

# AUSTRALIAN KEYBOARD ACADEMY



*Developing Potential Nurturing Talent*

Issue 2 | Summer - Autumn  
Online Edition 2007

NEWSLETTER

## DOES LEARNING MUSIC MAKE YOU SMARTER?

The Australian Keyboard Academy supports the view that students who learn music or keyboard instruments at an early age out-perform students who do not learn music in areas of intelligence, developmental skills, academic performance, and social skills. Furthermore, they are able to transfer skills obtained from learning music to other areas of academic excellence.

The benefit of music education in children's lives has been widely publicised for over 20 years. Although the literature is supportive of music education and is exciting for music educators, further research is needed to fully understand the benefits of music education in children's lives.

The Australian Keyboard Academy is actively involved in music education research. Through our research, we can ensure that all our students are

provided with the highest standard of music education and that our teaching is up-to-date with current trends in music pedagogy.

Research indicates that for music education to make a positive impact on a child's life and development, their music education must involve a comprehensive mix of creativity, singing, active participation, ear-training, improvisation and opportunity. Furthermore, in order for children to fully benefit from music education, it is important that they are taught by trained, experienced and qualified music educators.

At the Australian Keyboard Academy we believe our exclusive EKCOI™ Philosophy and Multi-Level Achievement Program ensures students are provided with the best possible comprehensive music program in Australia.

For further information about our music programs and the benefits of piano-keyboard music education visit:



Wolfgang Amadeus Mozart

*"Dr. Rauscher found that students in Group Piano-Keyboard tuition outscored those who received no formal music training by 48% on spatial reasoning test" (Demorest & Morrison; 2000:35).*

*"After six months of piano lessons, preschoolers had spatial-temporal IQ scores (important for some types of mathematical reasoning) that were 34% higher than those of students who received computer training instead of music training" - Neurological Research, February 28, 1997.*

*"Children who study music tend to do better academically than those who do not study music. And they tend to behave more responsibly as students if given the opportunity to study music - even if they are from at-risk populations" Wilcox, (1999:33).*

[www.auskeyboardacademy.com.au](http://www.auskeyboardacademy.com.au)

## INTERNATIONAL EXPOSURE!

[www.auskeyboardacademy.com.au](http://www.auskeyboardacademy.com.au)

### TOP TEN COUNTRIES

Visiting AKA Online

1. Australia
2. United Kingdom
3. New Zealand
4. USA Educational
5. Italy
6. Malaysia
7. Germany
8. Japan
9. Russian Federation
10. Netherlands

No. 1 Piano-Keyboard Education  
Website in Australia

### New Features Online

1. Apply For Website Link Online
2. Free Print Music Download
3. Free Midi-File Download
4. Teacher/Student Resource Centre

Average  
180  
Visitors  
A Day

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- Top Ten Tips when Preparing for your music examination
- 2005 National Review of School Music Education (Part 3)
- Are AMEB Grades a ticket to teach music?

# CREATING MUSIC IN ALL AUSTRALIAN SCHOOLS

## Primary School



The Australian Keyboard Academy agrees with the 2005 National Review of Music Education that, "all students should have the opportunity to learn music regardless of their socio-economic status, and all Australian Schools are capable of supporting effective learning in music".

It is vital that Schools become more committed and involved in the delivery of music education, because according to the 2005 National Review of Music Education: children who start learning a musical instrument during K-6 and give up are less

likely to take up music studies during their Secondary School years. It is important that the best possible music education is made available for all Australian children and delivered by qualified music teachers.

The Australian Keyboard Academy is committed to assisting primary schools deliver music programs, assist with keyboard laboratory implementation and professional development for music teachers. To discuss how music can become a key area of study for all students in your Primary School contact our office on (03) 9310 9532.

## Secondary School

It has been common practice that only students with the ability to play a musical instrument were in a position to fully benefit from music education within the Secondary sector. All students regardless of their past music experience should be given equal opportunity to study music in Secondary School.

The Australian Keyboard Academy believes that for Secondary music education to accommodate the entire school community, music education needs to support other areas of music interests, such as: careful listening, singing, analysis, composition, improvisation, creativity, and music technology.

Realising this will ensure all students gain equal access to music education in Secondary School regardless of their music ability.

Call our office on (03) 9310 9532 to discuss how the Australian Keyboard Academy can make music accessible to all students in your school.

The Australian Keyboard Academy endeavours to assist all Australian Schools to deliver a comprehensive music program for all students.

To achieve this, we will:

- ♪ Develop strategies and innovative approaches in funding and resources;
- ♪ Work together with generalist and specialist music teachers to implement and develop a sequential creative music program;
- ♪ Provide Professional Development for teachers in VCE Music, music technology and creativity;
- ♪ Assist to implement keyboard laboratories in schools and on-going support and training for teachers; and,
- ♪ Provide curriculum materials supporting music creativity, composition, and improvisation.

## Group Lessons Or Private Lessons

It has generally been considered that private instrumental music lessons are the main method for teaching. This is not true. Group lessons are an excellent introduction to the study of music and under the right instruction, provides a greater range of musical experiences than a private lesson for beginner students within the first two years.

### GROUP LESSONS

- ideal for children and beginners
- interactive and fun!
- group singing and ensemble performances
- enhances learning and music appreciation
- excellent preparation for private lessons
- active listening and analysis
- incorporates European philosophies of Kodály and Orff
- provides greater range of music experiences

### PRIVATE LESSONS

- ideal for learning tailored repertoire
  - students preparing for external examinations
  - study of advanced works
  - recital preparations
  - formal in nature
  - excellent after having received a solid foundation from group lessons
- Call Lorenzo on 9310 9532 to discuss which lessons will best suit your music needs.

## PROFESSIONAL DEVELOPMENT FOR MUSIC TEACHERS

Call (03) 9310 9532 or go online

## SHORT COURSES

Call (03) 9310 9532 or go online

## Did You Know!

- Composer Harry Partch custom made a musical instrument that could play a 43-note scale system.
- Composer and pianist Sergei Rachmaninoff claimed Jazz pianist Art Tatum as the greatest piano player in any style.
- The earliest predecessors of the pipe organ dates to the 3rd century BC.
- Mozart named the pipe organ the "King of Instruments".
- By 1819 Beethoven was completely deaf. Yet it was during this time he composed some of his most greatest works. The *Ninth Symphony*, *Missa Solemnis* and his last five string quartets.
- The *Electrone* is an electronic organ first produced in 1939 by the John Compton Organ Co.
- The Australian 100-dollar note features the image of Dame Nellie Melba - Australia's most famous operatic soprano.

Top

10

Tips

Preparing For Your Music Audition.

1. Do not underestimate the importance of basic musician-ship skills and knowledge of music theory.
2. Establish solid practice techniques and time management skills.
3. Develop basic keyboard skills.
4. Spend time developing aural skills.
5. Read the audition requirements carefully.
6. Develop sight reading and improvisation skills.
7. A positive attitude and confidence will make the difference.
8. Provide a portfolio of your musical achievements, compositions, performance history, recordings, and academic results.
9. Be able to clearly articulate why you want to study music and your career goals.
10. Remember you need to demonstrate that you will be a most worthy and successful music student.

## 2005 National Review of School Music Education - Part 2

In Part One, I recommended all involved in music education to read a copy of the *2005 National Review of Music Education*. If you have been too busy to do so, here are some more findings:

"Students find music technology particularly engaging. Yet there is a lack of evidence of music technology being deeply embedded in schools particularly when compared with its place in the music industry". (Pascoe et al; 2005:129).

"From being a marginal activity 50 years ago, music technology has become one of the biggest shows in town and is involved in almost all mainstream music making. It impacts on all styles and genres, and both schools and teachers need to address the knowledge and skills that are deficit in this area" (Pascoe et al; 2005:26).

The report indicated that some of the reasons technology was not

included as part of the Secondary music curriculum was: "cost, space, classroom control and coordination, lack of expertise and confidence, constantly changing technologies, fear that computers would compensate for lack of musical skill, and lack of know-how in integrating technology" (p25).

Technology has changed the way music is produced, performed, created, and listened too. Incorporating music technology within the Secondary music curriculum will provide all students with access to music studies. Music technology can provide non-performers with access to composition, arranging, audio production and recording.

Mathematics is not without a calculator, English is not without a word processor, so music education should not go without music technology, after all, technology is all around us.

Lorenzo Capitanio

## DONATE UNWANTED KEYBOARDS



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## PIANO KEYBOARD ORGAN TUITION ENROL NOW FOR 2007

PLACES LIMITED

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## 2007 KEYBOARD SCHOLARSHIPS

Closing 23rd March 2007

visit: [www.auskeyboardacademy.com.au](http://www.auskeyboardacademy.com.au) or call 9310 9532

## AMEB GRADES - What does it all mean?

For almost one hundred years the Australian Music Examination Board (AMEB) has played a large role in the music examination of young Australian children. Although a great resource and an excellent addition to a comprehensive music program, many music teachers employ the AMEB grades inappropriately.

It has been a common misunderstanding amongst some music teachers that the only method of music education is to place students, year in and year out, through AMEB examinations. This was never the intention when the AMEB was founded in 1918.

One of its founders Dr Edward Harold Davis (1867-1947) expressed his concern that, "many students are kept on the same three or four pieces for the greater part of twelve months, until all concerned (parents included) are sick to death of the dreadful monotony. This is not teaching. It is chaining the poor little victim to a treadmill, and I cannot imagine anything more destructive of musical interest." (Bridges, 2006:88).

In 1994 Bridges advocated that private music teachers are simply servants to the AMEB syllabus

and unfortunately employ the AMEB syllabus as a means to justify what they do or teach. Furthermore, "the examinations are used by many ill-equipped teachers as a means of reassuring parents they are getting value for money" (Bridges, 1994:54).

Data from university lecturers in Australia suggest that the greatest concern was that the level of achievement indicated by the marks students obtained in music examinations (primarily through the AMEB) often gave a false indication of their actual musical abilities (Bridges, 1984).

It is important teachers and parents understand that music education is not all about grade advancement. Whilst success in music exams is a great achievement at any age and at all levels, it is not the reason for learning music nor for teaching music.

Children learn music because they want to have fun, music is something all children can relate to. The goal of music education is to enhance a child's life and provide a positive and life-long rewarding appreciation for music.

This ideology must be at the core of what we (music educators) do and all the other elements should

be a by-product of that.

A child's music education should incorporate a broad and comprehensive program that provides children with every opportunity to explore all that music has to offer. Students should experience all styles of music and be exposed to music creativity, composition, improvisation, singing, aural training, music theory and music technology.

Music teachers must stop relying on the AMEB grades as a curriculum. The AMEB grades are not a curriculum and the sooner we understand this, the better. Studying AMEB grades should compliment a child's music education and a good teacher is one that can clearly establish the appropriate time when to include music examinations as part of the child's development.

As a tertiary music lecturer, I am always confronted with music students expressing their dissatisfaction with their experience undergoing AMEB music examinations.

The greatest tragedy with music education in Australia is that so many children fall victim to

inflexible teachers, teachers that repeat the clichés they were taught, and teachers whose musical vocabulary does not extend beyond the AMEB syllabus. As a result many children quit their music studies by the time they reach grade two or three AMEB.

Pascoe et al (2005) indicates that the most common reason students gave up learning music is that they felt their lessons have become boring. Although a number of factors can contribute to students' boredom with music lessons, the primary reason for this is that the private music teaching sector is out-of-date in terms of delivering an engaging contemporary creative music curriculum and fails to adequately promote current innovations in music pedagogy, and as long as the private teaching sector remains an unregulated industry, this trend will continue for another 100 years.

If not used correctly, the only thing the AMEB grades are good for is preventing students from pursuing their music education.

Lorenzo Capitanio  
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**Find us in the  
Yellow Pages**

### Message from the Director

Lorenzo Capitanio

DipMus, BMus, BA(Hons), MEd(Music)



Dear colleagues, friends and students,

It has been an amazing three months. So much has happened and so much to still do. I have been working tirelessly on my new keyboard book and I'm looking forward to sharing it with you all.

Thank you to all the subscribers of our online quarterly newsletter. Spread the message and get all your friends listed as well. I do hope you take advantage of all the free print music and midi-files available online. Together we can celebrate the creative world of piano-keyboard music education in Australia.

*Happy keyboarding!*

## Mini-Sonata

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Australian Keyboard Academy

Allegro

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Submit your keyboard composition for consideration in future newsletters (Limit 20 bars).  
For more Free Piano-Keyboard music visit: [www.auskeyboardacademy.com.au](http://www.auskeyboardacademy.com.au)



## News & Notice Board

- Teacher/Student Resource Centre Online, register to access free piano/keyboard print music, scales and technical exercises, chord techniques, songs, and midi-files. Resources also available on VCE Music and research papers.
- Promote your next piano, keyboard, organ concert or recital on the Australian Keyboard Academy Website for FREE.
- Pianists, Keyboardists and Organists, get your FREE listing on the Australian Keyboard Academy Website. Visit our website and go to 'News & Notice Board' or call our office on (03) 9310 9532.
- Submit an article for publication in future newsletters, word limit 150.
- To advertise in our newsletter contact our office, places limited.
- If you have an interesting 'Did You Know' musical fact, email us and we will do our best to include them in future editions.

Please send all correspondence to:  
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or email: [lorenzo@auskeyboardacademy.com.au](mailto:lorenzo@auskeyboardacademy.com.au)

## Music Activity

Once you find all the words, look them up in a music dictionary, identify their meaning and locate which words relate to tempo (time - the speed of the beat). Have FUN!

R	A	C	C	E	L	E	R	A	N	D	O	Accelerando
U	Q	S	O	S	T	E	N	U	T	O	R	Adagio
B	S	E	M	U	S	I	C	R	E	T	A	Allegro
A	P	R	E	S	T	O	H	J	M	N	L	Andante
T	D	M	U	T	E	S	E	R	P	U	L	Beat
O	A	T	D	A	M	P	E	R	O	L	E	Damper
B	E	A	T	I	F	E	M	A	S	L	N	Grave
G	P	I	A	N	O	F	O	R	T	E	T	Legato
R	A	K	D	A	K	A	D	B	R	G	A	Mutes
A	N	D	A	N	T	E	E	P	I	A	N	Moderato
V	A	H	G	Y	J	B	R	U	N	T	D	Music
E	K	R	I	A	C	E	A	L	G	O	O	Pulse
H	A	S	O	S	H	M	T	S	S	N	D	Presto
D	A	L	L	E	G	R	O	E	T	T	R	Rallentando
												Pianoforte
												Rubato
												Sostenuto
												Strings
												Sustain
												Tempo

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