



INSTRUMENTAL MUSIC HANDBOOK



updated September 2022



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Preface

The Instrumental Music Program provides an extra dimension to the School Music Program by:

- (a) providing opportunities for musical development of students through instrumental instruction on a group basis; and
- (b) providing ensemble experience so that students develop ensemble performance skills as an integral part of their music education.

The selection process is very extensive and involves several people within the school including the Instrumental Music Teacher, the Classroom Music Teacher, the Class Teacher and the Principal / Deputy Principal.

Each student is given a music aptitude test and the selected students are then tested on the instruments that are offered at the school (This process may be amended due to complying with appropriate health requirements). The following points are considered when selecting a student's suitability to an instrument:

- (a) Is it the right instrument for the student; for example are specific physical characteristics likely to affect playing?
- (b) The requirements of the Program to form well-balanced ensembles.
- (c) Where possible, a student is given one of their preferred instruments.

The Music staff further discuss the suitability of a student's inclusion and allocation of instruments with various stakeholders. A report from the class teacher regarding student behaviour and any other significant details is taken into consideration. Further discussion with the Leadership team takes place in finalizing the selection and allocation process to ensure stability and continuity within the program.

Enrolment in the Program is expected for the duration of the students' attendance at Primary School. For String instruments, it is a four-year period (Years 3 - 6), and for Band instruments, a three-year period (Years 4, 5, & 6).

Why Study Music?

- Results in higher SAT/NAPLAN/ICAS scores and more complete brain development.
- Encourages critical thinking and problem solving.
- Teaches principles of organization.
- Stimulates a complex interaction of intellectual, psychological, and physical responses.
- Provides an avenue for self-expression, creativity, and personal achievement.
- Develops a poise, self-confidence and resilience
- Fosters a commitment to excellence.
- Offers the opportunity to make new friends while learning the value of cooperation and teamwork.
- Promotes cultural awareness-essential for individuals to become strong members of our society.

Yes, an education in music is an education for life. A well-organised sustained education in music gives children intellectual and creative advantages that last a lifetime!



Our Vision

Our goal is to provide the students of Sunnybank Hills State School with the best music education possible through a quality Instrumental Music Program that emphasizes its focus on ensemble performance, group tuition and enjoyment.

The opportunity to learn a musical instrument and be part of the Instrumental Music Program is considered a privilege and is an extremely valuable tool in today's life experiences. The Program is highly regarded amongst the school and local communities and we aspire to continue this excellence on a superior level.

Introduction

The Sunnybank Hills State School Instrumental Music Program is part of the school's extra-curricular and extension program funded by Education Queensland. There is a limited resource allocation from Education Queensland and SHSS provides some additional resourcing in this area.

In this program:

- Students learn string and band instruments;
- Students receive instruction on a group basis; and
- Students have at least two contact periods per week, one in an instrumental lesson and at least one in an ensemble rehearsal.

A group experience is provided through the following ensembles:

- Year 3 String Ensemble
- String Orchestra
- Senior Strings
- Concert Band
- Wind Ensemble
- Symphonic Winds

The following link takes you to Education Queensland information page:

<https://education.qld.gov.au/curriculum/stages-of-schooling/instrumental-music-program>.

Roles and Responsibilities

Students: Acceptance into the Instrumental Program requires:

- Commitment to lessons and ensembles; commitment to home practice
- Commitment to various performances throughout the year: during school and outside of school time
- Commitment to school academics
- Commitment to being on-time, organized and ready for lessons and rehearsals
- Commitment to care for the instrument
- Adherence to SHSS Code of Behaviour: Being Safe, Empathetic Active Learners

Parents:

- Commitment to the Instrumental Program
- Commitment to supporting the school processes and program
- Providing a quality instrument and other items as well as any uniform requirements
- Commitment to supporting your child with regular practice, on-time attendance for lessons, rehearsals.
- Commitment to performances and competitions as well as playing for family and friends.
- Commitment to timely communication with the Instrumental Teacher if there are arising issues.
- Providing support and encouragement when faced with difficult times.

Instrumental Music Teachers:

Our Instrumental Music Teachers are based and work across various primary and secondary schools on circuits with rostered days at SHSS. Instrumental Music Teachers are responsible for:

- Group tuition on string and/or band instruments;
- Directing ensembles within the Program.
- Ensuring effective communication of events, goals and ensemble achievements amongst the students and parents involved within the Program.
- Executing correct procedures for the organization of lessons, rehearsals, performances, competitions, music camps, and variations to the school routine.

Music Coordinator / Line-Manager: Acts as a liaison person between visiting Instrumental Music Teachers and the School Principal, assisting with and / or organising:

- The supervision of timetables and student grouping;
- The supervision of students' punctual and regular attendances at lessons and ensemble rehearsals
- Student recruitment, auditions and ensemble rehearsals; all communication/letters
- The resource needs of the Instrumental Program and preparation of the budget for the year's needs
- Advice to the Instrumental Music Teacher of all variations in the school routine.

Principal: Has the overall responsibility for the program and the Instrumental Music Teacher.

- Identifies a teaching/learning area for the program;
- Nominates a member of staff to act as Music Coordinator;
- Ensures that the Classroom Music Program assists students to develop musical aptitudes and desirable pre-instrumental skills.

Lessons

Instrumental Music Lessons are undertaken during normal school hours. The duration of a lesson is 30 minutes and is structured on a set timetable. Emphasis is placed on group teaching and the size of each group may vary according to the type of instrument and the ability level of students. All students and their class teachers are issued with a timetable for their reference at the beginning of the year.

Where, through student absence or other circumstance, only one student presents for a lesson, Instrumental Music Teachers must combine groups for that day. Individual instruction will not be undertaken due to accountability issues.

Lessons for all beginner students usually commence in weeks two or three of Term 1. It would be appreciated if students could have all the necessary requirements for their first lesson.

Rehearsals

Rehearsals—promoting optimal musical development—are an extremely important time of contact for students and conductors. Students and parents need to understand that rehearsal time is essential and therefore punctuality and full attendance is absolutely necessary. Due to space availability, ensemble rehearsals are usually scheduled **before school (7.30am)**.

Rehearsals for Senior Strings, String Orchestra, Symphonic Winds, and Wind Ensemble start early in Term 1. Our beginner **Yr 4** students will commence **Concert Band** from the beginning of Term 2. **Year 3 String** students start rehearsals usually in Term 2.

Year 3 rehearsal is normally in second break.

Music Captains

All ensembles have two music captains that take on a leadership role for one year. They are chosen at the beginning of the year by the Music Staff and as representatives for their ensemble; they are expected to carry out the responsibilities outlined below:

- Model to all orchestra/band members and know each member.
- Arrive early to all rehearsals.
- Check rehearsal room set-up, conductor's stand, banners (if necessary), and organization of cases/bags.
- Check for pencils on music stands.
- At the end of rehearsal – check the pack-up of all music stands and chairs.
- See Music Coordinator prior to performances to assist in any necessary arrangements.
- Be present for the whole duration of competitions, to accept certificates.
- Stamp and number any new music for rehearsals.
- Help to hand out music, letters, certificates and awards.
- Check instrumental music storeroom to ensure the collection of instruments at the end of each day: on duty from 3.00 – 3.15pm.
- Liaise with Music Coordinator regarding any concerns.
- At the end of the year – assist in music and uniform collection.

Percussion Students

All percussion students receive tuition on both tuned and un-tuned instruments.

The school provides percussion equipment for use in lessons and ensemble rehearsals, and it is encouraged that all percussionists are active in the setting up, packing away and transporting of all equipment.

Provision of Instruments and Incidentals

At Sunnybank Hills State School instruments are provided either by:

- private ownership;
- school loan (limited availability); or
- hire from music retailers.

Consumable items, such as tutor books, reeds, cork grease, strings, valve oil, and cleaning equipment etc. are to be provided by the students.

Privately Owned Instruments

Privately owned instruments are the sole responsibility of the parents/guardian. Recommended instrument brands are listed at the end of this document in the requirements section for each instrument.

Instrumental Music Staff are willing to help parents and students with instrument recommendations. Please check with us if we know of any second-hand instrument for sale or particular brands. For school purposes, it is not appropriate to have a coloured instrument. Standard items are required as part of lessons and ensembles.

School Loaned Instruments

The School has a number of instruments available for loan to students in the Instrumental Music Program. **One-year loans include cello, flute, clarinet, trumpet and trombone.** In some cases, we are unable to meet all requests for a school-loan, and it is necessary to make selections to determine who can obtain a school-loan instrument. Students will be **expected to purchase their own instrument after their first year of learning.**

The larger more expensive instruments can be **loaned for a period of two to four years, and these include double bass, bass clarinet, alto saxophone, tenor saxophone, french horn, baritone, euphonium and tuba.**

School-Loaned instruments require the signing of a Loan Agreement Form. A student cannot take the instrument home until this form has been returned and levy money received.

All school-loaned instruments belong to Sunnybank Hills State School and are required to be returned at the end of each year for repairs and servicing. School holiday loans may be arranged over the Christmas holidays, however a new Loan Agreement Form needs to be filled out. **Loan Agreements must be updated each year.**

Conditions of a school loaned instrument are as follows:

- The instrument is to be used by the student only and by no other person.
- Every care and attention must be given to the instrument.
- The instrument is returnable at any time for inspection, repair and adjustment or for any other cause.
- If, in the opinion of the teacher of the instrument, a student is not carrying out reasonable practise or shows little ability with the instrument, the loan may be declined.
- Loss, damage and/or necessary repairs must be reported to the School Music Coordinator immediately.
- The school will cover any costs associated with normal wear and tear.
- Repairs for excessive damage and/or accidents will be the responsibility of the parent/guardian.
- Instruments must be returned to the school in the late November for repairs, servicing and general maintenance.

Responsibility of Instruments

Responsibility of school loaned instruments remains with the parent/guardian and student noted on the loan agreement form. It is advisable to organise adequate insurance cover for the instrument whether it be at home or in transit to and from school and/or concert venues. For the safety and proper care of all instruments, security storage is provided in the Instrumental Music Storeroom at the Music Block for the duration of the day. Students can collect their instruments after school between 3.00pm and 3.15pm.

Hired Instruments from Music Retailers

- Is the sole responsibility of the parents/guardian
- Recommended instrument brands are listed at the end of this document in the requirements section for each instrument.

Folders and Music

Students will be provided with their own music folder for their ensemble music sheets. These will be distributed to your child early in the new year.

Practice ('ice' the noun and 'ise' the verb)

"Practise is the repetition of an activity in order to achieve mastery and fluency", in other words, concentrated daily practice is the key to success on your instrument. As a commitment to the Instrumental Music Program it is essential for students to practise at home, as this encourages good team playing for their ensemble rehearsals at school.

The easiest way to develop an effective routine is to make it a habit by using a regular timetable and sticking to it. A healthy working environment with good light, a quiet area, and all you need close at hand help to make home practice more productive and maximize learning capabilities.

Each week, goals should be set for each run-through session. Check your Home Practice Sheets regularly and spend most of your allotted time working out problems.

Don't be afraid to look up the things you are not sure of, or make a note to ask your teacher; after all, that is what we are here for.

Structure your practice the same as your lessons. Include a warm-up and work through new work slowly and carefully, being sure to check and listen to what you are playing. Start by revising the previous day's work. As in lessons, clap, name notes, mime fingering and be as sure as you can be. Don't be satisfied until you can play with no mistake every time. It is important to perform to other people, as this is what playing an instrument is all about. The more you achieve through practise, the more you will enjoy playing your instrument.

Make your teacher happy – **PRACTISE !!!**

Instrumental Music Resource Contribution

All students pay a general music resource contribution of **\$50**. This is used to provide entries to competitions, musical scores, the servicing and purchasing of instruments.

Students who have a **school-loaned instrument** pay an additional music resource contribution of **\$100** (total \$150). This covers the cost of the hire, servicing and repairs to the instrument at the end of the year.

If there are any questions regarding the payment of contributions, please contact the Music Coordinator as soon as possible.

Concerts and Performances

Students are expected to attend and participate in all scheduled concerts and performances. These include concerts and performances inside and outside of school, assemblies, competitions, eisteddfods and music festivals.

Music Workshops

On occasions we endeavor to conduct our own music workshops, to provide the opportunity to consolidate 'ensemble' experiences for our large instrumental music program. These are usually held at school in Term 3. It is a great opportunity to extend our students through intense tutorials, sectionals and rehearsals throughout the day.

Absenteeism

A student is expected to attend all lessons and rehearsals as required. Absenteeism is treated very seriously and all absences must be explained either in the form of a note/email from parents or a phone call to the school. If a student has prior knowledge that they will be unable to attend a lesson or rehearsal, then the Music Coordinator should be notified immediately.

- i) If a student is marked absent **once** from a lesson or rehearsal, then the Instrumental Music Teacher will follow up by requesting a note/email from the parent/guardian.
- ii) The **second** consecutive time the student is marked absent; the student will be referred to the Music Coordinator.
- iii) If a **third** consecutive occasion arises, the Deputy Principal will be notified and a meeting will be held between the Deputy Principal, Music Coordinator and the Parent/Guardian. Our aim is to work together to solve issues.

Parents and students should be aware that late arrival to lessons and rehearsals is recorded.

Withdrawal from the Program

It is very rare to have a student withdrawn from the program, generally exceptional circumstances. We aim to work together to address issues. It is vital that parents communicate with the instrumental teacher (an initial email is best) when issues start to arise. Please do not leave it until the issue becomes a 'big one'. We aim to work together and make adjustment for students as necessary.

At times, personal changes in circumstances ie a medical condition or family crisis may also require consideration for withdrawal. Usually, it is not likely that a child withdraws from the program because they change their mind. Withdrawal can cause significant issues for a balanced ensemble.

Report Cards

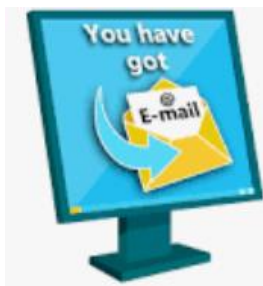
Feedback on student progress is provided through the Report Card at the end of Semester 1 and Semester 2. Observations made by the Instrumental Music Teacher throughout the semester are used to help provide details for assessment outcome

Communication

Most communication to students and parents is through the school newsletter **e-news**. This is an extremely important form of communication as it has the most current information. Please ensure that you are aware of the events coming up by taking an active role in reading this regularly.

At times, a **Music Calendar** may be included in the e-news. This will give you prior warning for all known performance events. These events are continually updated throughout the year. It is very important that parents read the music section in every **e-news**.

Most of our future communication will be sent as emails, so please ensure we have your accurate details.



Uniforms

For performances and competitions, students are to wear their **FORMAL SCHOOL UNIFORM**. Strict standards are required to meet presentation standards.

- Our formal uniform (girls - checked blouse with school tie and culottes; boys - checked shirt and formal shorts.) Appropriate length of culottes for girls needs to be considered and for boys no sports shorts.
- White socks and plain full-black leather lace up shoes with black shoe laces or black leather velcro (not joggers with strips or colours)
- School Badge: placed on the right-hand side of shirt collar.



REQUIREMENTS

String Requirements

ALL STUDENTS:

- Tutor Book – “*All For Strings*” – Book 1 (for relevant instrument) – Violin, Viola, Cello, Double Bass.
- Rosin (for their instrument)
- Exercise Book for homework
- Soft, lint free cloth - for cleaning purposes
- 2B pencil, eraser, sharpener
- A bag to carry items to lesson (library bags are excellent, no supermarket bags please) Music Stand – for home practice
- A second text will be required later in the year (usually term 3 or 4)
- It is also important to have a **SPARE SET** of strings with the instrument.

Recommended Brands: St Antonio, Shimro, Magna, Enrico Extra, Gligler, Otto (We **do not** recommend Enrico, Skylark, Lark). *No coloured instruments please.*

Violins Only: “KUN” or “JOHNSON” brand shoulder rest (check the size)

Cellos and Double Bass Only: “ROCK STOP” or “BLACK HOLE” flat pin stopper

- Cellos – a firm straight chair for home practice
- Bass – a medium height stool for home practice

IF BUYING OR HIRING AN INSTRUMENT

- Please check that the instrument has ROSIN and four working FINE TUNERS.
- Check with the shop that the instrument has been properly SET UP.
- Ask them to custom the BRIDGE & NUT AND PEGS.

If the instrument is new it is also advisable to replace the “factory strings” with a set of better quality STRINGS as the sound produced by factory settings is inferior.

Some recommended brands for Strings are: Precision, Spirocore, Dominant

Woodwind Requirements

ALL STUDENTS

- Tutor Book – “**Accent on Achievement**” – Book 1 (for relevant instrument) – Flute, Clarinet, Alto Saxophone, Tenor Saxophone.
- Music Stand – for home practice
- 2B Pencil

FLUTE: recommended brands: Yamaha, Pearl, Trevor James

(We **do not** recommend – Armstrong, Artley, Fontane, Bond, Silvertone)

PLUS: Cleaning Rod (should come with instrument) and Men’s/Ladies Handkerchief

CLARINET: recommended brands: Buffet, Yamaha, Vito.

(We **do not** recommend Armstrong, Artley, J Michael, Fontane, Bond)

PLUS:

- 4 x Size 2 Rico Royal Reeds (for clarinet)
- Stick Cork Grease
- Cloth Pull Through (for clarinet)
- Double Reedgard (for clarinet – holds four reeds)
- Mouthpiece Cushion (for top of mouthpiece) and mouthpiece brush
- Thumb Cushion (as thumb rest)

SAXOPHONE: ALTO/TENOR: recommended brands: Yamaha, Keilworth, Trevor James.

(We **do not** recommend Armstrong, King, Conn)

PLUS:

- 4 x Size 2 Rico Royal Reeds (for alto/tenor)
- Stick Cork Grease
- Cloth Pull Through (for alto/tenor)
- Double Reedgard (for alto/tenor – holds four reeds)
- Neckstrap (for alto/tenor – Neo-tech is good)
- Mouthpiece Cushion (for top of mouthpiece) and mouthpiece brush

Reeds: recommended brands: – Rico Royal, Vandoren. (We **do not** recommend Rico and J Michael). Reeds are an on-going cost for clarinet and saxophone students. It is important to purchase the correct reed brands and sizes

Brass Requirements

ALL STUDENTS

- Tutor Book – “*Accent on Achievement*” – Book 1 (for relevant instrument) – Trumpet, French Horn, Trombone (Bass Clef), Tuba (Bb Bass Clef), Euphonium (Bass Clef)
- Music Stand – for home practice
- 2B Pencil
- Tuning Slide Grease (for tuning slides)
- Slide Cream (trombone)
- Valve Oil (Trumpet/Baritone/Tuba/Euphonium/French Horn)
- Cleaning Brushes:
 - Trombone/French Horn (snake type brush, mouthpiece brush);
 - Trumpet / Baritone / Euphonium /Tuba (snaketype brush, mouthpiece brush, valve brush)

Snake Type Brush



Valve Brush



Mouthpiece Brush



Recommended Brands

Trumpet – Bach TR 600, Yamaha YTR 2330

Trombone – Bach TB 600, Yamaha YSL 154

Percussion Requirements

ALL STUDENTS

- Tutor Book – “*Accent on Achievement*” – Book 1 (Combined Percussion)
- Music Stand – for home practice
- 2B Pencil
- Pair of Drumsticks – Size 5A
- Practice Pad – small round black rubber
- Glockenspiel – 32 bar chromatic (2½ octave) with carry bag and mallets