Woodwind Students

Flute
- Highest sound of all the woodwind instruments
- Very popular orchestral, band and solo instrument
- Usually plays the melody part
- Between 2-3 flautists required for youth orchestras, and 8-10 flautists for symphonic bands
- It can take a little time to produce a strong sound - there is breathing, tonguing and finger co-ordination to consider but most students achieve a reasonable sound within the first few weeks of lessons
- Instrument sizes: one size only, but can get a curved headjoint
- Recommended earliest starting is Grade 3

Saxophone
- Is the most versatile and has the widest range of tone of all the woodwind instruments
- Very popular concert band instrument
- Can play both the melody and harmony part
- Between 4-6 saxophonists required for concert and stage bands
- Easy to learn at the start and steady progress is normally maintained
- Instrument sizes: Alto, Tenor and Baritone
- Recommended earliest starting is Grade 3

Clarinet
- Has the widest range of the woodwind family between resonant low notes and very high pitched sounds
- Concert bands need many clarinets as they provide the basis of the concert band sound
- Can play both the melody and harmony part
- Clarinets are very light and easy to carry
- Used for multiple styles of music: Classical, Jazz, Contemporary
- Easy to learn the lower register, but more difficult to learn the second and third registers
- Quite fun to play
- Recommended earliest starting is Grade 2

Type of lesson available
Individual Lesson: with one Student - 30 minutes
- Standard format for instrumental lessons.
- Repertoire and rate of progress is specifically designed for each student.
- Care and attention is taken to establish sound musical and technical facility on the instrument.
- Preparation towards A.M.E.B. exams can be covered in these lessons. The group Exam Class is a requirement for exam students. This class includes aural tests, general knowledge and sight-reading practice together with performance practice. (See section on Exam Class)

Shared Lesson: with 2 students - 30 minutes
- This lesson is designed as an introduction to the instrument where both students learn the same material.
- Developing students often learn at a different pace and therefore may learn different material. In this case, the shared lesson can be divided into 2 x 15 minute sessions.
- The Teacher’s time is shared equally between both students. Their rate of progress will not be as fast as for students enrolled in individual lessons.
- A good indicator for beginning students is the complete growth of both upper and lower front teeth.

<table>
<thead>
<tr>
<th>Woodwind</th>
<th>Flute &amp; Band</th>
<th>Min starting grade – Yr 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clarinet &amp; Band</td>
<td>Min starting grade – Yr 2</td>
</tr>
<tr>
<td></td>
<td>Alto Saxophone &amp; Band</td>
<td>Min starting grade – Yr 3</td>
</tr>
</tbody>
</table>

Lessons
- Lessons are timetabled throughout the School day.
- They are organized, whenever possible, not to clash with Specialist Class lessons.
- In 2016, students will receive 32 weeks tuition over the course of the year, divided into 3 Cycles.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Make-up Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 weeks</td>
<td>11 weeks</td>
<td>10 weeks</td>
<td>Maximum 6 lessons</td>
</tr>
</tbody>
</table>

- Lessons commence in the week beginning 8th February, 2016.
- Before students begin to learn an instrument, it needs to be understood this requires a commitment of at least one cycle.
- A student who attends lessons on time and comes fully equipped, benefits most during the total lesson time.
- Prior to a performance, lessons may be grouped with other students in order for small ensembles to rehearse together. These will be arranged at the discretion of the Teacher.
Ensemble

Beginner Band and Flute Group
- Ensemble for new Brass and Woodwind students.
- Weekly rehearsals – length of rehearsals is governed by the number of students.
- Designed to reinforce technical grounding covered in lessons.
- Introduces reading, clapping and writing exercises.
- Encourages students to play the same material together.

Concert Band
- Student progress into this ensemble by Teacher recommendation.
- Introduces playing with other wind, brass and percussion instruments.
- Listening exercises and dynamics introduced.
- Part playing is introduced.
- Pieces are more complex and challenging.
- The music is fun to play.
- There is a bonding between players, and a feeling of community.

Performances/Concerts

The Skill of Performing
- Concerts encourage a student to focus on a goal.
- The experience develops the ability of a student to feel comfortable when performing.
- It highlights the progress of a student from year to year.
- Two major performances are arranged each year, as follows:

Woodwind and Brass Concert – Term 2
- Solos.
- Small group items.
- Larger ensembles.
- Students organize the concert, learn stage management and announcing of items.
- Prior to the performance, rehearsals may change time in order for ensembles to rehearse together. These will be arranged at the discretion of the Teacher.
- A notice is sent to students a few weeks before the concert.

Music Showcase – Term 4 during October
- All large ensembles perform.
- A combined bands ensemble is rehearsed for this concert.
- Prior to the performance, rehearsals may change time in order for ensembles to rehearse together. These will be arranged at the discretion of the Teacher.
A.M.E.B. Exams

- Australian Music Examinations Board (A.M.E.B.) is the organization that delivers independent examination services.
- Exams are available for: Piano, Singing, Strings, Brass, Woodwind and Theory.
- The majority of exams are held at the AMEB studios, 259 Auburn Road, Hawthorn.
- Should we have a considerable number of students sitting for the same instrument, we may request an examiner come to the School.

Instrumental Exams

- Exams are available for all woodwind instruments.
- An applicant must be approved by the Instrumental Teacher.
- It is a requirement of all students preparing for an exam to enrol in the Exam Class.
- It is expected that students preparing for a Grade 3 or above exam receive weekly 45 minute lessons.
- Students are required to have established a regular practice routine, independent learning skills and the listed technical standard before preparing for an exam.
- It is important a student be in command of the material presented at exams to make the most of the experience.

Exam Class – compulsory for exam students

- A unique opportunity for participants to improve motivation and receive positive peer support whilst preparing for individual exams.
- Designed to cover additional exam requirements such as aural tests, general knowledge, and sight-reading.
- Performance practice is conducted parallel with preparation taught by the Instrumental Teacher.
- Exam Class is offered to students after approval from the Instrumental Teacher.

Theory Class – optional for exam students

- A group class designed to prepare students for A.M.E.B. Music Craft or Theory of Music Exams (Theory Exams).
- A pass in Theory Exams is a pre-requisite for higher level instrumental exams and VCE Music Units 1-4. However, an earlier start is favoured at most schools.
- Knowledge of Theory supports a student’s understanding of notation, including intervals, rhythm, pitch and musical language for their instrument.
- Students are expected to complete set theory exercises during and outside class time.

Information for Exam Class and Theory Class

- Classes commence the week beginning 22nd February and end 11th November.
- Classes may be streamed into levels and run before and/or after School.
- The maximum number of students per class is 5.
- Please mark all possible available times on the enrolment form found in the Exam Class Handbook or Theory Class Handbook.
- Make-up classes will not be provided.
- Written consent from a parent needs to be received to change to a different class time.

Hire or Purchase of Instrument
Flutes
- Flutes come in the one size. It is possible to get a curved head-joint for those who are a little smaller so the arms do not need to stretch too far.
- An instrument should be stored in its case in a cool dry place.

Clarinets and Saxophones
- There is only one size Bb clarinet used.
- The most common saxophone used is the Eb Alto saxophone.
- Both clarinets and saxophones use reeds and new players should start with a reed size strength of 1½.
- Saxophones also use a neck strap to hold the saxophone when it is being played.
- An instrument should be stored in its case in a cool dry place.

Hire from school
- It is recommended a parent insure the instrument under their house contents.
- A hire agreement form and instrument will be given to a student at the first lesson.
- A hired instrument is to be used only by the student whose name is written on the tag.
- When damage occurs:
  - The Teacher will assess, and, if need be, take it to an expert repairer at your expense.
  - Do not try to repair it - modern adhesives can seriously damage both the sound and value of an instrument.
- Hire of a school instrument extends across term holidays.
- There is a small charge for hiring an instrument over the December/January holidays.
- A hired instrument is to be returned at a student’s final lesson for the year.

Purchase of an instrument
The names and details of recommended flute instrument stores can be obtained from the Teacher.

Flute: There are many places where a flute may be purchased, including music stores, the internet, and second hand stores. However, not all of these are good options so please contact the Teacher before you purchase.

Clarinet: It is preferable a new clarinet is purchased as an instrument is subject to wear at the joints.

Saxophone: As saxophones are very expensive, it is reasonable to purchase a quality second hand instrument.

Storage of Instruments at School
- All instruments are to be stored in the classroom. A student needs to talk to the class teacher to negotiate a safe place out of the way of regular traffic.

What you need

Music Record Book
• Each student is required to use the Music Record Book supplied by the School at the first lesson.
• This is the main communication tool between teachers, parents and the student.
  o Teachers write weekly goals to be achieved, progressive lesson count and urgent messages.
  o Students should place it on the music stand and read before each practice session, and complete the practice register on each page.
  o Parents are encouraged to sign the practice chart before each lesson.
  o It should kept with the student’s music books and be brought to each lesson.
• Replacement books can be requested from the Instrumental Teacher and will be charged on your School statement.
• When a student fails to bring their Music Record Book to 4 consecutive lessons, a new book will automatically be provided and charged on the School statement.

Music Book
• When a music tutor book is required, the Teacher will advise the name and price of the book and music shops where it is available.
• An A4 display book to hold individual sheets of music especially for band music.

Music Stand
• A music stand for practice at home is essential for each student.
• To practice without a music stand involves the use of incorrect muscles and can result in playing becoming painful.
• Compact fold-up metal stands, available at most music shops, cost $30-40.

Music Bag
• An Essex Heights music bag is highly recommended to keep music books, scrapbook, ensemble folder and the Music Record Book together. They are available from the School uniform shop.
• The student’s name should be written on the bag.

Accessories

<table>
<thead>
<tr>
<th>Flute</th>
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</thead>
<tbody>
<tr>
<td>• A cleaning cloth – a soft handkerchief is the best and cheapest option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarinet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Up to 5-6 reeds at a time to ensure good tone is produced by the student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saxophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A comfortable neck strap to support the saxophone</td>
</tr>
<tr>
<td>• Up to 5-6 reeds at a time to ensure good tone is produced by the student</td>
</tr>
</tbody>
</table>

Practice
• Parents should encourage their child to establish a regular practice routine.
• Practice should be in a room with:
  o limited distractions,
• a door that can be closed,
• an area where a music stand can remain assembled.

• A student should aim to practise for 10 minutes for a minimum 4 days a week, with an increase in time as the student progresses. Regular practice is important for both the development of general music skills, sound production and breathing techniques.

Enrolment Forms
• Enrolments are ongoing until the School receives a withdrawal in writing
• Please complete a new enrolment form if you want to adjust your current enrolment or start a new instrument/ensemble.
• Enrolment forms are the final page in each Handbook
• Handbooks can be found on the school website: http://www.essexheightsps.vic.edu.au/page/76/Instrumental-Music-Program
• Please hand completed forms to the office or email the Instrumental Co-ordinator - kennedy.alyssa.a@edumail.vic.gov.au

Missed Lessons
• When your child is unable to attend a lesson, in order to receive a make-up lesson you must notify the Instrumental Co-ordinator before 8:30am on the day of the lesson, either by:
  1) Email: kennedy.alyssa.a@edumail.vic.gov.au
  2) Text Message: 0418 572 621
• A make-up lesson will only be granted for:
  o Illness
  o School Organized Events,
  o Industrial Action,
  o Public Holidays.
• Two (2) makeup lessons are permitted each cycle.
• Students are not permitted to request a make-up lesson.
• The student is to attend the make-up lesson or it will be forfeited.
• When a Teacher is absent, the lesson will be replaced.
• Should you be travelling overseas for more than two weeks, please notify the Instrumental Co-ordinator a minimum of 3 weeks before departure. The instrumental teacher will work with the Co-ordinator to see if lessons are to be replaced or another solution found.
• The Teacher will provide make-up lessons at the regular scheduled time at the end of the school year unless otherwise negotiated by the Teacher.
• Replacement lessons for a student enrolled in a shared lesson may be given as an individual lesson which will count as two shared lessons. This will be arranged at the discretion of the Teacher.

Helpful Hints
• A student should enquire at the Music Office when a Teacher cannot be located.
• The night before a lesson, a student should place the instrument, music and Music Record Book alongside the school bag.
• A student may wear a watch or bring an alarm clock as a reminder to go to a lesson.

Withdrawal from Lessons

• Occasionally a student loses interest in learning their instrument. These may be momentary lapses of enjoyment and with the right encouragement a student can persevere through these times. If you are concerned, contact the Instrumental Teacher to talk over how best to support your child.
• The Instrumental Co-ordinator may be contacted via email – kennedy.alyssa.a@edumail.vic.gov.au
• After discussion with the Instrumental Teacher, should you wish to withdraw from lessons, written or email notification must be received by:
  o end of Term 1, for not continuing into Cycle 2
  o end of Term 2, for not continuing into Cycle 3
• When a student discontinues lessons all make-up lessons due are forfeited.
• When a student discontinues lessons before the end of the year, all make-up lessons due are forfeited.

Additional outside lessons or when seeking a second opinion

• Please gain the Instrumental teacher’s approval before proceeding with additional outside lessons or seeking outside advice.
• When seeking a second opinion from an outside teacher on your child’s abilities, please discuss this with the instrumental teacher who will provide information and advice on who to approach.
Payment Structure

Flute – Clarinet – Saxophone & Band

Payment Structure and Schedule.

<table>
<thead>
<tr>
<th></th>
<th>Individual 45 Lesson &amp; Ensemble (AMEB Grade 3 or above)</th>
<th>Individual Lesson &amp; Ensemble</th>
<th>Shared Lesson &amp; Ensemble</th>
<th>Payment in full must be received by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>$731</td>
<td>$506</td>
<td>$352</td>
<td>End of Term 1 - 24th March</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>$731</td>
<td>$506</td>
<td>$352</td>
<td>End of Term 2 – 24th June</td>
</tr>
<tr>
<td>Cycle 3</td>
<td>$670</td>
<td>$464</td>
<td>$324</td>
<td>End of Term 3 – 16th Sept</td>
</tr>
<tr>
<td>Total</td>
<td>$2132</td>
<td>$1476</td>
<td>$1028</td>
<td></td>
</tr>
</tbody>
</table>

Instrument Hire: $80 per cycle

Accounts
- Charges for lessons and ensemble will be included in the school financial statement.
- This is an additional program outside the school’s curriculum and therefore prompt payment of fees is essential in order to maintain the financial management of the program and our commitment to the Instrumental Teachers.
- Lessons will be suspended if payment is not received by the due date.

Example of how it will appear on your Account:

<table>
<thead>
<tr>
<th>What you enrolled for:</th>
<th>1st Instrument Individual lesson 2016 – Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual lesson &amp; Ensemble</td>
<td></td>
</tr>
<tr>
<td>Shared lesson &amp; Ensemble</td>
<td></td>
</tr>
</tbody>
</table>
ENROLMENT FOR WOODWIND LESSONS

Student Name

Year

Enrolment

☐ New

☐ Student has learnt this instrument elsewhere for _________ years.

Instrument

Complete a separate form for each instrument.

☐ Flute  ☐ Clarinet  ☐ Saxophone

Type of Lesson

☐ Individual  ☐ Shared

☐ Assess student for suitability for an A.M.E.B. exam and forward Exam Class Handbook

☐ I need to hire a school instrument  ☐ I own an instrument

☑ Automatic enrolment in a Band Ensemble.

Parent/Guardian Authorization

I agree with the conditions set out in the Woodwind Handbook.

I have discussed the conditions with my child and the responsibilities are understood. The enrolment is ongoing until the School receives a withdrawal in writing or my child leaves the school.

Signature / / MM:

I agree to my contact details being available to the Instrumental Teacher.

Name: (Please print) ____________________________  Mother / Father / Guardian

Phone: ____________________________  Mobile: ____________________________

Email: ____________________________

Office use:  Received:  / /  MM:

Ensemble:  CB  BB  Hire: Yes / No