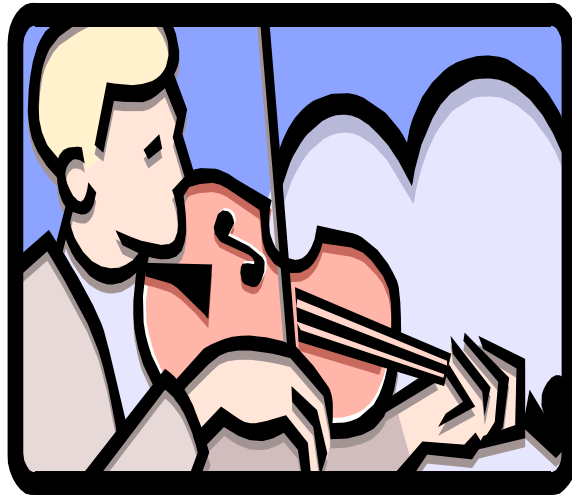




COOMERA STATE SCHOOL



INSTRUMENTAL MUSIC PARENT INFORMATION BOOKLET

Dear Parents/Caregivers,

Congratulations!

Your child is being considered for participation in the Coomera State School Instrumental Music Program.

To enter this program the children will have to show that they can be reliable, enthusiastic, punctual and responsible with their work and belongings, both inside and outside the classroom.

This is a wonderful opportunity for your child to develop himself/herself culturally as well as academically. Remember, I am always here to assist with any concern or enquiry you may have.

Yours in music

Shiree Salazar
Deputy Principal



PROCEDURE FOR SELECTION OF INSTRUMENTAL STUDENTS

All year three, four, five and six students are considered by the Classroom Music Teacher for possible inclusion in the School Instrumental Music Program.

Year five and six students - Brass / Woodwind / percussion (flute, clarinet, alto saxophone, tenor saxophone, trumpet, trombone, euphonium, drums).

Year three, four, five and six students - Strings (violin, viola, cello, double bass).

Assessment of students involves such personnel as:

- Classroom Music Teacher
- Class Teacher
- Instrumental Music Teachers
- Administration
- Other Specialist Teachers

Students are given a test to assess their ability to discriminate between differences in pitch and rhythm. The ability to sing in tune, to be able to feel the beat and to keep the beat and read basic rhythmic notation during class music activities is also assessed.

The music (Selmer) test tests children's abilities to discriminate pitch (high/low/same), chords (same/different), melody (same /different) and rhythm (same/different).

The Classroom Music Teacher collates the results and consults with Class Teachers, Specialist Teachers and Administration to consider student behaviour, perseverance, commitment etc.

Following identification by the school personnel, parents are asked to fill out an "Expression of Interest" form listing three choices of instruments their child would like to learn, in order of preference. On this form it can also be indicated if a parent is prepared to provide their child with their own instrument.

Instrumental Music Teachers will meet with the student and check the suitability of an instrument for them (size, mouth and hand shape). Once all these factors are taken into consideration an offer will be made to parents informing them of the instrument which has been recommended for their child.

Once you have purchased or hired the instrument and other requirements your child is then ready to commence tuition.

Happy Music Making!

COMMITMENT OF PARENT AND CHILD

Your combined commitment to the program consists of ensuring:

- Regular Daily Practice:
 - A definite time each day
eg. 4.30 pm – 5.30 pm Monday, Wednesday Friday
8.00 am – 8.30 am Tuesday, Thursday
 - A suitable place at home to practise!
- Regular and punctual attendance at lessons, band rehearsals and performances, with all necessary equipment.
- The child has an instrument (purchase, loan), a music stand and the required music book.
- Music levy is paid:
 - Children using a school instrument –
 - \$50 annual fee to pay for band costs, music etc
 - \$30 per semester for servicing and maintenance
 - \$30 per semester towards the cost of the instrument
(Replacement Fund) **(\$170 TOTAL)**
 - Children using their own instrument or privately hired instruments –
 - \$50 annual fee to pay for band costs, music etc. **(\$50 TOTAL)**

NB: This commitment is absolutely necessary before the child will be formally admitted to the Instrumental Program.



INSTRUMENTAL PROGRAM...

Education Queensland provides instrumental music teachers.

Sometimes due to circumstances of extended illness or special leave, there is a change of teachers during the year. Unfortunately, when a music teacher is ill for a day, it is not possible to replace them, and some lessons may be missed.

Lessons

Half-hour, small groups, during school day.

Band/String Ensemble

Generally, rehearsals for bands are outside school time, eg 7.45am – 8.45am or at lunch times. *Children learning instruments must, when the instructor feels they are ready, become members of the band or the string ensemble.* As members of these groups, they are required to be available for performances. Advance notice is given so that social diaries can be adjusted accordingly. Beginner wind and string students generally join the Band or String Ensemble in Term 4, or a beginner group is formed. A blue folder is needed for band music.

Uniform

For all performing groups: for competitions, participants are allotted points for appearance as well as performance. It is therefore important that all children are dressed the same.

This is the uniform required for participants.

Boys	-	Black shorts or trousers
Girls	-	Black shorts or skirt
Boys and Girls	-	School shirt
Boys and Girls (Junior Group)	-	White socks and black shoes
Boys and Girls (Senior Group)	-	Black socks and black shoes

Students will have the use of a specially designed school performance shirt, vest and trousers which will be provided when required.

Practice

- Regular daily (at least 5 days per week) practice is necessary, in order for the student to gain confidence and skill, and to feel that they are making progress.
- A contract should be negotiated so that definite times are set daily to suit the family activities.
- Initially 15 minutes daily, increasing gradually each week to 30 minutes daily.

What to do About Obtaining an Instrument...

Instruments

Your child must want to play the instrument.

1. Child's own
 - buy or hire new instrument
 - buy second hand (Weekend Shopper, Trading Post). If buying second hand from such sources 'check out' the instrument with the music specialist before purchasing to avoid an expensive mistake.
2. Short term borrow from school – you undertake to buy or hire your own within 12 months. This option is generally for those who may not be able to finance an instrument at this time, for new recruits, and for those playing the less expensive instruments such as flute, clarinet, trumpet, alto sax, etc. *The school has very limited instrumentation for loan. Please note there are no violins or violas for loan.*
3. Long term (3 years) borrow from school for larger instruments eg., euphonium, bass clarinet, tenor saxophone, cello and double bass.

** Because children have the use of these instruments for such a long time, it is most important that they remain on the instrument for the full 3-5 years. It is also expected that parents will contribute to the maintenance/repair fee yearly.*



Points to Consider

1. The best way to ensure entry into the instrumental program is to buy or hire your own instrument. Please look in your yellow pages directory and come to our recruitment meeting. There are good stores here on the Gold Coast and in Brisbane. Please do not buy an instrument over the internet or from a supermarket.
2. Don't use a lay-by scheme – you haven't the use of the instruments.
3. Hire the instrument for 3-6 months, then consider buying the instrument when you are sure your child will remain committed.
6. Buy quality instruments – they have better sound, better re-sale, fewer repairs.
7. Always ask for student price.
8. Second hand instruments – ask seller to play whole range, check for cracks, loose section, keys seal, cork firm. Ask if it can be checked by expert.
9. Second hand instruments can be bought through the Weekend Shopper, Trading Post, local newspapers and newsletters, and some stores.
10. The child must want to play the instrument, yet we must also have a balance in our school ensemble. For instance, we cannot recruit 10 clarinets and no brass instruments in any given year.
- 11. Commitment is for the time while the child is at this school, but should carry for the next 5 years while they are attending High School.**
12. Books, accessories & stands, etc must be provided by the parent.
13. Students in the program are required to participate in the Band or String Ensemble and attend all rehearsals and performances. Usually advance notice is given so that sporting or family arrangements can be made.
14. It is essential that the child and parents understand the commitment that is being made, eg regular daily practice at a set time. (See page 4.)
15. All interested parents must return the completed interest form as soon as possible as music lessons commence early in the new year.
16. All new students will need to have their requirements by early in the new year.
17. All students require a music stand for home practice as correct posture is important. Stands are approximately \$20.00.

21. It is essential that you and your child negotiate a suitable practice time, and stick to it.
22. Support from parents is MOST IMPORTANT.
23. PLEASE NOTE – TUITION COSTS ARE FREE - paid for by Education Queensland. Private tuition costs are at least \$30.00 per half hour and often up to \$45.00. Therefore, a large saving is made to you if your child is in this Instrumental Program.
24. Never attempt to repair an instrument – bring it to the teacher to look at first.
25. Children starting string instruments must be measured.



STUDENT REQUIREMENTS...

The Music Tutor Book 'Standard of Excellence' by Bruce Pearson can be purchased at all music stores

TRUMPET/FRENCH HORN

- Standard of Excellence Book 1 for Trumpet or French Horn
- Valve Oil for trumpet/Rotor oil for French Horn
- Soft cloth for polishing
- Tuning-slide grease
- Blue Display Folder
- Pencil (to be kept in Music Case)
- Clean cotton rag, from home
- Music Stand (for home use)

BARITONE/EUPHONIUM/TUBA

- Standard of Excellence Book 1 for Baritone BC or Tuba
- Valve oil
- Tuning-slide grease
- Soft cloth for polishing
- Blue Display Folder
- Pencil (to be kept in Music Case)
- Clean cotton rag, from home
- Music Stand (for home use)

TROMBONE

- Standard of Excellence Book 1 for Trombone
- Trombone Slide Cream
- Tuning-slide grease
- Small water spray bottle (known as a "bone bottle")
- Soft cloth for polishing
- Blue Display Folder
- Pencil (to be kept in Music Case)
- Clean cotton rag, from home
- Music Stand (for home use)

WOODWINDS

Flute

Standard of Excellence Book 1 for Flute
Soft cloth for polishing
"Silver" cloth (as for polishing silver jewellery) – supermarket type is ok.
A clean handkerchief (men's size) for cleaning inside flute.
Blue Display Folder
Pencil (to be kept in Music Case)
Clean cotton rag, from home
Music Stand (for home use)

Clarinet and Bass Clarinet

Standard of Excellence Book 1 for Clarinet/Bass Clarinet
4 x Clarinet reed guard to hold 4 reeds
1 Clarinet Neck Strap
Cork Grease
Pull through cleaner, preferably cotton or chamois
Blue Display Folder
Pencil (to be kept in Music Case)
Clean cotton rag, from home
Music Stand (for home use)

Saxophone (Alto and Tenor)

Standard of Excellence Book 1 for Alto/Tenor Saxophone
4 x saxophone reeds size 2 (**Rico Royal size 2 or Vandoren brand size 1 ½ preferable**)
1 x Alto Saxophone/Tenor Saxophone reed guard to hold 4 reeds
Cork Grease
1 Pull through cleaner (for body of instrument)
1 Neck cleaner (for cleaning neck & mouthpiece)
Blue Display Folder
Pencil (to be kept in Music Case)
Clean cotton rag, from home
Music Stand (for home use)

PERCUSSION

Standard of Excellence Book 1 for Percussion

1 x pair of 5A or 5B drumsticks (size B is a little thicker and will suit larger hands)

1 x rubber practice pad (or Remo is even better!)

Blue Display Folder

Pencil (to be kept in Music Case)

Music Stand (for home use)

Snare drum & stand – during first year of learning.

STRINGS

Violin/Viola

Essential Elements 2000 Book 1

Shoulder rest

Rosin

Spare set of strings

Soft cloth for polishing/cleaning

Blue Display Folder

Pencil (to be kept in Music Case)

(Tuner is very useful)

Music Stand (for home use)

Cello/Double Bass

Essential Elements 2000 Book 1

Rosin

Soft cloth for polishing/cleaning

Blue Display Folder

Pencil (to be kept in Music Case)

(Tuner is very useful)

Music Stand (for home use)

High stool (for Double bass home use) try opportunity shops first



RESOURCE REPLACEMENT SCHEME COVER...

The Resource Replacement Scheme is part of Education Queensland's risk management and security strategy to minimise the exposure associated with equipment losses. The scheme is a managed fund which provides compensation to schools for loss of certain resources as a result of theft or vandalism (due to break and enter), fire and natural disasters.

The Resource Replacement Scheme cover has always been limited to equipment securely located at the school outside school hours, with no compensation made for items on loan to students. This is largely due to the risk exposure being controlled at the school level but not with students.

As the Instrumental Program involves students borrowing departmental musical instruments and taking them home as a part of the program, certain cover has been provided for these items whilst they are located at the student's residence. The following conditions of cover provide full details of the cover now provided by the scheme for the Instrumental Program.

Conditions of Cover

A loan agreement register must be developed and maintained by the school. The "Instrumental Program State Primary School Musical Instrumental Loan Agreement" must be completed for the student, signed by the parent/caregiver and returned to the school.

Should an incident occur, the police and the school must be notified of the incident.

Cover Provided

Theft/Vandalism (due to break and enter)

- Musical instruments securely located at student's residence are covered if stolen or damaged following proven forcible or violent entry. Evidence of forced entry must be present.
- Cover is also provided for proven theft of musical instruments by a person feloniously concealed within the student's premises – confirmation by way of a confession or witness required.

Fire

- Musical instruments destroyed or damaged as a result of arson or accidental fire damage are covered whilst located at student's premises.

Storm/Flood Damage

- Musical instruments destroyed or damaged as a result of storm or flood are covered whilst located at student's premises.

Cover Not Provided

Theft/Vandalism

- Musical instruments securely located at student's residence are not covered if stolen or damaged where no forcible entry is present.

Unaccounted/Unexplained Loss

- Musical instruments are not covered if they are not returned following the loan agreement period.
- Musical instruments discovered missing whilst on loan to students, where no theft/vandalism has been reported are not covered.

Transit

- Musical instruments are not covered if lost whilst in transit with student to and from school to student's residence (eg instrument left on bus).

PLEASE NOTE: Loss or damage to supervised musical instruments from school on an official excursion (eg music performance) are covered under the normal transit conditions of the Resource Replacement Scheme.

Accidental Damage

- Musical instruments are not covered if damaged by accident whilst on loan to students (eg instrument dropped and broken).

Submission of Claim

When an instrument has been stolen/damaged, the following procedures apply.

- Police must be notified of the incident. Police notification details must be provided on the Notification of Loss Form.
- Musical Instrument Program – Notification of Loss Form must be completed by the school.
- Circumstances surrounding the loss must be provided on the form.

Replacement Procedures

Reimbursement for loss will be done through the school and the school will be responsible for ordering the replacement item.



WHAT IS MUSIC?



Music is a Science ...

It is exact and specific and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with the most exact control of time.



Music is Mathematical...

It is rhythmically based on the subdivisions of time in fractions that must be done instantaneously, not worked out on paper.

Music is a Foreign Language...

Most of the terms are in Italian, German or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.

Music is History...

Music usually reflects the environment and times of its creators, often the country and/or cultural feeling.



Music is Physical Education...

It requires fantastic cooperation of fingers, hands, arms, lip, cheek and facial muscles, in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

Music is all of these things, but most of all music is Art...

It allows a human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing that science cannot duplicate; humanism, feeling, emotion - - call it what you will, music is art.





NOTES

