

INSTRUMENTAL MUSIC
LOTA STATE SCHOOL



Course Organisation

The Instrumental Music Curriculum enables teachers to plan a course of study through which students become musicians, through the development of musical 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.

Instrumentation

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

- Woodwinds—flute, oboe, bassoon, clarinet, saxophone;
- 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;



For the purposes of this curriculum, bass guitar will be addressed under the strings family; schools may choose for the bass guitar to be taught by the most appropriate teacher.

Course Components

Performance Ensembles

The ensemble experience is enabled through the formation of school concert bands, orchestras and other ensembles. These ensembles provide the opportunity to demonstrate learning on their instrument in real-life contexts.

Group Lessons

Small group lessons are the avenue through which music literacy, techniques and performance skills, specific to the instrument and level of the student, are explicitly taught. Lesson groupings are arranged according to the learning needs of the student and the school context. Most often, these are like-instrument and/or like-ability levels.

Home Practice

It is expected that students will complete regular home practice to make musical progress on their instrument. Teachers should provide resources and teach routines around home practice for students as needed.

Time

Expected Progress

Within the Instrumental Music course of study, progress is sequential and cumulative. It is anticipated that most students should progress through each level within 8-12 months. While varied pace is recognised as a common modification for students in need of support, the aim for students in most cases should be to progress to the next level at least once per year. Students who enter the program later in their schooling may progress through the curriculum levels at a faster rate.

Timetabling

Students may engage in the program from year 3 (strings) or year 4 (band) to year 12. The weekly contact time required for the program includes 1 x 1hr ensemble rehearsal and 1 x 30-35min group lesson, as well as regular home practice.

Content Structure

Dimensions

The dimensions of the program are music *Literacy*, *Technique* and *Performance*, all of which contribute towards the ultimate goal of “*students becoming musicians*”. The dimensions are interrelated and should be taught as such, with success in any one dimension being reliant upon development in the other dimensions.

Dimension 1: Literacy

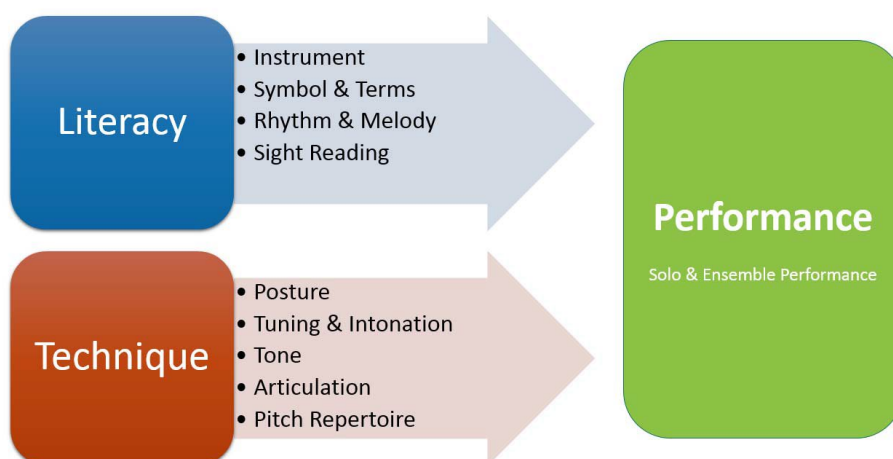
Music literacy is integral to students becoming musicians as they learn to decode, interpret and understand what is meant by all that is written on the music, and how to demonstrate that through what they play on their instrument.

Dimension 2: Technique

The skills and techniques involved in playing an instrument are wide-ranging and complex and are refined over a long period of time. In the dimension of technique, specific skills of how to best play the instrument are taught. Good technique is essential for students to become musicians.

Dimension 3: Performance

The dimension of performance is the synthesis of literacy and technique. Musical performance takes the individual skills and techniques learnt in the other dimensions to a level beyond accurately playing the notes on the page. Musicians stylistically apply artistry and creativity to produce a holistic and musical performance.



Objectives

Organised under these three dimensions are ten curriculum objectives that should be explicitly taught across all strands or families:

Literacy

Instrument

- Be familiar with all aspects of the instrument and have a basic knowledge of other ensemble instruments
- Utilise all aspects of their instrument (fingerings, harmonics, changes of tone colour etc.)

Symbols & Terms

- Understand all music symbols and terms as used in their repertoire
- Interpret symbols and terms in performance contexts

Rhythm & Melody

- Stylistically and accurately perform rhythm and melody
- Recognise forms, textures, tonality, metre and styles in music

Sight Reading

- Sight-read music at 2 levels below current performance standard
- Transpose at sight simple lines as appropriate to their instrument (at levels below current standard)

Technique

Posture

- Develop a total body posture (including finger, hand and arm positions) that permits the most efficient movement for playing their instrument and allows for the stamina needed for performance

Tuning & Intonation

- Discriminate between tunefulness and untunefulness, demonstrated through the ability to play musically and in tune



- Adjust pitch while playing
- Tune the instrument to required pitch/es

Tone

- Produce appropriate tone quality while playing
- (Where appropriate) include vibrato as an aspect of tone
- Contribute to the overall blend and balance of the ensemble

Articulation

- Articulate through tonguing, breathing, bowing or striking
- Interpret and perform articulation in different styles of music

Pitch Repertoire

- Demonstrate the full capabilities of their instrument's range
- Play from memory major and minor scales and arpeggios at the appropriate level

Performance

Solo & Ensemble Performance:

- Synthesising musical literacy and technique, perform with a sense of artistry and musicality
- Perform as a soloist and in ensembles, from music notation and from memory
- Stylistically perform in a range of genres, using appropriate musical interpretation and expression
- Follow a conductor in beat, dynamics, cues and other musical gestures
- Apply appropriate concert and rehearsal etiquette, both as a performer and as an audience member
- Meaningfully engage as an ensemble musician



LIST OF REQUIREMENTS

Your child will need to begin their lessons with these requirements

FLUTE

- Tradition of Excellence Book 1 (Red) for Flute – Kjos publishing
- Silver polishing cloth (for outside)
- Plastic cleaning rod
- Flute gauze cloth (for inside)
- A Collapsible Music stand for home practice
- HB Pencil
- Eraser
- Black A4 Display Book folder

CLARINET

- Tradition of Excellence Book 1 (Red) for Clarinet – Kjos Publishing
- Silver polishing cloth (for outside)
- Cork grease (preferably in chap-stick container)
- Clarinet Cotton Pull-through
- Five size 2 Rico Royal reeds
- Mouthpiece brush
- Reed guard
- Thumb rest
- Mouthpiece patch (pack of 4)
- Collapsible Music stand for home practice
- HB Pencil
- Eraser
- A4 Display Book Black Folder

ALTO SAXOPHONE

- Tradition of Excellence Book 1 (Red) for Alto Saxophone – Kjos publishing
- Silver polishing cloth (for outside)
- Five size 2 Rico Royal reeds
- Reed guard
- Cork grease
- Mouthpiece brush
- Alto Sax pull-through
- A Collapsible Music stand for home practice
- HB Pencil
- Eraser
- A4 Display Book Black Folder

BARITONE

- Tradition of Excellence Book 1 (Red) for Baritone Horn – Kjos publishing
- Silver polishing cloth (for outside)
- Valve Oil (Al Cass preferred brand)
- Slide grease
- Mouthpiece brush
- A4 Display Book Black Folder
- Polishing Cloth

TRUMPET

- Tradition of Excellence Book 1 (Red) for Trumpet – Kjos publishing
- Silver polishing cloth (for outside)
- Al Cass Valve Oil
- Conn Tuning Slide Grease
- Mouthpiece brush
- A Collapsible Music stand for home practice
- HB Pencil

TROMBONE

- Eraser
- A4 Display Book Black Folder
- Polishing Cloth

- Tradition of Excellence Book 1 (Red) for Trombone– Kjos publishing
- Silver polishing cloth (for outside)
- Conn Tuning Slide Grease
- Trombone Slide cream
- Water spray bottle
- Mouthpiece brush
- A Collapsible Music stand for home practice
- HB Pencil
- Eraser
- A4 Display Book Black Folder
- Polishing Cloth

PERCUSSION

- Tradition of Excellence Book 1 (Red) for Percussion – Kjos publishing
- Silver polishing cloth (for outside)
- Practice Pad – to fit on snare drum
- Snare Drum with stand and sticks
- 32 note minimum glockenspiel
- Sticks Bag
- A Collapsible Music stand for home practice
- HB Pencil
- Eraser
- A4 Display Book Black Folder

Our school does not endorse particular music retailers, but parents are encouraged to buy from a local music store.

Binary Music

Shop 12/48 Bloomfield St
Cleveland
Ph: 3488 2230

Vivace Music

36-38 Compton Road
Woodridge
Ph: 3090 4268

The Brass Music Specialists

90 Appel St
Graceville
Ph: 3278 1311

Ozwind Brisbane Brass and Woodwind

11/13/360 Logan Rd,
Greenslopes QLD 4120
Phone: (07) 3118 0166

PARENTAL COMMITMENT

Provide your child with a suitable instrument, if a Departmental one is not available, or after one year of instruction.

- Show an interest in the music study of your child.
- Find a quiet place for your child to practice without interruption.
- Arrange a regular time for practice.
- Help with home practice as much as possible; instructions in booklet etc.
- Never make fun of the strange sounds that your child may make.
- Help them to maintain a practice record. Provide a safe area to keep the instrument.
- Buy music books and accessories as requested by the Instrumental music teacher. Keep instrument in good repair with reeds etc.
- Ensure student is on time for rehearsals and lessons.
- Encourage students to play for others whenever possible.
- Attend concerts and public performances as often as possible.
- Contact the Instrumental Music Teacher with a letter or phone call if your child is absent from lessons, rehearsals or performances.
Three unexplained absences = dismissal from the music program.
- Your child must commit to two year's tuition. An interview with Mrs Carey must take place before students are able to discontinue lessons.

STUDENT COMMITMENT

Every child must agree to:

- Attend all scheduled lessons and ensemble rehearsals and performances. Students must attend all lessons, rehearsals and performances. Unexplained absences = dismissal from the music program.
- Own all of the list of requirements requested by the instrumental teacher for their instrument and own their musical instrument. There are only a limited number of larger school instruments available for loan.

As some of these instruments are very expensive, the school has purchased these instruments and they are issued to students on a loan basis for the period of their involvement in the school's instrumental program.
- Perform, to the best of their ability, the required amount of instrumental practice recommended by the instrumental music teacher and to ask for help or advice when needed.
- Check with a fellow student or the instrumental music teacher on what work was covered when the child was not attending the instrumental lesson. It is the responsibility of the child to make up work missed while attending the instrumental lesson.
- Pass on all information sheets and messages from their class music or instrumental teacher to their parents. If your child misses a lesson or rehearsal a letter or phone call must be made the following school day to explain their absence.
- Be involved in the program for the minimum period of one year.
- Take part as required in all concerts and other school based activities. Therefore no student should miss these performances unless due to misfortune or illness.
- Keep instrument in good repair. Discuss any problems with their instrumental music teacher, class teacher and parents/caregivers.
- Keep trying, even when they strike a difficult patch and feel like giving up.

I have read the terms of enrolment and agree to abide by them.

Parent's Name/ Signature:

Student's Name/ Signature:

____/____/2023
Date: