INSTRUMENTAL MUSIC HANDBOOK

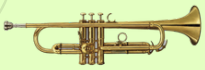
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SPRING MOUNTAIN STATE SCHOOL



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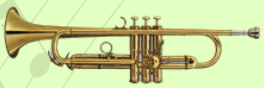
WELCOME TO THE INSTRUMENTAL MUSIC PROGRAM

RATIONALE & AIMS

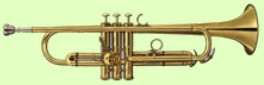
The Instrumental Music Program provides children with the opportunity to experience the expressive qualities of music through learning to play a band/ orchestral instrument. Through music education, the students are led to an awareness of music and an appreciation of the part music plays in their own lives and in the lives of others. Music is one part of the total education of a child.

The aims of the Instrumental Music Program at Spring Mountain State School are:

· To provide an opportunity for the musical development of students through instrumental instruction on a group basis. Lessons are 1/2 hour in length, once a week, during school time.
· To provide ensemble experience for these students so that they develop ensemble performance skills as an integral part of their Music Education. Ensembles rehearse once a week, before school. The day of the week will be determined by the Instrumental Music Teacher's itinerary.
· To encourage further development of team work, co-operation, organisation, responsibility and commitment, as well as positive peer relationships.
· To foster an appreciation of a variety of music styles and genres.



WHY LEARN AN INSTRUMENT?



There are now many documented studies, which show conclusively that learning music at an early age really does improve a child's ability to think in many important areas.

We are all born with music ability and in those who are given the chance to develop these abilities, research has found there is increased reasoning capacity, memory, concentration, problem-solving skills, mathematics and language performance, and greater development of positive social and team interactions.

Research suggests that students who participate in school Arts programs, such as bands and choirs, are far less likely to become involved with drugs, crime or anti-social behaviour. They have a talent and a place to belong during crucial teenage years.

Music is a form of self-expression that provides a wonderful means of communicating and sharing with others and enhancing self-concepts.

SPRING MOUNTAIN STATE SCHOOL

INSTRUMENTS TAUGHT AT THE SCHOOL

A wide variety of instruments from three instrument families are taught at Spring Mountain SS. The three instrument families are: Woodwind, Brass and Percussion.
The instruments in each family include:

Woodwind


Flute

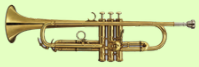

Clarinet


Bass Clarinet


Alto Saxophone


Tenor Saxophone

Brass


Trumpet


Trombone


Euphonium


Baritone


Tuba

Percussion

Tuned Percussion:


Glockenspiel


Timpani

Auxiliary Percussion:


Triangle



Crash Cymbals


Maracas

Un-Tuned Percussion:


Snare


Bass Drum


Cymbals



Drum Kit

WOODWIND: A wind instrument whose sound is produced by the vibration of reeds in the mouthpiece or by passing of air across the mouth piece.

BRASS: Instruments that are made out of brass and have a cup-shaped mouth piece. Sound is produced by the player buzzing their lip into the mouthpiece.

PERCUSSION: Instruments that are made out of different materials and are struck with a stick, mallet or hand to produce a sound.

SPRING MOUNTAIN STATE SCHOOL

HOW NEW STUDENTS ARE RECRUITED

A selection process is used to determine a student's suitability for inclusion in the program.

Rationale

1. With limited school instruments, instruction time and positions available for each instrument, the process to ascertain which students will be offered a position and/ or school instruments is thorough.
2. All children have an equal chance of being involved in the recruitment process, regardless of prior experience or lack thereof.
3. In general, students are recruited in Year 3 for woodwind, brass and percussion for commencement of lessons at the start of the following school year.
4. Children who have their own instrument or are already receiving private tuition are not automatically offered a position, as suitability must first be ascertained and positions offered if a vacancy exists and does not affect the balance of instruments in the program.
5. Children who are already playing an instrument when transferring from another school, may be offered a position in the program if a vacancy exists.

The Selection Process:



1. **Classroom Music Teacher:**
   a. Administers the DASE Listening Test (Ascertains a student's ability to recognise differences in pitch and rhythms)
   b. Classroom Music Results
1. **Classroom Teacher Reports on:**
   a. Behaviour
   b. Numeracy & Literacy
   c. Completion of home study tasks
   d. Family Support and arrives on time and attendance.
2. **Instrumental Music Teachers tests:**

Students on a variety of instruments and their physical characteristics are noted to help establish suitability for their preferences. In the case where they are deemed not suitable due to physical characteristics, then they may be offered a position on another instrument if places are available.

4. **Resources:**

The number of spaces available for each instrument type is taken into account. This is determined by numbers required for a balanced ensemble sound, as well as the number of school instruments available for loan.

5. **Administration:**

Discusses with Instrumental and Classroom Music Teacher suitability of individual students considering test results and prior knowledge of the student– behaviour, Literacy and Numeracy, and completion of homework tasks and parent support.

6. **Information Evening for Parents & Students:**
   a. Explanation of parent and student commitment, financial and time requirements.
   b. Students are notified of which instrument they have been carefully selected to learn.
7. **Enrolment Confirmation** occurs when the Enrolment Form is completed and signed by a parent. The position is not finalised until the Instrumental Music Resource Scheme Agreement form is signed and either paid in full or first payment if a payment plan is made.

WHAT IS TAUGHT & ASSESSED

The Instrumental Music Curriculum taught at our school has been adopted by all State Primary Schools in Queensland. There are three core components of the Instrumental Music Curriculum– Performance Ensembles, Group Lessons & Practice. Music students must actively engage in all three. The curriculum centers on 3 Dimensions– Literacy, Technique and Performance and within these dimensions are 10 objectives which are explicitly taught to prepare students for ensemble playing. These are as follows:

Literacy:

Knowledge of the instrument
Terms & Symbols
Rhythmic & Melodic
Sight Reading



Technique:

Playing Posture
Tone
Pitch Repertoire
Tuning & Intonation
Articulation

Performance:

Solo and Ensemble performance

The curriculum continues to develop each of these areas across Ten Levels of Playing Standards. In Primary School, most students will progress to a Level Three Playing Standard. As there is no set timeline, the aim of all music teachers is for students to strive to achieve a Level Ten Playing Standard by the time they graduate from High School.

To assist us in teaching a variety of different instruments in a group setting, we use a method book to facilitate effective teaching of the curriculum. The method book currently being taught at Spring Mountain State School is:

STANDARD OF EXCELLENCE ENHANCED BOOK 1 Enhanced for Band Instruments

ASSESSMENT: Students are formally assessed throughout each semester on their current playing ability and theoretical knowledge of the music. From this, Instrumental Music marks are included on student Semester report cards. Aside from this, students are informally assessed at the end of each lesson in regards to their progress, attendance and behaviour.

HIGHLIGHTS OF THE MUSIC YEAR

Throughout the year, our bands take part in a variety of activities designed to build their confidence and competence in performing with their instrument in an ensemble situation. It is expected that students attend all performances.

Competitions

Competitive performances throughout the year may include one or more:

- Fanfare (a biannual competition in May);
- Jacaranda Festival (October– Saturday)



Other Performances:

- School Parades
- Beginner Workshop Day
- Springfield Central SHS Performance
- End of Year Arts Showcase

District Music Workshops

Students who have reached the required standard of playing, are able to nominate for Bandtastic (intermediate level students).

Students who reach Level 3 of the Instrumental Music Curriculum (usually 3rd year of playing), are invited to audition for RISE (Rural, Ipswich, Springfield Excellence workshop).

The bands are a wonderful way to demonstrate the high musical standard of the Instrumental Music Program at our school and of sharing the talents and developing skills of our participating students. This is one of the reasons bands and ensembles are an integral part of the Instrumental Music Program in all schools.

POLICY: EXPECTATIONS & COMMITMENT FOR STUDENTS & PARENTS/CARERS

Once a student has been selected and has enrolled in the program, there will be new responsibilities and expectations placed upon them and the family.

Responsibilities & Expectations for the Student include:

- Regularly engage in all 3 Core Components of the Instrumental Music Curriculum: Performance Ensemble, Group Lesson and Practice
- Knowing lesson times each week
- Bringing all equipment to each lesson (instrument, book etc.)
- Attending all lessons unless absent from school
- Attending all rehearsals and any “extra” rehearsals for specific events (occasional)
- Attending all performances
- Caring for the instrument and keeping it safe (respect property)
- Committing to the program for 3 years. Students continuing in the program until they cease enrolment in the school is the most desirable outcome for everyone involved in the Instrumental Music Program
- Notifying the Instrumental Music Teacher if the instrument needs repairs immediately. (Please do not attempt ANY repairs yourself)

Parent/ Carer Expectations include:

- Assisting the student to meet his/ her own responsibilities, especially in fulfilling the regular engagement of the 3 Core Components of the Instrumental Music Curriculum
- Getting students to rehearsal on time i.e., arrive at school by 7:20am
- Paying the Student Resource Fee, and where appropriate, the Hire Fee of the loan of a school instrument
- Providing students with the method book and equipment to maintain the instrument in working order
- Providing a suitable practice area and time for the student
- Providing encouragement and positive reinforcement of the student’s progress
- Providing the student with his/her own instrument when required
- Provide support for all performances
- Contact Music Teachers for assistance with issues/ questions (in the early stages of issues arising)



Absences from Lessons and Rehearsal

- Students are required to bring a note from home each time they are absent
- Phone calls, emails and in-person visits are also acceptable from parents/ carers

Leaving the Instrumental Music Program

- A student must have an exceptional reason for breaking his/ her 3-year commitment to the program. Parents/ Carers should contact the Instrumental Music Teacher, initially, in order to try and resolve ALL issues- before the student considers dropping out. Students cannot elect to drop out on their own accord
- If initial discussions have not produced any positive results after a negotiated time, then an interview will be set up between the student, parent, Instrumental Music Teacher and Administration to determine the best outcome for the student involved and the Instrumental Music Program

Exclusion from the Instrumental Music Program

It is a privilege for a student to be involved in the Instrumental Music Program. The school holds the right to exclude any student from participation either due to behaviour or lack of progress or students are not regularly engaging in all 3 Core Components of the Instrumental Music Program. Exclusion only occurs when all other avenues to resolve the circumstances have been unsuccessful.

SPRING MOUNTAIN STATE SCHOOL

COSTS ASSOCIATED WITH THE PROGRAM



INSTRUMENTAL MUSIC STUDENT RESOURCE FEE = $20 per year
HIRE OF A SCHOOL INSTRUMENT = $150 per year

WHAT SCHOOL INSTRUMENTS ARE AVAILABLE FOR HIRE?

The table below outlines the hire period for each instrument.
Smaller instruments (e.g. flute/ trumpet) can only be hired for one year. Larger, more expensive instruments can be hired for longer periods of time. It is expected that when the hire period expires, students will need to purchase their own instrument by the start of the following year. Parents are welcome to purchase an instrument at any time. We strongly recommend talking to your instrumental music teacher for assistance with choosing the right instrument for your child.

Percussion: Parents can hire a glockenspiel pack (includes a practice pad, drumsticks, glockenspiel and stand) from the school for one year. It is expected that by the second year in the program, students will have their own glockenspiel and stand, drumsticks and practice pad.

PAYMENT OF INSTRUMENTAL MUSIC RESOURCE FEE & HIRE FEE:

- Tax Invoices will be provided to parent/caregivers at the start of each year (Via QParents and email)
- Payment options can be found on the bottom of your child's invoice.
- **Please note that parents are welcome to purchase their child an instrument at any time, even from the start of the program if they wish.**

IM Instrument Hire Period Table

Band Instrument Hire			
Instrument	**Year 4**	**Year 5**	**Year 6**
Flute	✓	OWN	OWN
Clarinet	✓	OWN	OWN
Bass Clarinet	✓	✓	✓
Alto Saxophone	✓	✓	OWN
Tenor Saxophone	✓	✓	✓
Trumpet	✓	OWN	OWN
Trombone	✓	✓	OWN
Euphonium/ Baritone	✓	✓	✓
Tuba	✓	✓	✓
Percussion	✓	OWN	OWN
Key: ✓ = Hire School Instrument OWN = Purchase your own instrument			

ADDITIONAL COSTS

There are some additional costs which will occur throughout the year. These may include:
Requirements as set out in the Book List (approx. $100)
Entrance fees for spectators at Eisteddfods for Parents/ Carers;
Cost of bus transport to band performances during school time.

SPRING MOUNTAIN STATE SCHOOL

BOOK LIST, INSTRUMENT ACCESSORIES & TECHNOLOGY

INSTRUMENT	METHOD BOOK	ACCESSORIES
FLUTE	Book 1 Flute Standard of Excellence Enhanced – 2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand, small cleaning cloth, polishing cloth, thumb port (optional but will help with holding the flute)
CLARINET	Book 1 Clarinet Standard of Excellence 2nd Edition- Enhanced	Pencil, eraser, BLACK A4 display folder, music stand, pull-through, 4 x size 2 reeds, cleaning cloth, cork grease, thumb rest, reed holder, neck strap (this really helps with holding the instrument)
TRUMPET	Book 1 Trumpet Standard of Excellence Enhanced 2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand, cleaning cloth, bottle of Al Cass valve oil, tuning slide grease, mouthpiece brush and slide cleaning brushes
PERCUSSION	Book 1 Drums & Mallets Standard of Excellence Enhanced 2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand
ALTO SAXOPHONE	Book 1 Alto Saxophone Standard of Excellence 2nd Edition- Enhanced	Pencil, eraser, BLACK A4 display folder, music stand, pull through, 4 x size 2 reeds, cleaning cloth, cork grease, reed holder.
TENOR SAXOPHONE	Book 1 Tenor Saxophone Standard of Excellence Enhanced -2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand, pull through, 4 x size 2 reeds, cleaning cloth, cork grease, reed holder
TROMBONE	Book 1 Trombone Standard of Excellence Enhanced – 2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand, cleaning cloth, water spray bottle, “Slide-O-Mix All in One” mouthpiece brush and slide cleaning brush
EUPHONIUM/ BARITONE	Book 1 Baritone BC (Bass Clef) Standard of Excellence Enhanced – 2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand, cleaning cloth, bottle of Al Cass valve oil, tuning slide grease, mouthpiece brush and slide cleaning brush
TUBA	Book 1 Tuba Standard of Excellence Enhanced- 2nd Edition	Pencil, eraser, BLACK A4 display folder, music stand, cleaning cloth, bottle of Al Cass valve oil, tuning slide grease, mouthpiece brush

TECHNOLOGY: These Apps are included in your Resource Scheme

Students will be given access to IM Apps for their iPad via the Comp Portal (Intune). The Method Books have online resources that have backing tracks and practice tools which will assist students with practice and motivation.



BAND STUDENTS will be encouraged to use the following resources.

Apps	iOS device (App Store)
Interactive Practice Studio- free with Standard of Excellence Enhanced Comprehensive Band Method (code is in front cover of book)	✅
Bandmate Chromatic Tuner (free)	✅
Staff Wars Live ($4.99)Note reading app, played with instrument	✅

SPRING MOUNTAIN STATE SCHOOL

PURCHASING AN INSTRUMENT



RECOMMENDED BRANDS NEW (& SECOND-HAND)
Based of the Department of Education and Training Standing Offer Arrangement (SOA) DETSOA 62455

NEW INSTRUMENTS:

WOODWINDS	
FLUTE	Yamaha, Pearl, Jupiter, Armstrong, Trevor James
CLARINET	Yamaha, Buffet, Jupiter, Leblanc, Artley
ALTO SAXOPHONE/ TENOR SAXOPHONE	Yamaha, Jupiter, Conn

BRASS	
TRUMPET	Yamaha, Bach, Jupiter, Schagerl, King
TROMBONE	Yamaha, Bach, Jupiter, Conn

The Department of Education & Training has approved a Standing Offer Arrangement (SOA) for musical instruments and music stands. The SOA outlines preferred suppliers, and preferred brands and models of instruments to ensure that both schools and parents are purchasing quality instruments. Inferior instruments are typically harder to play and do not last as long. Some music stores also offer a hire/purchase scheme so check with them about this option.

SECOND-HAND INSTRUMENTS:

Second-hand instruments of reputable brands can be a very acceptable and cost-effective way of providing an instrument. *It is advisable to check with the Instrumental Music Teacher before purchasing an instrument located through a private sale*. Please see Page 13 for a list of things to check when looking at second hand woodwind or brass instruments.

WE RECOMMEND:



- Sticking with the brands listed above when buying new or second-hand to ensure you are buying a quality instrument, that won't hinder beginners, and will last longer
- Avoid instruments without a brand name
- Avoid instruments without cases - the instrument may have damage
- Avoid instruments in unusual colours such as blue or pink - they generally are poor quality
- Avoid buying instruments from stores that are not music shops (such as grocery stores)



LIST OF MUSIC STORES



*Please note that this is not a comprehensive list and does not reflect personal preferences.

STORES LISTED UNDER THE DEPARTMENTS SOA AGREEMENT	
Brass Music Specialist (Brass & Woodwind) ABN: 73 060 447 574 90 Appel Street, Graceville QLD 4075 Name: Samuel Marsden Email: education@brassmusic.com.au Phone: (07) 3278 1311 Fax: (07) 3379 5146	**Shake It Up Music** **ABN: 37 116 935 150** **Shop 4, 186 Currie Street, Nambour QLD 4560** **Email:** sales@shakeitupmusic.com.au **Phone: (07) 5441 5454** **Fax: (07) 5441 5353**
Vivace Music (Woodwind, Brass, Percussion) 36 Compton Rd, Underwood QLD 4119 Phone: 30904268 Website: https://vivacemusic.com.au	**Just Percussion** (Percussion Only) ABN: 15 198 237 926 13 Creswell Street, Newstead QLD 4006 Email: tom@justpercussion.com.au Phone: (07) 3216 0801 Fax: (07) 3852 3473
The School Locker (Woodwind, Brass, Percussion) ABN: 47 163 198 409 95-103 Hyde Road, Yeronga QLD 4104 Name: Tim Muller Email: schools@theschoollocker.com.au Phone: 1800 826 155	**Optimum Percussion** (Percussion Only) ABN: 11 164 568 352 42 Burwood Rd, Burwood NSW 2134 Email: sales@optimumpercussion.com.au Phone: 1300 850 242 https://www.optimumpercussion.com.au
Engadine Music Education Centre ABN: 61 163 660 982 25 Station Street Engadine NSW 2233 Email: shop@engadinemusic.com.au Phone: 1300 731 035 Fax: (02) 9548 1392 Website: https://engadinemusic.com.au	**McKenzie Music Etcetera** ABN: 70 576 552 027 37 Raff Street, Toowoomba QLD 4350 Email: mckenzie@musicetcetera.com.au Phone: 0438 790 244 Website: http://www.musicetcetera.com.au/
OTHER MUSIC STORES	
The Music Spot (Woodwind/ Brass/ Percussion) 129 Browns Plains Rd, Browns Plains QLD 4118 Phone: 3800 5229 Website: https://musicspot.com.au	Blow Wind & Brass (Redhill) Blow Winds & Guitars (Ipswich)



SPRING MOUNTAIN STATE SCHOOL

PURCHASING SECOND-HAND INSTRUMENTS

Care should be taken when considering the purchase of a second-hand instrument. It is always best to have your Instrumental Instructor or a professional repairer look over the instrument before puchase.

As a general rule, don't buy anything with a brand name that swims or flies eg. "Skylark", no names and Chinese names and stick with brands sold in reputable music shops.
What to look for in a second-hand instrument:

BRASS: TRUMPET, EUPHONIUM– Yamaha, Bach, Jupiter, Conn

- Check for pitting or wearing on the valves and for dints in the valve casings
- Check for large dints on the body of the instrument that may affect tuning
- Check for dints in the shank of the mouthpiece.
- Check that all slides are operational
- Check that the spring works on the water key/s and that the cork seals the hole properly and is not deteriorated.

BRASS: TROMBONE– Bach, Jupiter, Yamaha, Conn



- Check for pitting in the slide
- Check for dints in the outer slide and in the bend of the slide
- Check that the tuning slide is operational
- Check that the spring works on the water key
- Check for dints in the shank of the mouthpiece
- Check for corrosion on the plating of the inner tubing of the slide.

WOODWID: FLUTE– Yamaha, Armstrong, Gemeinhardt, Trevor James, Jupiter

- Check that there are not too many small or large dints
- Check the plating to ensure that it is not too worn
- Check the cork/ felt bumpers are in good condition or are not missing
- Check the pads under the keys (these are felt covered with rice paper). They should not be split or torn. Press lightly with the fingernail to see if they are soft.

WOODWIND: CLARINET/ BASS CLARINET (Buffet, Yamaha, Selmer, Jupiter)
SAXOPHONE (Yamaha, Selmer, Jupiter, Yanigasawa, Keilworth, Buffet):

- Check that there are not too many small or large dints
- Check the plating to ensure it is not too worn
- Check the cork/ felt bumpers
- Check the pads under the keys (clarinets have felt covered with rice paper, saxophone pads are leather) They should not be split or torn. Press lightly with a finger nail to see that they are reasonably soft. Check that the pads seal the holes when closed.
- Check that all corks; tenon (clarinet/ bass clarinet) and goose neck (saxophones) have no chunks out of them.
- Check the mouthpiece has no chips out of the tip.

WE RECOMMEND YOU STAY AWAY FROM:

- Online auctions unless you are confident of the source (and remember if purchasing from overseas warranty issues will be a problem)
- Instruments with no brand name - quality instruments always have a brand
- Instruments without cases - the instrument may have damage
- Instruments in unusual colours such as blue or pink - the student will soon be told to get another one!
- Instruments available from stores that are not music shops (such as grocery stores)

HINTS FOR SUCCESSFUL MUSIC PRACTICE



- Practise in a place where you won't be disturbed or distracted
- Always practise with your music on a music stand
- Work out a practice schedule around other commitments (e.g. homework/ chores/ sport etc) and stick to it
- Try to practise at least 20-30 minutes, five to seven days per week
- Practise Makes Perfect: keep practicing the things you can't do well until you can do it. It may take a few goes, a few days or even a week before something is perfected. So don't be too hard on yourself. A quote by Thomas Eddison in regard to his development of the light bulb is an example to us all: "If I find 10,000 ways something won't work, I haven't failed. I am not discouraged, because every wrong attempt discarded is another step forward."
- Reward yourself for good work in your practice time by finishing with your favourite piece of music.
- Keep a record of your own practice– don't forget to be honest!

HOW TO PRACTICE A DIFFICULT PIECE OF MUSIC:

- Play the piece right through slowly
- Start at the beginning again and when you come to a difficult part, stop, decide which notes/ rhythm are giving you trouble and practise them SLOWLY over and over again. Don't play them faster until you can play them easily
- Do the same with any other difficult bits in the music
- Play the whole piece again slowly
- Play the whole piece through at the proper speed

If you are having trouble practicing.....

- Are you sure you know the notes?
- Do you understand the timing and counting?
- Are you using enough air?
- Are your fingers in the right place?

If you are still having trouble, ask your Instrumental Music Teacher for help at your next lesson.



SPRING MOUNTAIN STATE SCHOOL

STRATEGIES FOR PARENTS TO ENCOURAGE CHILDREN TO PLAY



Encourage children not to just practise but also encourage them to play. This relates not just to beginning to play an instrument, but to students continuing to play through to Year 6 and beyond.

Playing an instrument in a room behind closed doors can be a very lonely experience. A little encouragement can go a long way to helping them to enjoy and achieve well with their instrument. Try one, some, or all of these and add any that other parents may suggest.

- Have your child play near you so you can hear and enjoy their practice, maybe not every day but every so often. Even sit down and read a book or just sit and listen
- Ask them to teach you how to read the notes/ rhythms they are learning
- Praise all of their sounds (especially the good ones) often
- Make a positive comment about the progress you notice
- Show pride in their achievements and let them overhear you talking about them
- Ask them to play for guests at home (they may not want to but sometimes just being asked means a lot to them)
- Comment on the piece of music– interesting melody, rhythm etc.
- Take them to a music store to buy music books for their instrument. Buy books that come with a CD accompaniment that the students can play along with. The tutor book in class only serves the purpose of introducing music concepts and students sometimes need that something extra
- Set a practice routine and encourage your child to stick to it. This is particularly important if your child or the household are involved in other activities outside of school
- Don't nag or push your child to practise—it can become very stressful for both you and your child
- Use reward systems or take away a privilege e.g. Watching TV, playing Xbox until the practice is done
- Video/ record your child playing
- Listen to professional players of their instruments. Buy recordings, go to concerts, or even watch them on YouTube (If the performer is playing in a concert hall, has an accompanist, or an ensemble accompanying them, then usually their performance will be of a high standard)
- If you are finding it difficult to get your child to practise, please come and talk to your Instrumental Music Teacher, before you and your child are ready to give up

If you have any further questions or need to contact us about your child's musical journey, please don't hesitate to come and see us or send an email. We'd love to hear from you!



Contact Us:

Mr Ben Neil
Classroom Music Teacher and Music Co-ordinator
bneil22@eq.edu.au
(Mon—Fri)

Mr John Clyde
Instrumental Music Teacher
jclyd3@eq.edu.au
(Thur—Fri)

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