

## RESOURCES FOR STUDENT MUSICIANS - EDUCATOR GUIDE

### Finding your mission in music

Whether students think about the following questions on their own, in discussion with others, or even in written form, they are important philosophical questions. They are important because the answers have profound practical implications for the career choices students make, and the amount of satisfaction they are likely to gain within those careers.

It is important for students to revisit questions such as these regularly throughout their life in music.

1. What do you want to achieve in your music career?
2. How do you want to connect with others through music?
3. How can you provide a valued service to the community through your music career?
4. Have you been inspired by examples of music as a force for change?
5. If so, reflect on the meaning they might have for your own career.
6. What is your mission? In other words, what do you most value? How do you want to contribute as a musician to making the world a better place?

### HEADSTONE ACTIVITY

A fun (though macabre) way to think about this is to think about how you would like to be remembered.

What would you like your obituary to say?

What would you like someone to say at your funeral?

What would you like to see written on your headstone?



## SUGGESTED ESSAY TOPICS

It is interesting to consider ways in which musicians throughout history have been involved in community life. Select a musician from earlier times and explore the ways in which that individual worked to better the musical life of the community or region in which they lived.

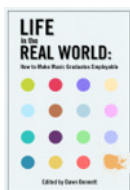
Read the brief social history included in Chapter 1 of [Life in the Real World: How to Make Music Graduates Employable](#) and compare the activities of musicians in the past with those illustrated in the profiles of musicians working today. What changes have there been? What has remained the same, and how have musicians over the centuries dealt with common issues?

Interview local musicians to explore the range of activities in which they are involved. Write up your findings, focussing on the ways in which musicians interface with the world in which they live.

Create a flow chart or spreadsheet of the individuals and organisations with which a local musician is involved with on a daily, weekly and monthly basis. In a short essay, discuss these relationships: how they work, why they are important and how people benefit from these social and professional interactions.

## Student resource

The student resource for this guide can be found on the [Developing EmployABILITY student website](#) and in the [music toolkit on our educator website](#).



This resource comes from *Life in the Real World: How to Make Music Graduates Employable*, published by Common Ground in 2012. Purchasers of the book are permitted to download all of the tools and resources.

If you have yet to purchase the book, please order it from [here](#).

This resource was contributed by Angela Beeching (Manhattan School of Music) and Dawn Bennett (Curtin University)

This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. You can view a copy of the license [here](#).

[www.developingemployability.edu.au](http://www.developingemployability.edu.au) | [contact@developingemployability.edu.au](mailto:contact@developingemployability.edu.au)

