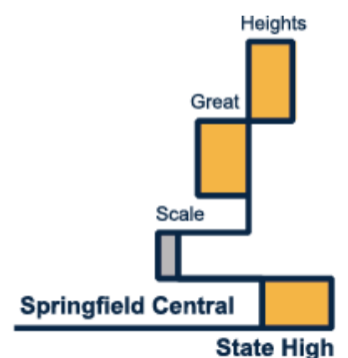




# INSTRUMENTAL MUSIC HANDBOOK



# Table of Contents

<b>WHY LEARN MUSIC?</b> .....	<b>3</b>
<b>COURSE ORGANISATION</b> .....	<b>4</b>
Instrumental Music as a QCAA Recognised Study .....	4
<b>STAFF</b> .....	<b>5</b>
Contact and Dealing with Concerns .....	5
<b>LESSONS AND TIMETABLES</b> .....	<b>6</b>
Reporting .....	6
<b>ENSEMBLES</b> .....	<b>7</b>
<b>PERFORMANCES</b> .....	<b>8</b>
IM Performance Uniform .....	8
<b>MUSIC LEVIES</b> .....	<b>9</b>
Lost Music Charge.....	9
Instrument Hire.....	9
<b>STUDENT COMMITMENT</b> .....	<b>10</b>
Parent Commitment .....	10
Withdrawal from the Program .....	10

The Instrumental Music Program at Springfield Central State High School continues to grow and thrive, with more and more student joining the program each year. This booklet provides a guide to the vision and framework for learning a musical instrument within our program, as well as outlining other musical opportunities at Springfield Central. Participation in music-making is enjoyable and rewarding, and we encourage beginners and continuing students alike.

Springfield Central’s Instrumental Music (IM) program aims to provide students with the basic skills required of both ensemble playing and solo performance. Through learning a musical instrument, students gain opportunities to extend their musical abilities and meet other students through ensemble activities. Music education is essential to every student’s intellectual, physical, social, and emotional growth.

Thank-you for your on-going support with our program, and we look forward to meeting you at performances.

# Why learn music?

If you are lucky enough to know how to play an instrument, you already understand the importance it can play in a child's life. Learning to play an instrument can build self-esteem, increase various social and academic skills and can help them become a well-rounded person.

Below is an extract from a feature article 'Children's Participation in Playing a Musical Instrument' published by the Australian Bureau of Statistics.

Around 2,400 years ago, Plato is quoted as saying "I would teach children music, physics and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning".

Several recent studies have supported the premise that participation in music is an important part of the learning process (Chandrasekaran and Kraus 2009, Hunter 2005, Pascoe, Leong, MacCallum, Mackinlay, Marsh, Smith, Church and Winterton 2005). More specifically, playing an instrument may help children improve language-related skills as well as their emotional and cognitive processing (Chandrasekaran and Kraus 2009).

According to the Australia Council for the Arts, arts participation (children making and learning about the arts) improves numeracy and enhances literacy. In particular, arts participation improves competencies in writing, problem-solving, planning and organising, and develops communication skills (Hunter 2005). Research published by the Music Council of Australia also shows that participation in active music making contributes to the emotional, physical, social and cognitive growth of students (Pascoe et al., 2005).

Music is a unique and integral part of life. It has the capacity to inspire all students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in culture, provide them with opportunities beyond the classroom and excite them about life and learning.

The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path.

The overarching purpose of the co-curricular Instrumental Music Program is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles such as concert bands and orchestras.

Instrumental Music is built on a comprehensive combination of learning styles and experiences, through which students develop increasing confidence and musical sensitivity throughout their years of learning as they engage with progressively complex techniques and a broadening range of genres and styles of music.

As a compatible and complementary curriculum to that of primary and secondary classroom music and music extension programs, Instrumental Music provides opportunities for greater participation in music education for the whole school community as well as enrichment experiences for gifted and talented students. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

Engagement in the program will improve the quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.

# Course Organisation

Education Queensland's Instrumental Music Program was established by the Department of Education in Queensland state schools in 1972. The program works *with* and *extends* the comprehensive classroom music programs in state schools. Students learn band and orchestral instruments in small groups and participate in larger ensembles, such as concert bands, orchestras, string orchestras and stage bands. Students have two lessons per week, one in a small group and one in an ensemble.

Instrumental Music Teachers are employed by the Department of Education, Training and Employment and work in clusters of primary and secondary schools. Instrumental Music Teachers implement the Department's Instrumental Curriculum which is reported upon like other school subjects. The curriculum organises content for each instrument into ten levels in the three dimensions of Literacy, Technique and Performance. The course sees to extend a student's musical experience through participation in large performance ensembles as well as small group lessons.

The curriculum includes band and orchestral instrument, organised in families, or strands, as follows and offered at SCSHS:

- Strings – violin, viola, cello, double bass;
- Woodwinds – flute, oboe, bassoon, clarinet, saxophone (alto, tenor, baritone), piccolo;
- Brass – trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion – tuned and untuned instruments, including snare and bass drum, drum kit, timpani, auxiliary and mallet instruments;
- Bass guitar.

\* No acoustic guitar or piano/keyboard.

## INSTRUMENTAL MUSIC AS A QCAA RECOGNISED STUDY

The Queensland Curriculum and Assessment Authority recognises courses of study that may contribute to a QCE. The department's instrumental music curriculum has been approved as a QCAA Recognised Study, allowing year 11-12 students to obtain 1 QCE credit point when completing each of levels 7-10 of the curriculum.

The weekly contact time required for this program includes 1 x 1hr ensemble rehearsal and 1 x 30-35min group lesson, as well as regular home practice. Each level will comprise of a minimum of 55 contact hours across 37 weeks.

# Staff

The Instrumental Music Program is staffed by four specialist instrumental instructors. All staff are itinerant and only visit the school on particular days as part of a weekly circuit of school. Our IM staff members are provided to the school by Education Queensland. The amount of instructor time allocated to the school is dependent on student numbers, so it is vital that students attend all lessons.

## CONTACT AND DEALING WITH CONCERNS

Parents may contact Instrumental Music staff by telephone or email. IM staff will communicate with parents via email and letters sent home. Relevant documents, along with details of performances and events, are also published as part of the School Calendar.

Parents can raise a concern with any member of our IM staff. Where possible, speak directly to the person with whom you have the concern. If it is a lesson issue, speak directly with the Instrumental Music teacher.

Parents may also communicate with the Head of Department – The Arts or the Instrumental Music Co-ordinator if clarification about the program is needed:

**Head of Department – The Arts**

**Mr Brett Elphick ([belph2@eq.edu.au](mailto:belph2@eq.edu.au))**

# Lessons and timetables

Students participating in the Instrumental Music Program are required to attend a 35 minute lesson AND a one hour rehearsal once a week. It is COMPULSORY for all students receiving tuition to participate in a school ensemble as soon as technically ready.

Lessons are timetabled during the normal school day and students are withdrawn from classes to attend their lessons. The timetable for Instrumental Music lessons is a rotating one in order to minimise disruption to the ordinary school day. Further, Instrumental Music lessons are only half the length of other school subjects, therefore, a student will never miss an entire lesson from the conventional timetable due to Instrumental Music. It is the responsibility of the student to catch up on the work they miss when attending a lesson. Students are expected to arrive at lessons punctually, appropriately prepared and with all the required equipment.

Timetables for lessons and ensemble rehearsals are posted outside the Instrumental Music room, H2.1. A hard copy is also given to students. IM teachers will email the timetable to students' commencement of each term. It is the students' responsibility to check the timetable and attend lessons and rehearsals when required.

Education Queensland states that students are entitled to have tuition on one instrument. Students learning a second instrument outside of school may be permitted to participate with a designated ensemble only if there is a position available and the student is at the appropriate level on that instrument. Students may be permitted to learn a second instrument only on the request of the teacher to meet ensemble balance requirements.

## REPORTING

All students will receive a written report as part of their usual school reports. Grades are a reflection of the student's performance in both their class and ensemble environments. Students may also be required to perform at a practical examination at certain intervals, which will also be reflected in the reporting process. Please note that Instrumental Music staff are unavailable for regular school Parent Teacher evenings. If parents wish to discuss the content of reports, they may contact the Instrumental Music teacher through the normal processes.

# Ensembles

Springfield Central offers several music ensembles. All students participating in Instrumental Music lessons must be a member of one of these ensembles. Attendance at rehearsals is compulsory and it is a year-long commitment. Students should check their rehearsal times at the beginning of the year to avoid clashes with other activities when planning their participation in various school activities. DET policy mandates that membership in an ensemble is dependent both on attendance at lessons and also rehearsals. If either of these requirements is not met, a student may be withdrawn from lessons or the ensemble.

Students in Year 11 and 12 who are receiving private tuition may apply to be a member of an ensemble without attending school lessons, however, preference for placement in ensembles will be given to students who attend school lessons. Furthermore, it is recommended that all students attend school lessons whether they receive private tuition or not.

Placement of students in ensembles is at the discretion of the instructors and conductors of the various ensembles and is subject to a minimum performance standard. A variety of criteria is used to determine a student's ensemble placement. The student's history of attendance and commitment will also be taken into account.

Rehearsal Times are subject to change each year depending on teacher itineraries. All rehearsals will commence week 3 in term 1.

Students are expected to arrive 10 minutes prior for set-up and to ensure rehearsals begin on-time.

# Performances

The major focus of the Instrumental Music Program is on developing interest and encouraging achievement. Performance opportunities will be provided both within the school and at external community events/venues, as deemed appropriate for the ensemble. Senior Ensembles carry the heaviest performance load, whilst Intermediate Ensembles have fewer performance obligations.

Performances will be outlined in school newsletters/school calendar, and through emails sent home. A minimum of 2 weeks' notice will be given for all performances. Attendance at performances is **COMPULSORY** and students are required to wear full IM performance uniform.

## IM PERFORMANCE UNIFORM

It is expected that all students appear neat and tidy and in their correct IM performance uniform for all performances.

### IM UNIFORM

SCSHS Music Shirt (available from Student Services upon full payment of Instrumental Music Levy)

Plain black trousers (no jeans or tights)

Plain black leather or leather look shoes

Plain black socks

Long hair is to be neatly tied back off the face with black hair bands

SCSHS Band Folder (available from Student Hub upon full payment of Instrumental Music Levy)



# Music Levies

Education Queensland offers free instrumental tuition to students. To maintain the high standard of instruction facilities a music levy is to be paid before inclusion in the Instrumental Music Program. This levy covers the costs of the program to enable purchase and repair of school instruments, the provision of music, music folders and banners as well as administrative costs related to the program.

This payment will be invoiced annually, and paid to the school office with other school fees. Please note that the levy is an annual payment and is non-refundable.

Instrumental Music Levy:           \$100

Instrument Hire:                   \$100

## LOST MUSIC CHARGE

At the end of the year, students are required to return music folders complete with ensemble music and their SCSHS Music Shirt. Students may be invoiced for not returning their ensemble music and/or music folder at the following rates:

Music:                               \$6.00 per sheet\*

Folders:                           \$10 per folder

SCSHS Music Shirt:           \$55 per shirt

\*All sheet music is purchased by the Instrumental Music department and is licenced through APRA AMCOS; requiring replacement if lost or damaged. This is a legal requirement when copying sheet music.

## INSTRUMENT HIRE

Springfield Central possesses a limited number of instruments available for loan. Larger instruments such as Bass Clarinet, Tenor Saxophone, Baritone Saxophone, Euphonium, Tuba and Double Bass are available for loan each year.

Smaller instruments such as Flute, Clarinet, Alto Saxophone, Trumpet, Violin, Viola and Cello are only available for a loan period of 12 months for new students commencing these instruments. These students are then required to purchase their own instrument after the 12 month's loan period has expired. This will ensure the continual recruitment and growth of the Instrumental Music Program for new students.

Instruments will only be issued to students after the completion of the *IM Enrolment Form* (online via school website), the *Loan Agreement Form* (EQ11 form- email to Parents) and the music loan levy has been finalised. Instruments will then be issued during their first Instrumental Music lesson by the Instrumental Music teacher. Please take special note of conditions covering loan of instruments as stipulated on the *Instrument Loan Agreement Form (EQ11 form)*.

# Student commitment

To help themselves to achieve their best in Instrumental Music, students should;

- Practice regularly – at least 20-30 minutes every day, completing set songs on practice record along with own choice songs.
- Become a member of a school ensemble, when invited by the Instrumental Music Teacher.
- Take part, as required, in all concerts, performances and camps.
- Attend all lessons and rehearsals.
- Be committed to the Instrumental Music Program for a **minimum of one year**.

## PARENT COMMITMENT

To help each child to achieve their best in Instrumental Music, parents should;

- Show an interest in the music studies of your child. Never make fun of the initial strange sounds they may make.
- Find a quiet place for your child to practice without interruption or distraction.
- Arrange a regular time for practice. Encourage your child to find a friend to practice with occasionally.
- Help your child with their practice as much as possible. Check their practice record to make sure they are practicing set material.
- Help your child to fill in their practice record and sign it prior to each lesson.
- Provide your child with a safe place to keep their instrument.
- Keep instrument clean and in good repair (students will receive maintenance instruction as part of their lessons).
- Purchase required equipment and tutor book.
- Ensure your child is on time for rehearsals and performances.
- Support your child when they wish to play for others. Visiting family/friends make great audiences.
- Ensure your child brings their instrument, book and folder to school on their lesson and band rehearsal day.

## WITHDRAWAL FROM THE PROGRAM

If, at the end of one year, you or your child feels the need to withdraw from the program, written contact (e.g. email) should be made with the Instrumental Music Teacher and Instrumental Music Co-ordinator. Students are required to be committed for a period of 12 months. They are not permitted to withdraw from the program during this time unless approved by Arts HOD.

A student may be withdrawn from the Instrumental Music Program if they do not make steady progress, either through lack of practice and/or attendance or continued unacceptable behaviour. This applies to lessons, rehearsals and performances. In such cases, contact will have been made by the Instrumental Music Teacher to first rectify the situation.