



CAVENDISH ROAD SHS

# Instrumental Music Handbook



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## INTRODUCTION FROM THE INSTRUMENTAL MUSIC COORDINATOR

Dear Instrumental Music Students and Parents,

Welcome to one of the most exciting experiences in which you can be a part – THE INSTRUMENTAL MUSIC PROGRAM! The ultimate goal of the Instrumental Music Program is to provide our students with a lifelong understanding and appreciation for quality music and music making. In addition, we get to use the medium of music to teach some wonderful life lessons as part of our comprehensive program here at Cavendish Road State High School.

For new folks, this handbook is the “Instrumental Music Bible” that keeps us running smoothly and efficiently. Most questions can be answered by consulting **THE INSTRUMENTAL MUSIC HANDBOOK**. It is our hope that the information contained in this handbook will be both informational and inspirational. The advocacy articles, “How Parents Can Help,” and “Parents’ Responsibility to the Instrumental Music Program,” are both designed to give guidance to parents. Please read this Handbook so that you are well-informed.

We are honoured to be your Instrumental Music Teachers and are looking forward to a great year!

*Mr Tony Lashmar*

**Instrumental Music  
Coordinator**



## FOREWORD FROM THE EXECUTIVE PRINCIPAL

*Dear Parents and Students,*

*We are proud of our Instrumental Music Program musical program at Cavendish Road State High School, for the calibre not only of student prowess captured, but in the progression of each young person for self-expression through the joy of music.*

*The talents of our young musicians are show-cased to the broader Brisbane community and frequently acknowledged and awarded in a number of community events and competitions.*

*The music curriculum features instruction in Strings, Woodwind, Brass and Percussion ensembles and Choir. Students can also study Music from Year 8 to Year 12 with the option to select either formal or contemporary music in the Senior School. This includes both Senior Music and Music Extension for Performers, Composers or Musicologists.*

*Our music program continues to grow. The depth of student talent and quality of teacher instruction ensures the future success of music in our school.*

*We are also proud of our Cavendish Road Instrumental Music Support (CRIMS) group of dedicated parents who offer support and guidance in the development of and fundraising for our musicians. It is an extremely effective parent support base.*

*It is in the interests of all of us to continue to build on a music program which offers people lifelong skills and great enjoyment.*

*Richard Usher*

***Executive Principal***



## WHY MUSIC?

- Music is a **SCIENCE**. It is exact, and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once and with exact control of time.
- Music is **MATHEMATICS**. It is rhythmically based on the subdivision of time into fractions, which must be done instantaneously, not worked out on paper.
- Music is **FOREIGN LANGUAGE**. Most of the terms are in Italian, German, or French and the notation is certainly not English, but also a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is a most complete and universal language.
- Music is **HISTORY**. Music usually reflects the environment and times of its creation, often representing its country of origin and / or racial feelings.
- Music is **PHYSICAL EDUCATION**. It requires fantastic coordination of fingers, hands, arms, lips, cheek, and facial muscles in addition to extraordinary control of the diaphragm, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.
- Music develops **INSIGHT** and demands **RESEARCH**.
- Music is all these things, but most of all, **MUSIC IS ART**. It allows the human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate: humanism, feeling, emotion, call it what you will.

That is why we teach music! Not because we expect you to major in music .... But ....

so, you will be human,

so, you will recognise beauty,

so, you will have something to cling to,

so, you will have more love, more compassion, more gentleness, more good;

In short..... **MORE LIFE!**



## 1.0 PARENTS

### 1.1 Parents' Responsibility to the Instrumental Music Program

It is the responsibility of every parent and guardian to see that the policies outlined in the HANDBOOK are followed. Each parent is responsible for the attendance of their child at all Instrumental Music functions. It is the responsibility of each parent to see that their child practices their instrument regularly. The hands of the Instrumental Music Teachers are tied without the help of parents.

#### How Parents can help

When a "Instrumental Music question" arises, it is important that you get factual information before discussing it with others. We do more harm to ourselves, the "Instrumental Music family", when we talk about things that contain one or more "falsehoods" but consider them facts. If questions arise, it is important to remember this axiom: If it is a performance issue or anything dealing with the Instrumental Music Program proper and it is not in this Handbook, contact Mr Lashmar or Miss Robson. If it is a fundraising question or anything to do with parent volunteer issues, contact the C.R.I.M.S Chairperson.

#### Here are a few other things parents can do to help:

- Show an interest in the music study of your child.
- Take personal woodwind and brass instruments to a repair shop once a year for maintenance.
- Find a quiet place with a music stand where your child can practice without interruption.
- Make sure all fees are paid and up to date.
- Help the student keep a regular schedule for home practice.
- Come up with a reward system for consistent, regular home practice.
- Keep the instrument in good repair (and keep at least three reeds in the case if your child is a reed player)
- Purchase a metronome and tuner! (Or similar apps for their phones/iPad)
- Be extra-careful with school-owned instruments. Repair costs are high!
- Teach your child to be prepared and on time to each rehearsal or lesson.
- Make faithful attendance at all Instrumental Music activities important.
- Keep this Handbook where you can access it and refer to it often.
- Notify the teacher if the student is to be absent for rehearsals or lessons.
- Attend C.R.I.M.S. meetings, performances, and festivals.
- Consider seeking private instruction or involvement in other community music organisations if your child needs extension.



## 2.0 STUDENTS

### 2.1 Students' Responsibility to the Instrumental Music Program

As members of this organisation, you have a great deal of responsibility. It is essential to any program that if certain expectations are to be met that they coordinate with the privileges, rewards, and duties of the Instrumental Music program.

#### To Ourselves

You have the primary responsibility of developing your own abilities. The benefits of a good instrument and regular lessons can never be underestimated. What you put into it is what you will get out of it. Your Instrumental Music Teacher is available for your guidance and encouragement – just ask!

#### To the School

Education Queensland provides you with Instrumental Music Teachers and facilities, and your School provides you with the resources and equipment for rehearsals and performances. The C.R.I.M.S group also provides a support network, both financially and philosophically. We have the responsibility to provide the best possible service back to our school community.

#### To Music

Music has always been a part of our culture. We must take what we have and use it for the betterment of that culture. No one expects virtuoso musicians, only your very best! The great composer Gustav Mahler once said that only 10% of a piece of music is on the page. If that is the case, then we as musicians have the duty of creating and producing the other 90%. The joy of music is not in everything that is apparent. It must be discovered and created.

#### To Each Other

We must always do what is best for the welfare of the group. There can be no selfish acts solely for the benefit of the individual, but for all. Respect each other. If there are conflicts, find a way to resolve them. Never insult another Student's integrity. The word "band" means that we are banded together and that there is no separation or discourse. Sometimes, the needs of the many outweigh the needs of the few.





## 3.0 INSTRUMENTAL MUSIC PROGRAM

Education Queensland offers an Instrumental Program in our School. Tuition is provided in Strings, Brass, Woodwind and Percussion Instruments.

### 3.1 Instrumental Music Staff

The Instrumental Music Teaching Staff at Cavendish Road SHS are as follows:

- **Miss Meg Robson** – [mrobs4@eq.edu.au](mailto:mrobs4@eq.edu.au)
  - String Teacher
  - Senior String Orchestra, Junior String Orchestra, Symphony Orchestra
- **Mr Tony Lashmar** – [tlash4@eq.edu.au](mailto:tlash4@eq.edu.au)
  - Instrumental Music Coordinator and IMEX Director
  - Woodwind, Brass and Percussion Teacher
  - Symphonic Band, Concert Band, Wind Ensemble, Jazz Ensemble, Percussion Ensemble.

### 3.2 Aims of the Instrumental Music Program

The aims of the Cavendish Road Instrumental Music Program are:

- To teach music by its actual performance
- To develop performance skills of the various woodwind, brass, percussion, and string instruments
- To provide for the musical and ceremonial needs of the school and the community
- To develop appreciation of a diverse range of music
- To acquaint the students with music theory and history and how history and musical composition relate to students' current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means for self-expression and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop Esprit de Corps
- To foster leadership skills within each student

### 3.3 Education Queensland Instrumental Music Program Policy

The Queensland State Schools Instrumental Music Program is a comprehensive tuition program in which students learn orchestral or band instruments. It provides an extra dimension to a school music program ensuring that educational outcomes



are maximised for all students taking full account of individual circumstances such as their location, gender, socioeconomic situation, language, cultural background, and any impairment and special talents they may have. It provides the opportunity for musical development of students through instrumental instruction on a group basis and ensemble experience so that students develop ensemble performance skills as an integral part of their music education.

### **Instrumental Music Principles**

- The Queensland Instrumental Music Program is a comprehensive tuition program in which students learn orchestral or band instruments through instruction on a group basis.
- The instrumental program seeks to extend a student's experience in music through group lessons and through participation in full orchestra, string orchestras, concert bands, jazz ensembles or other associated chamber ensembles. Students in the Instrumental Music Program have at least two contact periods per week, one in a group instrumental lesson and at least one ensemble rehearsal.
- The minimum number of students per instrumental music teacher group should be no fewer than 3 and the maximum group size should not exceed 10 students. Individual contact with students will be avoided where possible.
- All instrumental music students are required to have a group lesson and at least one ensemble rehearsal each week. The ensemble experience is provided through the formation of school concert bands, orchestras, and other ensembles. Ensembles perform regularly within the school and at outside concerts and festivals.
- Ensemble repertoire will encompass a wide variety of styles. The major criteria for selection of ensemble repertoire are musical quality as well as educational and pedagogical value.
- The duration of a lesson is half a school period. Student lessons are timetabled on a rotation pattern. This is intended to minimise loss of class time in any one subject.

### **3.4 Attendance Policy**

Students in the Instrumental Music Program must attend **ONE** lesson per week and **ALL** weekly rehearsals for ensembles that they are participating in. For students with 3 or more unexplained absences, parents may be contacted for an explanation. Continuous absence may result in you being removed from the program.



## Lesson Attendance

- If a student has an in-class assessment, excursion or other school activity that clashes with their lesson, please let the teacher know as soon as possible and try and arrange a catch-up lesson either on that day or on another day.
- If students are having any other issues regarding their schoolwork and Instrumental Music lesson attendance, please raise the concerns with your Instrumental Music Teacher as soon as possible. We are there to help you.
- For students who are working towards Instrumental Music QCE points in Year 11 and 12, please note that attendance hours are one of the main criteria needed to qualify for the points (see 3.8)

## Ensemble Attendance

- For our ensembles to reach their true potential and sound great in performances, we need consistent **full attendance** at **every rehearsal** for **the entire duration** of the rehearsal.
- With all the effort that is put into preparing the ensembles for performance, it is extremely important that ALL students attend ALL scheduled performances so that the group can perform at its very best. One or two vital instruments missing on the day of a Concert can have a drastic effect on the outcome of the performance.
- If a student needs to be absent for any reason, please let that ensemble's director know via email, preferably at least the day before.
- Please try and avoid scheduling appointments outside of school hours that conflict with rehearsal times (e.g., Dentist, Orthodontist...)
- Try and avoid participating in activities that conflict with rehearsal times.

## 3.5 New Students

### Continuing Students from Primary School Programs

Any student who has previously learned Strings, Brass, Woodwind or Percussion in Primary School or privately, is invited to join the Instrumental Music program at Cavendish Road State High School. No audition is required.

NOTE: Students who have **not** previously participated in a Band program who play **Drum Kit only** are NOT necessarily percussionists and may not be guaranteed a place in the Instrumental Music Program unless they can demonstrate development in other areas of percussion, especially the ability to read pitched music and at least a basic knowledge of keyboard percussion instruments.



## **Beginning Students**

It is a prerequisite to join the Cavendish Road SHS Instrumental Music Program that students have at least one year's experience on their instrument and can read music to at least a basic level. We do not usually start beginning students with no prior experience on their instrument. However, individual situations may be considered on a case-by-case basis.

## **Changing Instruments**

From time to time a student may wish to change instrument or a teacher may request a student change to a similar instrument for the benefit of the program. These situations are considered on a case-by-case basis. Some changes (e.g., Alto Saxophone to Baritone Saxophone. Euphonium to Tuba) are easy and require minimal change and disruption. However, some changes of instrument may involve a considerable drop in the students' achievement level as they learn the basic techniques on the new instrument (e.g., Trumpet to Flute).

Students looking for an extra challenge are encouraged consider having a go at Oboe, Bassoon, French Horn, or Double Bass. These instruments are rarer and more specialised. FREE specialist lessons on these instruments can also be arranged via the Metropolitan Music Resource Centre.

If a student is asked to play a different/related instrument for the benefit of the music program and they already own their own instrument, there will be no instrument hire fee for that instrument.

## **3.6 Lessons**

Lessons are held once per week and are for the duration of one half of a period. These lessons are on a rotational timetable to make sure students do not miss the same subject too often.

Lessons groups are usually from 3-8 students in size. Individual contact with students will be avoided. Lessons may have to be rescheduled if only one student attends a lesson.

## **Curriculum**

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.

Within the Instrumental Music course of study, progress is sequential and cumulative. There are TEN curriculum levels ranging from Beginner (1) to Very Advanced (10). 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 approximately once per year. Students who enter the program later in their schooling or who have had other musical training, may progress through the curriculum levels at a faster rate.

### **Music Resource Centre Specialist Lessons**

Students who play Oboe, Bassoon, French Horn or Double Bass have to opportunity to get FREE weekly lessons from specialised teachers. These lessons are held outside of school hours and are in addition to participation in the school Instrumental Music Program. Please see the instrumental Music Coordinator if you are interested in enrolling in these lessons.

### **3.7 Assessment**

Each semester, teachers apply the achievement standards to make holistic judgements about the quality and scope of learning demonstrated by students at their relevant level. Judgements are based on the portfolio of performance tasks completed throughout the semester that inform formal reporting processes.

A semester's assessment portfolio should consist of both formal and informal tasks in a range of styles. Each task assesses the three dimensions of Literacy, Technique and Performance. Judgments about student achievement must be based on an assessment program of continuous assessment, which involves gathering information on student achievement using assessment instruments administered at suitable intervals. In most cases, this will mean at least **one formal assessment task per semester**, as well as informal and anecdotal assessment throughout the learning period.

In continuous assessment in Instrumental Music, all assessment instruments have both a formative purpose for improvement of teaching and learning outcomes, as well as a summative purpose for reporting.

### **3.8 Reporting**

Instrumental Music Reporting is one once every semester. This report is included as part of students' school report.

Assessment results, attendance at lessons and ensembles, overall attitude and behaviour, perceived practice volume, plus other informal tasks are considered when formulating report grades.

### **3.9 QCE Points**

The Education Department's instrumental music curriculum has been approved as a QCAA Recognised Study, allowing year 11-12 students to obtain one QCE credit point per year for study completed between levels 7-10 of the curriculum.

- The requirements to qualify for QCE points include the following.



- Students must spend at least 55 contact hours participating in Instrumental Music throughout the year. This is accumulated by attending one 35min group lesson as well as at least 1 hour of ensemble time per week.
- Students must attend ALL scheduled assessments. All assessments will be video recorded to provide evidence, validate judgements and for moderation purposes.
- Students need to complete the required curriculum level with a minimum of a C (Sound) grade.

Put simply....to get the QCE points, students just need to show up consistently and pass!

### 3.10 IMEX Program (Instrumental Music Excellence)

One of the Programs of Excellence at Cavendish Road is the IMEX or Instrumental Music Excellence Program. This program is offered to select students in Year 7 and 8 and entry is via audition. The IMEX program serves to offer an extension and enrichment program for students who have advanced further in their musical journey.

Students in IMEX are placed into accelerated groups suitable to their current achievement level and are invited to attend additional concerts and workshops with our industry partners, Jazz Music Institute, and the Queensland Symphony Orchestra.

Auditions are usually held in April and June.

## 4.0 ENSEMBLES

Cavendish Road State High provides several ensembles to cater for students' musical development and experiences. All students in the program **MUST** be a part a core ensemble. Extension ensembles are in addition to this, and participation is by invitation only.

Once a student joins an ensemble, weekly attendance at rehearsals as well as performances is **compulsory**. Students must accept responsibility for attendance, practice, and punctuality for each ensemble they are a member of.

### 4.1 Core Ensembles

- **Symphonic Band** – An advanced Concert Band for woodwind, brass, and percussion students mostly in Year 10 - 12.
- **Concert Band** – An intermediate Concert Band for woodwind, brass, and percussion students mostly in Year 8 - 9.
- **Wind Ensemble** - A Junior Concert Band for woodwind, brass, and percussion students mostly in Year 7.
- **Senior String Orchestra** – An advanced string ensemble mostly for students in Year 9 - 12.



- **Junior String Orchestra** – An intermediate string ensemble mostly for students in Year 7 - 8.

## 4.2 Extension Ensembles

- **Jazz Ensemble** – An advanced Jazz/Big Band for students mostly in Year 10-12.
- **Stage Band** – A Jazz/Big Band for junior students.
- **Percussion Ensemble** – A percussion-based group performing music on mallet instruments, marching percussion (drumline), World music and other styles.
- **Symphony Orchestra** – this ensemble comprises students in both the String and Band programs. Symphony Orchestra does not run all year, rather it may come together for the occasional performance at one of our scheduled concerts. Entry is by invitation.
- **Other** - From time to time, additional small groups and chamber ensembles may be formed depending on the interest shown and/or students available.

Students may progress to a more senior ensemble if the need arises to balance numbers, provided the student is deemed capable. From time to time, a student may be asked to assist the school by performing with a younger ensemble in addition to their regular ensemble.

## 4.3 Rehearsal Schedule 2024

	MORNING 7:30am-8:30am	AFTERNOON 3:00pm-4:15pm
MONDAY	<b>Senior String Orchestra</b> <i>PAC Stage - Miss Robson</i>	<b>Concert Band</b> <i>PAC Stage - Mr Lashmar</i>
	<b>Jazz Ensemble</b> <i>Ensemble Room - Mr Lashmar</i>	
TUESDAY	<b>Stage Band</b> <i>Ensemble Room - Mr Lashmar</i>	<b>Symphonic Band</b> <i>Ensemble Room - Mr Lashmar</i>
WEDNESDAY	<b>Wind Ensemble</b> <i>Ensemble Room - Mr Lashmar</i>	
THURSDAY	<b>Junior String Orchestra</b> <i>PAC Stage - Miss Robson</i>	
FRIDAY	<b>Percussion Ensemble</b> <i>Ensemble Room - Mr Lashmar</i>	



## 5.0 HOME PRACTICE

As with any activity, you get out of it what you put into it. **Instrumental Music will not be as rewarding unless you practice!**

- There are many values in the study of music as a discipline that transfers to other areas of life. Although this will not immediately happen, persistent practice will lead to enthusiastic, driven practice. Remember: “Perfect Practice makes Perfect!” Here is a suggested plan of study:
- Pick a set times and days each week.
- Have a set place to practice with no distractions (with a music stand)
- Use your ensemble warm-up and technique exercises to warm-up.
- Play some form of scales at every practice session.
- Divide your practice time between practicing your solo music, ensemble music and sight reading.
- Time spent is not as important as the quality of practise.
- Take a break at least every 20 minutes.
- Spend the most time on what you can’t play well (i.e., Be efficient)
- Be musical and use a tuner for part of your practice session.
- Use a metronome for a portion of your practice session.
- Remember the 4 T’s – Timing, Tuning, Tone, and Technique.
- Set small achievable goals - “Today I will practice \_\_\_\_\_ for \_\_\_\_\_ minutes”.

**AGAIN..... “PERFECT PRACTICE MAKES PERFECT!”**

## 6.0 RULES/CONDUCT

School rules and behaviour policies always apply. Please also note the following.

- **Food and drink are not permitted in the ensemble room or on stage.** Water bottles are ok.
- **Mobile phones are not permitted in the ensemble room or on-stage during rehearsals.** Electronic device school rules and “Away for the Day” still apply before, during and after school ensemble rehearsals.
- Students need to arrive for rehearsals 15 minutes before start time to set up the room for rehearsal. **On time is LATE. EARLY is on time!**
- **ALL** students must assist with setup and pack up of the rehearsal room.
- Be in your seat, warmed up, and ready to begin on time.
- Students are not to leave school grounds to get food or drinks between the end of school and start of after school rehearsals.





- Show respect to your teachers and fellow students, including their personal property.
- You must respect all school music equipment. Any vandalism or careless damage to instruments, equipment or facilities will be paid for by the perpetrator.
- All equipment including sticks, mallets and leads must be put away in the proper place when you are finished with them.
- Students are responsible for having their instruments and all sheet music at rehearsals. It is time consuming and disruptive to go looking for replacement items just before a rehearsal starts.
- Original copies of music must not be taken from the rehearsal room.
- Students may practice in the ensemble room during break or before school only if given permission by an Instrumental Music Teacher.

## 7.0 INSTRUMENTS AND EQUIPMENT

### 7.1 School Instruments

A limited number of school instruments are available for loan to students for one or more years. With smaller instruments, after a reasonable time, each student is required to purchase their own instrument.

Before an instrument can be loaned to a student, an Equipment Loan Form (also known as an EQ11) needs to be completed. This must be signed by the student's parent/guardian and returned to your teacher.

School instruments will be distributed to students within the first few weeks of the school year, following payment of the Instrumental Music and instrument hire fees. Instruments must be returned to the PAC staffroom by the end of week 8 in Term 4. Graduating students must return instruments prior to week 7. This allows for instruments to be cleaned and checked for repairs and servicing.

If students require the instrument over the Christmas school holidays, a holiday loan may be able to be arranged at your teacher's discretion.

### 7.2 Instrument Repairs

If a school instrument should develop a fault, then the student should report it to the music teacher as soon as possible. The school will pay the repair costs only if negligence or carelessness on the part of the student has not caused the problem with the instrument. In the case of negligence or carelessness, the student will be billed for the damage.



For personal Instruments, it is up to the student to keep their instrument clean and maintained as well as having their instrument professionally cleaned and serviced every one to two years. If a personal instrument requires repairs, please contact one of the Music Shops/Repairers on the list in the APPENDIX.

### **7.3 Accessories and Equipment**

All students require a portable music stand for home practice, a folder for putting their music in and a pencil. Students may also require a method book as specified by their teacher.

- Individual instruments also require the following –
- Flute – handkerchief, cleaning rod, cleaning cloth
- Oboe/Bassoon – 3-4 reeds, double reed case, pull-through cleaner, cork grease.
- Clarinet – 3-4 reeds, reed guard, pull-through cleaner, cork grease.
- Saxophone (all) - 3-4 reeds, reed guard, pull-through cleaner, cork grease.
- Trumpet/Baritone/Euphonium/Tuba – valve oil, cleaning cloth, tuning slide grease.
- Trombone – slide oil/cream, tuning slide grease, cleaning cloth, slide spray bottle.
- Percussion – drum pad, drumsticks (5A – wood tip).
  
- Violin and Viola – rosin, shoulder rest.
- Cello / Double Bass – rosin.

#### **Reeds**

Students who play single reed instruments (clarinets and saxophones) are required to be playing on a minimum of a 2½ reed as soon as possible. Students in Symphonic Band should be playing on a 3 or harder reed.

It is also advisable that all clarinet and saxophone students consider upgrading their ligature starting to use a higher quality reed (Vandoren or similar). These changes can make a considerable improvement in tone and range without costing as much as a full instrument upgrade.

### **8.0 SCHOOL INSTRUMENTAL MUSIC FEES**

A participation fee is charged by the school to students in the instrumental program. Current fees are:

- \$85.00 for all students (this is for purchase of new music for the various Ensembles, photocopying, percussion items, teaching resources and consumable items).
- \$50.00 for students to hire a school instrument. This fee helps cover costs of purchase, maintenance, and repairs to existing instruments.



## 9.0 CAMPS AND TOURS

### 9.1 Music Camp

We endeavour to run a music camp most years. The music Camp is usually held from a Friday to Sunday in early November. Students from all core ensembles and vocal ensemble are strongly encouraged to attend. This provides intense practice, a medium to extend performance and builds cohesiveness between groups through sharing social experiences.

Costs of camps are kept to a minimum and are often partially subsidized by CRIMS (See section 14)

### 9.2 Tours

Every four to five years we plan a Music Tour for students in the Instrumental Music Program. In 2014 we participated in the Rhapsody Rotorua Festival in New Zealand and in 2018 we participated in the Pacific Basin Music Festival in Hawaii.

We will begin planning our next tour sometime in the near future.

## 10.0 SOIREE, SCHOOL MUSICAL AND CAV QUEST

### Soiree

Once per year we have a concert for students to perform in as a soloist. This is called Soiree. The concert is aimed at providing a performance opportunity for Senior Music Extension students as well as IMEX students and those doing AMEB exams looking for an opportunity to perform. All students however are invited to participate.

### School Musical

The school holds a musical every second year in conjunction with Drama and English. Instrumental music students may be invited to perform in the Pit Orchestra for Musical.

### Cav Quest

This talent quest is usually held each year in mid-October. Organised largely by Year 12 Music students as part of their final assessment. It is open via audition to all students in the school.

## 11.0 UNIFORMS

Students wear full formal school uniform for all performances. All school rules and uniform policies apply.



Please also note the following:

- Unless conditions are extreme, jumpers and winter clothing are not to be worn on stage during indoor performances.
- The feet and legs of students on stage are often at eye level to the audience. Please make sure correct socks are worn properly, skirts are the correct length and shoes are clean, polished and in good condition.

## 12.0 ARTS PREFECTS

Each year Arts Prefects are selected. These are Year 12 students with a special interest and passion for the Arts. Part of the responsibility of the Arts prefects is to be a role model for all students, and to act as a liaison between staff and students. Arts Prefects may also be called upon to assist with compering and running concerts and performances.

## 13.0 INSTRUMENTAL MUSIC AWARDS

Awards presented each year at the school Awards Ceremony include.

- Most outstanding contribution to Woodwind.
- Most outstanding contribution to Strings.
- Most outstanding contribution to Brass.
- Most outstanding contribution to Percussion.
- The Gill Family Award—for Instrumental Music Excellence.
- Encouragement award Woodwind
- Encouragement award Strings
- Encouragement Award Brass
- Encouragement Award Percussion

Selection Criteria for these awards is based on many aspects including the following:

- a) Attendance at rehearsals and performances
- b) Commitment to the ensemble(s)
- c) Preparation and practice of ensemble music
- d) Obvious effort, perseverance and progress demonstrated



## 14.0 C.R.I.M.S. – Cavendish Road Instrumental Music Support

CRIMS is a subcommittee of the P and C and exists to assist the music teachers in the maintenance and enhancement of the music program at Cavendish Road SHS. All parents are invited to participate.

Activities or responsibilities of CRIMS may include.

- Assistance in the organization of music concerts and other music functions – this may be in the setting up of the hall and canteen, collection of admission fees, and raffles.
- Assistance with extra purchases to enhance the program.
- Assistance with subsidising music camps and tours
- Fundraising activities to fund the above.
- Grant applications.

### How to be involved

CRIMS is always looking for parents to assist in various activities. Check newsletter and school Facebook page for details of meetings. CRIMS usually meets at 7pm in PAC 23 one or two times per term. Meetings are kept short! If you have a little time to spare and are interested in lending a hand, or if you wish to contact CRIMS, contact the Instrumental Music Coordinator.



## 15.0 ADVOCACY

Here are some extracts from recent academic research about the benefits of Music Education.

**Engagement with music is positively associated with academic performance, above and beyond a range of demographic, academic and socio-economic covariates.**

*Levstak, M. & Elliott, D., Banerjee, R. (2023) Music always helps: Associations of music subject choices with academic achievement in secondary education. British Educational Research Journal.*

**At Age 11 students receiving instrumental tuition had significantly higher scores in English, reading, writing and mathematics. This was also the case at age 16 for English, English literature and mathematics.**

*Baker, D., Hallam, S. & Rogers, K. (2023). Does learning to play an instrument have an impact on change in attainment from age 11 to 16?. British Journal of Music Education.*

**Music Learning can provide a more efficient configuration of the neural network and justify an impact on cognition and behaviours in all ages of life.**

*Piccirilli, M., D'Alessandro, P. & Elisei S. (2021). Music Training as a Potential Neuroprotective Agent. Psychiatria Danubina, 33(Suppl 11), 44-48.*

**High School Students Do Better in Science, Math and English If They Also Take Music Lessons**

*Amsen, E (2019) High School Students Do Better in Science, Math and English If They Also Take Music Lessons. Forbes Magazine. <https://www.forbes.com/sites/evaamsen/2019/06/25/high-school-students-do-better-in-science-math-and-english-if-they-also-take-music-lessons/?sh=487d695a2fda>*

**Making music together can help synchronise the brain, leading to improved overall processing and analytical thinking and problem-solving capacities.**

*Tervaniemi, M., Tao, S., & Huotilainen, M. (2018). Promises of music in education? In Frontiers in education (Vol. 3, p. 74). Frontiers Media SA.*

**Students participating in musical activities showed greater change over time and overall better academic examination outcomes. The longer that they had been playing the greater the impact.**

*Hallam, S. & Rogers, K. (2016). The impact of instrumental music learning on attainment at age 16: A pilot study. British Journal of Music Education.*



## APPENDIX

### Music Stores

Below is just a selection of music shops and repairers. For other shops and repairers, please see google. Most shops can also organise repairs for you as well.

#### **ALLWINDS INSTRUMENT REPAIRS**

(Repairs)  
49 Ellendale Cres  
Daisy Hill  
Phone: 0411 233 753

#### **BETTER SOUNDS AUSTRALIA**

(Big repair workshop + sales)  
34 Centenary Place  
Logan Village  
Phone: (07) 5546 3711

#### **BRASS MUSIC SPECIALISTS**

(Brass, Woodwind)  
90 Appel Street  
Graceville Q  
Phone: 3278 1311

#### **VIVACE MUSIC - Underwood**

(All Instruments)  
36-38 Compton Road  
Woodridge  
Phone: 3090 4268

#### **VIVACE MUSIC - Sunnybank**

(All Instruments)  
62 Pinelands Road  
Sunnybank  
Phone: 3344 1880

#### **ANIMATO STRINGS**

(Strings)  
789 Kingsford-Smith Drive  
Eagle Farm  
Phone: 3876 3877

#### **BLOW**

(Woodwind, Brass)  
149 Musgrave Road  
Red Hill  
Phone: 3367 8776

#### **JUST PERCUSSION**

(Percussion)  
34 Campbell Street  
Bowen Hills  
Phone: 1300 576 874

#### **SIMPLY FOR STRINGS**

(Strings)  
78 Enoggera Terrace  
Red Hill  
Phone: 1300 739 293



