

Wintec agreement

We have a memorandum of understanding with the Waikato Institute of Technology (Wintec).

Successful candidates in NZMEB grades 4 and 5 theory, grades 7 and 8 practical music, and performance certificate can be awarded unspecified credits in music towards their chosen pathway in the Wintec Certificate in Media Arts.

Holders of NZMEB Associate and Licentiate diplomas can access unspecified credits in music at 100 and 200 levels towards the Wintec Bachelor of Media Arts degree.



Syllabus news

The viola syllabus is complete and at its final review stage. If anyone would like it in draft form, it is available from the national administrator.

The updated clarinet and trumpet syllabuses, as well as the new chamber music syllabus, are now on the website. Updates to the trombone, oboe, bassoon, and recorder syllabuses are coming soon.

Clarification: piano for pleasure grade eight scales

Please note the following clarification to Piano for Pleasure Grade 8 scales: Dominant and Diminished Sevenths should be prepared (as for grades 6 and 7, as also listed in the scale grids under 'Resources' on the website).

Christopher Norton sponsorship

As the board with New Zealand as its primary focus, we were very pleased to sponsor Christopher Norton at the IRMT conference in Palmerston North in January. Perhaps best known for his Microjazz series, Chris is well established internationally as a composer, producer, arranger and educationalist. He lectures all over the world and writes for stage shows and ballet, TV and radio, as well as popular songs and orchestral works.

Left to Right: Liz Locke, Hazel Hausman, Rae Patterson, Beverley Read, Chris Norton, Amanda Henry, Andrew Buchanan-Smart.

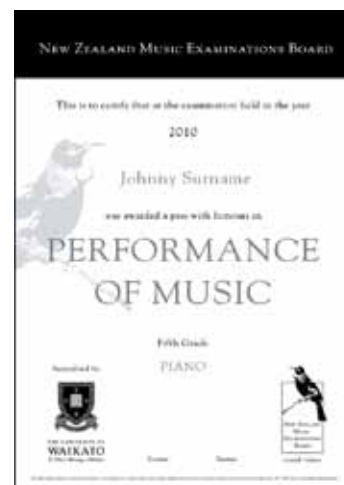


Practical entries first session

Entries close on Monday 30th April.

A reminder regarding fees: please give your name (ie teachers' names) as reference on the payment. Please discourage your entrants from paying individually unless there are special circumstances - for ease of communication and to avoid unnecessary glitches, we do prefer everything to go through the teacher.

If you have any entrants with special needs, please let the national administrator know. We are very happy to cater for all special needs entrants.



Theory session coming up

We hope your entrants have their folk songs at their fingertips and their pencils sharpened –our first session theory exams take place around the country on Saturday 5th May. Exam packs are being prepared as you read this newsletter.



Teacher workshops

We ran a well-attended afternoon at the Hamilton Community Centre of Music at the end of March, from which we have received very positive feedback.

We have a workshop coming up at Hagley High School, Christchurch, on Wednesday 16th May. Anyone wishing to attend please contact Veronica van der Knaap on 03 322 9185.

If you would like a presentation in your area, please let us know – it is often really helpful to itinerant teachers. Our pleasure syllabuses work really well in the school system.

Update on Oliver Giles - our website guru

Oliver (in Beijing) is attending intensive mandarin classes and making huge progress with the language. He tells us that for day-to-day life, though English is common in the university district where he is living, when buying local food his mandarin is indispensable. He is finding the music 'a really fascinating mix of traditional Chinese and modern western-influenced styles'.

Oliver Giles in Beijing





Music helps children learn maths

A new study (about to be published in the journal 'Educational Studies in Mathematics') has found that listening to music in maths lessons can dramatically improve children's ability in the subject and help them score up to 40 per cent higher in examinations...

'Academic music' is a hands-on curriculum that uses music notation, clapping, drumming and chanting to introduce students to fractions... 'We have designed a method that uses gestures and symbols to help children understand parts of a whole and learn the academic language of math[s],' says Susan Courey, assistant professor of education at San Francisco State University.

The programme has shown tangible results at Hoover Elementary School in the San Francisco Bay Area, where the study included 67 students. Half the group participated in a six-week music curriculum and the rest received the school's normal maths teaching. In a fraction test at the end of the study, students in the music programme scored 50 per cent higher than the students in the normal maths class. Significant gains were also made by students who usually struggle with academics: the researchers compared the test scores of lower-performing students in both groups and found that those who were taught the experimental music curriculum scored 40 per cent higher than their lower-performing peers in the normal maths class.

'Students who started out with less fraction knowledge achieved final test scores similar to their higher-achieving peers,' Courey remarked. 'Lower-performing students might find it hard to grasp the idea of fractions from a diagram or textbook, but when you add music and multiple ways of learning, fractions become second nature to them.'

The Telegraph, 22 March 2012

Interview with Avi Shoshani

Avi Shoshani, secretary general of the Israeli Philharmonic orchestra and founder of the Verbier music festival in Switzerland, was in conversation with Eva Raditch recently. He is undertaking a review into our orchestras (commissioned by the minister for culture and heritage, Christopher Finlayson).

He believes we are undergoing a major change in the entire civilisation of western society – none has the solution, we are trying to deal with the symptoms (audiences getting older, lack of music education in schools, etc) 'It upsets us all dramatically, but it's a fact!' We are living in society that basically communicates visually – which creates a problem because classical music is an abstract way of communicating. He is a strong believer in the relevance of classical music to the day-to-day life of communities. It has a very important role in educating people not necessarily or only to music but to other things like what good and bad is, comradeship, and so on - basically a tool to teach what we believe a civilised human being should be... Look at the Simon Bolivar orchestra in Venezuela, for instance.

We have to look at classical music in a visionary way, not for profit, but for civilisation. As long as the community realises that it is their responsibility to support it... There are never too many orchestras – and never enough musicians. Competition is the guarantee for quality.

(NZ Concert, 24 February 2012)

**NZ Woodwind
Competitions 2012
14-16th September**

Westlake Girls High School
North Shore, Auckland

Cash Prizes!

Beginner to Advanced Levels
saxophone, flute, recorder, clarinet,
oboe & bassoon

Entries close 1st August 2012

Information available at
www.flutefocus.com/woodwind-competitions.html

Mary O'Brien, Organiser
M: +64 27 676 8741 E: mary@flutefocus.com

Websites some of our teachers subscribe to:

www.musicteachershelper.com/blog/teaching-studio-mistakes-you-should-never-make/

... you never know, you might find these useful.

Do let us know if you find any which you'd like to recommend to others.

All the best,



Serena Jones, National Administrator

Accredited by:



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WAIKATO
Te Whare Wānanga o Waikato