

**THURSDAY, 20<sup>th</sup> JANUARY**

This timetable and rooms may change. ASME WA does not guarantee that all sessions will run as advertised.

8:00 9:00	<b>REGISTRATION &amp; BREAKFAST; SIGN IN FOR SESSIONS OFFICIAL WELCOME/Champagne</b>
9:30	<p style="text-align: center;"><b>Michael Griffin</b> <b>Pathways to Expertise</b></p> <p>This presentation investigates musical achievement through the contexts of intelligence mindset, skill development and metacognition.</p>
11:00	<b>MORNING TEA; trade displays</b>
11:30	<p style="text-align: center;"><b>Michael Griffin</b></p> <p style="text-align: center;"><b>The Power of Flow: Optimal Motivation</b></p> <p>Mihalyi Csikszentmihalyi's concept of flow explores intrinsic motivation in its purest form. What is flow and how can we apply this simple but effective model of learning motivation in music education?</p>
	<p style="text-align: center;"><b>Jackie Ewers</b> <b>Musica Viva</b></p> <p><i>Musica Viva inspires the soul, lifting your spirits is our goal.</i></p> <p>Our programs cover Music For Life - workshops for seniors in singing with a strong focus on health and well being rather than on performance. We provide Professional Learning Courses for teachers not only within our Live Performance Plus Program offered to schools with the Live Performance, but also through our Song, Rhythm and Sound Safari courses. These courses give you the opportunity to work with a Professional Musician and Educator. We have our updated Musician in the Classroom and have ideas for linking Music and Literacy for Indigenous children. Come and taste all Musica Viva has to offer in 2011 in this practical workshop.</p>
	<p style="text-align: center;"><b>Debra Shearer-Dirie</b> <b>How to get your singers singing better.</b></p> <p>In our busy school performance schedules we need to consistently create things that will develop our singer's mechanisms quickly so that over the long term, our results will be more effective. Whether it be singing in class or in a choral ensemble, this session will give suggestions as to how to improve the combined sound of your singers.</p>
	<p style="text-align: center;"><b>Geoff Lowe</b> <b>Putting Australian Content in Music Programs</b></p> <p>In this session, I explore the importance of Australian music in education, and suggest possible ways to go about embedding Australian content in WA school music programs. I will focus on two areas: indigenous and folk / bush music, with two practical activities, and finish by exploring a number of useful web resources for sourcing material. The session is not aimed at any particular year group, but rather takes a practical overview of why and how to get Australian content into programs in general.</p>
12:30	<b>ASME AGM</b>
1:00	<b>LUNCH; trade displays, Swap meet books, FLOOD RAFFLE</b>
1:50 – 2:50	<p style="text-align: center;"><b>Michael Griffin</b></p> <p style="text-align: center;"><b>Fostering Creativity Opportunities in Music Education</b></p> <p>What is creativity and why is it important? Ten suggestions for fostering music education creativity will be shared and discussed.</p>
	<p style="text-align: center;"><b>Donna Marwick-O'Brien &amp; Madeleine Speelman</b> <b>"More 5 Minute Breathers"</b></p> <p>Donna &amp; Maddy again combine to give their very unique perspectives on more ways to keep a music class fun and active, while ensuring that they (teachers) remain filled with energy and motivation at the end of the day.</p>
	<p style="text-align: center;"><b>Grace Trusso</b> <b>DRUMBEAT for Special Needs</b></p> <p>DRUMBEAT for children with complex needs presents a range of new exercises developed by Holyoake in conjunction with clinical staff from Bentley MHS to address the needs of children with complex or special needs. DRUMBEAT is used widely in schools for behaviour change and this adapted version of the program targets specific issues associated with children with special needs including those with Sensory Perception disorders, ADHD, Aspergers syndrome and Autism. Simple drumming exercises focus on emotional regulation, relaxation, aural perception and empathy.</p>
	<p style="text-align: center;"><b>Theo's Music</b> <b>What's New in Portable Recording?</b></p> <p>What are the latest Portable Recording Devices for Educators and how can they make your life easier? How do you get the best results when you are recording?</p> <p>Find out at this presentation by Daniel Terpstra from Theo's Music.</p>
2:55 – 3:55	<p style="text-align: center;"><b>Tetrafile</b></p> <p style="text-align: center;"><b>Tetrafile Percussion New Beginnings: A guide to using World Percussion in any classroom.</b></p> <p>Internationally renowned Tetrafile Percussion presents a taster from their new education programs. This workshop will involve some performances of new repertoire from the group, along with a sample exercise for the teacher and classroom related to each piece. Involving Southern Indian konokol (vocal percussion), latin techniques, beat boxing and old favourites such as body percussion, this session will not only give you a chance to see how Tetrafile Percussion will motivate and empower students in your program, but give cheap and simple ideas using the world's percussion traditions to make your music program even more effective. Most</p>

	importantly, we will have lots of FUN!
	Suitable for ages two to 2 polite to mention!
	<p style="text-align: center;"><b>Jackie Ewers</b></p> <p style="text-align: center;"><b>Exploring repertoire and ideas for developing young beginning recorder players in the classroom</b></p> <p>In this session participants are encouraged to bring descant and treble recorders and any repertoire to share. This session is "hands on" as well as encouraging discussion of such topics as: How to adapt repertoire for beginning descants to beginning treble recorder: How to make recorder playing more interesting for children in the classroom: the reluctant recorder player. Explore ideas and repertoire. It is expected that participants have some recorder skills and are teaching recorder in the classroom, but ideas discussed could be transferred to any instrument</p>
	<p style="text-align: center;"><b>Sheena Prince</b></p> <p style="text-align: center;"><b>The Music. Play for Life project and why people should engage - what is in it for them?</b></p> <p>There are a number of creative possibilities within the Music:Play for Life (MPFL) program which can enhance and reinforce the musical activities in your classroom whether it is primary or secondary. Come and learn, share and brainstorm together. The MPFL organisers will appreciate the ideas we offer from ASME (WA), after all, two of the nine participants selected from all over Australia for the song writing workshop were from WA!</p>
	<p style="text-align: center;"><b>Rupert Guenther</b></p> <p style="text-align: center;"><b>New classical music through improvisation</b></p> <p>A concert-demonstration of classical improvisation. Includes how to do classical improvisation, and a solid framework of how to teach it to students (specific programs for each age level). The method is simple and easy to learn, and no previous improvisation experience needed. The method uses all the classical music sounds we have already developed. It shows how to apply this to improvisation, keeping all the sensitivity and expression attracting us to classical music. There is no limit for the combination of instruments, and it is suitable for solo, duo and ensembles. There will be information available about master classes and teacher training.</p>
4:00	<b>AFTERNOON TEA</b>
4:15 – 5:45	<p style="text-align: center;"><b>AUSTRALIAN NATIONAL CHORAL ASSOCIATION (ANCA)</b></p> <p>The ANCA National Council is wanting to meet with choral musicians in WA with a view to hearing about how ANCA might better serve their needs, and also investigate opportunities for a more official presence that would lead to future networking, professional development and musical event. Facilitated by Debra Shearer-Dirie</p>

There will be a raffle in aid of the recent flooding in Queensland and Carnarvon in WA. We gratefully acknowledge donations by Billy Hyde Music (guitar) and Tetrafile Percussion (signed CD, Signed DVD). Please come prepared to offer your support.

## FRIDAY 21st JANUARY 2010

8:30	<b>REGISTRATION, COFFEE/TEA</b>
9:00 – 10:30	<p style="text-align: center;"><b>Michael Griffin</b></p> <p style="text-align: center;"><b>How are You Smart? Music within a Multiple Intelligence Framework</b></p> <p>We explore student engagement through Gardner's multiple intelligences model and how music education can connect to these intelligences generating trans-disciplinary outcomes.</p>
10:30	<b>MORNING TEA; trade displays</b>
11:00 – 12:30	<p style="text-align: center;"><b>Michael Griffin</b></p> <p style="text-align: center;"><b>Study, Stress and Music</b></p> <p>Do you listen to music when working? How does music affect learning readiness? Journey into the world of music psychology and understand the fundamental principles of how music listening affects physical and cognitive behaviour.</p>
	<p style="text-align: center;"><b>Andrew Sutherland</b></p> <p style="text-align: center;"><b>How to design a good music curriculum.</b></p> <p>The international landscape of music curriculum is changing. Music curricula in many countries are changing the way we deliver material. As part of Andrew's Masters thesis, this session will explore what the experts are saying about how to construct a successful and modern music curriculum. Suitable for all ages and levels.</p>
	<p style="text-align: center;"><b>Su-Lyn Chong</b></p> <p style="text-align: center;"><b>Engage your Kids: creating a positive learning environment</b></p> <p>I believe that a positive learning environment is created with a good balance of pastoral care, appropriate curriculum content and effective teaching &amp; learning strategies. During this session, we will explore these three elements in a practical way that will be helpful for your future lesson planning and delivery. We look specifically at ways to engage students with different preferred learning styles, abilities and interests through effective scaffolding and lesson sequencing. By the end of this session, I hope to have provoked your thoughts and provided you with useful tools to create a positive learning environment for your students.</p>
	<p style="text-align: center;"><b>John Heyworth</b></p> <p style="text-align: center;"><b>Jumping through Loops</b></p> <ul style="list-style-type: none"> <li>• Creative work in the classroom</li> <li>• Integrating technology and music</li> <li>• Suitable for musos and non-musos alike</li> </ul> <p>I would like participants to bring along an everyday object that makes a noise.</p>
12:30	<b>Plenary or Panel discussion / Forum</b>
1:00	<b>LUNCH; trade displays, Swap meet books</b>
1:50 –	<b>Sheila Randall</b>

	<p>In 2010, one of Sheila Randall's Yr 11 students, Lauren Tarver, was selected, along with 8 other Australian students, to participate in a song-writing team in Sydney for Music Count Us In. Lauren worked with John Foreman (music director of Australian Idol) and Melinda Schneider (Golden Guitar Award recipient) and two other students to compose the song, "Ourselves Together". The song was featured at the Perth Music Count Us In and sung by WA students on the steps of the Concert Hall while being web-cast across Australia. Lauren also shared her experiences with students at North Beach, Tapping and Hocking Primary Schools as well as inspiring her peers at Wanneroo Senior High School. Lauren recently was chosen by Twin Cities Radio to perform her songs on one of their programs. In addition, other students have gone on to produce their own albums (2 were released in 2010) and one will be featured on Triple J radio this year. In her workshop, Sheila will share strategies and resources for teaching song writing to students.</p> <p style="text-align: center;"><b>Kosmic Sound &amp; Lighting</b>  <b>"Jamhub in Music Education: more than a silent rehearsal studio"</b></p> <p>What is JamHub, and why has this piece of music technology been receiving so much attention? So much so that even soon after it's release JamHub was selected by educators at the 2010 NAMM Music Show as the best tool for schools in the Small Ensemble Category. JamHub has now made the "silent" rehearsal possible, and as a result of this we have now seen an opportunity for teachers to manage several rehearsals in the one teaching space. The JamHub solves space issues by removing the need for amps and PA systems. JamHub is flexible enough for use not only for ensemble rehearsal but also in managing Keylabs and Drumlabs. With the option of onboard recording, the JamHub becomes a perfect complement to music teaching programs around the world.</p> <p style="text-align: center;"><b>Su-Lyn Chong</b>  <b>Sing with Joy: motivate and energize your choir</b></p> <p>Why would kids want to join my choir? How do I create a culture where it's cool to sing in a choir? What are some effective rehearsal strategies that will motivate and energize my singers? What should I be thinking about when selecting repertoire and what are examples of appropriate repertoire for my choir? If you'd like some answers to these questions, come and join us in this session!</p> <p style="text-align: center;"><b>Marlene Rattigan, Kidz Fiz Biz</b>  <b>Let's Get Physical</b></p> <p>This session will incorporate all the usual Kidz-Fiz-Biz music and movement fun you've come to expect including equipment to give variety and kinaesthetic enjoyment to the Early Childhood music and general classroom. Pick up some tips to help your students integrate right and left sides of the brain (just don't tell them it's good for them!). Engaged children learn better.</p>
2:55 – 3:55	<p style="text-align: center;"><b>Michael Griffin</b></p> <p style="text-align: center;"><b>Background Music in School Spaces</b></p> <p>What are the possibilities for increasing the sound of music in the school environment? How and why are non-music teachers using music to support their teaching and learning objectives?</p> <p style="text-align: center;"><b>Beryl Allen</b>  <b>Kodaly: Getting started in the primary school.</b></p> <p>As children learn their mother tongue, so can they learn the language of Music. This session will take you through the process of</p> <ul style="list-style-type: none"> <li>• building a repertoire of material through "fun" activities, from which the various elements can be drawn.</li> <li>• Laying foundations for later musical literacy with an emphasis on developing listening skills, (see what you hear and hear what you see), using activities which enhance student learning in many other subject areas)</li> <li>• Strengthening this foundation and building on it gradually, until the students discover for themselves that they can already understand the written music, and write it as well.</li> </ul> <p style="text-align: center;">Then Music can be seen to belong to ALL students!</p> <p style="text-align: center;"><b>Su-Lyn Chong</b>  <b>My Favourite Things: sharing my Top 10 resources with you</b></p> <p>I present my Top 10 tried and tested resources to you! These are resources that I've found useful (and in some cases essential) in my travels as a music teacher. Unlike Oprah, I can't give these away to every member of the audience, but I can point you in the right direction as to where to source them and how to use them effectively.</p> <p style="text-align: center;"><b>Barry Palmer</b>  <b>AMEB Theory examinations on line</b></p> <p>AMEB On-line music theory examinations provide on-line examination access to our standard Theory, Music Craft and Musicianship syllabuses and cover the same content as our normal written examinations. AMEB On-line opportunities are now being adopted by more and more schools as a way of integrating music theory learning (and testing) into a school's computer program.</p>
4:00	<b>AFTERNOON TEA</b>