



# Instrumental Music

## 2025

### OUR PURPOSE

Inspiring lifelong learners to succeed in a world of opportunities

### OUR VISION

Excellence in Learning and Life

### OUR 4R VALUES

Respectful  
Resilient  
Reflective  
Resourceful

### OUR 3C PRIORITIES

**Culture:**  
Safe, Supportive, Collaborative  
**Classrooms:**  
Effective Teaching and Learning  
**Curriculum:**  
Guaranteed and Viable, Data and Differentiation

QLD Department of Education Guiding Policy and/or Procedure:

[Instrumental music curriculum](#)

[Instrumental music—QCAA recognised study](#)

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## Contents

1.0 Why Learn Music?.....	2
2.0 Course Organisation.....	2
2.1 Instrumental Music as a QCAA Recognised Study .....	3
3.0 Staff .....	3
3.1 Contact and Dealing with Concerns.....	3
4.0 Lessons and Timetables .....	4
4.1 Reporting.....	4
5.0 Ensembles .....	4
5.1 Ensemble Rehearsal Schedule .....	5
6.0 Performances .....	5
6.1 Performance Uniform .....	5
7.0 Music Levies .....	6
7.1 Lost Music Charge .....	6
7.2 Instrument Hire.....	6
8.0 Student Commitment .....	7
8.1 Parent Commitment .....	7
9.0 Withdrawal from the Program .....	7

The Instrumental Music Program at Shailer Park State High School continues to grow and thrive, with more and more student joining the program each year. This booklet provides a guide to the vision and framework for learning a musical instrument within our program, as well as outlining other musical opportunities at Shailer Park. Participation in music-making is enjoyable and rewarding, and we encourage beginners and continuing students alike.

Shailer Park's Instrumental Music (IM) program aims to provide students with the basic skills required of both ensemble playing and solo performance. Through learning a musical instrument, students gain opportunities to extend their musical abilities and meet other students through ensemble activities. Music education is essential to every student's intellectual, physical, social, and emotional growth. Thank-you for your on-going support with our program, and we look forward to meeting you at performances.

## 1.0 Why Learn Music?

Studying instrumental music in high school offers a myriad of benefits that extend far beyond the realm of musical proficiency. As Plato famously remarked, "I would teach children music, physics, and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning." Firstly, engaging in instrumental music education fosters holistic development by honing various cognitive, emotional, and social skills. Research consistently shows that students involved in music programs demonstrate improved academic performance, enhanced memory retention, and heightened problem-solving abilities. These cognitive benefits translate into success across diverse subjects, equipping students with invaluable skills for lifelong learning.

Moreover, instrumental music provides a powerful avenue for self-expression and emotional intelligence. Through music, students learn to convey complex emotions, channelling their feelings into creative outlets. As eloquently stated by Aaron Copland, "Music is the universal language of mankind." This emotional awareness fosters resilience, empathy, and self-confidence, empowering students to navigate the challenges of adolescence with grace and maturity.

Beyond personal growth, participation in instrumental music cultivates a sense of community and collaboration. In ensemble settings, students learn the importance of teamwork, communication, and mutual respect as they work towards a common musical goal. These collaborative experiences build strong interpersonal skills and forge lasting friendships, enriching the high school experience and fostering a supportive peer network.

Instrumental music education also offers valuable opportunities for personal enrichment and cultural exploration. Through the study of diverse musical traditions and genres, students gain a deeper understanding of global cultures and histories, broadening their perspectives and fostering cultural appreciation. Additionally, performance opportunities allow students to showcase their talents and connect with audiences, instilling a sense of pride and accomplishment.

Moreover, studying instrumental music in high school opens doors to future opportunities in music and beyond. Whether pursuing music as a career or simply maintaining a lifelong passion, the skills and discipline cultivated through music education are invaluable in any professional endeavour. Investing in music education is not only an investment in individual students but also in the vibrant, inclusive communities they contribute to and shape.

## 2.0 Course Organisation

Education Queensland's Instrumental Music Program was established by the Department of Education in Queensland state schools in 1972. The program works with and extends the comprehensive classroom music programs in state schools. Students learn band and orchestral instruments in small groups and participate in larger ensembles, such as concert bands, orchestras, string orchestras and stage bands. Students have two lessons per week, one in a small group and one in an ensemble.

Instrumental Music Teachers are employed by the Department of Education, Training and Employment and work in clusters of primary and secondary schools. Instrumental Music Teachers implement the Department's Instrumental Curriculum which is reported upon like other school subjects. The curriculum organises content for each instrument into ten levels in the three dimensions of Literacy, Technique and

Performance. The course sees to extend a student's musical experience through participation in large performance ensembles as well as small group lessons.

The curriculum includes band and orchestral instrument, organised in families, or strands, as follows and offered at SPSHS:

- Strings – violin, viola, cello, double bass;
- Woodwinds – flute, oboe, bassoon, clarinet, saxophone (alto, tenor, baritone);
- Brass – trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion – tuned and untuned instruments, including snare and bass drum, drum kit, timpani, auxiliary and mallet instruments;
- Bass guitar.

\* No acoustic guitar or piano/keyboard.

### 2.1 Instrumental Music as a QCAA Recognised Study

The Queensland Curriculum and Assessment Authority recognises courses of study that may contribute to a QCE. The department's instrumental music curriculum has been approved as a QCAA Recognised Study, allowing year 11-12 students to obtain 1 QCE credit point when completing each of levels 7-10 of the curriculum. The weekly contact time required for this program includes 1 x 1hr ensemble rehearsal and 1 x 35min group lesson, as well as regular home practice. Each level will comprise of a minimum of 55 contact hours across 37 weeks.

## 3.0 Staff

The Instrumental Music Program is staffed by our specialist instrumental instructors. All staff are only at the school on particular days as part of a weekly circuit of schools. These staff members are provided to the school by Education Queensland. The amount of instructor time allocated to the school is dependent on student numbers, so it is vital that students attend all lessons.

### Instrumental Music staff:

Diane Heine (dhein3@eq.edu.au) – Strings

Erin Thompson (ethom189@eq.edu.au) – Percussion and Brass

Rebecca Valler (rvall6@eq.edu.au) – Woodwind

Randal Scheerle (rsche35@eq.edu.au) - Percussion

### 3.1 Contact and Dealing with Concerns

Parents may contact Instrumental Music staff by telephone or email. Staff will communicate with parents via email, Showbie and letters sent home. Relevant documents, along with details of performances and events, will be emailed as well as uploaded to Showbie.

Parents can raise a concern with any member of our staff. Where possible, speak directly to the person with whom you have the concern. If it is a lesson issue, speak directly with the Instrumental Music teacher. Parents may also communicate with the Head of Department – Creative Industries or the Instrumental Music Co-ordinator if clarification about the program is needed.

Head of Department – Creative Industries    Laura Huxter    [lxste14@eq.edu.au](mailto:lxste14@eq.edu.au)

## 4.0 Lessons and Timetables

Students participating in the Instrumental Music Program are required to attend a 35-minute lesson AND one-hour rehearsal once a week. It is **COMPULSORY** for all students receiving tuition to participate in a school ensemble as soon as technically ready.

Lessons are timetabled during the normal school day and students are withdrawn from classes to attend their lessons. The timetable for Instrumental Music lessons is a rotating one in order to minimise disruption to the ordinary school day. Further, Instrumental Music lessons are only half the length of other school subjects, therefore, a student will never miss an entire lesson from the conventional timetable due to Instrumental Music. It is the responsibility of the student to catch up on the work they miss when attending a lesson. Students are expected to arrive at lessons punctually, appropriately prepared and with all the required equipment.

Timetables for lessons and ensemble rehearsals are posted on the window of P05 as well as uploaded to Showbie. A hard copy is also available to students. IM teachers will email the timetable to students at the beginning of each term. It is the students' responsibility to check the timetable and attend lessons and rehearsals when required.

### 4.1 Reporting

All students will receive a written report as part of their usual school reports. Grades are a reflection of the student's performance in both their class and ensemble environments. Students may also be required to perform at a practical examination at certain intervals, which will also be reflected in the reporting process. Please note that Instrumental Music staff are unavailable for regular school Parent Teacher evenings. If parents wish to discuss the content of reports, they may contact the Instrumental Music teacher through the normal processes.

## 5.0 Ensembles

Shailer Park offers several music ensembles. All students participating in Instrumental Music lessons must be a member of one of these ensembles. Attendance at rehearsals is compulsory and it is a year-long commitment. Students should check their rehearsal times at the beginning of the year to avoid clashes with other activities when planning their participation in various school activities. DET policy mandates that membership in an ensemble is dependent both on attendance at lessons and also rehearsals. If either of these requirements is not met, a student may be withdrawn from lessons or the ensemble. Placement of students in ensembles is at the discretion of the instructors and conductors of the various ensembles and is subject to a minimum performance standard. A variety of criteria is used to determine a student's ensemble placement. The student's history of attendance and commitment will also be taken into account.

## 5.1 Ensemble Rehearsal Schedule

Ensemble	Location and Times	Teacher
Percussion Ensemble	Monday mornings starting at 7.45 am in P01	Mr Randal Scheerle <a href="mailto:Rsche35@eq.edu.au">Rsche35@eq.edu.au</a>
Allegretto Strings	Tuesday mornings starting at 7.30 am in P01	Ms Diane Heine <a href="mailto:Dhein3@eq.edu.au">Dhein3@eq.edu.au</a>
Capriccio Strings	Wednesday mornings starting at 7.30 am in P01	Ms Diane Heine <a href="mailto:Dhein3@eq.edu.au">Dhein3@eq.edu.au</a>
Symphonic Winds	Wednesday after school until 4.00 pm in P01	Ms Erin Thomson <a href="mailto:Ethom189@eq.edu.au">Ethom189@eq.edu.au</a>
Wind Ensemble	Thursday mornings starting at 7.45 am in P01	Ms Rebecca Valler <a href="mailto:Rvall6@eq.edu.au">Rvall6@eq.edu.au</a>
Jazz Band	Thursday after school until 4.00 pm in P05	Ms Erin Thomson <a href="mailto:Ethom189@eq.edu.au">Ethom189@eq.edu.au</a>

All rehearsals will commence week 3 in Term 1, 2025. Students are expected to arrive 10 minutes prior for set-up and to ensure rehearsals begin on-time.

## 6.0 Performances

The major focus of the Instrumental Music Program is on developing interest and encouraging achievement. Performance opportunities will be provided both within the school and at external community events/venues, as deemed appropriate for the ensemble.

Performances will be outlined in school calendar and permission letters will be sent home (usually via email). A minimum of 2 weeks' notice will be given for all performances.

Attendance at performances is COMPULSORY and students are required to wear full music performance uniform.

### 6.1 Performance Uniform

It is expected that all students appear neat and tidy and in their correct performance uniform for all performances.

#### **Uniform**

- SPSHS Music Shirt (to be purchased through the School Locker - <https://theschoollocker.com.au/music-shirt> for \$39.95)
- Plain black trousers (no jeans or tights)
- Plain black leather or leather look shoes
- Plain black socks
- Long hair is to be neatly tied back off the face with blue or black hair bands
- SPSHS Band Folder – to be loaned out to the student

## 7.0 Music Levies

To maintain the high standard of instruction facilities a music levy is to be paid before inclusion in the Instrumental Music Program. This levy covers the costs of the program to enable purchase and repair of instruments, the provision of music, music folders and banners as well as administrative costs related to the program.

This payment will be invoiced annually, and paid to the school office with other school fees. Please note that the levy is an annual payment and is non-refundable.

Students are allowed to study up to two different instruments. Any student wishing to study more than two instruments will need to have approval for this, from the Head of Department Creative Industries.

Levy Description	Cost	Who this applies to	What is covered
Instrumental Music Levy	\$75	All students enrolled in an instrumental music lesson	Items that all instrumental music students use including the purchase of sheet music for ensembles and curriculum, competition entrance fees, busses for some events, South East Region instrumental music levy
Additional Lesson Levy	\$50 per additional instrument a student learns	Any student studying an additional brass, woodwind or string instrument	Items that all instrumental music students use including the purchase of sheet music for ensembles and curriculum, competition entrance fees, busses for some events, South East Region instrumental music levy
Hire Fee	\$100 per instrument hired	Any students hiring instruments from the school	Maintenance, repair and servicing of hired instruments
Percussion Levy	\$50	Any student enrolled in percussion lessons	Maintenance, repair and servicing of school percussion instruments, consumable items used by all percussion students such as mallets, practice pads

### 7.1 Lost Music Charge

At the end of the year, students are required to return music folders complete with ensemble music. Students may be invoiced for not returning their ensemble music and/or music folder at the following rates:

Music: \$6.00 per sheet\*

Folders: \$16 per folder

\*All sheet music is purchased by the Instrumental Music department and is licenced through APRA AMCOS; requiring replacement if lost or damaged. This is a legal requirement when copying sheet music.

### 7.2 Instrument Hire

Shailer Park possesses a limited number of instruments available for loan. Larger instruments such as Cello, Bass Clarinet, Tenor Saxophone, Baritone Saxophone, Euphonium, Tuba and Double Bass are available for loan each year.

Smaller instruments such as Flute, Clarinet, Alto Saxophone, Trumpet, Violin, and Viola are only available for a loan period of 12 months for new students commencing these instruments. These students are then required to purchase their own instrument after the 12 month's loan period has expired. This will ensure the continual recruitment and growth of the Instrumental Music Program.

Instruments will only be issued to students after a signed copy of the Instrumental Music Enrolment form and an EQ11 form has been given to the HoD Creative Industries. Instruments will then be issued during their next Instrumental Music lesson by the Instrumental Music teacher. Please take special note of conditions covering loan of instruments as stipulated on the Instrument Loan Agreement Form.

## 8.0 Student Commitment

To help themselves to achieve their best in Instrumental Music, students should;

- Practice regularly – at least 20-30 minutes every day, completing set pieces on practice record along with own choice pieces.
- Become a member of a school ensemble, when invited by the Instrumental Music Teacher.
- Take part, as required, in all concerts, performances and camps.
- Attend all lessons and rehearsals.
- Be committed to the Instrumental Music Program for a minimum of one year.

### 8.1 Parent Commitment

To help each child to achieve their best in Instrumental Music, parents should;

- Show an interest in the music studies of your child. Never make fun of the initial strange sounds they may make.
- Find a quiet place for your child to practice without interruption or distraction.
- Arrange a regular time for practice. Encourage your child to find a friend to practice with occasionally.
- Help your child with their practice as much as possible. Check their practice record to make sure they are practicing set material.
- Help your child to fill in their practice record and sign it prior to each lesson.
- Provide your child with a safe place to keep their instrument.
- Keep instrument clean and in good repair (students will receive maintenance instruction as part of their lessons).
- Purchase required equipment and tutor book.
- Ensure your child is on time for rehearsals and performances.
- Support your child when they wish to play for others. Visiting family/friends make great audiences.
- Ensure your child brings their instrument, book and folder to school on their lesson and band rehearsal day.

## 9.0 Withdrawal from the Program

If, at the end of one year, you or your child feels the need to withdraw from the program, written contact (e.g. email) should be made with the Instrumental Music Teacher and Instrumental Music Co-ordinator.





Students are required to be committed for a period of 12 months. They are not permitted to withdraw from the program during this time.

However, a student may be withdrawn from the Instrumental Music Program if they do not make steady progress, either through lack of practice and/or attendance or continued unacceptable behaviour. This applies to lessons, rehearsals and performances. In such cases, contact will have been made by the Instrumental Music Teacher to first rectify the situation.