Instrumental Music School Services

parent information evenings

Beginner instrumental music students 2024

Presentation script

## Page 1: Welcome to the Parent Information Evening meeting

## Page 2: Acknowledgement of Country

We would like to show our respect and acknowledge the traditional custodians of this land, of Elders past and present, on which this event takes place. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

## Page 3: Purpose of this meeting

In this presentation, we will briefly outline how the instrumental music program works, help you to make the right choice for your child and provide information on how to support your child with their music. As we are a diverse community, we are providing this script to ensure everyone receives the same information in an equitable way to support this process.

## Page 4: Music in the school curriculum

Music is a discipline within the Arts Learning Area in the WA Curriculum and is expected to be taught in all public primary schools. Music is available in a large number of secondary schools throughout W.A.

## Page 5: Participation in music

Participation in music helps children to develop a whole range of skills, not only musical skills, but also general cognitive, social and emotional skills. Children have an opportunity to be involved in performance within their community, to develop enhanced listening skills and develop self-esteem and confidence.

## Page 6: About Instrumental Music School Services (IMSS)

Instrumental Music School Services (IMSS) is a service provider for Department of Education public schools. We have a 3-year school plan to inform the direction in which we deliver this service.

**Vision statement:** To provide a rich environment where students have opportunities and pathways for inspiration, success in music and personal excellence.

**Mission statement:** To provide high-quality instrumental teaching, diverse and stimulating performance and extension opportunities, a comprehensive resource centre and an instrument loans and maintenance scheme, so every instrumental music student can achieve their full potential.

## Page 7: About Instrumental Music School Services (IMSS) [1/3]

The instrumental music program that we offer is an extension of the classroom music program and is designed for students who demonstrate special aptitude through a thorough testing and selection process. This includes an aural test, class teacher references and physical suitability.

The instrumental music program does require commitment over an extended period of time – students would be expected to stay with their chosen instrument at least until Year 10 if the program is available at the school they will be attending. We are not always able to provide instrumental teaching on all instruments in every high school.

The instrumental teacher should be able to provide you with information on the continuing program in the local area high schools. Please note that some high schools may require students to audition for their programs.

This is done for a variety of reasons, in most cases to work out ensemble placements – it is expected that all students in the primary program will be able to continue into a public secondary school if they have made satisfactory progress.

## Page 8: About Instrumental Music School Services (IMSS) [2/3]

In our system, we have specialist schools and Gifted and Talented selective schools. The selective schools for Gifted and Talented Music are Churchlands Senior High School and John Curtin College of the Arts. Students apply to attend these schools in Year 6 and a testing program takes place in the April school vacation.

There is an audition process which includes a performance. Students from across the state are eligible to attend these schools providing they pass the audition. The music programs at these schools are intensive and students are provided with individual instrumental lessons.

For more information on Gifted and Talented programs, please refer to the website

<https://www.education.wa.edu.au/gifted-and-talented>

There are several specialist music schools across the metropolitan area and in some regional areas. These schools have extensive music programs and students may be able to ‘cross boundaries’ to attend a school that is not in their local area for music. These schools usually have an audition program for student entry.

For more information on approved specialist programs, please refer to the website <https://www.education.wa.edu.au/approved-specialist-programs>

## Page 9: About Instrumental Music School Services (IMSS) [3/3]

The Instrumental Music School Services provide instruction to approximately 400 primary and 85 secondary schools across the state to some 20,000 students from Years 3 to 12. Many of the students have gone on to careers as professional musicians and many students continue to enjoy their musical experiences through a range of music activities.

## Page 10: How does the program work? [1/3]

Our program is based on a cluster model where we ensure that a balance of instruments is made available to primary schools so that the area high school has the instruments required to form a balanced band/orchestra/guitar ensemble etc.

Our program relies heavily on the support of the class music program at each school and the 3-way connection between the school, student and parents provides the best chance of success.

## Page 11: How does the program work? [2/3]

The places in the instrumental program are limited and we do not provide all instruments in every school. Our program is based on small group instruction engaging students with the benefits of learning with others.

Where we have a string program, this starts in Year 3 with violin and/or viola; Year 4 cello; Year 5 double bass. Year 5 is also the entry year for most of our other instruments – clarinet, flute, trumpet, trombone, classical guitar and percussion.

In Year 7 (high school) we have entry for saxophone, oboe, bassoon, tuba, electric guitar, bass guitar and voice. In some schools, we offer additional entry classes at Year 7 to assist in supporting balanced band programs. We do not have an entry level beyond Year 7.

## Page 12: How does the program work? [3/3]

Playing a musical instrument requires serious time commitment and students must consider all of the other things that they do out of school hours to ensure they have enough time to practise their instrument.

Students must not have another teacher on the same instrument – this causes conflict for the student in terms of technique and repertoire selection which can be very confusing for a student.

## Page 13: Ensemble opportunities

There are a variety of school ensembles that we support in schools. From large bands and orchestras through to smaller ensembles. Teachers may incorporate duets, trios, etc, in their group lessons to engage students with ensemble experiences.

## Page 14: Performance opportunities

We support some significant performance opportunities including the annual OPUS showcase concert at the Perth Concert Hall. We also work alongside other organisations to support Concert Band, Orchestra, Jazz, Contemporary, Guitar and Vocal festivals, as well as various workshops held throughout the year.

## Page 15: What does it cost? [1/4]

All tuition funding is provided by the Department of Education – this is very significant as the cost of private tuition for music lessons would be around $1600 per year. We provide a student journal free of charge.

Guitars, violins, violas and basic percussion must be provided by the students.

We have a loan system for other instruments and individual schools hire these instruments from the IMSS and then loan them out to students.

## Page 16: What does it cost? [2/4]

We charge schools a fee for these instruments which they usually pass on directly to the parents, however, some schools negotiate this fee with individual parents.

We recommend that you add the instrument to your personal household insurance as the State Governments’ insurer, RiskCover, may not cover instruments if they have been left unattended in a car or at a house that is not secure.

All repairs to hire instruments are done through the Instrumental Music School Services at no cost.

Your instrumental teacher will advise you of any other accessories that need to be purchased for the specific instrument. A music stand is also a very necessary item - this is extremely important to encourage good posture and proper technique.

## Page 17: What does it cost? [3/4]

Purchasing of instruments – We have pamphlets available on our website for general information, however, we always recommend that you consult the instrumental music teacher for their recommendations and advice prior to purchase.

## Page 18: What does it cost? [4/4]

Time and effort are the biggest cost to students – regular practice, lessons, ensembles and performances must take priority. Parent support for students is absolutely essential for encouragement, teacher liaison and transport of students to concerts and attending performances.

Lessons are scheduled by the IMSS teacher and are usually at a fixed time in primary school, and a rotating timetable in secondary school.

## Page 19: Factors that influence success [1/3]

The most important factor is resilience - to persevere when the going gets tough. There will be times when the motivation drops away and the initial excitement wears off – this is when students need support and encouragement from their families to stick at it – they do overcome the obstacles, but it takes time.

## Page 20: Factors that influence success [2/3]

Playing a musical instrument is a lifelong journey. Please remember to use the music journal to communicate with the teacher on the issues affecting your child’s progress.

## Page 21: Factors that influence success [3/3]

Here are some examples of the journals we use for our students:

* The red and yellow cover is for our primary students
* The blue and green cover is for our secondary students
* Here is an example of the weekly journal page:
  + ‘playing time’ to record practice each week;
  + ‘set work’ section for the teacher to list learning goals for the week;
  + ‘comments’ section for the teacher, student and parents to communicate in.

## Page 22: Connect classes – on-line

Most schools are promoting online communication with students and parents through the Department’s online platform, Connect. Instrumental teachers are expected to form ‘Connect classes’ to provide a process for communicating with students and their parents, providing information and resources through this method.

## Page 23: IMSS website

For further information on our program, including an extensive FAQ section (on the home page) please check out our website – <https://www.education.wa.edu.au/instrumental-music> .

## Page 24: *Thank you*

Thank you for taking the time to work through this comprehensive resource. If you have any questions or require further information, please contact the Music contact at your child’s school. For other enquiries, please phone IMSS at (08) 9338 9500.