



INSTRUMENTAL MUSIC PROGRAM



HANDBOOK

Student Name: _____
Instrument: _____

Last Updated: 31/10/2016

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1. FORWARD

This handbook is designed to inform both students and parents/guardians about the Earnshaw State College Instrumental Music Program. For further details or enquiries please do not hesitate to contact the college, the instrumental music teachers or the principal.

We hope you find it to be a useful aid in your child's instrumental music education.

CONTACTS

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Earnshaw Road
BANYO QLD 4014
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2. INTRODUCTION

The Instrumental Music Program is a school based ensemble program supported by Education Queensland to promote instrumental music in state schools. Music instruction is provided from Year 4 through to Year 12 for woodwind, brass and percussion instruments on a group basis.

The overarching purpose of the Instrumental Music Program **is to participate in performance ensembles** such as concert bands whilst providing children with the opportunity to experience the expressive qualities of music through learning to play a band instrument.

It is well documented in literature that music education helps develop students' intellectual and emotional lives in a way no other subject can match. It helps students engage with school, creates good citizens and even helps them progress in other important learning areas such as Maths and English. To learn more information about the benefits of music education please go to:

<http://musicaustralia.org.au/discover/music-education/>

3. AIMS, GOALS & OBJECTIVES

AIMS:

- To provide an opportunity for the musical development of students through instrumental instruction on a group basis
- To provide ensemble/band experience for these students so that they develop performance skills as an integral part of their music education
- To encourage group and solo performances

GOALS:

- To offer students the opportunity to explore and develop their musical abilities through playing an instrument and participating in ensembles
- To enhance the students' enjoyment of music by enabling them to respond to it with deeper understanding, gained through a knowledge of its melodic, rhythmic and harmonic properties, and through the personal experience of making music

- To involve students at the level of their musical ability so as to enable them to become more sensitive, discerning and creatively aware musicians, and more educated consumers of music
- To acquaint students with the world's musical heritage by providing opportunity for the study, through available literature, of folk music, popular idioms and classics of both the non-Western and Western worlds, giving appropriate recognition to all artistic expression that has contributed to our present culture
- To motivate the students to explore and come to know a variety of musical literature so that they may discover the value of music as a mode of expression while in school and as a lifetime leisure activity or vocation
- To enhance the musical experiences of the school and the community by providing performances and concerts

OBJECTIVES: There are a number of ongoing objectives that should be considered when teaching instrumental music. The following list of objectives will be refined over a long period of time, and will continue to be refined as the student progresses through the years of their instrumental education. Listed are eleven areas of learning and skill development:

- The instrument
- Playing posture
- Tone
- Pitch
- Tuning and intonation
- Articulation
- Symbols and terms
- Rhythmic and melodic awareness
- Improvisation and composition
- Sight-reading
- Performance



4. ENTRY INTO THE PROGRAM

Selection for entry into the Instrumental Music Program is based on a series of suitability tests, the first of which is the result of a music listening test. Feedback is also sought from the music teacher and classroom teacher for the students' academic ability, responsibility, their ability to work independently, and also parental support. It is also a requirement that all subject fee payments must be finalised, or if on an agreed payment plan, that payments are up to date before entry is considered. Students who are deemed suitable will then progress to the physical testing on instruments where we can direct a student to the most suitable instrument for tuition. Following this process - if successful in all stages – students will then be offered a position to join the instrumental music program. Please note; THE NEEDS OF THE ENSEMBLE/BAND are taken into consideration when recruiting to ensure the school can produce a balanced ensemble of woodwind, brass and percussion players.

Final selection is based upon the number of positions available in the timetable and is at the discretion of the Instrumental Music Teacher.

Physical factors are an important aspect when considering an instrument for a student. The following are considered when allocating an instrument:

- natural ability to produce a sound on the instrument
- size of hands and arms
- mouth and teeth structure (including braces)
- lip shape
- physical size/height

Initial enrolment in the program is for a minimum of one year.



5. EXPECTATIONS

To be classified as an instrumental music student, every student who joins the instrumental music program would be expected to:

- Practice regularly - 10 mins 4 times a week for a beginner (this will increase with musical experience).
- Attend a group lesson every week.
- Once competent, become a member of the band and attend rehearsals every week.
- Take part in performances, concerts, instrumental music excursions and occasionally camps/tours
- Overall attitude and behaviour is expected to be of a high standard.
- Pay the costs and hire fees associated with being in the program by the end of term 1.

If you feel you are unable to meet these expectations, then the instrumental music program is not suitable for you.

The retention of a disruptive/badly behaved or disinterested student (unacceptable effort) within the program may be considered detrimental to the school ensemble and program as a whole and therefore, may result in early removal from the instrumental music program.

6. LESSONS

Instrumental music lessons are conducted during school times; with primary school students on a fixed (or occasionally a rotational) timetable each week, and high school students on a rotational basis. Instruction is on a group basis, and when a child is deemed capable by the teacher, it is compulsory that she/he participates in a school ensemble or school band. Lessons are approximately 30 minutes in length, generally in groups of 3-8 students.



7. BANDS

The school has a number of bands to cater for various levels of musical ability.

Beginner Band – Beginner Level Musicians (*when required* runs in Term 3-4)

Wind Ensemble – Intermediate Level Musicians (Runs all year)

Concert Band – Advanced Level Musicians (Runs all year)

Stage Band – Advanced Level Musicians Only: Music in a Jazz Style (Runs when required)

Percussion Ensemble – For advancing percussion students (Runs when required)

Instrumental Music is an ensemble based program. As outlined above, it is a requirement of EDUCATION QUEENSLAND that once a student reaches a suitable musical ability (as determined by their instrumental music teacher) it is compulsory that they are part of a school band. **Students, who are unwilling to participate in the school band, are to be excluded from the program.** Band rehearsals are held before or after school, or during lunch break each week to minimise class disruptions.

8. PERFORMANCES

Performances are held regularly throughout the year and participation in these activities is compulsory. They could include the following:

- School Parades
- Official School Ceremonies (Awards Night etc)
- ANZAC Day
- Lunchtime Concerts
- Showcase Concerts
- Fetes
- Community Events
- Music Camps or Tours
- Music Festivals & Competitions



It is extremely important that parents/guardians arrange to have their child present at such activities – as it is part of being a member of a TEAM. If for some extreme circumstance a child is unavailable, please ensure that the teacher is informed as early as possible so that other arrangements can be made for their part.

9. CAMPS

Music camps are arranged to provide enriching experiences for students and are normally held on a yearly basis for beginner, intermediate, and advanced musicians. Students are strongly encouraged to attend these camps or workshops as a great deal of musical development takes place in this environment. The cost of these camps varies and is expected to be paid for by the students.



10. COST

As an extra-curricular activity, it is very important that costs are **paid by the end of term 1**. If these are not met, it will result in cancellation of the child's enrolment in the program. Additionally, the college policy, endorsed by the P&C, is that prior to any non core activities such as instrumental music, recreational excursions/camps, senior jerseys, formal etc all SRS and subject fee payments must be finalised, or if on an agreed payment plan, that payments are up to date. If you are experiencing financial hardships, please see the college Business Services Manager.

- Subject Levy \$40 (All instrumental music students pay this).
- Instrument Hire \$100 (for those who use a school instrument).
- Uniform Hire \$15 (uniform is required when the student joins the intermediate and senior bands – this is usually in their second year of learning).
- Other incidental expenses such as music books, instrument reeds and oils, music stands, guitar leads and straps etc.
- Music Excursions and Camps expenses vary according to the type of outing and duration etc. All students who attend must cover these costs.

Please keep in mind that lesson tuition is **free** and school instrument hire is for **one year only**.

11. EXPENSIVE INSTRUMENT HIRE

In the case of very expensive musical instruments (over \$2500), Education Queensland will supply these for hire throughout the duration of the students' tuition (in some cases this is right through to grade 12). Students playing the following instruments are NOT required to purchase their own instrument - unless you so desire!

- Oboe
- Bassoon
- Bass Clarinet
- Baritone Saxophone
- French Horn
- Euphonium/Baritone
- Tuba



12. BAND UNIFORM REQUIREMENTS

Once a student joins the Wind Ensemble, Concert Band or Stage Band, they are required to own the following:

- 1 Pair Long Black Pants
- 1 Long Sleeved Button-Up White Shirt (business style)
- 1 Pair Black Socks
- 1 Pair Completely Black Lace up Shoes (preferably leather)

A music vest and special music polo shirt will be hired out to students on a yearly loan.



13. Instrument Insurance, Care, Maintenance & Storage

INSURANCE: Students who hire a school instrument are required to have completed a **Loan Agreement Form**. This form outlines what is required of the student in looking after the instrument. When an instrument is loaned, parents/guardians are requested to ensure that it is **insured on their own personal contents insurance, as it is not covered by the school insurance policy outside of the school environment**, eg. in the students' home, on tour, at camp or at workshops held at other venues. Unfortunately due to funding Education Queensland's insurance policy is far from comprehensive.

CARE: Students must develop responsibility for care of their instruments. Points to be instilled are:-

- Don't allow any other person to play your instrument (friends, siblings etc)
- Have a clean mouth and hands prior to playing (no food particles in mouth)
- Always have a hygienic mouthpiece (regularly wash in warm, soapy water)
- Always leave the instrument out of harm's way
- Remember to empty moisture and dry after playing
- Never leave in direct sunlight (even when in its case)
- Return the instrument to its case or stand after playing
- Vacuum and freshen instrument case on a regular basis
- Clean the instrument with soft cloth only (polishing cream NOT to be used)
- Brass instruments may be washed but NEVER woodwind instruments (ask your teacher for specific instructions on how to do this).

If you are unsure of how your child is to care for the instrument please consult the Instrumental Music Teacher. It is imperative that students take care of their instrument in the correct manner.

STORAGE: Students are encouraged to bring their instruments to the instrumental music room in the morning before school and then collect it upon leaving at the end of the school day. **Due to the small size of our storage area students must ensure they store their instrument in its designated instrument place.**



14. MALFUNCTION OR DAMAGE OF A SCHOOL INSTRUMENT

Should this occur please inform the instrumental music teacher immediately so that corrective action may be taken.

IMPORTANT: Do not endeavour to fix instruments yourself.

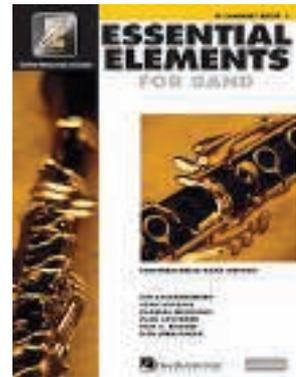
With a school owned instrument, if the instrumental music teacher is unable to repair the instrument then it will be sent to a qualified instrument repairer. If careless or malicious damage to the instrument has occurred, parents/guardians are responsible to contribute money towards the repair of the instrument. Please be aware, parents/guardians should never endeavour to fix a school instrument or send it to a repairer on their own authority.



15. REQUIREMENTS FOR THE BEGINNER MUSICIAN

ALL BEGINNER MUSICIANS ARE REQUIRED TO PURCHASE THE FOLLOWING ITEMS FROM A MUSIC STORE:

- “Essential Elements **BAND**” Book 1 for your instrument.
- Music Stand
- Pencil, Rubber & Black A4 Display Folder (clear sleeves inside for sheet music)



SPECIFIC REQUIREMENTS FOR EACH INSTRUMENT:

Flute - 1 large handkerchief from home to be used for cleaning.

Clarinet - 1 cleaning swab, 1 cork grease, 6 x Clarinet reeds Size 1 ½ (these will need to be replaced once damaged)

Alto Saxophone - 1 cleaning swab, 1 cork grease. 6 x Alto Saxophone reeds Size 1 ½ (these will need to be replaced once damaged)

Tenor Saxophone - 1 cleaning swab, 1 cork grease. 6 x Tenor Saxophone reeds Size 1 ½ (these will need to be replaced once damaged)

Trumpet - 1 bottle valve oil, tuning slide grease and cleaning rag.

French Horn - 1 bottle of rotary oil, tuning slide grease and cleaning rag.

Trombone – 1 trombone slide cream, 1 small spray water bottle – fits in trombone case (available from music stores), tuning slide grease, and cleaning rag.

Baritone/Euphonium - 1 bottle valve oil, tuning slide grease and cleaning rag.

Tuba - 1 bottle valve oil, tuning slide grease and cleaning rag.

Percussion - 1 Pair 5A drumsticks and 1 Rubber Drum Practice Pad.

Bass Guitar – 1 guitar strap, 1 guitar lead.

A small 15-20 watt practice bass amplifier would be beneficial for home practice but is not essential.

16. List of Music Stores

There are a number of different places where you can purchase music books, reeds, oils, music stands and new and second-hand instruments. Below is a list of sources (in no particular order) from the north side of Brisbane that you may choose to purchase your musical supplies from.

IMPORTANT: This list is a guide only and does not reflect a preference of business by the teacher or school.

THE SCHOOL LOCKER

via Earnshaw State College
UNIFORM SHOP or...
via Burke Crescent
NORTHLAKES, Q 4509
PH: 3490 1400
www.theschoollocker.com.au

ALLANS BILLY HYDE

201 Lutwyche Road
WINDSOR, Q 4030
PH: 3607 0711
www.allansbillyhyde.com.au

ELLAWAYS MUSIC

311-337 Gympie Road
KEDRON, QLD 4031
PH: 3359 8266
www.ellaways.com.au

REVOLUTION MUSIC

Shop 403a/Homezone
142 Newmarket Road
WINDSOR QLD 4030
PH: 3357 1777
www.revolutionmusic.com.au

BRASS MUSIC SPECIALISTS

90 Appel Street
GRACEVILLE, QLD 4075
PH: 3278 1311
brassmusic.com.au

WOODS WIND & BRASS

10 George Street
DECEPTION BAY, QLD 4508
PH: 3293 1313
www.woodswindandbrass.com.au

MORRIS BROTHERS

2/17 Billabong Street
STAFFORD, QLD 4053
PH: 3356 3299
www.morrisbrothersmusicstore.com

ARTIES MUSIC

Shop 78, Aspley Hypermarket
ASPLEY, QLD 4034
PH: 3263 7966
www.artiesmusic.com.au



17. Guidelines for Purchasing a New or Second- Hand Instrument

Owning your own instrument has a lot of benefits for your child. These may include:

- Extra incentive to practice.
- No longer paying a hire fee.
- Use of their instrument over the Dec/Jan holiday break.
- More sense of ownership and responsibility of their instrument and their learning.

The reason why the school must collect back the school instruments at the end of the year is because they are offered to the next year of beginning instrumentalists. Just as your child has had the opportunity to use a school instrument in their first year of learning an instrument, this process continues for the next year’s beginner students.

We would like to help you in your purchase of a new or second hand instrument by giving you some advice. This may be a new and daunting experience for some families who have never owned or purchased an instrument before. Below is a list of some recommended reliable instrument brands.

(Numbered in order of brand preference)

Woodwind			Brass	Other
Flute	Clarinet	Alto & Tenor Sax	Trumpet & Trombone	Bass Guitar
1. Yamaha	1. Yamaha	1. Yamaha	1. Yamaha	1. Fender
2. Jupiter	2. Buffet	2. Jupiter	2. Jupiter	2. Yamaha
3. Pearl	3. Jupiter	3. Trevor James	3. Bach	3. Ibanez
4. Trevor James	4. Selmer	4. Selmer	4. King	4. Ashton
	5. Leblanc	5. Keilworth	5. Schagerl	
	6. Armstrong	6. Yanigasawa	6. Conn	
	7. Vito		7. Talis (B&S)	

While the instrument brands recommended above may, in some cases, be a little more expensive initially, these instruments have stood the test of time; they are less likely to go out of adjustment or deteriorate requiring more expensive repair. These brands also tend to have a better resale value.

IMPORTANT:

If you have an interest in purchasing another brand not listed here please discuss this with your teacher before you buy to ensure the brand is suitable.

There are a number of different places where you can purchase new and second-hand instruments. Below is a list of stores (in no particular order) from the northside of Brisbane that you may choose to purchase an instrument from. This list is a *guide only* and does not reflect a preference of business by the teacher or school.

THE SCHOOL LOCKER

via Earnshaw State College
UNIFORM SHOP or...
via Burke Crescent
NORTHLAKES, Q 4509
PH: 3490 1400
www.theschoollocker.com.au

ALLANS BILLY HYDE

201 Lutwyche Road
WINDSOR, Q 4030
PH: 3607 0711
www.allansbillyhyde.com.au

ELLAWAYS MUSIC

311-337 Gympie Road
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PH: 3359 8266
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www.morrisbrothersmusicstore.com

ARTIES MUSIC

Shop 78, Aspley Hypermarket
ASPLEY, QLD 4034
PH: 3263 7966
www.artiesmusic.com.au

All of these places will sell new instruments. **Be sure to ask them if they are selling any second-hand instruments, as these music stores will often have some for sale.** It is also possible to purchase instruments on a **rent before you purchase scheme**. Ask any of the music stores listed above about this special offer. **Please make sure you shop around** to get the best prices because often stores have specials going.

WARNING: If you are looking at purchasing an instrument online, be very careful from whom you purchase. Please avoid purchasing from overseas sellers.

Purchasing your own instrument can be an investment for your family. Instruments should also be a very treasured item for your family. We hope you have success in your purchases and please don't hesitate to contact the instrumental music teacher at school if you have any queries.

CHECK LIST WHEN BUYING 2nd HAND INSTRUMENTS

Flute

- Check there are not many small or large dints
- Check to see if the silver plating is wearing off or is bubbly
- Check the cork/felt bumpers
- Check the pads under the keys (these are felt covered with rice paper) They should not be split or torn. Press the pad lightly with the fingernail to see that they are reasonably soft. All the keys should seal without gaps.
- Flute overhauls cost approximately \$400
- Flute services cost approximately \$70-\$120

Clarinet / Saxophones

- Check there are not too many small dints or any large dints
- Check the plating to ensure it is not too worn or bubbly
- Check the pads under the keys (these are felt covered with rice paper) They should not be split or torn. Press the pad lightly with the fingernail to see that they are reasonably soft. All the keys should seal without gaps.
- Check that all corks have no chunks out of them
- Check the mouthpiece has no chips out of the tip and it should come with a ligature (silver clasp that holds the reed in place)
- Clarinet/ Saxophones overhauls cost approximately \$400/\$500
- Clarinet and Sax services are between \$70-\$120

Trumpet

- Check for wearing on the valves
- Check for dints in the valve casing
- Check for large dints on the instrument that may effect tuning
- Check for dints on the mouthpiece
- Check all the tuning slides are operational by sliding them
- Check the springs and corks work on the water keys

Trombone

- Check for dints in the outer slide
- Move the slide up and down, if there is a rubbing noise or if you can hear or feel it gluggy, this is unwanted.
- Check that the tuning slide is operational and slides with ease
- Check for dints in the bend of the slide
- Check that the spring works on the water key
- Check for dints in the mouthpiece

18. ASSESSMENT & REPORTS

Students are regularly assessed on their skill development and progress throughout the year. School reports are also written at the end of each semester, to advise parents/guardians of their child's progress. The following information is a guide to assessment in instrumental music.



INSTRUMENTAL MUSIC Practical Assessment Criteria

Student Name: _____ Exam Date: _____

Instrument: _____ Level: _____ Teacher: _____

INSTRUMENTAL MUSIC ASSESSMENT CRITERIA					
STANDARD →	Standard A	Standard B	Standard C	Standard D	Standard E
AREAS ↓	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
Literacy Instrument Symbols and Terms Rhythmic and Melodic Perception Sight Reading Improvisation and Composition	consistent and proficient interpretation and application of music elements and concepts in performance	effective interpretation and application of music elements and concepts in performance	interpretation and application of music elements and concepts in performance	superficial interpretation and application of music elements and concepts in performance	use of some music elements and concepts in performance
Technique Posture Tuning/Intonation Tone Articulation Pitch Repertoire	fluent and authoritative demonstration of refined performance skills and techniques related to contexts	effective demonstration of secure performance skills and techniques related to contexts	demonstration of performance skills and techniques related to contexts	evidence of some basic performance skills and techniques in context	use of rudimentary performance techniques
Performance	discerning synthesis and convincing expression of music ideas and stylistic characteristics integral to the performance.	effective synthesis and expression of music ideas and stylistic characteristics that support the performance.	synthesis and communication of music ideas and stylistic characteristics to create performances.	presentation of music ideas and stylistic characteristics in performance.	simplistic use of music ideas in performance.

COMMENTS: _____

Overall Result: _____ Signature: _____ (Instrumental Music Teacher)

EFFORT	Excellent Always meets or exceeds expectations	Very Good Almost always meets expectations	Satisfactory Meets most expectations	Needs Attention Does not meet most expectations	Unacceptable Does not meet any expectations OR is resistant to meeting most expectations
BEHAVIOUR	Excellent Always meets or exceeds expectations	Very Good Almost always meets expectations	Satisfactory Meets most expectations	Needs Attention Does not meet most expectations	Unacceptable Does not meet any expectations OR is resistant to meeting most expectations

Glossary of Terms used in Moderation and Assessment

applying	Adapting for a particular purpose; making use of as relevant, suitable or pertinent; putting to use
assessment task	Work undertaken by a student in response to an assessment instrument, and which is described on a criteria sheet. The standard of response is assessed in relation to specific criteria
authoritative	Commanding, masterly, imposing, confident, decisive, assertive, self-assured
basic	Underdeveloped, simple and straightforward
consistent	Regular, unfailing, constant, without contradiction
context	The circumstances in which an event occurs, a setting
convincing	Persuasive because of clear, definite and strong argument, data and presentation; leaving no doubt
demonstrated	Clearly and deliberately shown; shown to be true by reasoning or adducing evidence; proven; manifest
discerning	Making thoughtful and astute choices
effective	Meeting the assigned purpose
fluent	Flowing or moving effortlessly or smoothly; polished
interpreting	Explaining the meaning of information, words, symbols, pictures/illustrations or actions
Music elements and concepts	The fundamental parameters, aspects or characteristics of music. In the Instrumental Music Curriculum, the music elements and concepts include the eleven areas of development, including <i>instrument, symbols and terms, rhythmic and melodic perception, sight reading, improvisation and composition, posture, tuning and intonation, tone, articulation, pitch repertoire and performance</i>
performance	The interpretation of music elements and concepts through playing
refined	Showing a high degree of refinement and assurance.; subtle, discriminating, elegant, polished
rudimentary	Fundamental; basic; elementary
simplicistic	Shallow, facile, naive; making unrealistically simple judgements or analyses
skilful	Made or done well, showing a lot of ability; possessing or displaying accomplishment or skill, especially something that requires special ability or training
style	A form or type of music; a way of expressing something that is characteristic of, for example, a particular group of people, time period, country or culture, techniques or instruments used, origins or influences. The term is often used interchangeably with 'genre'.
superficial	Apparent and sometimes trivial, lacking in depth of understanding
synthesising	Assembling constituent parts into a coherent, unique and/or complex entity. The term 'entity' in this context refers to communication through performance

* Glossary is referenced from the Senior Music Syllabus 2013 QCCA



INSTRUMENTAL MUSIC Practical Assessment Requirements

Student Name: _____ Exam Date: _____

Instrument: _____ Level: _____ Teacher: _____

Scales	
Solo/s	
Other	
Theory	

Your exam will be during your normal class time.

If you cannot be there for the exam, please schedule another time with your teacher.

19. BAND CAPTAIN

Each year band captain/s are elected by grade 7-11 students in conjunction with the instrumental music teacher. They are the representatives for the instrumental music student body, who should exhibit the following:

- Display, and encourage in others, **a positive attitude in all aspects** of the instrumental music program – from individual commitment to actively being involved in rehearsal, performances and associated activities.
- Assistance where required with organisational aspects of the program such as with showcase concerts, parade announcements, newsletter and yearbook articles.
- Display responsibility as a representative of the program and show respect towards other musicians and teachers.
- Exhibit leadership by setting a good example and encouraging other to do so.
- Show initiative where required.

N.B Band captains are selected from prospective year 12 students. Where there is less than five possible students, prospective year 11 students may also be considered for these positions (at the discretion of the conductor).



Appendix

- Loan Agreement Form
- Enrolment Form



EQ11 External Request for Equipment is to be completed when loaning Department of Education, Training and the Arts equipment to employees, students or community organisations for use after hours, during school holidays on, or away, from official premises.

DETAILS OF REQUISITIONER / PERSON TO WHOM EQUIPMENT IS ON LOAN

Student Name:	Student Home Address:	Home Telephone:
SCHOOL Name: EARNSHAW STATE COLLEGE		
Student Year Level:		Mobile:
Location and Use of Equipment (if different from above): Earnshaw State College (Cnr Earnshaw & Tufnell Rds BANYO Q 4014. At students home address and possibly various performance locations around Brisbane.		
Reason for Request : ON LOAN FOR USE IN THE EARNSHAW STATE COLLEGE INSTRUMENTAL MUSIC PROGRAM		

DETAILS OF EQUIPMENT ON LOAN

Description / Type:			Brand:	
Serial Number:			Asset Number:	
Accessories: (if applicable)			For ICT equipment, Build Standard: (e.g. MOE, LX/SOE)	N/A
Commencement loan date:	Feb 2015	Expected date of return:	Nov 2015	Date returned:
Officer receiving returned equipment	Name:		Signature:	

INDEMNITY

Fair wear and tear excepted, and for the duration of this transfer, I/we agree to indemnify Education Queensland against loss or damage from any cause whatsoever, to the equipment detailed herein and, in the event of damage to restore and deliver such equipment to Education Queensland, in the condition in which it was received, or to replace the damaged equipment with other equipment of equivalent functionality.

Signature _____ **Date** ___ / ___ / ___

APPROVAL FOR LOAN

I authorise the loan of the equipment to the parent/guardian for, and on behalf of, the student.
(Cross out "to the parent/guardian and onstudent" if equipment is not being loaned to a student.)

Signature of School Approving Officer: _____

Name: JULIANNE SCHICK	Designation: INSTRUMENTAL MUSIC TEACHER	Date: / /
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LOAN AGREEMENT

To be completed when school-purchased ICT equipment is on loan to students for use outside the school premises.

Note:

- A new loan agreement form should be signed each time equipment is loaned and prior to commencement of the loan;
- This form and the loan agreement should be held in the students' records.

ACKNOWLEDGEMENT

The equipment described at all times remains the property of the Department of Education, Training and the Arts and is issued on loan to the parent/guardian for the benefit of the student subject to the following conditions:

- The equipment should be used only by the student to whom it is lent and by no other person.
- The student and their parent/guardian has read and understood the school's behaviour and educational requirements (attached).
- Every care and attention should be given to the equipment during the period of loan and the student fully complies with the school's behaviour and educational requirements when the student is using the equipment.
- n/a Symantec Antivirus software is installed and maintained on the machine and the student will ensure the equipment is scanned for viruses after home use and prior to re-connection to the departmental network.
- The equipment is returnable upon demand from the school at any time for inspection, repair, adjustment or for any other cause
- Loss or damage of any equipment on loan must be immediately reported to the school.
- If, in the opinion of the school teacher or staff member, the student is not meeting the school's behaviour and educational requirements with the equipment, this equipment loan may be terminated.
- Equipment must be returned by the student to the school by the date specified in this loan agreement or, if this agreement is terminated earlier than the date specified as the date of equipment return, then the date of the termination of this loan agreement.

LOAN AGREEMENT APPROVAL

I have been provided with a copy of the school's behaviour and educational requirements regarding the student's use of the equipment and I have read and understood its terms. In consideration of the student having the benefit of the equipment, I accept the loan of the equipment on the terms described above and I agree to supervise the student's use of the equipment to ensure the terms of this loan agreement are complied with and agree to be personally responsible for the failure of the student to comply with the terms of this loan agreement.

Signature of parent/guardian: _____

Name: _____ Date: / /

I have read and understood the above terms. I have been provided with a copy of the school's behaviour and educational requirements regarding my use of the equipment and I have read and understood its terms. I acknowledge my responsibility to use the equipment in accordance with the above terms.

Signature of student: _____

Name: _____ Date: / /

INSTRUMENTAL MUSIC PROGRAM ENROLMENT FORM 20__



STUDENT NAME: _____ CLASS: _____

INSTRUMENT: _____

STUDENT ENROLMENT AGREEMENT

As a member of the Instrumental Music Program at Earnshaw State College, I agree to the following:

1. Attend all lessons and band rehearsals as required on time.
2. Be organised in relation to remembering my instrument and equipment for lessons and band.
3. Practice for the required amount of time (minimum 4 x week) and fill out a practice record.
4. Assist with setting up and packing up of general equipment such as chairs and music stands before and after lessons and rehearsals.
5. Attend all instrumental music activities as required throughout the year.
6. Try my best in lessons and ensemble.
7. Commit to the program on the same instrument for a minimum of one year with the intention to remain in the program for the rest of my time at Earnshaw State College.
8. Received and read the Earnshaw State College Instrumental Music Handbook.

Student Signature: _____ Date: _____

PARENT/GUARDIAN AGREEMENT

Parents/Guardians of students in the Instrumental Music Program need to support their child in many ways. Your support and encouragement is essential to enable your child to strive for success in music. As a parent/guardian of a child who studies Instrumental Music, you should agree to the following:

1. **Pay all of the associated fee/costs for my child being involved in the instrumental music program by the end of term 1.**
2. Ensure my child is dropped off and/or picked up at the appropriate times for before or after school rehearsals.
3. Provide a note if my child is unable to participate in a lesson, rehearsal or performance.
4. Communicate with my child's Instrumental Music teacher if have concerns about my child relating to the program.
5. Provide a quiet and appropriate place for my child to practice and view and sign the practice record each week.
6. Encourage my child to practice and try to listen to them practice when possible (aim for once a week).
7. Encourage my child with positive comments about their progress.
8. Provide my child with a suitable instrument in good working order and the other equipment necessary for them as listed by the teacher.
9. Ensure my child participates in camps, workshops and performances as required throughout the year.
10. Help my child to fulfil their commitment to the Instrumental Music Program.
11. Received and read the Earnshaw State College Instrumental Music Handbook.

Parent/Guardian Signature: _____ Date: _____

