



Extra Curricular Instrumental Music Program



Welcome to the Instrumental Music Program

Here at Our Lady of Lourdes, we offer the opportunity for your child to learn and create music via our vibrant Instrumental Music Program. Through a combination of band, small group and individual lessons, students will receive a quality music education that caters to their specific learning needs and interests. Equipping students with the fundamentals of instrumental music making, they develop deeper understanding and appreciation for the arts.

Music is a gift for life: an intangible medium enjoyed by children and adults of all ages.

I invite you to join with us in giving the gift of music to your children, as offered by the Our Lady of Lourdes Instrumental Music Program.

Wishing your child every success in the Instrumental Music Program.

Mr Phillip Manitta

Principal

Welcome & Words From The Music Specialist

Welcome to the Our Lady of Lourdes Instrumental Music Program! Studying a musical instrument is a highly enjoyable and rewarding experience and the benefits that a musical education can provide for your child are endless. A child studying a musical instrument will be given many opportunities to foster and develop an array of significant cognitive and life skills/understandings. Many of these skills and understandings are transferable to other learning dimensions and as a result, your child's collective educational experience can become a more balanced and enriched experience.

I invite you and your child to become enthusiastic participants in the Our Lady of Lourdes Instrumental Music Program and I look forward to working with you in continuing to develop your child's musical skills.

Music Specialist



Rationale & Aims

Music provides the opportunity for aesthetic experiences. An aesthetic knowledge can be described as a deep perceptual understanding in which the senses, the emotions and cognition are combined to make meaning through the experiences of creating, making and interpreting aesthetic forms.

With the introduction of more precise techniques to scan different areas of the brain, there has been a massive interest and increase in the amount of neurological research into brain function when engaged in a whole range of musical activities from passive listening to performing on individual instruments. Research specifically shows that both older and newer areas of the brain inclusive of sensory-motor, emotions, cognition, fine motor, equilibrium, aural centres, and both hemispheres of the brain are used to varying degrees and in different ways when engaged in musical activity with dependence on a range of factors. These include gender, age and experience of the musician, the task being undertaken, for example aural, performance, conducting, individual task, group task, and even the kind of music or sound used in a study.

Importantly, evidence (Levitin D.J. 2012 What does it mean to be Musical?) demonstrates that there is a more pervasive effect on the development of the brain (brain plasticity) when a child starts learning an instrument than learning that takes place as an adolescent or adult, but there is still plasticity in the adult brain. Sustained, structured practice with delineated outcomes enhances this plasticity.

Music contributes to students' cognitive development including abstract thinking, aural and spatial awareness, verbal understanding

Music is one part of the total education of a child. The Instrumental Music Program is an extension of the Classroom Music Program and provides children with the opportunity to experience the expressive qualities of music through learning to play a band instrument.

Through Music Education, the students are led to an awareness of music and an appreciation of the part music plays in their own lives and in the lives of others.

The aims of the Instrumental Music Program at Our Lady of Lourdes Primary School are:

- To contribute to students' personal wellbeing through developing self- image, self-confidence, self-esteem.
- 'Music primes the brain for learning'. Musical activity activates and integrates activity across many parts of the brain, and this may account for its broad developmental benefits.
- To have fun learning music in an enjoyable environment.
- To provide an opportunity for the musical development of students through instrumental instruction on a group and individual basis.
- To provide ensemble experience for these students so that they develop ensemble performance skills as an integral part of their Music Education.
- To encourage further development of teamwork, co-operation, organisation, responsibility and commitment, as well as positive peer relationships in a fun and enjoyable environment; and
- To foster an appreciation of a variety of music styles and genres



Instruments Taught at The School

A wide variety of instruments from the four main instrument families: Woodwind, Brass, Percussion, Electric/Acoustic Strings, and Piano are taught here at the school providing there is enough interest from students, an available spot in the program and Educator availability.

These instruments include:

WOODWIND (Years 4 -6) Flute Bb Clarinet Alto Saxophone		PERCUSSION (Prep to 6) Tuned Percussion (Glockenspiel) Un-tuned: Percussion (Snare/Bass Drum/Cymbals) Drum Kit	
STRINGS (Prep to 6) Violin Viola Cello Double Bass	GUITAR (Years 2 -6) Electric/Acoustic Guitar Bass Guitar	PIANO (Years 2-6) Piano/Keyboard	Brass (Years 4 -6) Trumpet Trombone



What Is Taught and Assessed

The Instrumental Music Curriculum taught at our school is that which is adopted by all Catholic primary schools in Queensland. A copy of this syllabus is available to download at http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_The_Arts_-_Compressed.pdf

Our curriculum centres on the basic components of the process of learning to play an instrument, which have been organised into eleven areas of learning and skill development. These include:

- The Instrument
- Playing Posture
- Tone
- Interpretation
- Pitch Repertoire
- Tuning and Intonation
- Articulation
- Terms & Symbols
- Rhythmic & Melodic Perception
- Improvisation & Composition
- Technical Work – Scales & Exercises to develop Technique
- Sight Reading
- Performance

Our Curriculum continues to develop each of these areas across Five Levels of Playing Standards. In Primary School, most students progress to a Level Two playing standard. As there is no set timeline, the aim of all music Educators is for students to strive to achieve a Level Five playing standard by the time they graduate from high school.

Each student receives one half-hour individual and/or group lesson on a weekly basis. Once a student reaches the required playing standard, it is compulsory for them to join an appropriate ensemble. This ensures that all students have the opportunity to play in an ensemble appropriate to their playing standard and we as a school have the privilege of working with complete bands, i.e. where all the required instruments taught at the school are played by students in each ensemble.

To assist us in teaching a variety of different instruments in a group setting, we use a method book to facilitate effective teaching of the curriculum.

It is compulsory for students to purchase their method books before commencing Instrumental Music Lessons at the school. Students requiring extension or who undertake individual lessons will also be given the opportunity to learn and sit examinations for Australian Music Examinations Board (A.M.E.B.) syllabus.

In addition, students are informally assessed at the end of each lesson in regards to their progress, attendance, and behaviour. If any problems or concerns arise, the Music Instructor will contact the parents/carers. Likewise, we also encourage parents/carers and students to contact the Music Instructor with any problems or concerns they may have in relation to a student learning their instrument, and home practice.



Expectations & Commitment From Students & Parents/Carers

Once a student has been selected and has joined the program there will be new responsibilities and some expectations placed upon them and the family.

Responsibilities include:

- Knowing lesson times each week (*check music timetables*);
- Bringing all equipment to each lesson (*instrument, book, etc*);
- Caring for the instrument and keeping it safe (*respect property*); and
- Notifying the Instrumental Music Instructor if a loan instrument needs repairs immediately (*Please do not attempt **ANY** repairs yourself*).

Expectations include:

- Punctually attending all lessons unless absent from school;
- Punctually attending all rehearsals;
- Punctually attending all performances; and
- Committing to the program for the minimum of a full school term. (on average 9 lessons)
- Regular home practice. Ideally 5 times per week.
- Hire of instruments is available for 12 months then the expectation is to provide your own instrument.

Parent/Carer expectations include:

- Providing the student with his/her own instrument.
- Providing a suitable practice area and time for the student;
- Providing encouragement and positive reinforcement of the student's progress;
- Assisting the student to meet his/her responsibilities (as above);

Absences from Lessons and Rehearsals:

- **Parents are required to email the instrumental educator prior to 8 am on the morning of the lesson, otherwise no make-up lesson will be given.**
- **No make up lessons will be made for students who are absent during the term for family holidays.**
- In-person visits from parents during their children's lessons are encouraged. Phone calls and emails are also welcomed to discuss your child's progress. You can contact your child's educator via the school phone number (3345 0700)



Leaving the Instrumental Music Program:

- A student must have an exceptional reason for breaking his/her commitment to the program;
- Parents/Carers need to personally contact the Instrumental Music Instructor in order to resolve ALL issues.
- **If a student leaves the program mid-term, no refunds will be given.**
- **Three weeks prior notice to the end of term is required for the cessation of lessons.**

Suspension and Exclusion from the Instrumental Music Program:

- It is a privilege for a student to be involved in the Instrumental Music Program, as it is an extra-curricular activity beyond the classroom;
- The school holds the right to exclude any student from participation when circumstances effect the learning of themselves or their peers in either Instrumental Music lessons or the normal class situation;
- The Instrumental Music Instructor holds the right to suspend or exclude students from participation in the program if music fees are not up to date. A break down of costs for hire instruments can be sourced at the school office;
- Exclusion only occurs in consultation with the Principal and when all other avenues to resolve the circumstances have been unsuccessful.



Supplying Your Student with An Instrument

The First Year

Our Lady of Lourdes has a small collection of instruments that are loaned to selected students at various stages in the program. The Instrumental Music Instructor will select students accordingly to take up a loan instrument, which will often be to complement that part of their major study. For example, if your child plays the clarinet they may also have the opportunity to play the bass clarinet. At the time of your acceptance into the program, the school will advise you if your son/daughter has been selected to play a loan instrument. Other offers will be made at any time as instruments become available.

Students accepted into the program but not offered a school instrument due to the limited availability need to supply their own instrument before they commence tuition.

These can be bought or hired from music stores (refer to the list of Recommended Music Stores on Page 15). All students are required to purchase all other necessary items. It is advisable to check with the Instrumental Music Instructor before purchasing an instrument located through the paper or a private sale.

The Following Years

As mentioned above, students are presented with the opportunity to take up a second instrument (when they reach an advanced level of playing on their first), which is designed to compliment the playing ability on their first. To facilitate the development of our ensembles, offers will be made at appropriate times for these instruments as they become available.

Tips for Locating a Suitable Instrument

- Consult the Instrumental Music Instructor for advice and information on which brands to look for and average prices.
- Consider all options before deciding on the one that is best for you: rental, purchase plans, buying a pre-loved instrument, borrowing an instrument from someone you know.
- Keep the Instrumental Music Instructor informed: bring them the instrument, ask them to look at it with you, play it for you, etc.
- Shop Around! Ask all shops why you should go to them and what deals and extras can they offer you others cannot!



Types of Instruction

Here at Our Lady of Lourdes, we offer two types of music instruction to students:

Group Lessons

Students participating in small group lessons receive one half-hour weekly lesson in school time and with a small group of students who play similar instruments. Due to the fun and social nature of group lessons, they are strongly recommended for students in Prep to Year 3 as they make learning fun and less daunting. **Please be aware that students who miss a lesson will not have this lesson made up and the cost of the lesson will not be refunded.**

Individual Lessons

All students keen to accelerate their learning on their chosen instrument are recommended to take half-hour weekly individual lessons at the school. The Instrumental Music Instructor negotiates with the parents/caregivers of each student to create an Individual Education Program. This curriculum designed specifically for each student meets his or her particular learning needs and interests, facilitating the rapid development of a student's expertise on their instrument. A.M.E.B. instruction is available for students wishing to complete examinations.

Missed private lessons are only offered make up lessons if notice has been given to the educator by 8 am on the day of the lesson.

Ensembles

String (Ensemble) Rehearsals

As it is crucial to the development of young instrumentalists, all students are required to attend a minimum of one weekly rehearsal. These usually commence after one Semester of individual lessons and an audition.

Junior String Ensemble

Students are invited to join the Junior String Ensemble once they have demonstrated the ability to play the D major scale on their string instruments and are able to play most of the repertoire in their first tutor books. In this ensemble, students learn the basics of how to play as a unified ensemble such as playing in tune and in time with each other. The repertoire covered by this ensemble involves playing in unison as well as simple part playing. This ensemble will perform at school concerts and events and the Queensland Catholic Music Festival.



Senior String Ensemble

This is the school's senior string ensemble. Students are invited to join this ensemble when they demonstrate the ability to play the D major, G major, A major and C major scales because the repertoire explored by this ensemble will have a wider range of keys. Students must also demonstrate the ability to play in parts as an ensemble. Students who are in this ensemble are required to take private music tuition on their instrument (in school, or outside school). This ensemble will perform at school concerts and events, the Queensland Catholic Music Festival, and are occasionally invited to perform at outside school events.

Basic Costs

Type of Instruction	Weekly Cost	Term Cost
Private Lessons (individual)	\$38 for 30 minutes per weekly lesson	\$342.00 per term
Group Lessons 2-3 Students	\$27.50 for 30 minutes per weekly group lesson	\$247.50 per term
Prep (from Semester 2) & Year 1 Private Lessons	\$22 for 20 minute per weekly lesson	\$198.00 per term

The above fees are invoiced based on a term rate by the **Instrumental Music Instructor**. Please keep in mind that some terms may be shorter or longer than 10 weeks. There are no lessons in the last week of term. This is the week that private lessons are made up, if notification was originally given. If a term is 10 weeks long, families are charged for 9 lessons.

Costs

In addition to lesson and group costs, there are some additional costs, which occur throughout the year. For example:

- Reeds & other ongoing requirements for respective instruments
- \$160 per year hire fee for school instruments (to cover the cost of end-of-year services)
- Regular servicing of own instrument as required
- Compulsory music books, particularly for Individual Lessons
- Various stationary including pencils & erasers
- Entrance fees for spectators at competitions for Parents/Carers



Specific Requirements For Instruments

Following is a helpful list of required accessories students need to learn music. Just as a car needs petrol, oil, water, and regular servicing, so do musical instruments to help them stay in good working order. Purchasing the items specific to the instrument your child is learning will assist them in achieving their full potential as an instrumentalist.

General Requirements for All Instruments

Instrument (School loan instrument or own instrument)

Method Book: As advised by the educator.

Specific Accessories for your instrument (See below)

Flute

- Small Cleaning Cloth
- Polishing Cloth
- Cleaning Rod

Clarinet

- Padded Neck Strap (for younger students)
- Cleaning Swab/Pull-Through
- Reeds (Beginners: 4 x size 1 ½ Rico Reeds)
- Cleaning Cloth
- Thumb Rest (Optional)
- Reed Guard (Highly Recommended)
- Mouthpiece Brush (Optional)

Saxophone

- Padded Neck Strap (for younger students)
- Cleaning Swab/Pull-Through
- Reeds (Beginners: 4 x size 1 ½ Rico Reeds)
- Cleaning Cloth
- Thumb Rest (Optional)
- Reed Guard (Highly Recommended)
- Mouthpiece Bush (Optional)

Stationery: Pencil, Eraser,
1 A4 Music Manuscript Book, and
1 Exercise Book for Homework

Music Stand (For home practice)

Theory of Music Book (if required) (Dulcie Holland Master Your Theory Book) Grading of book to be decided on during lesson time

Band/Ensemble Music Folder (Supplied by the school)

Violin

- ½ or ¾ violin as recommended
- Good Quality Rosin
- Spare set of Strings

Percussion

- 1 pair of Drum Sticks size 5A
- 1 Remo Practice Pad
- 1 pair of Glockenspiel mallets
- 1 Glockenspiel and Bag (2nd term of learning)

Electric, Acoustic & Bass Guitar

- Guitar Lead (Good quality)
- Neck Strap
- Practice Amplifier (suited to Guitar type)
- Practice Tuner
- Picks 3x Hard Plastic (Electric only)
- Additional Book

Piano & Keyboard

- Keyboard or Piano at Home
- All General Requirements

Strategies for Parents to Encourage Students

Encourage children not to just practise but also encourage them to play. This relates not just to children beginning to play an instrument but also to students continuing to play through to Year 6 and beyond.

Playing an instrument in a room behind closed doors can be a very lonely experience. A little encouragement can go a long way to helping them to enjoy and achieve well with their instrument. Try one, some, or all of these ideas and add any that other parents may suggest:

- Have your child play near you so you can hear and enjoy their practice, maybe not every day but every so often.
- Even sit down with a book or just sit and listen.
- Praise their sounds (especially the good ones) often.
- Make a comment about the progress you notice.
- Show pride in their achievements and let them overhear you talking about them.
- Ask them to play for guests at home (they may not want to but sometimes just being asked means a lot to them).
- Notice difficult sections and ask how they are played.
- Comment on the piece of music – interesting melody, rhythm, changed sections.
- Set a practise routine. This is particularly important if your child or the household are involved in other activities outside of school.
- Don't nag or push your child to practise – it can become very stressful for both of you. If you are finding it difficult to get your child to practise, please come and talk to your Music Specialist Educator.

Hints For Successful Music Practice

- Always practice with your music on a music stand.
- Try to practice at least 15-20 minutes four to five times per week.
- Aim to gradually increase your practice time to 30 minutes each day over the first year.
- Start and finish your practice with a piece you can play well and enjoy.

Tips for working on difficult pieces of music:

- Play the piece right through slowly.
- Start at the beginning again, and when you come to a difficult part, stop -decide which notes are giving you trouble and practice them SLOWLY over and over again. Don't play them faster until you can play them easily.
- Do the same with any other difficult bits in the piece.
- Play the whole piece again slowly.
- Gradually increase the speed until you can play the whole piece through at the proper speed.
- Reward yourself for good work in your practice time by finishing with your favourite piece of music.
- Keep a record of your own practice -don't forget to be honest!

If you are having trouble practicing...

- Are you sure you know the notes?
- Do you understand the timing and counting?

If you are still having trouble, ask your Instrumental Music Instructor for help at your next lesson.

Performance Uniform

The band uniforms are worn to all competitions and public performances by our school bands and other groups.

The band/ensemble uniforms at present are the school dress uniform which is:

GIRL'S UNIFORM	BOY'S UNIFORM
School dress or formal shirt/short option with school badge	School shirt with logo on pocket
Navy blue ankle socks	Navy shorts with logo
Hair ribbons in royal blue or the school uniform fabric are acceptable.	Navy blue ankle socks
All Black Shoes	All Black Shoes





Music Handbook

www.ourladyoflourdes.qld.edu.au

Our Lady of Lourdes Primary School *Established 1952 in the Josephite Tradition*

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 **A Brisbane Catholic Education School**