

# Bilgola Plateau Public School Band

## Big Band Blow – What happens next?

This form is intended to help guide your child onto an instrument on which they will thrive.

At the 'Big Band Blow', your child will have completed a form showing which instruments they were most excited by and a professional tutor assessed their suitability. By taking that information into account, together with this questionnaire, I will be able to provide a recommendation of the instrument options which will likely be the best fit for you and your child.

At the end of the day, the most important outcome is that we find the right instrument for your child - one on which they can thrive and which fits into your logistical and financial situation. If we do this well for all students involved, we will also end up with an amazing Junior Band – one with a wonderful balance of instruments which celebrates the diversity of personalities and strengths in our school.

### Student Details

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Parent / Caregiver Name (s) \_\_\_\_\_

Mobile(s): \_\_\_\_\_

Email: \_\_\_\_\_

### Physical Characteristics

Our first priority is to help each student discover which instruments they really love the sound of and are super excited to play. However, sometimes physical limitations can lead to difficulty, discomfort and ultimately discouragement. The purpose of this section is to identify the physical factors which may cause problems so we can either look at ways to manage this or possibly encourage students onto another choice they will more easily thrive on.

**Height (cm)** \_\_\_\_\_

**Arm (cm)** Length of right arm, measure from arm pit to finger tip \_\_\_\_\_

**Hand (cm)** Hand Stretch - spread hand as wide as possible and measure from thumb tip to little finger tip. If hands are a slightly different size, measure the smaller hand.  
\_\_\_\_\_

**Finger Attributes** Some instruments are more demanding on finger dexterity and co-ordination. Double jointed or hyper mobile fingers and thumbs can make some instruments very tricky to manage. For example, all the top level Clarinet teachers I have spoken to would strongly discourage a student with hyper mobile thumbs from learning Clarinet. Tick all which apply. BPPS BAND BIG BAND BLOW-WHAT HAPPENS NEXT \_\_\_ Good Finger dexterity & control \_\_\_ Struggles with finger control \_\_\_ Hyper-mobile fingers \_\_\_ Hyper-mobile thumbs \_\_\_ Other Teeth & Lips The shape and size of teeth, lips and bite can have an enormous impact on how easy various Woodwind and Brass instruments are to play. Tick all that apply and include any specific observations or concerns in the "Other" option. \_\_\_ Has all four front adult teeth (2 on top, 2 on bottom) \_\_\_ Overbite \_\_\_ Underbite \_\_\_ Teeth meet evenly \_\_\_ Teeth are smooth & free of sharp edges which would dig into lips \_\_\_ Large, full lips \_\_\_ Thin lips \_\_\_ Orthodontic issues / needs braces or wears a plate during day \_\_\_ When smiling, the upper gums show \_\_\_ Other BPPS BAND BIG BAND BLOW-WHAT HAPPENS NEXT

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Academic Attributes Some instruments are more difficult to learn than others, especially in the first year or two. While academic ability doesn't necessarily directly relate to instrument choice, it is very helpful for students and their parents to have a good appreciation of what they are signing up for. Understanding a student's strengths and weaknesses can help to guide them onto an instrument they will progress most quickly on and therefore enjoy a sense of achievement. Reading Skills 1 2 3 below average above average Math Skills 1 2 3 below average above average Sports Skills 1 2 3 below average above average Focus and Concentration 1 2 3 struggles good concentration Academic Attributes Please tick all which apply \_\_\_ Likes school \_\_\_ Dislikes school \_\_\_ Enjoys team activities BPPS BAND BIG BAND BLOW-WHAT HAPPENS NEXT \_\_\_ Visual learner \_\_\_ Auditory learner \_\_\_ Kinesthetic learner \_\_\_ Other \_\_\_\_\_ Learning

Challenges It is very useful for conductors and teachers to be aware of anything affecting your child's learning. Band can be an amazing learning environment for those with learning challenges, especially when we are aware of these in advance. Please include anything you feel is helpful for us to know about your child. This might include things like; ADHD, Autism, Dyslexia, Visual or Auditory challenges etc Character Attributes All instruments require consistent practice. Students who thrive are practising their instruments at home, 5 days per week. However, some instruments require greater persistence before students begin to achieve "pleasant" results. Work Habits: Is your child generally willing to work diligently and consistently or do they need to be "made" to do homework & chores? Sometimes an instrument can bring out a very different work ethic than normal school activities. Self Confidence: Some instruments tend to play by themselves in the band while others play as part of a group. Some examples of instruments requiring stronger self confidence include Percussion / Drums, Mallet Percussion and French Horn. Fidgeting: Some children find it difficult to sit still. While this is something we work hard on in band, for some instruments this can cause terrible disruption for rest of the band. This is especially true of Percussion / Drums and Bass Guitar. This isn't to say that a fidgeting student can't learn these, but it helps highlight this as a challenge which will need management. BPPS BAND BIG BAND BLOW-WHAT HAPPENS NEXT Character Attributes Tick all which apply, feel free to include "other" observations or concerns \_\_\_ Self Motivated \_\_\_ Requires external motivational help \_\_\_ gives up easily \_\_\_ Persistent & patient \_\_\_ bold & enjoys the spotlight \_\_\_ shy-prefers not to stand out \_\_\_ can remain still & quiet in a learning environment when requested \_\_\_ constantly fidgeting, struggles to sit still \_\_\_ Perfectionist \_\_\_ Easily tired \_\_\_ Talkative \_\_\_ High achiever \_\_\_ Quirky \_\_\_ Other \_\_\_\_\_

### Musical Background

At Bilgola we have several musical opportunities for students before they get to Year 3 and can join band. Also, many students have already had music lessons on other instruments. This can be a big benefit when picking up a new band instrument. BPPS BAND BIG BAND BLOW-WHAT HAPPENS NEXT Musical Background Tick all which apply, feel free to include "other" instruments or background \_\_\_ Sings at home \_\_\_ Listens to music for pleasure \_\_\_ Piano \_\_\_ Violin \_\_\_ Recorder \_\_\_ Choir \_\_\_ Dance \_\_\_ Other \_\_\_\_\_

### Music in

your family For some instruments, a background of music in the family can be extremely helpful. For instance, French horn and Bassoon students are most likely to thrive when parents enjoy Classical Music. Tick all which apply. \_\_\_ Parent (s) plays an instrument \_\_\_ Older sibling (s) plays an instrument \_\_\_ Family enjoys listening to music / going to concerts \_\_\_ Family listens to Classical music \_\_\_ Other \_\_\_\_\_

### BPPS BAND BIG BAND

BLOW-WHAT HAPPENS NEXT Parental Support Some instruments require a greater level of parental involvement and commitment. For example, larger instruments can need assistance getting to and from school. Some instruments require more financial commitment. Some are more technically demanding and require extra parental encouragement and even some

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supervision at lessons and for home practice. Identifying this upfront can ensure a student has the appropriate support network. Sometimes, when a parent can't be involved, another caregiver can provide this valuable support. Parental / Caregiver involvement in practice and lessons: It's a reality of life these days that often parents and caregivers simply don't have the time and availability to be as involved as they would like. While we accept this fact, it does need to be factored into instrument choice for students. Attending the first few lessons with your child is extremely valuable. As they progress this becomes less needed.

Financial Commitment: For many families, the household budget must stretch a long way. Learning a musical instrument and playing in band is a significant investment. Some are willing and able to invest a lot. Others desire the amazing opportunity and benefit band can provide, but need to do so in as affordable a manner possible. Cheaper instruments can include Flute, Clarinet, Trumpet, Trombone, Bass Guitar (and Lower Brass if hired). More expensive instruments can include Saxophone, French Horn and Bassoon (and Lower Brass if buying). Parental Support Tick all which apply, feel free to include "other" observations or concerns \_\_\_ Able to assist our child with the transport of a larger instrument \_\_\_ Our child would need to be able to independently transport their instrument \_\_\_ Caregiver able to attend some lessons \_\_\_ Caregiver attending lessons will not be possible \_\_\_ Able to supervise home practice \_\_\_ Can't supervise but able to ensure practice is occurring \_\_\_ My child will need to be responsible for their own practice \_\_\_ As affordable as possible please BPPS BAND BIG BAND BLOW-WHAT HAPPENS NEXT \_\_\_ We seek a balance between cost and top quality \_\_\_ We can invest as needed \_\_\_ Any Other comments \_\_\_\_\_

Thank you for the time and thought you have put into completing this questionnaire. Please return it prior to the scheduled Big Band Blow session. Following I will contact you within a fortnight with the instrument recommendation/s for your child. Kind regards, Rob Sidaway Bilgola Plateau PS Band Director Phone: 0407-220-486 Email: