

# Australian National University MUSIC ENGAGEMENT PROGRAM Summary of Activities 2015

Enhancing human potential through music





*In a word: inspirational.*  
(School volunteer)



# The Music Engagement Program (MEP)

The Music Engagement Program (MEP) at the Australian National University School of Music is funded through a Community Outreach Grant from the Australian Capital Territory Government's arts portfolio known as artsACT. The MEP, in its current form, has been designed and developed over the past 18 years by Associate Professor Susan West. Stakeholders of the program include the ACT Education and Training Directorate, school communities and families, community organisations, music and arts organisations, and the general public. The MEP's primary purpose is to provide free access to training, resources and on-the-ground support for schools and communities, and regularly provide free music making opportunities through special events and community outreach.

The philosophy of the program is based on Assoc. Prof. West's 40 years of experience and research in music education, general education and music for well-being through both traditional and alternative pathways. Its foundation is in the school system but its application now extends well beyond this realm. Through its teacher programs, outreach concerts, shared goals, shared repertoire, school-to-school and school-to-community activities, the MEP encourages music making as a part of the normal social and cultural lives of all participants, regardless of age, background, ability or skill level.

The MEP is based on a social philosophy of shared, active music making known as the Music Outreach Principle. It promotes, but does not demand, high-level skills, and does not require expensive instruments or equipment to be effective. It offers an on-going musical pathway for all, regardless of perceived talent or previous experience. Skill development occurs as a natural by-product of joyful engagement, where performance is a stress-free part of the outreach approach.





## The Music Outreach Principle (MOP)

The Music Outreach Principle is an extremely simple social philosophy of music making. It draws on the philosophies of Dr John Diamond, Founder of the Institute of Music and Health, New York, encompassing a modern interpretation of the idea that sharing music making promotes general well-being as well as skill development. As the name implies, the Music Outreach Principle involves making music with the intent of altruistically reaching out to others. In essence, individuals involved are encouraged to think: 'I make music in order that others will make music, for the benefit of all'. This intent is exercised not just from 'teacher' to 'student' but is passed on from individual to individual so that all music making 'reaches out' in an on-going cycle. The aim of the Music Outreach Principle is to allow all participants to be both givers and receivers of music through helping others to engage in music making. All participants become facilitators in shared music making.

Since the Music Outreach Principle is not focussed, or reliant, on the musical skills of the music makers, there is no minimum musical skill requirement. Everybody is already musically qualified to engage in outreach activities. It is through the on-going involvement in practical music making that musical skills are developed as a natural and stress-free outcome of joyful engagement.

*Music should be a present to other people. If they at this early age can think of the idea of giving, of thinking of other people, then their lives will be different.*  
(Dr John Diamond, interviewed about the MEP approach in 2006)



# A Brief History of the MEP

The Music Engagement Program was introduced at what was then the Canberra School of Music in 1984. Its first manifestation, as an elite program from 1984 to 1994, focussed on 'specialised tuition for children with special music potential'. The Program involved intensive and prolonged specialist contact for selected students in a small number of schools, first just primary, then secondary, focussing on depth for a few, rather than breadth for many. As the program has developed this focus has shifted to an approach which emphasises innovative enhancement of music making opportunities for all. The MEP has grown, developed and changed since its first manifestation in response to the needs of its stakeholders, with a variety of names across its 30 year history. These include: the Music Education Program (MEP), the School Singing Program (SSP), Music in Primary Schools (MIPS) and Music in Primary and Secondary Schools (MIPSS).

Several early reviews of the Program at one of its original 'home bases', Ainslie School, helped influence the program's direction. These were the Education Department's own Performance Review and Development (SPRAD, 1993) process and the School of Music's subsequent review, The Pearce Report (1994).

The SPRAD process at Ainslie School helped clarify the attitudes of the various stakeholders of the Music Engagement Program and led to the specific review of the program in 1994. This 1994 review, the Pearce Report, further formalised the history and detail of the initial Program model as well as signalling a change in direction for the MEP. Eventually an alternative paradigm emerged that now affects the lives of thousands children each year.

The MEP is built around a simple way of making music, the practical result of a philosophy, not a method. The philosophy assumes that music-making is a normal human activity that has an important social function. By prioritising the social function of music, we can develop an alternative model for music in education as it is usually practiced in modern Western society, which has lost much of the basic, social enculturation processes for music that might exist in other societies. A social model of music-making does not place central importance on achievement or technical virtuosity, but on joyful and sustained engagement. The principal intent behind our music-making is, therefore, to prioritise shared music-making by all in a stress-free, non-judgmental and joyful environment, where each individual develops his own musical identity and musical skills in a way that promotes on-going involvement.

The opportunity to enhance and broaden this new concept came in 1999 when the ACT Government decreed that the program needed to spread beyond the borders of its one-school environment and offer its research and development to teachers throughout the system. The MEP began a transformation from a 'train the students' model at one school to a 'train the teachers' model across many schools. Now training, coaching and music making via the MEP occurs throughout the ACT in a multitude of environments within and beyond the education system.

The MEP has gradually transformed the local ACT landscape in a way that is principally about engagement. In more recent years this engagement, having influenced a broad range of schools and environments, is giving rise to a different approach to the development of high-level musical outcomes, including instrumental engagement and the training of those within the professional music arena.



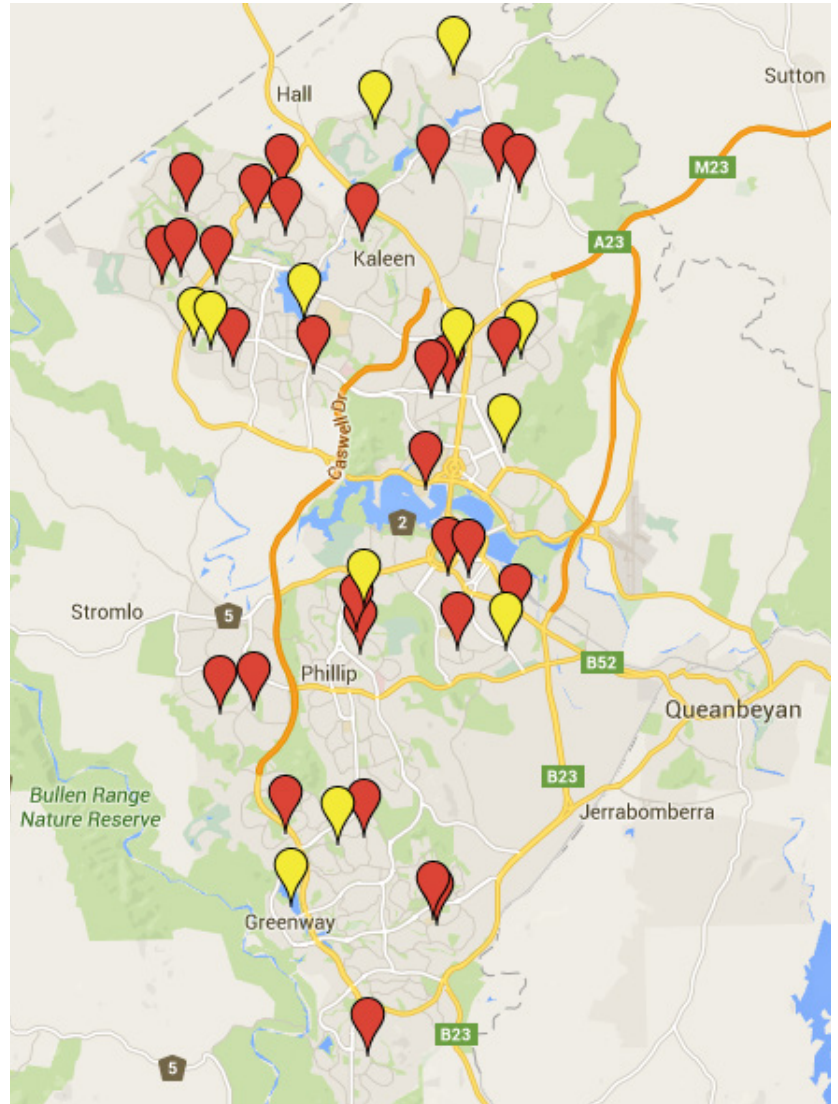
# 2015 Data Summary

- The MEP is funded by the Community Outreach grant to the ANU from artsACT
- Funding provides for Artistic Director Susan West (fulltime academic), Georgia Pike (fulltime academic) and a range of support staff including teachers from the system who both work and train with the MEP intensively, feeding their training back into their schools. In 2015 these teachers included Mariana Fuenzalida from O'Connor Cooperative School, Tiffany Page from Palmerston District Primary School, and Robert Crisp from Kingsford Smith School.
- It has been estimated that since the year 2000 the MEP has trained over 700 teachers in the ACT school system, 213 of which participated in training and coaching in 2015.
- More than 7000 ACT students were impacted directly by MEP programs in 2015, through events, teaching training and on-site support visits. This does not include the students who continue to benefit from teachers trained by MEP staff in previous years since 2000, estimated to be in the several tens of thousands across the ACT.
- Over 70 schools in the ACT were directly engaged and affected by MEP programs during 2015.
- In the years since 2010, approximately 30% of schools where a teacher has undertaken MEP training courses in that year have sought in-school support from MEP staff. In 2015 MEP staff conducted in-school support visits in 29 schools.
- 12 schools sent students to the ANU campus for MEP-run intensive secondary programs such as the Smith Family Arts (SmArts) project and the ACT Senior Vocal Ensemble.
- Outreach visits to nursing homes and care facilities directly facilitated by MEP staff from 2006 to 2015: approx. 500 outreach visits (this number does not include outreaches led by MEP-trained teachers which the MEP staff did not attend).
- Approximately 400 hours of film documentation through sponsorship by Ronin Films Australia including several documentaries and teaching materials from 1998 - 2015, which is currently being digitised for teaching purposes.
- Types of groups directly engaged by MEP staff:
  - o Teachers (through teacher professional development courses)
  - o School children (through in-school support visits and large-scale events e.g. The Big Gig)
  - o Individuals with diverse needs and abilities (e.g. through Community Services branches)
  - o Seniors (through seniors' groups and community singing programs)
  - o Music Professionals (through community performances and teacher training)
  - o At-risk students (through in-school outreach programs)
  - o Students with special needs (through concerts and outreach visits e.g. Cranleigh School)
  - o Residents of nursing homes and care facilities (through outreach visits and events)
  - o Community members (through community groups, school communities, and public events)
  - o Families (through whole-family singing events hosted at schools, and public events)
  - o Communities with diverse linguistic and cultural backgrounds (through Pasifika and SmArts, and through Introductory English Centres)
  - o Instrumental music amateurs (e.g. the string workshops)
  - o Secondary students (e.g. through Limelight and secondary school outreach programs)

# Engagement with ACT Schools 2015

## Schools visited by MEP staff

- Caroline Chisholm School- Senior Campus
- Namadgi School
- Chapman Primary School
- Stromlo High School
- Wanniassa Hills Primary School
- Hughes Primary School
- Narrabundah Early Childhood School
- University Preschool and Child Care Centre
- Forrest Primary School
- Telopea Park School
- O'Connor Cooperative School
- North Ainslie Primary School
- Palmerston District Primary School
- Weetangera School
- Kingsford Smith School
- Cranleigh School
- Mount Rogers Primary School
- Franklin Early Childhood School
- Miles Franklin Primary School
- Harrison School
- Giralang Primary School
- St Thomas Aquinas Primary School West Be...
- St John the Apostle Primary School
- ST Vincent's Primary School
- St Joseph's Catholic Primary School
- St Bede's Primary School
- St Clare of Assisi Primary School
- Caroline Chisholm Junior Campus
- Malkara School



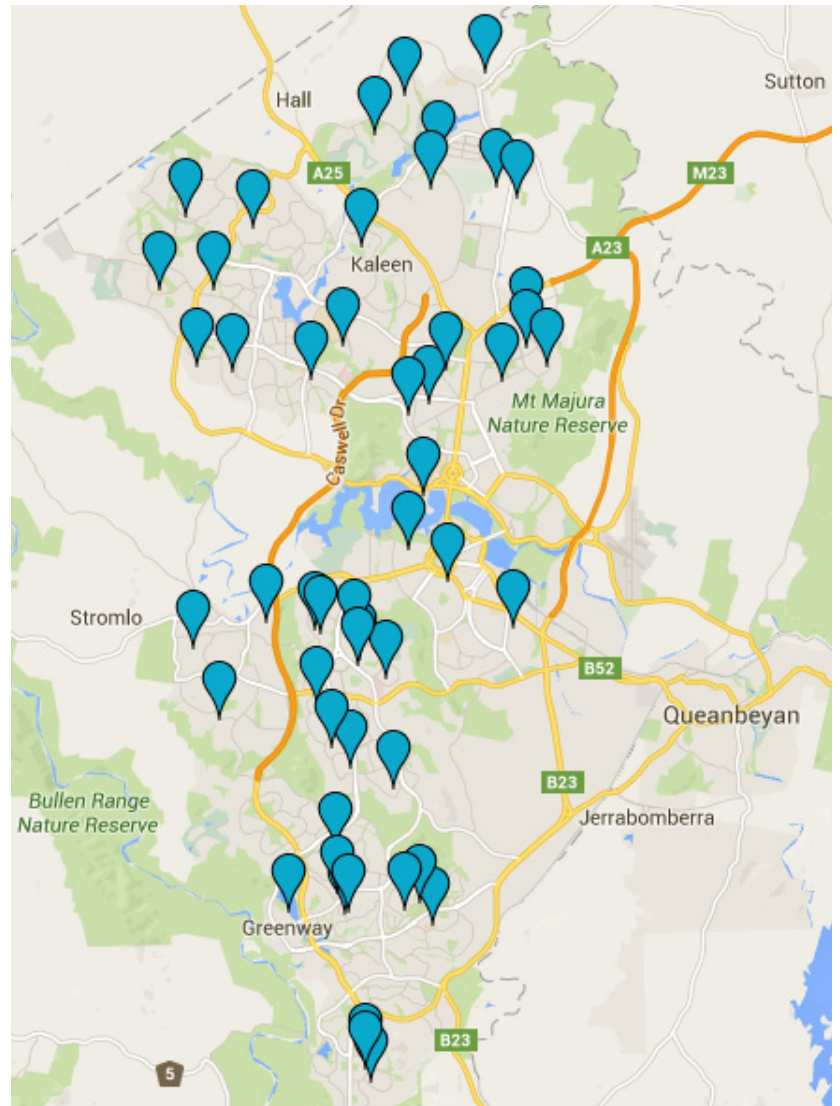
## Students engaged at ANU campus

- Gold Creek School
- Hawker College
- Narrabundah College
- Amaroo School
- Lake Ginninderra College
- Belconnen High School
- Campbell High School
- Lake Tuggeranong College
- Lyneham High School
- Wanniassa School Senior Campus
- Dickson College
- Alfred Deakin High School



## Teachers trained by MEP staff

- 📍 O'Connor Cooperative School
- 📍 Holy Family Primary School
- 📍 Kingsford Smith School
- 📍 Majura Primary School
- 📍 Curtin Primary School
- 📍 Hawker School
- 📍 Trinity Christian School
- 📍 Torrens Primary School
- 📍 Garran Primary School
- 📍 Burgmann Anglican School
- 📍 Lyneham Primary School
- 📍 Black Mountain School
- 📍 Rosary Primary School
- 📍 Chifley Preschool
- 📍 Pearce Preschool
- 📍 Orana Steiner School
- 📍 Neville Bonner Primary School
- 📍 Sts Peter & Paul Primary School
- 📍 Monash Primary School
- 📍 Duffy Primary School
- 📍 Ngunnawal Primary School
- 📍 Gowrie Primary School
- 📍 Radford College
- 📍 Palmerston District Primary School
- 📍 Blue Gum School
- 📍 Narrabundah Early Childhood School
- 📍 St John the Apostle Primary School
- 📍 Chapman Primary School
- 📍 Hughes Primary School
- 📍 St Clare of Assisi Primary School
- 📍 Caroline Chisholm School- Senior Campus
- 📍 Lanyon High School
- 📍 Farrer Preschool
- 📍 Harrison School
- 📍 Franklin Early Childhood School
- 📍 Mount Rogers Primary School

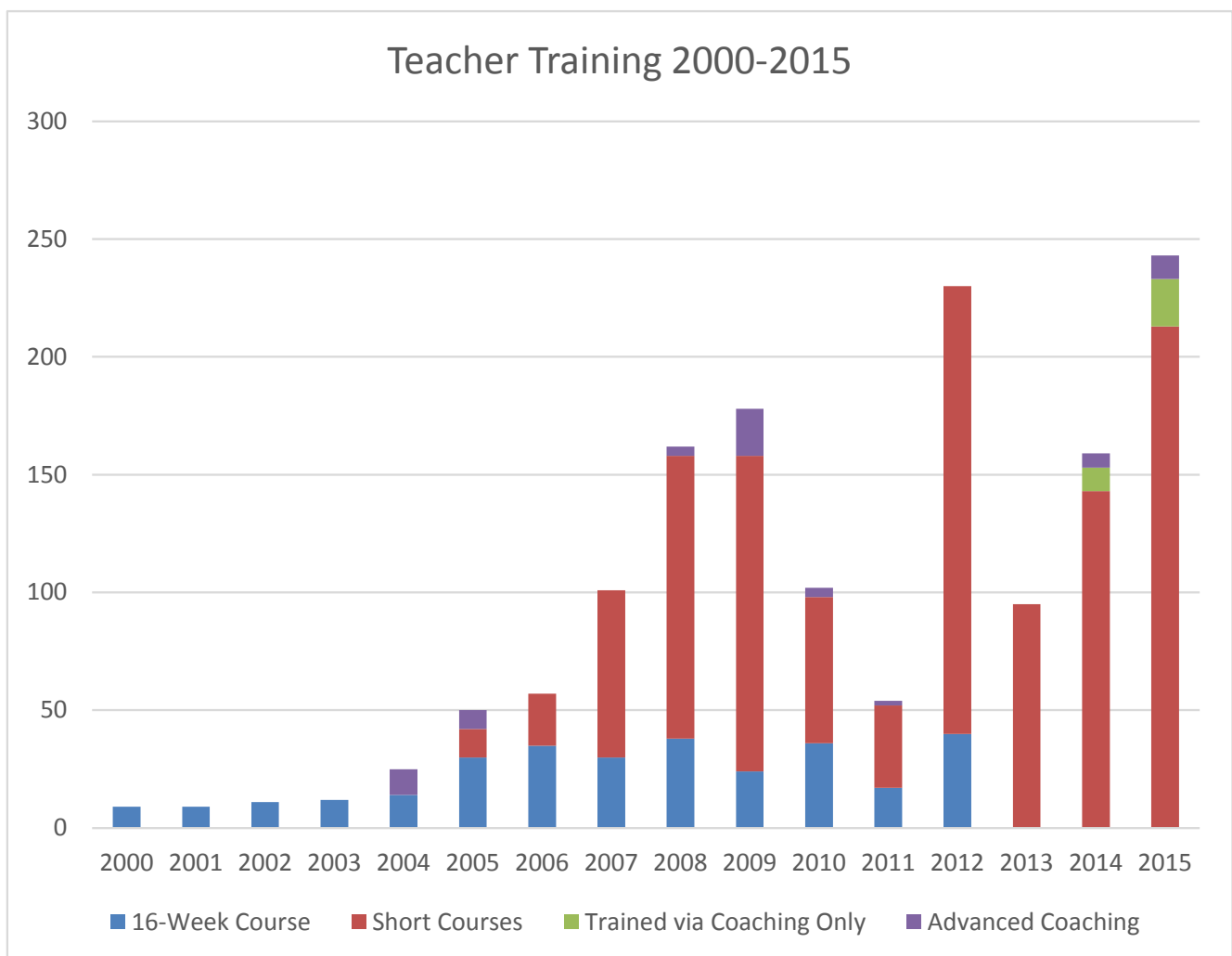


- 📍 ST Vincent's Primary School
- 📍 St Thomas Aquinas Primary School West Be
- 📍 Weetangera School
- 📍 Giralang Primary School
- 📍 Lake Tuggeranong College
- 📍 Malkara School
- 📍 North Curtin Preschool
- 📍 Gold Creek School
- 📍 North Ainslie Primary School
- 📍 University Preschool and Child Care Centre
- 📍 Monash Preschool
- 📍 Charles Conder Primary School
- 📍 Wanniasa School Senior Campus
- 📍 Forrest Primary School
- 📍 Canberra Islamic School

# Teacher Training Data Summary

The MEP has been training teachers in the ACT school system since the year 2000. Since that time, the program has developed a range of training courses, coaching, and in-school support in consultation with teachers and schools. The needs of schools and their teachers have changed over the last 15 years, and the MEP offerings have reflected those changes. The graph below illustrates some of these changes.

The blue bars indicate the intensive 16 week course, the only course offering available in the years 2000 - 2003. In 2005 some short courses were offered (indicated by the red bar), which grew in popularity and demand over the following years. In 2013, the 16 week course was finally abandoned due to restrictions on teachers' time, and only short courses were offered. This still allows teachers to engage in as much, if not more, professional learning than was offered by the 16 week course if they choose to do so. The shorter courses provide opportunities for teachers with less time and more specific needs to engage in whatever small way they feel able. In 2014 and 2015 more advanced coaching (indicated by the purple bar) was first made available to those teachers with many years of experience in the MEP approach. These teachers are trained to become music coaches to other teachers within their schools, as well as assist the MEP in running training courses for teachers across the ACT system. Also introduced in 2014 was a program of training through coaching in schools where no specific training courses had been undertaken (indicated by the green bar). This approach suits teachers such as high school music specialists, pre-school teachers, and teachers of children with special needs, who prefer learning the MEP approach through in-class demonstrations. The range of training opportunities trailed in 2014 grew in popularity in 2015, with a view to expanding these opportunities into 2016.



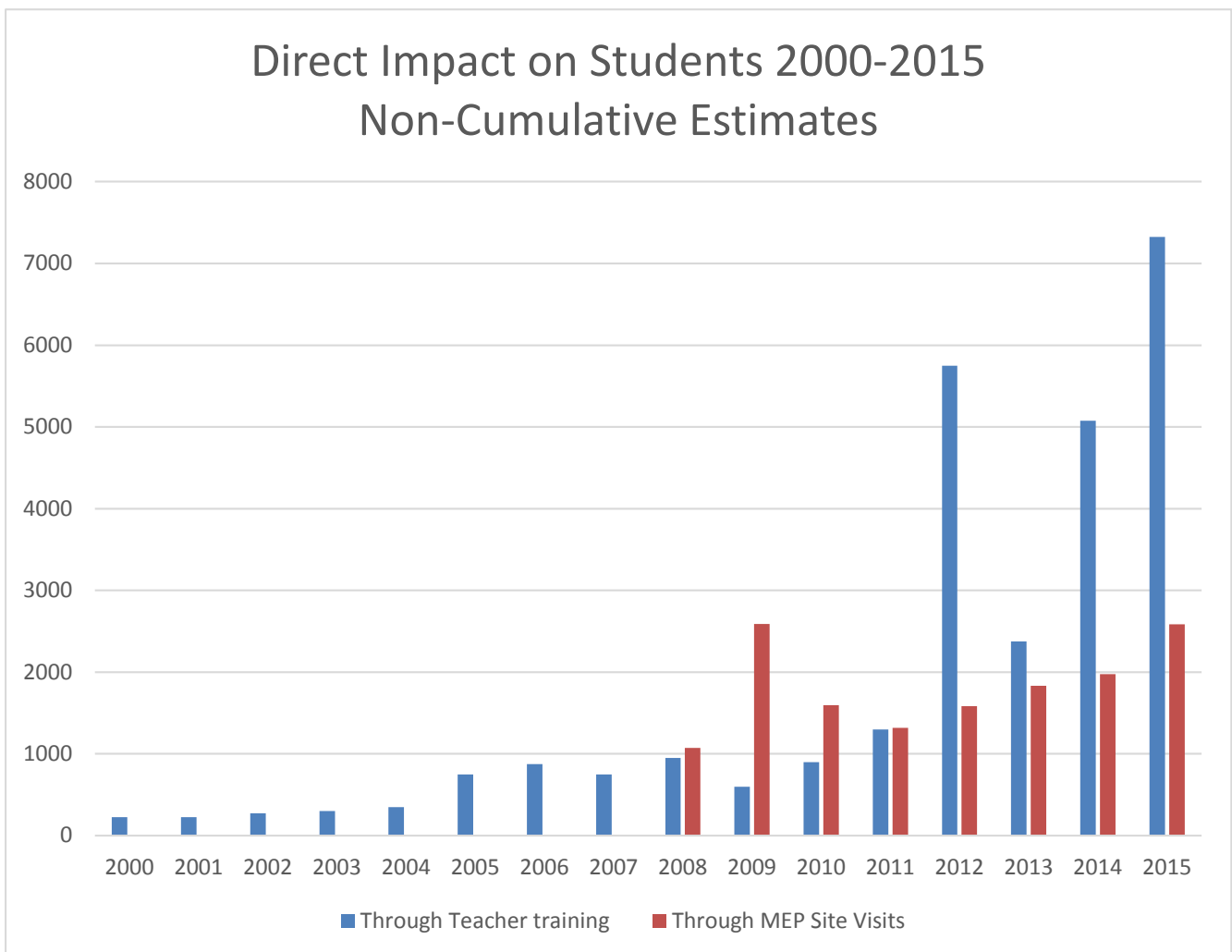


# Student Impact Data Summary

Estimating the impact on students of the MEP's programs is complex, because the sustainable philosophy of the program is founded on passing skills onto others so that an expert is not always required for musical activity. This means that many students benefitting from MEP approaches do so without the MEP's knowledge. It is common to receive an email from a teacher who may have participated in a training course 5 years ago, and ever since has made music with their class and taken them on music outreach visits, without additional support from the MEP. This type of independent activity is encouraged, and the MEP is now working with researchers to determine how best to capture MEP student impact.

Below is an estimate of student impact based on two measurements: the number of students benefitting from teacher training in a given year (indicated by the blue bar); and the number of students who received in-school support site visits in a given year (indicated by the red bar). The measurements are kept separate as some of the students receiving in-school visits would be the same students benefitting from an MEP trained teacher. These numbers are non-cumulative, and therefore do not include those students who continue to benefit from MEP trained teachers from previous years. It is estimated that the cumulative impact of MEP training and school visits with teachers and students in the ACT measures in the several tens of thousands.

The number of students engaged through trained teachers has generally grown each year, in direct alignment with the growing number of short course offerings. Due to an injection of extra funds into the program from the beginning of 2014, the MEP was also able to increase the number of students reached through on-site visits in 2015 to match the record high of 2009, despite increase in costs for staffing.



# Teacher Training Programs

In 2015 the MEP offered a range of courses, most of which were accredited through the ACT Teacher Quality Institute. Those which were not accredited were 'teacher identified' courses, which could also be used to reach professional development goals. 2015 courses included:

- MEP Basic: Singing for Outreach
- Every Chance to Sing: Early Childhood (P-2)
- Every Chance to Sing: Primary (3-6)
- Fun with Dramatising the Curriculum
- Fun with Music and Art
- Coaching the MEP Way
- You Can Teach Part Singing
- Fun with Singing and Dance
- Sharing and Caring through Singing Outreach
- Learn the Piano in Three Hours
- Do More Piano in Three Hours
- Tin Whistle Workshop
- Simple Instruments
- Folk Songs and Games
- Choice, Music and the Curriculum
- Curriculum Forum
- MEP Teachers Forum

*Once I thought I couldn't sing and now I know I can!*  
(Teacher participant in Early Childhood course, 2015)





## Music Across the Curriculum (MAC)

After the success of the Music Across the Curriculum Day in 2014, the MEP ran it again in 2015 on Saturday 28th February. Ninety-three teachers came to the ANU School of Music to engage in a range of workshops designed to provide teachers with practical ideas to enhance music making and embed music into other areas of the school's program, all in a fun and creative learning environment. The MEP is based on the concept of using music to encourage on-going music making for everyone. We prioritise this basic goal over everything else, and the MEP curriculum reflects this aspiration. There are no mandated outcomes, rather a catalogue of the types of outcomes that naturally result from free and joyful engagement in music making. The MAC day offers teachers the opportunity to engage with the MEP from this perspective, while demonstrating how such an approach can relate to the evolving National Curriculum and enrich other areas of the curriculum. Workshops on the day covered embedding music in visual art, drama, folk songs and games, and curriculum design. The workshops were all evaluated, and popular workshops were repeated later on in the year to meet demand in the school system.

*Very practical and enjoyable, thank you! Made me realise art and music should start with the simple - doesn't need to be complex for us to get something out of it.*

(Teacher participant in Fun with Music and Art workshop, 2015)

*Fun! Best workshop! Great combination of dance and music. Excellent for fun, fitness and rhythm. Simple, versatile, and eminently useful!*

(Teacher participant in Fun with Singing and Dance workshop, 2015)



## In-School Support, Coaching and Demonstrations

Any individual who has completed MEP training courses is eligible for on-going support. Support may come in the form of demonstrations to teachers and organisations new to its philosophy, or on-site teacher coaching, refresher training and curriculum planning. The MEP network is constantly expanding and keeps in touch with its stakeholders through regular emails and invitations to events. In 2015 the number of schools impacted by the MEP increased. In addition to regular classroom support, school visits centered on specific events such as school-based outreach concerts, community events and care-facility outreach. MEP staff encourage schools to increase interaction with the local community, as well as undertake training to expand the train-the-trainer model, with advanced teachers learning how to support colleagues in the classroom.

*That would be awesome! Can we work on Lazy Coconut and discuss our end of year concert with you? Yay. You have made my day.*

(Teacher's response to being offered in-class support, 2015)

*I am aware of the reports in the press last week regarding the School of Music and want to confirm that the MEP sessions at our school will continue as per usual. Our partnership with the ANU School of Music through the Music Engagement Program is greatly valued by our students, staff and parents of our community. As a new school we have been part of the program since we opened in 2013 and look forward to continuing into the future, building capacity with our teachers and students and have opportunities to involve our community. I hope, that in spite of the situation at the School of Music, that our sessions and partnership will not be affected. Again thank you for providing for us a much needed program addressing singing and music which the children at our school love.*

(Executive teacher, 2015)





# Music Support Teachers

Teachers who have engaged in MEP training and coaching for many years are encouraged to coach other teachers in their own schools. Four teachers from the ACT school system have both worked for, and been trained by the MEP intensively, so that their skills and experience might be fed back into the education system.

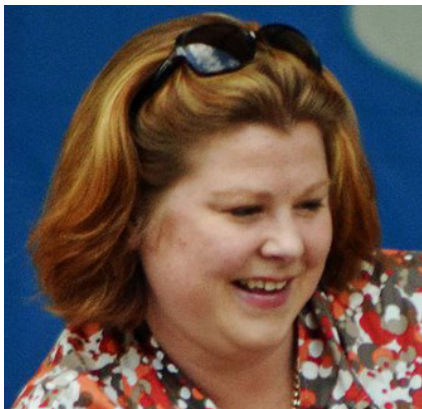


Nicole Mengel, Mount Rogers Primary School

*Nicole has been a fixture of the MEP since she came to work for the program on secondment from the department of education in 2007. Since that time, Nicole has pioneered various coaching and support approaches in schools across the ACT, written research papers, developed resources, and drafted the MEP Curriculum which aligns MEP approaches with the outcomes suggested by the National Curriculum for the Arts. Nicole continues to run MEP teacher workshops as well as support music making in her school and local community.*

Bob Crisp, Kingsford Smith School

*Bob Crisp began as a classroom teacher, and since training with the MEP in 2006 is now the music teacher responsible for singing in the primary school years at Kingsford Smith School. Bob has pioneered the use of music technology in supporting music making and outreach, and regularly takes his students on community outreach. Bob co-hosted both the Floriade and Big Gig community concerts in 2015, and began running MEP workshops for teachers.*



Tiffany Fletcher, Palmerston District Primary School

*Tiffany first trained with the MEP in 2006, and since then has taken a leading role amongst her fellow teachers in how to embed music making into the curriculum and across the school. Tiffany has particular interest in nursing home outreach, and the importance of music making for at-risk children. Tiffany is now in charge of arts learning at her school, and supports the creative activities of children and the local school community. In 2015 Tiffany co-hosted both the Floriade and Big Gig Community concerts.*

Mariana Fuenzalida, O'Connor Cooperative School

*Mariana introduced the MEP at the O'Connor Cooperative in 2013. This has involved aligning music with other areas of the curriculum such as history and the broader arts. Mariana runs weekly community singing sessions which offer children, staff and parents the opportunity to make music together. Mariana organises whole school music making events such as Mother's Day, singing as part of learning journeys, outreach visits, and the school's participation in MEP events. In 2015, the focus of Mariana's action research was to look at the role singing affected children's oral language and literacy development.*





## Early Childhood Initiatives

Since 2013 the MEP, and Assoc. Prof. Susan West in particular, has been focussing on Early Childhood education due to great demand from the early childhood sector in the ACT. Through an increase in early-childhood specific professional development offerings and intensive school visits, the MEP has enhanced its resourcing and support in this area. Franklin Early Childhood School and University Preschool and Child Care Centre (UPCCC) continue to receive regular support for teachers to help implement more music making in the school setting as part of normal activities. In line with the MEP's intent to engage families and encourage parents to engage for the benefit of their children, both facilities are offering events that invite parents to attend and participate in singing activities. In 2015 at Franklin, this engagement included an outreach concert by students which included songs that required audience engagement. At UPCCC participation is encouraged through intensive weeks where early morning singing, at the time when parents drop off their children, encourages adults to sing before heading off to work. With regular support from MEP team members, O'Connor Cooperative School has pioneered regular community singing on Friday afternoons. Having started with a small group of regular parents, the initiative has expanded to include a large group of parents and friends of the school, including former students and interstate relatives. O'Connor students and their families also volunteer to support events in holiday periods.

*I have always lacked confidence when singing and felt very insecure about my ability in music (particularly singing)...this helped me overcome some of my insecurities. I feel that I now have some simple songs to introduce to the children.*

(Early childhood teacher, 2015)

*Children are prepared to try new songs and it's great they can teach the songs to their families.*

(Early childhood teacher, 2015)

*MEP training enhances what I already do in my preschool relief teaching.*

(Early childhood relief teacher, 2015)





# Primary School Initiatives

Each year specific schools work intensively with the MEP in order to advance the music making activities and provide test environments for MEP initiatives. In 2015, the MEP has been working intensively with a range of schools with a focus on applying music making and outreach concepts across the curriculum: Mount Rogers Primary School, Kingsford Smith School and Hughes Primary School. At Kingsford Smith School teacher Bob Crisp continues to embed outreach music making activities within the primary school music curriculum. Supported by the MEP, Bob is experimenting with the role music technology plays in supporting music making, composition and creative expression amongst his students. Hughes Primary School is in walking distance of St Andrew's Nursing Home, and in 2015 the MEP's Georgia Pike supported seven classes from both the junior school and the Introductory English Centre (IEC) to develop a sustainable outreach program. The MEP's Nicole Mengel continues her work at Mount Rogers as an on-the-ground teacher coach, so that every music lesson involves more than one teacher in the room receiving professional development and coaching. A new initiative in 2015 involved Caroline Chisholm School, which has a junior and senior campus. The initiative involved training the high school students to act as music mentors for the junior school, and running collaborative lessons for a combined group of junior and senior students. This initiative has shown great benefit for students across both campuses, increasing confidence and engagement.

*Today. Was. AWESOME. The students loved it! Thanks so much for your efforts and support...it's inspirational. The discussion in the staffroom after school today was leaning towards doing more collaborations with the junior school to build skills in our students. Exciting! The students are pumped for next week.*

*(Secondary School Music Teacher on high school outreach with junior students, 2015)*

*Thank you so, so much for your support and enthusiasm this year! More teachers are becoming interested in singing and [we] are developing plans for how to expand this group next year...It will be great!*

*(Primary school arts specialist teacher, 2015)*



## Secondary School Initiatives

The MEP runs a range of programs for secondary school students each year including the SmArts Program, the Senior Vocal Ensemble, as well as supporting high school music making at the school base. The SmArts Program is a collaboration between the Schools of Music and Art and The Smith Family, where students in need, selected by the Smith Family from secondary schools in Canberra, have the opportunity to engage in the arts with tertiary facilitators at the ANU. The music stream has been coordinated and facilitated by MEP Convenor Georgia Pike annually since the program's inception in 2012. In 2015 the program was funded by a generous grant from University House, as ANU Student Equity were no longer able to support the program financially. The ACT Senior Vocal Ensemble is a high calibre *a capella* ensemble made up of the keenest singers in ACT public high schools and colleges. The ensemble maintains a high performance standard whilst being unauditioned and open to all students, including those with disabilities. The ensemble performs annually at the Education and Training Directorate's 'Limelight' concerts at the AIS Arena, where they are well-known for their sung Acknowledgement of Country - to the extent that in 2015 the ensemble was invited to perform the Acknowledgement at the 30th Anniversary celebrations of the University of Canberra's Ngunnawal Centre.

*The musical arrangement and the Ensemble's perfect pitch and delivery mesmerised our guests who expressed their gratitude to me. The Ensemble's members were absolutely amazing and sounded incredible! They were very professional and extremely friendly. Their performance created the right atmosphere for the celebration and made our event even more special. I'll certainly be recommending the Ensemble to all Aboriginal and Torres Strait Islander organisations looking something unique in terms of Welcome to Country at their Celebration or Memorial Day events by this fantastic choir.*

(Director of the UC Ngunnawal Centre, 2015)

*It's so nice working with musos who understand ...*

(Secondary School Band Teacher on outreach concert event, 2015)





## Tertiary Student Engagement

Aspects of MEP programs and projects have been available to undergraduate students for some time, particularly through research projects, guest lectures, school outreach tours and mentoring. The MEP continues to engage higher degree by research (HDR) students who produce peer-reviewed papers and industry articles with outcomes that can immediately be trialled and implemented within the ACT through the MEP's networks. Many students (both graduate and undergraduate) continue to volunteer within the MEP simply for the fun of engaging in music with their community. Events such as the Floriade Family and Community Concert, and the MEP's Big Gig provide avenues for volunteering and ongoing engagement for any student or volunteer, whether studying music or any other discipline. In April 2015 a group of University of Canberra students completing a Masters of Occupational Therapy engaged in a set of three music outreach sessions facilitated by MEP staff. Two final year Occupational Therapy students chose to complete their 10 week Occupational Therapy practicums with the MEP, designing projects which has resulted in partnerships with Canberra College and a range of community organisations.

*There were two participants cradling babies, and we utilized lullabies to settle them; one had been present the previous day and the other repositioned the infant (who was not hers) and started to rock and sing quietly – she was I believe surprised and excited that it worked.*  
(UC Occupational Therapy student commenting on working with young mothers in MEP workshop, 2015)

*The session was very energetic and engaged everyone...The residents knew nearly all songs well and were able to sing with MEP, staff and each other. Even the most disengaged residents were very responsive to the human touch and eye contact. Particularly one very disengaged elderly man after holding hands and making eye contact with the MEP representative was able to emotionally sing "You are my sunshine" and said "Thank you!". The other man who could not talk at all was able to engage in singing by humming and moving with the tune and with the staff.*  
(UC Occupational Therapy student commenting on nursing home outreach, 2015)



## Diverse Linguistic and Cultural Backgrounds

The MEP continues to provide engagement opportunities for students and community members from all backgrounds and all walks of life. Through its work with both Northside and Southside Introductory English Centres, and cross-curricular professional development in music and literacy, the MEP provides resources for those assisting newly arrived families and students from diverse backgrounds to learn English through fun and effective means. In 2014 the MEP developed an International Songbook, with songs from a range of countries which will include both original languages and translations. All these songs have been chosen by students across the schools with whom the MEP works regularly, representing students with a broad range of cultural and linguistic backgrounds. In 2015 Susan West began a project where families of students from diverse cultural backgrounds suggested songs to help each school create a songbook celebrating its cultural diversity.

Also in 2015 the MEP ran workshops for international students studying at the ANU College, specially designed to increase student confidence and communication skills. Students engaged in singing workshops and then went on community outreach visits to gain more experience using English in a social and creative atmosphere, as well as to sing songs with the residents.

*These old people are very kind and actually knowledgeable and they talk a lot with us. We use our voice to make them happy and they laugh like kids. I feel they need more love of young people. That's a great programme, for the old people and especially for us to learn more and improving our communicating skill. I enjoy the experience and would like to do more!*  
(ANU College student, 2015)

*I was happy and nervous before going to the Moreshead Aged Care. But after that I was so happy to have a chance playing with the old men. I would like to do it again. It is totally amazing and wonderful. I enjoy my experience today.*  
(ANU College student, 2015)





## Diverse Needs and Abilities

The MEP offers its program, activities and events to all sectors of the community. The social approach embodied by the Music Outreach Principle is embedded in all its activities, and has been shown to have a profoundly positive and empowering effect on students with a diverse range of needs and abilities. In 2013 the MEP ran its first teacher professional development course specifically for special education teachers. The MEP continues to work with Learning Support Units in schools and provides in-class support, in-reach and teacher training for Cranleigh School. Facilitated by MEP staff and volunteers, in 2015 Cranleigh School began weekly singing sessions with multiple classes, where students with higher levels of ability were able to assist the engagement of those students who were less able. The MEP continues to develop new ways to engage the community and students with diverse needs in music making for well-being, particularly through training teenagers to facilitate music making with students with disabilities.



*I have programed with music and art together in the past, but after doing the MEP program I am now much better equipped to combine the two. As the art teacher I will be forever grateful that I attended your workshop. It has enriched my program and it will continue to motivate me to provide strongly sensory based opportunities and experiences for our students.*  
(ACT teacher of children with special needs, 2015)

*We LOVE your program...  
We would love to see you as often as you can come.  
We are all very excited.*  
(ACT teacher of children with special needs, 2015)





## Instrumental Playing

In 2013 the MEP initiated a practical instrumental project in music and skill sharing called the MEP String Project. The project was made possible via an internal ANU Fellowship awarded to Susan West that built on the regular funding from the ACT Government that supports the on-going activities of the MEP. The project involved the exploration of multiskilled, intergenerational string playing based on the MEP's Music Outreach Principle, and involved the establishment of community engagement as applied research for undergraduate students from across the university. This highlighted and expanded the research potential of the MEP while also matching the new brief of the ANU School of Music to provide broadly-based music units that would be suitable and attractive for both music majors and non-music majors across the university. The String Project continued in 2015 with a particular emphasis on the MEP 'Big Gig', which saw string players of all ages from Canberra and regional areas converge to join in singing and playing with local schools. A new pilot initiative in 2015 saw the trialling of penny whistle playing at O'Connor Cooperative School, with children acting as fellow researchers in developing an approach which caters for all participants. This initiative will be continued in 2016 with groups at O'Connor Cooperative, Mount Rogers and Franklin Early Childhood.

*With beginner strings and with community singing group, it's very exciting to experience being part of a really "big" sound – especially right at the beginning of the programmes, not having to study and rehearse for weeks or months before contributing to a wonderful sound. It's also very satisfying to have a strong social component in the process. The group "lessons" are great fun and involve much less pressure than a one-on-one lesson. The members of the group are also free to help each other, which we all do – such is the supportive and friendly atmosphere.*

(Community string workshop participant)



# Whole Family and Community Singing

Starting in 2011, the MEP has been expanding its Whole Family Singing programs. The opportunities for engagement have continued through a number of popular initiatives taken up by schools, including whole family singing evenings, and shared singing sessions where parents come half an hour early at the end of the day and sing with the class. In 2015 the MEP entered into a trial partnership with Southside Community Services to create singing opportunities for various groups that SSCS support, with the intention that these groups will offer community service to care facilities and schools. A group of singers called 'Mixed Bag' has emerged from this initiative. The group began offering outreach singing to care facilities, and participated in various community events, including carol singing in Telopea Park, and an outreach concert event at Bill McKenzie Gardens care facility. In 2016 activities will expand to include supporting teachers in schools. Members of the group are undergoing training as part of the MEP's professional learning suite of courses.

The MEP has established a particularly important partnership with RSL Lifecare through Bill McKenzie Gardens and Moreshead Manor. As well as regular outreach visits by adults and children from surrounding schools, the MEP has pioneered a hybrid form of outreach concert that includes high quality performances from musicians of all ages and community engagement items. RSL Lifecare, under its General Manager, Katrina Cubit, is keen to explore this partnership as part of their research and development, and offer a model that other care facilities can emulate.

*The music engagement program has radically transformed the outlook of the participants in our choir. It truly brings joy and enthusiasm to people who face major struggles each day. For most participants it is the highlight of the week. Thanks for all your support.*  
(Community health project worker, 2015)

*I definitely want to get back into it. I felt a sense of freedom and letting go ... thanks again for bringing music back into my life.*  
(Community member on music outreach singing session, 2015)





## Hand-in-Hand (Care Facility Outreach)

Under the title 'Hand-in-Hand' the MEP participates in between 50 and 80 outreach visits to care facilities each year, with ACT schools and their teachers. The outreach visits involve students spreading across a room, working on-on-one with residents to encourage their engagement in singing. In 2008 the Hand-in-Hand program was recognised with a community music award from the Music Council of Australia. New innovations in outreach include 'In-Reach', where care facilities transport residents to schools, rather than the students visiting the residents. This new approach is proving extremely popular with many schools in the ACT. In 2015 MEP staff collaborated intensively with RSL Lifecare, setting up regular collaborations between nursing homes and nearby schools. Staff of RSL Lifecare nominated the MEP Team for an ACT Volunteer of the Year Awards, which was won, in the category of 'Arts and Environment'. This partnership will be expanded in 2016, and involve research outcomes developed in consultation with residents, students, teachers, and local communities.



*The man up the back I didn't think would speak at all because when we arrived I didn't think he could speak. But the longer we were there the more he spoke and the more he tried to speak, and the more easy it was to understand him. It wasn't easy, but it was incredible, I thought, that he spoke at all, because I didn't think he would*  
(Secondary School English Teacher, 2015)

*Firstly, I am quite happy to help old people and make them happy. What is more, I learned a lot from them, especially the optimistic attitude about life and it encourages me to face my life bravely.*  
(Tertiary student, 2015)

*The woman I was talking to, she knew all of the songs word-for-word, so I asked her if she listened to music all the time, and she said that they don't really get to at the nursing home. But she remembers them from memories from before she was there. And it was able to bring back a lot of memories being able to hear music again.*  
(Secondary student, 2015)





# Inaugural International Music Outreach Day

June 26 2015 saw the inaugural International Outreach Day, which involved groups from the ACT, as well as teachers in regional Australia, Brisbane, New York and London. The MEP provided resources and training, as well as buses for those in the ACT who wished to undertake a music outreach visit. Colleagues in New York and London who have trained under the MEP in previous years undertook their own music outreach activities on the day, and sent through a record of their experiences. There is a plan to make this an annual event, in order to raise awareness of the importance of community outreach, and to encourage more people to set up their own events. The outcomes of International Outreach Day 2015 have informed planning for 2016, with a view to a formal research outcome showing the value of such activities and the way the approach can easily be transferred to other environments and communities.

*In my head I was picturing us all standing at the front, and everyone sitting at their tables, and we sing to them, and in my head was really awkward. But it was completely different to what I thought, it was even better than I imagined. And they're all really sweet, they are just all so kind to people that come and visit them, singing along with us*  
(Secondary student, 2015)

*There was one woman that I sung to the whole time and she was singing along and she was actually really pleased, and when we were leaving she kissed the back of my hand and said "I hope to see you again". And she cried during one of the songs*  
(Secondary student, 2015)



## Large-Scale Events

The MEP's famous participatory outreach concerts, known as 'Big Gigs', have been running most years since 2005. In 2015 the concert was supported by Music Australia as a part of the 'Music. Count Us In' initiative. Thirteen hundred children and community members from across the ACT attended and engaged. The community played a major role in the event, with a community singing group with thirty members, and a community string ensemble with members from Canberra, Queanbeyan and Wagga Wagga, directed by Dr Lauren Davis of the Riverina Conservatorium. The concert was accompanied by the Telopea School senior band led by Rob Clements.

For the sixth year running, the MEP ran the Family and Community Day Outreach Concert at Stage 88 amidst Floriade in partnership with School of Music jazz lecturer Johannes Luebbers. The community concert was hosted by local teachers Bob Crisp and Tiffany Fletcher, and supported by members of school communities engaged by the MEP throughout the year. An audience of approximately 400 community members joined in the singing from the word sheets handed out by enthusiastic volunteers. The community joined in the spirit of the day by dressing up in sparkly hats and singing songs such as 'Rubber Ducky' and 'You Are My Sunshine'. Audience members were invited up on stage to sing 'What a Wonderful World' and 'Aeroplane Jelly', with dozens of proud parents either onstage with their children or enthusiastically photographing their child's 'stage debut' at Stage 88. Tertiary jazz students supported Luebbers, volunteering their time for the event.

*Thank you for a wonderful experience today singing at "The Big Gig"! I thoroughly enjoyed the Event. As I was walking out of the Hall, two Audience Members stopped me and said how much they enjoyed "The Big Gig" and how well organised it was too.*

(Big Gig community singing group member, 2015)

*Congratulations on today. It was great and the students loved it. They sang in the bus all the way to and from Llewellyn Hall. The boys were so excited to get up on stage too so thanks for giving them that opportunity.*

(ACT school teacher, 2015)





## Collaborations and Partnerships

The MEP is based around the concept of 'helping others to help others'. As such, all our trained teachers and members of the public become collaborators. Many of these collaborators have been responsible for developments within the MEP. We also collaborate with a range of community and arts groups in and around the ACT including the Instrumental Music Program of the ACT Education and Training Directorate, the Music Council of Australia, and The Smith Family.



## Events and Programs through Collaborations

Many MEP events and programs involve multiple collaborators and volunteers throughout the year, bringing together organisations and communities. Examples include:

- The 'Music. Count Us In' Big Gig event at Llewellyn Hall was supported by the Music Council of Australia, and involved volunteers from Sing Australia, Southside Community Service and the ACT and NSW community. Audience participants included members from RSL Lifecare and other care facilities. Constable Kenny Koala, accompanied by his friend Stewart Waters, was the special guest who led the singing of 'What a Wonderful World'.
- The SmArts program involved funding from University House generously donated by Professor Peter Kanowski, and involved volunteers from The Smith Family and from the ANU. Some of the teenage participants of the SmArts program have since volunteered for other organisations, including other MEP projects.
- Masters of Occupational Therapy students from the University of Canberra volunteered to attend nursing home outreach at RSL lifecare venues, as well as continued to develop outreach research projects as a part of their course which would then add value to the MEP's work in the community. One of these research projects included music outreach with the students of Canberra College's program for young parents.
- RSL Lifecare manages a range of care facilities, and have been collaborating with the MEP to set up regular outreaches, staff training, and engagement with local schools. The aim of these strategic partnerships with care facilities such as RSL Lifecare venues will support ongoing community engagement and break down institutional barriers between aged care, schools, and the broader community.

## Increase in Funding from 2014

artsACT increased the funding allocation to the Music Engagement Program from 2014. This increase, combined with changes at the School of Music, has allowed the MEP to enhance its range of offerings to schools and the community through having a devoted teaching space on Level 5 of the School of Music. In addition, all MEP staff offices reside in an annex above this teaching space, which provides an active and thriving creative atmosphere.

Large-scale group workshops can be held throughout the space and small intensive groups can work in the MEP staff offices. The additional storage space provided by the new area allows the MEP to manage its collection of instruments and other resources, which has enhanced and expanded the resources available and accessible to MEP's stakeholders. The teaching space is also sound-proofed, which is a great comfort to nervous teachers stepping into what has been seen as a primarily 'elite' institution.

The MEP staff would like to pass on its sincere thanks to artsACT and the Community Services Directorate, both on their own behalf, and on the behalf of all those they work with in schools and in the community. They would also like to thank the ANU School of Music for their continued support through the use of the wonderful teaching and working space, as well as administrative, logistical and moral support.



## Research and Dissemination

The MEP has developed a practical research infrastructure that, true to its funding model, provides outcomes that directly support its users, particularly teachers in schools. The Design-Based Research model uses a range of methods to collect data and feedback designed to modify existing initiatives and create new ones. In 2015 the MEP gained approval for a Canberra-wide ethics proposal that allows for on-going collection and use of information for sharing with teachers and interested community members to help in the development of more experienced facilitators. Research initiatives that are underway include: a full analysis of ten years of evaluations to support the development of professional learning initiatives; modelling the flexible nature of school partnerships through a joint paper with O'Connor Cooperative School; documenting instrumental projects, like the Penny Whistle Project; expanding the 'Seventy Over Seven' song series; and documenting teacher-led initiatives in the MEP model that can then be distributed to other teachers.

Recent academic publications and conference presentations include:

- Susan West, Georgia Pike, 'Consulting the users: Explaining and enhancing engagement in a socially directed music making program for schools and community.', Conference Proceedings, ASME 20th National Conference 2015
- Georgia Pike, 'Reviewing the Definition of Disability: Adults with disability as facilitators of musical engagement', Conference proceedings, YAI International Conference on Intellectual and Developmental Disabilities, New York, 2015
- Susan West, 'Which children are which? Removing boundaries through social-altruistic musical sharing' Australian Council for Educational Leaders (ACEL) : The first Asia Pacific Congress on Creating Inclusive Schools, Sydney, May 2014
- Susan West, 'Practically Speaking: a conceptual model for encouraging music making for all ages', Philosophy of Music Education Symposium, New York, June, 2013
- Georgia Pike, 'The Altruistic Teen: the role of altruism in re-engaging Australian teenagers in singing', 3rd International Conference on Music and Emotion, Jyväskylä, Finland, 2013
- Susan West, 'Being the Water: navigating and varying levels of public visibility as a means of creative program development', Creative Communities Conference 3, Gold Coast, Australia, 2012
- Georgia Pike, 'What really matters? Priorities and participation levels in western music culture in a broad historical context', International Society for Music Education Conference, Thessaloniki, Greece, 2012

## Resources, Compositions and Publications

The MEP produces resources based on the needs of its stakeholders. An innovative resource is the research-based 'Seventy Over Seven Song Set' (70/7) developed in consultation with teachers and, most importantly, primary students of all ages over the last ten years. The set provides ten song recommendations for each year of primary school, acting as a 'base-line' model for teachers to begin engaging in music with their students. The MEP base-line model can act as a catalyst for the commencement of on-going music making, as well as support other musical activities in school. Other resources include 'Sing Out! Reach Out!' designed to assist teachers in preparing themselves and their class for Hand-in-Hand outreach visits, the 'Folk Songs and Games' book, and 'Natural Extension: Building Choice and Multiple Skill Levels Into Upper Primary Music'. In 2012 and 2013 the MEP worked with educational designers in primary, secondary and tertiary sectors, to begin rolling out MEP resources online. Susan West also composes and arranges songs specifically designed to be singable and teachable by anybody to anybody. These resources are available FREE to anyone in the ACT who engages with MEP training courses. 2016 will see the roll-out of pre-school and high-school song sets to accompany the existing 'Seventy Over Seven' set for primary schools.



*Everyone knows Aeroplane Jelly!*  
(Year 9 student)



## Film and Audio

In the early 1990s, the MEP began a long-term program of documenting its activities, including classroom teaching, concerts and community outreach. Progressively, over an 18-year period, some 350 hours of MEP activities have been filmed, with approval from parents for the participation of children. This archive is available for researchers and will progressively be made available as a teaching and pedagogical resource. A number of short videos have also been edited from the material and are frequently used in MEP classes and demonstrations. Selected films have been screened on Pay television (Ovation Channel) and community television networks. The footage has been captured by expert professional cameramen who have been at the forefront of documentary filmmaking – such as Gary Kildea and Scott Wombey. The archive forms a key part of the research data being used by MEP staff member Georgia Pike in her PhD, under the supervision of ethnographic filmmaker Judith MacDougall.



### *Oh Beethoven!* (1999)

DVD, Pay TV (Ovation) - an arrangement of themes of Beethoven with biographical lyrics sung by children from Ainslie with notes for teachers (composed West).

### *Kidsing!* (2001)

Audio CD - a collection of popular songs sung by children of Ainslie Primary School (Voices of Ainslie).

### *Chifley Cantata* (2006)

DVD - the premiere performance, National Museum of Australia (Voices of Macgregor) (composed West).

### *How to Run a School Concert* (2010)

DVD, Pay TV (Ovation) - a documentary following the lead-up to the 2010 'Big Gig' Outreach Concert.

### *The Music Education Program* (2006)

Short DVD film introducing the MEP featuring Voices of Ainslie.

### *Everyone Loves Aeroplane Jelly* (2008)

Short DVD documentary on secondary school students and the Outreach approach featuring students from Campbell High School.

### *Music. Count Us In* (2008)

DVD - teaching resource featuring students of Gordon Primary School.

### *Common Artistry* (2012)

DVD - public lecture by Susan West from the Larry Sitsky Recital Room at the ANU School of Music.

## The MEP Team



Founder and Artistic Director: Associate Professor Susan West  
BMus (Melb), GradDip (Kodály Inst., Kecskemet), MEd (CSU), PhD (ANU)

Associate Professor Susan West brings to her role as Artistic Director of the MEP over thirty years experience as a performer, educator, composer and arranger. Her work in developing pre-tertiary music programs and post-graduate teacher-training is at the cutting edge of music education with wide-ranging influences from traditional music philosophies, both ancient and modern, to holistic and therapeutic uses of music. Dr West trained in music performance at the Melbourne University Conservatorium of Music and the Victorian College of the Arts and obtained a post-graduate degree in music education from the Kodaly Institute of Hungary. She played Principal Piccolo with the Western Australian Symphony Orchestra in 1980 and then Associate Principal and Principal Flute with the Sydney Symphony Orchestra from 1981-1985. During this time she was also a member of the Australian Wind Virtuosi, touring nationally and internationally.

She was invited to the Canberra School of Music in 1984 to help establish the Music Engagement Program. Recognizing a need for different and more successful forms of music education, she continued her studies, first at Charles Sturt University and later with the Institute for Music and Health, New York. She developed the innovative approach to music education, 'The Music Outreach Principle', a therapeutic approach that affects the musical lives of over 10,000 adults and children in the ACT. Assoc. Prof. West's work has attracted both national and international interest. She not only works as a music educator but composes and arranges for children, instrumental groups, and for film. Her work is being documented in a range of short films from Ronin Films, Australia. She has been recognized through various awards, including a National Children's Week Award, a National Women's Day Award and a citation for Teaching Excellence from the Carrick Institute. Most recently the Hand-in-Hand Outreach Program was recognized for its excellence as a community outreach program through a national awards program run by the Music Council of Australia.



Associate Lecturer Georgia Pike  
BArts (ANU), GradDipEd (Monash), PhD Candidate (ANU)

Georgia Pike has been involved in School of Music education programs since the age of four. In 2002 Georgia spent a year in New York training intensively under the tutelage of Claire Alexander (former voice coach to Frank Sinatra) and studied at the Institute of Music and Health. Georgia has been working for the MEP since completing her undergraduate degree in 2006, a B.Arts majoring in Law and Classics. She completed her Grad.Dip. (Secondary) in 2009, and enrolled in the PhD program in 2010. Her thesis seeks to ground the philosophy and practice of the MEP within a broad historical and cultural framework. Georgia has her academic position within the MEP since the beginning of 2011.

She is an experienced performer in the ACT stage and film scene with over 30 stage and film credits, and in 2008 won Best Actress at the Canberra Area Theatre Awards, and a Canberra Critics Circle Award. Her work in film and television includes a singing television program for children, *The Singing Bug*, and a short film, *Broken*, which has been screened in festivals across 4 continents. Georgia coordinates and hosts the MEP's famous Outreach Concert events engaging thousands of children and general public in active music making. She is currently working to produce short documentaries about the MEP approach for teaching purposes. Georgia plans to submit her doctoral thesis in the first semester of 2016.



*Reaching out to those who need us most.  
Seeing the smiles creep upon their faces.  
The singing flowing everywhere,  
Memories flying through my head.  
Everyone's happy, holding hands.  
Teamed up with someone special,  
Not only a friend, but someone much, much older.  
Bringing happiness, laughter, having a chat.  
See the glow in their eyes,  
Shining so brightly,  
Bringing joy to their faces.  
So friendly, So happy,  
Making others lives...  
... Much, Much Better...*

(Unsolicited poem by 7 year old student)



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