

# **BAND PROGRAM HANDBOOK**



**LYNEHAM HIGH SCHOOL**

# CONTENTS

<b>CONTENTS</b>	<b>2</b>
<b>PHILOSOPHY OF MUSIC EDUCATION</b>	<b>3</b>
<b>THE STRUCTURE OF BAND &amp; MUSIC</b>	<b>3</b>
<b>BAND UNIFORM</b>	<b>4</b>
<b>INSTRUMENTS</b>	<b>5</b>
<b>ASSESSMENT</b>	<b>7</b>
<b>STORAGE OF INSTRUMENTS</b>	<b>8</b>
<b>TOURS AND PERFORMANCES</b>	<b>9</b>
<b>AUSTRALIAN NATIONAL EISTEDDFOD</b>	<b>9</b>
<b>COMMUNICATION</b>	<b>9</b>
<b>ALLOCATION OF PARTS</b>	<b>10</b>
<b>PRIVATE TUITION</b>	<b>10</b>
<b>THE BENEFITS OF JOINING A LYNEHAM HIGH SCHOOL BAND</b>	<b>10</b>
<b>COSTS ASSOCIATED WITH BAND MEMBERSHIP</b>	<b>11</b>
<b>SOME HELPFUL TIPS FOR HOME PRACTICE</b>	<b>11</b>
<b>* HOW TO CARE FOR YOUR INSTRUMENT</b>	<b>13</b>
<b>* HOW TO WASH YOUR BRASS INSTRUMENT</b>	<b>15</b>

## PHILOSOPHY OF MUSIC EDUCATION

- ♪ The making of music in bands and ensembles fosters a spirit of cooperation, self-discipline, self-respect and a sense of responsibility.
- ♪ Not everyone can be the best player in the group, but everyone can strive for their personal best.
- ♪ Music is a performing art. Exposure to and inclusion in performances is an important part of a vibrant band program.
- ♪ Above all, music making must be an activity that provides joy and satisfaction to the participants and contributes to the feeling of worthiness in the individual.



## THE STRUCTURE OF BAND & MUSIC

- ♪ At Lyneham High School, Band is an elective subject.
- ♪ Year 7 students will have one half line of Band as part of their academic program. The students are expected to participate in Band for a minimum of one year. There are two Year 7 bands – the Beginner and Year 7 Concert Bands.
- ♪ Beginner Concert Band is for year 7 students who do not play a band instrument or are requesting to change their instrument.
- ♪ Year 7 Concert Band is for students with at least one year's experience on their chosen instrument.
- ♪ Year 8 Concert Band is a full elective subject. The band consists mostly of students from the Year 7 program. Students are welcome to join but may need some help to catch up on concepts and skills learnt in Year 7.
- ♪ Year 9 and 10 Concert Bands are full elective subjects. Students who have participated in the Year 8 Concert Band are eligible for this band. Other students may join the class, but the expectation is that they already have some musical knowledge, and they may need to do extra work to catch up on concepts and skills learnt in Year 7 and 8. By this stage, students are expected to have reached a higher standard of performance.
- ♪ In addition to class time, band members may be expected to be available for one lunchtime rehearsal per week when scheduled.

- ♪ The Intermediate and Senior Jazz Bands are extracurricular activities and rehearse outside of school hours for an hour per week. They are available to students enrolled in a concert band.
- ♪ Vocal Group is another popular extra-curricular activity that runs some years depending on student interest and staff availability. It is available to all students in the school.
- ♪ Year 7 students who do not participate in either the year 7 or Beginner Concert Band will have the opportunity to undertake a short course of Music.
- ♪ Performance Music is a semester elective subject for students in years 8, 9 and 10. Students will be given the opportunity to participate in a variety of small instrumental or vocal ensembles, specialise on their instrument and/or work on a second instrument.
- ♪ School Musical Production is a first semester course for years 9 and 10 and an extracurricular activity for years 7 and 8. Students work collaboratively to produce a large scale piece of musical theatre.
- ♪ Live Production is designed to assist students in achieving their Certificate II in Live Production, Theatre and Events. It is a competency based course that develops the students' skills in audio, lighting, backstage and front of house. Students will use their skills during the school's musical production, the Northside Cluster Schools Spectacular and other major school events.

## BAND UNIFORM

The band uniform consists of black trousers, shoes and socks (no coloured stripes or logos), and blue band embroidered polo top, hoodie and band cap. The polo top, hoodie and cap are available from the Uniform Shop. The hoodies are strongly encouraged for all members, but must be worn by Year 9 Concert Band students on tour. Caps will be required from term 3, especially for tours. Full band uniform is required for all performances. In year 8 and 10 the weather on band tours is very hot so students are given the option to wear knee-length black shorts and sandals for informal performances whilst on tour. Please make sure that all uniform items are clearly named

## INSTRUMENTS

### ***1. General Requirements:***

- ♪ For reasons of hygiene and safety, students must only play their own instrument and never share with a friend. Currently there are special Covid-19 protocols in place.

- ♪ As many instruments are the same brand and model, always take care to return instruments to the correct instrument case and storeroom pigeonhole.
- ♪ Music sheets or other items should *never* be stored inside instrument cases as this can cause damage to the instrument.
- ♪ Students may choose to store their privately owned instrument in their locker or use the LPAC instrument storeroom. Instruments should never be placed on the floor as this creates a trip hazard.

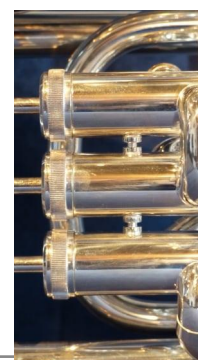


### **2. Specific Requirements:**

- ♪ Music stand: is useful for home practice
- ♪ Flute, piccolo: pull-through or cleaning rod and cloth, Tally-ho papers, Vaseline, polishing cloth
- ♪ Oboe, bassoon, clarinet, saxophone: reeds (always have several spares), case to protect reeds (they often come in a case), pull-through and cleaning cloth, cork grease, polishing cloth
- ♪ Trumpet: valve oil, slide grease (for tuning slides), polishing cloth
- ♪ French Horn: key oil, slide grease (for tuning slides), polishing cloth
- ♪ Trombone: slide cream, small spray water bottle, slide grease (for tuning slide), polishing cloth
- ♪ Euphonium, baritone, tuba: valve oil, slide grease (for tuning slides), polishing cloth
- ♪ Bass Guitar: lead, small practice amplifier for home practice (or similar), guitar strap
- ♪ Percussion: drum sticks, medium mallets (for timpani and cymbals), hard mallets (for glockenspiel/xylophone)

### **3. Hiring a School Instrument:**

- ♪ The cost of hiring a school instrument is \$180 per year. This may be paid in two semester installments of \$90.
- ♪ Those hiring school instruments will sign a contract thus adopting responsibility for the instrument. The school covers repairs due to normal wear and tear. Loss or damage, as a result of accident, carelessness or failure to maintain the instrument regularly is the



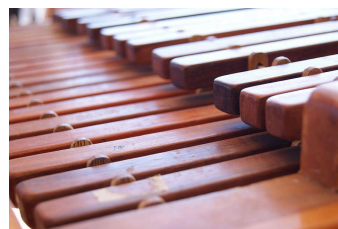
responsibility of the student. We recommend that families insure the instrument.

- ♪ Students may forfeit the right to hire a school instrument if the instrument is not stored properly, is continuously mistreated, or no reasonable progress is made due to lack of home practice.
- ♪ We are fortunate to have a number of new instruments, resulting in some spare, unissued band instruments. Consequently there are a limited number of brass and woodwind instruments available to students so that they can have one instrument at school and a second instrument for home practice. Please note that these are predominantly older instruments and therefore not usually cosmetically attractive. They may have dents or peeling lacquer but are in reasonable playing condition. The aim is to make the transportation of instruments easier as well as encouraging regular home practice. Unfortunately there are not enough instruments for all students to have an additional one.

#### **4. Choosing an Instrument:**

When considering the choice of an instrument, be prepared to be flexible – keep an open mind:

- ♪ Some people are more suited physically to some instruments than others.
- ♪ Consider more unusual instruments. Some instruments are more sought after as there seems to be a shortage of good players i.e. tuba, trombone, euphonium, baritone, melophone and French horn.
- ♪ Those that have a good ear have more chance of succeeding on brass instruments. It is extremely important that a concert band has a large and strong brass section.
- ♪ Remember that we must have a balance of instruments in the band. A band consisting of too many flutes, for example, will not sound balanced.
- ♪ Percussionists in the band are expected not only to learn drum kit but also tuned percussion, timpani and auxiliary percussion. Percussionists need to be extremely well coordinated, motivated to read both treble and bass clef and must develop excellent organisational skills. Good self-discipline and reliability are essential. Year 6 students who are accepted for enrolment to the school, have applied to play percussion and have prior experience as a percussionist are asked to audition. This is because there are only a limited number of places for percussionists in the Year 7 Concert Band and these positions are given to the students who demonstrate the best skills at their audition. Following the audition process, students who are not offered a place in the Year 7 Concert Band are offered a place in the Beginner Concert Band either on percussion or on another instrument.



- ♪ Students who have played the bass, acoustic or electric guitar and who apply to play the bass guitar may also be auditioned once they have been accepted for enrolment to the school. This is to identify those students who would be best placed in the Year 7 Concert Band.

### ***5. Hire or Buy?***

We have school instruments that may be hired by students. However, you may be in a position to buy an instrument and there are many advantages in purchase. Financial investment often means more commitment and the resale value of well-maintained instruments is very good.

## **ASSESSMENT**

### ***1. Home Practice***

Students are expected to practise their pieces of music at home so that they can make their best contribution to the band. It is expected that all students practice a minimum of 5 times per week for 20 minutes. The exception to this is the Beginner Concert Band. Beginner Concert Band students should initially aim for 10 minutes, 5 times per week, working up to 20 minute sessions during term. We strongly encourage *regular* practice. Some students book a practice room and complete some of their practice at school before school or at lunchtime. Please see *Some Useful Tips for Home Practice* in this handbook. It is expected that students will catch up with any practical or written work not completed in class.

### ***2. Theory and context***

Theory is taught regularly in each band both formally and informally. It involves traditional theory, musicianship, music history and the study of the societal context of repertoire pieces. Mostly the theoretical concepts are taught in practical lessons, however some dedicated lessons are undertaken.

### ***3. Performance Video Assessment Tasks***

As a component of their practical assessment, students are required to perform excerpts from one or more pieces of music or technical exercises chosen by their conductor. The students are required to submit their performance in video format. The video should be prepared at home and then uploaded to Google Classroom. Their band teacher will assess the performance using the rubric on the back of this sheet. This performance video assessment tasks will be married with the students' work throughout the semester to inform their school report. Students are asked to clearly state on the video the bars that they will play prior to playing them. In some year groups a video portfolio containing multiple short videos is required.

### ***4. Organisation***

It is important that students are organised for their band class, ensuring that they have their instrument and music and are setting up efficiently. If students forget their music

booklet, there is a copy posted on the Google Classroom for reference. Organisation is a crucial element of this class as it prepares students for the demands of the Band Tours. These skills are also transferable to other subjects and to managing themselves later in life.

Students are required to bring the following items to class:

- ♪ Instrument and items such as reeds as required for specific instruments
- ♪ Home copies folder – each piece of music is to be named in case it is left behind after class
- ♪ Essential Elements 2000 (Beginner Band only)
- ♪ Lead pencil and eraser

### 5. **Copyright**

The Band Program abides by all music copyright laws. Please ensure that home copy folders only contain photocopies and no music with either a red or green stamp. It is also vital that the school band music folders that are used only for performances must not include any illegal photocopies. Each piece of music in these folders must have a red stamp 'Lyneham High School Original' or a green stamp 'AMCOS Licensed Copy'. Under no circumstance should the school band performance folders be used to store home photocopies of music. These performance folders are not to be used during rehearsals. The students must rehearse from their home copies.

## STORAGE OF INSTRUMENTS

The band storeroom is opened at 8.30am and again at 8.45am for students to deposit their instruments prior to roll call. Instruments may be collected at 3.05pm. The storeroom will be locked at 9.00am and 3.10pm. It will be opened for rehearsals. Students are reminded that the storeroom is not a meeting area. Please place the instrument in a pigeonhole and leave. *Do not leave instruments on the floor of the storeroom, nor in front of an emergency exit door.* At no stage should instruments be left outside of the storeroom (e.g. in the corridor). If, for some reason, the storeroom has not been opened by 9.00am, students should take their instruments to class then deposit them in the storeroom later in the day. The storage of instruments in school bags is not recommended. Only band students are allowed in the storeroom, so please ask friends to wait outside. The storeroom must be a safe place for your valuable instruments, so if you see anyone tampering with equipment please inform a teacher. Students should never help themselves to an unused instrument. Small items such as reeds, oils and guitar leads should be kept in the student's school bag, not their instrument case.

## TOURS AND PERFORMANCES

Each band participates in numerous community and school-based performances, including a Faculty Concert each semester. We encourage band members to attend the



performances of bands from other year groups as this shows support for fellow band members as well as building a strong sense of community with the Band Program. The music teachers appreciate the prompt return of excursion permission forms and payment for excursions. The bands participate in the following annual events:

- ♪ *Beginner Concert Band:* South Coast Performance tour (overnight, term 4)
- ♪ *Year 7 Concert Band:* Merimbula Performance Tour (overnight, term 4)
- ♪ *Year 8 Concert Band:* Sydney Performance Tour (three days, term 3 or 4)
- ♪ *Year 9 Concert Band:* Melbourne Performance Tour (six days in term 3). The band usually participates in the Victorian School Music Festival.
- ♪ *Year 10 Concert Band:* Queensland Performance Tour (seven days in term 3 or 4); a feeder primary school concert (term 2). Whilst in Queensland the band usually participates in the Prestige Music Festival.
- ♪ *All Bands:* The Australian National Eisteddfod, faculty concerts, school assemblies and the ACT School Band Festival or Floriade



## AUSTRALIAN NATIONAL EISTEDDFOD

Each year our bands enter the Australian National Eisteddfod. This is a major event on our band calendar and *all band members are expected to attend*. In past years our bands have been enormously successful. Most importantly, though, the event gives the students a goal and the progress made by each band in the preparation time is outstanding.

## COMMUNICATION WITH FAMILIES

Our main forms of communication are Google Classroom, Google Calendar (LHS Band Program students & family calendar), a Google Doc calendar and emailed updates. Additionally, regular entries are made to the school's periodic newsletter.

## ALLOCATION OF PARTS

It is our policy not to desk players in our bands. All students need the opportunity to play in all areas of their range, and to play both melody and harmony parts. Players are placed in balanced teams and parts are distributed evenly throughout the year.

# PRIVATE TUITION

It is recommended, but not mandated, that students receive private tuition on their instrument. We have been impressed by the progress and enthusiasm of students who have had this opportunity. The fees for private tuition vary between tutors and some tutors are prepared to take students in pairs for a lesser fee. All financial transactions and lesson arrangements are a private matter between student/parent/guardian and tutor. Lyneham High School does not run a private tuition program, so families need to source an external tutor.

## THE BENEFITS OF JOINING A LYNEHAM HIGH SCHOOL BAND

### 1. *Gain a lifetime skill*

♪ Many of our students join community bands and orchestras, for example our alumni band, Ginninderra Wind Orchestra.

### 2. *Enhance self discipline*

♪ In a band we work as a team and members need to exercise self-discipline in rehearsals. They need to be patient, considerate and supportive of others.

♪ Practice is a discipline and must be regular.

♪ Students must take responsibility for equipment and LPAC, as well as the maintenance and cleaning of their instruments.

### 3. *Belong to an inclusive group within the school*

♪ Lyneham bands play at parent evenings, assemblies, eisteddfods and festivals, school concerts, community events, Open Night and Presentation Night, as well as tours in terms 3 and 4.

♪ Band is socially enjoyable - students have a common interest and enjoy the bonding that comes with supporting each other and working as a team.

### 4. *Vocational value*

♪ Some students ultimately make music their career either as teachers or performers.

### 5. *Cognitive development*

- ♪ Research has shown that playing a musical instrument enhances cognitive development by simultaneously stimulating both hemispheres of the brain. This link to a short Ted-Ed clip succinctly describes this process:
  - [How playing a musical instrument stimulates your brain - Anita Collins](#)

## COSTS ASSOCIATED WITH BAND MEMBERSHIP

- ♪ Hire of school instrument (as applicable)
- ♪ Black folder with plastic sleeves
- ♪ Band subject levy
- ♪ Band Uniform:
  - Black trousers, shoes and socks – no stripes or emblems
  - Available for purchase through our school canteen;
    - Band Polo Top (this can also be worn as part of the student's normal school uniform)
    - Band Hoodie for winter performances (this is a requirement for the year 9 band tour)
    - Band Cap
- ♪ Optional enrichment activities such as excursions and tours

## SOME HELPFUL TIPS FOR HOME PRACTICE

### 1. LONG NOTES

Holding notes for 8 or 10 seconds. Long notes will improve your tone and strengthen your embouchure. Play your long notes in these ways:

- ♪ holding all at one volume
- ♪ crescendo to loud and then decrescendo to soft

It is very important to listen to your sound on these notes. Are the notes even with no unplanned swells, do they start evenly, are there any leaks in your embouchure, etc?

Use the easiest scales for long note practice. Don't play high notes too early in your practice sessions as they can damage our facial muscles and make you tired. You will get no benefit from playing high notes yet - wait until you've warmed up.



Percussionists should practise rolling on not only the snare, but on all surfaces, including cymbals.

### 2. SCALES

Scales will improve your technique and dexterity, and allow you to play fast passages easily.

- ♪ Practise your scales until you can play them from memory
- ♪ Start all your scales slowly and work towards a gradual increase in speed. There is no benefit to be gained from playing your scales so fast that you cannot play them accurately.

Listen to your scales. Are you (1) using your tongue correctly, (2) using the correct fingering for each note, (3) pitching the notes correctly?

Trombone players should experiment with and learn alternate slide positions for each note.

Trumpet players should learn alternate fingering for some notes.

Bassists should be alternating fingers, not just using one finger.

Percussionists should also learn scales on a mallet percussion instrument.

### 3. EXERCISES

There are many specific warm-up exercises for each instrument group.

Brass: Practice playing harmonics without using your tongue to articulate. These are called lip slurs and help improve your range and confidence. Start working between 2 harmonics and gradually work up to 4 or 5. Trumpets should start on middle C and move chromatically down to low G or F#. Work at getting a clean slur between the two notes that moves when you want it to move.

Woodwind: Practice working through the break and try to achieve a smooth transition from upper to lower registers. More advanced players should start working on the very high register.



### 4. MUSIC

You should be working on the parts of the music that are causing you trouble.

- ♪ Slow down the tricky bits until you can play them accurately. You will gain no benefit from repeating the same incorrect notes over and over.

- ♪ Try to play all sections at a faster speed than usual. This will allow you to play your music at a variety of tempi with confidence.
- ♪ You should practise the new music from the band repertoire as well as some old material. You should also try to find some music that is not from the band repertoire and play that as well, just for fun.

### 5. PRACTICE ROUTINE

Ideally, your practice routine will be as follows:

- i) long notes for 1 minute
- ii) exercises for 1 minute
- iii) scales for 2 minutes
- iv) new music from band for 7 minutes
- v) old music from band for 4 minutes
- vi) your own choice for 5 minutes

This is just a guide as to how and what to practice. You should try to make your practice sessions as interesting and fun as possible. Challenge yourself and don't be lazy. You can achieve virtually anything in your music if you want to. All it takes is a little bit of hard work.

## \* HOW TO CARE FOR YOUR INSTRUMENT

### ALL INSTRUMENTS

Your instrument will play better if you follow these points.

1. Your instrument should never be left on the floor at home or at school.
2. Your instrument should never be handled or played by someone else.
3. Always close your case during a practice session.
4. All players may store their container of oil in the case if there is room. Remember to check that the lid is screwed down tightly.
5. Trombone players – take care not to hit the music stand as this can cause great damage to your slide.
6. Do not store your music or your music stand in the case with the instrument.
7. Do not attempt repairs yourself, without the permission of the Band Director.

### WOODWINDS

1. Do not put any woodwind instrument into water or try to wash it in the bath like brass instruments.
2. Woodwind instruments need oiling once a month. Use key oil only. Place one drop on each moving joint. Remove excess oil and do not get any on the pads.
3. If you own an instrument made of wood, you will also need to use bore oil. Place a few drops on your pull-thru and pull it through the instrument 3 or 4 times, with the mouthpiece removed. Do this once a week for 3 months for a new instrument, then once a month. For a used instrument, oil the inside once a month.
4. NEVER leave your clarinet standing on its bell.
5. Dry the inside of your instrument after each use, using a special fluffy cleaner or a pull-through.

### **BRASS**

1. Valves and trombone slides should be oiled or cream applied (trombones) twice a week. One of these times you should actually clean the valves or trombone slide.
2. Wash your instrument once a month. (*See 'How to Wash Your Brass Instrument'*)
3. *Never* use 'Brasso' or 'Silvo' on any brass or silver surface.
4. Your mouthpiece should not move loosely in its case. If there is no special hole or spot for its storage, wrap it in a clean cloth or make a string pull pouch and leave it in your case.

### **PERCUSSION**

1. The only parts on the snare drum that may need adjustment are the drumhead or snare. This should only be done after consulting your band director.
2. Replace any broken or damaged drumsticks. Never reuse them.
3. Cymbals should be cleaned once a year with cymbal cleaner. Please consult your band director.
4. Drums and cymbals should be transported in their cases.
5. Take great care when adjusting or assembling the kit, not to let the tom-toms rub against the bass drum.
6. Oil the bass drum pedal once a month.

# \* HOW TO WASH YOUR BRASS INSTRUMENT

## WASHING

1. You need: instrument, valve oil, slide cream for trombones, towel and dishwashing detergent (like Sunlight).
2. Place a towel in the bottom of the bathtub (to avoid scratching), then add enough warm (not hot) water to cover the instrument. Mix in the detergent.
3. Take your instrument apart carefully – leave the valves in, but remove the bottom valve caps. Put the bigger sections in the bath first. Trombones put the slide in last.
4. Let the instrument soak for about 20 minutes. Jiggle the valves every now and then.

## CLEANING

1. Take the small parts from the water first (trombones take the slide out first). Carefully shake as much water as possible from each part. Wipe the outside clean and dry.
2. Take out the biggest section of your instrument. Carefully turn it around so that the water can run out from inside. Be careful – there could be a lot of water in some of the bigger instruments!
3. Wipe the instrument dry with a soft, clean cloth. Never use a metal polish!
4. Put a smear of slide cream on all slides other than trombone slides and replace.
5. Trombone - wipe the slide clean with a lint-free cloth. Apply slide oil or slide cream and water. Always take great care with your slide – the smallest dent can make it unplayable.
6. Valve instruments – take out one valve at a time, clean it with a lint-free cloth, pull the cloth through the valve chamber, oil the valve with one drop of VALVE OIL ONLY, then replace it. Now repeat with the next valve.

## CHECKING

1. Play a few notes to check that you have re-assembled the instrument correctly. It may gurgle if some water remains inside.
2. Clean the bathtub!

3. While you wash the instrument, have an adult boil your mouthpiece like an egg, in a saucepan for 3 minutes, to sterilise it. If you have a cold, a virus, mouth ulcers or cold sores, boil the mouthpiece before and after you play. The germs will live quite happily in the mouthpiece for a while unless you sterilise it.
4. Never use too much valve oil and always use water as well as valve oil. Valve oil alone will not work very well.

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