



ROCHEDALE STATE SCHOOL

Instrumental Music Policy



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INTRODUCTION

The Queensland State Schools Instrumental Music Program is a comprehensive tuition program in which students learn orchestral or band instruments. 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 Teachers are employed by the Queensland Department of Education. The program is a co-curricular subject, meaning it follows a curriculum which includes tuition delivered through group lessons and ensembles. It also means that students are assessed, and progress is reported to parents in a formal report card twice a year.

At Rochedale State School we believe that learning a musical instrument at school can help lay the foundations for a lifetime of rewarding musical activity. We aim to create conditions that support a strong musical program within the school.

Students in the Instrumental Music Program have at least 2 contact periods per week, one in a group instrumental lesson and at least one in an ensemble rehearsal.

Students in Years 3 (strings) or students in Years 4 (woodwind, brass and percussion) are eligible to be considered for enrolment into the instrumental program. Students are selected in accordance with the school's IM policy taking into account the balance of the ensemble program, the available time allocated to the school, and the suitability of the student. Factors influencing the student's suitability include musical and physical aptitude for the instrument, ability to maintain regular, self-directed practice, and commitment to an ensemble.

The recruitment and selection process is managed by the Instrumental Music Teachers in conjunction with the Deputy Principal for Music Coordination, however the final decision on selection is made by the principal.

INSTRUMENTAL MUSIC PROGRAM AND CURRICULUM

Students become musicians through participation in the Instrumental Music program which incorporates **performance ensembles**, **small group lessons** and **home practice**. All three course components are required for progress and achievement in the subject.

Performance Ensembles: Ensembles provide the opportunity to demonstrate instrumental music learning in real-life contexts. The ensemble experience is enabled through the formation of our school concert bands and string ensembles.

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. Our teachers provide resources and teach routines around home practice for students as needed. Within the Instrumental Music course of study, progress is sequential and cumulative.

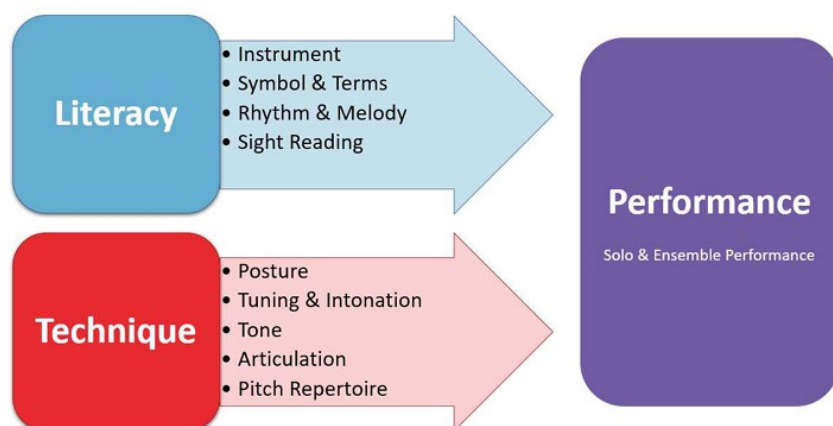
Program Dimensions

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, with success in any one dimension being reliant upon development in the other dimensions.

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 to demonstrate that understanding through what they play on their instrument.

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.

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.



Education Queensland Instrumental Program Dimensions

Assessment (IM)

Holistic judgments about student achievement are based on a program of continuous assessment, which involves the Instrumental Music Teacher gathering information on student achievement. In most cases, this will mean one formal task per term, as well as informal and anecdotal assessment throughout the semester. The Teachers apply the Achievement Standards to make judgements about the quality and scope of learning demonstrated in each task at the relevant level. Teachers make an on-balance judgement based on the evidence of student performance in the assessment portfolio to inform future planning, student feedback and goal-setting, and academic reporting processes.

ELIGIBILITY AND SELECTION

Eligibility for Strings Program	Eligibility for Band Program
Stringed instrument instruction begins for students in year 3 and continues into the upper grades.	Woodwind, Brass and Percussion instruction begins for students in Years 4 and continues into the upper grades.
A child may learn only one instrument through this Program and entry to the Program is through the selection process as outlined below.	
This selection occurs in second semester of Year 2. Children are not started at other times during the year except in special circumstances.	The selection process occurs in second semester of Year 3. Children are not started at other times during the year or at other year levels except in special circumstances.
A child who has their own instrument is not guaranteed a place in the Instrumental Program. They must participate in the selection process as outlined below.	
The selection process also involves recruiting for a balanced ensemble/band.	

Rochedale State School has a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students. Some students may require adjustment when there is a barrier to learning or participating in the program. Rochedale State School implements inclusive practices for the recruitment of Instrumental Music. All students at eligible year levels are entitled to receive and submit an application for instrumental music. The selection criteria for entry to the program does not exclude any student based on diversity or disability.

Rochedale State School will make reasonable adjustments to enable identified students including those with disability to access and participate in the program on the same basis as other students.

Selection Procedure

The selection procedure is as follows:

1. -assessing of children for musical aptitude
- general musicianship
- indication of child's choice of instrument
2. Physical testing [band only] e.g. mouth
3. Discussion with class teachers with regard to diligence, reliability and attitude to school work and homework, ability to catch up missed work due to instrument lessons etc.
4. The selection process involves recruiting for a balanced ensemble, there are a limited number of places for each instrument.
5. If successful, an offer of an instrument is sent home. Parents are asked to accept or decline the offer by the designated date, otherwise the instrument will be offered to another students if there is a waiting list.
6. At the beginning of the following year, children are given an instrument loan form. Once this is signed and returned to the teacher and the levy is paid, children are issued with a school instrument.

Recruitment Timelines (approximate and subject to change)

End of Term 3 – Instrumental Music allocations from the region are released to schools

Early Term 4 - Principal cluster meetings and teacher circuits are held early in Term 4 to negotiate teacher circuits and itineraries

Term 4 Week 2 – Expressions of Interest to join Instrumental Music Program are due

Term 4 Week 3 - Physical Testing [Band only]

Term 4 Week 7 - Offers to join the program are made (providing region has kept their published timelines)

Term 4 Week 9 - Parent meeting for offered families

End Term 4 - Staffing and circuits confirmed

INSTRUMENT ALLOCATION

Our school has a number of instruments, which are available for loan to beginning students.

As part of the agreement to join the Instrumental Program, after the first year, students are required to purchase their own instrument, thus freeing up the school instruments for the next intake of beginners. Larger instruments such as the Double Bass and Tenor Saxophone will be allocated subject to availability.

Instruments are loaned under the following conditions:

- Parents and children are to sign and return the loan agreement form.
- After a year, parents are expected to purchase their child's instrument. Some larger instruments may be available for ongoing loan, subject to availability
- All instruments are to be kept in good repair and any deliberate damage or damage caused through accident, neglect or misuse must be paid for by the parents.

TUITION

Children selected for the Rochedale State School Instrumental Program receive one half hour lesson per week on their instrument and are required to attend one ensemble rehearsal outside of school hours each week. The lessons are conducted in small groups. The lesson is timetabled at a fixed time each week during school hours.

Children need to excuse themselves from class five minutes before their lesson in order to set up their instruments. Late arrivals disrupt lessons. Children are also responsible for making up the class work missed by attending their instrumental lesson.

COMMITMENT

The expectation at Rochedale State School is that all students begin the program with the intention of staying in the program throughout their years at the school. The end of the first year is an opportunity to review progress and in rare incidences discontinue the program. Any changes to a child's status can only be made through consultation with **both** the Instrumental Music Teacher and the Sector Deputy Principal [see discontinuation flow chart]. At any time during the program, if difficulties arise in either motivation and/or skill acquisition then the instrumental music teacher should be contacted to discuss.

The **child's commitment** throughout the year involves:

- Regular practice
- Punctual and consistent attendance at all instrumental activities (lessons, ensemble rehearsals and performances including those outside school hours)
- Exemplary behaviour is expected in Instrumental lessons, ensemble and at all public performances
- Taking care of the instrument

The **parents' commitment** throughout the year involves:

- Supervision of regular practice
- Ensuring regular attendance at lessons and rehearsals
- Overseeing the care of the instrument
- Regular replacement of items as necessary, e.g. rosin, sheet music, tutor books.

PRACTICE ENSURES SUCCESS

Music is a disciplined art – without self-discipline and persistence there can be no progress or success. There are no short cuts and there is no magic wand. The recipe for success is 90% hard work, 10% talent and a dash of interest.

Children are encouraged to practice a minimum of 30 minutes a day, five days a week. Beginners start by practising 10 – 15 minutes and gradually increase to 30 minutes per day.

Instruction takes place at school, however, progress depends on what is achieved during regular practice sessions at home. Students are reminded that, when practising the music, stop to correct mistakes where they occur. Zero in on the problems and spend most of the practice time on these. Don't keep going back to the beginning.

Helpful Hints:

- Practise in a well-lit, quiet enclosed room without distractions from the TV, radio or other people
- Use a music stand to ensure good posture
- Practice in front of a mirror on occasion
- Practice at a regular time each day – find the time of day that works best for you and your family
- More can be achieved in thirty minutes each day than two hours once per week
- Reward yourself for your good work by ending with your favourite piece

What to Practice

- Practice work set in tutor book
- Practice additional ensemble or solo music
- Advanced students should practice warm-up exercises, scales and technical work

Rehearsals

Ensemble rehearsals are once a week.

Parents of children who are already involved in regular outside school hours training programs (e.g. athletics, swimming or tennis) need to consider this carefully.

COSTS INVOLVED

Levy:

- All participants in the Instrumental Music Program pay a non-refundable \$60 each year to cover the cost of photocopying, purchase of music and equipment.
- Children borrowing a school instrument are required to pay an additional hire charge of \$110.
- All participants are required to purchase a \$10 folder.
- On occasion, there may be minimal additional costs for things like excursions.

These costs are subject to change. (Parents will be invoiced by the Office).

What Students will need:

- Parents are required to purchase the tutor book for the applicable instrument and other accessories prior to the commencement of lessons. This will cost approximately \$30-\$50 (list will be supplied).
- Additional tutor books and accessories may be required in following years.

Purchase of Own Instrument is by the end of the first year of tuition. Appendix 1.

Regular Maintenance of instrument when needed. If using a school instrument, notify teacher if instrument needs maintenance.

Entry fees for festivals, performances etc.

COMMUNICATION

Because of time constraints, please arrange an appointment if you wish to discuss your child's progress. This is most easily done by email, however can also be done by writing a note to the Instrumental Music Teacher involved or asking the Office to ring the Teacher concerned.

As a matter of courtesy, if your child is unable to attend their lesson or band practice due to an appointment, a test or an excursion, please inform the Instrumental Teacher in advance. Written notes or emails for late arrivals or illness are greatly appreciated.

Difficulties

If difficulties are being experienced in practising, waning interest levels, instrument function or attendance, please contact the Instrumental Teacher to discuss the situation. Please note, all of these are normal when learning an instrument.

Practice Sheets

Regular communication may take place via the Practice Sheet brought to each lesson and initialled by parents.

Progress

Children receive a progress report at the end of first and second semester as part of their school report card.

Parents will be notified should a child not be performing at an acceptable standard, such as lack of practice, irregular attendance, poor punctuality or attitude.

DISCONTINUING THE PROGRAM

It is vital that parents communicate with the Instrumental Teacher (an initial email is best) when issues start to arise. Please do not leave it until the issue becomes a 'big one'. We aim to work together and make adjustment for students as necessary. We aim to work together to address issues.

Process To Discontinue the Program

1. Contact the Instrumental Music Teacher to make a meeting time to discuss concerns
2. Once meeting is held, the student, parent and music teacher will then work together (for an agreed time) to address the concerns. The student will attend all lessons, rehearsals and performances during this time
3. If by the end of the agreed time the concerns are still causing issues for the student and/or family a meeting with the Deputy Principal will be organised
4. If approved by the Deputy Principal then the student will be released from their commitment to the Instrumental Program

The Instrumental Music Teacher, in consultation with the Principal and/or Deputy Principal, has the right to remove a student from the program with reasonable grounds to do so. Reasonable grounds would include; lack of home practice, continual absence from lessons, rehearsals or performances, continual 'forgetfulness' of music and/or instrument, lack of commitment to the program.

APPENDIX 1 - MUSIC

There are many instruments available for purchase, both new and second hand.

PLEASE DISCUSS YOUR CHOICE FIRST EITHER WITH THE INSTRUMENTAL MUSIC TEACHER OR A REPUTABLE INSTRUMENT RETAILER/REPAIRER.

- Vivace Music (Underwood)
- Oz Winds (Stones Corner)
- The Music Spot (Browns Plains)
- Brass Music Specialists (Graceville)
- Morris Brothers (Stafford)
- Queensland Percussion Products (Cannon Hill)
- Thurlow's Musical Instrument Repairs (Victoria Point)
- Animato Strings (Eagle Farm)



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INSTRUMENTAL MUSIC PROGRAM ACCEPTANCE & COMMITMENT FORM

- ☐ We accept the offer of a place in the Instrumental Music Program to start in 2026
- ☐ We decline the offer of a place in the Instrumental Music Program

Being part of the Instrumental Music Program is a significant commitment. Please read the Instrumental Music Policy and sign the statements below.

Student - I commit to:

- Regular practice
- Punctual and consistent attendance at all instrumental activities (lessons, ensemble rehearsals and performances including those outside school hours)
- Exemplary behaviour in Instrumental lessons, ensemble and at all public performances
- Taking care of the instrument
- Being responsible for making up the class work missed when attending the instrumental lesson.

Student Signature: _____

Student Name: _____

Parent – I commit to:

- Supervision of regular practice
- Ensuring regular attendance at lessons and rehearsals
- Overseeing the care of the instrument
- Regular replacement of items as necessary, e.g., accessories, tutor books.
- Communicating with the Instrumental Teacher if my child experiences difficulties with practising, waning interest levels, instrument function or attendance.
- Following the Discontinuation of the Program flow chart if persistent problems continue

Parent Signature: _____

Parent Name: _____

**Please return this note to Mr Eames by <insert date>

