



Aligning course design with student destinations:
a case of the “My Life as a Musician” vocational preparation strand

Diana Tolmie

Queensland Conservatorium

Griffith University

- “Every area of the [music] industry will tell you “it ain’t what it used to be”. Modern musicians need to be entrepreneurs creating their own markets, audiences and ensembles. *The industry will not provide jobs, we need to create them.*”

(Respondent #17 of 68, Online Survey of Single Reed Professions, July 2013)

My Life as a Musician - Rationale



MLaaM Programme Design: influenced by

- Musicians' non-music skills requirements
- Students' employment expectations and aspirations
- Current student music industry activities
- An audit of previously offered music industry subjects within Australian Bachelor of Music degree programmes
- Curriculum design practices within Griffith University.



1020QCM Course Design: Aims

- “This course aims to help you to develop and use reflective practice skills as a tool that allows you to link your growing understanding of the viability of music as a career, with **increased self-knowledge**. It aims to ensure that you can **capitalize on your degree**, by teaching you how to set up a **preliminary career plan** as a **fundamental preparation** for participation in the **music industry**” (Tolmie, 2012, 1020QCM Course Profile)

1020QCM Course Design: Aims

- “This course aims to help you to develop and use reflective practice skills as a tool that allows you to link your growing understanding of the viability of music as a career, with **increased self-knowledge**. It aims to ensure that you can **capitalize on your degree**, by teaching you how to set up a **preliminary career plan** as a **fundamental preparation** for participation in the **music industry**” (Tolmie, 2012, 1020QCM Course Profile)

1020QCM Course Design: Aims

- “This course aims to help you to develop and use reflective practice skills as a tool that allows you to link your growing understanding of the viability of music as a career, with **increased self-knowledge**. It aims to ensure that you can **capitalize on your degree**, by teaching you how to set up a preliminary career plan as a **fundamental preparation for participation in the music industry**” (Tolmie, 2012, 1020QCM Course Profile)

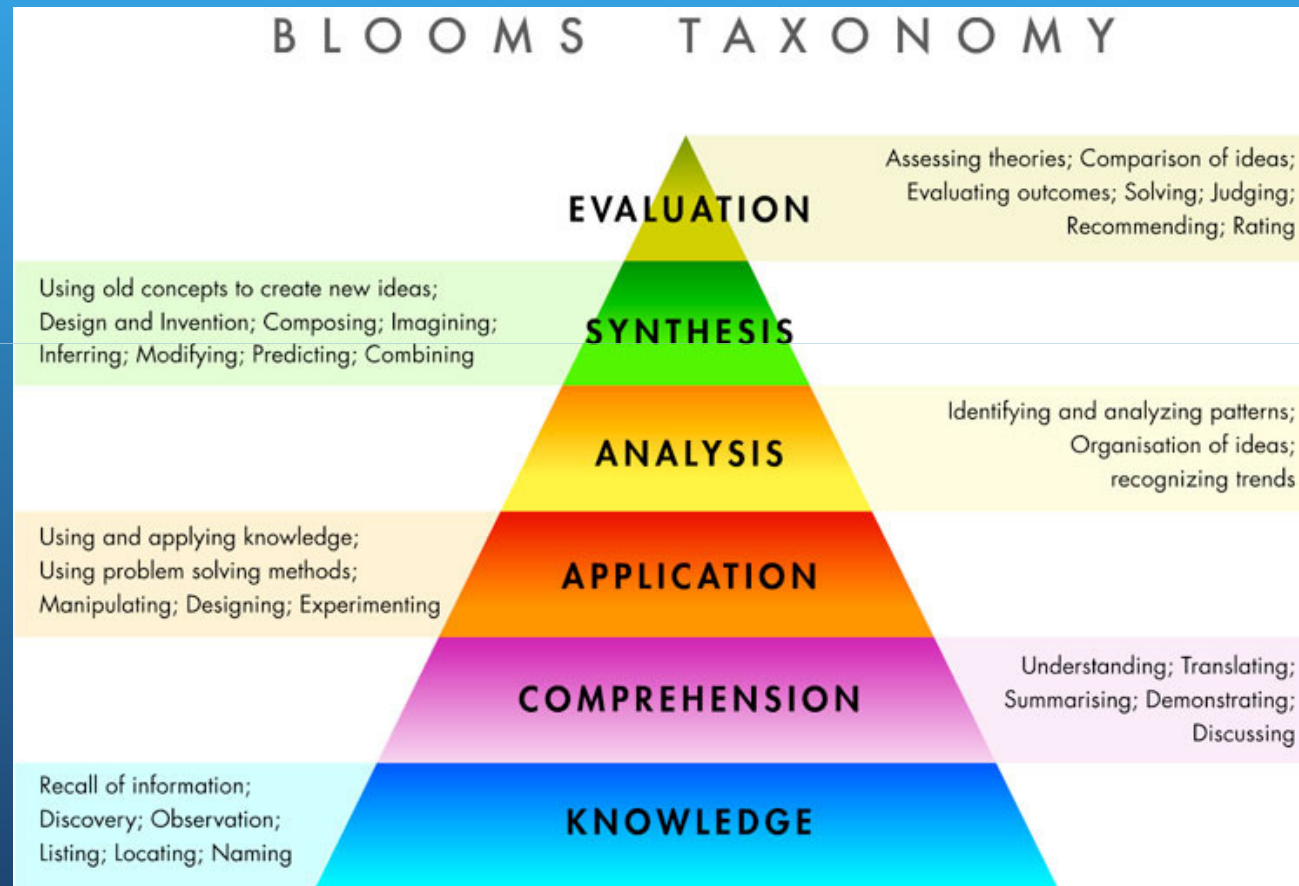
1020QCM Course Design: Aims

- “This course aims to help you to develop and use reflective practice skills as a tool that allows you to link your growing understanding of the viability of music as a career, with **increased self-knowledge**. It aims to ensure that you can **capitalize on your degree**, by teaching you how to set up **a preliminary career plan** as a **fundamental preparation** for participation in the **music industry**” (Tolmie, 2012, 1020QCM Course Profile)

1020QCM Course Design: Aims

- “This course aims to help you to develop and use reflective practice skills as a tool that allows you to link your growing understanding of the viability of music as a career, with **increased self-knowledge**. It aims to ensure that you can **capitalize on your degree**, by teaching you how to set up **a preliminary career plan** as a **fundamental preparation for participation in the music industry**” (Tolmie, 2012, 1020QCM Course Profile)

Bloom's Taxonomy for Learning



Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2005). *A taxonomy for learning, teaching, and assessing*: Longman.

1020QCM Learning Objectives

- 1 Identify the fundamental elements required for a career in the music industry (**Knowledge**)
- 2 Outline your music career-related attributes, planning and management (**Knowledge**)
- 3 Comprehend networking and its significance within the music industry (**Comprehend**)
- 4 Demonstrate your understanding of the similarities and differences between your own career plan and the real stories of other music professionals (**Application**)

Assessment

1. LSA - Reflective Questions
2. Music Management Report - 10% - **Know**
3. Career Planning Report - 40% - **Know and comprehend**
4. Career Investigation Report and Reflection - 50% - **Know, comprehend and apply**

LSA - reflective questions

1. What do I currently love about music?
2. What do I want (not could or should) to do long-term with my music?
3. Why?
4. Who inspires me to be a good musician?
5. What skills am I going to need to achieve my dream?

#1 Music Management Report

- Analysis and reflection of the week's timetable in accordance to “what it takes to be a musician” (Hallam and Gaunt), understanding the fundamental skills and traits required including a statement of their career aspiration.

#2 Career Planning Report

- Outline a personal five-year career plan highlighting "Where am I now", "Where do I want to be" and "How will I get there". Your timeline begins at the start of your degree. Short-term goals should have a maximum time-span of 3-months.

#3 Career Investigation - Networking

- Identify and interview, using these 5 set questions, 3 music professionals representing the same or similar career path you wish to follow. Document their answers and highlight the similarities and differences in their responses and provide a critical appraisal *justifying your conclusions and impressions* of their answers.
- Revisit the Reflective Career Questions in week 1 and, upon consideration of the answers given in Part 1 of this assignment, write a 200-word reflection on how/if your career ambitions have changed, and how/if your 5-year plan has adjusted. Justify your comments.

- “Sometimes it’s easier for your children to take advice from other people, rather than their own parents”

Steven Baron - author of *Putting an old head on young shoulders*

- “Four teaching and learning principles that are relevant in the development and delivery of arts programs consist of identity building, experiential based learning, a balance of conceptual and practical explorations as well as social learning processes and should be integrated in all modes of tertiary instruction” ([Bridgstock & Carr, 2013](#))

- “Four teaching and learning principles that are relevant in the development and delivery of arts programs consist of **identity building**, experiential based learning, a balance of conceptual and practical explorations as well as social learning processes and should be integrated in all modes of tertiary instruction” ([Bridgstock & Carr, 2013](#))

- “Four teaching and learning principles that are relevant in the development and delivery of arts programs consist of **identity building, experiential based learning**, a balance of conceptual and practical explorations as well as social learning processes and should be integrated in all modes of tertiary instruction” ([Bridgstock & Carr, 2013](#))

- “Four teaching and learning principles that are relevant in the development and delivery of arts programs consist of **identity building, experiential based learning, a balance of conceptual and practical explorations** as well as social learning processes and should be integrated in all modes of tertiary instruction” ([Bridgstock & Carr, 2013](#))

- “Four teaching and learning principles that are relevant in the development and delivery of arts programs consist of **identity building, experiential based learning, a balance of conceptual and practical explorations** as well as **social learning processes** and should be integrated in all modes of tertiary instruction” ([Bridgstock & Carr, 2013](#))

Lecturer reflections



Student feedback

- “The course really gets us thinking about our **futures**: what we need to do and what we need to be aware of - putting our careers in perspective”

(Griffith University1020QCM SEC, 2013, respondent no.8)

- “I liked the fact that it teaches us the **relevant skills** needed in the music industry, such as networking and how to do taxes etc. I would not have known how to go about these things and would be stuck in the real world if I didn’t learn these skills. The course has also helped me to understand **what I would like to do both within my degree and after I graduate**. I found this course to be very relevant and have gained skills that are essential for **a successful career**”

(Griffith University1020QCM SEC, 2013, respondent no.19)

- “I think personally the **networking** was a major point for me - I never really realized the importance of keeping contact with people who work in the same areas that I might hope to be in one day. It has **made me think more carefully** about meeting people and maintaining healthy relationships with contacts”

(Griffith University1020QCM SEC, 2013, respondent no.28)

Implications

- Course revision
- (Re) Consideration of the role of MLaaM within the Bachelor of Music Technology degree
- Ongoing research
- Longitudinal research

Conclusion



Questions?

- You can contact me 😊
d.tolmie@griffith.edu.au
Room 3.16
Queensland Conservatorium
0413 995 443
- Or find me at the other office ->

