

QUESTION 9

IN EACH SYSTEM, HOW MANY HOURS OF INSTRUCTION/PARTICIPATION ARE DEVOTED TO EXTRA-CURRICULAR MUSIC ACTIVITIES?

9.1 Australian Capital Territory

There is no mandated requirement for extra-curricular music activities in ACT schools, and consequently no reporting of this data. In any case, the amount of extra-curricular music activities in ACT schools varies so widely as to make any quantitative summary impossible.

The format of the Instrumental Music Program (IMP) in Government primary schools is designed to encourage the formation of an extra-curricular School Band. In schools participating in the IMP, 'the school-based teacher is expected to hold at least one additional rehearsal per week without the presence of IMP staff'. This indicates that the 40 schools currently participating in the IMP should have at least 45 minutes of extra-curricular band work for the 44 students in the program.

The IMP also operates four 'system' bands to provide further extension to students. They are:

- two ACT Primary Concert Bands. Members are selected by audition from students in IMP Year 6 Band Classes.
- the ACT Junior Concert Band. Members are selected by audition from students in Years 7-8 who have been members of IMP Band Classes.
- the ACT Senior Concert Band. Members are selected by audition from any student who is in Years 9-12 in a Government secondary school or college.

These bands are administered and directed by the IMP. They represent the Education Department and the ACT at various functions, although the bands are run voluntarily and after-hours by IMP staff. Each year all three bands undertake a tour. Each of the Primary Concert Bands undertakes a day-tour of schools in the ACT and surrounding districts of NSW, performing at 3 different venues during the day. The Junior Concert Band undertakes a major week-long performance excursion each year and has travelled to most country areas of NSW and some parts of Victoria and to Perth. The Senior Concert Band also undertakes an annual tour that usually is within NSW. It has also toured to Adelaide, Brisbane, the USA (1990), a Cultural Exchange Tour to Taiwan (1994), assisted in the celebrations for the birthday of the King of Tonga in 1997, and represented the ACT Department in Nara, Japan, in 1998. A tour to the UK and France took place in 2000.

9.2 New South Wales

It is not possible to accurately estimate the numbers of hours devoted to extra-curricular activities in schools. There are no standard requirements for extra-curricular activity. Consequently, there is no central reporting of extra-curricular

activity in schools. In response to this question, the types of extra-curricular activities which are conducted in schools will be described. An estimate of numbers of hours which a range of schools might devote to these activities is presented where possible. An overview of the situation in schools is the only possibility in this report.

Information concerning primary school ensembles is not so readily available. There are large events that take place to showcase the talents of primary school children and also a number of primary schools with instrumental ensemble and choral programs.

There are different types of extra-curricular music in NSW secondary schools. Ensembles in which groups of students regularly participate comprise a major part of extra-curricular teaching. Instrumental ensembles vary from symphony orchestras, wind ensembles, and brass bands catering for large numbers of students, to string groups, jazz bands, rock groups and chamber ensembles with fewer students. Vocal ensembles vary from large SATB choirs to small vocal groups. The repertoire explores different composers and styles. Each school has its own flavour. Extra-curricular music of this type, in both primary and secondary schools, is dependent on a number of variables such as availability of appropriate teachers and tutors, student availability, rehearsal facilities, time, resources and funding.

A second type of extra-curricular activity in many secondary schools is related to annual or regularly scheduled events. Some of these include school musicals, school concerts, special school and local events, festivals and religious ceremonies.

A third type of extra-curricular activity in schools in all three systems is one-to-one tuition by a peripatetic teacher in an instrument or voice. Schools can provide hundreds of lessons each week to students through these one-to-one extra-curricular programs. This type of music teaching is common in many Independent schools and also available in some Catholic and government schools.

Hours of instruction/participation in extra-curricular activities can vary. There may be as little as two hours per week in a secondary school, where one teacher promotes one ensemble. However, in another school, where extra-curricular music activity include instrumental ensembles, vocal groups, annual musicals, concerts and individual lessons, there may be many hundreds of hours devoted to extra-curricular participation on a weekly basis, or throughout a school term. This may involve a combination of peripatetic instrumental teachers, teachers employed to train performing ensembles, and curriculum teachers who take extra-curricular activities in addition to classroom teaching.

A number of people from different systems have been asked to comment on extra-curricular activity in schools, and their voices appear below:

In instrumental programs, it takes about three to four years to build an ensemble of high quality. To encourage beginners and challenge the experienced it is important to provide a repertoire which spans a range of difficulty. Performing opportunities are essential to provide motivation. (Dietz, 2002)

Performing ensembles are a high priority in Independent schools where there often exists the annual music festival as an opportunity for the range of school ensembles to demonstrate their ability. Some Independent schools offer their students the chance to tour internationally. (Chapman, 2002)

Schools run large programs, the instrumental work often taken by people who come into the schools to do that the choir often taken by school music teachers. (Mackenzie, 2002)

NSW DET offers extension programs at district and state-wide level. At district level a school teacher or a visiting instrumental teacher may run the weekly rehearsals of about two hours duration. The state-wide ensembles are run by the Performing Arts Unit (PAU) and range from ensembles for specific events, such as the Schools Spectacular and the Olympics program, to ensembles which have regular weekly rehearsals and regular concerts and tours. The Sing program is co-ordinated from the PAU but also has its own life within districts. Rehearsals are district based and there is professional development for conductors organised by the PAU. There are opportunities for massed performances. Districts in the country also run their own performances. (Montague, 2002)

For the Jubilee 2000—a special event for the Catholic school system—there were massed ensembles from schools for the first time. The event took place at the then-named Stadium Australia prior to the Olympic Games in 2000. The combined choir drew on the three Sydney regions with over 3000 students from primary and secondary schools (1000 from each region). Each school was allocated a specific number of students to be part of the choir. Most of the schools in the region have a regular choir of between 30-50 students. Initial rehearsals were on a school and a regional basis. The combined choir came together for the first time some days before the event at Stadium Australia. The combined band was made up of over 350 students, drawn from secondary schools. Identification of students was made via the music/band teacher. The dance and movement sequences were organised along similar lines involving 4000 students from both primary and secondary schools. It is anticipated that, as a result of this event, more collaboration between the regions of the Catholic school system will take place.

The DET offers significant and special opportunities to government school students in music performance. Through the Performing Arts Unit (PAU), a varied range of choral, instrumental, and stage presentations are conducted to nurture and develop the musical talents of many thousands of students in government schools. Specialist co-ordinators and conductors are seconded from schools to the PAU to administer and direct these events. Eight hundred secondary students and 1600 primary students will participate in choral programs at the Opera House during 2002. Two instrumental concerts at the Opera House similarly offer primary recorder players and primary and secondary instrumentalists with performance opportunities. A training program for young singers is conducted within school districts throughout the state. This program, entitled 'Sing NSW' provides a common repertoire to all choirs which can combine to form massed choirs for special events and festivals. Teachers gain experience and training in instrumental and choral conducting through PAU programs. Students attending government schools can also participate in music

camps, a symphony orchestra, wind ensembles, stage bands, jazz ensemble, and a marching band. Overseas, interstate, and in-state touring is a feature of the ensembles program. The Performing Arts Unit exists to showcase the talents of children in DET schools across the state. There are large numbers of children auditioning to participate in choral and instrumental performing opportunities (Foster, 2002).

9.3 Northern Territory

The range of extra-curricular activities in music that are commonly available in Northern Territory Schools is outlined in the following table.

Table 9.1
*Northern Territory Government System: Primary schools with a music specialist—
Average hours per week*

	'Core' / class music	Co-curricular music	Extra curricular
Years T - 3	1hr 15 mins	40 mins—usually junior choir, sometimes 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 9.2
*Northern Territory Government System: High schools with a music specialist—
Average hours per week*

	Mandatory/ 'Core' Music	Elective Music	Co curricular	Extra-curricular
Yrs 8-10	0	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	0	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 9.3

*Northern Territory Government System: Primary schools without music specialist—
Average hours per week*

	'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 9.4

*Northern Territory Government System: High schools without music specialist—
Average hours per week*

	Mandatory/ 'Core' Music	Elective music	Co curricular	Extra- curricular
Yrs 8-10	Nil	Nil	30 mins instru-mental 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 public or private system.

One difference might be a slightly greater amount of time given to 'co-curricular' music instruction (ie related to liturgical practices) in Catholic schools.

In general, private system schools' interpretation of curriculum requirements and regard for desirable programs is closer to that of government schools in the NT than they are in southern states.

9.4 Queensland

Extra-curricular activities most often include choral and instrumental ensemble rehearsals, either in teacher-directed groups or self-directed bands. Also common are inter-arts activities such as music theatre productions. Primary level students involved in instrumental music spend one hour per week in ensemble rehearsals. Interested secondary school students (equivalent in number to those enrolled in music electives) would typically spend between one and two hours per week in such activities.

Other activities in which schools may participate in include:

- Music Camps in all areas of the State for primary instrumental students, choirs and school musicals, often with guest conductors and tutors to enrich local expertise;
- School Musicals;
- School Orchestras, Bands, Ensembles (Over 1000 is a conservative estimate);
- Choral Groups (the majority of primary schools and a selection of secondary schools);
- Participation in local events, including eisteddfods;
- School Concerts;
- Cadet Unit Band;
- Speech Nights and other official occasions; and
- Parent and Community Functions.

Special programs to foster excellence include MOST and FANFARE.

MOST (Musically Outstanding Students) provides a biennial two-week residential program for 77 students selected by audition from across Queensland. Students are tutored by distinguished professional musicians and led by distinguished conductors in symphony orchestra, symphonic wind ensemble, string orchestra, stage band and choir. The program is provided at no cost to the students.

FANFARE is a biennial festival of state school bands and orchestras held in 12 areas across the State. It culminates in a State FANFARE Festival in which the best performers from each of the 12 areas perform in Brisbane centres and five are selected for a final concert in the Brisbane Concert Hall. The aim of FANFARE is to raise standards by providing an opportunity for external adjudication of all performances and the stimulation of the incentive to achieve excellence.

Choral FANFARE is a biennial festival of state school choirs held in the alternate year to the instrumental FANFARE. It is conducted as far north as Rockhampton and along similar lines to the instrumental FANFARE.

Each of the above programs extends across both primary and secondary schools and aim to stimulate excellence in musical performance.

9.5 South Australia

Generally, choir, bands, orchestras and other musical ensembles are either co-curricular or extra-curricular activities and students can decide if they wish to participate and how many of the offerings to participate in. Almost without exception, schools with music specialists would offer extra-curricular music activities, but there is no data to support the range, length or extent of these activities. Range of instruction time for these activities would vary, depending on the school and the importance of the extra-curricular activity to the profile of the school, particularly in the Independent school system. In some schools owing to bus timetables for example, music may be restricted to lunchtime or before school rehearsals and the only rehearsal time possible would be 45 to 50 minute blocks, once or in some cases, twice a week. If rehearsals take place after school, they could be longer, of one to two hours in duration. Depending on the school, time allowance for taking these out-of-school activities may or may not be considered in the teacher's overall workload.

9.6 Tasmania

At primary school level, most students extra-curricular participation in musical activities happens during class time. However in the government system there are some programs in which children participate which require after school attendance.

In Hobart, the Primary Schools Band Program involves 550 students learning brass and woodwind instruments and 160 students learning string instruments. These students receive small group tuition during class time of 30–60 minutes per week and are required to attend after school rehearsals of 1 hour every second week for brass and woodwind students and 1.5 hours every week for string students.

In the past ten years, the number of students involved in the Primary Band Program has increased by 130. The number of schools involved has increased by 5. In 1991, the number of bands was 3 each in grades 5 and 6 and it is now is 4 in each of grades 5 and 6. The number of students playing string instruments has doubled in the last ten years.

In Launceston, a more recent program is the Esk District Primary School Band Program. This involves 12 schools in the area and approximately 250 students. These students receive tuition from 6 tutors and rehearse in class time for 1.5 hours per week. In the Burnie area, a program called e-musicians involves primary schools students in ensemble experience but no further information was available at this stage. In the Devonport area, the Barrington District Choirs involve both primary and secondary students in rehearsals after school.

In the Independent and Catholic schools sector at the primary level, it is not known if there is any extra-curricular involvement by students in music.

At secondary level, many schools in the Hobart area including government, Independent and Catholic have at least one band and sometimes more. These bands rehearse at lunchtimes and after school for 30–90 minutes and therefore are extra-curricular activities. For special events evening and weekend rehearsals are also scheduled, and public performances are usually held at night or at weekends also.

Unfortunately, declining numbers at some high schools have resulted in numbers too small to have a viable band. Some of these schools have combined to form a district band, which also rehearses after school.

9.7 Victoria

‘Two important trends have recently emerged since the implementation of Schools of the Future. The first is the growing importance placed on music in schools as an extra-curricular activity, particularly at the expense of the classroom music program which puts pressure on the crowded curriculum, and secondly, the growing division between equality of opportunity for students to have access to instrumental tuition largely based on the ability of parents to pay’. (Lierse, 1997)

‘There is also a growing number of schools which are moving the emphasis on music education from the classroom to the extra-curriculum area which does not put pressure on the overcrowded curriculum’ (Lierse, 1997)

A small sample of Music Directors of Independent Schools reported devoting from 4 hours per week up to as much as 120–150 hours per week when preparing for a major performance. It is often the case that students participate in many different ensemble groups and vocal groups.

Music Education Outside School

An investigation into the provision of music education in schools should not overlook the availability of music education experiences outside school. There is Melbourne Youth Music (MYM) which is an Extension Education Service offered by the Education Department. It administers the Saturday Music School which caters for over 450 students aged from 7-23 years in eleven different ensembles. MYM also administers the January Music Camp, a non-residential summer school for instrumentalists and vocalists.

A wide range of music tuition in Victoria is available through privately-run organizations. There is an abundance of classes for pre-school children, many of which are run under the auspices of the Parents for Music organization. Band leagues have been an important provider of music programs. Churches continue to play a major role in providing choral training while community orchestras and instrumental ensembles are thriving. In addition, the Musica Viva schools program, the Melbourne Symphony education program and specific instrument groups such as the Flute Guild, the Recorder Guild, the Australian String Teachers Association and the Rock’n’Roll High School provide alternative means of music education. (McMillan, 1999)

Participation in the Melbourne School Bands Festival has grown considerably since 1988 when 24 bands participated to 2001 when 106 schools participated. As the figures show, currently Junior Concert Band and Intermediate Concert Band are the most popular.

Table 9.5

Melbourne Bands Festival: School Participation, 2002

	Primary	Secondary	Primary Combined	Secondary Combined	Community	Total
Victorian State	5	51	1	3		60
Victorian Private	4	33	0	1		38
VIC State/Private				1		1
Interstate		6				6
Other					1	1
					Total	106

Source: Melbourne Schools Band Festival

Table 9.6

Melbourne Bands Festival: Number of Ensembles Entered, 2002

Victorian Government Schools	152
Victorian Non-government Schools	83
Interstate schools	7
Other schools	5
TOTAL	247

Source: Melbourne Schools Band Festival

Table 9.7

Melbourne Bands Festival: Number of Ensembles Entered in each Category—Victorian Government Schools, 2002

	Primary	Secondary	Primary Combined	Secondary Combined	Total
Training Concert Band	2	14	1	0	17
Novice Concert Band	2	13	1	1	17
Junior Concert Band	3	26	1	1	31
Intermediate Concert Band	0	31	0	1	32
Advanced Concert Band	0	10	0	1	11
Junior Jazz Ensemble	0	11	0	0	11
Intermediate Jazz Ensemble	0	13	0	0	13
Senior Jazz Ensemble	0	6	0	0	6
Beginner String Group	0	3	0	0	3
Junior String Orchestra	0	5	0	0	5
Senior String Orchestra	0	3	0	0	3
Symphony Orchestra	0	2	0	0	2
String Ensemble	0	1	0	0	1
Total	7	138	3	4	152

Source: Melbourne Schools Band Festival

The bulk of entrants come from Government schools in the metropolitan area, although the number of non-government and country schools is increasing.

A sample of organizations that support outside school appears below

- Melbourne Youth Music
- The Dandenong Ranges Music Council
- Victorian Flute Guild
- Recorder Guild
- Clarinet and Saxophone Society

Professional Associations

- Australian Band and Orchestra Directors Association
- Australian Association for Research in Music Education
- Association of Music Educators (aMuse)
- Australian Music Therapy Association
- Australian National Choral Association
- Australian Society for Music Education
- Orff-Schulwerk Association of Victoria
- Suzuki Talent Education Association of Australia
- Parents for Music
- Victorian Music Teachers Association

Music Examination Boards

- Australian Guild of Music and Speech
- Australian Music Examinations Board
- Trinity College of Music London
- Australian and New Zealand Cultural Arts
- AUSMUSIC

9.8 Western Australia

It is difficult to estimate the actual numbers of hours that are devoted to participation in extra-curricular activities as no data is mandated to be collected by a central office. Therefore, rather than reporting on the number of hours, descriptions of the range of activities that are engaged in will be given.

It is not uncommon for each school (both primary and secondary) to offer at least one performing ensemble experience ranging from choirs, concert bands, jazz bands, wind ensembles, rock bands, classical chamber groups to full symphony orchestras. Repertoire is wide-ranging and these ensembles and choirs perform at events both within and outside school occasions.

All three systems (government, Catholic and Independent) offer major festivals for schools to participate in annually. Catholic and independent system schools each have a Performing Arts Festival which is administered through their central offices.

The Department of Education's School of Instrumental Music supports a number of festivals and showcase performance opportunities. Festivals include: Jazz Band Festival, Concert Band Festival, Orchestra Festival, Government Secondary Schools Choral Festival, Ensemble Festival and Classic Guitar Festival.

Frequently non-government schools also participate in some of these festivals. These festivals are run by professional associations in the field, and advertising is done by those associations. They provide a valuable opportunity for both primary and secondary school ensembles to perform for their peers, to receive feedback from expert adjudicators, and to hear ensembles from other schools.

Since 1974, the Shell Company of Australia has sponsored The Shell Concert which showcases outstanding instrumental and choral music from government schools held at the Perth Concert Hall. The concert is held annually and features both primary and secondary music school students.

Another annual concert is the TEE Performing Arts Concert. This is a chance for students from music, drama and dance to showcase the best Year 12 performances from graduation examinations.

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

9.9.1 Indications of State and/or National Trends

Overall, there are little data and certainly no uniform data, about the number of hours devoted to extra-curricular music activities in schools. The best that could be done by most State Investigators was to report on the range of school music extra-curricular activities and where possible to give an estimate of the number of hours.

Australian Capital Territory

The principal form of extra-curricular music in the ACT is the Instrumental Music Program. In primary schools where it operates, school-based teachers are expected to hold one additional 45-minute rehearsal per week for the 44 students involved at each school in addition to the class instruction sessions conducted by IMP staff. In addition there are two ACT Primary Bands, an ACT Junior Concert Band for Year 7 and 8 students, and an ACT Senior Concert Band for Years 9 to 12 students.

New South Wales

Again, only an estimate of the number of hours that schools devote to extra-curricular music activities is possible, and the most reliable information is to simply describe the range of activities undertaken in NSW schools. There are three different types of extra-curricular music activities undertaken in secondary schools: (i) school-based ensembles ranging from symphony orchestras to choral groups; (ii) annual or regularly-scheduled musical events such as annual school concerts or musicals, music performances associated with the religious calendar, etc.; and (iii) one-to-one instrumental / vocal music lessons given by peripatetic instrumental teachers. The amount of time devoted to such extra-curricular music activities varies considerably. Special mention needs to be made of the Performing Arts Unit in the government school system (involving both primary and secondary school students) which

administers and directs a series of musical events—such as ‘Sing NSW’ which provides a common repertoire for school and district choirs.

Northern Territory

Due to the relative smallness of this educational system, the State Investigator was able to provide some reasonably reliable estimates of the breakdown of time allocation in hours per week for core, co-curricula and extra-curricular music activities at the two school levels (primary and secondary), both with a music specialist and without, in the government school system.

Queensland

There is a range of extra-curricular music activities that schools participate in—music camps, school musicals, school ensembles, choral groups, regular (annual) school concerts and other official events. The usual time allocation for such activities is between one and two hours per week. There are also two special programs which promote musical excellence among young people in Queensland. MOST (Musically Outstanding Students) provides a biennial two-week residential program for 77 students from across the state who participate in a variety of musical ensembles. FANFARE is a biennial festival of state school bands and festival that aims to improve standards of performance.

South Australia

There is a variety of extra-curricular musical activities provided in schools which have a specialist music teacher on staff. In public primary schools, choir rehearsals and band rehearsals often take place within the school curriculum time even though they will not generally involve all students or whole classes of students. (There are some extra-curricular ensembles offered to public primary school students through the Instrumental Music Service; these take place after school generally at central locations around Adelaide and are auditioned ensembles, only catering for a small group of students. I did not include these because they are not individually school-based activities).

In Catholic and Independent schools within the primary school system, choir and band tend to be extra-curricular in that they are not scheduled during class time. This varies in time, depending on whether it is at lunch, before school or after school.

In secondary schools (all systems), the amount of time devoted to extra-curricular activities depends again on the school’s hours and when teachers can take it during the day ie whether it’s before school, lunch or after school. If schools have rehearsals before school or at lunchtime, one could anticipate a 30-50 minute rehearsal time. If these activities were held after school, rehearsal time is often longer- an hour to an hour and a half.

Tasmania

The principal extra-curricular activity in Tasmanian schools is the Primary Schools Band Program that involves 550 students learning brass and woodwind instruments and 160 students learning string instruments. Participating students receive small group tuition of between 30 and 60 minutes per week and are required to attend after-school rehearsals of 60 minutes per week every second week and 90 minutes for string students each week. Aside from programs in Catholic and independent schools, the other principal extra-curricular activity in Launceston schools is the Esk District Primary School Band Program that involves 12 schools and approximately 250 students. Students rehearse in class time for 90 minutes per week. There is a primary level ensemble music program in the Burnie area and a primary/secondary choral music program in the Devonport area known as the Barrington District Choirs.

Victoria

There are numerous extra-curricular musical activities in all types of Victorian schools, particularly at the secondary level, but there is no way to estimate the number of hours devoted to extra-curricular musical activities in Victorian schools. Melbourne Youth Music (MYM) an Extension Education Service, is also offered by the Education Department. It administers the Saturday Music School that caters for over 450 students aged from 7-23 years in eleven different ensembles. MYM also administers the January Music Camp, a non-residential summer school for instrumentalists and vocalists. In addition there are several organizations that provide musical activities for young people, including the Melbourne Bands Festival which has grown significantly in terms of the number of participating bands, from 24 in 1998 to 106 in 2001.

Western Australia

As in other states, there are variety of extra-curricular musical activities in Western Australian schools. The Department of Education, through the School of Instrumental Music, supports a number of music festivals and showcase events. There are also two annual concert events which showcase outstanding musical talent—the Shell Concert held in the Perth Concert Hall and the TEE Performing Arts Concert involving music, dance and drama performance by Year 12 students

9.9.2 Indications of State and/or National Trends

Due to the lack of data, it is not possible to give any indication of an average in terms of hours devoted to extra-curricular music activities in schools.