

Abstract for poster submission

eMotif: A model of arts e-learning

Jan Bolton, Victoria University of Wellington

jan.bolton@vuw.ac.nz

The New Zealand Curriculum places significance on creative music making in schools. However, there are barriers to classroom implementation of composition opportunities for primary level students. These include low levels of music confidence and competence among generalist primary teachers, a rarity of specialist music teachers in primary schools, and an insufficient time allocation for music education in the primary school programme.

To address these barriers, a project called *eMotif* was designed. It involves the implementation of a web-based partnership of learning that makes possible the expertise of music specialists online in year 7/8 classrooms where such expertise would not normally otherwise be available.

A multiple-case study of the implementation of *eMotif* in three schools found that the project led to students acquiring composition skills and knowledge, and improved attitudes and confidence about capacity for composition. It led to increased awareness of composition by generalist teachers and a positive attitude towards facilitating compositional programmes in their classrooms.

The research results indicate the potential viability of *eMotif* to build a composing 'culture' in upper primary classrooms. Further research will investigate the application of the model to other learning areas in the performing arts.