

March, 2009

NZMEB news

Hello,

Update on NZQA

Our Trustees working towards this have made considerable progress and expect Grade 3 to equate to Level One, Grades 4 & 5 to equate to Level Two, and Grade Six to equate to Level Three, Grades 7 & 8 to equate to level 4, and Diplomas to equate to levels Five and Six.

Examiner Profiles:

This newsletter and others for 2009, will contain info about some of the examiners to introduce them to you and to tell you why this person has been appointed an examiner in our prestigious music organisation in New Zealand.

Margaret Seagrave B.A., LRAM, ARCM, LGSM, FIRMT Margaret has been examining piano for many years – previously for AMEB where she was on tour for two months of the year every year examining in New Zealand and Asia. She brings a wealth of experience to NZMEB and is also a Trustee. She is a member of the Examining Appointments Committee. Margaret has an active studio in Auckland.

Assessments

The Board offers two assessment levels to allow students who do not wish to take an examination to have their work evaluated.

Levels One and Two - 20 mins \$145

Levels Three and above - 40 mins \$205

Postcodes

Remember to include these on your entries this year. It is a big help to the office.

Sibelius Software

We still have Sibelius at the reduced price which is very exciting! Let us know if you would like to order a copy of 5.2 at the reduced price of \$280.00.

Sibelius info: If you are using Sibelius, you will get regular newsletters with tips in them. It is such useful software. My daughter is currently arranging music for her group at school which has 8 woodwind and brass instruments and of course, she is using Sibelius!

Certification for Teachers

Remember that it is a requirement of our organisation that you have a certificate to say that you are an NZMEB teacher. If you do not have your certificate, then please download the form, fill it out and post it off to us for our printing deadline which is 31st March. Here is the link: <http://www.nzmeb.org/download/tcert.pdf>



Website Tips:

History:

Tip 1: Syllabus Download is under the "resources" tab

Tip2: Candidates can be entered online at <http://www.nzmeb.org/?page=entry>

This newsletter's tip:

Use the website to ensure that you have up to date information. Some small errors are noted after the prints are done and you will have the correct information if you access it on line. You can hand write the small correction on your printed copy and know that you have the latest.

Teaching Tips:

History:

Tip 1: Get parents to sit in on lessons so there is a united front to supporting students

Tip 2: Scale workshops are a great way to start the year

This newsletter's tip is contributed by Kathy Stewart:

During the first term give students an NZMEB Examland Passport. We photocopy these onto A5 coloured card, fold them in half, and put the words "Examination Passport" on the front along with our studio logo. We list their scales and pieces inside, and list the exam fee prices on the back. These are stapled or paper clipped to their notebooks or exam music book.

Scales and pieces are ticked off when learnt and the student can then enter for their exam. This gives students a good reason to get cracking in term one as you need your passport current by the end of term one for an exam entry.

Scales are expected to be known (slowly) by this time along with the notes of their main exam pieces. Learning the work this far ahead gives the students a chance to enjoy playing the music after learning it, and also a chance to develop some of the finer points of interpretation - like dynamics !!

For a copy of Kathy's Exam passport computer file please email Kathy at stew.wilson@xtra.co.nz who will forward you a copy.

Contribute your tips to us at NZMEB@xtra.co.nz with "tips" in the subject line.

And some interesting information:

Music Exams keep children playing....

A major research project from the Department of Psychology at Keele University has confirmed the important motivational role that music exams can play. The project focused on factors that might affect young people's decisions to "engage or disengage with musical activities". Looking at the transition from primary to secondary school, the research highlighted how involvement in musical activity, including the playing of instruments, often declines over this period. However, certain factors were identified which appeared to protect children from giving up, one of these factors being music exams. What appears to be important is not so much that children attain the highest levels in music exams, but rather that they gain a sense of having a structured goal to work towards, and that that goal is viewed as a challenge or opportunity to improve their skills and not just as an opportunity to display their competence.

The report also stressed the importance of:

young people being involved in deciding what form their musical activity might take, starting to play for at least one year before secondary school, playing in musical groups outside school hours, and positive parental support.

National Administrator: Beverley Holder