



COUNCIL-ENDORSED PROGRAMS APPLICATION TEMPLATE

APPLICANT DETAILS

Title of organisation: School of Instrumental Music

Contact person: Bruce Herriman

Contact address: 150 Guildford Rd, Maylands 6051

Telephone: 9272 7800

Facsimile: 9272 7877

Email: Bruce.Herriman@det.wa.edu.au

Website: www.sim.iinet.net.au

1. PROGRAM

Name of program: Music Ensemble Performance

Participant profile:

This program is designed for students who are not enrolled in the Music course units developed by the Curriculum Council, but have instrumental experience and skills that can be positively applied in a school based ensemble during Years 11 and 12. Typical ensembles are concert band, orchestra, guitar ensemble, choir, chamber group or jazz ensemble.

Award or certificate title:

A certificate is not intrinsic to the course, but one could be made available to award students who satisfy the requirements. The School of Instrumental Music will provide a pro-forma for school ensemble directors or teachers-in-charge of music to use for this purpose.

2. PROGRAM DETAILS

Rationale:

This unit is designed for any student who is playing or singing in a recognised school ensemble to receive credit for the learning that takes place,

Being an ensemble member encourages

- Understanding, following and responding to the conductor/musical direction;
- Development of individual and ensemble skills in producing quality music
- Development of listening skills which promote musicianship;
- Understanding of musical styles;
- Appropriate concert etiquette, presentation skills and self confidence;
- Social and collegial skills, ensemble conduct and discipline;
- Recognition of the importance of one's individual contribution to the overall success of the ensemble

Typical ensembles are: concert band, orchestra, guitar ensemble, choir, chamber group, jazz ensemble

Minimum standard of learning:

The minimum standard required would be Level 4 in all Arts outcomes of the Curriculum Framework. Many students would achieve at a much higher level.

Learning outcomes:

This unit addresses Overarching Outcomes 1, 2, 3, 4, 5, 10, 12 and 13 and all 4 Arts Outcomes

Essential content:

Music language, conventions and specific instrumental skills as defined by the nature of the ensemble and its repertoire.

Learning and teaching:

1. *Opportunity to learn*: instrumental lessons and home practice are directly linked to working in the ensemble and producing a performance as the end product
2. *Connection and challenge*: this unit builds on previous instrumental and ensemble experience, but extends the technical, musical, cognitive and social demands to a more sophisticated level
3. *Action and reflection*: this unit has both group and individual work required and successful home practice requires analytical and reflective thinking about the student's own performance in order for the group work to be successful.
4. *Motivation and purpose*: a planned program of performance opportunities provides regular and predictable targets for students to work towards
5. *Inclusivity and difference*: performing ensembles by their nature have a number of roles and [laying positions are assigned by individuals' capacity to meet the demands. There are leadership opportunities for highly motivated high achievers, and rank and file positions for those with more modest skills and aspirations.
6. *Independence and collaboration*: While instrumental skills are acquired by individual practice and application, the ensemble relies on collaboration for its success. All students must cope with individual and group learning experiences.
7. *Supportive environment*: the support of the ensemble group and its purpose is a powerful motivator for individual student achievement.

Assessment:

1. *Valid*: formative assessment and constant feedback in the instrumental lesson and ensemble rehearsal contributes to the final performance (summative assessment)
2. *Educative*: all assessment of student achievement is immediately applied to the performance task at hand
3. *Explicit*: assessment of technical progress is based on the instrumental skills that need to be mastered for performance, and the student shares in the assessment of the group's performance as a whole.
4. *Fair*: all assessment is done in the context of meeting the performance goals of the ensemble and being an effective ensemble member.
5. *Comprehensive*: evidence is available through the instrumental lesson, the student's journal entries, rehearsal attendance and participation and the final ensemble performance.

Evidence is provided through the students journal (self-reflection), the log of hours and roll for ensemble rehearsals and the report of the ensemble director to the school, either through a standardised checklist or a semester school report.

Evidence of learning:

1. Attendance records for lessons and ensemble rehearsals
2. Participation in ensemble performances
3. Student journal
4. School report/ensemble report

Average learning time:

90 hours is nominated for the unit, based on 35 weeks out of a 40 week school year, with time lost in Week 1 and during assessment periods. This is made up of:

1. 1 hour per week ensemble rehearsal (35 hours)
2. A 20 minute instrumental lesson (11.5 hours)
3. Home practice – minimum 5 days per week at 20 minutes per day (58 hours)
4. Minimum 4 Performances – 1 hour each (4 hours)

Total: minimum 108.5 hours

Program structure and delivery strategy:

- Instrumental lesson at school or private studio
- Home practice
- Participation in scheduled ensemble rehearsals and performances

Personnel:

Ensemble director, instrumental teacher, school teacher-in-charge

All will have a recognised qualification in music or music education, or a personal track record in ensemble direction

Resource requirements:

Rehearsal space and equipment as applicable to the ensemble

3. PROGRAM BREADTH

Overarching learning outcomes:

See attached template

4. OCCUPATIONAL SAFETY AND HEALTH AND DUTY OF CARE

Policy Information:

In-school ensembles and activities are covered by the School of Instrumental Music's policy and procedures, and DET general policies on occupational health and safety and duty of care.

5. QUALITY ASSURANCE

General:

Delivery: the teacher-in-charge and the ensemble director will be qualified and answerable to the school.

Certification:

Ensemble director will ensure records are available to school. Minimum standard is 'competent'

Record Keeping:

What: Attendance rolls for instrumental class and ensemble rehearsals, school reports, student journals, concert programs

How and where: with all other information about the student, at the school

How long kept: for the period required by the Curriculum Council

6. PROGRAM EVALUATION

Method:

Through enrolment numbers, feedback from students, ensemble directors and parents to the school, and from the school administration's willingness to run the Council Endorsed Unit as part of its total program.

Frequency:

Annually

7. ENDORSEMENT

Longevity of program:

This is a new program. It gives credit for activities already undertaken by students for which they receive no credit in existing courses.

Period of endorsement:

3 years

Review date:

Term 4, 2009
