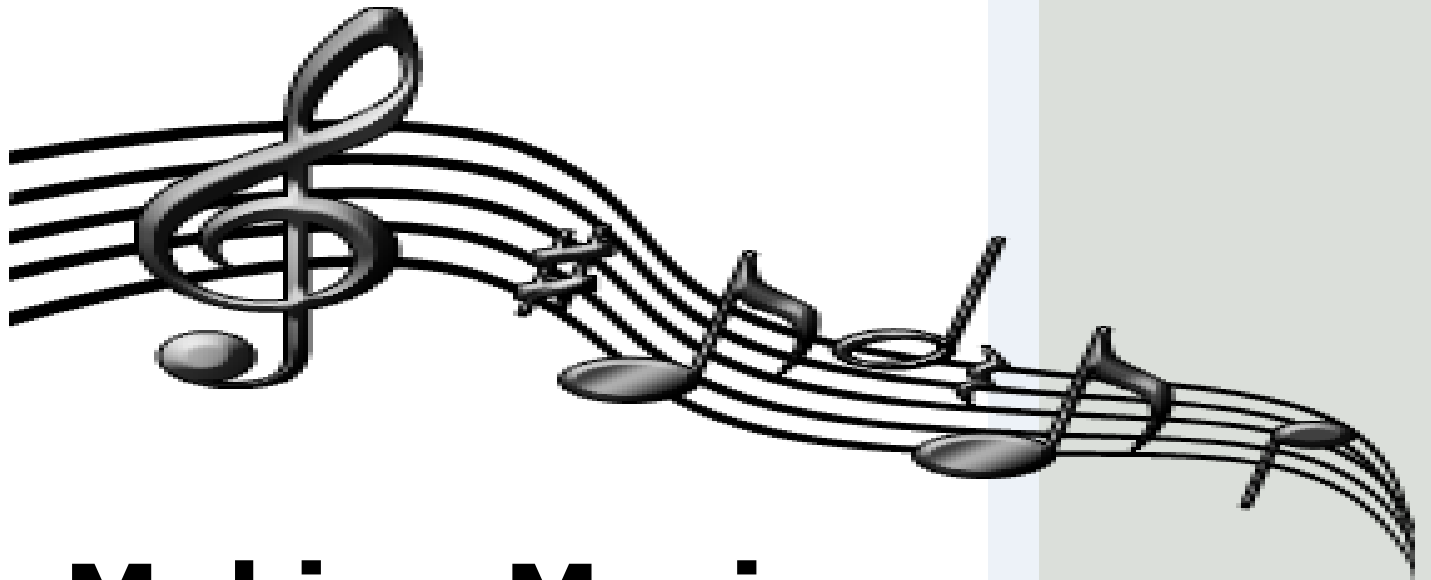




**ASHBURTON COLLEGE**

Individual Excellence in a Supportive Learning Environment



# Making Music Together

## **Strengthening Performance Music**

*Ashburton Community and Ashburton College  
Joint Strategy and Approach 2010 - 2015*

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# Making Music Together

## Strengthening Performance Music

*Ashburton Community and College  
Joint Strategy and Approach 2010 – 2015*

### **This Report**

#### **Summary**

This report comes from work within the College and feedback from our Community sought in term 4 of 2009.

The Ashburton community has a rich and diverse musical and cultural base, with significant expertise and a large number of groups and stakeholders.

Ashburton College is the main provider of secondary education to the young people of Mid-Canterbury and provides a range of learning and experiences in The Arts.

This report sets out ways in which the College and community can work more collaboratively in the area of Performance Music.

#### **Background**

During 2009 the newly appointed principal, Grant McMillan, became concerned that there appeared to be a disconnect between the College and parts of our community with regards performance music

Following agreement from the College Music Department an experienced and recently retired secondary principal with expertise in this area, Alison Rosanowski, was engaged to consult with staff and community to identify what the community's expectations were and opportunities for the College to meet these.

Alison Rosanowski's report to the College was received in January 2010. Following which the College then developed this strategy as a draft for community and stakeholder consideration.

#### **Going Forward**

This document sets out the College's strategy for strengthening the relationship between community and College programmes over the next few years.

This strategy was consulted on within the College in March and with the community during April of 2010.

It will be implemented starting term 2 of 2010 and will be reviewed annually

*The College sought ideas and feedback from the community about their expectations in the area of Performance Music*

*Community and stakeholder feedback has been used to develop this strategy for the next 5 years.*

*This report sets out how the College and community will work more closely in the future in Performance Music*



## What The Consultation Told Us

Alison Rosanowski consulted with members of our Music Department, students, staff, parents and caregivers, community members and stakeholders. Through this we learnt a lot.

A copy of the executive summary of Alison's report is attached as Appendix 1 to this document. A summary of this is set out below:

### Strengths and Opportunities

- There is strong support for music performance within the community, with many events praised and valued.
- The community wants to see College students performing music, in a range of ways, and to high standards
- The community is keen to assist and support where possible or needed. This can be enabled by addressing things such as timetable clashes and advertising performance events more widely.
- There are many staff within the College, and experts outside the College who are willing to be called upon to assist in musical and assisting roles. Especially if the College is unable to fill a role.
- International and new students can become better integrated into the College and community through involvement in musical groups.
- The "Phoenix" brand is valued by the College and community, and should be both used and protected.
- Most students who are involved in Music Performance want to have the opportunity to perform as representatives of the College

### Expectations

- The Phoenix Chorus is a senior choir and flag-ship that should be re-established in full.
- As much as possible the organisation of College choirs and musical groups should remain constant.
- Music Performance should be visible and accessible, with opportunities for groups and individuals to perform in a variety of locations and levels.
- There should be a clear progression through the College choirs and groups (e.g. junior to senior).
- The bi-annual Music/Drama production is a key part of the community and College calendar.

*Through consultation we learnt more about the ways in which aspects of Performance Music were seen and valued.*

*The consultation outcomes have provided directions and priorities for the College to consider and respond to.*



- Itinerant and private music teachers working with NCEA students need to be more closely involved in the student's NCEA programme. This will include better materials and communication around NCEA standards and assessment.
- College responsiveness and communication about Music Performance activities and opportunities will improve.

### **Constraints**

- The College Auditorium is too small a venue for many activities.
- There are few opportunities within the College timetable and calendar for groups to perform within the College.
- Career choices start to dictate NCEA subject choices for senior students, which reduces the number of students in College music classes.
- A lot is asked and expected of the College with regards to Music Performance, but there are a limited number of staff in the College Music Department.

### **Tasks**

- The College needs to address the matter of the unspent funds that were raised for a planned 2008 Phoenix Chorus trip to Sydney.
- The College should find ways to better support the Music Department, e.g. staffing, time and administrative support, teaching spaces.
- A better way needs to be established of identifying musical ability and interests at enrolment.
- The College Blues system for recognising exceptional student achievement needs to be better understood by students and the community.
- More opportunities need to be found for solo and key board performances.



## Our Strategy

Based on both the College's own plans and the feedback we have received we have developed the following strategy to take Performance Music forward.

The components of this strategy are set out in no particular order and need to be read as a whole, rather than as a priority list.

## College Performance Music Groups

1. We will maintain an ongoing core of music performance groups that will not change from year to year. This consistency will enable students to better plan and set goals as well as enabling groups to develop over time.
2. Assistance will be required from people outside the College. For roles that require musical expertise as well as supporting roles.
3. Where applicable there will be a prioritising of groups within a Music Performance genre. For example, within the College choirs and choral groups:
  - The College Choir and Phoenix Chorus will be the ongoing College groups from year to year.
  - If the opportunity or need arises specialist choral groups will operate, e.g. Barbershop Quartet; Choral ensembles, etc but not to the detriment of the College Choir or Phoenix Chorus
4. It is accepted that the numbers of members and the quality of some groups will vary over time, but this is an inevitable aspect of adopting this approach.

A diagram describing these groups is in Appendix 2.

## College Support for Performance Music

The College will look to use resources differently in order to better support performance music. This includes:

### Staff Roles and Responsibilities

5. The Head of Department (HOD) for Music will have overall responsibility for ensuring the provision of, and support to College music programmes and performance music groups and activities.
6. Whilst the HOD Music will have a direct role in one or two performance music groups their wider focus prevents a direct role in all groups or

*We have developed a strategy that includes the feedback and ideas we received.*

*There will be a consistent set of core music performance groups that do not change from year to year. This includes a College Orchestra, and a College Choir and the Phoenix Chorus.*

*Other music performance groups will be established based on opportunity and student skills, but not to the detriment of the core groups.*

*The HOD Music will retain overall leadership and responsibility for College music.*

*The HOD Music will call on College staff, and community members to provide expertise and assist with music programmes and Performance Music groups/activities.*



activities. In effect their emphasis shifts more to a leading and brokering role for performance music.

7. College staff with music skills and abilities will be encouraged to assist within the College music programme and/or with performance music groups.
8. The community will be called on to assist in the leading and supporting of a number of College music performance groups. This will include supporting roles such as helping to organise and manage groups.

A list of many of the likely roles that staff and community members will be asked to fill is attached as Appendix 3.

### Resource Issues

9. More time will be made available to the HOD Music, the Head of The Arts and Languages faculty and the Arts Co-ordinator in order to support them in their roles. In part this has already occurred for 2010 and will be reviewed each year.
10. The teaching spaces in the Music department will be kept as free as possible within the College timetable enabling them to be used more for practices and during Music Classes (especially Music Practical). This has already been built into the 2010 timetable.
11. In the long term (College 10 Year Property Plan) consideration will be given to enhancing the practice and teaching spaces available within the College.
12. The College will seek to collaborate with other schools and community music groups to identify or establish a pool of instruments that could be loaned or rented to students.
13. The College will find ways to ensure that students who wish to learn an instrument are not prevented from doing so by financial barriers.

### NCEA Students

14. The College will provide information to external Music Tutors about the NCEA standards that their students are enrolled in, the assessment criteria, assessment dates, and other relevant information to ensure that students are best supported to succeed. The way in which this is done is yet to be decided – but may well be an annual meeting near the start of the year and use of emails etc during the year.
15. The College should support the enrolment of students in NCEA Music, even if they are getting most of their tuition outside of regular College hours/programmes. As was trialed with a Year 13 student during 2009.
16. Where possible consideration should be given to Year 13 Music Practical students completing Level 4 NCEA and Scholarship courses if they have been able to complete Level 3 in Year 12.

*The College will shift more resources to support Performance Music, and look to increasing teaching/studio spaces or their availability.*

*The College will collaborate with music groups, families and other schools to make more instruments available to students wishing to learn.*

*More will be done to better support students completing NCEA, including involving their music teachers more.*



17. The College will seek to provide information about assessments as early as possible to students, parents and caregivers and their private or itinerant music teacher.
18. All students undertaking NCEA will be advised of that NZQA allows the re-sitting of internal assessment standards until March of the following year.

### Communication

19. The College will seek to better publicise performance music activities and events within the College and to the wider community.
20. The College will review its systems for the leaving and replying to messages (emails, letters, and phone calls) to the Music Department.
21. Itinerant Music Teachers employed through the College will provide written reports to students and their parents/caregivers about progress during the year. This is likely to be linked to the current 'College reports' process.
22. Each music performance group will publish and provide a calendar of practices etc to students, parents and caregivers, and those involved or associated with the group.

### Collaboration

In addition to the above the College will:

23. Find opportunities for College performance music groups and students to interact, workshop and perform with other groups. Including other schools and groups in the local and wider community.
24. Enable students whose tuition/practice may largely be off-site and out of College time to be included within the College 'family' and able to perform on behalf of the College.

### Profile and Performance of Music

In addition to the above the College will

25. An internal review will be completed to identify the musical needs of students within the College; what the College can provide; and what assistance will be needed.
26. Additional opportunities will be found for students and groups to perform within the College and in the wider community.
27. Look to use bigger venues and/or provide more opportunities for parents/caregivers and the community to attend. This may include having separate Dance and Music performance showcase events.
28. Ensure that the bi-annual College production (which is a partnership between Music and Drama) is strengthened as a key event on the College calendar.

*There will be a focus on improving communication about music activities and events.*

*The College will look for ways to collaborate with other music groups more.*

*Students will not have to be enrolled in music classes to be recognised as a College group.*

*Where possible music performances will be organised in ways that will both increase their profile, and allow more people to attend.*



29. Enable the Music Department to fully participate in College open days, and promotional events or activities.

#### Administrative

30. The College enrolment form will be amended to include information about new student's musical abilities and interests. Including any music tuition they may currently be receiving.
31. Procedures and supporting documentation will be developed and provided to enable the above activities/delegations.
32. The Year 11 handbook will be reviewed.
33. The current College Blues system will be reviewed to ensure that both it is being used appropriately by all faculties and departments; and that there is a way of recognising those students who achieve to a high level in areas that are not provided as a part of the College programmes.
34. The original Phoenix Chorus fundraising committee will be asked to re-convene. Where, supported by College leadership, the committee will be asked to consider how the funds of \$6,335.60 currently held within the College accounts for a planned trip that did not occur should be addressed. This could include refunding these monies to the students/families that raised them if this can be achieved.
35. The Phoenix Chorus uniforms will be used by the Phoenix Chorus when they perform. Noting that this may mean a manager or assistant is needed to help manage and maintain these.

*Several administrative changes will be made.*

*The current Blues system will be reviewed.*

*\$6,335.60 from a cancelled Phoenix Chorus trip is currently held in the College accounts. What will happen to this needs to be addressed.*



## Putting This Strategy into Action

### The Process

The following timeline summarises both what has occurred and is planned:

Mid 2009	Principal and HOD Music start discussions about College Music programmes
October-November	HOD Music and principal establish a process for community consultation about expectations for performance music
December	Alison Rosanowski consults with Music Department, staff, students, parents and caregivers, music fraternity and stakeholders
January 2010	Alison's report received
February	HOD Music, principal and other key staff analyse report and draft this strategy. Principal and senior staff look to implement the resourcing and timetabling suggestions for 2010
March	Consultation and confirmation with College staff
April	Consultation and confirmation with Community
From Term 2 2010	Implementation
Term 4 2010	First annual review

*The process that led to this strategy started mid-2009.*

*If agreed to, this strategy will come into effect from term 2.*

### Ongoing Review

We will monitor the implementation and success of this strategy and approach. This will include bringing together the wider music community at least annually to review progress and identify opportunities and improvements.

*We will be monitoring the success of this strategy and be seeking feedback on how well it is working.*

### Acknowledgements

I would like to thank all of the students, parents and caregivers, members of the community and stakeholders who have assisted us in developing this strategy, with particular thanks to Alison Rosanowski for her work and contribution.

My thanks also to the staff involved, particularly the HOD of Music and those involved in Music and The Arts, for their input and assistance throughout.

*Thank you to all of those who have helped us to review what is in place and develop this strategy for going forward.*



Grant McMillan  
Principal  
March 2010



## Appendices

### Appendix 1 – Executive Summary from Consultation Report

The following is the executive summary from Alison Rosanowski's consultation report, dated January 2010.

- There is a strong support and enthusiasm, allied with local expertise, for Performance Music from the Ashburton College community.
- The Phoenix Chorus has been seen as a public flagship for Ashburton College and a goal to aspire to.
- Nurturing Performance Music within the College and community is a strongly held community expectation. High standards of performance should be aimed for.
- Visibility of Performance Music in the community is a common expectation.
- There is an expectation of a range of opportunities for musicians to perform in groups or solo for their peers within the College, in the local community, provincially and nationally; and internationally for some.
- School staff, senior students, parents, itinerant and private music teachers and members of community groups have skills to assist the Music Department in leading and managing groups.
- Unexpected cancellations, like that of the Phoenix Chorus to Sydney, leave a residue of discontent. The fund raised monies should be distributed, to those who raised money, according to the College's policies.
- It is expected that the publically funded Phoenix Chorus uniforms are worn.
- The Jazz Band, Concert Band and annual Music Night were seen as highlights in 2009.
- The reorganisation of the choirs has excluded junior students who are not ready for Year 9 to 13 choirs. Junior groups build confidence and skills.
- The size of the auditorium limits audiences for major events and ways of funding the use of the Events Centre are worthy of exploration.
- The organisation of the school day, with short house assemblies, limits in-school performance opportunities. Most groups do not perform to peers before major competitions.
- The Ashburton community has many musical groups and individuals who support Performance Music; there are opportunities to increase mentoring by avoiding clashes of practice times. Instruments may be available from some of these groups and also from former parents. Accompanists can be sought from students, staff and the wider community.
- International students are integrated through joining music groups.
- Bi-annual musicals give non-drama class students chances to perform in a major production.
- Students in the senior school who are unable to join music classes because career choices dictate subject choices, can be offered NCEA performance standards. Inclusion of Level 4 Unit Standards and Scholarship offer extension.
- Performance Music assessment requires an audience. Community members who are not parents are often unaware of these or other events. Advertising in *The Ashburton Guardian* would involve community.

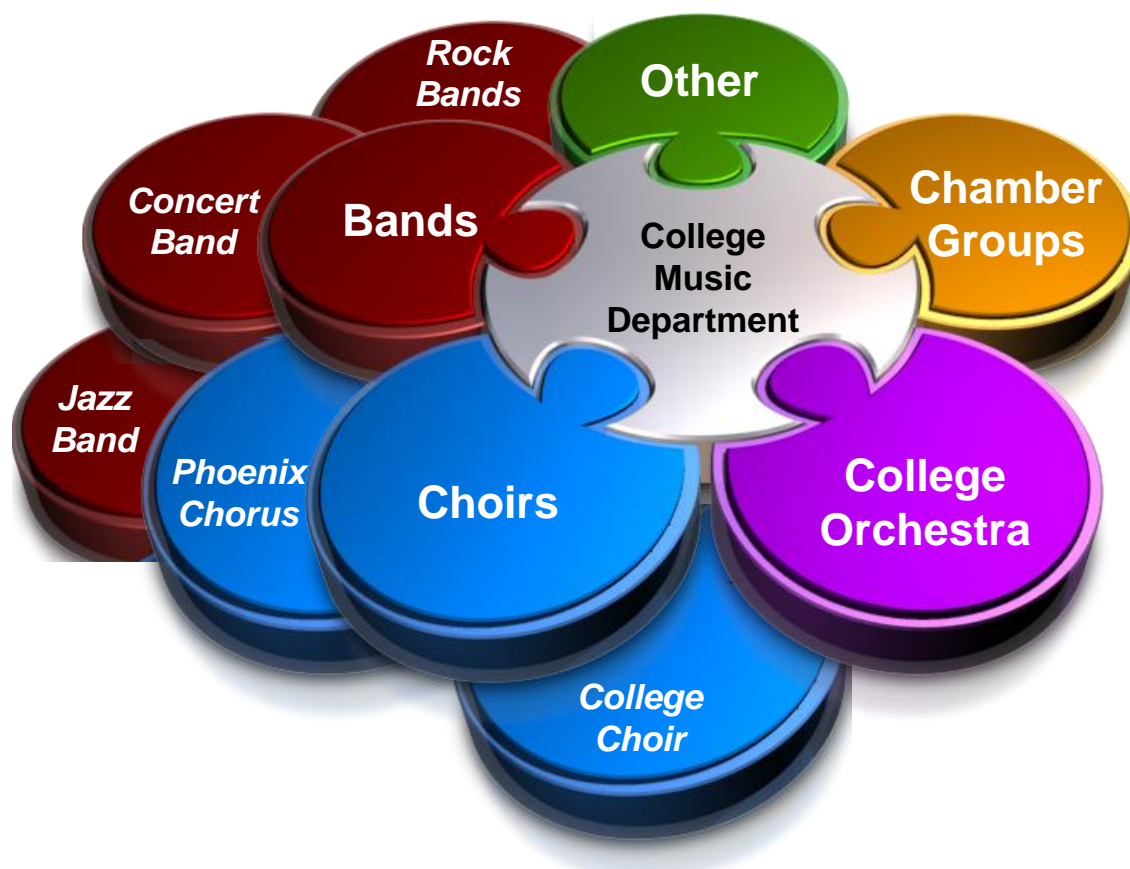


- Itinerant and private teachers working with NCEA students should receive the Assessment guidelines and Assessment dates annually. A meeting early in the school year would help to establish lines of communication.
- The Head of Department receives an hour per week to manage 10 itinerant teachers. Extra time to ensure that attendance rolls, reports and other management tasks can be done is suggested.
- The community expects Course Handbooks to be fully developed; the Year 11 Handbook needs development. There is an expectation that internal NCEA assessment dates and any changes are given in writing.
- Where Performance Music Standards have more than one assessment and therefore final results are delayed in entry on the College's intranet, results should be given to students in writing with feedback and feed forward related to the Assessment Criteria, to assist students to improve subsequent performances.
- 2009's year 12/13 music class had more than 30 students working with two teachers. Studio space which is shared with itinerant teachers is inadequate and poorly sound proofed.
- A booking system for studios for music class students and others, perhaps on the College's intranet, would assist students.
- Consultation re practice times with students and parents would be appreciated. As would written schedules.
- Some Year 9 new entrants are not connecting with Music Department and music groups despite Orientation Day. Systems of collecting, disbursing and following up Enrolment Information may be reviewed.
- Some students who are receiving personal invitations to perform in the community express the desire to represent the College. There appears to be few performance opportunities for solo singers and pianists within the college.
- Concerns were expressed about the Blues system criteria which are not readily available to students and parents.
- Time Allowances for the Head of Department Music, who is expected to coordinate with many groups inside and outside the College, should be reviewed. Outside groups want timely replies to their requests.
- The Time Allowance for the Arts Coordinator is eight hours per week; considerably less than the Sports Coordinator. More administrative tasks, including Risk Assessment Matrices and other organisational tasks for outside performances, could relieve the Head of Department.
- The HOF Arts and Languages receives one hour weekly to oversee these diverse areas. This allowance is apparently less than that received by other Heads of Faculty.
- Celebration of student success within the College, through newsletters and *The Ashburton Guardian* is expected.
- The "Phoenix" name is valued by the community and could be given to all senior, top performing groups.
- Identification of student needs, sourcing expert adult help as musical directors and managers and deciding which activities the College can offer are challenges for 2010. Where Ashburton College is unable to fulfil a need, linking musical students to local groups or inter-school groups should be considered.



## Appendix 2 – Ashburton College Music Performance Groups

The following diagram shows the expected Music Performance groups in the College.



### The "ongoing" groups are:

- A College Orchestra;
- Two Choirs, a College Choir for all year levels, and an audition based Phoenix Chorus;
- Chamber Groups;
- Three types of bands, being:
  - A Jazz Band
  - A Concert Band
  - Rock Bands (noting students also form their own from time to time); and
- Other groups as expertise or opportunity arises.

### Appendix 3 – Summary of Required Roles

This is an approximate summary of the roles that are likely to be required where staff and community members will be called on to lead or assist.

Noting that not all groups are listed and aside from ongoing groups, so this list could change from year to year.

		Musical Director or Conductor	Assistant Director	Accompanist	Second Accompanist	Manager
Choirs	Phoenix Chorus	✓	As requested	✓	Student as opportunity occurs or as required	✓
	College Choir	✓	As requested	✓	Student as opportunity occurs or as required	✓
College Orchestra		✓				✓
Bands	Concert Band	✓				✓
	Jazz Band	✓				✓
	Rock Bands	An Overall Co-ordinator is required				
Chamber Groups		Itinerant Teachers of Music Others as required or applicable				As requested
Other		As required				As requested

## Appendix 4 – Consultation Questions

Consultation with staff and community members will include seeking responses to the following questions and other ideas.

If you are unable to attend a consultation session please feel free to use this page and send it back to the Principal, or email your response and ideas to [principal@ashcoll.school.nz](mailto:principal@ashcoll.school.nz)

### College Performance Music Groups

In paragraph 1 to 4 we propose having a core set of music groups that do not change. What do you think about this?


### College Support for Performance Music

In paragraph 5 to 8 we outline *Staff Roles and Responsibilities*. What feedback have you got to this?


### College Support for Performance Music

In paragraph 9 to 13 we summarise our approach to addressing *Resource Issues*. What do you think about this?


### College Support for Performance Music

In paragraph 14 to 18 we summarise our approach to supporting *NCEA Students*. What do you think about this?


### College Support for Performance Music

In paragraph 19 to 22 we outline improvements to *Communication*. What feedback have you got to this?




**College Support for Performance Music**

In paragraph 23 and 24 we summarise our approach to improving *Collaboration*. What do you think about this?


**College Support for Performance Music**

In paragraph 25 to 29 we summarise our approach to raising the *Profile of Performance Music*. What do you think about this?


**College Support for Performance Music**

In paragraph 30 to 35 we outline several *Administrative* tasks. What feedback have you got to these?


**Other Feedback or Ideas**

Is there any other feedback or ideas that you have about the strategy or the document?


**Overall**

Do you believe we have missed anything?


Do you think we are on the right track?