

# Springwood Road State School



Queensland  
Government

Department of  
Education, Training  
and Employment



# INSTRUMENTAL MUSIC HANDBOOK



## AIMS

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The aims of the instrumental music program are:

1. To provide an opportunity for the musical development of students through instrumental instruction on a small group basis.
2. To provide ensemble experience for students which will enable them to develop ensemble performance skills as an integral part of their music education.
3. To encourage solo and chamber performances by students in order to develop confidence and independence in performing.
4. Through music, to develop a sense of artistry, expression and aesthetic sensitivity.
5. To support and compliment the whole school music program.

## GOALS

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The goals of the instrumental music program are:

1. To offer students the opportunity to explore and develop their musical abilities through playing an instrument and participating in ensembles.
2. To enhance the student's enjoyment of music by enabling them to respond with deeper understanding and sensitivity gained through a knowledge of melodic and rhythmic properties.
3. To involve students by meeting their individual musical ability and needs.
4. To motivate the students to explore and recognise a variety of musical literature.
5. To discover the value of music as a mode of expression while at school, and in preparation for a lifetime leisure activity or vocation.

## ENSEMBLES

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Springwood Road State School offers a number of ensembles designed to cater to the variety and range of student's musical needs. It is compulsory for all students receiving lessons at school on a musical instrument to participate in an ensemble upon attaining the required standard.

**Due to the teamwork nature of ensembles and the importance of each individual within an ensemble, it is expected that each member of an ensemble make a binding commitment to that ensemble for the duration of the current school year. Such a commitment includes regular attendance at rehearsals and performances unless a reasonable excuse exists. If there are reasonable circumstances under which a student feels that they are either unable to participate in a school ensemble, or wish to leave an ensemble it is expected that:**

1. *the instrumental staff receive a note from the student's parents.*
2. *the students and their parent/s attend a meeting with instrumental staff and school administration.*
3. *if it is agreed that reasonable circumstances exist, the student may then cease attending rehearsals. In most cases this would also mean that the student was no longer entitled to instrumental lessons at this school.*

Performance ensembles do not solely exist for the value of performance. They also contribute to the general musical growth of students, including such things as an increase in their knowledge of musical repertoire. Rehearsals promote the further development of skills, the development of teamwork skills, the recognition and resolution of ensemble problems, and an understanding of musical content, structure and style.

## SENIOR CONCERT BAND

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***Consisting of brass, woodwind and percussion students.***

This ensemble caters to the more advanced instrumentalists and the repertoire and performance standard is high in reflection of that. The Senior Concert Band expands students' technical abilities and sense of musicianship with a repertoire of both program and festival selections.

The Senior Concert Band is open to all students deemed to have reached a suitable standard and positions will be offered based on individual students results from the yearly schedule of examinations and assessment. Participation in this ensemble is compulsory if invited to join. The Senior Concert Band plays the National Anthem at weekly school parades.

## **JUNIOR CONCERT BAND**

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*Consisting of brass, woodwind and percussion instruments.*

This ensemble caters to students in their first year of instruction, and who are not yet of a standard appropriate for membership in the Senior Band. This ensemble is intended to provide an introduction to concert band performance with repertoire consisting of the recommended tutorial text as well as selected concert band performance material. Rehearsals commence in Term 2.

## **JUNIOR STRING ENSEMBLE**

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*Consisting of violin, viola, cello and double bass.*

This ensemble caters to students in their first year learning a string instrument. Repertoire is drawn from the standard string orchestra literature as well as the recommended text. This group allows students to experience ensemble performance as well as develop rudimentary skills.

## **SENIOR STRING ENSEMBLE**

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*Consisting of violin, viola, cello and double bass.*

This ensemble caters to senior string students. This group continues to develop ensemble skills, with more emphasis placed on tuning and advanced musicality. The Senior String Ensemble is open to all string students deemed to have reached a suitable standard and positions are offered to ensure a balanced ensemble sound is maintained. The opportunity may arise for a student accompanist to work with either the Junior or Senior String Ensemble.

## **EXAMINATIONS AND ASSESSMENT**

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All students participating in the Instrumental Music Program undergo formal assessment at the end of Semester One and the end of Semester Two. Examinations are compulsory for all instrumental students. The results of this testing is sent home on a separate report card with the school report card at the end of each semester.

The aim of adopting this system of examination and assessment is to standardise performance criteria and expectations for all students, and allows instructors to identify and target student's individual strengths and weaknesses. This process has also been identified as beneficial in identifying individual student's current performance skills, and as an effective means for identifying potential for inclusion in school ensembles. It would be expected that students would attain a level of performance according to predetermined criteria for acceptance into all school ensembles and particularly the senior groups.

Formative assessment is undertaken on a weekly basis, and assists instructors to determine each student's progress. Both forms of assessment allow students to experience a variety of musical works encompassing a range of styles and genres. The assessment process provides students with a goal to work towards and a great sense of achievement upon successful completion of the assessment. It is also a valuable preparation for solo work in small and large ensembles.

## **INSTRUMENTAL LEVY**

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At the beginning of each school year all students are required to pay an Instrumental Music Levy. This levy is to assist in the administration costs of the program. Those students borrowing a school instrument will be required to pay a hire fee in addition to the music levy which assists in the maintenance costs of the instrument.

Fees for the year are as follows:

<b>Instrument Levy</b>	<b>\$30</b>
<b>Instrument Hire</b>	<b>\$30</b>

**Payment for the levy and hire is due by the end of week 4, Term 1.**

All beginning students are required to purchase an accessory all the necessary equipment for tuition on the instrument to commence.

These include :

<b>FLUTES</b>	Tutor book and polishing cloth.
<b>CLARINETS AND SAXOPHONES</b>	Cork grease, reed saver and tutor book.
<b>BRASS</b>	Valve oil or slide cream and tutor book.
<b>STRINGS</b>	Rosin, All For Strings Book 1 for your instrument and polishing cloth. Strongly recommended – shoulder rest and music stand.
<b>PERCUSSION</b>	Drumsticks (Size 5A) and tutor book (as recommended by instrumental staff)

## **MUSIC CAMPS**

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Each year a number of instrumental students are given the opportunity to attend a music camp relevant to their current level of skill development. Through comprehensive tutorials and rehearsals these camps aim to

1. *Expand the repertoire of the ensembles.*
2. *Develop sectional awareness.*
3. *Promote a greater awareness of the whole ensemble and the blending of a variety of individual parts.*
4. *Develop advanced sight reading skills.*
5. *Resolve performance problems.*
6. *Reinforce and further develop expected rehearsal and performance conduct.*

The location and dates for these camps may change from year to year, but adequate notice is always provided.

It is expected that students will develop through social interaction as well as educational interaction with instructors from other schools, all of whom have a range of ideas to share.

## **CONCERTS AND PUBLIC PERFORMANCES**

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Each ensemble performs several times throughout the year at concerts, community functions and eisteddfods. It is believed that attending too many contests stifles the growth of a varied repertoire, however some experience of performing under competitive conditions is a valuable tool in developing advanced musicianship and disciplined ensemble conduct. Students are encouraged to feel a sense of pride in their personal performances and in the musical growth of the ensemble as a whole rather than a sense of competitiveness in their playing.

The schedule of public performances and eisteddfods varies from year to year and is affected by current events and priorities. All public performances are advised well in advance, giving students and their families the opportunity to arrange for attendance. Due to the teamwork nature of these groups **attendance at all public performances is mandatory**, unless reasonable circumstances deem otherwise.

For all public performances students are required to wear full Performance uniform.

## **ENSEMBLE UNIFORMS (Performance Uniforms)**

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The basic ensemble uniform is used by all groups and consists of

- School music polo shirt
- Long black pants
- Black socks
- Black shoes

School Music Polo shirts are only available through the school tuckshop. A second hand uniform store is run through the tuckshop. All enquires about available stock should be directed to the tuckshop convenor. The appearance of our ensembles is considered just as important as their music performance. Every Instrumental member is expected to wear the full ensemble uniform at every performance. Students judged to be inappropriately dressed may be withheld from performing.

## SCHOOL INSTRUMENTS

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Education Queensland policy requires all students to purchase their own instrument after borrowing a school instrument for the maximum term of one school year. These instruments are required for a new set of beginning students in the following school year. Advice on where to purchase instruments and what to look for in individual instruments is gladly given. Certain instruments are exempt from this requirement, although students are still encouraged to purchase or hire their own.

### Exemptions are:

**Bass Clarinet, Tenor Saxophone, Baritone, Euphonium, French Horn, Double Bass, Percussion**

It is not permitted for students already learning an instrument, whether school owned or privately owned to borrow a school instrument as a second study unless it falls into the above category of exemptions, and no other student desires to play it. Where a student is studying more than one instrument it would be expected that priority would be given to the first instrument.

**Percussionists are not required to purchase their own instruments**, however they are required to own the following:

- One pair of snare drumsticks – size 5A
- Tutor Book (as outlined by instrumental staff)
- Practice Pad (recommended home practice only)

## CARE AND MAINTENANCE OF SCHOOL INSTRUMENTS

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While school instruments are on loan to students it is expected that students will undertake responsibility for the care and safety of the instrument. While the usual schedule of ongoing maintenance will be carried out by the school, any damage to the instrument which takes place during the course of the loan will be deemed the students responsibility, and as such the student's family will be responsible for the cost of repairs. The full conditions of the loan of school instruments are set out in the loan agreement form which is signed by parents at the commencement of the loan period.

Should any damage occur to the instrument or any maintenance be required, the student is expected to inform instrumental staff immediately so that appropriate action can be taken. In the case of damage occurring which is not deemed to be the result of normal wear and tear, instrumental staff will immediately contact the family of the student so that the situation can be discussed and mutually satisfactory action can be taken.

## LESSONS

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All students participating in the Instrumental Music Program **must** attend weekly lessons on their instrument. If reasonable circumstances exist the student will be excused. Students will be excused from attending lessons under the following circumstances.

- Absence from school due to illness.
- Absence from school due to an excursion.
- Examinations in class.

It is expected that instructors would always be advised of a pending absence or students will be marked 'absent without reason' on the roll. In the case of illness the office will be contacted and the student subsequently marked 'sick' on the roll.

Student absenteeism without acceptable reason from more than three lessons in any one semester will be reported to the school administration who will follow up with the students involved. Parents will also be notified.

It is expected that students will come suitably prepared for their lesson each week with the necessary instrument and music.

Lesson timetables are negotiated early in the first semester each year. If students have a clash with their lesson time they are encouraged to negotiate a more suitable time with their instructor as early as possible. Lesson timetables will be on display in the music room, and a copy provided to each classroom teacher for display in all classrooms for the information of students and staff.

## DISCONTINUATION OF LESSONS

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By indicating a desire to learn an instrument and participate in the instrumental program, it is understood that the student has made a commitment to the program for the minimum term of one school year. If reasonable circumstances exist under which a student feels they are required to leave the program before that term has ended the following procedures must be followed.

1. A letter to instrumental staff from the student's parents.
2. A meeting with the student, parent/s, instrumental staff and school administration to discuss the situation.
3. If it is agreed that reasonable circumstances exist, the student will then be able to cease participation in the program.

## PROCEDURE FOR THE SELECTION OF INSTRUMENTAL STUDENTS

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In Term 4 all Year Four and Year Two students are tested for possible inclusion in the instrumental music program. Year Two students are tested for inclusion in the string program while Year Four students are tested for inclusion in the brass, woodwind and percussion programs. The selection process is as follows.

1. Initial testing by the classroom music teacher which ascertains music audiation skills. Knowledge of the children from weekly class music lessons is also considered.
2. Conference with the classroom teacher to determine the general academic and social qualities of the student, the degree of home support, and the degree to which the student is self-motivated.
3. Instrumental music instructors test the students on a range of different instruments to ascertain which instruments may best suit the student.
4. Administration has final approval of all applicants considered for inclusion in the instrumental music program, particularly in cases where the student is being considered for loan of a school instrument.
5. A letter is sent home to parents with information regarding the selection procedure and an invitation to attend an information evening where further information will be provided to prospective instrumental students and their families. This letter and invitation are not an offer of inclusion in the program, or a guarantee that a school instrument will be made available.

**With only a limited number of school instruments available for loan it is possible to offer only a select number of children the use of a school instrument. When a student is invited to join the instrumental music program, parents are encouraged to supply the student with their own instrument.**

6. Students will be informed in the last few weeks of the school year of their inclusion in the program and the instrument it has been determined would most suit them. This is not always the instrument the student most desired to play. Some students will be entitled to borrow a school instrument while other students will be requested to purchase their own instrument.
7. Parents will be given adequate time to consider the offer made and respond accordingly.

**Instrumental staff are always willing to discuss individual circumstances. If you wish further information or assistance at any time throughout the year please do not hesitate to make an appointment to speak to staff.**

## COMMUNICATION

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Springwood Road aims to include its parent body in every facet of the instrumental program. Regular newsletters and meetings take place throughout the year in order to provide information, and to offer parents the opportunity to have input into the running of the program. It is recognised that parental support is essential to the successful running of the instrumental program, and we endeavour to maintain meaningful contact with parents in order to ensure that the needs of our students and their families are being met.

Contact is Class Music Teacher and Music Coordinator  
Telephone: 3457 8333

