



Holland Park State High School

The Home of Triple E

■ excellence

■ enrichment

■ extension

Instrumental Music Information Booklet 2009

Overview

Welcome to another year of exciting music-making at Holland Park State High School.

To hasten the 'settling in' period for our new students (and as a refresher for continuing musicians) we have published this booklet explaining the various facets of the Instrumental Music Program.

The reading of this booklet by both students and parents will assist in the smooth running of the Department as well as enabling the family unit to understand the responsibilities and commitment which each student is required to have towards the program in which they are involved.

Our ambition is to offer a developmental program that allows students to progress to their individual goals. Our music teachers have an exceptional reputation. They take their responsibilities to the students in the Department very seriously and take great pride in the achievements of their students.

Thank you for your support.

Jocelyn Roberts
Principal

**“People who make music together
cannot be enemies, at least while
the music lasts.”**

Paul Hindemith

Student Outcomes Achieved in 2008

Instrumental Music students have been active as usual this year, involved in many festivals and performances.

A number of our students were accepted into the **State Honours Ensemble Program** run by Griffith University through the Queensland Conservatorium of Music in October.

These students were:

Grace Mullins (Yr 11 flute)

James Cuskelly (Yr 9 double bass)

Esther Allen (Yr 10 french horn)

Members of our program were also selected to attend the **Brisbane District Workshop of Excellence**. They were:

Year 8: Alex Benfer, Ben Ford

Year 9: Jake Forster, Alex Ryan, Greg Reid, James Cuskelly, Jessie Spence

Year 11: Grace Mullins, Joy Kelly, Jess Miller, Morgan Howie

Year 12: Georgy Harris, Taylor Williams, Liz Osborne

Festivals and Events

- ♪ FANFARE – Jazz Band & Concert Band - Bronze Awards
- ♪ Brisbane Schools Festival – Jazz Band Bronze Award, Concert Band Silver Award
- ♪ Queensland Schools' Festival of Music – Jazz Band Silver Award, Concert Band Silver Award, Percussion Ensemble Silver Award
- ♪ Creative Generation – Esther Allen (yr 10 – French Horn in Orchestra)
- ♪ Leader's Induction
- ♪ Anzac Ceremony
- ♪ Music Camp
- ♪ Marshall Road SS Fete
- ♪ Semester One Concert
- ♪ Moorooka SS Fete
- ♪ Harmonies on the Hill
- ♪ Mt Gravatt Show
- ♪ Awards Night
- ♪ Gala Concert
- ♪ Remembrance Day
- ♪ South East Freeway Coalition Band Workshop

The Instrumental Music Award recipient for 2008 was Kate McKelliget (Strings & Concert Band)

Year 12 Instrumental Music Students Jarrod Palmer & Alison McClelland both received OP1 scores.

Music Advocacy's Top Ten for Parents

1. In a 2000 survey, 73 percent of respondents agree that teens who play an instrument are less likely to have discipline problems.- Americans Love Making Music – And Value Music Education More Highly Than Ever, American Music Conference, 2000.
2. Students who can perform complex rhythms can also make faster and more precise corrections in many academic and physical situations, according to the Center for Timing, Coordination, and Motor Skills- Rhythm seen as key to music's evolutionary role in human intellectual development, Center for Timing, Coordination, and Motor Skills, 2000.
3. A ten-year study indicates that students who study music achieve higher test scores, regardless of socioeconomic background.- Dr. James Catterall, UCLA.
4. A 1997 study of elementary students in an arts-based program concluded that students' math test scores rose as their time in arts education classes increased.- "Arts Exposure and Class Performance," Phi Delta Kappan, October, 1998.
5. First-grade students who had daily music instruction scored higher on creativity tests than a control group without music instruction.- K.L. Wolff, The Effects of General Music Education on the Academic Achievement, Perceptual-Motor Development, Creative Thinking, and School Attendance of First-Grade Children, 1992.
6. In a Scottish study, one group of elementary students received musical training, while another other group received an equal amount of discussion skills training. After six (6) months, the students in the music group achieved a significant increase in reading test scores, while the reading test scores of the discussion skills group did not change.- Sheila Douglas and Peter Willatts, Journal of Research in Reading, 1994.
7. According to a 1991 study, students in schools with arts-focused curriculums reported significantly more positive perceptions about their academic abilities than students in a comparison group.- Pamela Aschbacher and Joan Herman, The Humanitas Program Evaluation, 1991.
8. Students who are rhythmically skilled also tend to better plan, sequence, and coordinate actions in their daily lives.- "Cassily Column," TCAMS Professional Resource Center, 2000.
9. In a 1999 Columbia University study, students in the arts are found to be more cooperative with teachers and peers, more self-confident, and better able to express their ideas. These benefits exist across socioeconomic levels.- The Arts Education Partnership, 1999.
10. College admissions officers continue to cite participation in music as an important factor in making admissions decisions. They claim that music participation demonstrates time management, creativity, expression, and open-mindedness.- Carl Hartman, "Arts May Improve Students' Grades," The Associated Press, October, 1999.

Instrumental Music Programme

At a glance...

- Group lessons available to all students in our School by leading music educators
- A wide spectrum of woodwind, brass and string instruments available for hire
- Frequent professional development for our teachers ensures best practice in the areas of curriculum and tuition

General Information

Emphasis is placed on group teaching. Sizes of groups may vary according to the types of instrument, availability of instruments, age and availability of students.

There are certain factors basic to the success of an instrumental programme and to the personal development and fulfilment of the students involved. These are:

- a) matching the student to the most appropriate and/or desired instrument
- b) continuity of instruction; and
- c) **the commitment** of the students and parents/care givers to continuing instruction.

Cost

A \$40 levy per year is charged to each student involved in the instrumental Programme. This levy assists with the costs associated with photocopying, purchase of new music and off-setting bus transport.

Lesson Policy

At the beginning of each term, instrumental students will be placed into lesson groups. These groups are placed on a rotational system (for example, their first lesson may be in the first half of period 1; the following week it will be in the first half of period 2 and so on.) This is to minimize disruption to students' general studies.

It is the responsibility of the student to:

- i) catch up on any missed classwork

- ii) advise teachers if they have an in class assessment so that a more suitable lesson time can be arranged

If a student does not meet these responsibilities, their involvement in the programme may need to be reviewed and participation in out-of school activities such as music camp and performances will need to be assessed.

Attendance Policy

Students are expected to attend lessons on a weekly basis. An allowance will be made for Year 11 and 12 students if new classroom work is being taught and they believe it is essential to attend. This must be accompanied by a note from the classroom teacher.

To be excused from their instrumental lesson, the instrumental teacher **must** be informed on the morning of the lesson. Students may miss instrumental lessons if they have a class exam or excursion. Again, the student must inform the teacher the morning of the lesson. Students who do not notify their teacher will be placed on the absentee slip as being “absent without cause”.

Instrument Loan

1. Some school instruments are available for loan on a yearly basis. A \$20 levy per year is charged to each student hiring a school instrument. This levy contributes to costs associated with maintaining the playing standard of the instrument.
2. It is expected that students learning less expensive instruments eg. Flute, clarinet, trumpet, trombone would purchase their own within the year so that the instrument will be available for another student in the following year.
3. Percussion students are expected to have their own drum sticks and practice pad. A practice glockenspiel is also highly desirable.
4. More expensive instruments will be available for longer loan periods.
5. A loan agreement form has to be completed by the student’s parent/guardian once students have received their instrument.

Damages/Repairs

Students are to treat all instruments with care and respect. They should be cleaned regularly by the student.

If a College instrument is damaged, **under no circumstances** is it to be sent to repairers by parents. The instrument must be returned to the Music Department and staff will organize repairs. If parents/guardians choose to do otherwise, they **cannot** be reimbursed by the College.

Insurance

School instruments which are not stored on the premises are **not insured** by Education Queensland. Also, School instruments only, are insured if they are stolen in the event of a 'break and enter'. Privately owned instruments are not able to be replaced by Education Queensland.

Parents are requested to insure the instrument their son/daughter is using under their **own** House and Contents Policy. If a School instrument is lost or stolen it is the responsibility of the student/parent/guardian to reimburse the School the reasonable value of the instrument.

This is particularly important as the replacement cost for many instruments is quite prohibitive. Checking your policy and making the amendment (if necessary) would be advisable.

Reporting Procedure

In line with the School reporting system, instrumental teachers will include a report on each student's progress throughout the year at the end of Semester 1 and Semester 2.



Ensembles

At a glance...

- A variety of Ensembles provides students with the opportunity to perform in a number of different musical styles and develop musical independence
- Teamwork, self-discipline and self-confidence leading to maturity and personal growth is fostered.

All ensembles require a full year commitment.

Unless extenuating circumstances arise, no student will be allowed to quit an ensemble during the school year.

TEAM WORK

The primary emphasis of all school ensembles is teamwork. To ensure your son/daughter develops as a conscientious team player, the following guidelines have been set.

1. All instrumental students are required to participate in a minimum of one ensemble as soon as they are deemed technically ready by music teachers. Students who are unwilling to participate in ensembles are not eligible for inclusion in the instrumental music program.
2. Attendance at rehearsals is compulsory.

A student who **misses** three rehearsals per term or **who arrives late** on three occasions without a valid written explanation will have to show cause as to why they should not be excluded from the instrumental music program.

3. Any student who misses a major final rehearsal before a performance or misses a performance without a valid excuse may also be excluded from the program.

For the ensemble to perform at capacity, it is vital that all members of the team are present.

Instrumental Music Badges will be presented to students to wear on their school uniform indicating membership of the instrumental music program after attendance at 10 rehearsals and two performances.

Instrumental Ensembles

To be eligible to join a school ensemble, students must be undertaking instrumental lessons at school or learning with a private teacher.

New students at the beginning of the year will be allocated a position in an ensemble appropriate to their level. At the discretion of the instrumental teacher, the student's position in the ensemble may be altered at any time during the year.

All woodwind, brass and percussion students will be placed in the **Concert Band**. (Friday morning 7.30 – 8.40)

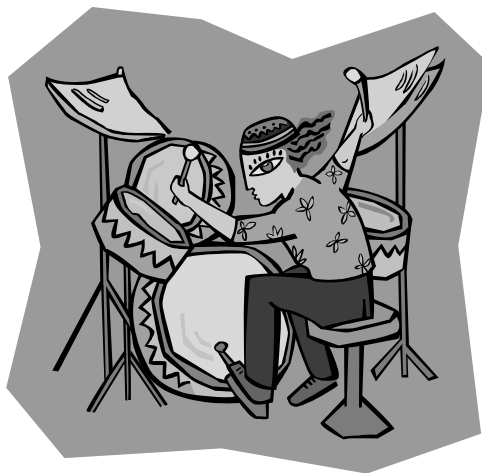
All string students will be placed in the **String Ensemble**. (Thursday 2nd break)

Students of a high standard may be asked to perform in the **Jazz Band**. (Tuesday morning 7.45 – 8.45)

A number of other small ensembles are created from class groupings, such as brass ensemble, saxophone ensemble, percussion ensemble and woodwind ensemble. These groups rehearse in lesson time with occasional lunch time rehearsals scheduled.

Performance Uniform

For all performances, students will wear formal school uniform. This incorporates long pants for boys and black shoes (not joggers) for both girls and boys. Girls should wear short white socks (no anklets) and boys black socks. It is expected that only jewellery accepted in the school policy will be worn and hair will be neat and tidy at all times.



Practice Requirements

Below are some tips for good practice habits.

The following times are for maintaining development only and are a minimum requirement.

Beginner students: 10 minutes 5 times per week

Continuing students: 20 -30 minutes 5 times per week.

Advanced students: 45 – 60 minutes 5 times per week.

Routine practice organisation would include the following:

- ♪ Warm ups – focus on sound, long tones, ease into practice
- ♪ Technical skill building – scales, exercises on the instrument, flexibility etc.
- ♪ Specific development – work on specific areas eg. Range, tempo, dynamics.
- ♪ Set works – music/songs/ensemble pieces

Practice Tips:

- ♪ Set a specific time each day to practice
- ♪ Set yourself small goals each session so you improve each day
- ♪ Listen to yourself – be very critical of your playing and only accept your very best

A note to Parents/Guardians:

It is important to encourage your son/daughter to develop positive practice habits.

You can do this by –

1. organizing a space for them to practise, away from the distractions of television, people and pets
2. allocating a set time each day to practise
3. commenting on improvements in your child/s playing, whether these improvements are big or small
4. refraining from commenting negatively about their efforts

Holland Park Instrumental Music Parents

There is a lot more to just playing of instruments at our school.

That's where you can help, as a member of the HIP committee you can...

- ♪ meet like-minded parents...
- ♪ help raise funds that go toward purchasing and maintaining instruments
- ♪ assist with catering for musical events
- ♪ get to know your son/daughter's teachers a whole lot better

So come along and join in the group that helps make it all come together!

To be added to the email listing to receive information about HIP meetings and other Instrumental Music Events, send an email to kbrye4@eq.edu.au