

2019

# *Year 5 Beginner Band*

INFORMATION AFTERNOON

**TUESDAY 16 OCTOBER**

4pm to 6pm

JAC Lecture Theatre

Afternoon tea will be provided  
followed by a short information session  
and instrument testing

Please RSVP to [music@ormistoncollege.com.au](mailto:music@ormistoncollege.com.au)



ORMISTON  
COLLEGE





## ORMISTON COLLEGE

Dear Parents

In 2019, the Ormiston College Music Department will continue to provide the opportunity for all Year 5 students to participate in the exciting Year 5 Beginner Band Program. This program offers students the chance to learn the Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet, Trombone, French Horn or Percussion for 12 months. This special elective program gives the opportunity for keen young musicians to make progress surrounded by like-minded peers under the expert tutelage of instrumental specialists.

The Year 5 Beginner Band Program in 2019 will be an 'all-in' performance-based learning mode. All elective students will attend a 60-minute session each week where the entire band comes together under the guidance of four specialist tutors to not only learn the fundamentals of their instrument, but to experience the fun of music making within a full band context from day one. The College has worked hard together to select a time where the program can run without interruption to core learning. At this stage we are looking at a Thursday morning in the Lingo Lin Theatre from 8.30am to 9.30am.

The 2019 cost of the Year 5 Beginner Band Program is an all-inclusive cost of \$460 for the year (\$115 per term charged to your fee statement). Included in this cost is: specialist tutor with the embedded ensemble experience for a total of 1 hour per week, hire of quality instruments with maintenance, unique tuition books, backing tracks for home practice, home play diary and consumables (reeds, oils, mallets, neck straps etc). Considering the annual cost of providing this level of music tuition privately (approximately \$1300) this program represents excellent value for money. Please note that should you choose to enrol your child in the Year 5 Beginner Band Program it is done with the understanding that students are expected to commit to the full year's program and that if your child withdraws from the program for any reason before its conclusion you will be required to continue to pay the remainder of the program instalments that will be charged to your Parent Account each term for the duration of 2019.

If your child is interested in becoming involved in this exciting program, please complete the Expression of Interest Form included in this pack and return it to the College by **Friday 12 October**.



This year, we invite all current Year 4 students to try out the band instruments (flute, clarinet, saxophone, trumpet, French horn, trombone and percussion) at our information session on Tuesday afternoon **16 October from 4pm – 6pm** in the Junior Arts Centre. We will begin the session with afternoon tea, followed by a brief introduction to the program for both parents and students, then students will have the opportunity to try out each instrument. They will be assessed by our expert staff, who will make a recommendation, taking into account the following:

- Physical suitability
- Consideration of a balanced Year 5 band
- Student preference

More information regarding this very important part of the process can be found overleaf. After placement offers are made this year, students who elect to participate in the program are expected to make a 12-month commitment. After this, students will be offered the opportunity to continue lessons on their particular instrument and transition into the regular Vocal and Instrumental Tuition Program from the beginning of 2020.

Please do not hesitate to contact us if you have any further questions about the Year 5 Beginner Band Program.

Yours sincerely



**Emma Dron**  
Dean of Music

# BE PART OF THE BAND

## Information regarding the Instrument Selection Process

It is a common misconception that any student can play any instrument if they just work hard enough. While a strong work ethic is definitely a requirement for any successful musician, every student has physical characteristics that make them better suited for some instruments and less suited for others. Therefore, it is important to match students with instruments on which they will have the greatest chance of success.



A concert band must have a precise balance of instruments to create a good sound; much like a good cake recipe must contain a perfect balance of ingredients to taste good. No instrument is necessarily easier or more difficult than any other, but *each* instrument will present its own challenges over time.

Many considerations may be made in helping students select an instrument. For example, the length of child's arms might affect the reach needed to move a trombone slide in and out. A student with braces might find a trumpet mouthpiece that applies pressure to be uncomfortable. A smaller student with limited lung capacity might have difficulty pushing air through the tuba.

Along with the student's abilities, the music tutors will also work to balance the instrumentation of the group. A complete classroom of drummers and saxophones will limit the success of the entire group and Band Tutors may require extra expectations for specific instruments to help balance this.



Open communication in this instrument selection process is important. If your child feels strongly about a specific instrument, it is always helpful for the tutors to know this when they come to the selection session. Their excitement will increase their opportunity for success. To that end, we will also provide each student with an opportunity to complete a survey form at the conclusion of the testing process, indicating their top three instruments. However, the music tutors are the experts and have training and experience in considering all of the variables that might affect this success. Your child's success is dependent on balancing the instrument selection of their preferences with the tutor's advice for aptitude and program instrumentation.

# BE PART OF THE BAND

## The Value of Involvement in the Instrumental Music Program at Ormiston

### Instrumental Music participation is an important part of school life

1. Students enjoy making music and many continue to play music throughout their lives
2. Involvement in the music program can bring the school community together, raise the school's profile in the community, and boost morale

### Instrumental Music education can have benefits to other areas of learning

3. Enhances fine motor skills
4. Fosters superior working memory
5. Cultivates creative thinking

### Instrumental Music education facilitates student academic achievement

6. Improves recall and retention of verbal information
7. Can support skills in other subject areas such as reading and language, maths, and other art forms

### Instrumental Music education develops the creative capacities for lifelong success

8. Sharpens student attentiveness and creativity
9. Strengthens perseverance
10. Supports better study habits and self-esteem.



*We teach music because it is unique and good. We teach music so that children can make their own music. We teach music because it acts in a unique way on the heart, mind, soul and spirit of the child, stimulating thought and imagination in very special ways.*

*These are the real reasons for teaching music.*

*There are, as well, some wonderful bonuses of a tangible nature which can eventuate when music is taught. It is a matter of fact that the faculty of hearing is one of the first faculties developed in the womb. It is also a fact that in order to comprehend music, hearing, in the form of focused listening and strong concentration, must occur.*

*Richard Gill*

# BE PART OF THE BAND

## The Academic Benefits

Learning music develops and improves learning abilities. Music education develops basic cognitive and learning skills that improve student performance across all subject areas. This claim is supported by a wide range of Australian and international academic literature across areas of brain research, psychology and behavioural studies.

Learning music improves auditory skills. Neural researchers at Northwestern University in the United States have found that students who had musical training in childhood were better able to pick out a wider range of essential elements of sound, like pitch, timing and timbre. This ability to discern the components of sound plays a major role in developing a child's capacity to make sound-to-meaning connections, learn to speak and learn written languages, including foreign languages.



Learning music enhances early childhood development of the brain. Research at the University of California has found that learning and playing music builds or modifies neural pathways related to spatial reasoning tasks, which are crucial for higher brain functions. This study showed that preschool children who received basic piano keyboard instruction scored an average of 34 per cent higher on tests of their reasoning skills than children who were given computer and singing lessons.

Learning music can enhance non-musical abilities. A two-year Swiss study involved 1,200 children in 50 schools. They were taken from regular classes for three additional one-hour music classes per week. At the end of the experiment, despite missing regular classes, these students were better at languages, learned to read more easily, had better social relations, demonstrated more enjoyment in school, and

# BE PART OF THE BAND

had a lower stress level than those who remained in regular classes. Learning music improves test scores in key academic subjects. A 12-year study linked to Harvard, Stanford and Columbia universities that tracked more than 25,000 students, found that across all backgrounds, music students get higher marks in school tests than students who do not study music.

It found in particular, that participation in music programs makes a significant difference to students from low-income backgrounds and that sustained music participation is highly correlated to success in mathematics and reading.

In Australia, the Song Room research by Caldwell and Vaughan found that participation in Song Room musical programs dramatically reduced truancy, followed by higher rates of academic achievement by students compared to those in matched schools which did not have Song Room programs. Its most significant finding—of a one-year-equivalent average gain in NAPLAN literacy for participants in 18-month Song Room programs—shows the potential for music to play a positive role in achieving the Australian Government's Closing the Gap objectives for Indigenous students.

Learning music helps under-achieving students catch up. Research into test results of more than 15,000 students in Ohio in 2006 revealed that students learning a musical instrument outperformed non-instrumental-music students from their own socioeconomic status at all year levels in all subjects (science, maths, reading and citizenship). What's more, by the Ninth-Grade, low-socioeconomic instrumental music students' results surpassed those of the high-socioeconomic non-instrumental music students in all subjects.





ORMISTON COLLEGE

## 2019 EXPRESSION OF INTEREST FORM

### YEAR 5 BEGINNER BAND PROGRAM

Student name \_\_\_\_\_

Class in 2018 \_\_\_\_\_

Previous instrumental experience \_\_\_\_\_

*(length of time learning the instruments, approximate AMEB level, name of tutor)*

I will attend the Year 5 Beginner Band information/testing session, Tuesday 16 October  
in the Junior Arts Centre \_\_\_\_\_ (Yes/No)

### Tuition and Fees

All students in the Year 5 Beginner Band Program receive a 60 - minute group lesson per week as part of a full Band experience. The cost in 2019 is only \$460 for the year broken into 4 installments of \$115 per term. These installments will be charged to your Parent account and are expected to be paid in advance each term. Students are expected to commit to the full year program. Should your child withdraw for any reason you will be required to continue to pay the remaining installments each term for the duration of the year. After your child has been assessed on the various instruments, you will receive notification of his/her acceptance into the Beginner Band Program with the details of the instrument offered and an enrolment contract and instrument hire form to be completed.

Parent/s Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

***Please return completed form by Friday 12 October to:***

***The Music Department, Ormiston College via email [music@ormistoncollege.com.au](mailto:music@ormistoncollege.com.au)***