



ORMISTON COLLEGE

23 October 2019

Dear Parents

On Tuesday 29 October the Music Department will launch the 2020 Beginner Band program. We can't wait to share the details with you!

We would love to see as many current Year 4 parents and students as possible at the information session commencing at 4pm in the Junior Arts Centre Lecture Theatre.

During this session students will be given the opportunity to play all of the band instruments on offer, and with the help of our music tutors, will produce their first sounds and select their favourite three instruments. This is always an exciting experience for our Year 4 students.

The session is expected to finish at approximately 6pm. Afternoon tea will be provided from 3.30pm at the Junior Arts Centre Kitchen.

Please read on for further information regarding the benefits and expectations of the program. If you have any questions, don't hesitate to contact us via music@ormistoncollege.com.au

If you cannot make it to the information session and you would like to take part, please make contact with our Music Administrative Assistant via the email address above, and we will organize another time for your child to try out instruments for the program.

Yours faithfully

Jason Taggart
Acting Dean of Music

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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.

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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

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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

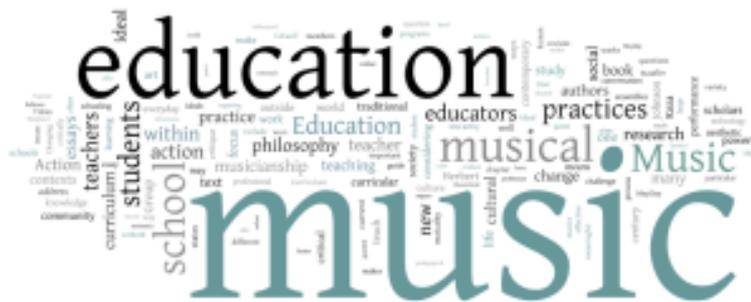
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had a lower stress level than those who remained in regular classes. Learning music improves test scores in key academic subjects. A 12-year study linked to Harvard, Stanford and Columbia universities that tracked more than 25,000 students, found that 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.





YEAR 5 BEGINNER BAND PROGRAM 2020 AGREEMENT

To secure your child's position in the Beginner Band Program for 2020, please read the following carefully, sign below and return to the Music Department by Wednesday 20 November 2019.

For Students and Parents

- I will attend the regular Beginner Band session each week.
- I will bring all necessary items to the Band session (eg. instrument, cleaning equipment, tutor book, pencil and eraser).
- I understand and commit myself to playing my instrument at home and practising each week between lessons. My Music Tutors will expect me to practice for an appropriate amount of time each week and I will record my practice as requested.
- I will take care of my instrument and all the accessories that the College is lending to me and will let my Music Tutor know as soon as anything needs fixing or attention. They will provide advice about further action required.
- In the event of significant and/or wilful damage occurring to my instrument, the College reserves the right to pass on the costs of repairing or replacing the instrument to my parents.
- I understand that I must give my instrument, accessories and ensemble music back to Ormiston College towards the end of Term 4 or at anytime it is requested of me.
- I understand that the instrument is ONLY for MY use (the use of the student to whom it is lent).
- FOR HYGIENE AND SAFETY REASONS, I WILL NOT SHARE MY INSTRUMENT WITH OTHERS!
- I will endeavour to 'give things a go' and try hard to improve my playing skills, even when things get tricky.
- I will try my best to concentrate in class and I will at all times behave in the way Ormiston College expects of me.

For Parents

- I/We understand that fees for the Year 5 Beginner Band Program will be billed as per the Music Tuition Schedule of Fees.
- I/We also understand that these fees will be billed to my/our Parent Account and are to be paid in advance each term.
- I/We understand that students are committed to the program for the full school year and if my child withdraws from the programs, for any reason before the conclusion thereof, I/we will be required to continue paying the program instalments each term for the duration of the year.
- I/we understand that the musical instrument required by my child for the program will be provided on loan by the College and agree to complete a musical instrument loan agreement and will be bound by the conditions thereof.

Student name:			
Student signature:			
Parent/Guardian signature:			
Instrument accepted: (eg. flute, trumpet, percussion etc.)		Date:	