



## RESOURCES FOR STUDENT MUSICIANS - EDUCATOR GUIDE

### Compose your future

This resource is designed to help students recognise the relevance of a unit (course) of study to their future lives and work. For this reason, it is a really useful inclusion in common core and foundation units.

#### Time allowance

Allow students 15 to 20 minutes to complete the resource as an individual reflection and use this as a springboard for class discussion or a blog. Advise students that they need not share their reflection with anyone else.

#### Why include a drawing?

As a projective research technique, the creation of visual artefacts such as drawings provides a mindful space in which to reflect the personal and environmental and to express group values. These artefacts may expose underlying assumptions, promises and predispositions, including those that represent and regulate the processes of identity development.

#### Extensions and adaptations

1. You can use the drawing on its own. If you do this, give students only 3 minutes to complete it; follow with a shout-out about what characteristics they included, and why.
2. The reflection questions are easily adapted as an online quiz using '[Kahoot](#)' or similar.
3. Ideally, follow the individual reflection by having students work in groups to create a group 'ideal music graduate' as a visual image. Give them A1 or butcher's paper for this, and provide coloured pens! If the [Literacies for Life \(L4L\) model](#) is projected onto screens in the room, students tend to align and critique their visuals with the literacies without any prompting. As such, they are beginning to assemble a powerful picture of being a musician. The impact is maximised if student groups share their visuals with peers.





## RESOURCES FOR STUDENT MUSICIANS - EDUCATOR GUIDE

Discussion about music practice and personal goals follows naturally from each of these activities. This creates opportunities for students to question stereotypes and misconceptions, and to draw connections between the unit (course) of study and their aspirations as individuals and music professionals. Take this opportunity to establish the unit (course) as a safe space for future-oriented discussions and questions, both in this session and in the future.

### 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](#).

The 'Composing my Future' questions were originally designed by Dawn Bennett (Curtin University) and Sally Male (University of Western Australia), for engineering student workshops in 2011. Please [contact us](#) if you would like information about the associated research.

This resource was contributed by Dawn Bennett (Curtin University) and Sally Male (University of Western Australia)..

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)

