



BALMORAL STATE HIGH

INSTRUMENTAL MUSIC

HANDBOOK

2024

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REAL OPPORTUNITIES • REAL OUTCOMES • REAL FUTURES

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The Instrumental Music Program at Balmoral State High School continues to grow and thrive, with more than 100 students involved in 2023. This booklet provides a guide to the vision and framework for learning a musical instrument within our program, as well as outlining other musical opportunities at Balmoral State High. Participation in music-making is enjoyable and rewarding, and we encourage beginners and continuing students alike.

Balmoral's Instrumental Music (IM) program aims to provide students with the basic skills required of both ensemble playing and solo performance. Through learning a musical instrument or joining the choir, students gain opportunities to extend their musical abilities and meet other students through ensemble activities. Music education is essential to every student's intellectual, physical, social, and emotional growth.

Thank you for your on-going support of our program, and we look forward to meeting you at performances.

WHY LEARN MUSIC?

If you are lucky enough to know how to play an instrument, you already understand the importance it can play in a child's life. Learning to play an instrument can build self-esteem, increase various social and academic skills and can help them become a well-rounded person.

Below is an extract from a feature article 'Children's Participation in Playing a Musical Instrument' published by the Australian Bureau of Statistics.

Around 2,400 years ago, Plato is quoted as saying "I would teach children music, physics and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning".

Several recent studies have supported the premise that participation in music is an important part of the learning process (Chandrasekaran and Kraus 2009, Hunter 2005, Pascoe, Leong, MacCallum, Mackinlay, Marsh, Smith, Church and Winterton 2005). More specifically, playing an instrument may help children improve language-related skills as well as their emotional and cognitive processing (Chandrasekaran and Kraus 2009).

According to the Australia Council for the Arts, arts participation (children making and learning about the arts) improves numeracy and enhances literacy. In particular, arts participation improves competencies in writing, problem-solving, planning and organising, and develops communication skills (Hunter 2005). Research published by the Music Council of Australia also shows that participation in active music making contributes to the emotional, physical, social and cognitive growth of students (Pascoe et al., 2005).

Highly developed sensory processing	Multimodal: auditory, visual, tactile, kinesthetic
Auditory perceptual processing	Auditory recognition, fine-grained pitch perception, auditory streaming and syntactic processing
Fine-motor skill learning	Bimanual co-ordination, digit and vocal control
Sensory-motor integration	Performance monitoring and correction
Visual and spatial processing	Visuospatial perception, mental rotation and spatial awareness
Executive functions & attention	Auditory and spatial working memory and imagery, selective and sustained attention, planning, creativity, problem solving and decision making
Emotional processing	Emotional awareness and expression, anticipation and the experience of reward
Memory processing	Procedural, semantic, and episodic memory, including autobiographical memory
Social cognition	Imitation and empathy, theory of mind

Note. This table summarises key findings in the literature and is not intended as an exhaustive list. The area of social cognition has received limited research attention.

Source: http://musicinaustralia.org.au/index.php/The_Benefits_of_Music_for_the_Brain

RATIONALE

Music is a unique and integral part of life. It has the capacity to inspire all students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in culture, provide them with opportunities beyond the classroom and excite them about life and learning.

The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path.

The overarching purpose of the co-curricular Instrumental Music Program is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles such as concert bands and orchestras.

Instrumental Music is built on a comprehensive combination of learning styles and experiences, through which students develop increasing confidence and musical sensitivity throughout their years of learning as they engage with progressively complex techniques and a broadening range of genres and styles of music.

As a compatible and complementary curriculum to that of primary and secondary classroom music and music extension programs, Instrumental Music provides opportunities for greater participation in music education for the whole school community as well as enrichment experiences for gifted and talented students. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

Engagement in the program will improve the quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.



COURSE ORGANISATION

Education Queensland's Instrumental Music Program was established by the Department of Education in Queensland state schools in 1971. The program works *with* and *extends* the comprehensive classroom music programs in state schools. Students learn band and orchestral instruments in small groups and participate in larger ensembles, such as concert bands, orchestras, string orchestras and stage bands. Students have two lessons per week, one in a small group and one in an ensemble.

Instrumental Music Teachers implement the Department's Instrumental Curriculum which is reported upon like other school subjects. The curriculum organises content for each instrument into ten levels in the three dimensions of Literacy, Technique and Performance. The course seeks to extend a student's musical experience through participation in large performance ensembles as well as small group lessons.

The curriculum includes band and orchestral instruments, organised in families, or strands, as follows:

- Strings – violin, viola, cello, double bass, bass guitar;
- Woodwinds – flute, oboe, bassoon, clarinet, saxophone (alto, tenor, baritone);
- Brass – trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion – tuned and untuned instruments, including snare and bass drum, drum kit, timpani, auxiliary and mallet instruments.

INSTRUMENTAL MUSIC AS A QCAA RECOGNISED STUDY

The Queensland Curriculum and Assessment Authority recognises courses of study that may contribute to a QCE. The department's Instrumental Music curriculum has been approved as a QCAA Recognised Study, allowing year 11-12 students to obtain 1 QCE credit point when completing each of levels 7-10 of the curriculum.

The weekly contact time required for this program includes 1 x 1hr ensemble rehearsal and 1 x 30-35min group lesson, as well as regular home practice. Each level will comprise of a minimum of 55 contact hours across 37 weeks.

STAFF

The Instrumental Music Program at Balmoral State High is staffed by specialist instrumental teachers.

Instrumental Music staff:

Mrs Nunn	(Woodwind/Brass)	Mon, Tues, Wed, Thurs, Fri
Mr Schouten	(Woodwind/Brass/Percussion)	Tues, Wed, Fri
Ms Tawse	(Woodwind/Brass/Percussion)	Wed, Thurs
Ms Williams	(Strings)	Wed

CONTACT AND DEALING WITH CONCERNS

Parents may contact Instrumental Music staff by telephone ([38238588](tel:38238588)) or email. Staff will communicate with parents via a weekly email (music memo) and letters sent home. Relevant documents, along with details of performances and events, are also published as part of the School Calendar.

Parents can raise a concern with any member of our staff. Where possible, speak directly to the person with whom you have the concern. If it is a lesson issue, speak directly with the Instrumental Music teacher.

Parents may also communicate with the Head of Department for clarification about the program as needed:

Head of Department – The Arts
Music Academy Director

Mr Sam Neill (sjnei0@eq.edu.au)
Mrs Brienna Nunn (bisok0@eq.edu.au)

LESSONS AND TIMETABLES

Students participating in the Instrumental Music Program are required to attend a 35 minute lesson AND a one hour rehearsal once a week. It is COMPULSORY for all students receiving tuition to participate in a school ensemble as soon as technically ready.

Lessons are timetabled during the normal school day and students are withdrawn from classes to attend their lessons. The timetable for Instrumental Music lessons is a rotating one in order to minimise disruption to the ordinary school day. Further, Instrumental Music lessons are only half the length of other school subjects, therefore, a student will never miss an entire lesson from the conventional timetable due to Instrumental Music. It is the responsibility of the student to catch up on the work they miss when attending a lesson. Students are expected to arrive at lessons punctually, appropriately prepared and with all the required equipment.

Timetables for lessons and ensemble rehearsals are posted in the Instrumental Music room (underneath the Arts Hall). A copy is also posted in C19 and hard copies are made available to students. It is the students' responsibility to check the timetable and attend lessons and rehearsals when required.

Balmoral State High offers comprehensive tuition in the following areas:

- Strings – violin, viola, cello, double bass;
- Woodwinds – flute, oboe, bassoon, clarinet, saxophone (alto, tenor, baritone);
- Brass – trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion – tuned and untuned instruments, including snare and bass drum, drum kit, timpani, auxiliary and mallet instruments.

Education Queensland states that students are entitled to have tuition on one instrument. Students learning a second instrument outside of school may be permitted to participate with a designated ensemble only if there is a position available and the student is at the appropriate level on that instrument. Students may be permitted to learn a second instrument only on the request of the teacher to meet ensemble balance requirements.

REPORTING

All students will receive a written report as part of their usual school reports each semester. Grades are a reflection of the student's performance in both their class and ensemble environments. Students may also be required to perform at a practical examination at certain intervals, which will also be reflected in the reporting process. If parents wish to discuss the content of reports, they may contact the Instrumental Music teacher through the normal processes.

ENSEMBLES

Balmoral State High offers several music ensembles. All students participating in Instrumental Music lessons must be a member of one of these ensembles. Attendance at rehearsals is compulsory and it is a year-long commitment. Students should check their rehearsal times at the beginning of the year to avoid clashes with other activities when planning their participation in various school activities. DET policy mandates that membership in an ensemble is dependent both on attendance at lessons and also rehearsals. If either of these requirements is not met, a student may be withdrawn from lessons or the ensemble.

Placement of students in ensembles is at the discretion of the instructors and conductors of the various ensembles and is subject to a minimum performance standard. A variety of criteria is used to determine a student's ensemble placement. The student's history of attendance and commitment will also be taken into account.

Ensemble	Rehearsal Day	Rehearsal Time	Rehearsal Room	Coordinator
Clarinet Ensemble	Monday	1.00 – 1.30pm	Band Room	Mrs Nunn
Secounda Ensemble	Tuesday	7:40 – 8:40am	Arts Hall	Mr Schouten
Saxophone Orchestra	Tuesday	1.00 – 1.30pm	Band Room	Mrs Nunn
String Ensemble	Wednesday	7:40 – 8.40am	Arts Hall	Ms Williams
Choir	Wednesday	1:00 – 1.30pm	C08	Mr Schouten
Percussion Ensemble	Wednesday	1.00 – 1.30pm	Band Room	Ms Tawse
Prima Ensemble	Thursday	7:40 – 8:40am	Arts Hall	Mrs Nunn
Brass Ensemble	Wednesday	1:00 – 1.30pm	Band Room	Mrs Nunn
Jazz Band	Friday	7.40 – 8.40am	Arts Hall	Mrs Nunn
Flute Choir	Friday	1.00 – 1.30pm	Band Room	Mr Schouten

*Rehearsal Times are subject to change each year depending on teacher itineraries. All rehearsals will commence Week 2 of Term 1. **Students are expected to arrive 10 minutes prior for set-up and to ensure rehearsals begin on-time.***

PERFORMANCES

The major focus of the Instrumental Music Program is on developing interest and encouraging achievement. Performance opportunities will be provided both within the school and at external community events/venues, as deemed appropriate for the ensemble. Senior Ensembles carry the heaviest performance load, whilst Intermediate Ensembles have fewer performance obligations.

Performances will be outlined in the music memo, school newsletters/school calendar, and letters sent home (usually via email). A minimum of 2 weeks' notice will be given for all performances. Attendance at performances is **COMPULSORY**.

In 2024 our school is participating in Fanfare 2024 (State Schools Festival of Bands and Orchestras). Participation in Fanfare is compulsory for students enrolled in the Instrumental Music program. Fanfare is the biennial state-wide festival for bands and orchestras in Queensland state schools showcasing the outstanding music making that occurs in school ensembles. Initiated to foster the development and highlight the achievements of school ensembles in instrumental music programs.

Fanfare aims to:

- promote excellence in ensemble performance
- highlight school-based ensemble performance
- offer students and teachers of ensembles the experience of expert adjudication
- provide students and teachers with the opportunity to perform in a music festival with ensembles from other state schools.

Performance Uniform

It is expected that all students appear neat and tidy and in their correct performance uniform for all performances.

Uniform

- BSHS Music Shirt (available from the Uniform Shop)
- Plain black (dress) trousers (no jeans or tights/leggings)
- Plain black leather or leather look shoes
- Plain black socks
- Long hair is to be neatly tied back off the face
- BSHS Music Folder (available to hire from the BSHS Library)



MUSIC LEVIES

To maintain the high standard of instrumental music instruction, a music levy is to be paid before inclusion in the Instrumental Music Program. This levy covers the costs of the program to enable purchase and repair of instruments, the provision of music, music folders and banners as well as administrative costs related to the program.

This payment will be invoiced annually, and paid to the school office with other school fees. Please note that the levy is an annual payment and is non-refundable.

Instrumental Music Levy:	\$40
Instrument Hire:	\$60
Band Member:	\$40
Choir Member:	\$20
Rock Band Member:	\$20

Instrument Hire

Balmoral State High possesses a limited number of instruments available for loan. Larger instruments such as Bass Clarinet, Tenor Saxophone, Baritone Saxophone, Euphonium, Tuba and Double Bass are available for loan each year.

Smaller instruments such as Flute, Clarinet, Alto Saxophone, Trumpet, Violin, Viola and Cello are only available for a loan period of 12 months for new students commencing these instruments. These students are then required to purchase their own instrument after the 12 month's loan period has expired. This will ensure the continual recruitment and growth of the Instrumental Music Program.

Instruments will only be issued to students after the completion of the *Registration Form, Loan Agreement Form* and the music loan levy has been finalised. Instruments will then be issued during their first Instrumental Music lesson by the Instrumental Music teacher. Please take special note of conditions covering loan of instruments as stipulated on the *Instrument Loan Agreement Form* and EQ11 document.

STUDENT COMMITMENT

To help themselves to achieve their best in Instrumental Music, students should;

- Practice regularly – at least 20-30 minutes every day, completing set songs on practice record along with own choice songs.
- Become a member of a school ensemble, when invited by the Instrumental Music Teacher.
- Take part, as required, in all concerts, performances and camps.
- Attend all lessons and rehearsals.
- Be committed to the Instrumental Music Program for a **minimum of one year**.

Parent Commitment

To help each child to achieve their best in Instrumental Music, parents should;

- Show an interest in the music studies of your child. Never make fun of the initial strange sounds they may make.
- Find a quiet place for your child to practice without interruption or distraction.
- Arrange a regular time for practice. Encourage your child to find a friend to practice with occasionally.
- Help your child with their practice as much as possible. Check their practice record to make sure they are practicing set material.
- Help your child to fill in their practice record and sign it prior to each lesson.
- Provide your child with a safe place to keep their instrument.
- Keep instrument clean and in good repair (students will receive maintenance instruction as part of their lessons).
- Purchase required equipment and tutor book.
- Ensure your child is on time for rehearsals and performances.
- Support your child when they wish to play for others. Visiting family/friends make great audiences.
- Ensure your child brings their instrument, book and folder to school on their lesson and band rehearsal day.

Withdrawal from the Program

If, at the end of one year, you or your child feels the need to withdraw from the program, written contact (e.g. email) should be made with the Instrumental Music Teacher and Head of Department, Sam Neill. Students are required to be committed for a period of 12 months. They are not permitted to withdraw from the program during this time.

A student may be withdrawn from the Instrumental Music Program if they do not make steady progress, either through lack of practice and/or attendance, or continued unacceptable behaviour. This applies to lessons, rehearsals and performances. In such cases, contact will have been made by the Instrumental Music Teacher to first rectify the situation.



Instrumental Music Registration Form For New *and* Returning Students

Student Details:

Name:	
Year Level:	
Instrument:	

- New Music student in 2024 Returning student
 Using own instrument in 2024 Intend to Hire a school instrument 2024

Student agreement

1. Maintain regular practice.
2. Punctual attendance at weekly lessons, rehearsals and other scheduled events.
3. Participation in an appropriate ensemble, as designated by the Instrumental Teacher.
4. Participation in all concert, performances and camps.
5. Develop a supportive attitude to other students in lessons and ensembles.
6. Take all due care and responsibility for school instruments and property.
7. Notify Instrumental Teacher of absences prior to lesson or rehearsal (as per attendance policy).

Parent agreement

1. Provision of suitable instrument for your child, when required.
2. Payment of levies or hiring fees as determined by the school.
3. Provide appropriate space and opportunities for practise.
4. Provide safe storage at home, for instrument.
5. Keep instrument in good repair, or pay for damage, caused by negligence to school instrument.

We have read the above and accept the commitment and responsibility involved in being a member of the Instrumental Music Program at Balmoral State High School.

Student Signature _____ Parent Signature _____
Date _____ Date _____

Please return form to Instrumental Music Teacher (C Block Staffroom), an invoice will be sent at a later date.