

# **St John's Catholic School**



## **Instrumental Music Handbook 2022**

*Please retain this booklet for your information*

## **Contents**

Music Staff.....	4
What is Instrumental Music? .....	5
Why study Instrumental Music?.....	5
Instrumental Music Curriculum .....	6
Queensland Certificate of Education (QCE).....	6
Lessons.....	6
Assessment.....	6
Ensemble .....	7
Rehearsals .....	7
Performances .....	7
Uniform.....	7
Instrumental Music Program Expectations .....	8
Exclusion from the Instrumental Music Program .....	8
Termination.....	8
Recruitment.....	9
Sizing and matching instruments:.....	9
Continuation of Learning.....	10
Risk Level:.....	10
Instruments, Equipment and Costs .....	11
Student Resources Scheme (SRS) .....	11
Beginner Packs .....	12
Miscellaneous Costs.....	12
Purchasing an Instrument.....	13
Recommended Suppliers.....	13
Appendix A - SRS Inclusions and Costs.....	14
Appendix B – Instrument Loan Period and Availability .....	15
Appendix C - Instrument Pricing Guide .....	16
Appendix D - Accessories Pricing Guide.....	17

Appendix E – Other Required Equipment .....	18
Appendix F – Examples of Total Costs .....	18
Instrument Glossary .....	19
Woodwind Instruments .....	19
Flute.....	19
Clarinet .....	19
Saxophone.....	20
Oboe and Bassoon .....	20
Brass Instruments.....	21
Trumpet .....	21
Trombone .....	21
Baritone/Euphonium/Tuba .....	22
French Horn.....	22
Percussion Instruments .....	23
String Instruments .....	24
Violin.....	24
Viola.....	24
Cello.....	25
Double Bass .....	25

# St John's Catholic School

## **Instrumental Music Program 2022**

Welcome!

The first step to joining the Instrumental Music Program is to familiarise yourself with this handbook. Please ensure you are aware of the expectations and costs associated with Instrumental Music.

From here, there are two ways to join the program:

1. Via the annual recruitment process
2. Through continuation of learning an instrument

If you have any questions regarding the program after reading the handbook, please contact the school for more information.

We look forward to welcoming you and your child into the St John's School Instrumental Music Program!

### Music Staff

<b>Day</b>	<b>Instruments</b>	<b>Teacher</b>	<b>Contact details</b>
<b>Monday</b>	Strings	TBA	
<b>Friday</b>	Woodwind, brass, percussion	Mr Cahill	<a href="mailto:mxcah1@eq.edu.au">mxcah1@eq.edu.au</a>

### ***\*Important information for consideration***

Learning an instrument involves a considerable time investment for students as they are required to practice regularly, attend lessons and participate in ensemble rehearsals. Students who have busy schedules may find learning an instrument very difficult if they don't have time to practice. Please consider this information and ensure that your child understands the expectations of learning an instrument through the Instrumental Music Program

## **What is Instrumental Music?**

The Instrumental Music Program is a co-curricular subject in which students learn to play a brass, woodwind, percussion or string instrument. The overarching purpose of the Instrumental Music Program is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument, and to participate in performance ensembles such as concert bands and orchestras.

All instrumental music students are required to have a group lesson and, when musically ready, an ensemble rehearsal each week. Lessons occur during class time on a rotational timetable, and rehearsals take place either before or after school, or during lunch breaks.

Instrumental Music is a co-curricular subject that runs alongside regular classroom activities. Each term, students must complete assessment through performance of music and technical exercises, in groups and solo performances. Student progress is reported to parents via the Semester 1 and 2 reports.

## **Why study Instrumental Music?**

Music is a unique and integral part of life. Can you imagine a world without it? Music has the capacity to inspire *all* students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in culture, provide them with opportunities beyond the classroom and excite them about life and learning.

The benefits of learning a musical instrument are many. Learning a musical instrument has been shown to improve students' reading ability, spatial awareness, cognitive skills, and numeracy & literacy skills. Playing in an ensemble can give students a sense of teamwork and achievement while excelling in an area different from their regular schoolwork. Music can play a wonderful role in your child's lifelong learning journey.

As a compatible and complementary curriculum to that of primary and secondary classroom music and music extension programs, Instrumental Music provides opportunities for greater participation in music education for the whole school community as well as enrichment experiences for gifted and talented students.

## **Instrumental Music Curriculum**

The Queensland Instrumental Music Curriculum is divided into 10 levels. Students will aim to complete 1 level per year from the time they start learning an instrument.

For detailed information regarding the Instrumental Music Curriculum see, <https://education.qld.gov.au/curriculum/Documents/instrumental-music-curriculum.pdf>

## **Queensland Certificate of Education (QCE)**

To successfully complete Year 12 and receive a Queensland Certificate of Education (QCE), students need to acquire twenty QCE points. Points are accumulated by successfully passing subjects in Year 11 and 12.

In Year 11 and 12 students can earn one QCE point per year for successfully completing any level between Level 7 and Level 10 of the Instrumental Music Curriculum. Students can also earn QCE points for completing external AMEB exams from AMEB Grade 5 and up.

## **Lessons**

Students in the Instrumental Music Program will have one lesson per week during school time.

The minimum number of students per instrumental music teacher/instructor group will be no fewer than 3 and the maximum group size will not exceed 10 students. Under no circumstances will students be taught individually.

The duration of a lesson is 30 minutes for primary students and 35 minutes for high school students. Student lessons are timetabled on a rotation pattern. This is intended to minimise loss of class time in any one particular subject. Students excuse themselves from their class to attend lessons and are responsible for arriving to lessons on time. Lessons take place in the Instrumental Music room.

## **Assessment**

Students will complete an assessment item in Week 7 or Week 8 of each term. Assessment usually consists of either a prepared solo or ensemble performance, sight-reading excerpts, and technical exercises. It is a requirement

in Instrumental Music that assessment performances are video recorded for moderation purposes.

## **Ensemble**

### **Rehearsals**

As part of the curriculum, all students must be involved in a school ensemble. The ensemble experience is provided through the formation of a school concert band and string ensemble. Students are invited by their Instrumental Music teacher to join the Concert Band or String Ensemble when they have reached a sufficient standard.

Rehearsals take place either before or after school, or during lunch breaks. Ensemble rehearsal times will be advised at the beginning of each term. **It is a requirement that all members of the ensemble attend all rehearsals.**

In the event of exceptional circumstances where a student is unable to attend an ensemble rehearsal, an email should be sent to the teacher in charge of the group.

### **Performances**

St John's music ensembles will perform at a number of different occasions throughout the year including parades, competitions, music nights and community performances. **It is a requirement that all members of the ensemble attend all performances.**

Performances that take place outside of normal school hours, or at a location away school grounds will be advised of no less than 4 weeks in advance and follow the same processes as school excursions.

In the event of exceptional circumstances where a student is unable to attend a performance, an email should be sent to the teacher in charge of the group.

### **Uniform**

Uniform for school performances will be the school's full uniform unless otherwise stated.

For community performances, students will require black dress pants or a long black skirt, black socks and black formal shoes.

## **Instrumental Music Program Expectations**

Students enrolled in the Instrumental Music Program must agree to follow and uphold the expectations of both the school and the Instrumental Music Program. Each year students and parents are required to complete an enrolment contract to ensure that the expectations of joining the program are understood.

Students must agree to:

- attend lessons, ensemble rehearsals, workshops, camps, and performances as required
- practice regularly:
  - 15 minutes per day for beginner students
  - 30 minutes per day for primary students
  - 45 minutes – 1 hour per day for secondary students
- have a minimum school attendance of 85%
- demonstrate a minimum “C” standard of behaviour
- achieve a satisfactory result in Instrumental Music assessment
- make an initial commitment to learn an instrument for the duration of one year, with the prospect of continuing in the program through to Year 12.

## **Exclusion from the Instrumental Music Program**

A student may be excluded from the program for the following:

- failure to keep commitments as outlined above
- not showing proper care and maintenance of an instrument
- unsatisfactory behaviour and/or school attendance
- unpaid school fees

## **Termination**

If a parent wishes to terminate their child’s participation in the Instrumental Music Program, a letter addressed to both the Instrumental Music Teacher and Principal must be completed and returned to school. Once a request has been received, the school will contact the parent regarding this decision.

## **Recruitment**

Students in Years 4-12 (woodwind, brass and percussion) or in Years 3-12 (strings) are eligible to be considered for enrolment into the instrumental program. Students are selected in accordance with the school's policy considering 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 final decision on selection is made by the principal.

Recruitment for Instrumental Music begins in Term 3 of preceding year and concludes in Term 4. To be identified for selection for the Instrumental Music Program, students must submit an Expression of Interest Form (available from the school office).

Numbers in the Instrumental Music Program at St John's are limited and whilst we would like to offer everyone a place within the program, this is unfortunately not always possible.

Beginning students commence learning at the start of the school year. Beginning students are not usually enrolled midway through the term, semester, or year.

### **Sizing and matching instruments:**

To find a suitable instrument for your child to play, interested students will participate in a number of musical and physical tests this term.

- The musical tests include: singing, clapping rhythms, recognising sounds and recognising pitches.
- The physical tests include: using straws to form various embouchures, crossing the body midline (flute), holding heavier instruments (trombone), ensuring that there are no physical aspects or medical issues that may significantly impact a student's ability to produce a sound and learn an instrument.

Please note, under the current COVID-19 guidelines there will be no testing on instruments or mouthpieces. For any breathing and singing activities students will be asked to socially distance 1.5m apart.

Following this process, students and parents will then be notified of selection in first and second round offers. Students who provide their own instrument will automatically be accepted into the program on their instrument of choice.

Consultation with the teacher, parents and school principal will occur with the final decision made by the Principal.

### **Continuation of Learning**

At the end of each year in the program, students are invited to continue learning an instrument for the following year.

Students moving from other schools are also invited to continue learning an instrument. Students with recent, prior experience can enrol at any point in the school year and can commence lessons and ensembles immediately.

### **Risk Level:**

All music activities are rated as a moderate risk due to noise exposure and potential heavy lifting (for larger instruments).

If you require more information regarding the Instrumental Music Program, please refer to the Instrumental Music Program Policy here: <https://education.qld.gov.au/curriculum/stages-of-schooling/instrumental-music-program>

## **Instruments, Equipment and Costs**

The school has a limited number of instruments available for students through the **Student Resources Scheme**. The majority of these instruments are only available to loan for two calendar years (see Appendix B). After this time, students are encouraged to purchase their own instrument.

Typically, students in Year 3, 4 and 5 are given priority over these instruments. If your child wishes to play an instrument that is not available through the SRS, we encourage you to purchase or hire your own instrument.

### **Student Resources Scheme (SRS)**

The Queensland Government supports children's education by providing funding for instruction (teachers), facilities (school grounds and buildings, internet), and administration (staff to run the school). Funding for schools does not extend to individual student resources such as textbooks, equipment for personal use, and many items used by the student in the classroom.

The SRS helps parents to source these resources. The school can purchase resources at lower rates due to its bulk buying power. Resources such as textbooks or musical instruments that will be used over a period of time are hired to students to further reduce costs for families. Participating in the SRS also offers a convenient way for parents to source the items that their child needs for school, and ensures that all students have access to the same standard of resources. See Appendix A for a full list of inclusions and costs for the SRS.

### **Release of resources**

Resources will not be distributed until the full or first payment has been paid to the school. Any unpaid invoices, will be managed according to the department's Debt Management Procedure and may result in the student being excluded from the scheme and/or from participating in any extra-curricular activities until payments are made.

### **Return of hired resources**

A repair or replacement cost will be charged to the parent for any items that are damaged or not returned.

## **Beginner Packs**

To assist with preparing parents and students for Instrumental Music, the school organises packs that contain:

- a music stand,
- method book,
- all of the necessary accessories to get started playing your instrument e.g. reeds, cork grease, slide grease, cleaning cloths, etc. (a detailed list of accessories is

These packs are ordered through McKenzie Music Etcetera in Toowoomba and Simply for Strings in Brisbane, and are distributed to participating students at the start of the school year. These kits, once purchased, will be yours to own.

Each kit costs between \$60 - \$90 to purchase through the school. These kits are optional, however it is expected that students have all of the required equipment for their first lesson should you wish to source this yourself. A full list of required equipment is provided in Appendix D and E.

If students do not have the required equipment by Week 5, Term 1, the school will contact you to discuss the options available:

- a beginner pack will be ordered for your child and invoiced accordingly  
*or*
- the student will be removed from the program.

## **Miscellaneous Costs**

There may be other costs involved in concerts, workshops and/or excursions throughout the year. These will be advised of when information regarding the event is sent out to parents. These costs can be paid at the office in the same way all other school payments are made i.e. by invoice. If you have any queries about payment of these fees, please contact the administration for assistance.

## **Purchasing an Instrument**

Buying a musical instrument is an investment in your child's education. Unfortunately, not all musical instruments are equal in quality. To ensure your child gets the most out of their Instrumental Music education, please avoid purchasing instruments from non-specialist instrument retailers (e.g. Aldi) or from online trading sites (eBay and Gumtree). While bright coloured instruments (e.g. blue or purple) can be appealing to students, please note that these particular instruments are low in quality, and it is strongly advised that these instruments are not purchased.

If the cost of an upfront purchase for a new instrument is out of reach, most music stores will offer instrument rental and/or purchase plans. Second hand instruments are also often available at many specialist music stores.

If you do decide to purchase an instrument online, or borrow an instrument from a family member or friend, please ensure that it is serviced before your child's first lesson. Instruments in poor condition are exceptionally hard to play and will affect your child's experience in the program. If you are unsure of purchasing an instrument, please contact your Instrumental Music Teacher. For an estimated price for recommended instruments, see Appendix C.

### Recommended Suppliers

#### **String Instruments (Violin/Viola/Cello/Double Bass)**

- *Simply for Strings* - 78 Enoggera Terrace, Red Hill
- *Animato Strings* - 789 Kingsford Smith Drive, Eagle Farm

#### **Woodwind and Brass Instruments**

- *McKenzie Music Etc.* – 37 Raff St, Toowoomba
- *BLOW Woodwind and Brass* - 3/149 Musgrave Rd, Red Hill
- *Ozwinds* - Shop 11/13/360 Logan Rd, Greenslopes
- *WoodsWind & Brass* – 88 Flinders Parade, North Lakes

#### **Percussion Instruments**

- *Just Percussion* - 34 Campbell St, Bowen Hills

## Appendix A - SRS Inclusions and Costs

<b>Fee</b>	<b>Resource</b>	<b>Who Pays</b>	<b>Cost</b>
<b>Instrumental Music Program</b>			
	Manhasset music stand	All students	\$50.00 per year
	Music folder		
	Ensemble music		
	Printing and photocopying		
<b>Instrument Loan (Wind and Brass)</b>			
	Flute	Wind and brass students hiring a school instrument	\$70.00 per year
	Clarinet		
	Bass Clarinet		
	Alto Saxophone		
	Tenor Saxophone		
	French Horn		
	Trumpet		
	Trombone		
	Euphonium		
	Tuba		
	Instrument Maintenance		
<b>Instrument Loan (Percussion)</b>			
	Bass drum*	All percussion students	\$40.00 per year
	Snare drum*		
	Glockenspiel		
	Marimba*	*Percussion instruments cannot be loaned to students	
	Xylophone*		
	Timpani*		
	Percussion maintenance		
<b>Instrument Loan (Strings)</b>			
	Violin	String students hiring a school instrument	\$70.00 per year
	Viola		
	Cello		
	Double Bass		
	Instrument maintenance		

## **Appendix B – Instrument Loan Period and Availability**

<b>Instrument Loan Scheme</b>	
<b>Instruments for Loan</b>	<b>Period of loan</b>
Percussion/Glockenspiel Kit	One school year
Flute, clarinet, trumpet, violin, viola	Two school years
Alto saxophone, trombone, cello	Three school years
All other instruments	As long as the child remains in the program
<b>Instruments for Loan (Wind, Brass and Percussion)</b>	<b>Number of Instruments</b>
Flute	3
Clarinet	4
Bass Clarinet	1
Alto Saxophone	2
Tenor Saxophone	1
Trumpet	3
Trombone	2
Euphonium	2
Bass Guitar	0
Percussion/Glockenspiel Kit	3
<b>Total Available Instruments</b>	<b>21</b>
<b>Instruments for Loan (Strings)</b>	<b>Number of Instruments</b>
Violin	10
Viola	6
Cello	6
Double Bass	3
<b>Total Available Instruments</b>	<b>25</b>

## Appendix C - Instrument Pricing Guide

<b>Instrument</b>	<b>Make and Model</b>	<b>Cost</b>	<b>Supplier</b>
<b>Flute</b>			
	Pearl Quantz 505E1R	\$ 875.00	McKenzie Music Etc.
	Yamaha YFL-212	\$ 789.00	Ozwind
	Jupiter JFL-511SE	\$ 899.00	WoodsWind & Brass
<b>Clarinet</b>			
	Buffet Crampon Prodigé	\$ 949.00	McKenzie Music Etc.
	Yamaha YCL-255	\$ 725.00	Ozwind
	Jupiter JCL-700N	\$ 699.00	WoodsWind & Brass
<b>Alto Saxophone</b>			
	Selmer AS400	\$ 1,750.00	McKenzie Music Etc.
	Yamaha YAS-26	\$ 1,495.00	Ozwind
	Jupiter JAS-500	\$ 1,299.00	WoodsWind & Brass
<b>Trumpet</b>			
	Bach 'Aristocrat' TR600	\$ 799.00	McKenzie Music Etc.
	Yamaha YTR-2330	\$ 725.00	Ozwind
	Jupiter JTR-700Q	\$ 749.00	WoodsWind & Brass
<b>Trombone</b>			
	Bach 'Aristocrat' TB600	\$ 1,150.00	McKenzie Music Etc.
	Yamaha YSL-154	\$ 1,099.00	Ozwind
	Jupiter JTB-710	\$ 999.00	WoodsWind & Brass
<b>Percussion</b>			
	Korogi Xylophone Pack	\$ 475.00	Just Percussion
	Beginner Mallet Pack	\$ 130.00	Just Percussion
	Majestic Glockenspiel Kit	\$ 329.00	WoodsWind & Brass
	Pearl Glockenspiel Kit	\$ 489.00	Optimum Percussion
<b>Violin</b>			
	Arioso Violin Outfit	\$ 400.00	Simply for Strings
	Enrico Violin Outfit	\$ 320.00	Simply for Strings
	Prelude Violin Outfit	\$ 300.00	Simply for Strings
<b>Viola</b>			
	Arioso Viola Outfit	\$ 500.00	Simply for Strings
	Enrico Viola Outfit	\$ 355.00	Simply for Strings
	Prelude Viola Outfit	\$ 350.00	Simply for Strings
<b>Cello</b>			
	Arioso Cello Outfit	\$ 1,400.00	Simply for Strings
	Enrico Cello Outfit	\$ 1,190.00	Simply for Strings
	Prelude Cello Outfit	\$ 1,100.00	Simply for Strings

## **Appendix D - Accessories Pricing Guide**

<b>Instrument</b>	<b>Required Accessories</b>	<b>Cost</b>	<b>Supplier</b>
<b>Flute</b>			
	Grevillia cotton flute hanky	\$ 5.00	McKenzie Music Etc.
	Flute cleaning rod	\$ 4.95	
	Silver polishing cloth	\$ 9.00	
<b>Clarinet</b>			
	Clarinet reed – single	\$ 3.60	McKenzie Music Etc.
	Clarinet reed – box of 10	\$ 32.00	
	Grevillia clarinet pull-through	\$ 10.00	
	La Tromba cork grease	\$ 4.95	
	BG Mouthpiece patch	\$ 2.50	
<b>Saxophone</b>			
	Saxophone reed – single	\$ 4.90	McKenzie Music Etc.
	Saxophone reed – box of 10	\$ 45.00	
	Saxophone pull-through	\$ 14.00	
	La Tromba cork grease	\$ 4.95	
	BG Mouthpiece patch	\$ 2.50	
<b>Trumpet/Baritone/Euphonium/Tuba</b>			
	Al Cass valve oil	\$ 10.00	McKenzie Music Etc.
	Tuning slide grease	\$ 4.50	
	Mouthpiece brush	\$ 5.00	
	Polishing cloth	\$ 11.00	
<b>Trombone</b>			
	Superslick spray slide oil	\$ 7.50	McKenzie Music Etc.
	Tuning slide grease	\$ 4.50	
	Trombone slide cream	\$ 6.00	
	Mouthpiece brush	\$ 5.00	
	Polishing cloth	\$ 11.00	
<b>Percussion</b>			
	Promark TX5A drum sticks	\$ 20.00	McKenzie Music Etc.
	Natural rebound pad	\$ 22.00	
<b>Violin/Viola/Cello/Double Bass</b>			
	Rosin	\$ 8.95	Simply for Strings
	Strings (full replacement)	\$ 72.00	Simply for Strings
	Chin rest	\$ 9.95	Simply for Strings
	End pin floor stop	\$ 27.50	Simply for Strings

## Appendix E – Other Required Equipment

<b>Instrument</b>	<b>Required Accessories</b>	<b>Cost</b>	<b>Supplier</b>
<b>Wind, Brass and Percussion Students (Level 1-3)</b>			
	2B Pencil	\$ 1.00	McKenzie Music Etc.
	Standard of Excellence 1	\$ 24.00	
	Collapsible music stand	\$ 30.00	
<b>Wind, Brass and Percussion Students (Level 3-4)</b>			
	Standard of Excellence 2	\$ 24.00	McKenzie Music Etc.
<b>Wind, Brass and Percussion Students (Level 4-5)</b>			
	Standard of Excellence 3	\$ 24.00	McKenzie Music Etc.
<b>Wind, Brass and Percussion Students (Level 5)</b>			
	Standard of Excellence Jazz Ensemble Method	\$ 38.95	Engadine Music
<b>String Students (Level 1 – 3)</b>			
	2B Pencil	\$ 1.00	Simply for Strings
	Essential Elements Book 1	\$ 24.00	
	Collapsible music stand	\$ 30.00	
<b>String Students (Level 3-4)</b>			
	Essential Elements Book 2	\$ 24.00	Simply for Strings
<b>String Students (Level 4-5)</b>			
	Essential Elements Book 3	\$ 24.00	Simply for Strings

## Appendix F – Examples of Total Costs

Examples of the total costs payable for joining the Instrumental Music program are given below:

<b>Who</b>	<b>Fee</b>	<b>Cost</b>
<b>Beginning Wind, Brass or String Student Loaning an Instrument</b>		
	Instrumental Music SRS	\$ 50.00
	Instrument Loan Fee	\$ 70.00
	Beginner Kit (optional)	\$ 90.00
	<b>Total Cost</b>	<b>\$ 210.00</b>
<b>Continuing Percussion Student</b>		
	Instrumental Music SRS	\$ 50.00
	Percussion Fee	\$ 40.00
	<b>Total Cost</b>	<b>\$ 90.00</b>
<b>Wind, Brass or String Student (Own Instrument)</b>		
	Instrumental Music SRS	\$ 50.00
	<b>Total Cost</b>	<b>\$ 50.00</b>

## Instrument Glossary

### **Woodwind Instruments**

#### Flute

The flute is a member of the woodwind family. Flutes can play in many different types of ensembles such as the Concert Band and Symphony Orchestra, and in smaller woodwind ensembles.



Learning to play the flute can be very slow and difficult in the first few weeks. It is one of the hardest instruments to create a sound on. If you don't have a flute you can practice creating a sound by blowing across the top of a bottle. The flute is also quite difficult to hold. You need to have strong fingers, good co-ordination, be able to twist your upper body to the right (cross your midline), and have long arms to reach the keys properly.

Flute players need to be determined and very patient as it can be very hard to get started on the flute.

#### Clarinet



The clarinet is a member of the woodwind family. Clarinets are the most common instrument in the Concert Band, but also play in Symphony Orchestra and sometimes in the Jazz Band.

The clarinet produces its sound with a reed that is attached to the mouthpiece of the clarinet. Reeds are a necessary item that is required to play the clarinet. Typically, a reed will last between 1 and 2 months. It is common for clarinet players to use 10 or more reeds each year.

Forming an embouchure on the clarinet is quite tricky. The cheek and lip muscles can become quite sore when learning to play the clarinet – it is like going to the gym for our cheeks and lips! Clarinet players also need to be comfortable using both hands and have good co-ordination skills.

## Saxophone

The saxophone is a member of the woodwind family. The saxophone is most common in the jazz band, but also plays in concert band and in some orchestral pieces. It can also be heard in rock bands along with the trumpet.

The saxophone is one of the easiest instruments to get a sound from, but it is one of the hardest instruments to get a great sound on. To get started on the saxophone you will need to have large hands that are able to wrap around the keys on the saxophone. The saxophone also uses reeds to create its sound.



The saxophone is one of the more expensive instruments to purchase. Typical student saxophones cost around \$1600. The saxophone can also be quite heavy to carry around, and larger saxophones such as the tenor saxophone and baritone saxophone may need a trolley or luggage cart to wheel the saxophone around.

## Oboe and Bassoon

The oboe and bassoon are double reed instruments. The oboe and bassoon are particularly difficult instruments to learn for young students. They are very hard to hold and have complex fingering systems. In a typical concert band or symphony orchestra there are only 2 oboes and bassoons. Students who learn to play the flute or clarinet and switch to oboe or bassoon in Year 6 or 7.



## Brass Instruments

### Trumpet



The trumpet is a member of the brass family. The trumpet is the highest sounding instrument in the brass family. It is played in concert band, symphony orchestra, jazz band and rock bands.

The trumpet is very easy to put together and take care of. It requires regular oiling of the valves and slides to keep it in good playing condition.

To make a sound on the trumpet, players create a 'buzz' with their lips. You can do this by blowing a raspberry and then tightening your lips to make a higher pitched raspberry. Playing higher notes on the trumpet is important to be able to do almost immediately. People who have thinner lips can often do this easily. If this is difficult, a better option could be a low brass instrument such as the trombone, euphonium or tuba.

### Trombone

The trombone is a member of the brass family. Like the trumpet, the trombone is played in concert band, symphony orchestra, jazz band and rock bands. The trombone is a very important instrument, especially in swing music.



The trombone is also very easy to put together. It can be difficult to hold for smaller students as it can be quite heavy. Students who play the trombone also need to have long arms to reach the furthest slide positions.

To make a sound on the trombone players create a 'buzz' similar to the trumpet. The 'buzz' on the trombone should be lower than the trumpet though. It has a larger mouthpiece and is much easier to create a buzz for people with fuller lips.

## Baritone/Euphonium/Tuba

The baritone, euphonium and tuba are members of the brass family. The tuba is the largest and deepest sounding instrument in the band. The baritone and euphonium look



very similar to the tuba – they are like its smaller siblings! The tuba is the most important instrument in the concert band and symphony orchestra. The tuba acts as a foundation upon which the rest of the band balances its sound. In a typical concert band there are usually only 2 tuba players.

As the tuba is such a large and heavy instrument, students usually start on the baritone or euphonium. Don't be fooled by their size though – they may still need to be carried around on a trolley or luggage cart!

Students who play the baritone, euphonium or tuba are able to loan these instruments through the school for as long as they are in the program.

## French Horn



The French horn is one of the most beautiful sounding instruments in the brass family, however it is also the most difficult brass instrument to learn. French horn players need to have excellent pitching and listening skills. Due to its difficulty, the French horn can be a very frustrating instrument to learn. Students need to be very patient and work very hard to play the French horn. Sometimes it can be easier to start on a trumpet and then switch to the French horn in Year 6 or 7.

## Percussion Instruments



Percussion instruments are instruments that you hit with sticks, mallets or your hands. There are more than 20 different instruments that percussion players need to learn to play. Students start by learning the snare drum and bass drum, along with the glockenspiel. As students progress with their learning, other instruments that are played include the timpani, xylophone, marimba, vibraphone and auxiliary percussion (shakers, triangle, cabasa, etc.). There are specific techniques that are taught for every single percussion instrument (even the triangle!). Students who continue learning percussion will also learn how to play the drum kit, however this is not taught until students reach Level 5 (typically in Year 9 or 10).

Percussion players need to be highly organised as they are often expected to switch between instruments and parts whilst playing and staying in time. Percussion players also need to have excellent left and right hand co-ordination. Piano players also make excellent keyboard percussion players (xylophone, marimba, vibraphone etc.).



## String Instruments

### Violin

The violin is a member of the string family. The violin is the smallest instrument in the string family, and is one of the most popular instruments to learn. It is most commonly played in symphony orchestras, string ensembles and string quartets/trios.



The violin comes in all different sizes, which allows anyone to pick it up and make a sound. Sound on the violin can be made by plucking the strings, or using the bow. The bow is a wooden stick with about 200 horsehairs attached on the bottom; by passing the hairs back and forth on the strings, we can make beautiful music!

Beginners will find that their fingers might feel a little sore after pressing down on the strings – this is normal, and the more the student practices, the easier it will become. The violin is an extremely melodic instrument, and the ability to play exciting tunes is what makes it the most popular of all the string instruments.

### Viola



The viola is a member of the string family. The viola is the second-smallest instrument in the string family, and is often referred to as the “big violin”. It is most commonly played in symphony orchestras, string ensembles and string quartets/trios.

The viola is similar to the violin in many ways, but the main difference is the sound and tone quality it produces. It has a much deeper, mellow tone, and is usually given the role of providing harmony and colour in ensemble pieces. Violas are recommended for students that have strong arms, as they can get a bit heavy after practicing for lengthy periods.

Like the violin, beginners will find that their fingers might feel a little sore after pressing down on the strings – this is normal, and the more the student practices, the easier it will become. The viola is an essential part of the string ensemble, and the rich tone is appealing to players of all sizes.

## Cello



The cello is a member of the string family. The cello is the second biggest instrument in the string family, and is unique in the way that it is played. It is most commonly played in symphony orchestras, string ensembles and string quartets/trios.

The cello is played by putting the instrument between your legs and pulling the bow over the strings. It has a much deeper sound than the violin and viola, but also has the capability of playing higher melodies when required. Like the violin and viola, beginners will find that their fingers might feel a little sore after pressing down on the strings – this is normal, and the more the student practices, the easier it will become. This instrument is recommended for students with bigger hands, as they need long fingers to reach all of the different notes.

## Double Bass

The double bass is a member of the string family. The double bass is the biggest instrument in the string family, and is unique in the way that it is played. It is most commonly played in symphony orchestras, string ensembles and jazz ensembles/stage bands.

The double bass is similar to an electric bass guitar, in the way that it has the same strings and sound. However, you play it standing upright, which is why this instrument is also known as the upright bass. As it is the largest instrument in the string family, it makes an extremely low sound, as is most commonly used to play standard bass lines in ensemble music.



Like all of the other string instruments, beginners will find that their fingers might feel a little sore after pressing down on the strings – this is normal, and the more the student practices, the easier it will become. The double bass is recommended for students that are taller and stronger than average, as it is extremely heavy and can be tiresome to carry around/play.