

# *Instrumental Music Program*



*2021*

*Handbook  
for  
Parents & Students*

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## Welcome to the Instrumental Music Program 😊

### **WORDS FROM THE PRINCIPAL**

Music is a gift for life: an intangible medium enjoyed by children and adults of all ages. As individuals, we are all intrinsically motivated to create and move to music through our constant exposure to it in all parts of our life. Possessing the ability to stimulate the senses and the minds of both performers and listeners, music brings stories to life by means of rhythm, melody, and words. Each person who creates music expresses him/herself as an individual through this powerful medium. Here at St Sebastian's, we offer the opportunity to learn and create music via our vibrant Instrumental Music Program. Through a combination of band, small group and individual lessons, students 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 a deeper understanding and appreciation for the arts.

**I invite you to join with us in giving the gift of music to your children, as offered by the St Sebastian's Instrumental Music Program.**

**Wishing your child every success in the Instrumental Music Program,**

A handwritten signature in blue ink, appearing to read 'Peter Delaney'.

**Peter Delaney**  
**Principal**





## **RATIONALE & AIMS**

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 St Sebastian's Primary School are:**

- 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 team work, 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, Strings. We also offer tuition in Bass Guitar, Guitar and Piano at the school. A list of instruments taught at the school includes:

### **WOODWIND**

- Flute
- B Flat Clarinet
- Bass Clarinet
- Alto Saxophone
- Tenor Saxophone

### **BRASS**

- Trumpet
- French Horn\*
- Trombone
- Euphonium
- Baritone\*
- Tuba\*

### **PERCUSSION**

- Keyboard Percussion (Glockenspiel, Xylophone, Vibraphone, )
- Un-tuned Percussion (Snare/Bass Drum/Cymbal)
- Auxiliary Percussion
- Drum Kit
- Timpani

### **GUITARS**

- Electric / Acoustic Guitar\*
- Bass Guitar\*

### **STRINGS**

- Violin
- Cello

*\* Indicates limited places available for these instruments*



## **HOW NEW STUDENTS ARE RECRUITED**

St Sebastian's Primary School has an ongoing recruiting process throughout the year. Tuition in wind or brass instruments may commence from Year Two onwards, provided that students have lost their baby teeth and have established their second set of teeth.

Our aim each year is to fill all available places in the program. This means offering places to students who are able to supply their own instrument at the beginning of the first year of tuition and allocating available school instruments to new students. We also strive for balanced ensembles, i.e. having a correct mix of instruments to create the best sound, and this is also kept in mind when we make offers to suitable students.

The Recruiting Process for locating suitable students to learn Instrumental Music involves:

- **Identification of Suitable Students:** Suitable students are recommended by the Classroom Music Teacher, and located via visitations to classes by the Instrumental Music Teacher; Parents may also enquire about their child's suitability for the program directly to the instrumental music teacher.
- **Suitability Testing:** Students are tested on a variety of instruments and their physical characteristics are noted to help establish suitability to their preferences;
- **Assessments from the Music Teacher:** The general music ability of each interested student is ascertained by the Classroom Music Teacher;
- **Input from Class Teachers:** Class Teachers are invited to provide feedback on the students fine motor skills, academic ability, motivation, behaviour and family support of the interested students;
- **Initial Offers:** After the Instrumental Music Teacher and Principal have looked at all interested student profiles, offers are made to students;
- **Acceptance of Offers:** To be enrolled in the Instrumental Music Program **students need to have returned all paperwork to the Instrumental Music Teacher by the due dates, paid all school, music & instrument hire fees by an agreed date, and purchased all other General and Specific Requirements for their instrument** (Refer to Page 13). Students may only be enrolled in the program if their school fees have been paid.
- **Scholarship Program.** A limited scholarship program is available at the school for families experiencing financial difficulty. Approval to be a part of the scholarship program is made only after an interview with the Principal. *All interviews and scholarship recipients are confidential.*

## **HOW STUDENTS ARE SELECTED TO PLAY INSTRUMENTS**

A student is selected to play an instrument when their physical characteristics and musical abilities match those required by a specific instrument.

The Instrumental Music Teacher has the task of not only matching students to suitable instruments, but also allocating the loan instruments available from the school to the most suitable students. This task requires many hours of trying students on instruments and reviewing their physical characteristics, other assessments and their personal preferences with the other music teachers, classroom teachers and administration.

Although student desire to play a particular instrument is taken into consideration, it is important to understand that **not all individuals who would like to play a particular instrument are suited to it.** This is the critical reason students are tested and our aim is to identify and align their physical characteristics and musical ability with their desire to play a specific type of instrument where possible.

**After students are tested, it is easy to identify their suitability with one or more of the following categories:**

- Wind Player: Flute
- Wind Player: Reed Instruments such as clarinet or saxophone
- Brass Player: High Brass such as trumpet or french horn
- Brass Player: Low Brass such as trombone, baritone, euphonium, or tuba
- Percussionist: Usually covers all four areas of percussion (see page 4)
- Guitar Player: Electric (such as bass or electric guitar) or Acoustic guitar
- String Player: Violin / Cello

***Students are normally offered their highest preference of instrument that aligns with their other test results***

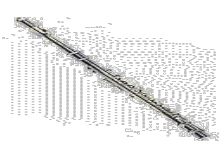

If a student receives an offer for a place in the Instrumental Music Program, a detailed letter will be sent home at the same time. Upon receiving this information, if you have any questions, please contact the Instrumental Music Teacher.






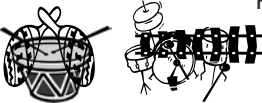



Below is a table indicating the specific physical and music requirements Instrumental Music Teachers seek out in students to match them suitably to an instrument. When tested, students are ranked on a scale from 1-5 on each criterion. It is from these results that teachers try to match students with their instrument preferences. As not every student is suitable to play every instrument, the table following is intended to act as a guide only for selecting preferences and considering instrument offers. At the end of the testing, successful students will be made an offer on their highest suitable preference. When this is not possible, the Instrumental Teacher will offer the most appropriate instrument to the student, aiming to balance natural music ability with general interest in learning the instrument.

### **HOW STUDENTS ARE SELECTED TO PLAY INSTRUMENTS**

(Continued)

Instrument	Physical and Musical Criteria
FLUTE 	<ul style="list-style-type: none"> <li>• Long arms, thin even lips, no double-jointed thumbs, good dental/even teeth closure</li> <li>• Produce low, medium, &amp; high sounds on the instrument when assisted by the teacher</li> </ul>
CLARINET 	<ul style="list-style-type: none"> <li>• Long arms, thick fingers, no double-jointed thumbs, good dental/even teeth closure</li> <li>• Produce notes E, D, &amp; C on the instrument when assisted by the teacher</li> </ul>

<p>SAXOPHONE</p> 	<ul style="list-style-type: none"> <li>• Long arms, long fingers, no double-jointed thumbs, good dental/even teeth closure</li> <li>• Produce notes B, A, &amp; G on saxophone when assisted by the teacher</li> </ul>
<p>TRUMPET</p> 	<ul style="list-style-type: none"> <li>• Thin-medium lips, good dental/even teeth closure</li> <li>• Good Aural/Pitch ability</li> <li>• Produce high and low buzzes on mouthpiece and trumpet when assisted by the teacher</li> </ul>
<p>FRENCH HORN</p> 	<ul style="list-style-type: none"> <li>• Thin-medium lips, good dental/even teeth closure</li> <li>• Good Aural/Pitch ability</li> <li>• Produce high and low buzzes on mouthpiece and french horn when assisted by the teacher</li> </ul>
<p>TROMBONE</p> 	<ul style="list-style-type: none"> <li>• Appropriate build, long arms, medium-thick lips</li> <li>• Good Aural/Pitch ability</li> <li>• Produce high and low buzzes on mouthpiece and trombone when assisted by the teacher</li> </ul>
<p>BARITONE, EUPHONIUM &amp; TUBA</p> 	<ul style="list-style-type: none"> <li>• Appropriate build, long arms, medium-thick lips</li> <li>• Good Aural/Pitch ability</li> <li>• Produce high and low buzzes on mouthpiece and instrument when assisted by the teacher</li> </ul>
<p>PERCUSSION</p> 	<ul style="list-style-type: none"> <li>• Good rhythmic Perception</li> <li>• Good general co-ordination</li> <li>• Able to rub head &amp; pat tummy &amp; vice versa whilst speaking</li> </ul>
<p>ELECTRIC &amp; BASS GUITAR</p> 	<ul style="list-style-type: none"> <li>• Appropriate build, long arms</li> <li>• Good aural and rhythmic ability</li> </ul>

## **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. Our curriculum centres on the basic components to 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*
- *Pitch Repertoire*
- *Tuning and Intonation*
- *Articulation*
- *Terms & Symbols*
- *Rhythmic & Melodic Perception*
- *Improvisation & Composition*
- *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 teachers 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 and one forty five minute concert band rehearsal on a weekly basis. Once a student reaches the required playing standard, it is compulsory for them to join the appropriate band.** 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. The method book currently being taught at St Sebastian's is:

- **Essential Elements** - all woodwind, brass, percussion, and electric stringed instruments, e.g. band instruments
- **Essential Elements** – Strings (Violin) / Bass Guitar / Guitar
- **Progressive Guitar Method for Rhythm Guitar** (Guitar)

***It is compulsory for students to purchase the method and theory books before commencing Instrumental Music Lessons at the school.***

***Students are formally assessed towards the end of each semester on their current practical ability and theoretical knowledge of music.*** From this, an individual report card for each student currently studying an instrument is issued to parents/carers: ***two report cards are issued per year. 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 school will contact the parents/carers.*** Likewise, we also encourage that parents/carers and students contact the Instrumental Music Teacher 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 lessons 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 teacher 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.



### **Parent/Carer expectations include:**

- 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); and



- Providing the student with his/her own instrument. For larger instruments such as Tenor Saxophones and Baritones / Euphoniums and Tuba parents should provide the student with their own instrument by the beginning of their **third** year in the program. This will allow new students to begin those instruments with suitable turnaround time.

### **Absences from Lessons and Rehearsals**

- Students are required to bring a note from home each time they are absent from a programmed lesson;
- 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. Contact details for emails are in the contacts section of this handout.

### **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 Teacher in order to resolve ALL issues.

### **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 school holds the right to suspend or exclude students from participation in the program if their school fees **and/or** band fees are not up to date.
- 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**

St Sebastian's has a small collection of good quality loan instruments that are available for loan at a **cost of \$100 per term which is cost of \$10 per week for the school year**. The Instrumental Music Teacher 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.

The following instruments are currently available for loan from the school:

- Flute & Clarinet
- Bass Clarinet
- Alto & Tenor Saxophone
- French Horn, Trombone & Baritone
- Tuba
- Cello
- (Violin students will need to purchase their own instruments)



**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). They are still also required to purchase all other required items as students who receive a hire instrument from the school do also. *It is advisable to check with the Instrumental Music Teacher 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 Teacher 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 Teacher 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 St Sebastian's, we offer three types of music instruction to students:

### **Group Lessons**

Students participating in group lessons (ie. violin, percussion, guitar) receive one half-hour weekly lesson with students of like instruments in or out of school time. Where possible, the teacher will organize to make-up lessons missed throughout the term.

### **Individual Lessons**

All students (grades 2-7) keen to accelerate their learning on their chosen instrument are occasionally encouraged 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 curricular is 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. AMEB instruction is available for students wishing to complete examinations.

### **Band (Ensemble) Rehearsals**

As it is crucial to the development of young instrumentalists, **all** students are required to attend a minimum of one weekly band or ensemble rehearsal. These usually commence after one term of individual lessons.

## **ENSEMBLES**

### **Concert Band**

All students learning a Brass Woodwind or Percussion instrument at school commence playing in this ensemble as soon as they are up to the required standard. It is from this band at any time (usually at the end of a term) that students will be *promoted* to other ensembles, as they grow in their musicality and basic mastery of their particular instrument.

### **Senior Concert Band**



Provided that numbers of senior students continuing instrumental music permits; once students are *promoted* from the Concert Band, they join other advanced musicians in a similar situation: The Senior Concert Band. It is here where students continue to develop their own musicality, further develop playing techniques, and expand their knowledge of Band Etiquette.

**Jazz Ensemble** (when numbers and instruments permit)

Open to all students who play Flute, Clarinet, Saxophone, Trumpet, Trombone, Piano, Guitar, Bass Guitar and Drum Kit, this ensemble’s focus is the learning of the *Jazz Language*. Students who play additional instruments may also be invited, as the repertoire requires. Drawing repertoire from all styles of jazz and contemporary music, students are invited to join these ensembles after reaching the commensurate playing standard for the ensemble.

**It is a requirement of the Instrumental Music Program that each student remains a member of a Concert Band when they join the Jazz Band.**

**String Ensemble**

Open to all students who play Violin or Cello, this ensemble’s focus is the basic learning of classical strings and players in addition to playing in their string ensemble will have the opportunity to play in a Symphonic Band Ensemble as their expertise improves.

**Guitar Group**

Open to students who play acoustic or electric guitars and percussion (drum kit). This ensemble’s focus is the learning of chords and songs for public performance. Players selected to perform in this ensemble will show superior skill on their instrument and attitudes towards improving their musicianship.

**Rock Group**

Open to the more advanced guitar and percussion players with the option of some instrumentalists ie saxophone / trumpet / trombone joining in as needed

**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
- Regular servicing of own instrument as required
- Compulsory music books, particularly for Individual Lessons
- Various stationery including pencils & erasers
- Entrance fees for spectators at competitions for Parents/Carers
- Purchase of Performance Uniform Requirements (Refer to Page 18)
- Camps, workshops & other special events

**Students playing more than one instrument in the program will be offered discounted lessons for the second instrument**

**Basic Costs**

Type of Instruction	Cost
Ensemble and Bands	\$108 Per Term
Individual Lessons	\$30 per weekly lesson
Group Lessons	\$22 per weekly group lesson

The above fees are invoiced based on a **9 week** term **regardless** of the actual length of the term.

## **SPECIFIC REQUIREMENTS FOR INSTRUMENTS**

Below 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 you child is learning will assist them in achieving their full potential as an instrumentalist.

### **General Requirements for All Instrumentalists**

<ul style="list-style-type: none"> <li>• <b>Instrument</b> (School loan instrument or own instrument)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stationery:</b> Pencil, Eraser, 1 A4 Music Manuscript Book, and</li> <li>• 1 Exercise Book for Homework</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Method Book:</b> Essential Elements 2000 Book 1 for appropriate instrument:</li> <li>• Essential Elements for Violinists</li> <li>• Essential Elements 2000 - Guitar</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music Stand</b> (For home practice)</li> <li>• <b>Theory of Music</b> Blitz For Beginners How To Blitz Grade 1 Theory</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Specific Accessories for your instrument</b> (See table below)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Band Music Folder</b> (Supplied by the school)</li> </ul>

## **SPECIFIC INSTRUMENT REQUIREMENTS: ACCESSORIES CHECKLIST**

### **Flute**

- Small Cleaning Cloth
- Polishing Cloth
- Cleaning Rod

### **Clarinet and Bass 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 Brush (Optional)

### **Piano & Keyboard**

- All General Requirements only

### **Violin**

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



### **Trumpet, French Horn, & Euphonium/Baritone/Tuba**

- Cleaning Cloth
- Bottle of Valve Oil- Fast
- Tuning Slide Grease
- Mouthpiece Brush

### **Trombone**

- Cleaning Cloth
- Water Spray Bottle
- Slide-o-Mix or Slide Cream
- Tuning Slide Grease
- Mouthpiece Brush

### **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 & Bass Guitar**

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

## **STRATEGIES FOR PARENTS TO ENCOURAGE CHILDREN TO PLAY**

Encourage children not to just practise but also encourage them to *play*. This relates not just to children beginning to play an instrument, but to students continuing to play through to Year 7 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 the 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 to your friends about their wonderful progress.
- 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 you and your child. If you are finding it difficult to get your child to practise, please come and talk to your Instrumental Music Teacher.
- Purchase a mouthpiece for yourself and ask your child to help you learn the instrument as well. Often this will breed a passion to practice in the child as their skill development improves.

## **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:

- a) Play the piece right through **slowly**
  - b) Start at the beginning again, and when you come to a difficult part, stop and decide which notes or rhythms are giving you the most trouble and practice them **SLOWLY** over and over again. Don't play them faster until you can play them easily
  - c) Do the same with any other difficult bits in the piece
  - d) Play the whole piece again slowly
  - e) 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 Teacher for help at your next lesson.

### **PERFORMANCE UNIFORM**

School uniform is to be worn to all competitions and public performances by our school bands and ensembles. On most occasions, formal school uniform is to be worn for performances however sports uniform may be worn to some performances that the music director approves.

**FURTHER INFORMATION WILL BE SUPPLIED TO STUDENTS  
UPON ENROLMENT INTO THE PROGRAM**



## **MUSIC SHOPS RECOMMENDED BY THE SCHOOL**

The following Music Shops are recommended by St Sebastian's. Please support them as they provide quality service and instruments at great student prices.

**Unless mentioned in the title, all of the following stores supply instruments and accessories for Woodwind, Brass, Percussion, Guitars & Strings:**

- **Music Express**  
2048 Logan Rd  
Upper Mt Gravatt (Opposite Garden City)  
Phone: 07 3849 7088  
Phone: 33598266
- **OZ Winds**  
11-13/360 Logan Rd,  
Greenslopes QLD 4120  
**Phone:** (07) 3118 0166
- **Morris Brothers**  
Shop1, 17 Billabong Street & Webster Road  
Stafford QLD 4053  
Phone: 3356-3299
- **Drummers Warehouse**  
14 Brookes Street  
Bowen Hills QLD 4006  
Phone: 3252-1232
- **Masson Music**  
1513 Logan Road  
Mount Gravatt QLD 4122  
Phone: 07 3349 2006

**If you are considering purchasing an instrument online, please discuss your options with the Instrumental Music Teacher who can be contacted through the school office.**





# **Enrolment Agreement 2021**

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Instrument: \_\_\_\_\_

## **Expectations of Students**

I agree to:

1. Attend all lessons, band rehearsals and performances on time.
2. Practise regularly.
3. Care and maintain my instrument and replace accessories as needed.
4. Bring instrument, band folder, books, pencil and other accessories for my instrument to all lessons, band rehearsals and performances.
5. Assist with the setting up and packing up of band rehearsal and personal equipment.
6. Take home to my parents all school and special music newsletters.
7. Attend all performances outside school time.

## **Expectations of Parents**

I agree to:

1. Advise the music teacher of child absence prior to lessons, rehearsals and performances.
2. Encourage my child in his/her home practice.
3. Encourage my child by attending performances in and out of school hours.
4. Support my child in honouring this agreement.
5. Ensure my child has the necessary accessories to maintain and keep their instrument in good working order.
6. Read and take note of all school and special music newsletters that are sent home.
7. Attend all performances outside school time.

**I agree to uphold all expectations as mentioned above and in the Instrumental Music Program Handbook.**

*Please sign*

**Parent / Carer** \_\_\_\_\_

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Please return to school with applicable enrolment form/s  
as soon as possible**



# Brass, Woodwind, Percussion Enrolment Form for 2021

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Instrument: \_\_\_\_\_

I would like my child to be enrolled in St Sebastian's Instrumental Music Program in 2021:

- Individual Lesson (weekly)** Cost **\$30 per lesson**

**OR**

- Group Lessons (weekly)** **\$22 per lesson**  
Group lessons are only available on some instruments at various times during the year

I understand that as my child's expertise improves, he/she may be promoted to individual lessons, group lessons and band rehearsals and fees will change to include:

- Ensemble and/or Band,** **\$108 per term**  
 **Individual Lesson (weekly)** **\$30 per lesson**

**I will ensure that full payment for all instrumental music fees is made by week four of each term, and understand that if my child withdraws from the program after week four; all fees to cover the full term are still payable.**

**Parents / Carer's Name**

\_\_\_\_\_ **Contact Ph No.** \_\_\_\_\_

**Parents / Carer's Signature**

\_\_\_\_\_ **Date** \_\_\_\_\_

**Email Address** \_\_\_\_\_



# Strings Enrolment Form for 2021

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Instrument: Violin / Cello / Guitar (please circle)

I would like my child to be enrolled in St Sebastian's Instrumental Music Program in 2021:

## **Cost**

- Group Lesson (weekly)** **\$22 per lesson**

I understand that as my child's expertise improves, he/she may be promoted to individual lessons, group lessons and band rehearsals and fees will change to include:

- Ensemble and/or Band,** **\$108 per term**  
 **Individual Lesson (weekly)** **\$30 per lesson**

**I will ensure that full payment for all instrumental music fees is made by week four of each term and understand that if my child withdraws from the program after week four; all fees to cover the full term are still payable.**

**Parents / Carer's Name**

\_\_\_\_\_ **Contact Ph No.** \_\_\_\_\_

**Parents / Carer's Signature**

\_\_\_\_\_ **Date** \_\_\_\_\_

**Email Address** \_\_\_\_\_