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| Student outcomes | “SongMakers is internationally significant in the fields of arts education and vocational education, with few comparable programs demonstrating the kinds of consistent and sustained positive outcomes...in and beyond music.” | |
| Technical (music) | ▲ | Range and quality of skills in songwriting and music in general |
| | ▲ | Knowledge about producing songs |
| | ▲ | Real world learning about contemporary music industry |
| | ▲ | Career preparedness: awareness of diversity of professional careers and alternative pathways |
| | ▲ | Deeper understanding of creative process and willingness to try different styles |
| | ▲ | School to work pathway: motivation to pursue post-school creative career and/or gain further skills and training |
| | “Outstanding levels of student engagement, enjoyment, motivation relative to conventional school-based learning experiences” | |
| Transferrable | ▲ | Motivation to complete tasks and sustained improvement in overall attitudes to learning |
| | ▲ | Confidence and clarity around goal-setting |
| | ▲ | Group work: creative thinking, collaboration, problem solving |
| | ▲ | Self confidence and self esteem in meeting a challenge and pushing boundaries |
| | ▲ | Willingness to collaborate with others and value their input |
| | ▲ | Greater peer respect leading to social connections |
| Teacher outcomes | “Teachers highlighted their own learning, with nearly 90% agreeing they had developed new skills as a result of the program.” | |
| | ▲ | Access to real world opportunities not otherwise offered in their school or region |
| | ▲ | Legitimacy for teaching of contemporary songwriting and production |
| | ▲ | Expanded music skills aligned with industry best-practice |
| | ▲ | Motivation to expand opportunities for students: eg industry partnerships, network with other teachers, in-school infrastructure |
| Industry outcomes | “SongMakers is unique in its provision of school-based, ‘real world’ learning as an entry point to an industry that generates revenue of approximately \$2billion annually in Australia, yet has few formal pathways for career commencement and advancement.” | |
| | ▲ | Cultural change in schools |
| | ▲ | Legitimacy for the teaching of contemporary songwriting and production in schools |
| | ▲ | Career- and income-boosting connections for professional artists mentors: with young people and each other |
| | ▲ | Diversifies professional artists’ skills (eg as lecturers, conference presenters and mentors) |
| | ▲ | Inspires mentors’ own creativity through engagement with young people |