meaningful combined arts experience.(4) EMA303: Enrolment Restriction: Entry into the Bachelor of Education (Primary) and the Bachelor of Education (Primary) (Honours) programs or as determined by the course coordinator. In this subject students will further develop the concepts and ideas that underpin the Key Learning Area of the Creative Arts. Students will acquire knowledge, skills, values and attitudes that develop appropriate strategies for planning, programming and teaching Visual Art, Music, Dance	1.4705%
18	NSW	Charles Sturt University, Canada	Bachelor of Primary Education Studies 256 CP	http://www.csu.edu.au/courses/undergraduate/primary_education/	School of Education	NSWIT	EMA450 The Arts in Education. 8 CP	Not given	http://www.csu.edu.au/handbook/handbook09/subjects/EMA450.html	Lianne Tovey	The main aim of this subject is to develop the students' understanding of the role the creative arts plays in providing a balanced education for children especially as a means of communication and expression. The students will acquire knowledge, skills and develop appropriate strategies for teaching art, music, dance and drama curricula in Ontario schools. Students will consider their own experience with Arts in the schools and how that may impact on their comfort level in teaching Arts. NB: Lianne Tovey has advised that music accounts for 50% of this subject.	1.5625%
19												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	Macquarie University	Bachelor of Arts (Psychology)/Diploma in Education (Primary) 92 CP	http://www.international.mq.edu.au/study/areas_coursedetails.aspx?cse=125&CourseLevelID=1&StudyOptionID=1&Location=AllLocations	Department of Psychology	NSWIT	TEP290 Curriculum and Teaching in the Primary School I 4 CP; TEP291 Curriculum and Teaching in the Primary School II 4 CP; TEP494 Curriculum and Teaching in the Primary School III 4 CP; TEP495 Curriculum and Teaching in the Primary School IV 4 CP.	4 hours/week for 1 semester for each subject	TEP290: http://handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP290 TEP291: http://handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP291 TEP494: http://www.educ.mq.edu.au/st_unit.aspx?show=TEP494 TEP495: http://www.handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP495	Neil Harrison	TEP290: This unit provides an introduction to primary teaching. The workshops focus on the development of knowledge of the six Key Learning Areas as well as key professional competencies necessary for effective teaching. Emphasis is placed upon the application of such knowledge and competencies in a practical setting. Students will therefore participate in a school experience program comprising the equivalent of five days of classroom teaching experience.(6 KLA, then music is 1/4 of the Arts) TEP291: This unit is the second in the sequence of primary teacher preparation and builds upon the knowledge and competencies developed in TEP290. It focuses upon a more in-depth study of the six Key Learning Areas along with further development in teaching/learning strategies and approaches. The practical application of such knowledge and competencies is further developed through participation in a second school experience program comprised of the equivalent of five days of teaching experience. Please consult the Primary TEP Guide for recommended prior studies. (6 KLA, then music is 1/4 of the Arts) TEP494: This	0.7246%
20	NSW	Macquarie University	Bachelor of Education (Early Childhood Education) 92 CP	http://www.international.mq.edu.au/study/areas_coursedetails.aspx?cse=23&CourseLevelID=1&StudyOptionID=1&Location=North%20Ryde%20(Sydney)	Institute of Early Childhood	NSWIT	ECH129 Young Children and the Arts 1 4 CP	4 hours/week for 1 semester	http://handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=ECH129	Jenny Nicholls	An overview of the arts (children's literature, drama, movement, music and the visual arts) and its role in the lives of young children. The focus is on artistic and aesthetic development in these areas. Selected art forms are investigated separately and the integration of art forms in early childhood is emphasised. The role of adults is addressed in facilitating dynamic and interactive environments for the arts. (5)	0.8696%
21												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
22	NSW	Macquarie University	Bachelor of Education (Primary) 48 CP	http://www.handbook.mq.edu.au/2009/Undergraduate/Programs/ProgramOfStudy.php?ProgramCode=EDU02	John De Nobile	NSWIT	TEP495 Curriculum and Teaching in the Primary School IV 4 CP.	4 hours/week for 1 semester	TEP495: http://www.handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP495	Neil Harrison	TEP 495: This unit extends upon knowledge and experience gained in TEP492. The unit focuses on programming, assessment and evaluation approaches across the six Key Learning Areas. Students are required to enrol in TEP416 (20 days' school experience in a different school to that attended in TEP414) as a co requisite of this unit. Participation in workshops and a school experience discussion group is compulsory one day per week (4 hours). (6 KLA, then music is 1/4 of the Arts)	0.3472%
23	NSW	Macquarie University	Bachelor of Education (Primary) 92 CP	http://www.international.mq.edu.au/study/areas_coursedetails.aspx?cse=125&CourseLevelID=1&StudyOptionID=1&Location=AllLocations	Not given	NSWIT	TEP290 Curriculum and Teaching in the Primary School I 4 CP; TEP291 Curriculum and Teaching in the Primary School II 4 CP; TEP494 Curriculum and Teaching in the Primary School III 4 CP; TEP495 Curriculum and Teaching in the Primary School IV 4 CP.	4 hours/week for 1 semester for each subject	TEP290: http://handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP290 TEP291: http://handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP291 TEP494: http://www.educ.mq.edu.au/st_unit.aspx?show=TEP494 TEP495: http://www.handbook.mq.edu.au/2009/Undergraduate/Units/Unit.php?UnitCode=TEP495	Neil Harrison	TEP290: This unit provides an introduction to primary teaching. The workshops focus on the development of knowledge of the six Key Learning Areas as well as key professional competencies necessary for effective teaching. Emphasis is placed upon the application of such knowledge and competencies in a practical setting. Students will therefore participate in a school experience program comprising the equivalent of five days of classroom teaching experience.(6 KLA, then music is 1/4 of the Arts) TEP291: This unit is the second in the sequence of primary teacher preparation and builds upon the knowledge and competencies developed in TEP290. It focuses upon a more in-depth study of the six Key Learning Areas along with further development in teaching/learning strategies and approaches. The practical application of such knowledge and competencies is further developed through participation in a second school experience program comprised of the equivalent of five days of teaching experience. Please consult the Primary TEP Guide for recommended prior studies. (6 KLA, then music is 1/4 of the Arts) TEP494: This	0.7246%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
24	NSW	Southern Cross University	Bachelor of Education (Early Childhood) 384 CP	http://www.scu.edu.au/courses/course_desc.php?spk_cd=3007190	School of Education	NSWIT	EDU00415 Creative Arts Education I Foundations 12 CP; EDU00416 Creative Arts Education II Curriculum and Pedagogy 12 CP	Not given	EDU00415: http://www.scu.edu.au/courses/unit_detail.php?spk_cd=EDU00415 EDU00416: http://www.scu.edu.au/courses/unit_detail.php?spk_cd=EDU00416	School of Education	EDU00415: Develops students' understandings of, and commitment to, the importance of creative arts in the education of children from 0-8 years. Assists students to develop knowledge, skills, understandings and teaching resources so that they can confidently and competently plan and teach/facilitate creative arts learning experiences.(4) EDU00416: Builds on EDU00415 Creative Arts Education I: Foundations to further develop: an increased understanding of, knowledge in, appreciation of and accomplishment in art, music, drama and dance; and, the skills and understandings to plan, implement and evaluate learning experiences in the creative arts. Unit requires access to the Internet.(4)	1.5625%
25	NSW	Southern Cross University	Bachelor of Education (Primary) 384 CP	http://www.scu.edu.au/courses/course_desc.php?spk_cd=3001111	School of Education	NSWIT	EDU00415 Creative Arts Education I 12 CP Foundations; EDU00416 Creative Arts Education II Curriculum and Pedagogy 12 CP		EDU00415: http://www.scu.edu.au/courses/unit_detail.php?spk_cd=EDU00415 EDU00416: http://www.scu.edu.au/courses/unit_detail.php?spk_cd=EDU00416	School of Education	EDU00415: Develops students' understandings of, and commitment to, the importance of creative arts in the education of children from 0-8 years. Assists students to develop knowledge, skills, understandings and teaching resources so that they can confidently and competently plan and teach/facilitate creative arts learning experiences. (4) EDU00416: Builds on EDU00415 Creative Arts Education I: Foundations to further develop: an increased understanding of, knowledge in, appreciation of and accomplishment in art, music, drama and dance; and, the skills and understandings to plan, implement and evaluate learning experiences in the creative arts. Unit requires access to the Internet. (4)	1.5625%
26	NSW	University of New England External students	Bachelor of General Studies/Bachelor of Teaching (Primary) 192 CP	http://www.une.edu.au/courses/2009/courses/BGSTCH	Not given	NSWIT	EDAE900 Creative Arts Key Learning Areas 6 CP	Not given	http://www.une.edu.au/courses/2009/units/EDAE900	Terence Hays	This unit is concerned with the fundamentals of curriculum theory and effective classroom practices in the area of creative arts in the primary school. The unit will include core lectures, workshops and assigned work designed to further students' theoretical and practical skills and also to further their aesthetic understanding and appreciation of the value of the arts (music, drama, visual arts) in education. (3)	1.0417%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
27	NSW	University of New England Internal studies	Bachelor of Education (Primary) 192 CP	http://www.une.edu.au/courses/courses/BEDPRM Please note that the Creative Arts course for this is different in 2010 to meet NSWIT requirements	Not given	NSWIT	EDA224 Creative Arts Curriculum II 6 CP	Not given	In discussion with Myung-Sook Auh 27th July 2009	Myung-Sook Auh	Creative arts and the curriculum: music and dance. (2)	1.5625%
28	NSW	University of Newcastle Callaghan and Port Macquarie Campuses	Bachelor of Teaching /Bachelor of Arts 320 CP	http://www.newcastle.edu.au/program/10947.html	Jennifer Allen	NSWIT	AART1010 Foundations in Creative Arts 10 CP; EDUC4112 Teaching & Learning in Creative Arts 10 CP	4 hours/week for 1 semester per subject	AART1010: http://www.newcastle.edu.au/course/AART1010.html EDUC4112: http://www.newcastle.edu.au/course/EDUC4112.html	School of Education	AART1010: Introduces students to the K-6 Creative Arts Syllabus strands of Music and Visual Arts. It will provide students with an understanding, knowledge and appreciation of skills, experiences, processes and outcomes in the Creative Arts and will aid students in the development of meaningful Creative Arts programs and activities suitable for pupils of Primary school age. (2) EDUC4112: Designed to provide students with the understanding, knowledge and appreciation of skills, processes and outcomes necessary to teach music and visual arts in the K-6 setting. (2)	3.1250%
29	NSW	University of Newcastle Callaghan Campus	Bachelor of Teaching/Bachelor of Early Childhood Studies 320 CP	http://www.newcastle.edu.au/program/11389.html	Scott Eacott	NSWIT	AART1020 Foundation in Creative Arts for Early Childhood 10 CP; EDUC3148 Creative Arts for Early Childhood Education 10 CP	AART1020 3 hours/week for 1 semester; EDUC3148 4 hours/week for 1 semester	AART1020: http://www.newcastle.edu.au/course/AART1020.html EDUC3148: http://www.newcastle.edu.au/course/EDUC3148.html	School of Education	AART1020: Provides foundation studies and creative experiences in visual arts, drama and music for early childhood teacher education students. Provides students with an understanding, knowledge and appreciation of skills, experiences, processes and outcomes in the creative arts. (3) EDUC3148: Designed to provide students with the understanding, knowledge and appreciation of skills, processes and outcomes necessary to teach music, drama and visual arts in the K-6 setting. (3)	2.0833%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
30	NSW	University of Newcastle Callaghan Campus	Master of Teaching (Primary) 160 CP	http://www.newcastle.edu.au/program/1714.html	Ruth Reynolds	NSWIT	EDUC6745 K-6 Creative Arts 10 CP	5 hours/week for 10 weeks	http://www.newcastle.edu.au/course/EDUC6745.html	School of Education	This course explores the principles of teaching and learning K-6 Creative Arts. Students will consider the role and value of Creative Arts in the broader school curriculum; the place of creative arts in the K-12 Creative Arts continuum (particularly the links between Stage 3 and 4); the relationship between creative arts, literacy and numeracy; and ways of differentiating curriculum to meet the diverse needs of learners in the Creative Arts classroom. Students will explore the content and organisation of the NSW K-6 Creative Arts curriculum; models of pedagogy for programming, teaching and assessing dance, drama, music and visual arts. (4)	1.5625%
31	NSW	University of Newcastle Ourimbah Campus	Bachelor of Education (Early Childhood) 320 CP	http://www.newcastle.edu.au/program/10865.html	School of Education	NSWIT	EDST1500 Music, Art and Humanity 10 CP; EDST2410 Learning through Creative Arts 0-5; EDST4200 Creative Arts Curriculum K 6 10 CP	3 hours/week for 1 semester; EDST4200 5 hours/week for 1 semester	EDST1500: http://www.newcastle.edu.au/course/EDST1500.html EDST2410: http://www.newcastle.edu.au/course/EDST2410.html EDST4200: http://www.newcastle.edu.au/course/EDST4200.html	School of Education	EDST1500: Focuses on the development of critical awareness, individual skill development and the acquisition of a positive arts self-concept. Through the investigation of arts as social semiotics, students will develop a fundamental understanding of key concepts in music and visual arts, and extend their current level of aesthetic awareness. (2) EDST2410: Extends the skills developed in music, arts and humanity, and introduces the student to specific pedagogy for music, visual arts and drama in the early years. Students will examine appropriate contemporary practices for arts programming, implementation, assessment and evaluation in early childhood. Issues of advocacy, resourcing and management in early childhood arts education will also be addressed. (3) EDST4200: This course is designed to provide students with the knowledge, understandings and skills necessary to teach the four strands of Creative Arts in the K-6 context. (4)	3.3854%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
32	NSW	University of Newcastle Ourimbah Campus	Bachelor of Teaching /Bachelor of Arts 320 CP	http://www.newcastle.edu.au/program/10946.html	Jennifer Allen	NSWIT	ARTC2200 Foundations in Art Making 10 CP; EDST4200 Creative Arts Curriculum 10 CP	ARTC2200: 3 hours/week for 1 semester; EDST4200: 5 hours/week for 1 semester	ARTC2200: http://www.newcastle.edu.au/course/ARTC2200.html EDST4200: http://www.newcastle.edu.au/course/EDST4200.html	School of Education	ARTC2200: Provides students with a foundational knowledge of elements of dance, art, drama and music. Thematically based, it will examine ways in which the four arts forms can be integrated to create art that is dynamic and expressive, building upon basic understandings of the nature and purpose of these arts forms. (4) EDST4200: This course is designed to provide students with the knowledge, understandings and skills necessary to teach the four strands of Creative Arts in the K-6 context. (4)	1.5625%
33	NSW	University of Notre Dame (Australia) Sydney Campus	Bachelor of Education (Birth to Twelve Years) 1000 CP	http://www.nd.edu.au/sydney/courses/btoeEarlyChildhood.shtml	School of Education	NSWIT	ED3620 Learning Area Studies The Arts – Music Education 25 CP; ED3622 Learning Area Studies Drama, Dance, Music and Visual Art 25 CP	Not given	ED3620: ED3622: Both at: http://www.nd.edu.au/downloads/courses/sydney/2009%20Flyers/Education/April/B%20Edu%20(Birth%20to%20Twelve)%20APR%2009.pdf Content and information provided by Jennifer Oneil	Jennifer O'Neil	ED3620: This unit introduces students to the Curriculum Framework Areas of The Arts: Music. Students will be exposed to key concepts such as duration, melody, pitch, rhythm, texture and timbre. Simple percussion instruments will be used to develop these skills. The overall goal of the unit is to equip students with the skills required to facilitate a holistic and integrative classroom music program. As such, methodology will be heavily emphasised throughout the unit. By the completion of this unit students will: Appreciate the place and function of music in the school curriculum.; Understand key concepts such as duration, melody, pitch, rhythm, texture and timbre; Engage in improvisation and composition; Interpret and imitate sound and music; Acquire methodological strategies required to engage in basic music education; Understand that creativity needs to be broadly defined; Appreciate that every child is a creative individual. (All music) ED3622: This unit is designed to enable students to explore and reflect on the Arts in its various forms. On completion of this course, students will have: 1. Participated in a variety of	2.5063%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	University of Notre Dame (Australia) Sydney Campus	Bachelor of Education (Primary) 1000 CP	http://www.nd.edu.au/sydney/courses/boePrimary.shtml	School of Education	NSWIT	ED3620 Learning Area Studies The Arts – Music Education 25 CP; ED3622 Learning Area Studies Drama, Dance, Music and Visual Art 25 CP	Not given	ED3620: ED3622: Both at: http://www.nd.edu.au/downloads/courses/sydney/2009%20Flyers/Education/April/B%20Edu%20(Birth%20to%20Twelve)%20APR%2009.pdf Content and information provided by Jennifer Oneil	Jennifer O'Neil	ED3620 Learning Area Studies: The Arts – Music Education: This unit introduces students to the Curriculum Framework Areas of The Arts: Music. Students will be exposed to key concepts such as duration, melody, pitch, rhythm, texture and timbre. Simple percussion instruments will be used to develop these skills. The overall goal of the unit is to equip students with the skills required to facilitate a holistic and integrative classroom music program. As such, methodology will be heavily emphasised throughout the unit. (All music) ED3622 Learning Area Studies: Drama, Dance, Music and Visual Art This unit is designed to enable students to explore and reflect on the Arts in its various forms. (4)	2.5063%
34	NSW	University of NSW	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A		N/A	N/A	No preservice primary teaching courses
35	NSW	University of Sydney	Bachelor of Education (Primary) 192 CP	http://www.usyd.edu.au/courses/?detail=1&course_sef_id=Bachelor_of_Education_Primary_977	Tanya Keane	NSWIT	EDUP1001 Creative Arts 1. 6 CP; EDUP3008 Creative Arts 2. 4 CP	EDUP1001: 3 hours/week for 13 weeks; EDUP3008 2 hours/week for 13 weeks	http://www.usyd.edu.au/handbooks/education_social_work/04_Education_Units_of_Study.shtml	Robyn Gibson	Creative Arts 1: This unit comprises four Creative Arts components: Visual Arts, Music, Drama and Dance. It combines both theoretical and practical/studio work across a range of art forms appropriate for K - 6 classrooms.(4) Creative Arts 2: This unit comprises four Creative Arts components: Visual Arts, Music, Drama and Dance. It continues to develop both theoretical and practical/studio work across a range of art forms appropriate for primary age children. (4)	1.3021%
36												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	University of Sydney	Bachelor of Teaching (Primary) 72 CP	http://www.edsw.usyd.edu.au/current_students/mteach/structure.shtml#uos	Tony Loughland	NSWIT	EDBT5530 Creative Arts 1. 4 CP	8 hours total	Information provided in an email by Tony Loughland 27th July 2009. http://www.usyd.edu.au/handbooks/education_social_work/04_Education_Units_of_Study.shtml	Robyn Gibson	The Education Act 1990 (NSW) sets out minimum curriculum requirements for primary schools. In particular, the Act states that "courses of study in both art and music are to be included in the key learning area of the Creative and Practical Arts." With the introduction of the Creative Arts K-6 Syllabus in 2000, this requirement has been broadened to include creative arts experiences in drama and dance which became mandatory in 2005. The unit of study, Creative Arts 1, provides students with an understanding of the importance of drama, music, visual arts and dance both as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right. (4)	1.3889%
37	NSW	University of Sydney	Master of Teaching (Primary) 72 CP	http://www.edsw.usyd.edu.au/current_students/mteach/structure.shtml#uos	Tony Loughland	NSWIT	EDBT5530 Creative Arts 1. 4 CP	8 hours total	Information provided in an email by Tony Loughland 27th July 2009. http://www.edsw.usyd.edu.au/current_students/uos/uos_search.php?code=EDBT5530	Robyn Gibson	The Education Act 1990 (NSW) sets out minimum curriculum requirements for primary schools. In particular, the Act states that "courses of study in both art and music are to be included in the key learning area of the Creative and Practical Arts." With the introduction of the Creative Arts K-6 Syllabus in 2000, this requirement has been broadened to include creative arts experiences in drama and dance which became mandatory in 2005. The unit of study, Creative Arts 1, provides students with an understanding of the importance of drama, music, visual arts and dance both as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right. (4)	1.3889%
38	NSW	University of Technology Sydney	Bachelor of Education in Primary Education 192 CP	http://www.handbook.uts.edu.au/course/c10206.html	Alan Scully	NSWIT	26210 Music, Movement and Dance 6 CP	Not given	http://www.handbook.uts.edu.au/subjects/026210.html	Not given	This subject focuses on the development of basic skills and understandings in music literacy, classroom-based performance skills, and teaching strategies in the areas of vocalising, movement, playing musical instruments, listening to music, and composing music for the primary school classroom. In examining movement, elements of dance will also be explored. (All music)	3.1250%
39												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	NSW	University of Western Sydney	Bachelor of Education (Primary) - Aboriginal Rural Education Program (AREP)	http://future.uws.edu.au/ug/teach_edu/primaryarep	General enquiry	NSWIT	Creative Arts 1 (AREP); Creative Arts 2 (AREP)	Not given	For both courses: http://future.uws.edu.au/ug/teach_edu/primaryarep	Not given	Creative Arts 1 (AREP): This unit introduces students to theoretical models and sound pedagogical practices of using Dance, Drama, Music and Visual Arts in the primary classroom. Collaborative, experiential and blended learning as well as reflective practices are the key operating principles of the unit. Students will explore the theory and practice of the arts in the education process of children through practical and professional experiences. The unit provides an understanding of the importance of the art forms both as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right. (4) Creative Arts 2 (AREP): This unit develops further the students' theoretical knowledge and practical application in the creative arts. The place of primary creative arts in the continuum of learning from K-12 will be covered and there will be a strong focus on integrating music, dance, drama and visual arts both within the creative arts and across the curriculum as well as assessing each of the creative arts. The unit will also focus upon the characteristics of creativity	Unknown
40	NSW	University of Western Sydney	Master of Teaching (Primary) 12 CP	http://future.uws.edu.au/postgraduate_study/teach_edu/primary	General enquiry	NSWIT	101293 Primary Curriculum II Creative Arts, HSIE, PDHPE, Science and Technology 1 CP	Not given	Information provided by Dierdre Russell-Bowie 26th July 2009. http://future.uws.edu.au/postgraduate_study/teach_edu/primary	Not given	Subject 2. This unit will be replaced by 101585 - Primary Creative Arts from 2H, 2010. This unit extends on Primary Curriculum 1 and students' curriculum experiences in schools. Students explore the content and pedagogies of Creative Arts, Human Society and Its Environment, Personal Development, Health and Physical Education, and Science and Technology key learning areas in more depth. Students explore features of quality teaching and student engagement in each of these areas. (4)	2.0833%
41	NSW	University of Wollongong	Bachelor of Primary Education 192 CP	http://www.uow.edu.au/handbook/yr2009/ug/educ/H09006059.html	Not given	NSWIT	EDKA202 Creative Arts Education - Visual and Music 6 CP	Not given	https://sols.uow.edu.au/owa/sid/CAL.SUBJECTINFO?p_subcode=EDKA202&p_year=2009&p_source=WebCMS	Steven Capaldo	This subject provides experiences for students in making, appreciating and valuing the creative arts. Theories and research of children's artistic development and learning will be explored. An understanding of the creative process and its application to the K-6 classroom setting will be developed through sequenced learning experiences in visual arts and music. (2)	1.5625%
42												

	A	B	C	D	E	F	G	H	I	J	K	L
1	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
43	NT	Batchelor Institute of Indigenous Tertiary Education	Bachelor of Education (Early Childhood) 320 CP	https://www.batchelor.edu.au/files/file/SEASS_Courses/Bed_EC.pdf	Jane Zhang	TRB NT (but hasn't been formally assessed)	EDP203 Introduction to the Arts 10 CP	Not given	http://www.batchelor.edu.au/drupal5/files/file/batchelor_institute_handbook09.pdf	Jane Zhang	This unit explores the social and personal roles of the arts throughout history. It examines the intrinsic value of selfexpression and the cultural values and beliefs communicated through storytelling and the arts. The second aspect of this unit is the role of arts in education through extensive use of the NTCF and its application. (5)	0.6250%
44	NT	Batchelor Institute of Indigenous Tertiary Education	Bachelor of Education (Primary) 320 CP	https://www.batchelor.edu.au/files/file/SEASS_Courses/Bed_Primary.pdf	Jane Zhang	TRB NT (but hasn't been formally assessed)	EDP203 Introduction to the Arts 10 CP	Not given	http://www.batchelor.edu.au/drupal5/files/file/batchelor_institute_handbook09.pdf	Jane Zhang	This unit explores the social and personal roles of the arts throughout history. It examines the intrinsic value of selfexpression and the cultural values and beliefs communicated through storytelling and the arts. The second aspect of this unit is the role of arts in education through extensive use of the NTCF and its application. (5)	0.6250%
45	NT	Charles Darwin University Alice Springs, Casuarina, External Campuses	Bachelor of Teaching and Learning (Preservice) 320 CP	http://eagle.cdu.edu.au/NTU/APPS/course.nsf/P_Course_Select/7156C15D90A5E3BB69257493007E63BE?OpenDocument	General enquiry	TRB NT	ETL217 The Arts 10 CP; MUS240 Music Studies - Teaching Perspectives 2. 10 CP	ETL217: 2.5 hours/week for 1 semester; MUS240: online so hours not measured	ETL217: http://eagle.cdu.edu.au/NTU/APPS/unitre.nsf/wUnitSearch/ETL217 MUS240: http://eagle.cdu.edu.au/NTU/APPS/unitre.nsf/wUnitSearch/MUS240	Kathy Banks	ETL217: This unit explores outcomes in "The Arts" by extending students' personal skills in drama, dance, music and visual/creative arts and develops understanding of art forms and their place in education through an exploration of the Northern Territory Curriculum Frameworks and/or similar. (5) MUS240: This unit is only available to the Bachelor of Teaching and Learning (BTL) students in external mode. In this mode the unit is designed to support teachers in developing skills, understanding and the confidence they will need to initiate and develop musical activities in the primary school classroom. (All music) NB Both courses can be studied online.	3.7500%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Qld	Australian Catholic University	Bachelor of Education (Early Childhood & Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_early_childhood_and_primary/brisbane/	Louise Thomas	QCT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
46	Qld	Australian Catholic University	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_primary/brisbane/	Janeen Lamb	QCT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
47												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Qld	Australian Catholic University	Master of Teaching (Primary and Secondary) 160 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/master_of_teaching_primary/brisbane_queensland/	Joy Kennedy	QCT	EDAR504 Creative Arts Curriculum 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar504_creative_arts_introduction_to_the_creative_arts/	Not given	This unit is designed to provide students with an introduction to the field of the creative arts in education. Introductory experiences in the areas of visual arts, music, dance, drama and media education develop students' foundational knowledge and understandings of the distinctive nature of disciplines in the creative arts. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Music, Visual arts Drama and Dance are examined and applied in the design and implementation of classroom practices in school settings. (4)	1.5625%
48	Qld	Bond University	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A		N/A	N/A	No preservice primary teaching courses
49	Qld	Central Queensland University Bundaberg, Emerald, Gladstone, Mackay, Noosa, Rockhampton Campuses	Bachelor of Learning Management (Early Childhood) 192 CP	http://handbook.cqu.edu.au/Handbook/programs_1.jsp?code=CU78	Not given	QCT	EDCU11021 The Arts. 6 CP	Not given	http://handbook.cqu.edu.au/Handbook/course.jsp?courseid=72419	Sue Davis	The Arts offer a range of pedagogical strategies and experiences which help engage students in meaningful learning. As our economies shift and change to focus more on knowledge creation and innovation, learning experiences which promote creativity, risk-taking and experimentation become increasingly important. The Arts also provide students with access to different symbol systems and ways of understanding and representing the world. Through The Arts students are also able to explore the formation and expression of social values and beliefs and personal identity. The Arts form one of the Key Learning Areas of the curriculum in Queensland and Australian schools, and through this subject students will be introduced to syllabus and curriculum materials and begin to plan for learning within and through the Arts. Within curriculum documents, The Arts are comprised of five distinct disciplines: Dance, Drama, Music, Media and Visual Arts. Students will be introduced to a range of skills, knowledge and classroom strategies for each Arts strand as well as exploring ways to plan for integrated learning using The Arts. (5)	0.6250%
50												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
51	Qld	Central Queensland University Bundaberg, Emerald, Gladstone, Mackay, Noosa, Rockhampton Campuses	Bachelor of Learning Management (Primary) 192 CP	http://handbook.cqu.edu.au/Handbook/programs_3.jsp?s=3&code=CU79	Not given	QCT	EDCU11021 The Arts. 6 CP	Not given	http://handbook.cqu.edu.au/Handbook/course.jsp?courseid=72419	Sue Davis	The Arts offer a range of pedagogical strategies and experiences which help engage students in meaningful learning. As our economies shift and change to focus more on knowledge creation and innovation, learning experiences which promote creativity, risk-taking and experimentation become increasingly important. The Arts also provide students with access to different symbol systems and ways of understanding and representing the world. Through The Arts students are also able to explore the formation and expression of social values and beliefs and personal identity. The Arts form one of the Key Learning Areas of the curriculum in Queensland and Australian schools, and through this subject students will be introduced to syllabus and curriculum materials and begin to plan for learning within and through the Arts. Within curriculum documents, The Arts are comprised of five distinct disciplines: Dance, Drama, Music, Media and Visual Arts. Students will be introduced to a range of skills, knowledge and classroom strategies for each Arts strand as well as exploring ways to plan for integrated learning using The Arts. (5)	0.6250%
52	Qld	Christian Heritage College	Bachelor of Arts/Bachelor of Education (Middle/Secondary Years) 400 CP	http://www.chc.edu.au/bachelor-of-arts-secondary-middle-years	General enquiry	QCT	N/A	N/A	This information was provided as an email by Sadie Praeger from CHC 28th July 2009	N/A	"We no longer have any compulsory music. The students however are strongly advised to take at least 1 arts unit so that they will meet registration requirements in other states within Australia and most of the students do this." In an email from Sadie Praeger of CHC to Rachel Hocking 28th July 2009	0.0000%
53	Qld	Christian Heritage College	Bachelor of Arts/Bachelor of Education (Primary/Early Years) 400 CP	http://www.chc.edu.au/bachelor-of-arts-early-years	General enquiry	QCT	N/A	N/A	This information was provided as an email by Sadie Praeger from CHC 28th July 2010	N/A	"We no longer have any compulsory music. The students however are strongly advised to take at least 1 arts unit so that they will meet registration requirements in other states within Australia and most of the students do this." In an email from Sadie Praeger of CHC to Rachel Hocking 28th July 2009	0.0000%

	A	B	C	D	E	F	G	H	I	J	K	L
1	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
54	Qld	Christian Heritage College	Bachelor of Arts/Bachelor of Education (Primary/Middle Years) 400 CP	http://www.chc.edu.au/bachelor-of-arts-middle-years	General enquiry	QCT	N/A	N/A	This information was provided as an email by Sadie Praeger from CHC 28th July 2011	N/A	"We no longer have any compulsory music. The students however are strongly advised to take at least 1 arts unit so that they will meet registration requirements in other states within Australia and most of the students do this." In an email from Sadie Praeger of CHC to Rachel Hocking 28th July 2009	0.0000%
55	Qld	Christian Heritage College	Bachelor of Education (Middle/Secondary Years) 400 CP	http://www.chc.edu.au/bachelor-of-education-secondary-middle-years	General enquiry	QCT	N/A	N/A	This information was provided as an email by Sadie Praeger from CHC 28th July 2012	N/A	"We no longer have any compulsory music. The students however are strongly advised to take at least 1 arts unit so that they will meet registration requirements in other states within Australia and most of the students do this." In an email from Sadie Praeger of CHC to Rachel Hocking 28th July 2009	0.0000%
56	Qld	Christian Heritage College	Bachelor of Education (Primary/Early Years) 400 CP	http://www.chc.edu.au/bachelor-of-education-early-years	General enquiry	QCT	N/A	N/A	This information was provided as an email by Sadie Praeger from CHC 28th July 2013	N/A	"We no longer have any compulsory music. The students however are strongly advised to take at least 1 arts unit so that they will meet registration requirements in other states within Australia and most of the students do this." In an email from Sadie Praeger of CHC to Rachel Hocking 28th July 2009	0.0000%
57	Qld	Christian Heritage College	Bachelor of Education (Primary/Middle Years) 400 CP	http://www.chc.edu.au/bachelor-of-education-middle-years	General enquiry	QCT	N/A	N/A	This information was provided as an email by Sadie Praeger from CHC 28th July 2014	N/A	"We no longer have any compulsory music. The students however are strongly advised to take at least 1 arts unit so that they will meet registration requirements in other states within Australia and most of the students do this." In an email from Sadie Praeger of CHC to Rachel Hocking 28th July 2009	0.0000%
58	Qld	Griffith University Gold Coast Campus	Bachelor of Education (Primary) 320 CP	http://www17.griffith.edu.au/cis/p_cat/admission.asp?ProgCode=1049&Type=overview	Allan Edwards	QCT	1015EPS Music Education 10 CP		http://www3.griffith.edu.au/03/STIP4/app?page=CourseEntry&service=external&sp=S1015EPS	Susie Garvis	This course aims to provide an introduction to music teaching for general primary teachers and primary music specialists. It equips students with musical skills and a range of learning experiences and teaching strategies for use in the primary classroom. Students will be introduced to both theoretical and practical aspects of music and to music curriculum practices and procedures. Music literacy will be developed. Students will also be exposed to the dance strand of The Arts KLA. (2)	1.5625%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
59	Qld	Griffith University Gold Coast Campus and International Students	Master of Teaching (Primary) 160 CP	http://www17.griffith.edu.au/cis/p_cat/require.asp?ProgCode=5121&Type=structure	Barbara Garrick	QCT	7601EPS Integrated Curriculum and Assessment The Arts and Technology 10 CP	Not given	http://www3.griffith.edu.au/03/STIP4/app?page=CourseEntry&service=external&sp=57601EPS	Jason Zagami	In this course students acquire knowledge and skills in recognising, facilitating, evaluation and reporting on learning in and through The Arts and Technology, as well as in presenting views to different audiences using varied forms of communication. The focus of the course will be on creative, active, practical and imaginative ways of knowing, doing and communicating. (5)	1.2500%
60	Qld	Griffith University Logan and Mt Gravatt Campuses	Bachelor of Education (Primary) 320 CP	http://www17.griffith.edu.au/cis/p_cat/admission.asp?ProgCode=1060&Type=overview	Katherine Main	QCT	1015EBL Music Education 10 CP	Not given	http://www3.griffith.edu.au/03/STIP4/app?page=CourseEntry&service=external&sp=1015EBL	Susie Garvis	This course aims to provide an introduction to music teaching for general primary teachers and primary music specialists. It equips students with musical skills and a range of learning experiences and teaching strategies for use in the primary classroom. Students will be introduced to both theoretical and practical aspects of music and to music curriculum practices and procedures. Music literacy will be developed. Students will also be exposed to the dance strand of The Arts KLA. (2)	1.5625%
61	Qld	Griffith University Logan Campus	Bachelor of Human Services/ Bachelor of Education (Primary) 360 CP	http://www17.griffith.edu.au/cis/p_cat/admission.asp?ProgCode=1244&Type=overview	Kym Macfarlane	QCT	1015EBL Music Education 10 CP	Not given	http://www3.griffith.edu.au/03/STIP4/app?page=CourseEntry&service=external&sp=1015EBL	Kay Hartwig	This course unifies and consolidates student understandings of the nature of the arts and arts education and especially music education. Students learn that the Arts KLA comprises art-form strands that have shared and discrete discipline bases. Whilst the major focus of this course is on artistic performance and music pedagogy for generalist and specialist pre-service teachers (as a foundation to the Music Specialisation) this is complemented with discussions in other art-forms . (2)	1.3889%
62	Qld	James Cook University Cairns and Townsville Campuses	Bachelor of Education (Middle School) 96 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_026226	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder?subject=ED3194	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.6250%

	A	B	C	D	E	F	G	H	I	J	K	L
1	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
63	Qld	James Cook University Cairns and Townsville Campuses	Bachelor of Education (Middle School)/ Bachelor of Arts 108 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_034539	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3194	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.5556%
64	Qld	James Cook University Cairns and Townsville Campuses	Bachelor of Education (Primary Special Needs) 96 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_026227	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3197	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.6250%
65	Qld	James Cook University Cairns and Townsville Campuses	Bachelor of Education (Primary) (Physical Education) 96 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_026218	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3194	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.6250%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
66	Qld	James Cook University Cairns and Townsville Campuses	Bachelor of Education (Primary) 96 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_025961	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3199	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.6250%
67	Qld	James Cook University Cairns and Townsville Campuses	Bachelor of Education (Primary)/Bachelor of Languages 123 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_034544 Credit point amount given by Peita McCarthy from JCU in an email to R. Hocking 27th July 2009	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3194	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.4878%
68	Qld	James Cook University Cairns, External, Thursday Island and Townsville Campuses	Bachelor of Education (Early Childhood) 96 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_026213	General enquiry	QCT	ED3094 Arts Education for Early Childhood 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3094&year=2010&transform=subjectwebview.xslt	Linda Ashton	This subject is an introduction to teaching young children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences, develop skills to facilitate Active Learning Processes and extend the influence of the arts throughout schools and their communities. (5)	0.6250%
69	Qld	James Cook University Off Campus	Bachelor of Education (Primary RATEP) 96 CP	http://cms.jcu.edu.au/courses/education/JCUPRD_048006	General enquiry	QCT	ED3194 Arts Education for Primary School 3 CP	52 hours total	https://secure.jcu.edu.au/app/studyfinder/?subject=ED3194 and email from Mary O'Donnell Faculty of Arts, Education and Social Sciences 30th July 2009	Linda Ashton	This subject is an introduction to teaching children through the ARTS which comprises five(5) strands - Visual Arts (Media and Visual Art) and Performing Arts (Dance, Drama, Music). Students will have opportunities to engage in and reflect upon the range of Arts learning experiences. Students will develop skills and methods required to teach or facilitate the Arts in classroom contexts, integrate where relevant the Arts with other Key Learning Areas and extend the influence of the arts throughout schools and their communities. (5)	0.6250%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
70	Qld	Queensland University of Technology	Bachelor of Applied Science/ Bachelor of Education (Primary) 384 CP	http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectMajorFromMain?courseID=7180	Mary Ryan	QCT	KKB201 Teaching Primary Music, Visual Arts and Media 12 CP	3 hours/week for 1 semester	http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectUnitFromCourseDetails?structureID=20044&courseID=7340&idunit=22690	Jan Hutson	Through both practical and theoretical contexts, you are introduced to curriculum planning and teaching in primary Visual Arts, Music and Media using The Arts Years 1 to 10 Syllabus (Queensland Studies Authority, 2002). (3)	1.0417%
71	Qld	Queensland University of Technology	Bachelor of Education (Early Childhood) 384 CP	http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectMajorFromMain?courseID=7295	Susan Walker	QCT	EAB011 Early Childhood Curriculum Arts 1. 12 CP; EAB012 Early Childhood Curriculum Arts 2. 12 CP	Not given	EAB011: http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectUnitFromCourseDetails?structureID=19949&courseID=7295&idunit=21464 EAB012: http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectUnitFromCourseDetails?structureID=19949&courseID=7295&idunit=21465	Felicity Mcardle	EAB011: We are surrounded by visual images, in many cases much more powerful than any other form of communication. It is important that we are aware of how these images are working on us, and for that, we need to be visually literate. Childhood cultures are made up of interwoven narratives and commodities. The arts enable young children to give form to thought, to develop multiliteracies for exploring and expressing ideas and feelings through representation. This unit examines the characteristic features of the early childhood arts curriculum, its philosophical and theoretical underpinnings, beliefs about the nature of the learner, the child/teacher relationship, and the educational process. (5) EAB012: Relevant theories, principles and philosophies are presented and analysed as a basis for developing appropriate teaching strategies for a quality arts program in the early years. Desired outcomes will be achieved through descriptive, interpretive, analytic and expressive processes and shared knowledge between students and staff. (5)	1.2500%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
72	Qld	Queensland University of Technology	Bachelor of Education (Preservice Early Childhood) 384 CP	http://www.courses.gut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectMajorFromMain?courseID=7378	Jo Ailwood	QCT	EAB011 Early Childhood Curriculum Arts 1. 12 CP	Not given	http://www.courses.gut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectUnitFromCourseDetails?courseID=7378&idunit=21464	Not given	EAB011: We are surrounded by visual images, in many cases much more powerful than any other form of communication. It is important that we are aware of how these images are working on us, and for that, we need to be visually literate. Childhood cultures are made up of interwoven narratives and commodities. The arts enable young children to give form to thought, to develop multiliteracies for exploring and expressing ideas and feelings through representation. This unit examines the characteristic features of the early childhood arts curriculum, its philosophical and theoretical underpinnings, beliefs about the nature of the learner, the child/teacher relationship, and the educational process. (5)	0.6250%
73	Qld	Queensland University of Technology	Bachelor of Education (Primary) 384 CP	http://www.courses.gut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectMajorFromMain?courseID=7340	Mary Ryan	QCT	KKB201 Teaching Primary Music, Visual Arts and Media 12 CP	3 hours/week for 1 semester	http://www.courses.gut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectUnitFromCourseDetails?structureID=20044&courseID=7340&idunit=22690	Ian Hutson	As future primary teachers, you will benefit from an introduction to Visual Arts, Music and Media as curriculum areas that will enhance and enrich teaching and learning in the primary classroom. This unit focuses on the Visual Arts, Music and Media strands of The Arts Years 1 to 10 Syllabus with priority given to the Primary school years 1 to 7. These strands are addressed within the context of key concepts, core content, core learning outcomes and assessment dimensions which form the basis for this syllabus. Emphasis is placed on interdisciplinary and cross- KLA (Key Learning Area) planning for teaching and learning in Visual Arts, Music and Media. (3)	1.0417%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Qld	University of Queensland	Bachelor of Arts/ Bachelor of Education (Middle Years of Schooling) Courses shown here are for the Education degree 32 CP	http://www.uq.edu.au/study/program.html?acad_prog=9998	General enquiry	QCT	EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester	http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Tony Wright	This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, students will undertake practical and hands-on curriculum-based tasks that develop deep understandings of the syllabus documents and their application. (5)	1.2500%
74	Qld	University of Queensland	Bachelor of Business Management/ Bachelor of Education (Middle Years) Courses shown here are for the Education degree 32 CP	http://www.uq.edu.au/study/program.html?acad_prog=9998	Undergraduate Education	QCT	EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester	http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Tony Wright	This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, students will undertake practical and hands-on curriculum-based tasks that develop deep understandings of the syllabus documents and their application. (5)	1.2500%
75												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
76	Qld	University of Queensland	Bachelor of Commerce/ Bachelor of Education (Middle Years) Courses shown here are for the Education degree 32 CP	http://www.uq.edu.au/study/program.html?acad_prog=9998	Undergraduate Education	QCT	EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester	http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Tony Wright	This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, students will undertake practical and hands-on curriculum-based tasks that develop deep understandings of the syllabus documents and their application. (5)	1.2500%
77	Qld	University of Queensland	Bachelor of Education (Middle Years of Schooling) 64 CP	http://www.uq.edu.au/study/program.html?acad_prog=2307	Undergraduate Education	QCT	EDUC1704 Education and Creativity Pedagogical Content Knowledge 2 CP; EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester for each subject	EDUC1704: http://www.uq.edu.au/study/course.html?course_code=EDUC1704 EDUC3703: http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Kim Davis and Susanne Garvis; Tony Wright	EDCU1704: This course will provide an introduction to issues of arts education in contemporary society. The role of creativity in community development and in a multicultural society will be analysed. The course will provide students with an appreciation of the range of the arts in the school curriculum, including music, dance, drama, visual and creative arts. Students will engage with aspects of the arts in workshops to enhance their skills and confidence, and will develop an understanding of the resources available for arts education in various institutions such as art galleries, libraries, museums, theatres, choirs and exhibitions. (5) EDUC3703: Not offered 2009. This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, s	1.2500%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Qld	University of Queensland	Bachelor of Education (Primary) 64 CP	http://www.uq.edu.au/study/program.html?acad_prog=2306	Undergraduate Education	QCT	EDUC1704 Education and Creativity Pedagogical Content Knowledge 2 CP; EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester for each subject	EDUC1704: http://www.uq.edu.au/study/course.html?course_code=EDUC1704 EDUC3703: http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Kim Davis and Susanne Garvis; Tony Wright	EDUC1704: This course will provide an introduction to issues of arts education in contemporary society. The role of creativity in community development and in a multicultural society will be analysed. The course will provide students with an appreciation of the range of the arts in the school curriculum, including music, dance, drama, visual and creative arts. Students will engage with aspects of the arts in workshops to enhance their skills and confidence, and will develop an understanding of the resources available for arts education in various institutions such as art galleries, libraries, museums, theatres, choirs and exhibitions. (5) EDUC3703: Not offered 2009. This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, s	1.2500%
78	Qld	University of Queensland	Bachelor of Human Services/Bachelor of Education (Middle Years) Courses shown here are for the Education degree 32 CP	http://www.uq.edu.au/study/program.html?acad_prog=9998	Undergraduate Education	QCT	EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester	http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Tony Wright	This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, students will undertake practical and hands-on curriculum-based tasks that develop deep understandings of the syllabus documents and their application. (5)	1.2500%
79												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
80	Qld	University of Queensland	Bachelor of Music/ Bachelor of Education (Middle Years) Courses shown here are for the Education degree 32 CP	http://www.uq.edu.au/study/program.html?acad_prog=9998	Undergraduate Education	QCT	EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester	http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Tony Wright	This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, students will undertake practical and hands-on curriculum-based tasks that develop deep understandings of the syllabus documents and their application. (5)	1.2500%
81	Qld	University of Queensland	Bachelor of Science/ Bachelor of Education (Middle Years) Courses shown here are for the Education degree 32 CP	http://www.uq.edu.au/study/program.html?acad_prog=9998	Undergraduate Education	QCT	EDUC3703 Teaching Technology and The Arts in the Twenty-First Century 2 CP	3 hours/week for 1 semester	http://www.uq.edu.au/study/course.html?course_code=EDUC3703	Tony Wright	This course provides information on the Technology and The Arts key learning areas for primary and middle years of schooling. The focus of the course will be the development of knowledge about the nature of the key learning areas and associated subject area syllabi. Effective strategies for classroom practice that align with current approaches in the early and middle phases of learning will also be explored. Working in teams, students will undertake practical and hands-on curriculum-based tasks that develop deep understandings of the syllabus documents and their application. (5)	1.2500%
82	Qld	University of Southern Queensland	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No preservice primary teaching courses

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Qld	University of Southern Queensland Fraser Coast, Springfield, Toowoomba Campuses	Bachelor of Education (Primary) 32 CP	http://www.usq.edu.au/handbook/current/edu/BEDU.html	General enquiry	QCT	EDX1250 The Arts Curriculum and Pedagogy 1 CP	Not given	http://www.usq.edu.au/course/synopses/2009/EDX1250.html	Not given	This course encourages individual and co-operative development of foundational knowledge, understandings and skills for teaching in drama, dance, media, music and visual arts. Students will have the opportunity to engage in experiences to develop personal expression, aesthetic judgement and critical awareness, in order to become more responsive to children's creative needs. Students will experience constructivist approaches and focus upon play and inquiry-based pedagogies, reflecting upon their learning and critically analysing the use of these pedagogical tools for creativity. At all times during the course the inclusive teaching environment and aspects of safe and ethical practice will be considered. The use of information communication technologies will be embedded throughout this course. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences. (5)	0.6250%
83	Qld	University of Sunshine Coast	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	USC offers a Grad Dip in Primary Education but this is reliant on some education requirements being met in undergraduate degrees. The Grad Dip has a general integrated arts subject as verified by Kylie Readman. "We have no generalist primary program, so therefore nothing is relevant beyond that. In the primary Grad Dip (1 yr) music is not addressed explicitly except as part of the Arts syllabus"	No preservice primary teaching courses
84												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	SA	Flinders University	Bachelor of Education (Early Childhood) / Bachelor of Arts 144 CP	http://www.flinders.edu.au/courses/undergrad/bedecba/bedecba_home.cfm	School of Education	TRBSA	EDUC3509 Expressive Arts in Early Childhood 6 CP	7.5 hours/week for 1 session	http://stusyswww.flinders.edu.au/topic.taf?subi=EDUC&numb=3509&type=Calendar&year=2009	Susan Krieg	Through an integrated teaching approach this topic introduces an understanding of the role of creative expression in society. Creative development is linked to theories of child development and to the importance of providing every child with the opportunity to practice and develop in creative expression. The themes of analysis, response and practice are explored in relation to the different forms of creative expression and in different cultural and vocational contexts. Students are introduced to a variety of appropriate teaching methodologies and resources, the importance of centre/classroom organisation and materials management, the use of information and communication technologies and to necessary practical skills for teaching and learning the expressive arts in the early childhood years. Current curriculum frameworks are used for planning for learning, and pre-service teachers address long-term planning for teaching encompassing rich, integrated learning, inclusive teaching practices, and the embedded use of information and computer technology. (5)	0.8333%
85	SA	Flinders University	Bachelor of Education (Junior Primary and Primary) / Bachelor of Arts 144 CP	http://www.flinders.edu.au/courses/undergrad/bedjpba/bedjpba_home.cfm	School of Education	TRBSA	EDUC3501 The Expressive Arts English, Visual Art, Design Technology, Drama, Media and Music 6 CP	7.5 hours/week for 1 session	http://stusyswww.flinders.edu.au/topic.taf?subi=EDUC&numb=3501&type=Calendar&year=2009	Amy Hamilton	Through an integrated teaching approach this topic introduces an understanding of the role of creative expression in society. Creative development is linked to theories of child development and to the importance of providing every child with the opportunity to practice and develop in creative expression. The themes of analysis, response and practice are explored in relation to the different forms of creative expression and in different cultural and vocational contexts. Students are introduced to a variety of appropriate teaching methodologies and resources, the importance of classroom organisation and materials management, the use of information and communication technologies and to necessary practical skills for teaching in the areas of the expressive arts. Current curriculum frameworks are used for planning for learning, and pre-service teachers address long-term planning for teaching encompassing rich, integrated learning, inclusive teaching practices, and the embedded use of information and computer technology. (6)	0.6944%
86												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	SA	Flinders University	Bachelor of Education (Junior Primary and Primary) / Bachelor of Science 144 CP	http://www.flinders.edu.au/courses/undergrad/bedjpsc/bedjpsc_home.cfm	School of Education	TRBSA	EDUC3501 The Expressive Arts English, Visual Art, Design Technology, Drama, Media and Music 6 CP	7.5 hours/week for 1 session	http://stusyswww.flinders.edu.au/topic.taf?sobj=EDUC&numb=3501&type=Calendar&year=2009	Amy Hamilton	Through an integrated teaching approach this topic introduces an understanding of the role of creative expression in society. Creative development is linked to theories of child development and to the importance of providing every child with the opportunity to practice and develop in creative expression. The themes of analysis, response and practice are explored in relation to the different forms of creative expression and in different cultural and vocational contexts. Students are introduced to a variety of appropriate teaching methodologies and resources, the importance of classroom organisation and materials management, the use of information and communication technologies and to necessary practical skills for teaching in the areas of the expressive arts. Current curriculum frameworks are used for planning for learning, and pre-service teachers address long-term planning for teaching encompassing rich, integrated learning, inclusive teaching practices, and the embedded use of information and computer technology. (6)	0.6944%
87	SA	Heinz College Carnegie Mellon University	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No preservice primary teaching courses
88	SA	Tabor Adelaide	Bachelor of Education (Primary) 198 CP	http://www.taboradelaide.edu.au/courses/education_course_info.php	Teacher Education Enquiry	TRBSA	ED5102 Language, Arts and Literacy 6 CP; ED5201 Combined Arts 6 CP	Not given	http://www.taboradelaide.edu.au/downloads/courses/downloads_education/education_course_information/bachelor_of_education_primary_undergraduate_entry.pdf	Not given	ED5102: Language, Arts, and Literacy (7); ED5201: Combined Arts (5)	1.0390%
89	SA	University of Adelaide	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A		N/A	N/A	No preservice primary teaching courses
90	SA	University of Adelaide	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A		N/A	N/A	No preservice primary teaching courses

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	SA	University of South Australia Magill Campus	Bachelor of Education (Junior Primary and Primary) 144 CP	http://www.unisanet.unisa.edu.au/programs/program.asp?Program=MBED	Yvonne Zeegers	TRBSA	EDUC2008 The Arts Curriculum 4.5 CP	Not given	http://www.unisanet.unisa.edu.au/courses/course.asp?Course=EDUC2008	Gwen Phillips	Arts forms roles/practices; integration of Arts forms; planning and programming the Arts; using state curriculum frameworks; resources for the Junior Primary and Primary Arts program. (5)	0.6250%
91	SA	University of South Australia Mawson Lakes Campus	Bachelor of Education (Primary and Middle) - Graduate Entry 72 CP	http://www.unisanet.unisa.edu.au/programs/program.asp?Program=LBP&Year=2010	Brenton Fopp	TRBSA	EDUC1072 Arts Education Introduction for Primary and Middle Years Schooling 4.5 CP	Not given	http://www.unisanet.unisa.edu.au/courses/course.asp?Course=EDUC1072	Maira Simpson	Introduction to specialist methodologies and issues in arts-based learning; exploration of a variety of social and cultural contexts in which the arts are created and performed; experience of a variety of arts processes; experience of different approaches to arts analysis and response including written, practical and performance-based methods; planning for arts learning; collecting, making, and annotating teaching resources. (5)	1.2500%
92	Tas	University of Tasmania Launceston and Cradle Coast Campuses	Bachelor of Education 4 years	http://courses.utas.edu.au/portal/page?_pageid=53.32959&dad=portal&schema=PORTAL&P_CODE=URSE_CODE=E3A&P_YEAR=2009	Kimberley Carstens	TRBTas	EPC251 Curriculum Studies 2B 12.5% of one year out of four years	6 hours/week for 13 weeks (of which music is 2 hours/week for 13 weeks)	http://courses.utas.edu.au/portal/page?_pageid=53.33239&dad=portal&schema=PORTAL&P_UNIT_CODE=EPC251&P_YEAR=2009	Bill Baker	The Health and Physical Education (HPE) component imparts background knowledge for, and an understanding of, health and physical education in the total education experience of the child. Students develop teaching and learning approaches necessary to implement an effective program for health and physical education. The Music component focuses on providing students with the confidence to develop and apply many useful musical skills and understandings to the early childhood and primary classroom contexts. Students develop a diversity of teaching and learning approaches necessary to successfully integrate these skills and understandings into their professional practice. (2)	1.5625%
93	Tas	University of Tasmania Launceston and Hobart Campuses	Bachelor of Teaching (Graduate but Preservice) 2 years	http://courses.utas.edu.au/portal/page?_pageid=53.32959&dad=portal&schema=PORTAL&P_CODE=URSE_CODE=E3H&P_YEAR=2009	General enquiry	TRBTas	ESA194 Curriculum & Method Studies Primary (K-6) 1A 25% of one year	8 hours/week for 13 weeks	http://courses.utas.edu.au/portal/page?_pageid=53.33239&dad=portal&schema=PORTAL&P_UNIT_CODE=ESA194&P_YEAR=2009	Bill Baker	Introduces the theory and methods of the learning areas covered in the primary school curriculum. Sub-units are based on state and national curricula related to the following key learning areas: English, Mathematics, and the Arts. The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. (7)	1.7857%
94												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Australian Catholic University Ballarat Campus	Bachelor of Education (Early Childhood and Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/courses_2009/education/bachelor_of_education_early_childhood_and_primary/ballarat3/	Karen McLean	VIT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
95	Vic	Australian Catholic University Ballarat Campus	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/courses_2009/education/bachelor_of_education_primary/ballarat/	Anne Scott	VIT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
96	Vic	Australian Catholic University Ballarat Campus	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/courses_2009/education/bachelor_of_education_primary/ballarat/	Anne Scott	VIT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Australian Catholic University Melbourne Campus	Bachelor of Education (Early Childhood and Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_early_childhood_and_primary/melbourne/	Millie Oclay	VIT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
97	Vic	Australian Catholic University Melbourne Campus	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_primary/melbourne/commencing_students/	Anne Scott	VIT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%
98	Vic	Australian Catholic University Melbourne Campus	Bachelor of Education (Primary) 320 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/bachelor_of_education_primary/melbourne/commencing_students/	Anne Scott	VIT	EDAR308 Creative Arts Education 1. 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar308_creative_arts_education_1/	Not given	This unit is designed to provide preservice early childhood and primary educators with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance, Drama and Media education (where applicable) develop these preservice educators' foundational knowledge and understandings of the distinctive nature of disciplines. Preservice early childhood and primary educators will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in a range of educational contexts. Pedagogical principles, theoretical components and practice within Music and/or Visual Arts and/or Drama and/or Dance and/or Media are examined and applied in the design and implementation of play and learning experiences in educational settings. (5)	0.6250%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Australian Catholic University Melbourne Campus	Master of Teaching (Primary) 160 CP	http://www.acu.edu.au/apply_and_enrol/how_to_enrol/course_enrolment_guides_2009/education/master_of_teaching_primary/melbourne_victoria/	Lyn Carter	VIT	EDAR504 Creative Arts Curriculum 10 CP	Not given	http://www.acu.edu.au/about_acu/publications/handbooks/2009/unit_descriptions_for_2009/units_starting_with_edar/edar504_creative_arts_education_introduction_to_the_creative_arts/	Not given	This unit is designed to provide students with an introduction to the field of the creative arts in education. Introductory experiences in the areas of visual arts, music, dance, drama and media education develop students' foundational knowledge and understandings of the distinctive nature of disciplines in the creative arts. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Music, Visual arts Drama and Dance are examined and applied in the design and implementation of classroom practices in school settings. (5)	1.2500%
99	Vic	Deakin University Burwood Campus	Bachelor of Education - 4th year (Primary Conversion) 8 CP	http://www.deakin.edu.au/future-students/courses/course.php?course=E460&stutype=local&keywords=education	Arts Education	VIT	EJC412 Humanities, Societies and Environments, Language, Music Education 1 CP	4 hours/week for 1 semester	http://www.deakin.edu.au/future-students/courses/unit.php?unit=ECJ412&return_to=%2Ffuture-students%2Fcourses%2Fcourse.php%3Fcourse%3DE460%26stutype%3Dlocal%26keywords%3Deducation	J Forbes	This unit focuses on educating students for teaching in the primary years - Prep to Year 6. It adopts an interdisciplinary approach across literacy, the creative and performing arts (Music, Drama and Drama) and Humanities, Societies and Environments Education. Students will develop knowledge and skills of the separate curriculum areas of literacy, Music, Drama and Dance and Humanities, Societies and Environments Education to build understandings of curriculum development in the primary years. Students will work with current curriculum policy such as VELs, as well as models of pedagogy to adopt an interdisciplinary approach to teaching in the primary years. (6)	2.0833%
100												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Deakin University Burwood Campus	Bachelor of Teaching (Primary and Secondary) 16 CP	http://www.deakin.edu.au/future-students/courses/course.php?course=E455&stutype=local&keywords=education	General enquiry	VIT	ECJ412 Humanities, Societies and Environments, Language, Music Education (B) 1 CP	4 hours/week for one semester	http://www.deakin.edu.au/future-students/courses/unit.php?unit=ECJ412&return_to=%2Ffuture-students%2Fcourses%2Fcourse.php%3Fcourse%3DE455%26stutype%3Dlocal%26keywords%3Deducation	J Forbes	This unit focuses on educating students for teaching in the primary years - Prep to Year 6. It adopts an interdisciplinary approach across literacy, the creative and performing arts (Music, Drama and Drama) and Humanities, Societies and Environments Education. Students will develop knowledge and skills of the separate curriculum areas of literacy, Music, Drama and Dance and Humanities, Societies and Environments Education to build understandings of curriculum development in the primary years. Students will work with current curriculum policy such as VELS, as well as models of pedagogy to adopt an interdisciplinary approach to teaching in the primary years. (6)	1.0417%
101	Vic	Deakin University Burwood, Warrnambool, Waurn Ponds Campuses	Bachelor of Education (Primary) 32 CP	http://www.deakin.edu.au/future-students/courses/course.php?course=E359&stutype=local&keywords=education	General enquiry	VIT	ECA409 Teaching the Arts in Primary Schools 1CP	3 hours/week	http://www.deakin.edu.au/future-students/courses/unit.php?unit=ECA409&return_to=%2Ffuture-students%2Fcourses%2Fcourse.php%3Fcourse%3DE359%26stutype%3Dlocal%26keywords%3Deducation	D. Joseph	ECA409: This unit is designed to introduce students to arts education, through the development of personal skills in arts practice and responding to the Arts (aesthetics, criticism and contexts) and secondly, in the design and development of curriculum implementation materials in the Performing Arts and the Visual Arts. This work is informed by a study of current arts education initiatives such as the Victorian Essential Learning Standards: The Arts (2005) and assessment strategies in current Victorian Curriculum and Assessment Authority (VCAA) and Department of Education documents. Throughout the unit, links are made between relevant theories of teaching and learning and their application in classroom teaching in both the Performing Arts and the Visual Arts. For example, students develop a sequence of arts lessons as part of their workshop activities, which they implement and evaluate during the school Professional Experience program where possible. (6)	0.5208%
102												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Deakin University Off Campus	Bachelor of Teaching (Primary and Secondary) 16 CP	http://www.deakin.edu.au/future-students/courses/course.php?course=E365&stutype=local&keywords=education	General enquiry	VIT	ECA551 Primary Arts Education 1 CP	Off Campus	http://www.deakin.edu.au/future-students/courses/unit.php?unit=ECA551&return_to=%2Ffuture-students%2Fcourses%2Fcourse.php%3Fcourse%3DE365%26stutype%3Dlocal%26keywords%3Deducation	J Grenfell	The focus on music and visual art curriculum, introduces students to aspects of the theory and practice of arts education in primary schools. This includes engagement with the Victorian Essential Learning Standards. Throughout the unit students are encouraged to develop personal discipline based skills in arts practice and responding to the arts (aesthetics, criticism and contexts) together with insights into the processes unique to each of these arts experiences. Students engage in critical discourse relating to the development and implementation of curricula for music and art in primary classrooms. Linked to these processes is the planning and implementation of effective assessment and evaluation criteria. During the trimester students will use information and communication technologies (ICT) as both a teaching and resource tool, complementing more traditional methods of arts engagement in the classroom. (2)	3.1250%
103	Vic	La Trobe University Bendigo and Mildura Campuses	Bachelor of Education 480 CP	http://www.latrobe.edu.au/handbook/2009/undergraduate/bendigo/education/rbed.htm	General enquiry	VIT	EDU2TAA Teaching Arts Music, Dance, Drama 15 CP	3 hours/week for 10 weeks	http://www.latrobe.edu.au/udb_public/publicview\$P_subjects.queryview?P_SUBJECT_CODE=EDU2TAA&P_SUBJECT_OFFER_YEAR=2009&Z_CHK=63916&P_SUBJECT_CODE_1=EDU2TAA&P_SUBJECT_NAME=&P_SEMESTER=&P_YEAR_LEVEL=&P_FACULTY=&P_CAMPUS=&P_DISCIPLINE_CODE=&P_SUBJECT_OFFER_YEAR_1=2009&Z_START=&Z_ACTION=NEXT	Maree Stockdale	This unit is a general introduction to primary school level music, dance and drama. For each arts area students will receive a solid grounding in its language and forms, appropriate pedagogical methods, latest resources, ways of integrating the arts, and information about ongoing professional development. Weekly hands-on workshops will allow development of a broad repertoire of skills, techniques, classroom exercises and resources in each arts area. (3)	1.0417%
104												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	La Trobe University Bendigo and Mildura Campuses	Bachelor of Physical and Health Education 480 CP	http://www.latrobe.edu.au/coursefinder/local/2010/Bachelor-of-Physical-and-Health-Education.4897.html	General enquiry	VIT	EDU2TAA Teaching Arts Music, Dance, Drama 15 CP	3 hours/week for 10 weeks	http://www.latrobe.edu.au/udb_public/publicview?P_SUBJECT_CODE=EDU2TAA&P_SUBJECT_OFFER_YEAR=2009&Z_CHK=63916&P_SUBJECT_CODE_1=EDU2TAA&P_SUBJECT_NAME=&P_SEMESTER=&P_YEAR_LEVEL=&P_FACULTY=&P_CAMPUS=&P_DISCIPLINE_CODE=&P_SUBJECT_OFFER_YEAR_1=2009&Z_START=&Z_ACTION=NEXT	Maree Stockdale	This unit is a general introduction to primary school level music, dance and drama. For each arts area students will receive a solid grounding in its language and forms, appropriate pedagogical methods, latest resources, ways of integrating the arts, and information about ongoing professional development. Weekly hands-on workshops will allow development of a broad repertoire of skills, techniques, classroom exercises and resources in each arts area. (3)	1.0417%
105	Vic	La Trobe University Bundoora Campus	Master of Teaching 240 CP	http://www.latrobe.edu.au/handbook/2008/postgraduate/education/coursework/emtc.htm	General enquiry	VIT	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
106	Vic	Monash University Gippsland and Peninsula Campus	Bachelor of Arts/Bachelor of Education (Primary) 192 CP	http://www.monash.edu.au/pubs/handbooks/courses/3712.html	Michael Dyson	VIT	ED3303 Integrating the Curriculum 1 Creative Exchange 6 CP	3 hours/week for 10 weeks	Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	0.4464%
107												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Monash University Gippsland and Peninsula Campus	Bachelor of Early Childhood Education 192 CP	http://www.monash.edu.au/study/coursefinder/course/1515/	General enquiry	VIT	EDF1324 ECECreative Arts 6 CP; EDF3303 Integrating the Curriculum 1 Creative Exchange 6CP	EDF1324: 3 hours/week for 10 weeks; EDF 3303 3 hours/week for 10 weeks	EDF1324: http://www.monash.edu.au/pubs/handbooks/units/EDF1324.html ; information about EDF3303 from Peter de Vries 31st July, 2009	Peter de Vries	EDF 1324: This unit provides pre-service early childhood education students with an introduction to pedagogical and curriculum-related issues in the arts. It addresses four specific domains of knowledge - Visual Arts, Music, Dance and Drama. The unit provides students with an overview of different approaches to theories and practices of arts education, including sociocultural, creativity-based, and 'play-based' approaches to learning. It will prepare students for the tasks of selecting content and designing units of work in the arts for early childhood educational programs. Students will also explore cross curricula and integrative approaches to the arts in early childhood. (4) EDF 3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	1.2277%
108	Vic	Monash University Gippsland and Peninsula Campus	Bachelor of Early Childhood Studies 192 CP	http://www.monash.edu.au/study/coursefinder/course/3708/	General enquiry	VIT	EDF1324 ECECreative Arts 6 CP	EDF1324: 2 hours/week for 10 weeks	EDF1324: http://www.monash.edu.au/pubs/handbooks/units/EDF1324.html	Peter de Vries	EDF1324: This unit provides pre-service early childhood education students with an introduction to pedagogical and curriculum-related issues in the arts. It addresses four specific domains of knowledge - Visual Arts, Music, Dance and Drama. The unit provides students with an overview of different approaches to theories and practices of arts education, including sociocultural, creativity-based, and 'play-based' approaches to learning. It will prepare students for the tasks of selecting content and designing units of work in the arts for early childhood educational programs. Students will also explore cross curricula and integrative approaches to the arts in early childhood. (4)	0.7813%
109	Vic	Monash University Gippsland and Peninsula Campus	Bachelor of Primary Education 192 CP	http://www.education.monash.edu.au/courses/coursemaps/1514.html	General enquiry	VIT	EDF1124 Music Fundamentals 6 CP; EDF3303 Integrating the Curriculum 1 Creative Exchange 6CP	EDF1124: 2 hours/week for 10 weeks; EDF3303: 3 hours/week for 10 weeks	EDF1124: http://www.education.monash.edu.au/courses/coursemaps/1514.html Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF1124: This unit introduces students to key issues and knowledge in music education. Issues such as musical development, musical literacies and musical identities, will be examined and how they relate to music curriculum and assessment in the primary levels. Experiences making music introduce students to domain specific skills and concepts such as improvisation, composition, music notation, and playing classroom instruments and provide a practical understanding of relevant theories and methodologies in music pedagogy.(All music)	3.57%
110	Vic	Monash University Gippsland and Peninsula Campus	Bachelor of Primary Education 192 CP	http://www.education.monash.edu.au/courses/coursemaps/1514.html	General enquiry	VIT	EDF1124 Music Fundamentals 6 CP; EDF3303 Integrating the Curriculum 1 Creative Exchange 6CP	EDF1124: 2 hours/week for 10 weeks; EDF3303: 3 hours/week for 10 weeks	EDF1124: http://www.education.monash.edu.au/courses/coursemaps/1514.html Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF1124: This unit introduces students to key issues and knowledge in music education. Issues such as musical development, musical literacies and musical identities, will be examined and how they relate to music curriculum and assessment in the primary levels. Experiences making music introduce students to domain specific skills and concepts such as improvisation, composition, music notation, and playing classroom instruments and provide a practical understanding of relevant theories and methodologies in music pedagogy.(All music)	3.57%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
111	Vic	Monash University Gippsland and Peninsula Campus	Bachelor of Science/Bachelor of Education (Primary) 192 CP	http://www.education.monash.edu.au/courses/coursemaps/3711.html	Michael Dyson	VIT	ED3303 Integrating the Curriculum 1 Creative Exchange 6 CP	3 hours/week for 10 weeks	Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	0.4464%
112	Vic	Monash University Gippsland Campus	Bachelor of Business and Commerce/Bachelor of Education (Primary) 192 CP	http://www.monash.edu.au/pubs/handbooks/courses/courses/3727.html	Michael Dyson	VIT	ED3303 Integrating the Curriculum 1 Creative Exchange 6 CP	3 hours/week for 10 weeks	Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	0.4464%
113	Vic	Monash University Peninsula and Gippsland Campus	Bachelor of Visual Arts/Bachelor of Education (Primary) 192 CP	http://monash.edu.au/pubs/handbooks/courses/3712.html	Chris Peers	VIT	ED3303 Integrating the Curriculum 1 Creative Exchange 6 CP	3 hours/week for 10 weeks	Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	0.4464%
114	Vic	Monash University Peninsula Campus	Bachelor of Music/Bachelor of Education (Primary) 204 CP	http://www.monash.edu.au/pubs/handbooks/courses/courses/3717.html	Chris Peers	VIT	N/A	N/A	Information from Chris Peers in an email to Rachel Hocking 26th July 2009	Chris Peers	As this is a music specialist course, many music subjects are offered.	Music specialist
115	Vic	Monash University Peninsula Campus	Bachelor of Sport and Outdoor Education/Bachelor of Education (Primary) 192 CP	http://www.monash.edu.au/pubs/handbooks/courses/courses/2070.html	Justen O'Connor	VIT	ED3303 Integrating the Curriculum 1 Creative Exchange 6 CP	3 hours/week for 10 weeks	Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	0.4464%

	A	B	C	D	E	F	G	H	I	J	K	L
1	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
116	Vic	RMIT University Brunswick and Bundoora Campus	Bachelor of Education 384 CP	http://www.rmit.edu.au/browse:ID=BP258	Josephine Lang	VIT	TCHE2312 Performing Arts 12 CP	Not given	http://www.rmit.edu.au/courses/034459	Maree Macmillan	This is a core course that focuses on developing students' confidence in music, within a performing arts context. Students will engage in performance, improvisation and movement, musical composition, active listening and use of appropriate music technologies. They will develop the philosophical and pedagogical skills, knowledge and understandings that will enable them to inspire best-practice musical/performing arts engagement in their future students. (All music)	3.1250%
117	Vic	RMIT University Bundoora and City Campus	Bachelor of Science (Applied Science)/Bachelor of Education 384 CP	http://www.rmit.edu.au/browse:ID=BP248	Helen Tsui	VIT	TCHE2314 Exploring and Designing in Arts Practice 12 CP	Not given	http://www.rmit.edu.au/courses/042692	Maree Macmillan	This course provides an introduction to key Arts concepts and to developmentally appropriate and inclusive teaching methodologies, through practical workshops, arts site visits, online delivery and individual research. With reference to relevant curriculum documents, students will begin to develop materials suitable for learning in the arts by students of primary school age. (6)	0.5208%
118	Vic	RMIT University Bundoora Campus	Bachelor of Education/Bachelor of Applied Science (Disability) 384 CP	http://www.rmit.edu.au/browse:ID=EPSBP249EDUDDAUSBU:STATUS=A?QRY=Bachelor%20of%20Education%2FBachelor%20of%20Applied%20Science%20(Disability)&STYPE=ENTIRE	Helen Tsui	VIT	TCHE2314 Exploring and Designing in Arts Practice 12 CP	Not given	http://www.rmit.edu.au/courses/042692	Maree Macmillan	This course provides an introduction to key Arts concepts and to developmentally appropriate and inclusive teaching methodologies, through practical workshops, arts site visits, online delivery and individual research. With reference to relevant curriculum documents, students will begin to develop materials suitable for learning in the arts by students of primary school age. (6)	0.5208%
119	Vic	Swinburne University of Technology	No preservice primary teaching courses	N/A	N/A	N/A	N/A	N/A		N/A	N/A	No preservice primary teaching courses

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
120	Vic	University of Ballarat Mount Helen Campus	Bachelor of Education (Early Childhood) 480 CP	http://www.ballarat.edu.au/coursefinder/display.php?ID=888	Michelle Ortlipp	VIT	EDBED2004 Approaches to Teaching in the Arts 15 CP; EDECE2004 Individual Expression Art, Movement and Music 15 CP	Not given	EDBED2004: http://www.ballarat.edu.au/fees/2009/displayunit.cgi?UnitCode=EDBED%202004 EDECE2004: http://www.ballarat.edu.au/fees/2009/displayunit.cgi?UnitCode=EDECE%202004	Julie Heron	EDBED2004: This unit covers two of the strands described in The Arts Curriculum and VELs - Visual Arts and Music. It looks at philosophical bases and models of education in the arts, treats the students / teachers as art makers and performers and involves the students in program planning in these two areas. (2) EDECE2004: This unit will explore music, dance, movement and visual arts as a series of expressive and creative experiences at each student's ability level. It will introduce the implementation of various strategies, settings and resources in the planning of arts-based activities for young children in prior-to-school settings. (4)	2.3438%
121	Vic	University of Ballarat Mount Helen Campus	Bachelor of Education 480 CP	http://www.ballarat.edu.au/coursefinder/display.php?ID=147	Maxine Cooper	VIT	EDBED2004 Approaches to Teaching in the Arts 15 CP	Not given	http://www.ballarat.edu.au/fees/2009/displayunit.cgi?UnitCode=EDBED%202004	Julie Heron	This unit covers two of the strands described in The Arts Curriculum and VELs - Visual Arts and Music. It looks at philosophical bases and models of education in the arts, treats the students / teachers as art makers and performers and involves the students in program planning in these two areas. (2)	1.5625%
122	Vic	University of Ballarat Mount Helen Campus	Graduate Diploma in Education 150 CP	http://www.ballarat.edu.au/fees/2009/display.cgi?VTACCode=Direct&CourseCode=TC4&MajorCode=0000	Maxine Cooper	VIT	EDGDP6006 Approaches to Teaching in the Arts 15 CP	Not given	http://www.ballarat.edu.au/fees/2009/displayunit.cgi?UnitCode=EDGDP%206006	Julie Heron	The unit covers the strands described in VELs Arts Curriculum and Standards ~ Visual Arts (Art and Media) and Performance (Music and Drama). It looks at philosophical bases and models of education in the arts, treats the students / teachers as art makers and performers and involves the students in program planning in these two areas. (4)	2.5000%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	University of Melbourne	Master of Teaching (Early Years with option to teach in primary) 200 CP	https://app.portal.unimelb.edu.au/CSCApplication/view/2009/G04-EA	Not given	VIT	460-661 The Creative and Expressive Child 12.5 CP	4 hours/week for 1 semester	https://app.portal.unimelb.edu.au/CSCApplication/view/2009/460661	Robert Brown	This subject engages teacher candidates in extended practical and theoretical studies based on learning about and through visual arts, drama, movement and music in early childhood. Topics focus on how to design, implement and evaluate an arts-centred unit of work suitable for young children, informed by theoretical knowledge of project-based learning and arts-centred pedagogies. Teacher candidates engage in their own arts processes and reflect critically and creatively on these using a range of technologies that will extend their knowledge of creative media and techniques appropriate for young children. Practice-led workshops provide opportunities for individual and collaborative projects to illustrate how teacher candidates engage, guide, scaffold and assess children's creative expression in an arts-centred curriculum. (4)	1.5625%
123	Vic	University of Melbourne	Master of Teaching (Primary) 200 CP	https://app.portal.unimelb.edu.au/CSCApplication/view/2009/G04-PI	Not given	VIT	460-508 Primary Arts Education 12.5 CP	36 hours contact time but 125 hours total commitment	https://app.portal.unimelb.edu.au/CSCApplication/view/2009/460508	Richard Sallis	This subject presents the arts as a key learning area in primary education. Teacher candidates study teaching strategies and developmental learning in relation to children's education in the arts, with a particular focus on drama, music and visual arts. Teacher candidates will engage in theoretical studies and practical drama, music and visual arts workshops to inform their understanding and knowledge of the teaching of the arts in primary schools. Teacher candidates will develop a thorough understanding of VELS and the application of the sub-strands: creating and making, and exploring and responding to primary arts curriculum. The subject will focus on the skills required to design, implement and evaluate drama, music and visual arts programs for the primary school. (3)	2.0833%
124												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	Vic	Victoria University Footscray, Melton, St Albans, Sunbury, Campus	Bachelor of Education (P-12) 384 CP	https://vuwebapps01.vu.edu.au/handbook/Search.aspx?CourseID=27282	Not given	VIT	AEB2251 Imagination, Creativity and Design 12 CP	Not given	https://vuwebapps01.vu.edu.au/handbook/CourseSubjects.aspx?SubjectCode=AEB2251&HBID=101	Not given	This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of the Arts, Technology and History with a focus on students in the early and middle years of schooling. Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry unit of study (normally either AEB2110 or AEB4110), pre-service teachers will apply their developing arts and technology understanding and practices to the enhancement of students' creativity and imagination within an overall historical framework. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans; children's imagination and creativity; how children's awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the Arts Designing curriculum units which integrate a number of curriculum areas, for example, the arts, technology, history and	0.5208%
125	Vic	Victoria University Melton Campus	Bachelor of Education (Early Childhood/Primary) 384 CP	https://vuwebapps01.vu.edu.au/handbook/Search.aspx?CourseID=26655	Not given	VIT	AEB1262 Music, Movement and Dramatic Arts 12 CP; AEB2163 Visual and Creative Arts 12 CP	Not given	AEB1262: https://vuwebapps01.vu.edu.au/handbook/CourseSubjects.aspx?SubjectCode=AEB1262&HBID=101 AEB2163: https://vuwebapps01.vu.edu.au/handbook/CourseSubjects.aspx?SubjectCode=AEB2163&HBID=101	Not given	AEB1262: This unit of study will focus on: the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-8 years; creative expression with singing, instruments, and dance; using singing to promote language development and movement and promote awareness of space and position; philosophical and pedagogical issues in the dramatic arts and early childhood education; the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development. Pre-service teachers will explore their own drama and music history and consider how attitudes they now hold toward music, movement, dance and drama may have been fostered. Teachers' performance skills and self-consciousness will be considered. Pre-service teachers will also consider: the dramatic arts in a multicultural society; promoting listening, language and physical skills through movement; teaching music and drama to young children with special needs and abilities; creating, performing and evaluating musical and dramatic arts tasks. (3) AEB2163: The aims of this unit of study are for pre-service t	2.6042%
126												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1												
127	Vic	Monash University Gippsland and Peninsula Campus	Graduate Diploma in Education 10 CP	Peter de Vries	General enquiry	VIT	EDF3303 Integrating the Curriculum 1 Creative Exchange 6 CP	3 hours/week for 10 weeks	Information about EDF3303 from Peter de Vries 31st July 2009	Peter de Vries	EDF3303: Integrating the Curriculum 1: Creative Exchanges - covers 5 arts areas and includes literacy and numeracy. (7)	1.4285%
128	WA	Curtin University of Technology	Bachelor of Education (Primary Education) 800 CP	http://handbook.curtin.edu.au/courses/15/158510.html	Carly Parker	WACOT	309291 Arts Education 25 CP	2 hours/week for 1 semester	http://handbook.curtin.edu.au/units/30/309291.html	Not given	The unit will examine the Arts Learning Area as defined in Western Australian Curriculum documents. It will consider the learning associated with the Framework and associated documents. Design lessons and series of lessons based on these outcomes. It will consider assessment of learning in the Arts. (5)	0.6250%
129	WA	Edith Cowan University	Bachelor of Education (Early Childhood Studies) 480 CP	http://www.reachyoutopportunity.com.au/futurestudents/courses/K14	General enquiry	WACOT	MUE2110 Arts Literacy through Music Education 15 CP	Not given	http://handbook.ecu.edu.au/unit_outline.asp?UCID=21777	Not given	This introductory unit examines the role of music in the development of children 0-8 years. Appropriate musical experiences, which incorporate the diverse needs of young children in various educational settings, are studied. Fostering Arts Literacy through music including non-verbal forms of meaning making and communication is also a focus of this unit. Through practical workshops, use of ICT and workplace experiences, opportunities are provided for preservice teachers to develop musical knowledge and skills. (All music)	3.1250%
130	WA	Edith Cowan University	Bachelor of Education (Kindergarten through Primary) 480 CP	http://www.reachyoutopportunity.com.au/futurestudents/courses/K39	General enquiry	WACOT	AED3105 The Arts as Learning 1. 15 CP	Not given	AED3105: http://handbook.ecu.edu.au/CourseStructure.asp?disyear=2009&CID=0&USID=0&UCID=21730&UID=21070&Ver=2.01&HB=HB&SC=UG	Not given	AED3105: This unit provides an introduction to teaching and learning through the arts. This unit offers opportunities for insight and experience into how significant issues can be explored using a repertoire of unique learning processes, techniques and languages specific to the arts. Students will develop critical and creative thinking by using arts processes of expressing, interpreting and communicating ideas and feelings. The techniques and processes relevant to the art forms of drama, visual arts and music will be introduced, thereby developing an understanding of how these art forms are an essential component of education. (3) NB AED3106 has music as an elective component.	1.0417%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	WA	Edith Cowan University	Bachelor of Education (Primary) 480 CP	http://www.reachyourpotential.com.au/futurestudents/courses/K15	General enquiry	WACOT	MUE1010 Fundamental Elements of Music Education 15 CP	Not given	http://handbook.ecu.edu.au/CourseStructure.asp?disyear=2009&CID=0&USID=0&UCID=21743&UID=21083&Ver=2&HB=HB&SC=UG	Not given	This unit examines the role of music in the development of children aged six to twelve years. Appropriate music experiences, which incorporate the diverse needs of children, will be studied. Pre-service teachers will engage in music-making activities as a means of understanding the fundamental elements of music. Using contemporary curriculum documents, Information Technology and other music education resources, pre-service teachers will produce and implement a series of class and group activities. Music across time and cultures will also be explored as a means of enhancing and extending their music literacy. (All music)	3.1250%
131	WA	Murdoch University	Bachelor of Education (Early Childhood and Primary) 96 CP	http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/	Not given	WACOT	EDU260 Learning through the Arts 4 CP; EDU207 Primary Curriculum IIA 6 CP	4 hours/week for 1 semester; Not given	EDU260: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/# EDU207: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/#	Not given	EDU260: Focuses on how the arts shape and express experience and its potential for learning. Consider the arts as ways of knowing and making meaning. Explore how the arts, creativity and culture help us know what it means to be human, focusing on play and story. Work across the art form disciplines to explore aspects of your own creativity, imagination and aesthetic understanding. Develop arts literacy and your capacity to engage with, reflect on and make informed judgments about the arts. (5) EDU207: This unit has two strands: Strand A: the Arts and Technology and Enterprise; and, Strand B: Health and Physical Education. Strand A deals with the concept that the arts and technology are central to the expression and identity of all human societies, and Strand B examines the nature and importance of healthy activity in our society. The main focus will be defining and understanding these learning areas in the context of teaching and learning and the primary school curriculum. (6)	1.8750%
132												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	WA	Murdoch University	Bachelor of Education (Primary) / Bachelor of Arts Australian Indigenous Studies 100 CP	http://www.murdoch.edu.au/Courses/Primary-Education-and-Australian-Indigenous-Studies/	Not given	WACOT	EDU260 Learning through the Arts 4 CP; EDU207 Primary Curriculum IIA 6 CP	4 hours/week for 1 semester; Not given	EDU260: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/# EDU207: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/#	Not given	EDU260: Focuses on how the arts shape and express experience and its potential for learning. Consider the arts as ways of knowing and making meaning. Explore how the arts, creativity and culture help us know what it means to be human, focusing on play and story. Work across the art form disciplines to explore aspects of your own creativity, imagination and aesthetic understanding. Develop arts literacy and your capacity to engage with, reflect on and make informed judgments about the arts. (5) EDU207: This unit has two strands: Strand A: the Arts and Technology and Enterprise; and, Strand B: Health and Physical Education. Strand A deals with the concept that the arts and technology are central to the expression and identity of all human societies, and Strand B examines the nature and importance of healthy activity in our society. The main focus will be defining and understanding these learning areas in the context of teaching and learning and the primary school curriculum. (6)	1.8000%
133	WA	Murdoch University	Bachelor of Education (Primary) 96 CP	http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/	Not given	WACOT	EDU260 Learning through the Arts 4 CP; EDU207 Primary Curriculum IIA 6 CP	4 hours/week for 1 semester; Not given	EDU260: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/# EDU207: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/#	Not given	EDU260: Focuses on how the arts shape and express experience and its potential for learning. Consider the arts as ways of knowing and making meaning. Explore how the arts, creativity and culture help us know what it means to be human, focusing on play and story. Work across the art form disciplines to explore aspects of your own creativity, imagination and aesthetic understanding. Develop arts literacy and your capacity to engage with, reflect on and make informed judgments about the arts. (5) EDU207: This unit has two strands: Strand A: the Arts and Technology and Enterprise; and, Strand B: Health and Physical Education. Strand A deals with the concept that the arts and technology are central to the expression and identity of all human societies, and Strand B examines the nature and importance of healthy activity in our society. The main focus will be defining and understanding these learning areas in the context of teaching and learning and the primary school curriculum. (6)	1.8750%
134	WA	Murdoch University	Bachelor of Education (Primary) 96 CP	http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/	Not given	WACOT	EDU260 Learning through the Arts 4 CP; EDU207 Primary Curriculum IIA 6 CP	4 hours/week for 1 semester; Not given	EDU260: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/# EDU207: http://www.murdoch.edu.au/Courses/Primary-Education/Course-structure/#	Not given	EDU260: Focuses on how the arts shape and express experience and its potential for learning. Consider the arts as ways of knowing and making meaning. Explore how the arts, creativity and culture help us know what it means to be human, focusing on play and story. Work across the art form disciplines to explore aspects of your own creativity, imagination and aesthetic understanding. Develop arts literacy and your capacity to engage with, reflect on and make informed judgments about the arts. (5) EDU207: This unit has two strands: Strand A: the Arts and Technology and Enterprise; and, Strand B: Health and Physical Education. Strand A deals with the concept that the arts and technology are central to the expression and identity of all human societies, and Strand B examines the nature and importance of healthy activity in our society. The main focus will be defining and understanding these learning areas in the context of teaching and learning and the primary school curriculum. (6)	1.8750%

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	WA	University of Notre Dame Australia Broome Campus	Bachelor of Education (Kindergarten - Year 7) 1000 CP	http://www.nd.edu.au/broome/courses/index.shtml	General enquiry	WACOT	ED3922 The Arts 20 CP	3 hours/week for 9 weeks	http://www.nd.edu.au/sydney/courses/unitCourses/ed3000.shtml Also phone survey with Rebekah Wilson ND Arts Lecturer. Figure for percentage of music also provided by Rebekah Wilson	Rebekah Wilson	This unit gives students an insight and practical experience in the art forms of dance, drama, music and visual arts (art, craft, and design). Media and technology are integrated within each of the arts forms. Student teachers are given the opportunity to acquire practical skills in all of the arts forms. Study centres on the development of appreciation, knowledge, creating and presenting/performing the arts. Students are led to an understanding of how arts learning can be integrated into the various curriculum areas within the school. Students develop the skills to incorporate the creative and expressive arts into the early childhood and primary school curriculum.	0.7000%
135	WA	University of Notre Dame Australia Fremantle Campus	Bachelor of Education (Early Childhood) 1000 CP	http://www.nd.edu.au/fremantle/courses/undergraduate/education/boeEarlyChildhood.shtml	School of Education	WACOT	ED3620: Learning Area Studies The Arts: Music Education 20 CP (NB in the regulations, the other arts unit offered does not include music)	Unknown	http://www.nd.edu.au/downloads/regulations/CourseRegulations/Education/bed_ece_jan09.pdf	Unknown	ED3620: This unit introduces students to the Curriculum Framework Areas of The Arts: Music. Students will be exposed to key concepts such as duration, melody, pitch, rhythm, texture and timbre. Simple percussion instruments will be used to develop these skills. The overall goal of the unit is to equip students with the skills required to facilitate a holistic and integrative classroom music program. As such, methodology will be heavily emphasised throughout the unit. By the completion of this unit students will: Appreciate the place and function of music in the school curriculum.; Understand key concepts such as duration, melody, pitch, rhythm, texture and timbre; Engage in improvisation and composition; Interpret and imitate sound and music; Acquire methodological strategies required to engage in basic music education; Understand that creativity needs to be broadly defined; Appreciate that every child is a creative individual. (All music)	2.0000%
136												

	A	B	C	D	E	F	G	H	I	J	K	L
	Place	Institution	Program	Reference	Program Contact	Accred.	Subject	Subject Hours Total	Reference	Subject Contact	Subject Content	Percentage of Value of Mandatory Music
1	WA	University of Notre Dame Australia Fremantle Campus	Bachelor of Education (Primary) 1000 CP	http://www.nd.edu.au/fremantle/courses/undergraduate/education/boePrimary.shtml	School of Education	WACOT	ED3620 Learning Area Studies The Arts – Music Education 20 CP; ED3622 Learning Area Studies Drama, Dance, Music and Visual Art 20 CP	Unknown	http://www.nd.edu.au/downloads/regulations/CourseRegulations/Education/bed_primary_fremantle_jan09.pdf	Unknown	ED3620 Learning Area Studies: The Arts – Music Education: This unit introduces students to the Curriculum Framework Areas of The Arts: Music. Students will be exposed to key concepts such as duration, melody, pitch, rhythm, texture and timbre. Simple percussion instruments will be used to develop these skills. The overall goal of the unit is to equip students with the skills required to facilitate a holistic and integrative classroom music program. As such, methodology will be heavily emphasised throughout the unit. (All music) ED3622 Learning Area Studies: Drama, Dance, Music and Visual Art. This unit is designed to enable students to explore and reflect on the Arts in its various forms. (4)	2.50%
137	WA	University of Notre Dame Australia Fremantle Campus	Bachelor of Health and Physical Education (Primary)	http://www.nd.edu.au/fremantle/courses/undergraduate/healthSciences/boBHPE.shtml	School of Education	WACOT	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
138	WA	University of Western Australia	Master of Teaching (Primary) 96 CP	http://www.education.uwa.edu.au/courses/postgraduate/mt-each-primary	Sandy Heldsinger	WACOT	EDUC8520 Art/Technology and Enterprise/Physical Education 6 CP	3 hours/week for 13 weeks	http://units.handbooks.uwa.edu.au/units/educ/educ8520		Students demonstrate a knowledge of art, music, dance and drama concepts and skills, of technology and enterprise concepts and skills, and of health and physical education concepts and skills, and relate this knowledge to child development; develop creative teaching strategies and demonstrate the ability to apply these strategies across the curriculum. (4)	1.5625%
139												

5. Examples of Past Handbooks 1989/1990, 1999

Mandatory music over the past twenty years has become less of a discipline in its own right and incorporated into the arts stream. The ATHCOM collection of university handbooks¹ gives some insight into the types of subjects that were taught to preservice primary teaching students in the past.

Twenty years ago, preservice courses shown in these examples consisted of the completion of a Diploma of Education, followed by practicum and a final year of study to qualify for a Bachelor of Education. Curriculum studies were covered in the diploma section of the program structure either over one or two years. Universities, teacher colleges and institutions offered teaching qualifications. Ten years later, more degree programs were offering music as part of an arts subject rather than as its own discipline, as shown in the examples given. These changes in university requirements of preservice teachers correlates with modifications made to arts education in the 1980s and 1990s as a result of government reports including the Dawkins Green paper (which omitted arts as a basic skill for school students), the Finn paper and Mayer paper (which outlined competencies needed for employment) and the development of Key Learning Areas (which grouped all arts disciplines together into one KLA). This is another example of the correlation of university requirements for preservice teachers and developments in government policies on education.

Further research into this area would provide trends on which to build a history of the status of music in preservice teacher training in tertiary institutions.

¹ ATHCOM: Australian tertiary handbook collection on microfiche. Melbourne: McCarron Bird, 1978-2005. The examples given here are somewhat limited owing to resource and time limitations (including incomplete ATHCOM collections in two different libraries) and are samples to give suggestion to further research.

5.1. Examples of Past Handbooks 1989/1990, 1999

	A	B	C	D	E	F	G
1	Year	Place	Institution	Program	Reference	Subject	Content
2	1989	NSW	University of Sydney	Bachelor of Education Early Childhood	University of Sydney, Education Handbook, 1989, 28.	Preschool Music 1; Preschool Music 2; Music 1a or 1b; Music 2a or 2b	Not available
3	1989	NSW	University of Sydney	Bachelor of Education Primary	University of Sydney, Education Handbook, 1989, 31.	Teaching Practice: Music	Not available
4	1989	Vic	Institute of Catholic Education	Bachelor of Education (Primary) (incorporating the Diploma of Teaching Primary)	Institute of Catholic Education, 1988-1990, pages 42 and 68.	MUC101: Music Education 1 (2 hours/week for 1 semester)	An introduction to musical notation both rhythmic and melodic, including the Solfa system, Curwen hand signs and rhythmic duration syllables; Elementary singing and rhythmic work; An introduction to the specialised techniques of presenting music in the classroom, such as the methods of Orff and Kodaly; Elementary instrumental skills.
5	1989	ACT	Sigadou College of Education	Diploma of Teaching (Primary)	Sigadou College of Education Handbook, 1989, 62.	DCS130 Music in Education 1	This unit explores the fundamentals of music education, its importance to the developing child, the role of the teacher and strategies for teaching music. The contribution and methods of contemporary music educators will be studied.
6	1989	NSW	Macarthur Institute of Higher Education	Bachelor of Education (Primary)	Macarthur Institute of Higher Education Handbook, 1989, 192-193.	Music Curriculum 1; Music Curriculum 2	Not available
7	1989	NSW	Northern Rivers College of Advanced Education, Lismore	Bachelor of Education (Primary) (incorporating the Diploma of Teaching Primary)	Northern Rivers College of Advanced Education, Lismore, Handbook, 1989, 60.	Curriculum Studies Health/Music 1; Curriculum Studies Health/Music 2	Curriculum Studies Health/Music 1: This unit introduces students to the theories and concepts, curricula and teaching activities for health studies and music. The approach is practical and involves methods directly related to K-6 children in the areas of music, health, and physical education. Curriculum Studies Health/Music 2: The emphasis of this unit will be on expanding students' knowledge and understanding of the music and health studies curriculum content area, and on exploring the ways in which these can be integrated in the classroom.
8	1990	Vic	Chisholm School of Education	Diploma of Teaching (Early Childhood)	Chisholm School of Education Handbook 1990, 5.	EDN184 Early Childhood Music and Movement; EDN284 Primary Music	EDN184: This subject will consist of two topics. The first will be a study of nursery rhymes, action games, finger plays, mime, basic movement activities, non-tuned and tuned percussion instruments. The role of parents and educators in developing an awareness of the elements of music and enjoyment of music will be considered. The second topic will consist of a practical study of the Glockenspeil. Students will be expected to use this instrument for accompanying musical and movement activities. EDN284: In this subject the approaches of Orff, Kodaly, Dalcroze and Schafer to creative music making activities will be examined. Musical plays and mimes, rhythmic and melodic accompaniments, related listening activities will be considered. This development of a balanced music program suitable for use in junior/middle and upper primary levels will also be considered. Advanced work on glockenspeils as a musical instrument will be included.

5.1. Examples of Past Handbooks 1989/1990, 1999

	A	B	C	D	E	F	G
1	Year	Place	Institution	Program	Reference	Subject	Content
9	1990	Vic	Chisholm School of Education	Diploma of Teaching (Primary)	Chisholm School of Education Handbook 1990, 7.	EDN241 Music Education 1; EDN341 Music Education 2	EDN241: An introduction to music in the primary school; why teach music and what constitutes a balanced music program. A study of rudimentary musical notation and musical terminology which will enable students to perform on a variety of music instruments - tuned and non-tuned percussion and the recorder. EDN341: An extension of musical notation and terminology which will enable students to consolidate their practical performance on a variety of musical instruments, in particular the glockenspiel. A study and comparison of current approaches to music education: Dalcroze, Kodaly, Orff, Schafer, Self and Up Beat, culminating in the planning of a thematic unit suitable for use in the primary school.
10	1990	Vic	Ballarat University College	Bachelor of Education (Primary) (incorporating the Diploma of Teaching Primary)	Ballarat University College Handbook 1990, 77.	TC552 Music Curriculum	This unit is designed to: provide experiences which encourage students to develop a positive attitude towards music; provide opportunities for students to develop understandings, skills and abilities which enable them to: participate confidently in a variety of musical activities, lead children in a similar variety of musical experiences, plan, initiate and evaluate music programs appropriate to the demands of the primary school curriculum; equip students to explore the relationship of music to other areas of the curriculum while recognizing its integrity as a discipline.
11	1990	Vic	Deakin University	Bachelor of Education (Primary)	Deakin University Handbook 1990, 107.	ECT333: Arts curriculum: teaching music; or ECT320/420: Arts curriculum: understanding music	ECT333: Arts curriculum: teaching music; or ECT320/420: Arts curriculum: understanding music
12	1999	ACT	University of Canberra	Bachelor of Education Early Childhood 96 CP/ Bachelor of Education Primary Teaching 96 CP	ECE: http://www.canberra.edu.au/uc/hb/handbook99/6_edu/educ-Degree-4.html Primary: http://www.canberra.edu.au/uc/hb/handbook99/6_edu/educ-Degree-6.html	004776 Arts Education 1. 4 CP (4 hours/week for 1 semester); 004777 Arts Education 2. 4 CP (4 hours/week for 1 semester)	004776: This subject consists of modules which introduce students to basic skills and knowledge in music and art. As the student gain confidence in their own arts practice and an understanding of arts concepts, they will examine children's learning in art and music. 004777: This subject extends earlier work undertaken in Arts Education 1, providing further opportunities for students to develop as artists. The subject focuses on the development of effective teaching programs in art and music which grow out of an understanding of the role of the arts in education.
13	1999	ACT	University of Canberra	Bachelor of Education Primary Teaching (Graduate Entry) 49 CP	http://www.canberra.edu.au/uc/hb/handbook99/6_edu/educ-Degree-8.html	004776 Arts Education 1. 4 CP (4 hours/week for 1 semester)	004776: This subject consists of modules which introduce students to basic skills and knowledge in music and art. As the student gain confidence in their own arts practice and an understanding of arts concepts, they will examine children's learning in art and music.
14	1999	NSW	Macquarie University	Bachelor of Education (Early Childhood Education) 96 CP	http://handbook.mq.edu.au/99/p3/pt3d_156.htm#Bachelor_of_Education_Early_Childhood_Education	ECH114 Young Children and the Arts 1. 3 CP; ECH319 Young Children and the Arts 2. 3 CP	ECH114: An overview of the arts (children's literature, drama, movement, music and the visual arts) and its role in the lives of young children. The focus is on artistic and aesthetic development in these areas. Each art form is investigated separately and the integration of art forms in early childhood is emphasised. The role of adults is addressed in facilitating dynamic and interactive environment for the arts. ECH319: Focuses on artistic and aesthetic development in specific areas of the arts and explores its role in the lives of young children. Contemporary principles of education for each specific art form are investigated and the integration of art forms in early childhood is emphasised. The role of adults in facilitating a dynamic and interactive environment for the arts is examined.

5.1. Examples of Past Handbooks 1989/1990, 1999

	A	B	C	D	E	F	G
1	Year	Place	Institution	Program	Reference	Subject	Content
15	1999	NSW	University of Sydney	Bachelor of Education (Primary Education) 192 CP	http://www.usyd.edu.au/handbooks/handbooks_disability/1999.shtml	EDUP2021: Music Education: An Introduction 2 CP; EDUP 4013 Music Education: Extension 2 CP	EDUP 2021: The aim of this the unit of study will be to introduce students to the Music (K-6) Syllabus, and to develop pedagogical understandings which will enable them to teach music in the primary classroom. Through the set text students will explore the means by which the musical potential of young children may be developed from birth. Through practical experiences they identify their own musical skills and engage in activities which will facilitate personal musical development. This unit of study will focus on the Activities as defined in the Music Syllabus (Singing, Playing, Moving, Listening and Composing), and the Musical Concepts. Practical music activities will incorporate the use of traditional instruments, voice, computers and sequencers. EDUP4103: This unit of study will facilitate the consolidation and extension of students' music skills as they may be applied to classroom teaching. Comprehensive theoretical knowledge of the Music (K-6) Syllabus will be assumed. Case studies will provide the basis for tutorials. Students will develop skills in program planning and effective implementation strategies. Practical musical skills d
16	1999	NSW	University of Wollongong	Bachelor of Teaching in Early Childhood Education 144 CP	University of Wollongong Calendar, 1999, page 250	EDUA1111: Creative and Expressive Arts in Early Childhood Education 6 CP	In this subject emphasis will be given to ways in which the expressive curriculum areas of art, craft, drama and music can be interrelated. Types of teaching and learning processes that will be explored include: aesthetic expression: communication through personal ideas/feelings; and arts appreciation. Cognitive and intellectual concepts through arts activities such as colour, size, rhythm, and melody will be examined
17	1999	NSW	University of Wollongong	Bachelor of Teaching in Primary Education 144 CP	University of Wollongong Calendar, 1999, page 251	EDUA201: Creative Arts Education 6 CP	This course analyses and interprets the value of the arts and their application to the K-6 classroom setting. Students will: research, compare and interpret music and visual arts in a variety of contexts; identify and prepare appropriate arts education teaching materials; examine possibilities for integrating the arts with other subject areas; and be involved in listening, singing, playing, moving, creating, as well as in the making of art works.
18	1999	Qld	Queensland University of Technology	Bachelor of Primary (Education) 192 CP	Queensland University of Technology Handbook, 1999, page 506.	AAB918 Arts Foundation Studies. 12 CP ; AAB914 Visual & Performing Arts Curriculum. 12 CP	No content description given. AAB918: Arts Foundation Studies ; AAB914 Visual and Performing Arts Curriculum
19	1999	Qld	Queensland University of Technology	Bachelor of Primary (Education) Graduate Course 192 CP	Queensland University of Technology Handbook, 1999, page 522.	AAB914 Visual & Performing Arts Curriculum 12 CP	AAB914: Visual and Performing Arts Curriculum

5.1. Examples of Past Handbooks 1989/1990, 1999

	A	B	C	D	E	F	G
1	Year	Place	Institution	Program	Reference	Subject	Content
20	1999	Tas	University of Tasmania	Bachelor of Education Primary. 4 years	http://www.utas.edu.au/handbookarchive/ARCHIVE/UTASHBKS99/COURSE/E3A.html	EPC253: Curriculum Studies 2D - Arts Education. 12.5% of 1 year; EPC333: Music Curriculum 2 (Primary). 5% of 1 year; EPC409: Arts Education. 5% of 1 year	EPC253: Allows students to develop their understanding of the theories and methods involved in teaching the arts in early childhood and primary school curriculum. Students are introduced to the theories underpinning visual arts curriculum, educational drama curriculum, music curriculum and dance curriculum. Students have opportunities to link knowledge and skills acquired in this unit with their School Experience unit. EPC333: Successful completion of this unit should enable students to extend their skills in planning for, implementing and evaluating music learning experiences in composing, critical listening, and performing appropriate to the primary classroom, while further developing their own musical skills and understandings. Students should develop an understanding of children's musical development and contemporary methods in music education. Through an examination of a range of philosophical views of music education, students are encouraged to articulate a rationale for music in education. EPC409: Successful completion of this unit enables students develop skills and to reflect on the arts and
21	1999	Vic	Monash University	Bachelor of Primary and Secondary Education 192 CP	http://www.monash.edu.au/pubs/1999handbooks/education/ed0031.htm#Heading148	GEC3101 Teaching and curriculum studies 3. 30 CP	Upon successful completion of this subject, students should have an increased understanding of schooling and curriculum; be competent beginning teachers with an understanding of current professional issues in education; have increased skills and understanding in the various curriculum areas appropriate to primary education such as computers and information technology, visual art, health education, language, languages other than English, mathematics, music, physical education, science, social studies, teaching studies; be able to plan, implement and evaluate effective classroom teaching programs that encompass the various curriculum areas appropriate to primary education.
22	1999	Vic	Monash University	Bachelor of Primary Education 192 CP	http://www.monash.edu.au/pubs/1999handbooks/education/ed0032.htm#Heading170	EDF1124 General Studies 3 Music. 6 CP	Upon successful completion of this subject, students should have developed their understanding of fundamental musical concepts and terminology; applied basic music concepts in the performance of a variety of musical styles and media; developed fluency in the reading of basic music notation; developed competence in the basic performance techniques of classroom instruments; participated in the performance of simple music, demonstrating musical accuracy and the ability to coordinate with a group of performers.

	A	B	C	D	E	F	G
1	Year	Place	Institution	Program	Reference	Subject	Content
23	1999	Vic	University of Melbourne	Bachelor of Education (Primary) 400 CP	http://www.unimelb.edu.au/HB/1999/areas/PBEDPRI.html	483-117 Learning Area: Arts 1. 12.5 CP; 483-242 Learning Area: Arts 2. 12.5 CP	483-117: This subject introduces students to the arts as a key learning area. Students will consider the ways in which the arts contribute to education and cultural understanding. Children's artistic development will be studied in relation to the art form strands of Drama, Music and Visual Arts. Students will develop an understanding of the basic elements of drama, music and visual arts through their own artistic making and reflection. The subject will explore the learning processes of making, creating, presenting, analysing and appraising within each of the arts strands. 483-242: This subject extends student's study and practice of the art forms of Drama, Music and Visual Arts within an educational and cultural context. Students will be introduced to contemporary theories and practices related to primary arts education. The scope and nature of teaching, learning and assessing the arts in the primary school will be examined. Students will extend their understanding of children's artistic development through observation and research. Students will develop a thorough understanding of the Arts Curriculum and Standard
24	1999	Vic	University of Melbourne	Bachelor of Teaching 200 CP	http://www.unimelb.edu.au/HB/1999/areas/PBTEACH.html#S11228	483-146 Learning Area (TP) Arts 12.5 CP	This subject presents the arts as a key learning area in primary education. Students study teaching strategies and developmental learning in relation to children's education in the arts, with a particular focus on drama, music and visual arts. Students will engage in theoretical studies and practical drama, music and visual arts workshops to inform their understanding and knowledge of the teaching of the arts in primary schools. Students will develop a thorough understanding of the Arts Curriculum and Standards Framework and the application of the sub-strands: creating, making and presenting, arts criticism and aesthetics and past and present contexts to primary arts curriculum. The subject will focus on the skills required to design, implement and evaluate drama, music and visual arts programs for the primary school.

6. The Audit of Current Mandatory Arts/Music Education Subjects

The *Audit of Current Mandatory Arts/Music Education Subjects Spreadsheet* (see the Appendix) consists of survey of eight questions posed by MEAG that offers insight into both the quantity and quality of current music education practices for preservice primary teaching students.

Preparation for the audit consisted of a few steps: 1. preservice primary and early childhood teacher programs were identified through online handbooks and teacher registration board program accreditation lists; 2. the core subjects that may contain music were found in online handbooks; 3. contact was made with universities, and eventually with the appropriate arts/music lecturers, and invitations to participate in the audit were issued.

Unfortunately not all contacted were available to participate owing to workloads, conditions of employment, and other reasons. However, surveys were conducted for fifty-three compulsory music subjects. The subjects sometimes cross over into various teaching programs, so information about the subjects are given in the audit table under the subject names rather than the degree programs (for example EDF1324 and EDF3303 are subjects taught across various degrees and so are only counted once). In addition to this, some subjects are taught across several campuses and can be taught by different lecturers at each campus (for example three different lecturers for EDAR208 at the Australian Catholic University were surveyed, one in each state/territory, as the subject is varied slightly in its delivery and accreditation requirements, so are counted once for each state/territory). Therefore while the total number of subjects is fifty, and the total number of entries are fifty-seven, the real number of differing compulsory arts/music subjects are fifty-three. These figures cover twenty-eight universities nationwide at thirty-seven different campuses for fifty-one degrees.

The responses for the survey are listed here, question by question. An excel sheet is also available that lists answers under each institution and degree program.

The survey has been divided into two sections: Firstly the direction or focus of the subject incorporating music within teacher training programs is seen from responses to Question 1. The amount of music within each subject and ultimately the degree program is found in Questions 2 to 4. Secondly, the content within a degree program pertaining specifically to music including pedagogical methods, genres, activities, and resources, are outlined in Questions 5 to 8.

6.1. Questions 1 to 4: Direction and Incorporation of Music in Compulsory Subjects and Programs

6.1.1. *Question 1. Is compulsory music education content taught as a discrete subject, or as a component of a generic arts / integrated arts subject, or within an integrated curriculum subject?*

There are four components within the question and these have been further clarified to assist with the results, as per the six headings given below. The impact on music that may occur because of the structure of the delivery is also described.

Music as a stand-alone discrete subject: six of the fifty-three subjects listed are stand-alone music subjects. Here, music is a compulsory subject that is studied for a semester and is not part of an overall arts subject or curriculum subject. However, some arts or curriculum areas may be incorporated into the subject but from a music perspective.

Music as a component of a generic arts subject, but taught discretely: eight of the fifty-three subjects feature music as a component of an arts subject but music is taught as a stand-alone component within the subject. This allows the inclusion of music education specialists as lecturers (ie music is not taught by for example a drama specialist). In some of these subjects, music is not integrated with any other arts areas (eg EDAR308 in NSW), whereas others bring the arts areas together at some point (eg EDKA202 and EDA224).

Music as a component of a generic arts subject and not taught discretely: twelve of the fifty-three subjects deliver music as a component of the arts. Here, specialists from other arts areas (ie not music) may deliver the content.

Music as a component of an integrated arts subject: twelve of the fifty-three subjects integrate music with the other arts areas. Again, arts specialists rather than music specialists may deliver the content. Here, all arts disciplines are taught as an integrated subject, not as individual arts components.

Music as a component of an integrated curriculum subject but taught discretely at some point during the subject: twelve of the fifty-three surveyed subjects teach music discretely but also integrate all the arts areas into curriculum requirements. This may indicate that music is covered not only in its discrete component, but also when integrated, within the same subject.

Music as an integrated curriculum subject: three of the fifty-three surveyed subjects deliver music with the other arts areas through a curriculum focus, and sometimes include other curriculum areas such as literacy and numeracy. Here, basic music skills may not be covered owing to time constraints and different foci.

Overwhelmingly, in the surveyed subjects, music is either a component of a generic or integrated arts subject. However within these, music is often taught as a discrete component.

6.1.2. *Question 2a. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the course as a whole through (i) face-to-face teaching and/or (ii) online / media-based teaching during the course?*

Some respondents interpreted ‘course’ as the total hours for a degree program, and went out of their way to prepare this information prior to the interview. This information was

therefore included in the excel spreadsheet. Most respondents however didn't know the total hours for their relevant degree programs, nor the credit point value, so this information has not been counted for analysis here. However it is available in the *Primary and Early Childhood Programs in Online Handbooks 2009/2010* spreadsheet, as found in the online handbooks. Question 2b is an adaptation of Question 2a but specifically refers to the relevant arts subject rather than the entire degree program.

6.1.3. *Question 2b. What is the total number of [(i) actual / (ii) notional¹] hours of student learning experience provided during the subject as a whole through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?*

Most of the surveyed compulsory subjects that incorporate music are run for one semester between two and four hours per week. Of the degrees surveyed, there is a minimum of one arts/music subject per degree program for the majority of the programs, and a maximum of four arts/music subjects per degree program for a minority. From a national perspective, the programs average at 41.75 hours total face-to-face time for time spent on compulsory arts/music subjects. The state/territory averages are given below in *Table 4*.

Table 4. Average total 'actual' hours of individual compulsory arts/ music subjects surveyed for each state/territory.

State	Actual
ACT	35.33 hours
NSW	45.09 hours
NT	36 hours
Qld	42.39 hours
SA	38.33 hours
Tas	91 hours
Vic	31 hours
WA	33.75 hours

In thirty-five of the fifty-three subjects, notional hours are not measured nor count towards the subject requirements. However, extra student study is required to pass these subjects.

6.1.4. *Question 3. What is the total number of [(i) actual / (ii) notional] hours of student learning experience specifically in music provided through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?*

The national average for face-to-face teaching of music within a compulsory arts/music or music subject are 14.86 hours. As stated in Question 2b, some degree programs will feature more than one arts subject and so may increase the amount of references to music within a program (eg when dance is covered music will be incorporated in activities), while others will only provide one arts/music subject within the total degree program. Encouragingly,

¹ "Notional" refers to other hours counted towards study of a subject but not included in face-to-face class time. This may include required hours such as practice of a musical instrument, completion of online tasks, attendance at a performance etc.

program. Encouragingly, the proportion of the average music hours to the average arts/music subject hours is higher than expected: 35.61% of an arts/music subject is dedicated to music. The state/territory averages are given below in *Table 5*.

Table 5. Average hours spent on music per compulsory arts/music subject. Note that some degree programs will require more than one arts/music subject.

State	Actual
ACT	14 hours
NSW	14.21 hours
NT	23.9 hours ²
Qld	15.57 hours
SA	11 hours
Tas	19 hours
Vic	11.52 hours
WA	22.25 hours

If only the amount of music within the surveyed arts subjects is averaged (ie the music-only subjects and the ‘no compulsory music’ subjects are removed from the total arts hours and the music component hours), the result is that 29.9% of the surveyed arts subjects are dedicated to studying music. The results from Question 1 which demonstrated that music is part of a generic or integrated arts subject (and is not taught discretely) needs to be reinforced here, as some of the time spent on music may not be on music alone, but incorporate other arts areas also.

The total number of hours spent on music per degree program, as shown in *Table 6*, give an overall picture of time available to train teachers with needed music skills for primary teaching. These hours range from 0 hours to 52 hours of compulsory music training in the surveyed preservice primary teacher training programs. This is a large variation and is not necessarily linked to the total length of the teacher-training program. For example, 4.28 hours is spent on compulsory music in a one year Graduate Diploma in one institution, but in another, 0 hours is spent on compulsory arts/music studies in a four year Bachelor program. The large range demonstrates that consistency needs to be encouraged across all teaching programs in regards to time allocated to compulsory music studies. The total average for time spent on the study of music in the surveyed teaching programs, as demonstrated in *Table 6*, is 16.99 hours.

² NB: The compulsory music subject MUS240 is all taught online, so hours will vary. 39 hours makes up a unit at Charles Darwin University where this subject is taught.

Table 6. Examples of total hours spent on music in compulsory arts/music studies in surveyed teacher training programs.

Degree Program (Course)	Total Hours	Degree Program (Course)	Total Hours
Bachelor of Education (Primary/Early Years), CHC	0	Master of Teaching (Primary) (ex-Graduate Diploma of Education), Newcastle	15
Bachelor of Education (Primary/Early Years)/ Bachelor of Arts, CHC	0	Bachelor of Education (Middle Years of Schooling), UQ	15.6
Bachelor of Education (Primary/Middle Years)/ Bachelor of Arts, CHC	0	Bachelor of Education (Primary), UQ	15.6
Bachelor of Education (Primary/Middle), CHC	0	Bachelor of Education (Primary) and (Early Years) USQ Online	17
Graduate Diploma in Education, Monash	4.28	Bachelor of Primary Education, UOW	18
Bachelor of Education (Primary, 2 years) Monash	4.28	Bachelor of Education (Junior Primary and Primary), UniSA	18
Bachelor of Early Childhood Studies, Monash	5	Bachelor of Primary Education Studies, CSU Canada	18
Bachelor of Education Primary, Tabor Adelaide	5	Bachelor of Education in Primary Education, UTS	18
Bachelor of Primary (Kindergarten to Primary) UND, Fremantle	5	Bachelor of Education (Early Childhood/Primary) VU	18
Bachelor of Education (Primary) and Diploma of Education (concurrent), MQ	8	Bachelor of Education (Primary) and (Early Years) USQ Toowoomba	18.5
Bachelor of Early Childhood Education, Monash	9.28	Bachelor of Education (Early Childhood and Primary), CSU Albury, Bathurst, Dubbo	21
Bachelor of Education (Early Childhood and Primary), ACU Qld	10	Bachelor of Education (Primary, 4 years), Monash	24.28
Bachelor of Education, RMIT	10	Bachelor of Education (Primary), CSU Wagga Wagga	25
Masters of Teaching (Primary), UWS	10	Bachelor of Teaching/Bachelor of Arts, Newcastle, Ourimbah	25.25
Bachelor of Education (Primary and Middle) - Graduate Entry, UniSA	10	Bachelor of Education, Tasmania	26
Bachelor of Education, Ballarat	10.44	Bachelor of Education (Primary), UNE	29.25
Graduate Diploma in Education, Ballarat	10.44	Bachelor of Education Graduate Entry to Primary, Canberra	30
Bachelor of Education, La Trobe	11.5	Bachelor of Early Childhood, Canberra	30
Bachelor of Education (Early Childhood and Primary), ACU ACT	12	Bachelor of Education Middle School, Canberra	30
Bachelor of Education (Kindergarten through Primary), ECU	12	Bachelor of Primary Education, Canberra	30
Bachelor of Teaching, Tasmania	12	Bachelor of Teaching/Bachelor of Arts, Newcastle, Callaghan	35
Master of Teaching (Primary), Melbourne	12	Bachelor of Education (Early Childhood Studies) ECU	36
Bachelor of Education (Primary) and (Early Years) USQ Fraser Coast and Springfield	13.5	Bachelor of Education (Primary), ECU	36
Bachelor of Education (Primary), Deakin	13.5	Bachelor of Teaching and Learning (Preservice) CDU	47
Bachelor of Education (Early Childhood and Primary), ACU NSW	15	Bachelor of Education Primary, Griffith	52
Bachelor of Education (Primary), Sydney	15		

6.1.5. *Question 4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?*

The percentages given here bring context to the previous figures of music within an arts subject. Here the overall picture of the value of compulsory music and the minimum

amount of music taught to a baseline preservice primary teacher is given from the programs surveyed. The national average of the value of music within the surveyed degree programs is 1.51%³ per degree program. The state/territory averages are given below in *Table 7*. The range encompasses a minimum of 0.00% to maximum 3.91% in individual degree programs.

Table 7. Average percentage of the value of compulsory music studies within a degree program.

State	Actual
ACT	2.08%
NSW	1.58%
NT	3.91%
Qld	0.81%
SA	1.26%
Tas	1.5%
Vic	1.52%
WA	1.99%

It is difficult to assess whether these figures represent an acceptable level of time and value allocated to compulsory music studies in teacher training programs, as there are basically no ideal figures to compare these with. As previously explained, *NSW Primary Curriculum Foundation Statements – Information for Teachers* advises that 2.19% (if the arts are to be broken up into equal disciplines) of teaching time in schools is to be spent on music. If this is the magic number by which to measure time allocated to music in teacher training, then most states and territories fall short. However, the *Report of the National Music Workshop* suggested the introduction of two music co-curricular modules, 26 hours per module to assist with music skills for generalist primary teachers⁴. This would be a total of 52 hours of music, and of the surveyed universities, only one has reached this goal.

6.2. Questions 5 to 8: Content of Compulsory Music Subjects

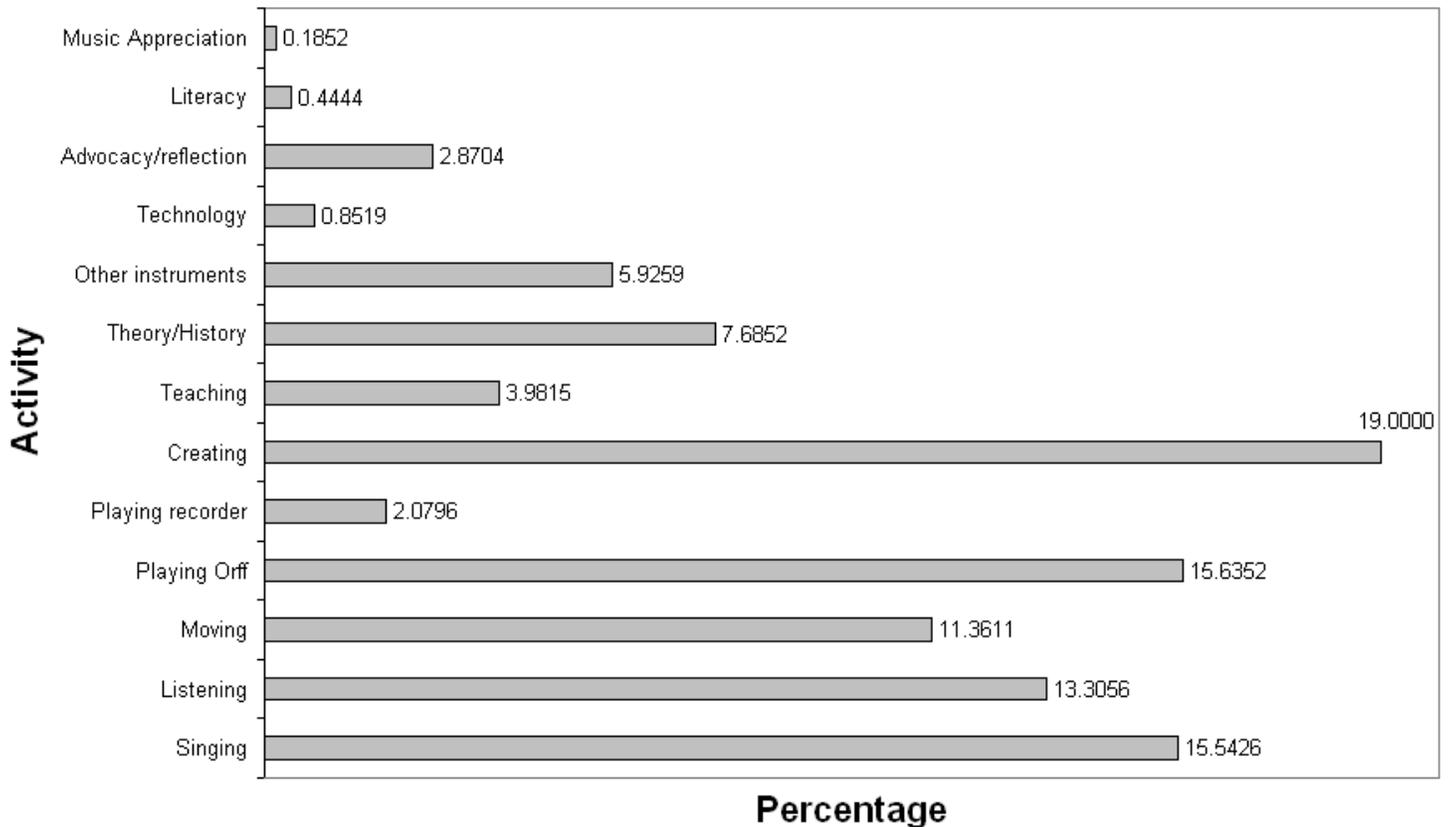
Questions 5 to 8 of the survey concern content taught for the compulsory music component of a teacher training program, and covers musical activities (Question 5), methods and pedagogy (Question 6), genres experienced (Question 7), and resources used (Question 8). This information can help demonstrate the breadth of music education preservice primary teaching students are receiving upon which they can build during their professional teaching career. Many respondents expressed the difficulty of breaking up integrated activities into percentages. Therefore the percentages can only give some indication of methods, genres, and activities experienced in the surveyed subjects, based on lecturers' responses rather than student experience.

³ Unfortunately only one NT university has been surveyed (out of a possible two NT universities), weighting the NT abnormally high.

⁴ *Report of the National Music Workshop*. Australian Music Association, 2006, 9.

6.2.1. Question 5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience: Singing % Listening % Moving % Playing Orff-type instruments % Playing recorder % Creating % Other %

Graph 1. Average percentages of the proportion of musical activities within the surveyed compulsory arts/music subjects.

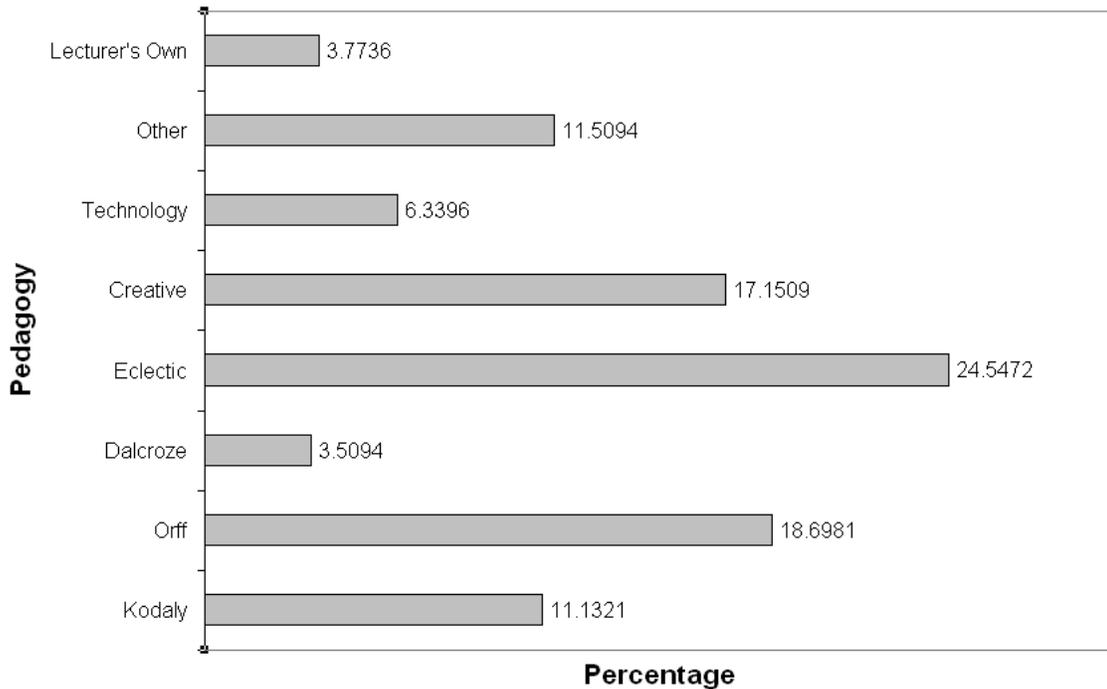


Most of the musical experiences are based in music making including singing and playing a variety of instruments. However, recorder is rarely used. Creating is the other activity that is most often used. Many of the activities are incorporated in and rely on other listed activities; for example playing instruments often involves some level of music literacy (as confirmed by interviewed lecturers), and singing activities also include moving and listening. Of interest are the extra activities listed by lecturers including music advocacy/reflection and music appreciation. These are activities that instill an interest in and meaning to music in education, and hopefully encourage these students to further develop their music skills once teaching.

6.2.2. Question 6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches: Kodály

approach % Orff approach % Dalcroze approach % Eclectic (K/O/D) approach % Creative music approach (eg Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) % Technology-based approach % Other %

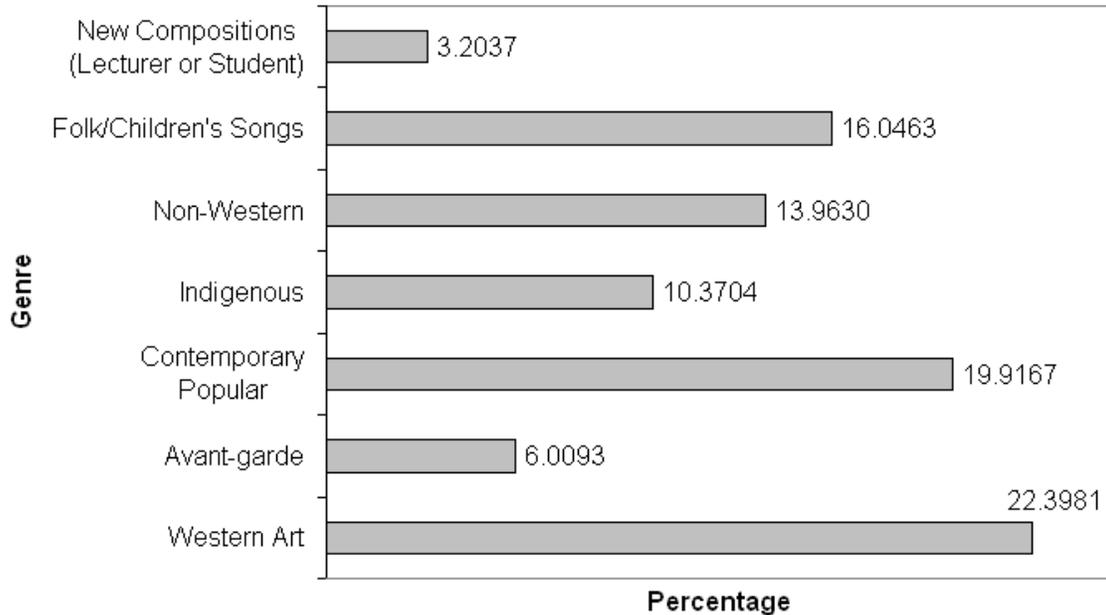
Graph 2. Average percentages of the pedagogical foci within the surveyed compulsory arts/music subjects.



The eclectic method that draws from Kodaly, Orff, and Dalcroze pedagogies is the most relied upon methodology in the surveyed compulsory arts/music subjects. Both Dalcroze and Kodaly methods consist of sequential learning, incorporating movement, singing, sol-fa, as well as improvisation, in an attempt to internalize musical fundamentals such as pitch and rhythm. However, some lecturers mentioned that although they used Kodaly pedagogy, they did not introduce sol-fa to students owing to time restraint. The “other” pedagogical method consists of instrumental tuition methods, particularly for teaching guitar and keyboard, and the Orff method can also be incorporated into this area of learning. In the creative component, graphic notation was the most mentioned method relied upon and taught to students. While graphic notation originates from avant-garde music, its use in the classroom is to illustrate soundscapes: some surveyed lecturers incorporate this activity as an assessment task. Graphic notation of soundscapes is an accessible musical activity that both school students and non-musical background teachers can successfully accomplish. Using graphic notation allows a wider range of listening repertoire; for example non-Western music, and so widens a student’s experience in music. Through the combination of eclectic and creative methods, preservice primary teaching students generally are experiencing more than one type of pedagogical approach within the allotted time for compulsory music studies. These pedagogical approaches are suitable for early childhood to primary school students, and curricula (for example the Queensland music syllabus) are linked to some of these methods.

6.2.3. Question 7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres: Western art (so-called “Classical”) music % Avant-garde music% Contemporary popular (Western) music % Indigenous Australian music % Other non-western musics % Other %

Graph 3. Average percentages of the genres experienced within the surveyed compulsory arts/music subjects.



Most subjects provide opportunity for students to engage with a variety of music genres. However, four genres occur regularly: Non-Western music, in particular African songs; folk and children’s songs (particularly where Kodaly methodology is employed); contemporary popular music (including jazz and rap); and Western art music. Some of the resources employed in the surveyed subjects (as can be seen in the responses to Question 8) support these genres, including:

- for children’s songs and folk songs: *Catch a Little Song, Sing!*, and the other ABC materials, as well as materials for instrumental teaching such as the Bastien series for piano, and the *Cool Cats* recorder series.
- for contemporary popular music: engagement with software such as Garage Band, and online sources.

Some respondents also mentioned that when students were engaging in teaching practice, they often brought songs for teaching that they were comfortable with, which generally were contemporary popular songs.

6.2.4. Question 8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.) Textbook(s), Computer software program(s)

Table 8. *Texts used and amount of compulsory music/arts subjects that use these.*

Texts	Subjects	Texts	Subjects
Acid Studio 7	2	Merrily Merrily. Nursing Mothers Association.	1
Adventures in Music: the Recorder.	1	Music Lifesavers	2
Alfreds Theory	1	No compulsory text	2
Allen, W. <u>Running on Rainbows.</u>	5	Noonan, S. <u>Hands On Music Outcomes.</u> (2005)	3
Arts Action CD Rom	6	NSW Curriculum	2
Arts Alive	1	NT Curriculum Framework	1
Askew, G. <u>Music Education in Primary Schools.</u> (1993)	6	Online: Keyboards and sequencers	5
Audacity	3	Protocols	1
Auralia	1	Qbass	1
Bastien, J. <u>Older Beginner Piano Course</u>	2	Queensland Curriculum	2
Campbell, Scott-Kassner, Kassner. <u>Music in Childhood: From Preschool Through the Elementary Grades.</u> (2005)	2	Readers (either printed or online)	7
CD Rom, Robin Stevens	1	Russell-Bowie. <u>MADD about the Arts.</u> (2006)	13
Classic Kids ABC CD	7	Sibelius	11
Cornett, C. <u>Creating Meaning Through Literature and the Arts.</u> (2006)	5	Sibelius Education Suite Star Class	9
Davis, Splitter. <u>Boomerang Jam.</u>	1	Sinclair, Jeanneret, O'Toole (eds). <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum.</u> (2008)	22
Davis, Splitter. <u>Razzamajazz</u> (1996)	2	<u>Sing!</u> . ABC Books	4
Dillon, Brown. <u>Peter Leyden's Pop Percussion Kits.</u>	2	Smartboards/interactive sites	2
Edwards, L. <u>The Creative Arts: a process approach for teachers and children.</u> (2009)	3	Springboards on CD Rom	1
Finale Notepad	6	Super Doopa Music Bloopa	5
Flexi Music Composer	1	True, Fullerton. <u>Music in Primary Schools.</u> (2008)	2
Garage Band	12	Upbeat	3
Greasy Music	1	Vegas	1
Greata, J. <u>An Introduction to Music in Early Childhood Education.</u> (2005)	1	Vocalise	1
Groovy Suite/Groovy Music	8	WA Curriculum Framework and Curriculum Documents	3
Hanke, M. <u>Music Express Series.</u>	4	Website: Classics4Kids	2
Hoermann, Bridges. <u>Catch a Song.</u>	1	Website: ISME Reviews	5
iPhone	2	Website: MADD About the Arts	3
iPunch	2	Website: Music Theory. Net	1
iTunes	1	Website: Music. Count Us In	5
Jammtrax F	1	Website: Musica Viva	1
Language of Music Book 1	1	Website: NY Philadelphia Orchestra	1
<u>Let's Begin!</u> . Hal Leonard Australia	2	Website: Orff Schulwerk sites	5
Links Project DEET	1	Wiggins, J. <u>Teaching for musical understanding.</u> (2001)	2
Logic	1	Wright, S (Ed). <u>Children. meaning-making and the arts.</u> (2003)	2
McMillan, R. <u>Music Time!</u> (2007)	2	Yamaha Descant Recorder	1
Mead, J. <u>Cool Cats: the Red Hot Recorder Course. Book 1.</u>	1	YouTube recorder lessons	1

In the preparation of material for compulsory arts/music subjects, textbooks are heavily relied upon, particularly the Australian-written texts: Sinclair, Jeanneret, O'Toole (eds.) *Education in the Arts: Teaching and Learning in the Contemporary Curriculum*. (2008); and Russell-Bowie, D. *MADD about the Arts*. (2006). Website URLs are listed in most subject outlines but not relied upon for subject content. Instead, resources are offered to students for future use post-degree. Areas covered by texts include: arts teaching, including practical ideas; advocacy; instrumental books; arts curricula and texts addressing arts curricula. A variety of software is offered to students through computer labs but students are not always expected to use these resources while attending the subject. Ten of the surveyed subjects do not have a compulsory set text for students but do provide lists of recommended texts, sites, and sources.

6.3 Other Comments

There are other factors that interact with the provision of music education to preservice primary teaching students, and many of these factors were referred to by those surveyed. They include the decreased available teaching time, the lack of musical experience of students, the conversion from face-to-face classes to online teaching and resource and employment issues. Traditionally universities have had the noble task of being leaders in knowledge and innovation but in this case their capacity to fulfil this task is being compromised by funding issues.

Many compulsory subjects that contain music have been cut down in hours over recent years. This is due not only to timetabling of the individual subject, but of the entire degree program. Some universities have reduced teaching weeks from 14 per semester to 12 weeks. This results in a cumulative loss of teaching time of more than an entire semester⁵. Given that most programs require students to undertake their practicum in the final weeks of each semester, many subjects will only run for around ten weeks. In addition to this, there is a trend to offer postgraduate or shorter undergraduate teaching degrees, taught over one or two years, rather than undergraduate four-year degrees. This also reduces the amount of teaching time available for all subjects. In the *Primary and Early Childhood Programs in Online Handbooks 2009/2010 Spreadsheet*, 38 of the 129 programs present the primary teaching component as a shorter program.

Some creative arts subjects in university programs are taught to combined classes of early childhood and primary teaching students, limiting the scope and breadth of what can be covered pedagogically. For example, one university combines primary teaching and early childhood teaching students, with some students in first year of their program, and some in third year⁶. Therefore there are differing student competencies and outcomes needed all within the one subject.

⁵ See Hocking, Rachel. *Music Instruction in Pre-service Training of Classroom Teachers*. http://www.mca.org.au/web/content/view/271/1/#_edn6 Two weeks reduction per semester, over four years, results in 16 weeks lost total.

⁶ ACU. See Appendix 8.1 Row 3, Comments.

Many universities are moving to offer subjects online rather than face-to-face and many teaching methods were presented in the survey. It is unclear how successfully music and music pedagogy can be taught online, for example, one university runs a compulsory music subject online that is currently completely text-based⁷.

Universities are also struggling with resource issues, particularly where music is concerned. Where there are multiple campuses for the one institution, resources vary greatly from campus to campus as do the teaching foci, and therefore creative arts subjects are taught differently⁸. For example, one campus may have a keyboard lab, while another campus at the same institution relies on non-pitched and pitched percussion instruments.

Music as an element of Creative Arts education is increasingly taught by lecturers without music qualifications⁹. This is because of the reduced teaching time specifically dedicated to music. It is difficult to retain skilled staff when they are only required to teach for a possible six hours in a semester, once a year. Surveyed lecturers also referred to the high turnover of sessional staff as a problem with subject implementation.

In addition to these issues, the lack of prior musical knowledge and skill brought by current university students (as a result of the current curricula in each state and territory) further compromises student outcomes. One university mentioned that the baseline on which to build music teaching skills is “low”¹⁰.

These factors continue to impact upon the quantity of music taught to pre-service primary teaching students and endanger the position of the music education lecturer in universities.

⁷ CDU. See Appendix 8.1 Rows 9 and 10, Comments.

⁸ CSU. See Appendix 8.1 Rows 14 and 15, Comments.

⁹ ECU. See Appendix 8.1 Row 21, Comments; Uni Ballarat. See Appendix 7.1, Rows 38 and 39, Comments.

¹⁰ Uni Canberra. See Appendix 8.1, Row 40, Comments.

7. Conclusion

The audit has found that on average, 16.99 hours are spent on the compulsory study of music and music teaching in teacher training programs, but this can vary depending on the program, anywhere between 0 and 52 hours. The value of compulsory music in a preservice teacher-training program has the average value of 1.51%. Time given to music within a teacher-training program is dependent upon directions from curricula and teacher accreditation boards, who ultimately follow guidelines set at a national level by ministerial councils and taken up by state/territory authorities.

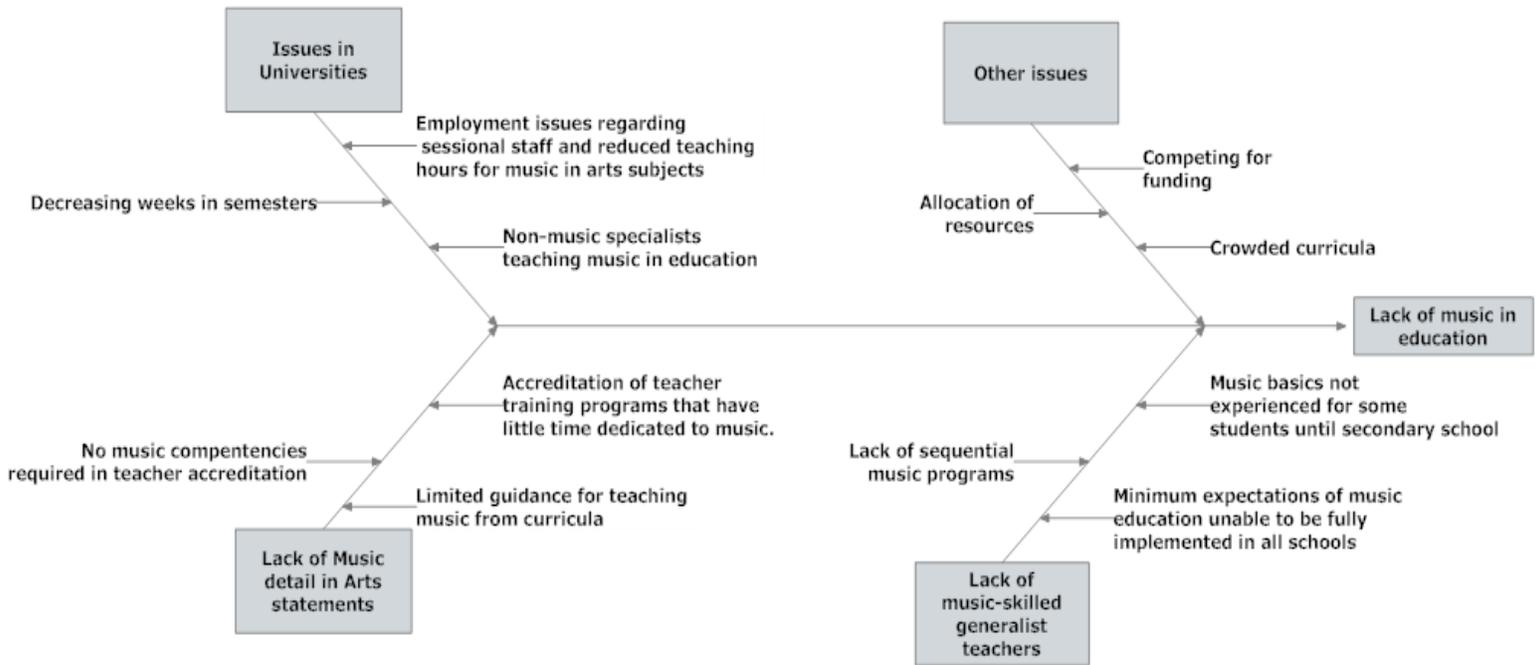
The only music requirement for graduate teachers is that they “know the content they teach”, which in all jurisdictions includes ‘the Arts’: music is a part of this subject. The state/territory education departments rely on teacher accreditation to provide evidence that minimum graduate teacher requirements have been met. The musical knowledge needed to meet accreditation relies on the completion of an approved teacher-training program, one that the accreditation authority believes to appropriately cover minimum knowledge of content and teaching skills.

As this report shows, in some universities there is little or no music instruction offered at all, but these graduates would still be eligible for teacher accreditation, and therefore could apply for employment. Most programs offer very few hours of music instruction and are unlikely to transfer sufficient ‘knowledge of content’ of the discipline of music. However considering that little music is required to be taught while it remains a component of ‘the Arts’, this is not surprising.

The focus of compulsory music subjects has changed over the last twenty years from music-only subjects to integrated creative arts subjects. This has impacted on the time and approaches to music training of preservice primary teachers. Now, within the time allotted, lecturers are incorporating music making activities, addressing curriculum requirements using a mixture of pedagogies. Some are using the time to inspire teaching students to pursue music studies during their teaching careers, incorporating music advocacy issues and providing resource lists (including a lot of online material) to support future development in music.

However, some of the lecturers surveyed spoke of the struggle to keep music within teacher training programs, and of issues surrounding employing and retaining music specialist lecturers as the time for music is reduced. This is an area of concern particularly for institutions in regional areas. To extrapolate this issue further, it needs to be considered when and where musical experts should be used in the education cycle. What will the outcomes for music be if music remains a part of the arts and is not taught by music specialists (either in schools or university programs), nor supported by curricula or teacher training programs? A gloomy possibility is demonstrated in the chart below.

Chart 2. Possible impact of decisions about music in music education environments.



The lack of music in school education descends from national statements that impact on curriculum structure. If arts continue to incorporate a variety of disciplines, each of these individual disciplines, including music, needs defining, with aims and outcomes specific to each discipline included in national arts statements. Currently music is lost in arts language in national statements, accreditation requirements for teachers and teacher training programs, and in schools themselves.

National statements regarding the arts, including the arts in the upcoming ‘National Curriculum’, need to provide specific direction for each of the disciplines incorporated in the arts. Minimum requirements for time spent on music, both in teacher training programs and in schools, as well as activities to be covered, need to be specified in the accreditation of arts subjects. Lecturers in music education for generalist primary teachers need to be supported through the inclusion of music as an integral discipline within curricula, impacting upon timetabling and structuring of teacher training programs. Early-career generalist primary teachers need to be supported through additional resources, including online resources, and workshops to build upon their nominal elementary music training.

	A	B	C	D	E	F	G	H
	Institution	Contact	Degree Program (Course)	Compulsory Music Subject	1. Is compulsory music education content taught as a discrete subject, or as a component of a generic arts / integrated arts subject, or within an integrated curriculum subject?	2a. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the course as a whole through (i) face-to-face teaching and/or (ii) online / media based teaching during the course?	2b. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the subject as a whole through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?	3. What is the total number of [(i) actual / (ii) notional] hours of student learning experience specifically in music provided through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?
1								
2	Australian Catholic University, Faculty of Education, Brisbane	Rachael Jacobs	Bachelor of Education (Primary) and (Early Childhood)	EDAR308 Creative Arts Education 1	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 30 hours approximately (3 hours/week for 10 weeks). (ii) Notional: 40 hours total (4 hours/week for 10 weeks for assessment and reading).	(i) Actual: 10 hours total. (ii) Notional: 12 hours total.
3	Australian Catholic University, Faculty of Education, Canberra	Jolanta Gallagher	Bachelor of Education (Primary) and (Early Childhood)	EDAR308 Creative Arts Education 1	Component of integrated arts: music, drama, and visual art are the components of this subject.	Degree program total hours unknown.	(i) Actual: 36 hours total (lectures, tutorials, and a small group performance). (ii) Notional: 15 hours approximately (student learning - preparing a performance and writing assignments).	(i) Actual: 12 hours (ii) Notional: 5 hours total (preparing a performance and writing an assignment).
4	Australian Catholic University, Faculty of Education, Melbourne	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer
5	Australian Catholic University, Faculty of Education, Sydney	Joanne Harris	Bachelor of Education (Primary) and (Early Childhood)	EDAR308 Creative Arts Education 1	Component of a creative arts subject but music is discrete within the subject and not integrated.	Degree program total hours unknown.	(i) Actual: 60 hours (5 hours/week for 12 weeks). (ii) Notional hours: 72 hours (Reading and assessment, and school placement - 3 hours/reading/assessment; 2 hours placement for 12 weeks).	(i) Actual: 15 hours total (ii) Notional: not measured.
6	Avondale College, Faculty of Education	Sharon Tolhurst	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.
7	Batchelor Institute of Indigenous Tertiary Education	Ailisa Purdon	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.
8	Central Queensland University, School of Education and Innovation	Sue Davis 'information sent through as emailed response, unable to finalise survey	Bachelor of Learning Management (Primary)	EDCU11021 The Arts	Component of generic arts subject. Music is discretely taught but there is a curriculum component.	Degree program total hours unknown.	(i) Actual: 30 hours (ii) Notional: hours not measured	(i) Actual: 6 hours (ii) Notional: hours not measured
9	Charles Darwin University, School of Music, Online	Lorraine Connell	Bachelor of Teaching and Learning (Preservice)	ETL217 The Arts	Component of a generic arts subject but music is taught discretely within the subject.	Degree program total hours unknown.	(i) Actual: 39 hours face-to-face (ii) Assignment extra 2 hours/week at least but not measured.	(i) Actual: 8 hours of music (ii) Notional: recorder practice, sequence of lessons. Another 8 hours.
10	Charles Darwin University, School of Music, Online	Kathy Banks	Bachelor of Teaching and Learning (Preservice)	MUS240 Music Studies Teaching Perspectives 2.	Discrete subject, focusing on three areas: music education; music skills; and how to integrate music into the arts curriculum.	Degree program total hours unknown.	(i) Actual: 0 hours but a unit is the equivalent of 39 hours. (ii) Notional: this subject is taught all online, so is difficult to assess the amount of hours. Recommended hours of study 48 to 60 hours total (4 to 5 hours/week for 12 weeks).	(i) Actual: 0 hours. (ii) Notional: Total is difficult to assess but is approximately 48 to 60 hours (recommended hours of study 4 to 5 hours/week for 12 weeks).
11	Charles Sturt University, Faculty of Education, Albury, Bathurst, Dubbo	Wyverne Smith	Bachelor of Education (Early Childhood and Primary)	EMA101 Communication through Arts: birth to early stages 1	Component of a generic arts subject.	(i) Actual: 1248 hours consisting only of lectures and tutorials. (ii) Notional: a forum is run online but not included in student-learning hours.	(i) Actual: 36 hours. (ii) Notional: not measured.	(i) Actual: 21 hours total of music (EMA101 and EMA301 totals combined, 13 weeks per subject. There may be more music because half hour tutorials in keyboard are held, totalling 6.5 hours/semester of keyboard). (ii) Notional: not measured.

	A	B	C	D	E	F	G	H
	Institution	Contact	Degree Program (Course)	Compulsory Music Subject	1. Is compulsory music education content taught as a discrete subject, or as a component of a generic arts / integrated arts subject, or within an integrated curriculum subject?	2a. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the course as a whole through (i) face-to-face teaching and/or (ii) online / media based teaching during the course?	2b. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the subject as a whole through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?	3. What is the total number of [(i) actual / (ii) notional] hours of student learning experience specifically in music provided through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?
1								
12	Charles Sturt University, Faculty of Education, Albury, Bathurst, Dubbo	Wyverne Smith	Bachelor of Education (Early Childhood and Primary)	EMA301 Creative Arts in the Primary School	Component of a generic arts subject.	(i) Actual: 1248 hours consisting only of lectures and tutorials. (ii) Notional: a forum is run online but not included in student-learning hours.	(i) Actual: 36 hours. (ii) Notional: not measured.	(i) Actual: 21 hours total of music (EMA101 and EMA301 totals combined, 13 weeks per subject. There may be more music because half hour tutorials in keyboard are held, totalling 6.5 hours/semester of keyboard). (ii) Notional: not measured.
13	Charles Sturt University, Faculty of Education, Canada	Lianne Tovey	Bachelor of Primary Education Studies	EMA450 The Arts in Education	Component of a generic arts subject.	Degree program total hours unknown.	(i) Actual: 36 hours. (ii) Notional: 40 to 60 hours (online tasks, practising, assignments for the entire Creative Arts subject).	(i) Actual: approximately 18 hours. (ii) Notional: 20 to 40 hours (online tasks, practising, assignments).
14	Charles Sturt University, Faculty of Education, Dubbo, Albury, Bathurst, Wagga Wagga	Christopher Klopper	Bachelor of Education (Primary)	EMA116 Creative Arts 1: Arts Experience	Component of a generic arts subject.	Degree program total hours unknown.	(i) Actual: 52 hours (ii) Notional: not measured.	(i) Actual: 25 hours total (8 weeks, where 6 weeks are devoted to music. Of this there are 12 hours structured time in music, further supported by 8 minimum hours of supervised tutorials in music. After these 8 weeks, there are only supervised tutorials for music performance, 1 hour a week). (ii) Notional: 8 hours (students are expected to use this time on guitar and keyboard lab, and their work filters into the final assessment).
15	Charles Sturt University, Faculty of Education, Dubbo, Albury, Bathurst, Wagga Wagga	Christopher Klopper	Bachelor of Education (Primary)	EMA303 Creative Arts 2: Content & Context of Creative Arts K-6	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 52 hours (ii) Notional: not measured.	(i) Actual: 25 hours total (8 weeks, where 6 weeks are devoted to music. Of this there are 12 hours structured time in music, further supported by 8 minimum hours of supervised tutorials in music. After these 8 weeks, there are only supervised tutorials for music performance, 1 hour a week). (ii) Notional: 8 hours (students are expected to use this time on guitar and keyboard lab, and their work filters into the final assessment).
16	Christian Heritage College, School of Education and Humanities	Sadie Praeger	Bachelor of Education (Primary/Early Years), (Primary/Middle Years); also Bachelor of Arts/Bachelor of Education (Primary/Early Years) (Primary/Middle Years)	No compulsory music.	No compulsory arts course. However students are advised of accreditation requirements, and advised to take arts as an elective. Music is taught as a part of arts.	Degree program total hours unknown.	No compulsory music.	No compulsory music.
17	Curtin University of Technology, Department of Education	Judith Dinham	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.
18	Deakin University, Faculty of Education	Dawn Joseph	Bachelor of Education (Primary)	ECA409 Teaching the Arts in Primary Schools	Discrete music component within the subject which covers music and visual arts.	Degree program total hours unknown.	(i) Actual: 36 hours (1 hour lecture, 2 hour workshop/tutorial over 12 weeks). (ii) Notional: 72 hours (6 hours/week including online and study time).	(i) Actual: 12 to 15 hours on music. (ii) Notional: 24 to 30 hours total for music. (4 to 5 weeks of the subject is spent on music).

	A	B	C	D	E	F	G	H
	Institution	Contact	Degree Program (Course)	Compulsory Music Subject	1. Is compulsory music education content taught as a discrete subject, or as a component of a generic arts / integrated arts subject, or within an integrated curriculum subject?	2a. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the course as a whole through (i) face-to-face teaching and/or (ii) online / media based teaching during the course?	2b. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the subject as a whole through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?	3. What is the total number of [(i) actual / (ii) notional] hours of student learning experience specifically in music provided through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?
1								
19	Edith Cowan University, School of Education	John Heyworth	Bachelor of Education (Kindergarten through Primary)	AED3105 The Arts as Learning 1	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 36 hours (ii) Notional: not measured.	(i) Actual: 12 hours (Music is 1/3 of the subject). (ii) Notional: not measured.
20	Edith Cowan University, School of Education	John Heyworth	Bachelor of Education (Primary)	MUE1010 Fundamental Elements of Music Education	Discrete in its own right.	Degree program total hours unknown.	(i) Actual: 36 hours (ii) Notional: not measured.	(i) Actual: 36 hours (ii) Notional: not measured.
21	Edith Cowan University, School of Education	John Heyworth	Bachelor of Education (Early Childhood Studies)	MUE2110 Arts Literacy through Music Education	Discrete in its own right.	Degree program total hours unknown.	(i) Actual: 36 hours (ii) Notional: not measured.	(i) Actual: 36 hours (ii) Notional: not measured.
22	Flinders University, School of Education	Barbara Nielsen	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.
23	Griffith University, Faculty of Education	Kay Hartwig	Bachelor of Education Primary	1015 EBL Music Education	Discrete subject in its own right.	Degree program total hours unknown. 4 year degree, worth 320 CP.	(i) Actual: 52 hours (13 weeks with 4 hours contact each week face to face). (ii) Notional: extra work is expected but not included in the total hours.	(i) Actual: 52 hours (13 weeks with 4 hours contact each week face to face). (ii) Notional: extra work is expected but not included in the total hours.
24	La Trobe University, Faculty of Education, Bendigo	Peter Butler	Bachelor of Education	EDU2TAA Teaching Arts: Music, Dance, Drama	Component of an integrated arts subject	Degree program total hours unknown. 4 year degree, with 4 subjects per semester.	(i) Actual: 30 hours total. (ii) Notional: not measured. Online resources are available but hours are counted.	(i) Actual: 11.5 hours total (Music accounts for 1.5 hours/week for 10 weeks). (ii) Notional: not measured. Online resources are available but hours are counted.
25	Macquarie University, Australian Centre for Educational Studies	Jan McLachlan	Bachelor of Education (Primary) and Diploma of Education (concurrent)	TEP290 Curriculum and Teaching in the Primary School I	Component of a curriculum subject - only 1 music lecture and workshop per subject	Degree program total hours unknown.	(i) Actual: 52 hours (4 hours/week for 13 weeks) (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).	(i) Actual: 2 hours (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).
26	Macquarie University, Australian Centre for Educational Studies	Jan McLachlan	Bachelor of Education (Primary) and Diploma of Education (concurrent)	TEP291 Curriculum and Teaching in the Primary School II	Component of a curriculum subject - only 1 music lecture and workshop per subject	Degree program total hours unknown.	(i) Actual: 52 hours (4 hours/week for 13 weeks) (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).	(i) Actual: 2 hours (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).
27	Macquarie University, Australian Centre for Educational Studies	Jan McLachlan	Bachelor of Education (Primary) and Diploma of Education (concurrent)	TEP494 Curriculum and Teaching in the Primary School III	Component of a curriculum subject - only 1 music lecture and workshop per subject	Degree program total hours unknown.	(i) Actual: 52 hours (4 hours/week for 13 weeks) (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).	(i) Actual: 2 hours (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).

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	Institution	Contact	Degree Program (Course)	Compulsory Music Subject	1. Is compulsory music education content taught as a discrete subject, or as a component of a generic arts / integrated arts subject, or within an integrated curriculum subject?	2a. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the course as a whole through (i) face-to-face teaching and/or (ii) online / media based teaching during the course?	2b. What is the total number of [(i) actual / (ii) notional] hours of student learning experience provided during the subject as a whole through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?	3. What is the total number of [(i) actual / (ii) notional] hours of student learning experience specifically in music provided through (i) face-to-face teaching and/or (ii) online / media-based teaching during the subject?
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28	Macquarie University, Australian Centre for Educational Studies	Jan McLachlan	Bachelor of Education (Primary) and Diploma of Education (concurrent)	TEP495 Curriculum and Teaching in the Primary School IV	Component of a curriculum subject - only 1 music lecture and workshop per subject	Degree program total hours unknown.	(i) Actual: 52 hours (4 hours/week for 13 weeks) (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).	(i) Actual: 2 hours (ii) Notional: not measured (but includes practicum time and some will teach music as part of this, 2 weeks per year).
29	Monash University, Faculty of Education	Peter De Vries	Bachelor of Education (Primary)	EDF1124 Music Fundamentals	Discrete subject in its own right.	Degree program total hours unknown.	(i) Actual: 20 hours total (2 hours face to face for 10 weeks). (ii) Notional: not measured.	(i) Actual: 20 hours total (2 hours face to face for 10 weeks). (ii) Notional: not measured.
30	Monash University, Faculty of Education	Peter De Vries	Bachelor of Early Childhood Studies	EDF1324 ECE:Creative Arts	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 20 hours total (10 weeks 2 hours). (ii) Notional: 156 hours total (flexible according to lecturer and includes online and assessment preparation).	(i) Actual: 5 hours (the subject is visual arts and music dominant but incorporates other areas also - 25% on music if needed to quantify. The subject is team taught and an immersive process). (ii) Notional: not measured.
31	Monash University, Faculty of Education	Peter De Vries	Bachelor of Early Childhood Education	EDF1324 ECE:Creative Arts	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 20 hours total (10 weeks 2 hours). (ii) Notional: 156 hours total (flexible according to lecturer and includes online and assessment preparation).	(i) Actual: 5 hours (the subject is visual arts and music dominant but incorporates other areas also - 25% on music if needed to quantify. The subject is team taught and an immersive process). (ii) Notional: not measured.
32	Monash University, Faculty of Education	Peter De Vries	Bachelor of Education (Primary) 2 years for double degrees; Bachelor of Education (Primary) 4 years; Bachelor of Early Childhood Education 4 years	EDF3303 Integrating the Curriculum 1: Creative Exchange	Integrating the curriculum - integrated arts	Degree program total hours unknown.	(i) Actual: 30 hours total (3 hours over 10 weeks). (ii) Notional: 156 hours total (flexible according to lecturer and includes online and assessment preparation).	(i) Actual: difficult to divide up as there are 7 discipline areas that are integrated in this subject (possibly 4.28 hours based on 30 hours divided up by 7 disciplines). (ii) Notional: not measured.
33	Monash University, Faculty of Education	Peter De Vries	Graduate Diploma in Education	EDF3303 Integrating the Curriculum 1: Creative Exchange	Integrating the curriculum - integrated arts	Degree program total hours unknown.	(i) Actual: 30 hours total (3 hours over 10 weeks). (ii) Notional: 156 hours total (flexible according to lecturer and includes online and assessment preparation).	(i) Actual: difficult to divide up as there are 7 discipline areas that are integrated in this subject (possibly 4.28 hours based on 30 hours divided up by 7 disciplines). (ii) Notional: not measured.
34	Queensland University of Technology, Faculty of Education	Rhonda Davidson-Irwin/Ian Hutson	Unable to make contact. Spoke with Ian Hutson but was unable to provide survey information.	Unable to make contact.	Unable to make contact.	Unable to make contact.	Unable to make contact.	Unable to make contact.
35	RMIT University, School of Education	Maree MacMillan	Bachelor of Education	TCHE2312/TCHE2115 Performing Arts	Component of a generic arts subject.	Degree program total hours unknown.	(i) Actual: 30 hours total mainly face to face. (ii) Notional: 90 hours (research, rehearsal, planning).	(i) Actual: 10 hours total mainly face to face. (ii) Notional: 30 hours (research, rehearsal, planning).
36	Southern Cross University, School of Education	Lyndell Heyning/Marilyn Chaseling	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.
37	Tabor Adelaide	Tanya Davies	Bachelor of Education Primary	ED5201 Combined Arts	Component of integrated arts subject, taught discretely also as part of the subject.	Degree program total hours unknown.	(i) Actual: 35 hours face to face. (ii) Notional: not measured.	(i) Actual: 5 hours (but also integrated, so music is sometimes referred to. No more than 12 hours total). (ii) Notional: not measured.

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38	University of Ballarat, School of Education	Julie Heron	Bachelor of Education	EDBED2004 Approaches to Teaching in the Arts Other course tutorial/lecture model	Component of integrated arts subject.	Degree program total hours unknown. 4 year degree.	(i) Actual: 36 hours total (12 week session, 3 hours/week). (ii) Notional: not measured.	(i) Actual: 9 to 11.88 hours (1/3 to 1/4 is music, looks at all arts areas together). (ii) Notional: not measured.
39	University of Ballarat, School of Education	Julie Heron	Graduate Diploma in Education	EDGDP6006: Approaches to Teaching in the Arts	Component of integrated arts subject.	Degree program total hours unknown. 1 year for the program.	(i) Actual: 36 hours total (12 week session, 3 hours/week). (ii) Notional: not measured.	(i) Actual: 9 to 11.88 hours (1/3 to 1/4 is music, looks at all arts areas together). (ii) Notional: not measured.
40	University of Canberra, School of Teacher Education	Anita Collins	Bachelor of Early Childhood, Primary, Middle School, Graduate, Entry to Primary Course	6576 Arts Education 1	Music taught as a discrete subject within the course. Seminar based on arts learning in general - integrate into arts, curriculum	Degree program total hours unknown.	(i) Actual: 40 hours total. (ii) Notional: not measured.	(i) Actual: 15 direct contact hours total. (ii) Notional: not counted.
41	University of Canberra, School of Teacher Education	Anita Collins	Bachelor of Early Childhood, Primary, Middle School, Graduate, Entry to Primary Course	6890 Arts Education 2	Music taught as a discrete subject within the course. Seminar based on arts learning in general - integrate into arts, curriculum	Degree program total hours unknown.	(i) Actual: 30 hours total. (ii) Notional: 10 hours online (set questions are given every week for students to respond to including 300 words, referenced, stimulus material also provided).	(i) Actual: 15 direct contact hours total. (ii) Notional: not counted but opportunities to participate online are provided.
42	University of Melbourne, Faculty of Education, Parkwell	Neryl Jeanneret	Master of Teaching (Primary)	460508 Primary Arts Education	Music is taught as a discrete component but also integrated with curriculum components.	Degree program total hours unknown.	(i) Actual: 36 hours total face to face. (ii) Notional: hours not measured but required.	(i) Actual: 12 hours total face to face. (ii) Notional: hours not counted but required.
43	University of New England, School of Education	Myung Sook Auh	Bachelor of Education (Primary)	EDA224 Creative Arts Curriculum Studies II	Music is taught as a discrete subject but integration with the arts is occasional.	Degree program total hours unknown.	(i) Actual: 65 hours total (1 hour lecture/week, 4 hours tutorial/week for 13 weeks). (ii) Notional: not measured.	(i) Actual: 26 to 32.5 hours (2 hours tutorial/week on music for 13 weeks. Lectures include music and are based on curriculum, difficult to measure. However this subject is for music and dance). (ii) Notional: not measured.

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1								
44	University of Newcastle, School of Education, Callaghan	Sue Lane	Bachelor of Teaching/Bachelor of Arts	AART1010 Foundations in Creative Arts.	Music is a discrete component taught separately (as are all the arts components in this subject).	Degree program total hours unknown.	(i) Actual: 36 hours total (12 weeks - 2 hours tutorials and 1 hour lecture each week) (ii) Notional: not measured.	(i) Actual: 9 hours total on music (25% of 36 hours). (ii) Notional: not measured.
45	University of Newcastle, School of Education, Callaghan	Sue Lane	Bachelor of Teaching/Bachelor of Arts	EDUC4112 Teaching and Learning in Creative Arts	Component of a generic arts subject.	Degree program total hours unknown.	(i) Actual: 52 hours total (13 weeks 4 hours/week). (ii) Notional: not measured.	(i) Actual: 26 hours total. (ii) Notional: not measured.
46	University of Newcastle, School of Education, Callaghan	Sue Lane	Master of Teaching (Primary) (ex-Graduate Diploma of Education)	EDUC6745: K-6 Creative Arts	Music is a discrete component taught separately (as are all the arts components in this subject).	Degree program total hours unknown.	(i) Actual: 60 hours total (5/hours week for 12 weeks). (ii) Notional: not measured.	(i) Actual: 15 hours total (ii) Notional: not measured.
47	University of Newcastle, School of Education, Ourimbah	Sue Lane	Bachelor of Teaching/Bachelor of Arts	ARTC2200 Foundations in Art Making	Music is a discrete component taught separately (as are all the arts components in this subject).	Degree program total hours unknown.	(i) Actual: 36 hours total (12 weeks - 2 hours tute and 1 hour lecture each week). (ii) Notional: not measured.	(i) Actual: 9 hours total on music (25% of 36 hours). (ii) Notional: not measured.

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1								
48	University of Newcastle, School of Education, Ourimbah	Sue Lane	Bachelor of Teaching/Bachelor of Arts	EDFT4200 Creative Arts K-6 Curriculum	Music is a discrete component taught separately (as are all the arts components in this subject). There is also a curriculum component to this subject.	Degree program total hours unknown.	(i) Actual: 65 hours total (5 hours/week for 13 weeks). (ii) Notional: not measured.	(i) Actual: 16.25 hours total (ii) Notional: not measured.
49	University of Notre Dame, School of Education Broome	Rebekah Wilson	Bachelor of Education (Kindergarten to Primary)	ED3922 The Arts	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 27 hours (3 hours/week for 9 weeks). (ii) Notional: hours not measured.	(i) Actual: 5 hours. (ii) Notional: hours not measured.
50	University of Notre Dame, School of Education Fremantle	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer
51	University of Notre Dame, School of Education Sydney	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer
52	University of Queensland, School of Education	Suzanne Garvis	Bachelor of Education (Primary); Bachelor of Education (Middle Years of Schooling)	EDUC1704 Education and Creativity	Component of a generic arts subject.	Degree program total hours unknown.	(i) Actual: 39 hours total. (ii) Notional: 5 hours total (performance/events attendance) but online hours not measured.	(i) Actual: 7.8 hours (music is 1/5 of the subject). (ii) Notional: 5 hours measured, the remainder is not measured.
53	University of Queensland, School of Education	Suzanne Garvis	Bachelor of Education (Primary); Bachelor of Education (Middle Years of Schooling)	EDUC3703 Teaching Arts in the 21st Century	Component of a generic arts subject.	Degree program total hours unknown.	(i) Actual: 39 hours total. (ii) Notional: 5 hours total (performance/events attendance) but online hours not measured.	(i) Actual: 7.8 hours (music is 1/5 of the subject). (ii) Notional: 5 hours measured, the remainder is not measured.
54	University of South Australia	Gwen Phillips	Bachelor of Education (Primary and Middle) - Graduate Entry	EDUC1072 Arts Education: Introduction for Primary and Middle Years Schooling	Integrated curriculum subject.	Degree program total hours unknown.	(i) Actual: 28 hours (4 hours/week over 7 weeks) face to face. (ii) Notional: 28 hours (For each 2hrs of contact, students are required to assign 2 hours of study, research, readings, preparation and writing of assignments).	(i) Actual: 10 hours total on music. (ii) Notional: 10 hours total (for each 2hrs of contact, students are required to assign 2 hours of study, research, readings, preparation and writing of assignments).
55	University of South Australia	Gwen Phillips	Bachelor of Education (Junior Primary and Primary)	EDUC2008 The Arts Curriculum	Integrated curriculum subject.	Degree program total hours unknown.	(i) Actual: 52 hours total face to face contact (4 hours/week for 13 weeks) (ii) Notional: 52 hours (For each 2hrs of contact, students are required to assign 2 hours of study, research, readings, preparation and writing of assignments).	(i) Actual: 18 hours total on music. (ii) Notional: 18 hours total (for each 2hrs of contact, students are required to assign 2 hours of study, research, readings, preparation and writing of assignments).
56	University of Southern Queensland, Faculty of Education, Fraser Coast	Janice Jones	Bachelor of Education (Primary) and (Early Years)	EDX1250 The Arts Curriculum and Pedagogy	Component of a generic arts/integrated subject where music is also taught discretely.	Degree program total hours unknown.	(i) Actual: between 31 and 70 hours (13 weeks of 2 hour workshops and 1 hour tutorials and 31 hours online) NB Not all students attend sessions and some use web materials only. (ii) Notional: 70 hours.	(i) Actual: between 12 and 15 hours (13 weeks of 2 hour integrated arts tutorials, 1 hour specifically on music, and 4 to 7 hours online). (ii) Notional: 17 hours.

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1								
57	University of Southern Queensland, Faculty of Education, Online	Janice Jones	Bachelor of Education (Primary) and (Early Years)	EDX1250 The Arts Curriculum and Pedagogy	Component of a generic arts/integrated subject.	Degree program total hours unknown.	(i) Actual: 70 hours (with module activities and discussion forums/chat sessions). (ii) Notional: 70 hours.	(i) Actual: 17 hours (with module activities and discussion forum focused on music and technical aspects of recording/playing music). (ii) Notional: 17 hours
58	University of Southern Queensland, Faculty of Education, Springfield	Janice Jones	Bachelor of Education (Primary) and (Early Years)	EDX1250 The Arts Curriculum and Pedagogy	Component of a generic arts/integrated subject where music is also taught discretely.	Degree program total hours unknown.	(i) Actual: between 31 and 70 hours (13 weeks of 2 hour workshops and 1 hour tutorials and 31 hours online) NB Not all students attend sessions and some use web materials only. (ii) Notional: 70 hours.	(i) Actual: between 12 and 15 hours (4 weeks of 2 hour tutorials and 4 to 7 hours online). (ii) Notional: 17 hours.
59	University of Southern Queensland, Faculty of Education, Toowoomba	Janice Jones	Bachelor of Education (Primary) and (Early Years)	EDX1250 The Arts Curriculum and Pedagogy	Component of a generic arts/integrated subject where music is also taught discretely.	Degree program total hours unknown.	(i) Actual: between 31 and 70 hours (13 weeks of 3 hour tutorials and 31 hours in online forums and chats).	(i) Actual: between 17 and 20 hours (13 weeks of 1 hour tutorials and 4 to 7 hours online). (ii) Notional: 17 hours.
60	University of Sydney, Faculty of Education and Social Work	Nancy Cincotta	Bachelor of Education (Primary)	EDUP1001 Creative Arts 1.	Component of a generic arts subject.	(i) Actual: 1152 hours total. (ii) Notional: not measured.	(i) Actual: 36 hours total (6 CP = 36 hours). (ii) Notional: not measured.	(i) Actual: 9 hours total on music (25% of 36 hours). (ii) Notional: not measured.
61	University of Sydney, Faculty of Education and Social Work	Nancy Cincotta	Bachelor of Education (Primary)	EDUP3008 Creative Arts 2.	Component of a generic arts subject.	(i) Actual: 1152 hours total. (ii) Notional: not measured.	(i) Actual: 24 hours total. (ii) Notional: not measured.	(i) Actual: 6 hours total for music (25%). (ii) Notional: not measured.
62	University of Tasmania, Faculty of Education	Bill Baker	Bachelor of Education	EPC251 Curriculum Studies 2B (Music, Health and PE)	Component of a generic arts subject.	(i) Actual: 1664 hours (52 hours x 8 units per year over 4 years). (ii) Notional: not measured.	(i) Actual: 78 hours total. (ii) Notional: not measured.	(i) Actual: 26 hours total for music. (ii) Notional: not measured.
63	University of Tasmania, Faculty of Education	Bill Baker	Bachelor of Teaching	ESA194 Curriculum and Method Studies: K-6 1A Arts Module	Component of a generic arts subject.	(i) Actual: 832 hours (52 hours x 8 units per year over 2 years). (ii) Notional: not measured.	(i) Actual: 104 hours total (ii) Notional: not measured.	(i) Actual: 12 hours total. (ii) Notional: not measured.
64	University of Technology, Sydney, Faculty of Education, Kuringai	Robyn Staveley	Bachelor of Education in Primary Education	26210 Music, Movement and Dance	Component of an integrated arts subject	Degree program total hours unknown.	(i) Actual: 30 hours face to face. (ii) Notional: extra 3 hours required for an assessment task. Remainder notional hours are not measured.	(i) Actual: 18 hours total for music (15 hours face to face plus 3 hour assessment task).
65	University of Western Australia, Graduate School of Education	Sandra Heldsinger	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.

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1								
66	University of Western Sydney, School of Education	Dierdre Russell-Bowie	Masters of Teaching (Primary)	101293 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology	Component of generic arts/integrated arts subject and also integrated with literacy	Degree program total hours unknown.	(i) Actual: 24 hours face to face. (ii) Notional: 106 hours (readings, 6 weekly online quizzes, Creative Arts program, 7 reflective Creative Arts e-journals, preparation for Creative Arts presentations. The university requires students to spend at least 10 hours per week per semester on working on each unit = 130 hours).	(i) Actual: 10 hours (2 hour lecture, 2 hour tutorial on music as a discrete subject; 4 hours lectures and 2 hours tutorials on music integrated across the arts). (ii) Notional: 37 hours total (readings and online quiz 1 hour; Creative Arts integrated program 15 hours; reflective music e-journal 1 hour; Creative Arts Presentation 20 hours actively engaged in making music to develop personal musical skills).
67	University of Wollongong, Faculty of Education	Stephen Capaldo	Bachelor of Primary Education	EDKA202 Creative Arts - Visual Arts and Music	Integrated arts subject but music is taught discretely within the subject, with some inclusion of visual arts with music.	Degree program total hours unknown.	(i) Actual: 39 hours total face to face. (ii) Notional: 26 hours total for homework.	(i) Actual: 18 hours total (3 hours/week for first 6 weeks on music) (ii) Notional: not measured.
68	Victoria University	John McCartin	Bachelor of Education (Early Childhood/Primary)	AEB1262 Music, Movement and Dramatic Arts	Discrete component of generic arts subject.	Degree program total hours unknown.	(i) Actual: 36 hours face to face. (ii) Notional: 8 to 10 hours total for online study.	(i) Actual: 18 hours. (ii) Notional: 4 to 5 hours for online study.

	A	I	J	K	L	M	N
	Institution	4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?	5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience: -Singing % -Listening % -Moving % -Playing Orff-type instruments % -Playing recorder % -Creating % -Other %	6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches: -Kodaly approach % -Orff approach % -Dalcroze approach % -Eclectic (K/O/D) approach % -Creative music approach (eg Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) % -Technology-based approach % -Other %	7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres: -Western art (so-called "Classical") music % -Avant-garde music % -Contemporary popular (Western) music % -Indigenous Australian music % -Other non-western musics % -Other %	8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.) -Textbook(s) -Computer software program(s)	Comments
1							
2	Australian Catholic University, Faculty of Education, Brisbane	1.0417%	Singing 20%; Listening 20%; Moving 10%; Playing Orff instruments 20%; Playing recorder 0%; Creating 20%; Music literacy 5%; Reading literature 5%	Kodaly approach 20%; Eclectic approach 60%; Creative music approach 20%. All other approaches 0%.	Western art music 40%; Contemporary popular music 30%; Indigenous Australian music 10%; Other non-western music 10%; Folk music 10%	Software: Sibelius. Curriculum: Queensland Syllabus.	N/A
3	Australian Catholic University, Faculty of Education, Canberra	1.0417%	Singing 25%; Listening 25%; Moving 12.5%; Playing Orff-type instruments 12.5%; Playing recorder 0%; Creating 25%; Other 0%	Eclectic approach 75%; Creative music approach 25%. All other approaches 0%.	Western art music 20%; Other non-western music 5%; Nursery rhymes, songs and singing games 75%	Textbooks: Russell-Bowie, D. <u>MADD about the Arts</u> , (2006); <u>Sing!</u> ABC Books; Recordings of children's songs and movement activities. Websites: for collecting songs.	The subject aims to cover content, promote music confidence, basic skills are superficial in the limited time. Previously, a music course was offered (EDMU) that was 2 x 1 hour lectures in music, plus 1 hour of workshops in music per week. This was cut in 2008. Students come to the subject with varying musical competencies: 10% to 20% have a musical background, but no one past AMEB grade 6 or 7 and no music specialists. There also used to be a separate Early Childhood unit in the arts but now EDAR208 combines primary teaching and early childhood teaching students. Therefore different material and foci need to be promoted. Also the Early Childhood students study this in first year, whereas the Primary students study this in third year, so the competencies of the students themselves are different.
4	Australian Catholic University, Faculty of Education, Melbourne	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	N/A
5	Australian Catholic University, Faculty of Education, Sydney	0.7813%	Singing 20%; Listening 20%; Moving 20%; Playing Orff instruments 20%; Playing recorder 0%; Creating 20%. Very little music literacy and music technology. This is a highly integrated subject and the percentages are difficult to assign.	Kodaly approach 10% Orff approach 60%; Dalcroze approach 10%; Eclectic (K/O/D) approach 10%; Creative music approach 10%; Technology-based approach 0% Other 0%	Western art music 20%; Contemporary popular music 20%; Indigenous Australian music 20%; Other non-western music 20%; Folk music/childrens nursery rhymes 20%	Textbooks: Chapter from Askew, G. <u>Music, Education in Primary Schools</u> , (1993); NSW DET <u>Vocalise</u> ; Davis, Splitter, <u>Boomerang Jam</u> ; Davis, Splitter, <u>Razzamajazz</u> (1996). Software: Sibelius Star Class, Greasy Music. Websites: <u>Classics4Kids</u> , <u>MADD about the Arts</u> , classroom websites. Curriculum: Creative Arts Syllabus NSW.	There are Creative Arts/ Music electives offered twice in the degree and 50% of students take this up.
6	Avondale College, Faculty of Education	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	N/A
7	Batchelor Institute of Indigenous Tertiary Education	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	N/A
8	Central Queensland University, School of Education and Innovation	0.625% (subject worth 6 CP, degree worth 192 CP, music is one-fifth of subject)	Other: Music syllabus, teaching, key forms, elements 100%	Kodaly approach 100%	Folk music and childrens songs 100%	Textbooks: Russell-Bowie, D. <u>MADD about the Arts</u> , (2006)	Music electives used to be available but owing to low student numbers, these have been dropped. In this current arts subject, students have the opportunity to focus on music in an assessment task and those who usually choose music have a music background (eg instrumental music).
9	Charles Darwin University, School of Music, Online	3.9062% (ETL217 and MUS240 combined)	Singing, instruments, recorder 25%; Moving 25% Creating 17.5% Listening 17.5%; History 5% Music Literacy 5% Technology 5%	Graphic notation 25%; Orff 25%; Lecturer's 50%	Contemporary pop music 25% Classical 25% Indigenous Australian music 25% Childrens songs and folk music 25%	Upbeat! ABC publications including those by Noni Hazelhurst, <u>Classic Kids</u> , <u>Sing!</u> UBI/Soft: <u>Adventures in Music: the Recorder</u> . YouTube recorder lessons. Software: Ubi soft. Own resources for CDs musicals.	25% of students attend class face to face and 75% of students attend "online". Next year the course will be run intensively rather than online as online tends to lose students along the way. There are no electives in the Primary program anymore. Many students see the arts as a soft option but in a positive way - the arts are enjoyable, and meaningful and students recognise this. Unfortunately literacy and numeracy are taking over the degree program but this is because there are more lecturers in these fields and only one music lecturer (smaller voice). A great deal of skill is required for lecturers to teach four arts areas, not just one.
10	Charles Darwin University, School of Music, Online	3.9062% (ETL217 and MUS240 combined)	Singing 0%; Listening 20%; Playing instruments (homemade, percussion, soundmaking) 10%; Creating 20%; Readings and online content 50%	Kodaly approach 20%; Orff approach 20%; Dalcroze 20%; Creative music approach including graphic notation and Schafer 10%. NB this does not add up to 100% but these were the figures provided.	Western art music 31%; Contemporary popular music 31%; Indigenous Australian music 31%; Non-western music 5%	No set text, too expensive. Websites: Music Theory.net, Links Project DEET. Curriculum: NT Curriculum Framework.	The course is online and covers the following areas: 1. Music Education (background, methods, reflections on value); 2. Music knowledge (own abilities, confidence, children's musical development, practical application); 3. How to integrate music into general arts, performance perspectives and authentic assessment strategy.
11	Charles Sturt University, Faculty of Education, Albury, Bathurst, Dubbo	1.56% of the total degree consists of music for EMA101 and EMA301 combined.	Singing 10%; Listening 10%; Moving 10%; Playing Recorder 0%; Creating 0%; Keyboard (sometimes with percussion instruments, ukelele, and including music literacy) 70%	Kodaly 5%; Eclectic approach 25%; Bastien piano method 70%.	Western art music 30%; Indigenous Australian music 10%; Multicultural music 30%; Folk music/songs and Bastien songs 30%	Textbooks: Bastien, J. <u>Older Beginner Piano Course</u> ; <u>Merrily Merrily</u> . Nursing Mothers Association.; Hoermann, Bridges. <u>Catch a Song</u> ; <u>Sing!</u> ABC Books. (2006); Davis, Splitter, <u>Razzamajazz</u> , (1996); ABC <u>Classics for Kids</u>	It was noted by Wyverne Smith that it's a battle to keep this music subject in the course. The course was written broadly so that each campus can adapt it based on their resources and lecturers. Now three campuses have combined for the one degree.

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1	Institution	4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?	5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience: -Singing % -Listening % -Moving % -Playing Orff-type instruments % -Playing recorder % -Creating % -Other %	6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches: -Kodaly approach % -Orff approach % -Dalcroze approach % -Eclectic (K/O/D) approach % -Creative music approach (eg Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) % -Technology-based approach % -Other %	7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres: -Western art (so-called "Classical") music % -Avant-garde music % -Contemporary popular (Western) music % -Indigenous Australian music % -Other non-western musics % -Other %	8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.) -Textbook(s) -Computer software program(s)	Comments
12	Charles Sturt University, Faculty of Education, Albury, Bathurst, Dubbo	1.56% of the total degree consists of music for EMA101 and EMA301 combined.	Singing 10%; Listening 10%; Moving 10%; Playing Recorder 0%; Creating 0%; Keyboard (sometimes with percussion instruments, ukelele, and including music literacy) 70%	Kodaly 5%; Eclectic approach 25%; Bastien piano method 70%.	Western art music 30%; Indigenous Australian music 10%; Multicultural music 30%; Folk music/songs and Bastien songs 30%	Textbooks: Bastien, J. <i>Older Beginner Piano Course</i> ; Merrily Merrily, Nursing Mothers Association.; Hoermann, Bridges. <i>Catch a Song</i> ; Sing! ABC Books. (2006); Davis, Splitter. <i>Razzamaajazz</i> (1996); ABC <i>Classics for Kids</i>	It was noted by Wyverne Smith that it's a battle to keep this music subject in the course. The course was written broadly so that each campus can adapt it based on their resources and lecturers. Now three campuses have combined for the one degree.
13	Charles Sturt University, Faculty of Education, Canada	1.5625% total on music.	Singing = 5%; Listening = 10%; Moving = 10%; Playing Orff-type instruments = 10%; Playing recorder = 20%; Creating = 20%; Other: Creating lessons to teach music = 10%; Other: Teaching music to teacher candidates and students = 15%	Eclectic (K/O/D) approach 40%; Creative music approach = 40%; Technology-based approach = 20%	Western art music 20%; Avant-garde music 10%; Contemporary popular music 40%; Indigenous Australian music 5%; Other non-western music 15%; Indigenous Canadian music 10%	Textbooks: Cornett, Smithrim. <i>The arts as meaning makers: integrating literature and the arts throughout the curriculum</i> . Canadian Ed. (2000); Edwards, L. <i>The Creative Arts: A Process Approach for Teachers and Children</i> . (2009); Russell-Bowie, D. <i>MADD about the Arts</i> . (2006)	N/A
14	Charles Sturt University, Faculty of Education, Dubbo, Albury, Bathurst, Wagga Wagga	2.34% total music in EMA116 and EMA303 combined (each of these subjects is worth 8CP and music is 37.5% of each of these subjects. The degrees are worth 256CP).	Singing 30%; Listening, Moving, Creating part of singing activities; Playing Orff instruments 20%; Playing recorder 0%; Playing keyboard/guitar 50% (including music literacy, conceptual foundation knowledge).	Orff approach 40%; Eclectic approach 40%; Creative approach 10%; Technology 10%.	Western art music 20%; Contemporary popular music 30% (the students bring in songs); Non-western music 30% (African); Indigenous Australian music 10%; Folk music 10%	Textbooks: Russell-Bowie, D. <i>MADD about the Arts</i> . (2006); Cornett, C. <i>Creating Meaning through Literature and the Arts</i> . (2006); Sinclair, Jeanneret, O'Toole (eds.) <i>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</i> . (2008); Edwards, L. <i>The Creative Arts: A Process Approach for Teachers and Children</i> . (2009); Wright, S (ed.). <i>Children, Meaning-Making and the Arts</i> . (2003). Software: Sibelius 5; Garage Band. Websites: MADD about the Arts and various online sources.	Music and visual arts receive more time in the subject than dance and drama because of the requirements in the NSW Education Act 1991, that music and visual arts receive extra focus. The university campuses are spread out across NSW and approaches to instrument practical teaching differs because of inequity of resources. Not all students receive the same music education. An elective music subject is offered and 20% of students enrol in this.
15	Charles Sturt University, Faculty of Education, Dubbo, Albury, Bathurst, Wagga Wagga	2.34% total music in EMA116 and EMA303 combined (each of these subjects is worth 8CP and music is 37.5% of each of these subjects. The degrees are worth 256CP).	Singing 30%; Listening, Moving, Creating part of singing activities; Playing Orff instruments 20%; Playing recorder 0%; Playing keyboard/guitar 50% (including music literacy, conceptual foundation knowledge).	Orff approach 40%; Eclectic approach 40%; Creative approach 10%; Technology 10%.	Western art music 20%; Contemporary popular music 30% (the students bring in songs); Non-western music 30% (African); Indigenous Australian music 10%; Folk music 10%	Textbooks: Russell-Bowie, D. <i>MADD about the Arts</i> . (2006); Cornett, C. <i>Creating Meaning through Literature and the Arts</i> . (2006); Sinclair, Jeanneret, O'Toole (eds.) <i>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</i> . (2008); Edwards, L. <i>The Creative Arts: A Process Approach for Teachers and Children</i> . (2009); Wright, S (ed.). <i>Children, Meaning-Making and the Arts</i> . (2003). Software: Sibelius 5; Garage Band. Websites: MADD about the Arts and various online sources.	Music and visual arts receive more time in the subject than dance and drama because of the requirements in the NSW Education Act 1991, that music and visual arts receive extra focus. The university campuses are spread out across NSW and approaches to instrument practical teaching differs because of inequity of resources. Not all students receive the same music education. An elective music subject is offered and 20% of students enrol in this.
16	Christian Heritage College, School of Education and Humanities	0.0000%	No compulsory music.	No compulsory music.	No compulsory music.	No compulsory music.	N/A
17	Curtin University of Technology, Department of Education	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	N/A
18	Deakin University, Faculty of Education	1.04166% to 1.30208%	All activities covered in all lectures, difficult to divide up. Use African music, Orff instruments, compulsory recorder, creative, composition part of assessment (soundscape is 10% of assessment).	Eclectic approach and Creative music approach including graphic notation, Paynter/Self/Schafer 90%; Technology 10%	Avant-garde music 33%; Folk songs/ABC song book 33%; African songs 33%	Textbooks: Mead, J. <i>Cool Cats: the red hot recorder course</i> . Book 1. Software: CD Rom by Robin Stevens. Websites: Online various readings.	N/A

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1							
	Edith Cowan University, School of Education	1.0417%	Singing 10%; Listening 10%; Moving 20%; Playing Orff-type instruments 30%; Playing recorder 5%; Creating 15%; Guitar 10%	Eclectic approach 33%; Creative music approach 33%; Technology-based approach 33%	Contemporary popular music including rap 50%; Folk music and Indigenous music combined 50%	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008); Noonan, S. <u>Hands On Music Outcomes</u> . (2005). Software: Acid Studio 7; Flexi Music Composer; Jammtrax F; Sibelius Star Class; Qbass; Protocols. Websites: Musica Viva; NY Philadelphian Orchestra. Curriculum: WA Curriculum Framework.	N/A
19							
	Edith Cowan University, School of Education	3.1250%	Singing 10%; Listening 10%; Moving 20%; Playing Orff-type instruments 30%; Playing recorder 5%; Creating 15%; Guitar 10%	Eclectic approach 33%; Creative music approach 33%; Technology-based approach 33%	Western music 10%; Avant-garde music 10%; Contemporary popular music 10%; Indigenous Australian music 10% Other non-western music 10%; Folk music, jazz, rap, soundscapes 50%	Textbooks: Noonan, S. <u>Hands On Music Outcomes</u> . (2005); Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008); True, Fullerton. <u>Music in Primary Schools</u> . (2008). Curriculum: WA Curriculum Framework.	Not music specialist. Trying to work within system to create pathways for music specialists. Some secondary music teachers take up these courses in case they become primary teachers.
20							
	Edith Cowan University, School of Education	3.1250%	Singing 20%; Listening 10%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 5%; Creating 15%; Guitar 10%	Eclectic approach 33%; Creative music approach 33%; Technology-based approach 33%	Western music 10%; Avant-garde music 10%; Contemporary popular music 10%; Indigenous Australian music 10% Other non-western music 10%; Folk music, jazz, rap, soundscapes 50%	Textbooks: Noonan, S. <u>Hands On Music Outcomes</u> . (2005); Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008); True, Fullerton. <u>Music in Primary Schools</u> . (2008). Curriculum: WA Curriculum Framework.	N/A
21							
	Edith Cowan University, School of Education	3.1250%	Singing 20%; Listening 10%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 5%; Creating 15%; Guitar 10%	Eclectic approach 33%; Creative music approach 33%; Technology-based approach 33%	Western music 10%; Avant-garde music 10%; Contemporary popular music 10%; Indigenous Australian music 10% Other non-western music 10%; Folk music, jazz, rap, soundscapes 50%	Textbooks: Noonan, S. <u>Hands On Music Outcomes</u> . (2005); Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008); True, Fullerton. <u>Music in Primary Schools</u> . (2008). Curriculum: WA Curriculum Framework.	N/A
22							
	Flinders University, School of Education	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	N/A
23							
	Griffith University, Faculty of Education	3.1250%	50% lecture - music theory and lecture style presentation of music methodologies and music education issues. Music literacy 50% consists of singing, listening, moving, playing instruments, recorder, creating, music literacy. Online content is also covered.	Kodaly approach 35%; Orff 20%; Dalcroze 15%; Graphic notation 15%; Technology-based approach 15%	Western art music and avant-garde music 20%; Contemporary popular music 20%; Indigenous Australian music 15%; Non-western music 15%; Folk music, traditional songs 30%	Textbooks: <u>Springboards</u> . CD-Rom; Language of Music. Book 1. Curriculum: Music Syllabus, Queensland. Software: Alfreds Theory; Auralia; Sibelius. Websites: Various. Other: Yamaha Descant Recorder.	The subject is structured chronologically so that week one students start as if they were Prep and Year 1 students. Students learn how to team-teach, teach songs to each other. Musica Viva also come in and run a primary school music education concert. The value of music for primary school students is reinforced throughout the subject. A music elective is offered and 15 to 20 students out of 350 take this up.
24							
	La Trobe University, Faculty of Education, Bendigo	1.1979% (The degree is worth 480 CP, the subject is worth 15 CP, and music counts for 38.33% of the subject).	All of the activities listed are mixed and matched, so hard to split. Everything listed is done regularly. Classes are 100% active participation.	Orff 46%; Creative music approach 2%; Technology-based 2%; Butler method 50%. Eclectic approach is included - activities tend to cross all areas and percentages are difficult to place.	Western Art music 3%; Avant garde 3%; Indigenous Australian music 5%; Non-western music 15%; Composed by lecturer 74%	Textbooks: Reader. Software: Sibelius; Garage Band; Logic; Audacity.	Music electives are offered.
25							
	Macquarie University, Australian Centre for Educational Studies	0.72463% (TEP290, TEP291, TEP494, TEP495 combined total music for the entire degree program).	Teaching component 50% Curriculum content and musical concepts - experience singing/listening/moving momentarily 50%	Eclectic music approacher 5%; Lecturers own approach 95%	Western art music 15%; Contemporary popular music 15%; Indigenous Australian music 15%; Non-western music including World music and gamelan 15%; Jazz 15% Traditional childrens songs and rhymes 25%.	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008)	Music electives are available but only around 10% of students take these up.
26							
	Macquarie University, Australian Centre for Educational Studies	0.72463% (TEP290, TEP291, TEP494, TEP495 combined total music for the entire degree program).	Teaching component 50% Curriculum content and musical concepts - experience singing/listening/moving momentarily 50%	Eclectic music approacher 5%; Lecturers own approach 95%	Western art music 15%; Contemporary popular music 15%; Indigenous Australian music 15%; Non-western music including World music and gamelan 15%; Jazz 15% Traditional childrens songs and rhymes 25%.	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008)	Music electives are available but only around 10% of students take these up.
27							
	Macquarie University, Australian Centre for Educational Studies	0.72463% (TEP290, TEP291, TEP494, TEP495 combined total music for the entire degree program).	Teaching component 50% Curriculum content and musical concepts - experience singing/listening/moving momentarily 50%	Eclectic music approacher 5%; Lecturers own approach 95%	Western art music 15%; Contemporary popular music 15%; Indigenous Australian music 15%; Non-western music including World music and gamelan 15%; Jazz 15% Traditional childrens songs and rhymes 25%.	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008)	Music electives are available but only around 10% of students take these up.

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1							
28	Macquarie University, Australian Centre for Educational Studies	0.72463% (TEP290, TEP291, TEP494, TEP495 combined total music for the entire degree program).	Teaching component 50% Curriculum content and musical concepts - experience singing/listening/moving momentarily 50%	Eclectic music approach 5%; Lecturers own approach 95%	Western art music 15%; Contemporary popular music 15%; Indigenous Australian music 15%; Non-western music including World music and gamelan 15%; Jazz 15% Traditional childrens songs and rhymes 25%.	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> . (2008)	Music electives are available but only around 10% of students take these up.
29	Monash University, Faculty of Education	3.57% (EDF1124 and EDF3303 combined total)	Singing 20%; Listening 15%; Moving 15%; Playing Orff-type instruments and literacy integrated with these activities 20%; Playing recorder 0%; Creating and technology 30%	Eclectic approach 70%; Creative music approach (bit of graphic notation) 15%; Technology-based approach 15%	Western art music 30%; Contemporary popular music 30%; Indigenous Australian music 10%; Non-western music 10%; Childrens repertoire and folk songs (Kodaly) 20%	Textbooks: Readers. Software: Groovy Music; Groovy Suite; Sibelius. Websites: Online keyboards and simple sequencers.	N/A
30	Monash University, Faculty of Education	0.7813%	Singing 20%; Listening 15%; Moving 15%; Playing Orff-type instruments and literacy integrated with these activities 20%; Playing recorder 0%; Creating and technology 30%	Eclectic approach 70%; Creative music approach (bit of graphic notation) 15%; Technology-based approach 15%	Western art music 30%; Contemporary popular music 30%; Indigenous Australian music 10%; Non-western music 10%; Childrens repertoire and folk songs (Kodaly) 20%	Textbooks: Readers. Software: Groovy Music; Groovy Suite; Sibelius. Websites: Online keyboards and simple sequencers.	N/A
31	Monash University, Faculty of Education	1.22765% (EDF1324 and EDF3303 combined total)	Singing 20%; Listening 15%; Moving 15%; Playing Orff-type instruments and literacy integrated with these activities 20%; Playing recorder 0%; Creating and technology 30%	Eclectic approach 70%; Creative music approach (bit of graphic notation) 15%; Technology-based approach 15%	Western art music 30%; Contemporary popular music 30%; Indigenous Australian music 10%; Non-western music 10%; Childrens repertoire and folk songs (Kodaly) 20%	Textbooks: Readers. Software: Groovy Music; Groovy Suite; Sibelius. Websites: Online keyboards and simple sequencers.	N/A
32	Monash University, Faculty of Education	0.4464%	Singing 20%; Listening 15%; Moving 15%; Playing Orff-type instruments and literacy integrated with these activities 20%; Playing recorder 0%; Creating and technology 30%	Eclectic approach 70%; Creative music approach (bit of graphic notation) 15%; Technology-based approach 15%	Western art music 30%; Contemporary popular music 30%; Indigenous Australian music 10%; Non-western music 10%; Childrens repertoire and folk songs (Kodaly) 20%	Textbooks: Readers. Software: Groovy Music; Groovy Suite; Sibelius. Websites: Online keyboards and simple sequencers.	N/A
33	Monash University, Faculty of Education	1.4285%	Singing 20%; Listening 15%; Moving 15%; Playing Orff-type instruments and literacy integrated with these activities 20%; Playing recorder 0%; Creating and technology 30%	Eclectic approach 70%; Creative music approach (bit of graphic notation) 15%; Technology-based approach 15%	Western art music 30%; Contemporary popular music 30%; Indigenous Australian music 10%; Non-western music 10%; Childrens repertoire and folk songs (Kodaly) 20%	Textbooks: Readers. Software: Groovy Music; Groovy Suite; Sibelius. Websites: Online keyboards and simple sequencers.	N/A
34	Queensland University of Technology, Faculty of Education	Unable to make contact.	Unable to make contact.	Unable to make contact.	Unable to make contact.	Unable to make contact.	N/A
35	RMIT University, School of Education	1.0417%	Singing 5 %; Listening 5 %; Moving 5%; Playing Orff-type instruments 50 %; Playing recorder 0%; Creating 50%; Other music technology 10% Note – some of these overlap, so total exceeds 100%. (There are so few hours that this does not mean a lot and is hard to estimate.)	Orff approach 20%; Eclectic approach 30%; Creative music approach 30%; Technology-based approach 10% NB these percentages don't add up to 100% but these were the figures provided.	Western art music 5%; Avant-garde music 5%; Contemporary popular music 10%; Indigenous Australian music 1%; Other non-western music 5% NB These percentages do not add up to 100% but these were the figures provided	No set text. Software: Acid; Vegas; Groovy at Soundhouse; Garage Band.	N/A
36	Southern Cross University, School of Education	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	N/A
37	Tabor Adelaide	0.6061%	Singing 22.5%; Listening 22.5%; Moving 22.5%; Playing Orff-type instruments 10%; Playing recorder 0%; Creating 22.5%; Other 0%	Dalcroze 50%; Eclectic approach 40%; Creative approach 10%	Western art music 50%; Non-Western music 15%; Indigenous Australian music 15%; Folk music 20%	No set text. Russell-Bowie, D. <u>MADD about the Arts</u> . (2006). Also resources suited to Smart Boards.	Around 50% of students take up an elective in music. Most students at Tabor do not have confidence problems with singing and music when they begin the arts subject. This is possibly owing to participation in church activities (students are mostly of Christian background) including regular singing and performing on instruments.

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	Institution	4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?	5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience: -Singing % -Listening % -Moving % -Playing Orff-type instruments % -Playing recorder -Creating % -Other %	6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches: -Kodaly approach % -Orff approach % -Dalcroze approach % -Eclectic (K/O/D) approach % -Creative music approach (eg Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) % -Technology-based approach % -Other %	7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres: -Western art (so-called "Classical") music % -Avant-garde music % -Contemporary popular (Western) music % -Indigenous Australian music % -Other non-western musics % -Other %	8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.) -Textbook(s) -Computer software program(s)	Comments
1							
38	University of Ballarat, School of Education	0.78125% to 1.03125%	Difficult to divide up into percentages. Singing, including choir; Listening; Moving; Playing Orff-type instruments, body percussion, students with musical backgrounds bring in instruments also; Music history. The focus is the role arts play in the 21st century, to make arts relevant to all cultures in Australia.	Eclectic approach 90%; technology-based 10%	Percentages not divided up but genres covered include contemporary popular music, childrens songs, African songs, folk and religious songs, Western art music.	No set text. Children's picture and storybooks are used for creating.	The subject was an Orff and Kodaly-based subject four years ago. The music lecturer was a full-time primary music teacher with expertise and three hours/week was spent on music. The subject was then reduced to three hours/week to spend on both art and music. A new lecturer was found (owing to scheduling issues), who also had Kodaly and Orff backgrounds. Now the subject has been reduced so that art and music is down to 3 hours alternate. Another new lecturer had to be found (previous lecturer didn't want to do these hours) - it's difficult to find someone to do very few hours of an arts course specifically on music. It is difficult to focus on 'nuts and bolts' in this subject. Have tried incorporating other music experiences eg bringing in industry people, Indigenous rap group, percussive group but too expensive to bring up from Melbourne.
39	University of Ballarat, School of Education	2.5% to 3.3%	Difficult to divide up into percentages. Singing, including choir; Listening; Moving; Playing Orff-type instruments, body percussion, students with musical backgrounds bring in instruments also; Music history. The focus is the role arts play in the 21st century, to make arts relevant to all cultures in Australia.	Eclectic approach 90%; technology-based 10%	Percentages not divided up but genres covered include contemporary popular music, childrens songs, African songs, folk and religious songs, Western art music.	No set text. Children's picture and storybooks are used for creating.	The subject was an Orff and Kodaly-based subject four years ago. The music lecturer was a full-time primary music teacher with expertise and three hours/week was spent on music. The subject was then reduced to three hours/week to spend on both art and music. A new lecturer was found (owing to scheduling issues), who also had Kodaly and Orff backgrounds. Now the subject has been reduced so that art and music is down to 3 hours alternate. Another new lecturer had to be found (previous lecturer didn't want to do these hours) - it's difficult to find someone to do very few hours of an arts course specifically on music. It is difficult to focus on 'nuts and bolts' in this subject. Have tried incorporating other music experiences eg bringing in industry people, Indigenous rap group, percussive group but too expensive to bring up from Melbourne.
40	University of Canberra, School of Teacher Education	2.34375% total music for 6576 and 6890 combined.	Difficult to divide up into percentages. Singing every week 20 minutes; Listening 15 minutes; Playing Orff-instruments, pitched instruments, xylophone, boomwhackers, piano, incorporated with these activities; Creating eg harmony, improvisation; Music literacy. (Music Literacy through Bedrock used).	Kodaly approach 60%; Orff and Dalcroze (Eclectic) 40% Other methods are touched on including visual representation but not graphic notation.	Western art music 40%; Avant-garde music 12%; Contemporary popular music 12%; Non-western music 12%; Folk music 12%; Original tutor compositions 12%	Textbooks: Campbell, Scott-Kassner, Kassner. Music In Childhood: From Preschool Through The Elementary Grades . (2005); Sinclair, Jeanneret, O'Toole (eds.) Education in the Arts: Teaching and Learning in the Contemporary Curriculum . (2008). Software: iPhone; iPunch; Garage Band	The baseline that students begin with (for music) is low, and not all are working from the same point.
41	University of Canberra, School of Teacher Education	2.34375% total music for 6576 and 6890 combined.	Difficult to divide up into percentages. Singing every week 20 minutes; Listening 15 minutes; Playing Orff-instruments, pitched instruments, xylophone, boomwhackers, piano, incorporated with these activities; Creating eg harmony, improvisation; Music literacy. (Music Literacy through Bedrock used).	Kodaly approach 60%; Orff and Dalcroze (Eclectic) 40% Other methods are touched on including visual representation but not graphic notation.	Western art music 40%; Avant-garde music 12%; Contemporary popular music 12%; Non-western music 12%; Folk music 12%; Original tutor compositions 12%	Textbooks: Campbell, Scott-Kassner, Kassner. Music In Childhood: From Preschool Through The Elementary Grades . (2005); Sinclair, Jeanneret, O'Toole (eds.) Education in the Arts: Teaching and Learning in the Contemporary Curriculum . (2008). Software: iPhone; iPunch; Garage Band	The baseline that students begin with (for music) is low, and not all are working from the same point.
42	University of Melbourne, Faculty of Education, Parkwell	2.0600%	Difficult to divide up into percentages. All activities are covered except for playing recorder. Other activities include ICT and music literacy.	Orff methods touched on. Music education philosophy of performing, composing, listening covered; elements of music; ways to teach in the classroom; confidence building.	Chants, folk music, vocalise. All genres are touched on and depend on the activity presented. A lot of material is presented concerning genres.	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) Education in the Arts: Teaching and Learning in the Contemporary Curriculum . (2008); Reader. Software: Arts Action CD Rom. Websites: Various. Curriculum: NSW Curriculum	There is no provision here for primary music specialists. The pathway is Bmus then Master of Teaching which is a secondary course.
43	University of New England, School of Education	1.25% to 1.5625% total	Singing 35%; Listening 20%; Playing instruments and covering music literacy 15%; Composing/creating 20%; Music IT 10%. These activities are incorporated together, so percentages overlap.	Kodaly approach 10%; Creative music approach and lecturer-developed approach 90%. Graphic notation an important part, and visual presentation of sound and music mapping.	Western art music 60%; Contemporary popular music 10%; Indigenous Australian music 10%; Non-western music 10%; Australian folk music 10%	Nothing compulsory as students can't afford it but relied-on texts include: Russell-Bowie, D. MADD about the Arts . (2006) Lecturer-prepared reader. Software: Freeware including Finale Notepad; Arts Alive CD Rom. Website: Classics4Kids	N/A

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44	University of Newcastle, School of Education, Callaghan	2.34375% total music for AART1010 and EDUC4112 combined (BTeach/Barts Callaghan)	Singing 15%; Listening 20%; Moving 15%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Music advocacy, pedagogy, organisational skills (eg how to run a school choir) 15%. Other activities include music literacy and graphic notation.	Kodaly approach 10%; Orff approach 50%; Dalcroze 5%; Eclectic music approach 20%; Creative music approach 10%; Technology-based approach 5%	Western art music 20%; Avant-garde music 5%; Contemporary popular music 10%; Indigenous Australian music 10%; Other non-western music 20%; Student-devised, folk music, pentatonic music, Orff music 35%	Textbooks: Allen, W. <u>Running on Rainbows</u> ; Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> , (2008); <u>Classic Kids</u> , ABC CD; Askew, G. <u>Music Education in Primary Schools</u> , (1993). Software: Arts Action CD Rom; Super Doopa Music Bloopa; Sibelius Education Suite Star Class; Sibelius Groovy Music; Finale Notepad; Garage Band. Websites: Music. Count Us In; ISME reviews; Orff Schulwerk sites.	N/A
45	University of Newcastle, School of Education, Callaghan	2.34375% total music for AART1010 and EDUC4112 combined (BTeach/Barts Callaghan)	Singing 15%; Listening 20%; Moving 15%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Music advocacy, pedagogy, organisational skills (eg how to run a school choir) 15%. Other activities include music literacy and graphic notation. This subject has more hours than comparable subjects at this institution, so more hours can be spent on these activities.	Kodaly approach 10%; Orff approach 50%; Dalcroze 5%; Eclectic music approach 20%; Creative music approach 10%; Technology-based approach 5%	Western art music 20%; Avant-garde music 5%; Contemporary popular music 10%; Indigenous Australian music 10%; Other non-western music 20%; Student-devised, folk music, pentatonic music, Orff music 35%	Textbooks: Allen, W. <u>Running on Rainbows</u> ; Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> , (2008); <u>Classic Kids</u> , ABC CD; Askew, G. <u>Music Education in Primary Schools</u> , (1993). Software: Arts Action CD Rom; Super Doopa Music Bloopa; Sibelius Education Suite Star Class; Sibelius Groovy Music; Finale Notepad; Garage Band. Websites: Music. Count Us In; ISME reviews; Orff Schulwerk sites.	N/A
46	University of Newcastle, School of Education, Callaghan	1.5625%	Singing 15%; Listening 20%; Moving 15%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Music advocacy, pedagogy, organisational skills (eg how to run a school choir) 15%. Other activities include music literacy and graphic notation.	Kodaly approach 10%; Orff approach 50%; Dalcroze 5%; Eclectic music approach 20%; Creative music approach 10%; Technology-based approach 5%	Western art music 20%; Avant-garde music 5%; Contemporary popular music 10%; Indigenous Australian music 10%; Other non-western music 20%; Student-devised, folk music, pentatonic music, Orff music 35%	Textbooks: Allen, W. <u>Running on Rainbows</u> ; Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> , (2008); <u>Classic Kids</u> , ABC CD; Askew, G. <u>Music Education in Primary Schools</u> , (1993). Software: Arts Action CD Rom; Super Doopa Music Bloopa; Sibelius Education Suite Star Class; Sibelius Groovy Music; Finale Notepad; Garage Band. Websites: Music. Count Us In; ISME reviews; Orff Schulwerk sites.	N/A
47	University of Newcastle, School of Education, Ourimbah	1.5625% total music for ARTC2200 and EDFT4200 combined (BTeach/Barts Ourimbah)	Singing 15%; Listening 20%; Moving 15%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Music advocacy, pedagogy, organisational skills (eg how to run a school choir) 15%. Other activities include music literacy and graphic notation.	Kodaly approach 10%; Orff approach 50%; Dalcroze 5%; Eclectic music approach 20%; Creative music approach 10%; Technology-based approach 5%	Western art music 20%; Avant-garde music 5%; Contemporary popular music 10%; Indigenous Australian music 10%; Other non-western music 20%; Student-devised, folk music, pentatonic music, Orff music 35%	Textbooks: Allen, W. <u>Running on Rainbows</u> ; Sinclair, Jeanneret, O'Toole (eds.) <u>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</u> , (2008); <u>Classic Kids</u> , ABC CD; Askew, G. <u>Music Education in Primary Schools</u> , (1993). Software: Arts Action CD Rom; Super Doopa Music Bloopa; Sibelius Education Suite Star Class; Sibelius Groovy Music; Finale Notepad; Garage Band. Websites: Music. Count Us In; ISME reviews; Orff Schulwerk sites.	Music electives are offered and about 25% of students take this up, especially the guitar course.

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48	University of Newcastle, School of Education, Ourimbah	1.5625% total music for ARTC2200 and EDFT4200 combined (BTeach/Barts Ourimbah)	Singing 15%; Listening 20%; Moving 15%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Music advocacy, pedagogy, organisational skills (eg how to run a school choir) 15%. Other activities include music literacy and graphic notation.	Kodaly approach 10%; Orff approach 50%; Dalcroze 5%; Eclectic music approach 20%; Creative music approach 10%; Technology-based approach 5%	Western art music 20%; Avant-garde music 5%; Contemporary popular music 10%; Indigenous Australian music 10%; Other non-western music 20%; Student-devised, folk music, pentatonic music, Orff music 35%	Textbooks: Allen, W. Running on Rainbows.; Sinclair, Jeanneret, O'Toole (eds.) Education in the Arts: Teaching and Learning in the Contemporary Curriculum. (2008); Classic Kids, ABC CD; Askew, G. Music Education in Primary Schools. (1993). Software: Arts Action CD Rom; Super Doopa Music Bloopa; Sibelius Education Suite Star Class; Sibelius Groovy Music; Finale Notepad; Garage Band. Websites: Music. Count Us In; ISME reviews; Orff Schulwerk sites.	Music electives are offered and about 25% of students take this up, especially the guitar course.
49	University of Notre Dame, School of Education Broome	0.700% (figure provided by Rebekah Wilson)	Singing 0%; Listening 20%; Moving 0%; Playing Orff-type instruments 0%; Playing recorder 0%; Creating 50%; Music Advocacy and confidence-building 30%	Other lecturer based 100%	Western art music 20%; Avant Garde 80%; (NB Indigenous Australian music not used as it is too sensitive an issue for students at the Broome campus)	Textbooks: Russell-Bowie, D. MADD about the Arts. (2006). Websites: iTunes	Lecturer stated that the situation is similar for primary programs at Fremantle but she didn't have all the details for these programs.
50	University of Notre Dame, School of Education Fremantle	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	N/A
51	University of Notre Dame, School of Education Sydney	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	Unable to make contact with lecturer	N/A
52	University of Queensland, School of Education	1.25% total music for EDUC1704 and EDUC3703	Singing 50%; Listening 5%; Moving 5%; Playing Orff-type instruments 10%; Playing recorder 0%; Creating 30%. Activities are centred around singing and playing.	Kodaly approach 100%	Western art music 40%; Contemporary popular music 40%; Indigenous Australian music 10%; Non-western music, folk songs eg African 10%	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) Education in the Arts: Teaching and Learning in the Contemporary Curriculum. (2008)	Music electives are offered and about 10% of students take this up (10 to 15 students).
53	University of Queensland, School of Education	1.25% total music for EDUC1704 and EDUC3703	Singing 50%; Listening 5%; Moving 5%; Playing Orff-type instruments 10%; Playing recorder 0%; Creating 30%. Activities are centred around singing and playing.	Kodaly approach 100%	Western art music 40%; Contemporary popular music 40%; Indigenous Australian music 10%; Non-western music, folk songs eg African 10%	Textbooks: Sinclair, Jeanneret, O'Toole (eds.) Education in the Arts: Teaching and Learning in the Contemporary Curriculum. (2008)	Music electives are offered and about 10% of students take this up (10 to 15 students).
54	University of South Australia	2.1250%	Singing 20%; Listening 20%; Moving 20%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Other Music Appreciation 5 %	Kodaly approach 30%; Orff approach 50%; Creative music approach 15%; Technology-based approach 5% (will be increased).	Western art music 30%; Contemporary popular music 55%; Indigenous Australian music 5%; Other non-western music 10%	Textbooks: Russell-Bowie, D. MADD about the Arts. (2006); Sing! ABC Books; Recordings of children's songs and movement activities; Music Express series; Upbeat; Music Lifesavers; Cornett, C. Creating Meaning through Literature and the Arts. (2006); Dillon, Brown, Peter Leyden's Pop Percussion Kits. Websites: on Smartboards and interactive sites.	N/A
55	University of South Australia	1.0625%	Singing 20%; Listening 20%; Moving 20%; Playing Orff-type instruments 15%; Playing recorder 0%; Creating 20%; Other Music Appreciation 5 %	Kodaly approach 30%; Orff approach 50%; Creative music approach 15%; Technology-based approach 5% (will be increased).	Western art music 30%; Contemporary popular music 55%; Indigenous Australian music 5%; Other non-western music 10%	Textbooks: Russell-Bowie, D. MADD about the Arts. (2006); Sing! ABC Books; Recordings of children's songs and movement activities; Music Express series; Upbeat; Music Lifesavers; Cornett, C. Creating Meaning through Literature and the Arts. (2006); Dillon, Brown, Peter Leyden's Pop Percussion Kits. Websites: on Smartboards and interactive sites.	N/A
56	University of Southern Queensland, Faculty of Education, Fraser Coast	0.7656%	Singing 10%; Listening 20%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 0%; Creating 30%	Kodaly approach 15%; Orff approach 20%; Dalcroze approach 30%; Creative music approach 20%; Technology-based approach 15%	Western art music 5%; Avant-garde music 20%; Contemporary popular music 35%; Indigenous Australian music 10%; Other non-western music 10%; Folk/childrens songs 20%	Textbooks: Russell-Bowie, D. MADD about the Arts. (2006). Computer software: Garageband, Audacity. Digital video.	N/A

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1	Institution	4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?	5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience: -Singing % -Listening % -Moving % -Playing Orff-type instruments % -Playing recorder % -Creating % -Other %	6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches: -Kodaly approach % -Orff approach % -Dalcroze approach % -Eclectic (K/O/D) approach % -Creative music approach (eg Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) % -Technology-based approach % -Other %	7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres: -Western art (so-called "Classical") music % -Avant-garde music % -Contemporary popular (Western) music % -Indigenous Australian music % -Other non-western musics % -Other %	8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.) -Textbook(s) -Computer software program(s)	Comments
57	University of Southern Queensland, Faculty of Education, Online	0.7656%	Singing 10%; Listening 20%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 0%; Creating 30%	Kodaly approach 15%; Orff approach 20%; Dalcroze approach 30%; Creative music approach 20%; Technology-based approach 15%	Western art music 5%; Avant-garde music 20%; Contemporary popular music 35%; Indigenous Australian music 10%; Other non-western music 10%; Folk/childrens songs 20%	Textbooks: Russell-Bowie, D. <u>MADD about the Arts</u> . (2006). Computer software: Garageband, Audacity, Sibelius. Digital video.	N/A
58	University of Southern Queensland, Faculty of Education, Springfield	0.7656%	Singing 10%; Listening 20%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 0%; Creating 30%	Kodaly approach 15%; Orff approach 20%; Dalcroze approach 30%; Creative music approach 20%; Technology-based approach 15%	Western art music 5%; Avant-garde music 20%; Contemporary popular music 35%; Indigenous Australian music 10%; Other non-western music 10%; Folk/childrens songs 20%	Textbooks: Russell-Bowie, D. <u>MADD about the Arts</u> . (2006). Computer software: Garageband, Audacity, Sibelius. Digital video.	N/A
59	University of Southern Queensland, Faculty of Education, Toowoomba	0.7656%	Singing 10%; Listening 20%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 0%; Creating 30%	Kodaly approach 15%; Orff approach 20%; Dalcroze approach 30%; Creative music approach 20%; Technology-based approach 15%	Western art music 5%; Avant-garde music 20%; Contemporary popular music 35%; Indigenous Australian music 10%; Other non-western music 10%; Folk/childrens songs 20%	Textbooks: Russell-Bowie, D. <u>MADD about the Arts</u> . (2006). Computer software: Garageband, Audacity, Sibelius. Digital video.	N/A
60	University of Sydney, Faculty of Education and Social Work	1.30208% total on music for EDUP 1001 and EDUP3008 combined.	Singing 25%; Listening 20%; Moving 5%; Playing Orff-type instruments 35%; Playing recorder 0%; Creating 25%; Other %	Kodaly approach 5%; Orff approach 90%; Technology-based approach 5%	Western art music 30%; Avant-garde music 5%; Contemporary popular music 30%; Indigenous Australian music 10%; Other non-western music 25%	No set text. Software: Audacity; Sibelius Star Class; Sibelius Groovy Music.	N/A
61	University of Sydney, Faculty of Education and Social Work	1.30208% total on music for EDUP 1001 and EDUP3008 combined.	Singing 25%; Listening 20%; Moving 5%; Playing Orff-type instruments 35%; Playing recorder 0%; Creating 25%; Other %	Kodaly approach 5%; Orff approach 90%; Technology-based approach 5%	Western art music 30%; Avant-garde music 5%; Contemporary popular music 30%; Indigenous Australian music 10%; Other non-western music 25%	No set text. Software: Audacity; Sibelius Star Class; Sibelius Groovy Music.	N/A
62	University of Tasmania, Faculty of Education	1.5625%	Singing 2.5%; Listening 2.5%; Moving 10%; Playing Orff-type instruments 35%; Playing recorder 0%; Creating 40%; Other understanding pedagogy and curriculum 10%	Kodaly approach 5%; Orff approach 25%; Creative music approach 70%	• Western art (so-called "Classical") music 0% • Avant-garde music 0% • Contemporary popular (Western) music 0% • Indigenous Australian music 0% • Other non-western musics 0% • Other %	Textbooks: Hanke, M. <u>Music Express (Foundation Stage to Upper Primary Book 2)</u> . (2005); Sinclair, Jeanneret, O'Tool <u>Education in the Arts: Teaching and learning in the contemporary curriculum</u> . (2009). Wiggins, J. <u>Teaching for musical understanding</u> . (2001). McMillan, R. <u>Music Time!</u> . (2007); <u>Let's Begin!</u> . Hal Leonard Australia.	N/A
63	University of Tasmania, Faculty of Education	1.4423%	Singing 2.5%; Listening 2.5%; Moving 10%; Playing Orff-type instruments 35%; Playing recorder 0%; Creating 40%; Other understanding pedagogy and curriculum 10%	Kodaly approach 5%; Orff approach 25%; Creative music approach 70%	• Western art (so-called "Classical") music 0% • Avant-garde music 0% • Contemporary popular (Western) music 0% • Indigenous Australian music 0% • Other non-western musics 0% • Other %	Textbooks: Hanke, M. <u>Music Express (Foundation Stage to Upper Primary Book 2)</u> . (2005); Sinclair, Jeanneret, O'Tool <u>Education in the Arts: Teaching and learning in the contemporary curriculum</u> . (2009). Wiggins, J. <u>Teaching for musical understanding</u> . (2001). McMillan, R. <u>Music Time!</u> . (2007); <u>Let's Begin!</u> . Hal Leonard Australia.	N/A
64	University of Technology, Sydney, Faculty of Education, Kuringai	1.8750%	Singing 18%; Listening 18%; Moving 18%; Playing Orff-type instruments 18%; Playing recorder 0%; Creating 18%; Reflection on arts education and activities, issues in music education, importance of arts to people 10%	Orff approach 60% (incorporating lecturer's Kodaly background but not solfa); Dalcroze approach 15%; Eclectic approach 15% (including graphic notation); technology-based approach 5%	Western art music 17.5%; Avant-garde music 17.5%; Contemporary popular music 17.5%; Indigenous Australian music 10%; Other non-western music including world music 20%; Folk music 17.5%	No set text. Software: Garage Band; Sibelius.	The subject used to consist of 60 hours of music but now this is watered down. There is a difficulty of how to provide students with enough knowledge to be confident to teach music as there is so little time to enthuse them. This is partly a Federal and State problem - creative arts have four areas. Teachers in schools think they've covered the arts by only covering one of the disciplines. All arts areas require expertise. Many schools have no music and haven't prioritised arts education. There are no state positions for music primary teachers in NSW and the lecturer has only heard of one position recently (Epping North Primary). Students are offered extra opportunities to sign up to Orff association classes. Three electives are offered for music here, and also a music therapy course.
65	University of Western Australia, Graduate School of Education	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	Unable to finalise survey.	N/A

	A	I	J	K	L	M	N
1	Institution	4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?	5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience: -Singing % -Listening % -Moving % -Playing Orff-type instruments % -Playing recorder % -Creating % -Other %	6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches: -Kodály approach % -Orff approach % -Dalcroze approach % -Eclectic (K/O/D) approach % -Creative music approach (eg Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) % -Technology-based approach % -Other %	7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres: -Western art (so-called "Classical") music % -Avant-garde music % -Contemporary popular (Western) music % -Indigenous Australian music % -Other non-western musics % -Other %	8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.) -Textbook(s) -Computer software program(s)	Comments
66	University of Western Sydney, School of Education	2.08333% total for music (Creative Arts is worth 1/12th of course and music is 25% of this)	Singing 10%; Listening 10%; Moving 10%; Playing Orff-type instruments 20%; Playing recorder 0%; Playing untuned instruments 20%; Music education theory and practice 30%	Eclectic music approach 30%; Creative music approach 70%	Western art music 5%; Contemporary popular music 5%; Indigenous Australian music 5%; Other non-western music 5% NB These figures do not add up to 100% but music genres are only used to teach elements	Textbooks: Russell-Bowie, D. <u>MADD about the Arts</u> . (2006); Various websites	N/A
67	University of Wollongong, Faculty of Education	1.4423%	Singing 20% Listening 15% Moving 10% Playing Orff 30% Playing recorder 2.5% Creating 22.5% Other activities include music literacy.	Orff approach 20%; Creative music approach 70%; Other 10% (performance-based practical on instruments).	Western art classical music 30%; Avant-garde music 20%; Contemporary popular music 10%; Indigenous Australian music 5%; Non-western music 35%	None as resources are limited	The lecturer can't fathom how teachers can teach music because of little time doing music in universities. Lecturing here in NSW is an eye-opener after teaching in Canada. The lecturer is happy at UOW because the subject runs for whole year. A music elective is offered and 10 to 20% of students take this up. The lecturer has received good feedback from schools about the music skills of the students because they come from secondary perspective, music education is weighted in performance. Music is a practicing art - have to listen to each other's performances, critical listening.
68	Victoria University	1.5625%	Singing 20%; Listening 20%; Moving 20%; Playing Orff-type instruments 20%; Playing recorder 0%; Creating 20%	Unable to answer	Western art music 20%; Avant-garde music 0%; Contemporary popular music 20%; Indigenous Australian music 20%; Non-western music 20%; Folk music and childrens songs 20%	Greata, J. <u>An Introduction to Music in Early Childhood Education</u> . (2005)	N/A

8.2. Appendix: Audit's Terms of Reference

8.2.1. Overview and Description of the Project

The objective of this project will be to collect, collate and analyse data on the nature and extent of music discipline and pedagogical content within pre-service generalist primary teacher education courses¹ offered at Australian teacher training institutions. (For the purposes of this project, primary education is interpreted as encompassing the first of school until the end of primary years, either year 6 or year 7.) The principal means of data collection will be (i) course and subject descriptions from documentary sources (generally web sites and other internet-based media) and (ii) additional information and verification of information from documentary sources obtained from a structured telephone survey of the lecturers responsible for music education in all teacher education departments/faculties.

This project arises from concerns expressed through the 2005 Report of the National Review of Music Education (NRME) regarding the content and quality of primary school specialist music teachers and more particularly generalist primary teachers. It arises from Recommendation 3: "To improve the standard of pre-service music education courses for all generalist [primary] classroom teachers." A number of sub-recommendations under Recommendation 3 also address issues associated with pre-service music training to a range of stakeholders, including Federal and State governments, universities, and graduating teachers.

It is proposed to administer a structured questionnaire through a telephone interviews rather than through a paper-based survey. Advice from Deans of Education is that education faculties are "surveyed out" and that a paper-based survey would yield little usable data. It is therefore proposed that a series of questions (see attached schedule) will be posed to key personnel within each faculty in order to elicit usable data.

8.2.2. Purpose and Objectives of the Project

What has been determined to date is that there is no accurate information on the extent of music training undertaken within pre-service primary teacher education courses, nor is there any reliable information about the content of such courses. While there is anecdotal evidence pointing to a decline of such training in a range of institutions, none of this has been validated.

Accordingly the principal objective of this project is to provide baseline data on pre-service training of primary teachers in music which can then be applied to measure improvements or declines that may occur in the future, and to understand what comprises "music education" in pre-service education courses. Until such data is obtained, there can be little meaningful work undertaken to progress Recommendation 3 of report of the NRSME.

¹ The terms "course" and "program" are synonymous and refer to the total number of subjects (or units) required for students to qualify for the award of the degree or diploma qualification as a generalist primary teacher.

An additional component of the project will involve collection of data on the registration requirements for primary teachers—both generalists and music specialists—of teacher registration authorities in each of the state jurisdictions. A sample of requirements from teacher registration authorities appears to indicate that there are no specific competencies specified in music for graduating primary teachers that are required for teacher registration. However, again, the situation does need to be properly validated.

8.2.3. Rationale for the Project

As outlined above, this is regarded as the first stage in moving towards Recommendation 3 of the NRSME. Without such data, it is impossible to understand what actions are required, what is already working, and the extent of the problem that is being faced.

<p>Proposed additional questions for each in relation to the pre-service generalist primary teacher education courses – for discussion and further development with the Project Reference Group</p>
<p>Note the need to verify course / subject documentation obtained via online sources—i.e. are there other courses offered that have been identified? do all of the subjects identified constitute compulsory aspects of the course that all students must complete? etc. These “verification” questions will vary according to the idiosyncrasies of individual courses.</p> <p>The questions below are indicative only and may need to be altered as required.</p>
<p>1. Is compulsory music education content taught as a discrete subject, or as a component of a generic arts / integrated arts subject, or within an integrated curriculum subject (e.g. Music/Language/Humanities, Environments & Societies as it is in ECJ312 within the BTeach[P&S] at Deakin University)?</p>
<p>2. What is the total number of [(i) actual / (ii) notional²] hours of student learning experience provided <u>during the course as a whole</u> through (i) face-to-face teaching and/or (ii) online / media-based teaching during the course?</p>
<p>3. What is the total number of [(i) actual / (ii) notional] hours of student learning experience <u>specifically in music</u> provided through (i) face-to-face teaching and/or (ii) online / media-based teaching during the course?</p>
<p>4. What is the proportion, expressed as a percentage, of subject credit value that is allocated to compulsory music education studies within the overall course of generalist teacher primary teacher education?</p>

² The term “notional hours” refers to the anticipated / expected number of hours that students should devote to study.

<p>5. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following areas of musical experience:</p> <ul style="list-style-type: none"> • Singing ___% • Listening ___% • Moving ___% • Playing Orff-type instruments ___% • Playing recorder ___% • Creating ___% • Other _____ ___%
<p>6. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following pedagogical approaches:</p> <ul style="list-style-type: none"> • Kodály approach ___% • Orff approach ___% • Dalcroze approach ___% • Eclectic (K/O/D) approach ___% • Creative music approach (e.g. Paynter/Self/Schafer/Dennis approach that includes, for example, graphic notation) ___% • Technology-based approach ___% • Other _____ ___%
<p>7. What is the proportion, expressed as a percentage, of content in compulsory music education studies (within Music or Arts Education subjects) that incorporates student engagement with the following musical styles/genres:</p> <ul style="list-style-type: none"> • Western art (so-called “Classical”) music ___% • Avant-garde music ___% • Contemporary popular (Western) music ___% • Indigenous Australian music ___% • Other non-western musics ___% • Other _____ ___%
<p>8. What teaching materials are employed in the teaching and learning in compulsory music subjects in this course of pre-service teacher education? (Textbooks may be listed in the subject descriptions; this question is designed to provide additional information regarding the focus of subject content.)</p> <ul style="list-style-type: none"> • Textbook(s) _____ • Computer software program(s) _____

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