

## RESOURCES FOR STUDENT MUSICIANS

### Compose your future

Do you sometimes wonder why you are asked to study certain things? This resource will help you to recognise the relevance of what you are asked to learn in relation to your future life and work. Use it to create a snapshot of your thinking and to frame any questions you might like to ask.

#### How long do I need?

Allow yourself about 15 minutes to complete the resource. You don't need to share your answers with anyone else, but get a group of friends to do it as well if you're open to discussion.

#### Why include a drawing?

Please trust us on this! Here is the technical answer. 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.

You can use the drawing on its own. If you do this, give yourself only 3 minutes to complete it followed by just 60 seconds to think about what characteristics you included, and why.

Next, find opportunities to ask your colleagues and teachers about what a career in music can look like. Ask them about stereotypes and misconceptions, and ask them to draw connections between what you are studying and your aspirations as an individual and music professional.

If you have the chance to ask career-related questions of graduates or practicing musicians, add your questions to this [Career Panel](#) resource.

## DESIGNING MY FUTURE

1. Name 3 characteristics of a successful graduate of music, defining success for yourself.

1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

2. What differences are there (if any) between you and the above characteristics?

\_\_\_\_\_  
\_\_\_\_\_

3. How would you describe the role of a professional in music?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you want your personal role to be?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How will the your units this semester contribute to your development as a graduate of music?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In a sentence, describe what you hope to achieve in your career.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Imagine yourself in 15 years' time. What do you expect to be doing at that time?

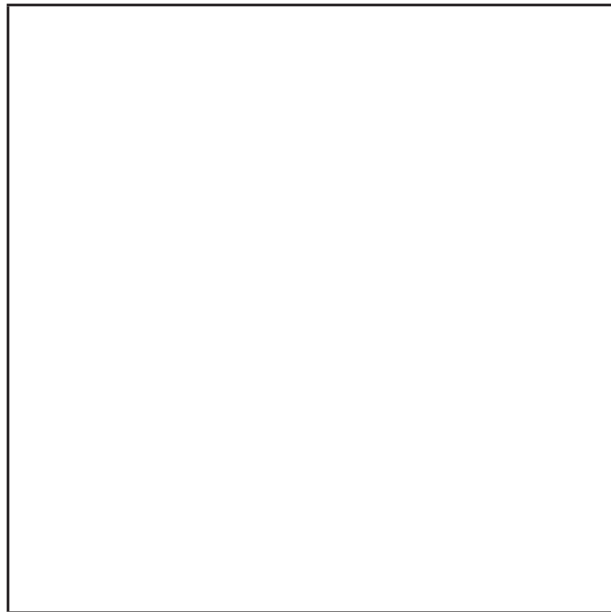
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What concerns do you have about graduate life?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



In the box below, draw yourself as a music graduate.



Write a few words about your drawing.

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Other useful resources to complement 'Compose your future' include ['Finding your mission'](#), ['Get to know your dream work'](#), ['Plotting your preferences'](#), and ['What's your persona?'](#).

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)..  
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