

YERONGA

STATE HIGH SCHOOL



INSTRUMENTAL MUSIC HANDBOOK



“Music gives a soul to the universe,
wings to the mind,
flight to the imagination,
and life to everything.”

Plato

THE INSTRUMENTAL MUSIC PROGRAM

Yeronga State High School offers music instrument tuition through the Education Queensland Instrumental Music Program. Lessons are offered for the following instruments:

String Instruments

Violin, Viola, Cello, Double Bass (limited availability)

Band Instruments

Flute, Clarinet, Saxophone, Trumpet, Trombone, Tuba, French Horn, Euphonium/Baritone and Percussion

Other Instruments

Guitar, Drumkit (limited availability) and Keyboard

Queensland state schools are the only state schools in Australia to receive 100% subsidised instrumental music tuition in the form of concert band and string orchestra programs.

The Education Queensland Instrumental Music program enables professional instrumental music teachers to plan a course of study through which students become musicians, through the development of musical literacy, technique and performance. The course seeks to extend a student's musical experience through participation in a large performance ensemble and a small group lesson each week.

Aims

- To give students the opportunity to learn a musical instrument in a group environment.
- To provide string ensemble/concert band experience for these students to develop their performance skills.
- To complement the school's classroom music and arts academy programs.
- To provide extension and specialisation in music.

Music Department Staff

Principal: Mr Timothy Berraud

Instrumental Music Coordinator: Adrienne Jones

Woodwind, Brass, and Percussion Teacher: Alex Grodecki (Fridays)

Strings Teacher: Tamsyn Eastgate (Tuesdays)

Classroom, Guitar, Keyboard, Drumkit, and contemporary music teachers: Kiera Deakin, Taylor Davies and Amy Kallis



Curriculum and Assessment

The Instrumental Music Curriculum taught at our school has been adopted by all State Schools in Queensland. Our current curriculum centres on the basic components of learning to play an instrument, which has been organised into thirteen important areas of learning and skill development.

These areas are: Knowledge of the Instrument, Playing Posture, Tone, Pitch Accuracy, Repertoire Development, Tuning and Intonation, Articulation, Rhythm & Melodic Perception, Improvisation and Composition, Sight Reading, Performance, Terms & Symbols, Attendance/Progress/Behaviour- Attitude to practice etc.

Yeronga State High School offers the opportunity for students to begin learning an instrument if they were unable to learn one in primary school. Our curriculum continues to develop each of the previous mentioned areas across 10 levels of playing standards. Students are formally assessed throughout each semester on their current playing ability & theoretical knowledge of their music. From this, Instrumental Music marks are included on the student semester report cards.



TUITION

Instrumental music tuition commences in term 1 and each student is required to be enrolled for at least a full year.

- Students who are part of the instrumental program will receive one half-hour small group lesson per week on their instrument.
- Students are to excuse themselves from their normal classrooms to attend their instrumental lessons (and should return promptly back to class after each lesson) and should arrange to make up the class work missed during their music lesson.

Ensembles are generally run before school and are a vital part of the children's musical development. All students who are advanced enough are to be involved in one of the various groups and before school attendance as rehearsal is a compulsory requirement of the program. NB: Instrumental music teaching days can change and these teaching days are confirmed at the start of each school year.

Selection of New Students

The selection of students for the instrumental music program is determined according to:

1. Specialist Teacher time allocated to the school
2. Physical suitability of student to available instruments
3. Creating a musically balanced ensembles and learning environments
4. Number of school instruments available

PARTICIPATION AND WITHDRAWAL

The decision to join the program should be well considered. It requires extra responsibilities to be taken by the students, parents and families. Students are expected to commit to the program for a minimum of one year. Assistance at home in maintaining practice will help. In exceptional circumstances where continuation in the program is deemed to not be in the student's best interests or a student is not showing commitment to the program, the opportunity to participate can be withdrawn by the school.

Communication by teachers

Instrumental music information will be communicated via email, a phone call home or the school newsletter,

If a problem becomes apparent, please contact the school so an appointment with the relevant teacher can be arranged. The music staff are always available (on appointment) to discuss any problems which may arise.

Communication – Supporting students

In instances where music teachers have concerns regarding attendance, readiness for lessons, behaviour, homework records or instruments being left at school, email contact made. It is hoped that by bringing issues to the attention of parents/carers early, and maintaining good communication, support and assistance will be provided to overcome the difficulty faced.

Instrument Hire

Yeronga State High School owns a number of brass, woodwind, and strings instruments, which can be loaned to students for the use at school and home.

Damage to Instruments

If during the period of the loan the school instrument is damaged the instrument must first be taken to school for the appropriate instrumental

teacher to assess the damage. The instrumental teacher will then ascertain if the damage is from wear and tear, accident or misuse. Wear and tear damage will be repaired and paid for by the school. If accident or misuse has damaged the instrument the repair and consequent cost will need to be paid for by the parent. Please check your household insurance policy to determine the level of cover you may have over a school musical instrument. Departmental insurance only covers school instruments while they are on the school grounds or being used at official school functions.

PERFORMANCES AND EXCURSIONS

A number of performance events are part of the school calendar. Performances can also take place at the weekly assembly and other school events. **All ensemble members are expected to attend all performance events.** In exceptional cases where attendance is not possible, the ensemble teacher should be notified as soon as possible. Excursions to Southbank to see various musical groups will be arranged through the school and students will have the opportunity to see and hear world class musicians perform. (COVID Permitting)

METHOD BOOK AND ACCESSORIES

Students will require some extra accessories to start on their instrument.

Brass

Bb Trumpet, French Horn, Baritone BC, Euphonium BC, Tuba

- Essential Elements Book 1
- Valve Oil (French horn requires a specific rotor oil)
- Collapsible music stand for home practice

Trombone

- Essential Elements (Bass clef) book 1
- Trombone Slide Cream
- Small water spray bottle

- Long flexible instrument brush
- Collapsible music stand (for home practice, do not bring to school)

Percussion

- Essential Elements Book 1
- Drumsticks Size 5A or similar (Wood tips are preferable)
- Rubber rebound practice pad

Woodwind

Flute

- Essential Elements book 1(Flute)
- Large soft hanky (to use as a cleaner on cleaning rod)

Clarinet

- Essential Elements book 1 (Clarinet)
- Clarinet pull through cleaner
- Cork grease and mouthpiece cushion and thumb cushion (this will make the instrument much more comfortable to play.)
- Reed guard to (hold 4 reeds)
- 6 x reeds (1.5 and 2 strength) Vandoren Juno Brand

Saxophone (Alto or Tenor)

- Essential Elements book 1
- Saxophone pull through cleaner
- Cork grease
- Reed guard (hold 4 reeds)
- 6 x reeds (1.5 and 2 strength) Vandoren Juno Brand
- Padded Saxophone neck strap or harness

** This equipment is available from all local music stores.

Strings

Violin, Viola, Cello and Double Bass

- Method book- A method book needs to be purchased at the start of each year. The Strings Teacher will let you know which method book you need to purchase.

INSTRUMENT PURCHASING

After hiring an instrument for a year it can be worth investing in students' successes by buy purchasing an instrument. Approximate costs for instruments are as follows:

- Flutes, trumpets, clarinets, trombones: \$700-\$900
- Alto saxophones are \$1200 plus. Second-hand instruments are usually about 3/4 of a new purchase price.
- Violins and violas: \$400
- Cellos: \$1200

Instrumental teachers can provide parents/carers with instrument purchasing advice such as recommended music retailers and instrument brands. Please never buy from Ebay or Aldi. If purchasing secondhand please consult with the music teacher before purchasing.

Education Queensland has a standing offer arrangement agreement with Brass Music Specialists and Simply for Strings. This SOA should be used to set benchmarks for parents buying instruments. Parents have the same access to the SOA, and to prices, as schools. This ensures that quality instruments are available for students, both for school owned and for privately owned instruments. Parents can also use this arrangement. Parents should be discouraged from buying inferior instruments as they are typically harder to play, and do not last as long.

Local Music Retailers

Band	Strings
Brass Music Specialists Ozwinds Blow Cranbourne Music Fine Music Australia Logans Pianos McKenzie Music Sally Lindenberg Wind and Brass	Simply for Strings- Red Hill Vivace Music- Sunnybank Hills Animato- Eagle Farm

Caring for Your Instrument

At their first lesson, students are shown how to assemble, disassemble, clean and care for their instrument. Please ask them to show you this. In general, the following guidelines will help to care for your instrument:

If anything gets stuck, or breaks – don't try to fix it. Keep your instrument in its case when it's not in use. Never leave your instrument in a hot car. Do not allow your instrument to get wet.

PRACTICE

In order to make progress and feel success, students in the instrumental program need to complete daily practise at home. Students are expected to practise each day (5 days per week minimum) for the length of time recommended by their teacher, aiming for 20-30 minutes after the first year of learning.

Students may need parent/carer support with establishing a practise routine and developing effective time management customs. Instrumental teachers assist with this process by teaching effective practise skills.

PRACTISE TIPS

WHAT YOU WILL NEED AT HOME:

- instrument and music book

- music stand
- chair - with straight back (standing is best for wind players)
- pencil and eraser

Good posture is important as it is less tiring than bad posture.

WHERE TO PRACTISE -

A quiet enclosed room - turn off the TV and the radio.

HOW OFTEN TO PRACTISE -

Daily, regular, short and focused practice achieves more progress than long, irregular practices. Teachers will notify required time.

WHEN TO PRACTISE -

Early morning is the best. Try to avoid late evening practice when body and mind are tired.

HOW LONG TO PRACTISE -

Students new to their instrument should be aiming for 10-15 minute sessions a minimum of five to six times per week and all other students should be practising at least 30 minutes a session over a minimum of five days per week.

WHAT TO PRACTISE –

Practice should include warm-ups, scales, flexibility exercises, solo pieces from the method book and ensemble repertoire. Specific homework for each week will be set by the teacher. Students need to make sure to practice all the pieces and technical work set.

To begin with, pieces should be played at a slow tempo. If the same mistake happens twice, the student should stop and correct that bar or phrase, playing it many times.

If the piece still sounds odd, there are several possibilities;

One, the instrument needs tuning;

Two, the student is learning a harmony part, not the tune;

Three, the passage of music is out of tune or out of time.

Students can also try singing difficult sections, checking their fingers are in the correct places or listening to or playing along with the backing track.

Useful Apps

‘Staff Wars Live’ and regular ‘Staff Wars’ (beginner students)

Great App that is interactive and helps kids learn their first notes by playing them and the note explodes.

Essential Elements EEi App: *This App is a great accompaniment to the book, has audio examples of how each piece should sound and is free when a book is purchased.*

TonalEnergy Tuner: *This Tuning and Metronome is hands-down the best app for students learning how to tune their instrument and sound better and to know which note they are playing.*

Yeronga State High School Musicians

Expectations:

- 1) Musicians maintain a high standard of behaviour & reliability and consistent practice.
- 2) Musicians consistently maintain a positive attitude to their playing, lessons and rehearsals.
- 3) Ensembles: Musicians assist the teacher/conductor by learning their parts well prior to each rehearsals & arriving on time to assist with set-up.
- 4) Musicians assist other pupils and teachers where needed with mentoring or encouragement & example – inclusive & friendly.
- 5) Musicians represent our school with dignity when performing in their ensemble.
- 6) Musicians are proud of our musical school culture and sharing their musical gifts.
- 7) Musicians portray musical success & mastery amongst the school community by performing solo or in small groups on assembly when recommended by their music teacher.



Instrumental Music Program Application Form

Student Name: _____ Year level: _____

Parent/carer name: _____

Parent/carer phone number: _____

Parent/carer email address: _____

Has the student played an instrument before? _____ If so, what instrument? _____

If yes, please detail previous experience on the instrument, i.e., participation in primary school instrumental music program, private lessons, AMEB exams, youth orchestras.

Does the student own an instrument at home? _____

What instrument is the student interested in learning at Yeronga SHS?

First preference: _____ Second preference: _____

The school supports the instrumental music program so that students can participate in the program and borrow a school instrument as needed for free with no annual levy or instrument hire fee.

PARTICIPATION IN THE INSTRUMENTAL MUSIC PROGRAM AGREEMENT

I authorise _____ (student name) to participate in the Yeronga SHS Instrumental Music Program in 2022. I agree to the conditions detailed in the instrumental music handbook and will support my student with home practice, purchase of method books and accessories as needed and attendance at rehearsals and performances.

Signed: _____ Date: ____/____/____

Print Name: _____

Email this form to the Head of the Arts Department, Adrienne Jones at axjon1@eq.edu.au or hand in to the school office.

EQ11 External Request for Equipment is to be completed when loaning Department of Education, Training and the Arts equipment to employees, students or community organisations for use after hours, during school holidays on, or away, from official premises.

DETAILS OF REQUISITIONER / PERSON TO WHOM EQUIPMENT IS ON LOAN

Name	Address	Telephone:
Organisation Name		
If Student, Year Level:		
Location and Use of Equipment (if different from above)		
At school and at home		
Reason for Request		
To learn a musical instrument		

DETAILS OF EQUIPMENT ON LOAN

Description / Type:		Brand:	
Serial Number		Asset Number	
Accessories: (if applicable)		For ICT equipment, Build Standard: (e.g. MOE; 1.X/SOE)	
Commencement loan date:	2/2020	Expected date of return:	1/12/2020
Officer receiving returned equipment	Name:		Date returned:
	Signature:		

INDEMNITY

Fair wear and tear excepted, and for the duration of this transfer, I/we agree to indemnify Education Queensland against loss or damage from any cause whatsoever, to the equipment detailed herein and, in the event of damage to restore and deliver such equipment to Education Queensland, in the condition in which it was received, or to replace the damaged equipment with other equipment of equivalent functionality.

Signature _____ **Date** ___ / ___ / ___

APPROVAL FOR LOAN

I authorise the loan of the equipment to the parent/guardian for, and on behalf of, the student.

(Cross out "to the parent/guardian and onstudent" if equipment is not being loaned to a student.)

Signature of School Approving Officer: _____

Name: _____ **Designation:** _____ **Date:** / /

<p>LOAN AGREEMENT</p> <p>To be completed when school-purchased ICT equipment is on loan to students for use outside the school premises.</p> <p>Note:</p> <ul style="list-style-type: none"> • A new loan agreement form should be signed each time equipment is loaned and prior to commencement of the loan; • This form and the loan agreement should be held in the students' records.
--

<p>ACKNOWLEDGEMENT</p> <p>The equipment described at all times remains the property of the Department of Education, Training and the Arts and is issued on loan to the parent/guardian for the benefit of the student subject to the following conditions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The equipment should be used only by the student to whom it is lent and by no other person. <input type="checkbox"/> The student and their parent/guardian has read and understood the school's behaviour and educational requirements (attached). <input type="checkbox"/> Every care and attention should be given to the equipment during the period of loan and the student fully complies with the school's behaviour and educational requirements when the student is using the equipment. <input type="checkbox"/> Symantec Antivirus software is installed and maintained on the machine and the student will ensure the equipment is scanned for viruses after home use and prior to re-connection to the departmental network. <input type="checkbox"/> The equipment is returnable upon demand from the school at any time for inspection, repair, adjustment or for any other cause. <input type="checkbox"/> Loss or damage of any equipment on loan must be immediately reported to the school. <input type="checkbox"/> If, in the opinion of the school teacher or staff member, the student is not meeting the school's behaviour and educational requirements with the equipment, this equipment loan may be terminated. <input type="checkbox"/> Equipment must be returned by the student to the school by the date specified in this loan agreement or, if this agreement is terminated earlier than the date specified as the date of equipment return, then the date of the termination of this loan agreement.

<p>LOAN AGREEMENT APPROVAL</p> <p>I have been provided with a copy of the school's behaviour and educational requirements regarding the student's use of the equipment and I have read and understood its terms. In consideration of the student having the benefit of the equipment, I accept the loan of the equipment on the terms described above and I agree to supervise the student's use of the equipment to ensure the terms of this loan agreement are complied with and agree to be personally responsible for the failure of the student to comply with the terms of this loan agreement.</p> <p>Signature of parent/guardian: _____</p> <p>Name: _____ Date: ____ / ____ / ____</p>
--

<p>I have read and understood the above terms. I have been provided with a copy of the school's behaviour and educational requirements regarding my use of the equipment and I have read and understood its terms. I acknowledge my responsibility to use the equipment in accordance with the above terms.</p> <p>Signature of student: _____</p> <p>Name: _____ Date: ____ / ____ / ____</p>
