



Ashmore SS Instrumental Music Handbook

Instrumental Music Philosophy

The Queensland Instrumental Music Curriculum (QIMC) provides a complementary program to classroom music, enriching learning and increasing participation across the whole school community. It promotes collaboration between year levels through school-based ensembles and strengthens connections with other curriculum areas.

At Ashmore, the core purpose of Instrumental Music is to enhance each child's overall education and contribute positively to the quality of school life. Through participation in ensembles, students are exposed to a wide range of musical styles, developing their musical understanding and appreciation. Students are encouraged to strive for excellence in performance while enjoying the shared experience of making music.

The program fosters teamwork, a sense of purpose, and opportunities to serve both the school and the wider community. Through practical music-making, students develop creativity, discipline, and aesthetic sensitivity, supporting their growth as confident, expressive, and well-rounded individuals.

Course Organisation

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

Entry into the **string** program occurs from **Year 3** which includes:

- Violin
- Viola (restrung violin at this age)
- Cello
- Double Bass

Entry into the **band** program occurs from **Year 4** which includes:

- Woodwind - Flute, Clarinet, Saxophone
- Brass - Trumpet, Horn, Euphonium, Trombone, Tuba, Bass Guitar
- Percussion – tuned (Glockenspiel, Xylophone) and untuned (Snare & Bass Drum, Auxillary).

Course Components

- One 30-minute lesson is provided each week free of charge
- Weekly ensemble - rehearsals occur outside of school hours as well as lunch times with the possibility of additional rehearsals during preparation for performances.



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Student Selection

The IM program is intended to cater for high performing music students and functions as an ensemble-based extension program. The selection process uses the following information to help us determine which students will be offered a place in our IM program. This is an on-balance collaboration judgement made by the school teaching staff. As this is an extension program the students will be ranked accordingly to the following information:

- Timbre Test (Gordon)
- Academic grades for effort and achievement
- Checklist from class teacher including academic ability, co-operation, reliability, ability to work independently and family support
- Assessment of suitability by IM teachers

A letter and/or email will be sent home towards the end of Term Four to notify students if they have gained a place in a program; and if so, the instrument they have been selected to play. Instrument selection is subject to:

- Student preference
- Physical suitability
- Instrument availability

Attendance

Each year students enrol/re-enrol in the program with the understanding that involvement and commitment is for the whole year.

Students are expected to attend all lessons with their instrument, music and any other relevant material/equipment. They are expected to participate fully in all lessons; and in ensemble rehearsals and performances. If students have a genuine reason for absence, they are to bring a signed note from home or contact the IM Teacher prior.

If the student is ceasing enrolment in the program due to unforeseen circumstances, *parents are to contact the Principal/Line Manager to organise an interview regarding this, along with the IM teachers being notified in writing.* If this request is accepted, any school equipment on loan must be returned.

Parental Commitment

Parental encouragement of your child's musical development through support of his/her instrumental practice is very beneficial. This can be done through *creating a routine of regular practice sessions* and by providing a quiet location that is free from distractions as well as the relevant equipment (computer/iPad/Bluetooth speaker) to assist practice sessions.

Being a parent of a beginner musician is not always easy on the ears! It is likely that you will hear some very unusual sounds from your child and many frustrating moments as they begin to develop their technique and ability to control their instrument. However, **the more they play the better they will sound.** If you have any concerns about the progression or motivation with your son/daughter playing their instrument, please inform the IM teacher so this can be addressed either in lessons or with home practice strategies.

Please ensure your child is attending weekly rehearsals with their instrument and music and that their instruments are able to be transported to and from school on the day of their lessons/rehearsals.



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Instruments

Students with their own instrument will be automatically accepted into the program providing there is capacity. For other students (besides those learning viola or violin), school instruments are available for hire for the first year of tuition. After this time, parents are encouraged to purchase or externally hire an instrument, so that school owned instruments are available to students joining the program in the following year. More expensive instruments such as double bass, bass clarinet, euphonium, tenor saxophone etc. are available for the full duration of the student's involvement in the program.

Care of school instruments is the responsibility of the student and his/her family.

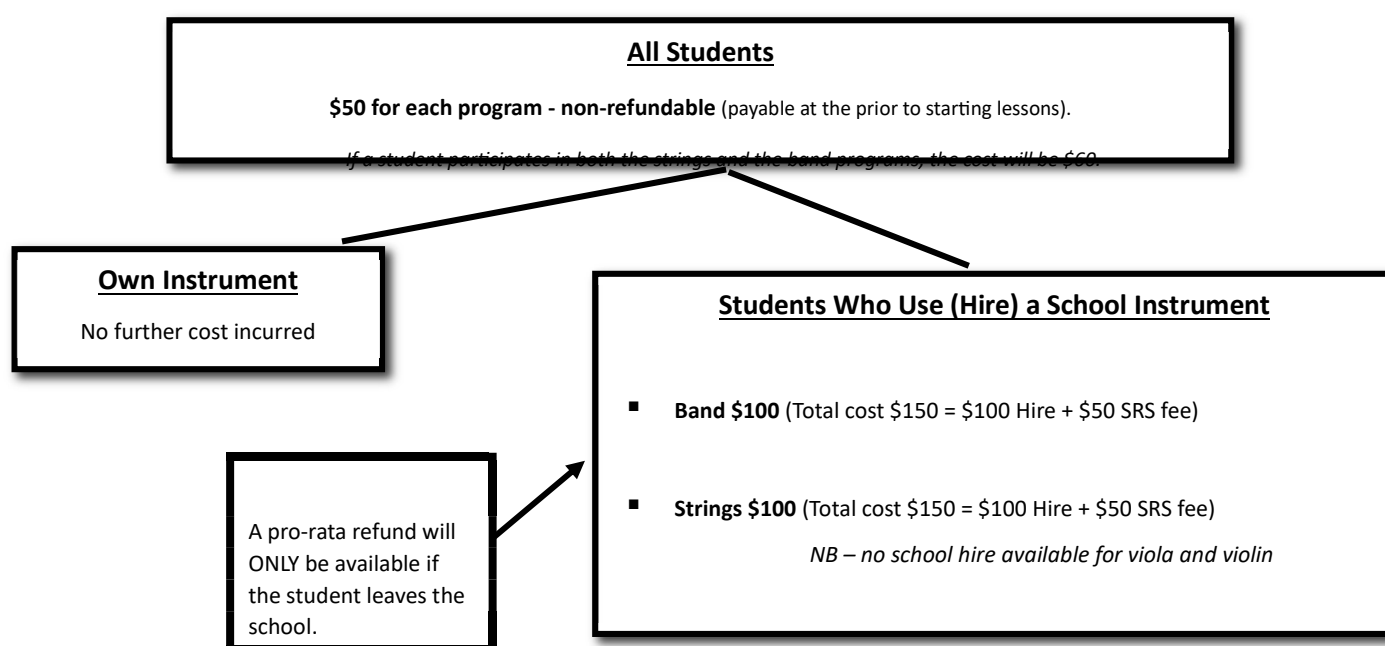
Whilst at school, instruments should not be left within classrooms or with teachers, but in the designated area (the storeroom located in the music block). Students are to make acceptable arrangements with music teachers in regard to drop-off and pick up times. Students are required to bring their instrument and other required equipment for all lessons and rehearsals.

NB – Students learning violin or viola are expected to provide their own instrument. These can be obtained through a rent/buy scheme from a music retailer.

If you are considering purchasing your own instrument, please consult the instrumental music teacher before purchasing regarding prices, retailers and quality. While there are some very cheap instruments available, these are not always the best and most cost-effective instruments for long-term playing. They have poor re-sale value, require more frequent repairing and can often be more difficult for beginners to play.

Financial Commitment

Whilst tuition is free there is a cost for program provision. This amount covers the cost of music scores, photocopying, music stands and other expendable items. This cost is payable for all students. If payments are not received within the allocated times the instrument may be reallocated to another student. Lessons at the beginning of the year will commence after the payment of the yearly cost is made, together with the completed 'Instrumental Music Student Resource Scheme' form.





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Performing Arts Uniform

All students in Years 4-6 who are involved in the IM program are required to wear the Performing Arts uniform when performing. These should be organised/ordered as soon as possible as students will not be allowed to perform if not in the correct uniform.

The performance uniform consists of:

- **Performing Arts shirt** (enquiries can be made through the *Uniform Shop* and purchased via *Flexischools*)
- **Black pants** – N.B. Jeans, tights or jeggings are not suitable
- **Black shoes and socks** (no white socks as these can be easily seen when the students sit down)

Program Requirements

String Students

- All students will need to purchase the tutor book '**Essential Elements**' **Book 1, 2 or 3** for their specific instrument

Required Equipment:

Items in **bold** are compulsory and must be **purchased by Week 4**. Continuing students should already have their equipment from last year. Your teacher will advise of anything further. Other items are highly recommended.

<u>Violin & Viola</u>	<u>Cello & Double Bass</u>
<ul style="list-style-type: none">• Display folder with clear pockets• Pencil• Soft cloth or hankie for cleaning instrument• Rosin (a substance used on the hair of the bow to help it 'stick' to the string and improve the sound of the instrument. Rosin is very cheap, lasts for years and is available at most music instrument retailers).• Shoulder rest• Music stand for home practice• Spare strings• Repairs and upkeep for privately owned instruments• Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments)• NB - Viola is a restrung violin at this age. Students learning the viola will need to purchase a 'C' string. The purchased violin can be restrung during the first lesson.	<ul style="list-style-type: none">• Display folder with clear pockets• Pencil• Soft cloth or hankie for cleaning instrument• Rosin (a substance used on the hair of the bow to help it 'stick' to the string and improve the sound of the instrument. Rosin is very cheap, lasts for years and is available at most music instrument retailers).• Black Hole (Rock Stop)• Music stand for home practice• Spare strings• Repairs and upkeep for privately owned instruments• Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments)



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Band Students

- All students will need to purchase the method book '**Sound Innovations' Book 1**, for their specific instrument.
- Have regular access to a computer (and/or iPad) as well as internet to assist with daily home practise. The use of **MakeMusic Cloud** (web-based music practice software) is highly beneficial for IM student's development and is used in lessons and rehearsals.

Required Equipment:

Please see below for a list of items that will need to be purchased if you have your own instrument. School instruments will be provided with items marked with * at the beginning of the year. These items * will have to be replaced/replenished by the student if they are lost or used up through the year.

Items in bold are vital for those students playing the given instrument and must be obtained/purchased by Week 4. Continuing students should already have their equipment from last year.

<p style="text-align: center;"><u>Flute</u></p> <ul style="list-style-type: none"> • Thin cloth/swab or hankie for cleaning instrument • Plastic document wallet • Pencil • Music stand for home practice • Soft cloth to polish the outside of the instrument • Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments) 	<p style="text-align: center;"><u>Clarinet</u></p> <ul style="list-style-type: none"> • Reeds (4 Reeds each/Size 2.5) 'Vandoren' is best brand • *Cork grease • *Pull-through cleaning swab for their instrument • Plastic document wallet • Pencil • Music stand for home practice • Soft cloth to polish the outside of the instrument • Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments)
<p style="text-align: center;"><u>Alto/Tenor Saxophone</u></p> <ul style="list-style-type: none"> • Reeds (4 Reeds each, Size 2.5), 'Vandoren' is best brand • *Saxophone neckstrap • *Cork grease • Plastic document wallet • Pencil • *Pull-through cleaning swab for their instrument • Music stand for home practice • Soft cloth to polish the outside of the instrument • Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments) 	<p style="text-align: center;"><u>Trumpet / Trombone / Euphonium</u></p> <ul style="list-style-type: none"> • *Valve oil – Al Cass (trumpet/Euph) • *Slide oil or main slide cream plus water spray bottle (Trombone) • *Tuning slide grease (trombone, trumpet and Euph) • Plastic document wallet • Pencil • Music stand for home practice • Soft cloth to polish the outside of the instrument • Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments)
<p style="text-align: center;"><u>Bass Guitar</u></p> <ul style="list-style-type: none"> • Clip-on Tuner • *Instrument lead • *Amplifier • Plastic document wallet • Pencil • Music stand for home practice • Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments) 	<p style="text-align: center;"><u>Percussion</u></p> <ul style="list-style-type: none"> • Drum sticks - 5A or 5B size • *Practice Pad for quiet home practice • Plastic document wallet • Pencil • Music stand for home practice • Repairs to or replacement of instrument if damaged other than through normal wear and tear (for school instruments) <p>NB - The '<i>Combined Percussion</i>' version of the <i>Sound Innovations Bk 1</i> is required for percussion students.</p>



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Student Commitment and Practice

Accepting a position in the instrumental music program requires commitment. We expect that students taking a position in the instrumental program will maintain consistent attendance at lessons and ensembles for at least one year. Practicing with *MakeMusic* or the accompaniment recordings provided with the books will make practicing more engaging for them.

The expectation for instrumental students is that practice is occurring regularly - a minimum of five times per week. We set a benchmark for beginners of 15-20 minutes of practice for each session.

Communication

Due to the itinerant nature of an instrumental music teacher's timetable, and the timeframe they have in which to conduct lessons, it can be difficult to contact them without disturbing valuable learning time.

Email is the most efficient form of communication, as this can be accessed regardless of staff location.

Matthew Armstrong – marms21@eq.edu.au

Fimka Hampson – fhamp2@eq.edu.au

(all enquiries relating to band)

(all enquiries relating to strings)

If you wish to speak face to face or by phone, please contact the front office and leave your name and contact details. The teacher will contact you as soon as possible.

Thank you for your interest in the Instrumental Music Program at Ashmore State School. We're delighted to share opportunities that support students in developing their musical skills, confidence, and love of music in a positive and encouraging learning environment.

Kim Brewitt
Principal

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