

QUESTION 7

IN EACH SYSTEM, WHAT IS THE NUMBER OF HOURS OF MUSIC INSTRUCTION OFFERED IN EACH YEAR LEVEL?

7.1 Australian Capital Territory

For the purposes of this research, music instruction is defined as the following:

- Classroom work (which may a performance component)
- Instrumental Music Program (IMP) School Band Classes (government primary schools only)
- On-line (i.e. time-tabled elective units) ensemble classes (e.g. concert bands, orchestras, choirs, rock bands)
- Extra-curricular ensemble classes
- Paid Tutor Schemes (PTS)

Music is but one strand of the Arts Key Learning Area (KLA), and has no prescribed time component. The amount of music taught in a particular school may therefore be none, although it is generally accepted that all students up to and including year 7 receive some music instruction in school.

The Arts Curriculum Framework (ACF) divides the teaching of its KLAs into three common strand organisers:

- Creating, Making and Presenting
- Arts Criticism and Aesthetics
- Past and Present Contexts

The ACF describes the stages of learning as follows:

- Early years of schooling
- Lower primary years
- Upper primary years
- High school years
- Post-compulsory years

The curriculum descriptions of the stages ‘High school years’ and ‘Post-compulsory years’ appear to be very much oriented towards elective music, and emphasise the importance of performance ensemble work as an extension of classroom work.

Only two government high schools (Lyneham and Calwell) currently have instrumental ensembles ‘on-line’ (i.e. as time-tabled elective units).

The School of Music, National Institute of the Arts, Australian National University, is contracted to provide specialist music education in selected ACT government schools. Currently this is fully implemented only at the Ainslie (Primary) School. Under this scheme, all students receive 2 classes per week of classroom music instruction, ranging from 30-minute classes for Kindergarten to 60 minutes for years

4-6. In addition each student participates in at least one choir, each choir in sessions of up to 60 minutes depending on age.

A small number of schools pay for the services of private music education companies or organizations to provide classroom and ensemble music classes.

7.2 New South Wales

The *NSW K-6 Syllabus in Creative Arts* (2000) provides that there will be sequential learning in music and the *Education Reform Act* (1990) requires that primary schools provide all students with knowledge, understanding and experiences in music in each year of primary school. No mandatory hours of instruction are indicated in this syllabus. The syllabuses for Stage 4 and 5 *Music Years 7-10* (1994, being revised in 2002) and *Music 1 Stage 6 Syllabus: Preliminary and HSC Courses* (1999a) and *Music 2 and Music Extension Stage 6 syllabus: Preliminary and HSC Courses* (1999b) provide information on the indicative hours of study recommended for each stage. There is anecdotal information that Government, Independent and Catholic schools may increase numbers of hours music instruction according to available staffing and school needs. Table 7. 1 provides details of hours of instruction by grade.

Table 7.1

Numbers of hours of music instruction by year in New South Wales

School Grade and Stage	Numbers of mandatory hours
Primary (Stages 1-3) (K-6)	Nothing indicated in the syllabus. The <i>Education Reform Act</i> (1990) requires instruction in music in each year of the primary school .
Secondary Stage 4 (Mandatory Course) Year 7 Year 8	In practice the Mandatory Course is taught in yr 7 and yr 8 - 100 indicative hours are required to meet BOS requirements for award of a SC.
Stage 5 (Additional Course) Year 9 Year 10	This course can be implemented as 100, 200 or 300 indicative hours,
Stage 6 (Music 1) Year 11 (Preliminary) Year 12 (HSC Course)	Preliminary and HSC Course - 120 indicative hours in each year. A total of 240 indicative hours.
Stage 6 (Music 2) Year 11 (Preliminary) Year 12 (HSC Course)	Preliminary and HSC Course - 120 indicative hours in each year. A total of 240 indicative hours.
Stage 6 (Music Extension) HSC Course	HSC Course only - 60 indicative hours.

7.3 Northern Territory

There is a danger, when figures are called ‘average’, of deducing that an average situation *does* prevail across schools in the Northern Territory. The actual situation is that while some schools (eg those with a music specialist) do devote a consistent weekly allocation to music education, in schools without a music teacher there may be no instruction at all for weeks at a time. Without a separation of these two categories, a

statement of ‘average weekly’ hours necessarily spreads the statistic across all schools, conferring the credit of regular music teaching on schools where none occurs. The following figures reflect this division, but within the divisions the figures are still average.

Table 7.2

Primary schools with a music specialist—Average hours per week—in the Northern Territory Government School System

	‘Core’ / class music	Co-curricular music	Extra curricular
Years T - 3	1hr 15 mins	40 mins—usually junior choir, some-times in lunch hour, but often in class time	Nil
Years 4-5	50 mins	1hr 45 mins—usually 45 mins middle primary choir, 30mins instrumental lesson within the timetable, and 30mins junior band.	On a needs basis, usually related to events (eisteddfod, School concert etc.)
Years 6-7	50 mins, but sometimes discontinued.	1hr 45 mins # 45 mins choir—often the BEAT* choir, 30mins instrumental lesson within the timetable, and 30mins band.	On a needs basis, usually related to events (eisteddfod, School concert etc.)

Most choral and instrumental instruction in this column is by visiting teachers from the NT Music School (free of charge).

*The BEAT is the NT’s version of a combined schools choral festival or ‘Schools Spectacular’

Table 7.3

High schools with a music specialist—Average hours per week—Average hours per week—in the Northern Territory Government School System

	Mandatory/ ‘Core’ Music	Elective Music	Co curricular	Extra-curricular
Yrs 8-10	Nil	3.5 hrs pw only for 1 or 2 semesters	30 mins instrumental lesson for selecting students	1 hr – band, but not in all high schools.
Yrs 11-12	Nil	4.5 hrs pw all year - stage 1 & 2 courses	1hr - instrumental lesson and ensemble activity	0.5 hr rehearsal for recital or performance

Table 7.4

Primary schools without music specialist—Average hours per week—in the Northern Territory Government School System

	'Core' / class music	Co-curricular music	Extra curricular
Years T - 3	30 mins in most schools	Nil	Nil
Years 4-5	40 mins in some schools, eg those in the Music Viva in schools program.	30 mins instrumental lesson for selecting students	By need, usually related to events (eisteddfod, School concert etc.)
Years 6-7	Nil	1hr 15 mins # 45 m choir—often the BEAT* choir, 30mins instrumental lesson for selecting students	By need, usually related to events (eisteddfod, School concert etc.)

Most choral and instrumental instruction in this column is by visiting teachers from the NT Music School (free of charge).

*The BEAT. is the NT's version of a combined schools choral festival or 'Schools Spectacular'.

Table 7.5

High schools without music specialist—Average hours per week—in the Northern Territory Government School System

	Mandatory/ 'Core' Music	Elective music	Co curricular	Extra-curricular
Yrs 8-10	Nil	Nil	30 mins instrumental lesson for selecting students	Nil
Yrs 11-12	Nil	Nil	Nil	Nil

Answers are mostly the same for Catholic and independent schools—that is, the number of hours per week of music instruction is affected by whether or not a school has a resident music specialist more than whether the school is in the government or non-government school system. One difference might be a slightly greater amount of time given to 'co-curricular' music instruction—i.e. related to liturgical practices—in Catholic schools. In general, the interpretation of curriculum requirements in non-government schools and regard for desirable programs is closer to that of government schools in the NT than they are in southern states.

7.4 Queensland

The study of music as an element of the primary syllabus has been a requirement since the beginning of the last century. For this reason, the teaching of music was a compulsory element of primary teacher training until the early 1980s. It was required that all primary students receive one- to one-and-a-half-hour lessons per week in

music. This was most likely to occur successfully in larger primary schools where there were permanent music teachers appointed to the one school.

In most primary schools students receive half an hour per week of class-based instruction from a music specialist. There is an expectation that classroom teachers extend or add to this instruction for an unspecified amount of time per week. In 1980, while all primary students completed the required hour of music instruction, only 40% of students received either one or two half-hour sessions from a music specialist. By 1990, this had increased to almost 75% and, at the last count, in 2001, was true for approximately 87% of students.

Amongst undergraduate general primary teachers, 'music' is one of the most feared subjects and one they are prepared for in a fairly minimal way as music is no longer a requisite in pre-service training. Increasingly in schools, music is now a part of time release and the class teacher seldom participates in 'follow-ups' on specialist classes as was the case during the primary pilot program.

Queensland has a large number of small schools, many of which are located at a considerable distance from larger centres. The provision of music lessons to students in these schools is provided through the use of itinerant music specialists or through distance education. Depending on the distances involved, lessons may be provided on a fortnightly or even monthly basis with supplementation from the class teacher in the other weeks. All specialist teachers have increased non-contact time to allow consultation with classroom teachers on the music lessons to be taken by those teachers. Students who elect to undertake instrumental instruction in primary schools received a half-hour small-group lesson and participate in a one-hour ensemble rehearsal per week.

In secondary schools, instrumental instruction continues as per primary schools in a voluntary withdrawal form as a normal program basis; students receive a fifty minute small group lesson and participate in a one hour ensemble rehearsal per week. Lessons are normally timetabled on a rotation pattern. This is intended to minimise loss of class time in any one particular subject. Primary schools may prefer to work on a fixed schedule. While ensemble rehearsals are considered as part of the normal school day, they are usually scheduled in the time available before or after school.

Classroom music instruction varies between year levels. In year 8 students typically have one semester of classroom music instruction with about four (4) contact hours per week (a total of 80 hours for the year). While this may be typical, the amount of music education can vary widely from no access to music instruction to double this amount of class room time (one year of study) and there can often be additional ensemble activities in, for example, choirs, concert bands or rock bands.

In years 9 and 10 music is an elective subject. Student numbers can vary greatly but are typically small. At this level classroom music is typically for one semester, with about four (4) contact hours per week (a total of 80 hours).

In years 11 and 12 students doing Board of Studies music subject (official curriculum) receive 55 hours of instruction per semester, normally divided evenly per week. This amounts to a total of 110 hours per year.

7.5 South Australia

There are no available data on these questions, so our sources were experienced teachers who were well acquainted with each of the systems. While Arts Education is mandatory, the inclusion of music as a component of The Arts is a matter for decision-making at the individual school level.

Primary Schools: Where classroom music instruction is provided, one lesson per week appears to be the general consensus regarding R to 7 classes across all systems, except in the case of wealthier private schools (estimated at 10% of independent schools⁸) which may have as many as 3 per week. Instrumental music lessons are half an hour in duration generally. Choir rehearsals are generally one hour in length; in the public system they are held during class time and within Independent schools they take place out-of-school hours.

Secondary Schools: Jenny Rosevear and Barbara Sedgeley have provided estimates of class time spent in music instruction.

Year 8: Music is generally compulsory for all school categories. In government schools, the compulsory component may take the form of five 40 minute lessons per week for a term. In other schools, it may be an all-year activity, but with fewer lessons during the week. The Special Interest Music Schools offer two and a half 45 minute sessions for General Music, five lessons for Elective Music and 10 lessons for Special Interest Music students⁹. In Independent and Catholic schools, a general music course would be given to all students in year 8 for an estimated 90-120 minutes of music per week throughout the year.

Year 9: For all school categories, most students start to specialise during this year. An estimated 30 to 40% of the student population would continue with classroom music at this level. Time spent in classroom music would be between 160 to 220 minutes a week. Special Interest Music students undertake ten 40 minute lessons a week.

Year 10: For all school categories, music is elective at this level. Barbara Sedgeley estimated that 25 to 30% of the student population in independent schools would continue with music. Lessons would vary from 160 to 220 minutes of music per week. Time allocated is in keeping with other subjects in the student timetable. Special Interest Music students have 10 lessons a week.

Years 11-12: Time allocated for music is consistent with other subjects taken.

7.6 Tasmania

⁸ Estimate is from Barbara Sedgeley.

⁹ Neville Hannaford, Brighton Secondary School, provided lesson details for the Special Interest Music Centres in Adelaide.

Regarding years Prep to 6, teachers surveyed indicate students receive between 30 to 60 minutes of music instruction per week excluding any ensemble participation.

In years 7 and 8 it appears that there is more variation in the amount of instruction per week. A small survey conducted in 2000 by the author in five high schools around Tasmania showed a variation from 3 hours to 5 hours per week for The Arts. Music is one of three or four strands offered in the Arts at this level therefore an estimate of the time allocated to music study at this level is 1 – 2 hours per week.

From years 9 to 12 when students study a course approved by TASSAB, there is a minimum requirement for each course. Courses with a prefix S or A are 25 hours minimum. A 'B' course is a minimum of 100 hours, and 'C' courses are a minimum of 150 hours. At high school this equates to approximately 2 1/2 hours of instruction per week and at senior secondary college level this equates to approximately 3 1/2 hours of instruction per week.

7.7 Victoria

Government schools

This section begins with an account of the situation as reported in 1989.

‘At junior secondary level where there is a classroom music teacher, music is usually compulsory at year 7 level and often at year 8. Time allocation at both levels varies from school to school with a few concentrating the program into four weeks of the school year, some providing one 50 minute lesson per week for one semester and others either one, two or three periods per week throughout the whole school year.

From year 9, most schools with a classroom music program offer a music elective which is generally multi-faceted in focus. Some schools, however, operate a vertically structured elective program for students in years 8–10 or 9–10. In such cases, students are able to elect a range of specific music modules at any time during these years A few schools allocate class time to ensemble activities from year 7. These are usually taken by instrumental teachers and are additional to the scheduled classroom music programs.

At years 11 and 12 some schools offer courses which prepare students for Music A and/or Music B. Where numbers of year 11 and 12 music students within a school are small, the Correspondence School provides the opportunity for them to study both the Music B core study and an option within both Music A and Music B. Classroom music teachers sometimes are available to supervise these students as part of their class allocation’ (Ray 1989, p.28)

The position in 2002 is outlined below.

The CSF is a framework, not a detailed syllabus or blueprint for the development and delivery of specific programs, teaching methods to be used,

allocation of time to particular learning areas, or materials and methods of assessment. These details, along with decisions about staffing, equipment and other resources, and all other aspects of actual programs, are determined by the individual school in the light of that school community's need, priorities and resources. (CSF 2000, p.3)

As there are no known statistical data available on the time provision allocated to classroom music from years 7–10 since 1989 (see Ray, pp. 26–27), it is not possible to provide a comparative Table which could show the effect of cuts to the provision since the implementation of *Schools of the Future*. The fact that nearly 50% of schools reported cuts to the time allocated to music classes over the last two or three years would indicate that there has indeed been a reduction (Lierse, 1999b).

Note that for the Victorian Certificate of Education, a minimum of two units each of 50 hours of classroom instruction need to be taught for each of the VCE Music Study Designs.

Independent schools

A questionnaire distributed to a small sample of Directors of Music in Independent schools indicated typically from one hour for P–6 to 1 1/2 hours Yrs 7–9, from 1 to 3 hours for year 10, and from 3 to 4 1/2 hours for years 11 and 12.

Table 7.6

Average time allocated per week to The Arts in Victorian Catholic schools by Year Levels 7-10. 1996-1998

Year	Year 7		Year 8		Year 9		Year 10	
	Mins/Week	%	Mins/Week	%	Mins/Week	%	Mins/Week	%
1996	199	12.80	194	12.50	166	10.60	145	9.40
1997	190	12.60	179	11.80	160	10.60	142	9.50
1998	190	12.55	177	11.74	161	10.67	146	9.73

Source: Catholic Schools Victoria, CEO

Table 7.7

Average time allocated per week to Music in Victorian Catholic schools by Year Levels 7-10. 1996-1998

Year	Year 7		Year 8		Year 9		Year 10	
	Mins/Week	%	Mins/Week	%	Mins/Week	%	Mins/Week	%
1999	59	3.9	50	3.3	27	1.8	22	1.5
2000	54	3.6	50	3.4	28	1.9	21	1.4
2001	55	3.7	51	3.4	28	1.9	22	1.5

Source: Catholic Schools Victoria, CEO

7.8 Western Australia

As stated in the answers to questions 4 and 5, the situation in Western Australia in years other than 11 and 12 is that there is no mandatory curriculum allocation for music and there is a wide range of delivery models. The system is decentralized and consequently school principals make individual school decisions about the provision of the music curriculum. Students in primary schools and lower secondary schools need only study one of The Arts (music, dance, visual arts, drama, media). Therefore, there is no requirement for schools to report on this to a central office.

An example of a Lower School Music Course for a Secondary Special Placement Program school is as follows.

In lower school, the three main areas studied are:

- Musicianship - this includes theory and the development of aural and keyboard skills.
- Literature and Concert Practice - the study of the history of music, solo performance, and the development of critical listening skills.
- Instrumental lessons and participation in vocal and instrumental ensembles.

Year 8

- Special Music Scholarship Students - 3 periods per week
- Special Music Option - 3 periods per week
- After satisfactory results in Year 8, Special Music Option students can elect to do the same classroom music component as Special Music Scholarship students in Year 9 and 10.

Year 9

- Special Music Scholarship Students - 4 periods per week
- Special Music Option - 2 periods per week (a shorter course of Musicianship and Music Literature)

Year 10

- Special Music Scholarship - 4 periods per week
- Special Music Option - 2 periods per week (a shorter course of Musicianship and Music Literature)

Senior Music courses

In the 2002/3 Music Syllabus Manual, it is recommended that TEE Year 11 music have 120 hours of instruction; Music in Society have 120 hours; TEE year 12 Music have 110 hours and Year 12 Music In Society have 120 hours of instruction.

7.9 Summary of State Findings and Indication of State and/or National Trends

7.9.1 State Findings / National Situation

The following table indicates the situation in each state in relation to the number of hours of classroom music instruction (mandated or average estimates) in government schools according to year levels. It also allows for comparisons to be made between states.

Table 7.8
Hours allocated for Music Instruction in Government Schools in Australian States and Territories according to Year Levels, 2002

Level	Primary	Years 7/8	Years 9/10	Years 11/12
State				
ACT	No prescribed time requirement	Elective Music	Elective Music	Elective Music
NSW	Although no prescribed time requirement, 1990 legislation mandates music instruction in each year of primary school.	Mandated course in yrs 7/8 requires 100 indicative hrs for School Cert.	Elective Music as 100/200/300 indicative hrs.	Prelim and HSC Music courses require 120 indicative hours each.
NT	Av. weekly 1.25 hrs or 50 min lessons p.w. for core music with additional co- and extra-curricular music if specialist; less if no specialist	Year 8—No core Music, but 3.5 hrs p.w. if Elective Music plus additional time for co- and extra-curricular music.	No core Music, but 3.5 hrs p.w. if Elective Music plus additional time for co- and extra-curricular music.	No core Music, but 3.5 hrs p.w. if Elective Music plus additional time for co- and extra-curricular music.
QLD	Recommended 1.5 hrs p.w. but c.87% of students receive 0.5 hrs p.w.	In Yr 8 students typically receive 4 hrs p.w. for one semester.	Music Elective—typically 4 hrs p.w. for one semester.	Music subjects require 55 hrs for each semester / 100 hrs for the year.
SA	Av. of one lesson p.w.	In Yr 8 students receive 5 x 40 min lessons in Music for one term of the school year.	Elective Music between 160 and 220 mins per week.	SSABSA Music allocation consistent with other subjects at this level.
TAS	Av. of 30 to 60 mins p.w.	Estimated 1 to 2 hrs p.w. when offered	TASSAB Music courses offered; A course = 25 hrs, B courses = 100 hrs, C courses = 150 hrs.	TASSAB Music courses offered; A course = 25 hrs, B courses = 100 hrs, C courses = 150 hrs.
VIC	No mandated hours of music instruction—will depend on staffing.	No mandated hours of music instruction—will depend on staffing.	No mandated hours of music instruction—will depend on staffing.	VCE Music units (2 required in Yr 12 for each subject) each requires 50 hrs of classroom instruction
WA	No prescribed time requirement.	No prescribed time requirement.	No prescribed time requirement.	Prescribed time requirement as for other subjects taken for TEE or non-TEE music subjects.

The situation in independent and Catholic schools is impossible to ascertain due to lack of data.