

# Brass and Woodwind

## Handbook

### 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 Year 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 Year 3

### Alto 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 Year 3





### **Trumpet**

- Highest sound of all the brass instruments
- Easy to transport
- It is in the key of Bb, unlike the piano which is in the key of C
- A sound from the instrument is achieved by blowing 'raspberries' into the mouthpiece
- There are three valves producing different notes and they are supported by breath to reach higher and lower notes
- Recommended earliest starting is Year 3

### **Trombone/Euphonium**

- Is a larger and lower brass instrument from the trumpet
- It has a long slide instead of valves, and different notes are produced by the positioning of the slide
- It uses a bass clef instead of the treble clef
- A student needs to develop good breath control
- The trombone is important in orchestras, bands
- Easy to learn at the beginning but initial progress can be slow
- Recommended earliest starting is Year 4



## Individual Lesson 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.
- 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 two students - 30 minutes

- This lesson is designed as an introduction to the instrument where beginning 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 is frequently 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.

## Individual<sup>45</sup> Lesson one student - 45 minutes

- Only for students who are preparing for grade 3 or beyond exams levels.

## Lesson Calendar

- Students receive 32 weeks tuition over the course of the year, divided into 3 Cycles.
- For specific dates, please see current Guidelines and Payment Schedule which is a separate document and can be found on the school Website.

Term 1	Term 2	Term 3	Term 4
<b>Cycle 1</b> Mid Feb – Mid May	<b>Cycle 2</b> Mid May – Mid Aug	<b>Cycle 3</b> Mid Aug – Nov	<b>Make-up Lessons</b> Nov – Mid Dec
11 lessons	11 lessons	10 lessons	

- Lessons are timetabled throughout the School day.
- They are organized, whenever possible, not to clash with Specialist Class lessons.
- Initial commitment of at least one cycle.
- A student who attends lessons on time and comes fully equipped, benefits most during the total lesson time.
- Lessons may be grouped with other students prior to a performance, in order for small ensembles to rehearse together. These will be arranged at the discretion of the Teacher.

# Bands

## Beginner Band and Flute Group



## Concert Band

### 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.

If you are learning an instrument outside school and wish to join Concert Band, please find the Essex Ensembles Handbook.

# Solo and Ensemble Performing

- Concerts encourage and motivate a student to focus on a goal.
- The experience develops the student's ability to feel comfortable when performing.
- It highlights the progress of a student from year to year.
- Two major performances are arranged each year.

## Brass and Woodwind

### Concert – Term 2

- Solos and/or 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 emailed to parents a few weeks before the concert.

## Showcase – Term 4

- Whole school event which includes choirs, marimba groups and all large instrumental ensembles.
- A combined bands ensemble is rehearsed and prepared 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.

*"I just wanted to say thanks for all the incredible work you and the Music staff put into Showcase, the standard seems to be getting higher every year! I enjoyed the arrangement of 'Trepak' by Tchaikovsky and am glad that my daughter was able to be part of it. I really enjoyed the whole night; the kids were great!!"*  
Penny (Parent of a Year 6)



# Australian Music Examinations Board

- The 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.

## Exams for Brass Instruments

- Exams are available for all brass instruments.
- An applicant must be approved by the Instrumental Teacher.
- It is a requirement of all students preparing for an exam to enroll 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

- 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.

## Information for Exam Class

- Classes commence the week beginning 22<sup>nd</sup> February and end 11<sup>th</sup> 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.

## Theory Exam

- 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.

# Woodwind Instruments

## 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 1 ½.
- 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.

# Brass Instruments

- Trumpet and trombone instruments come in one size.
- Valve oil should be applied regularly to valves and a trumpet should be washed in warm water.
- An instrument should be stored in its case in a cool dry place.

## Hire instrument 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. Please email the Instrumental Co-ordinator to make arrangements.
- A hired instrument is to be returned at a student's final lesson for the year.

## Purchase of an instrument

**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.

- Details of recommended brass and woodwind instrument stores can be obtained from the Teacher.
- An instrument should be identified with name and class, preferably with a key tag or directly onto the outside of the case.



## 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.
- Please do **not** leave your instrument above lockers outside the classroom.

## What you need for the first lesson

### Music Book

- A display book with plastic inserts is used for lessons and ensemble rehearsals.
- 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.

### 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

- A bag used purely for your child's lessons is highly recommended to keep music books, scrapbook, ensemble folder and the Music Record Book together.
- The student's name should be written on the bag.
- Something similar to the picture below is recommended. However, any bag will work well.



### Music Record Book

- Each student is required to use the Music Record Book supplied by the School at the first lesson, with a \$10 charge per book on your School statement.
- Sometimes called a "Little Green Book" or "Music Diary"
- This is the main communication tool between teachers, parents and the student.
  - Teachers write weekly goals to be achieved, progressive lesson count and urgent messages.
  - Students should place it on the **music stand** and read before each practice session, and complete the practice register on each page.
  - Parents are encouraged to sign the practice chart before each lesson.
  - It should be 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.



## Accessories

### Flute

- A cleaning cloth – a soft handkerchief is the best and cheapest option

### Clarinet

- Up to 5-6 reeds at a time to ensure good tone is produced by the student

### Trumpet and Trombone

- Valve oil and slide grease both come with the instrument

### Saxophone

- A comfortable neck strap to support the saxophone
- Up to 5-6 reeds at a time to ensure good tone is produced by the student

## Practice

- Parents should encourage their child to establish a regular practice routine.
- Practice should be in a room with:
  - 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.

## 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. Please do not bring mobile phones to school.
- 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.
- A student's progress may slow for a short time because they are facing a difficult technique or concept that takes more effort to achieve. Extra support during these times will enable your child to overcome and work through these moments. Please contact the instrumental teacher for specific advice. Or the following points may help:
  - Make an agreement with your child about how many days a week they will practice.
  - For a regular practice routine, it's best to set a specific time of the day when one reminder from a parent should help.
  - A practice chart on a wall that your child can see often, using stickers or stars, and having short, medium and long term rewards.
  - Opening the instrument case and getting ready for "practice later" often inspires the "pick up the instrument and play straight away".

# Instrumental Music Guidelines

## Payment Structure and Schedule

These two pages have been combined into a separate document called "Guidelines and Payment Structure (current year)". It can be found on the school website <http://www.essexheightsps.vic.edu.au/page/76/Instrumental-Music-Program>



# Enrolment for Brass & Woodwind Lessons

Student

Class

## 1 Select your Instrument

☐  
☐  
☐  
☐  
☐

Flute  
Clarinet  
Saxophone  
Trumpet  
Trombone

## 5 Select the Type of Lesson

☐  
☐  
☐  
☒

Individual (1 student, 30 minutes)  
Shared (2 students, 30 minutes)  
Individual45 (only AMEB Gr3 or above)  
Enrolment in Band

## 2 Have you had lessons before?

☐  
☐

No, go to question 5  
Yes, go to question 3

## 6 Do you have an instrument?

☐  
☐

Yes, go to question 8  
No, go to question 7

## 3 How long have you been learning?

Years/terms

## 7 Do you need to hire from School?

☐  
☐

Yes  
No

## 4 Have you done an Exam on your instrument?

☐  
☐

No, go to question 5  
Yes. Please complete an Exam history form.

## 8 Special requests:

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## Parent/Guardian Authorization

- I agree with the current Guidelines and Payment Schedule and conditions set out in the Brass & 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.
- I agree to my contact details being available to the Instrumental Teacher.

Name

Phone

Mobile

Email

Name	
Home:	Work:
Mobile	
Email	

Signature

/ /20

Office Use:	Date received	MM
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