



SCOTCH
COLLEGE
MELBOURNE

FOUNDED 1851

2024 Music Handbook





Music at Scotch

The purpose of this booklet is to provide a guide for parents and students to instrumental music at Scotch College. The Music School at Scotch is large and quite complex, and it is hoped that this guide to the workings of the Music School will help parents and students derive full benefit from the Music School.

Why Learn an Instrument

The benefits of learning a musical instrument are many. They include the development of fine motor co-ordination, superb aural training, and the development of a sense of discrimination. In addition, the art of learning to read music and transfer the symbols on the printed page into the physical act of playing is very beneficial for the intellectual development of the child. As the student progresses, he will develop a greater sense of aesthetic and cultural appreciation. Other benefits include the social involvement of making music with others, the development of self-discipline required to practice, enhanced self-esteem, and appreciation of music at a far higher level than could ever be learnt or experienced just from passive listening.

Playing a musical instrument can be a lifelong source of enjoyment. While relatively few students decide to make a full-time living from professional performing, many continue to play (or sing) at university and later in community orchestras, choral societies, and play chamber music with friends. In addition, the music one experiences at school includes some of the great classics, and the appreciation and insight experienced from performing this music remains with the student to permanently enhance his quality of life.

Why Learn at School

While it is perfectly sensible to learn a musical instrument outside school if one has access to a good teacher, many additional benefits come from learning within the system of Scotch College. These include:

- A carefully selected and appropriately qualified teacher
- Progress which is monitored regularly by the head of the department concerned
- Ensemble participation at an appropriate level for the student
- Examinations and assessments
- Regular performance opportunities
- Opportunity to perform in master classes and to attend specialist classes given by eminent musicians from Australia and overseas
- Facility for inexpensively hiring an instrument
- Regular contact with the parent via the record book and written reports twice yearly

When is the Right Time to Start Learning?

The correct time to start learning an instrument will vary from child to child. With regard to very young children, the instrument is a major consideration in itself. Some instruments require the hands to be a certain size and others can be simply too heavy for a young child to hold. However, the piano can be started at a very early age as can the violin and cello. Violins and cellos come in different sizes so that the instrument can be matched to the child and replaced with a larger one as the child grows. An important consideration is whether or not the child has the necessary maturity to commence learning, and in many cases the parent will have an instinct for this. Students do not normally commence lessons on Woodwind and Brass instruments until Year 4, and Pipes and Drums in Year 5, but piano and stringed instruments may be started earlier.

Students entering the college at Year 7 may start learning any instrument immediately, although it is advisable to discuss the choice of instrument with the Director of Music.

Which Instrument Should My Son Learn

Tuition in all orchestral instruments as well as piano, guitar (classical, electric and bass), singing, organ, music composition and bagpipes is offered at Scotch. The choice of instrument needs careful consideration. Probably the best guide is the sound of the instrument which the student likes most. After all, the student will spend many years listening to the sound of that instrument. However, the popularity of an instrument should also be considered as instrumental balance within ensembles must be maintained. For example, there is little sense in having two hundred students learning the saxophone if there are no students of the trombone or clarinet, as the resultant imbalance in the ensembles would limit the performance repertoire, thus all the students would have a sadly reduced musical experience. Instruments traditionally under-subscribed include the french horn, oboe and bassoon. Instruments which are over popular include the saxophone and trumpet. Strings (aside from the guitar) are in a particularly enviable position in that orchestras require plenty of them, and the range of music which can be played spans many centuries. Talking to the Director of Music can be helpful in ensuring that your son learns an instrument which is likely to be in demand as your son progresses. This will result in faster progress into ensembles, and the chance to play music at a higher level a little earlier. A further consideration is the age of the student, and discussion with the Director of Music is strongly advised.

Is there provision for students to try an instrument as part of the School curriculum

Scotch offers group instrumental tuition as part of the class program in Years 2 and 7.

All students in Year 2 are given the opportunity to learn violin, viola, cello and double bass in a group during Semester 1.

In Year 7, all students are given the opportunity to learn an instrument from the brass, woodwind and string families during their music instrumental classes for the entire year.

Junior School String Program:

Suzuki violin and cello are available at any time in the Junior School. In Year 2, all boys will have the opportunity to learn the violin, viola, cello or double bass for 2 terms in small groups.

At the completion of these lessons, parents will be contacted as to whether the student should continue learning. With very young students (Prep & Year 1), it is essential that a parent attends the lessons and offers the appropriate support at home. The fees for individual lessons are detailed separately.

Orchestral instruments other than strings:

Woodwind and brass lessons are given in much the same way at Year 5, and many students continue with individual lessons after a few introductory lessons in the class groups. Students entering the school at Year 7 are also given this opportunity as part of the Year 7 curriculum.

The Music Department

The Director of Music is responsible for the Music School at Scotch College. He is assisted by the Head of Junior School Music and the Heads of the various departments. For any enquiries in reference to your son's instrumental lessons, please contact the appropriate Head of Department.

Head of Strings, Guitar & Harp	Mr Benjamin Castle	9810 4450
Head of Keyboard	Ms Elaine Chin	9810 4116
Head of Woodwind & Bands	Ms Megan Philip	9810 4351
Head of Brass	Mr Chris Farrands	9810 4350
Head of Percussion & Drum Kit	Ms Jude Hallum	9810 4375
Head of Choirs, Voice & Composition	Mr Andrew Hunter	9810 4218
Head of Junior School Music	Mrs Emma Macrae	9810 4223
Head of Pipes & Drums	Mr Mark Saul	9810 4268
General Enquiries	Music School Office	9810 4219

A complete list of Music Department staff is available on the Scotch Website

<https://www.scotch.vic.edu.au/senior-school/music/music-staff.aspx>

Procedure for Learning an Instrument

Enrolment for Instrumental Lessons

To commence lessons, please follow this link to complete a music tuition form <https://portal.scotch.vic.edu.au/student/Music/musicform.cfm>. A student can commence lessons at any time during the School year. However, there is a waiting list for some instruments as the demand for lessons exceeds the teachers' time and teaching space.

Theory Lessons

Theory lessons are offered on Wednesday and Thursday mornings from 7.40 to 8.20am in Room 2.10 in the James Forbes Academy so that students of different ages but approximately the same theory standard may attend. Students can begin theory lessons from Year 3. Although lessons officially start at the beginning of February, students may begin lessons at almost any time throughout the year. Theory lessons should be taken by students once they reach some degree of fluency on their instrument. For AMEB practical exam grade 6 and above, there are additional theory (or musicianship) requirements. Charges for theory lessons can be found under 'Fees for Tuition'.

Aural Classes

Aural Classes are available on Tuesdays at 12.50pm with Mr Lachlan Redd in the David Yu Family Foyer. These classes are free and available to students from Year 3.

Hire of Instruments

Most instruments can be hired from the Music School at a charge of \$100 per semester. The purpose of the hire system is to allow the parent and student time to evaluate whether or not the student wishes to continue playing the instrument, thus avoiding the expense of buying an instrument outright. The usual hire period is for one year, although in the case of particularly expensive instruments this time can be extended providing there is no immediate demand for that instrument. There is a provision on the enrolment form to hire which must be completed before the instrument can be allowed home. Instruments must be returned immediately when tuition ceases, or if requested by the Music Department.

Pipes & Drums Hire

Practice Changer (the learning instrument) \$25, Bagpipes \$40 (additional, but not until the chanter has been mastered). (All charges per semester). Snare Drummers will need to purchase a pair of drum sticks \$35 (different from kit drumming). Tenor Drummers will need to purchase their own special sticks \$45.

Insurance & Care of Instruments

Hire Instruments

Hire instruments are generally not covered by the School's insurance. Parents are generally responsible for the replacement cost of an instrument resulting from any loss or damage whilst in the student's custody. The value of such items at the time of loss will be determined by the school. Parents accept by signing the Tuition Form that in the event of loss or damage that they are liable for any such loss.

Privately Owned Instruments

The School does not cover privately owned instruments. It is important therefore, to make sure that your son's instrument is properly insured, and that the instrument is left in the appropriate places as directed by the Head of Department or Director of Music. It is also sensible not to leave instruments at school for unnecessarily long periods.

Time-tabling Of Instrumental Lessons

Each head of an instrumental department makes sure that students are timetabled and assigned to a suitable teacher; students are then informed via email.

Lessons are timetabled throughout the school day. The school functions on a six-day timetable, whereas the Music School works on a five-day timetable. For example, this means that a student who has a clarinet lesson at 10.15 am on a Tuesday which might be Day 2 of the six-day cycle, will not miss part of that same lesson again the following week because the following Tuesday will be a Day 1, and therefore a different subject lesson. Where a student learns more than one instrument at school, we endeavour to timetable the lessons for one of these instruments at a time outside that of the regular timetable (eg. early in the morning or lunchtime). However, this cannot always be guaranteed. Prep and Year 1 students enrolled for music lessons must be accompanied by a Parent or Legal Guardian to every lesson. Parents are required to obtain a WWC check which should be emailed to Head of Junior School Music. Parents should report to Junior School reception prior to collecting their son.

Duration of Instrumental Lessons

Students usually receive forty-minute individual lessons, although shorter lessons are available for younger students.

Waiting Lists

It should be noted that 'fashions' for various instruments change, and this results in some instruments becoming very popular from time to time. Accordingly, waiting lists can often occur for particular instruments, especially Percussion, Drum Kit, Modern Guitar, Saxophone and sometimes Trumpet. In this instance, it can be wise for students to consider an alternative instrument, as competition for places in the more advanced ensembles on the popular instruments can be very fierce.

Percussion

In the Percussion Department we offer two different courses of study – General Percussion and Drum Kit Specialist.

Drum Kit Specialist involves learning only the drum kit, such as would be seen in a rock or jazz band, and some supportive snare drum work to build technique and ensemble skills.

The study of General Percussion includes all of the abovementioned drum kit study and also many other percussion instruments including xylophone, timpani and miscellaneous percussion instruments.

It is important to be clear that, due to the large number of boys taking lessons, all drum kit positions in bands must be auditioned from both Drum Kit Specialist and General Percussion students. General Percussion students play in one of five concert bands and, when reaching a high level of competence, may also be invited to play with the Symphony Orchestra. Drum Kit Specialist students are ineligible to join orchestras or concert bands.

Boys in both streams will be issued with the necessary sticks, practice pad, mallets etc, billed on the school account. The cost of these items varies according to the student's requirements. Instruments are not offered for hire but practice arrangements may be available at school, during school hours.

Guitar

Two styles of guitar tuition are offered.

Classical Guitar: This involves tuition of playing classical guitar primarily as a solo instrument and covers the study of music from Renaissance to present day, with the exclusion of pop (rock) and jazz.

Modern Guitar: This style of playing can involve electric or acoustic guitars, and can cover both pop, rock, folk and jazz. There is considerable overlap with classical guitar in terms of technique. Modern Guitar is only available to Senior School students.

Suzuki Method

Violin, Violoncello and Piano

All students have the opportunity to learn the violin, violoncello and piano by the Suzuki Method and it is particularly recommended for students in Prep and Year 1. In the Suzuki Method parents participate by attending the weekly individual lesson during which they are expected to record what happens in the lesson either by taking notes or filming it so that they can assist their child with home practising. In addition to this Violin and Violoncello students from Years 3 to Year 6 attend a weekly group class from 7:35 am to 8:15 every Thursday morning in the Music School and Prep to Year 2 Violin students have a weekly group class from 2:45pm to 3:15 every Thursday afternoon in the Junior School.

The Suzuki Method is based on learning music in the same way in which we learn a language, through listening. Students memorise the music they play so that attention can be given to correct posture, bow hold, tone production, tuning and musicianship. However, reading is an essential part

of learning music and this is taught after students have consolidated the basic skills needed for playing well.

Violin & Violoncello: Prep and Year 1 students will automatically learn the Suzuki Method, from Year 2 students can choose to learn the traditional style. Parents participate by attending the weekly lesson and are involved in the overall learning at home. Lessons are weekly and students also attend a group lesson which is on a Tuesday morning 7.45 to 8.15am.

Piano: Those parents and students who choose to learn Suzuki Method will participate by attending the weekly lesson and are involved in the overall learning at home. Lessons are weekly.



Fees for Tuition

Fees are outlined in the table below and are based on 32 lessons per year (8 per term)

Lesson	Per Lesson
30 minutes	\$55.59
40 minutes	\$74.39
60 minutes	\$111.62
Theory Lessons (40 min class)	\$24.47

Pipes & Drums

Per Semester	\$568.70
--------------	----------

Student Illness and Absent

If a student misses a lesson through illness or other reasons, the usual charge will apply. Exceptions to fees being charged are:

- school related reasons such as excursions and camps
- where there is a long-term illness such as broken bones (parents must notify the Music School in writing)

Billing Procedure

April: 16 lessons for Semester 1 (Terms 1 & 2) plus instrument hire (if applicable)

August: 16 lessons for Semester 2 (Terms 3 & 4) plus instrument hire (if applicable)
(this bill will include any adjustments from Semester 1 such as credits from lessons not received or additional charges for extra lessons received)

January: This bill will include any adjustments (as above) for Semester 2

Exam fees, music, camp charges, reeds and strings will also be include in these invoices

Termination of Lessons

Tuition, once commenced, will continue until **notification in writing of its termination is received**. If you wish your child to stop learning an instrument, written notification must be received by letter or email. **Four school weeks' notice is required**; this also applies to discontinuation at the end of year.

Start of Year Procedure

The start of the year can sometimes cause some confusion. The procedure is as follows:

- If your son is continuing with lessons, **do nothing**. He will automatically be timetabled for lessons.
- Lessons usually start in the second complete week of the school year. This is to allow time to arrange the timetable and inform students. Some Senior School students may start earlier, however these students will be contacted directly by the teacher.
- Most ensembles commence during the same week as instrumental lessons. Details are displayed on the Music Notice Board outside the Music School.
- If you wish to make any changes to the arrangements for your son's lessons, please contact the Head of Department concerned before the start of term. Changes can be difficult once the timetable is set and staffing arranged.

Ensembles

Ensemble skills are a vital part of learning an orchestral instrument, particularly with regard to intonation, aural awareness, rhythmic precision and fluency in reading. Thus participation in appropriate ensembles, as designated by the music staff, is compulsory. In the Junior School most ensembles are timetabled into the school curriculum with some rehearsal times starting before school. In the Senior School, most of the ensembles take place either before or after school, with some at lunchtime. A full timetable of rehearsals appears as a separate page of this booklet.

Core Ensembles are:

Strings

- Symphony Orchestra* Yrs 7-12
- Academy Strings* Yrs 7-12
- Intermediate Orchestra* Yrs 7-12
- Henri Touzeau String Orchestra Yrs 7-8
- Junior School String Orchestra Yrs 5-6
- Junior School String Orchestra Yrs 3-4

Choirs

- Chamber Choir* Yrs 10-12
- College Choir* Yrs 7-12
- Cambiata Choir* (changing voices) Yrs 8-10
- Yr 4 Chamber Choir*
- Glenn House Choir* Yr 5-6

Small Vocal Ensembles

- The Cardinals*
- Year 11 Vocal Ensemble*
- Year 10 Vocal Ensemble*

Concert Bands

- Symphonic Wind* Yrs 10-12
- George Dreyfus Band Yrs 9-12
- Intermediate Concert Band Yr 8
- Ted Joyner Band Yr 7
- Junior School Concert Band Yrs 5-6

Big Bands

- Show Band* Yrs 10-12
- Stage Band* Yrs 9-11
- Callantina Swing Band* Yrs 8-10
- Morrison Street Big Band Yrs 7-9

*Entry for these ensembles is by invitation or audition

College choir is a Senior Ensemble, with Cambiata as the Intermediate Ensemble whilst their voices are changing. Boys can audition to return to College choir as a tenor or bass after their voices have settled.

Examinations and Assessments

The examination board used by the school is the Australian Music Examinations Board (AMEB). The practical examinations for all instruments take place twice a year at Scotch (Session 2 and 5). For all other sessions, students will take their examination at AMEB in Hawthorn.

Session 2: May
Session 5: October/November

Check AMEB website www.ameb.unimelb.edu.au for further details.

The precise time and date of the student's examination is not known until two or three weeks before the exam.

It is helpful to enter AMEB exams through the school rather than privately, this is to ensure that the examination dates do not clash with other school activities.

Parents are required to sign an entry form to approve participation of the examination. This form is given to the student and will include exam grade. For a student to sit an AMEB exam there should be clear agreement between the parent, the teacher and the student.

Theory exams are completed on-line. Please contact your theory teacher for further details.

Accompanists

Accompaniments are required for most orchestral instruments. In order to make this as fair as possible, all students entered for an examination which requires an accompaniment are charged a levy as set out below:

\$88.40	-	grade 4 and below
\$117.66	-	grades 5 to 7
\$147.54	-	grade 8 and diplomas

The reason for this charge is that with the large numbers of students taking examinations, much of the accompanying has to be done by sessional musicians from within the School who naturally must be paid for their services.

Where the accompanist is a permanent member of the school staff for an examination which takes place in school time, the cost of this is obviously much lower than an exam timetabled by the AMEB for a Saturday afternoon at Melbourne University. We believe this system is much fairer than passing on a variety of charges to parents.

Late Entries

All late entries will incur a late entry fee. A late enrolment period of up to seven calendar days after the closing date applies to each session. Entries lodged within the late enrolment period will be received, however, the late entry fee will be charged to the parent. Absolutely no entries will be accepted after this.

Cancellations and Refunds

Parents are requested to contact the school immediately they are aware that a candidate will not be attending the examination and to confirm telephone advice in writing.

When a cancellation is due to illness and substantiated with a doctor's certificate, consideration will be given to a refund of 50% of the entry fee when submitted within the calendar year. A refund is not given when the cancellation is for any other reason. Enrolment of a candidate for an examination cannot be transferred from one examination session to another or from one candidate to another candidate.

Internal Assessments

With very rare exceptions, all students should have a performance assessment each year. The internal examinations are intended to provide a performance assessment for those students who have not taken an AMEB exam during the course of the year. Grades given for internal assessments usually indicate when a student is ready to sit that grade at AMEB in the next session.



Concerts and Recitals

Concerts take place throughout the year. Most Junior School concerts take place during the afternoon in school time with the exception of the main Junior School Concerts in Term 2 and 4. The senior concerts include the Autumn Concert Season Series, the Foundation Day Concert, the Winter Concert, Bands Concert, Choral Concert, Strings Concert and Chamber Music Dinner. There is also the Jazz Cabaret and Spring Concert during Term 4 and a Summer Prom Concert that takes place shortly after the end of year examination period. Most of these concerts feature a large range of items from the School. The Foundation Day Concert is primarily for senior students and therefore only the senior students are involved. Winter Concerts vary in content from year to year, but usually include a number of concertos performed by students, and the orchestra usually performs a complete symphony. In addition to these large concerts, there are a number of smaller recital evenings, and lunchtime concerts. Recitals are generally given for students' performance practice, and are not necessarily intended just for the particularly advanced players. Students must attend concerts in which they are performing, and should be present for the whole duration of the concert. This is important because the concerts are often deliberately planned to show ensembles of varying degrees of development and it is of benefit to younger students to see where their playing is aiming.

Master Classes

During the course of the year, master classes take place for various instruments. A distinguished artist from outside the School department usually gives master classes. Students are selected to prepare music for what amounts to a public lesson. This provides many benefits in that the student, his teacher, and his parents get an immediate "second opinion" as to how the student is progressing, and some additional help with their playing. It is often particularly beneficial for a student who may well hear the same advice given to him as that which he has received from his teacher put in a slightly different way. Parents are invited to attend these master classes, and all students who learn that instrument are expected to attend the class as much benefit can be gained from listening and watching. In some cases, the master class is followed by a short recital given by the invited artist.

What Parents Can Do To Help

Students seldom succeed on an instrument without the full support of their parents. It is important to remember that no one can teach a student how to play an instrument - a student can only be taught how to practise. It is, therefore, important that you give your son time to practise by establishing a regular practice routine. While there is no 'upper limit' to practice time, as a general guide a student starting an instrument should practise between 20 and 30 minutes a day. Frequent small amounts of practice with full concentration are of much greater benefit than great long practice sessions the night before the next lesson. Practice is like a habit, and students will often need a little (sometimes a lot of!) reminding by parents.

Hints on taking the pain out of practice:

- Establish a regular practice routine of one or two sessions per day. With young children, it is usually best to supervise the practice and ensure that everything in the record book is worked through.
- Where practical, it is helpful if the student does not have to put his instrument away in its case. Most orchestral instruments can be quite safely left assembled providing that younger siblings are not playing football in the same room!
- Be encouraging to your son, even if the sound being made is not always music as you know it!

Other ways to help:

Music Stands

To play an orchestral instrument effectively, a good posture is vital. Parents are, therefore, strongly advised to purchase a music stand at the earliest opportunity. Do not buy a stand that only goes to a low height - remember that your son will grow!

Record Books

Please make sure that you check your son's record book once a week and feel free to write in the book. It is an easy way to communicate with the teacher and will assist you in making sure that your son practises all the required work instead of just the bits he happens to like best. Please communicate with teachers if you have any concerns at all, a message can be left with the Music Office asking the teacher to ring you at a convenient time. If you feel you need to talk with other members of the music staff concerning your son's progress, please contact the appropriate Head of Department sooner rather than later, as potential problems can often be avoided with good communication.

Rehearsals

Please help to make sure that your son gets to rehearsals (especially morning ones) in plenty of time.

Concert Attendance

Please do your best to attend concerts when your son is performing, and even bring friends or relatives. The encouragement this gives to the students is colossal.

Notices and Schedules

Notices are often distributed outside the music office. Students in the senior school should be encouraged to check this frequently for rehearsal schedules and concert information.



VCE Music

There are three Music examinations available at VCE. These are VCE Music- Style and Composition; VCE Music Performance, this is the most commonly taken exam. There is also VCE Music Investigation, this examines students who are researching a specific focus area or musical genre or performance and is not normally offered at Scotch College.

VCE Music Performance can be taken in either Year 11 or Year 12. In order to make sure that a good grade is obtained, students would normally expect to be at least grade seven AMEB in standard. In summary, 80% of VCE Music assessment is on performance. This comprises a 25-minute recital in October, (worth 50% of the final score) and two school assessed course work presentations (SACs – worth a total of 30% of the final score). The SACs are based on technical work and aural and theory studies. In November, a written examination includes an aural section and an analysis section. The analysis is of an ensemble work, and is approached from a performance point of view. The aural paper includes melodic and harmonic dictation. The analysis and aural paper is worth a total of 20% of the final score. Further details can be obtained from the VCAA web site.

The time commitment for VCE is not particularly great for students who already play an instrument and perform in an ensemble in any case. Students who have taken the course so far have found it to be enjoyable. VCE Music Performance can be counted in the best four subjects for university entrance unless there are special course entrance requirements that preclude this. **Students of orchestral instruments who take the VCE Music Performance in Year 11 do so on the strict understanding that they will continue to perform in ensembles such as Orchestra and Symphonic Wind in Year 12.**

The Music Auxiliary

The Music Auxiliary has been in existence for over fifty years. It provides a wonderful service to the Music School by raising money for the purchase of large instruments and major projects, and for assisting with scholarship funds. It also provides assistance with concert organisation and runs a number of enjoyable and entertaining functions each year. The Music Auxiliary is a large, vibrant and essential part of music at Scotch. Anyone interested in assisting the Music Auxiliary or becoming a member of the committee is invited to contact the Director of Music's PA on 9810 4398.

Extension Ensembles

In addition to the Scotch College Symphony Orchestra, there is Pro-Musica, an affiliated chamber orchestra comprising staff and other professionals.

This occasional orchestra allows advanced students an opportunity to perform in a professional context in a 'mentor' situation, and sometimes accompanies outstanding student soloists, and former students who have entered the profession. In the same way as Pro-Musica, the superb choir Concordis provides senior advanced voice students and former students an opportunity to continue singing in a highly focussed environment. This mixed choir, essentially comprising university students, has enjoyed national competition success and is regarded as one of the finest choirs of its type in the country.

Music Scholarships

Music scholarships are available for students sitting the academic scholarships exam for entry into year seven or year nine. Scholarships are awarded by the Principal following an audition with the Director of Music and the usual academic scholarship exam. Music scholarships are sometimes awarded to students who would not otherwise gain an academic scholarship but have an outstanding ability on their instrument. Students who receive scholarships have their lessons either at Scotch or with a teacher approved by Scotch. Scholarship holders must participate fully in the musical life of the school including ensembles as stipulated by the Director of Music. In exceptional circumstances, the Principal may award a scholarship outside of the normal procedures. Further Information and Applications Forms will be available on the Scotch Website www.scotch.vic.edu.au in August and Auditions will be held in October.

Day	Time	Ensemble	Year levels	Room	No of students	Conductor and extension.
Monday	10.20 - 11.05	Intermediate Orchestra	9 – 12	IRH	94	Adam Merange 4403
Assembly Recess		Chamber Choir	9 – 12	JCR	32	Andrew Hunter 4218
		Percussion Ensemble		1.07	10	Jude Hallum 4375
		Martini Kwortet		KHA	4	Emma Martin
		Flute Trio		3.10	3	Janine Hanrahan
Lunch	12.45 - 1.35	JS Piano Club		JCR		Elaine Chin 4116
		Morrison / CSB Rhythm Sectional		1.09	5	Harry Potocnik
		RockBand		2.35	6	Jude Hallum 4375
		SS Guitar Ensemble		KHA		Max Walker
		Horn Trio	11	IRH		Chiah Quah
After School	3.15 – 5.30	Symphonic Wind	10 to 12	IRH	65	David Musk 4410
Tuesday	7.30 – 8.15	Suzuki Cello Group Lessons	Jnr – 6	KHA	8	Shoreh Phillips
Before School	7.30-8.30	Callantina Swing Band		IRH		Daniel Zisin 4418
	7.30 - 8.15	Suzuki Violin Group Lessons	Yr 3-6	JCR	20	Emma Martin
	7.30 - 8.30	Stage Band		1.09		Chris Farrands 4350
Assembly Recess	10.20 – 11.05	Academy Strings	All	IRH/KHA	45	Ben Castle 4450
		Percussion Ensemble		1.07		Jude Hallum 4375
		Jazz Combo		1.09		Dave Newdick
		Sax Quartet		1.13	6	Anton Delecca
		Clarinet Quartet		2.10		Megan Philip 4351
		Wind Quintet		JCR	5	Hamble Geary
		SS Piano Club		3.10	8	Meta / Marina
Lunch Time	12.45 - 1.35	Stage Band Sectional		JCR		Anton Delecca
		RockBand		2.35	6	Jude Hallum 4375
		JNF Maestro Club		2.10		John Ferguson 4239
		ABBA Piano Trio		3.10		Meta Santoso
After School	3.15 - 4.30	College Choir - Trebles	Yr 7 to 9	JCR/KHA	129	Andrew Hunter 4218
	3.15 - 4.00	Suzuki Double Bass (Term 1, 2 & 4)		1.09	5	Dean Addison
	3.15 – 5.30	**Symphony Orchestra (Term 3 only)	All levels	IRH	68	John Ferguson 4239
Wednesday	8.00 – 8.35	Yr 4 Orchestra	4	IRH	23	Ben Castle 4450
Before School		Yr 3 Orchestra	3	KHA	28	Amberley Bremner 4487
	7.30-8.30	Showband	10 – 12	1.09	19	Megan Philip 4351
	8.00 - 8.35	Year 4 Woodwind (Term 3 & 4 only)		JCR		Naomi Chiu
Assembly Recess	10.20 - 11.05	Orchestra Sectionals	All levels	JCR/KHA/1.09		John Ferguson 4239
		Intermediate Band		IRH		Leon Duncan 4375
		Piano Collaborative Class		3.1		Meta Santoso
		Percussion Ensemble		1.07		Jude Hallum 4375
Lunch Time	12.45 - 1.35	Cello Ensemble	All levels	IRH		Adam Merange 4403
		Flute Ensemble		JCR		Janine Hanrahan
		Horn Choir	8 – 11	KHA	9	Spiros Kessararis
		Jazz Combo		1.09		Anton Delecca
		String Quartet	10	2.1		Ben Castle 4450
		Cardinals	12	2.15	5	Andrew Hunter 4218
		RockBand		2.35	6	Jude Hallum 4375
		Piano trio		3.10		Elaine Chin 4116
After School	3.15 – 5.00	Military Band	8 to 12	IRH/KHA	34	David Musk 4410
		Pipe Band	8 to 12	P&D House	63	Mark Saul 4268
Thursday	7.30 - 8.15	Suzuki Cello Group Lessons	Jnr - 6	KHA	8	Shoreh Phillips
Before School	7.30 - 8.15	Suzuki Violin Group Lessons	Jnr - 6	JCR	8	Emma Martin
	7.30 - 8.15	Suzuki Viola Group Lessons	Jnr - 6			Sandra Ionescu
Assembly Recess	10.20 - 11.05	Percussion Ensemble		1.07		Jude Hallum 4375
		George Dreyfus Band	9 & 10	IRH	61	Chris Farrands 4350
		Collaborative Piano Class		3.1		Chiah Quah
		Chamber Choir	9 – 12	JCR	35	Andrew Hunter 4218
		Morrison Street Big Band		1.09		David Musk 4410
		Chamber music Group		3.01		Elaine Chin 4116
Lunch Time	12.45 – 1.35	Piano Collaborative Class		KHA		Meta Santoso-Chien
		Yr 11 Vocal Ensemble		2.10		Andrew Hunter 4218
		Junior School Chamber Strings		KHA		Sonia Rogers
		Showband Sax Sectionals		2.24	6	Zac O'Connell
		String Trio		2.32	3	Helen Ridgway 4113
		RockBand		2.35	6	Jude Hallum 4375
		Horn Trio		3.10		Chiah Quah
		Brisk Trio		DYFF		Anne Brisk 4417
After School	3.20 - 4.40	Show Band Sectionals		IRH & 2.26		Chris Farrands 4350
		String Quartet		JCR		Adam Merange 4403
		Suzuki Violin Group Lessons	Prep - 2	Shergold		Emma Martin
		Ted Joyner Band	7	IRH	48	Megan Philip 4351
Friday	7.30 – 8.30	Military Drum Corps	7 – 9	1.07		Harry Potocnik
	Before School	7.15 – 8.45	JS Concert Band		IRH	Jude Hallum 4375
			JS String Orchestra Yr 5&6		KHA	
Assembly Recess	10.20 - 11.05	Percussion Ensemble		IRH & 1.07		Jude Hallum 4375
		Cambiata Choir	7 - 10	JCR	38	Jo Blankfield
		College Choir - Tenor and Bases	8 - 12	KHA	129	Andrew Hunter 4218
		Jazz Combo		1.09		Daniel Zisin 4418
		Clarinet trio		2.10		Anne Brisk 4417
		Collaborative Piano Class		3.10		Chiah Quah
		Clarinet Ensemble	8 – 12	2.24	4	Megan Philip 4417
		RockBand		2.35	6	Jude Hallum 4375
Lunch Time	12.45 - 1.35	Massed Drumming	11 & 12	IRH		Jude Hallum 4375
		Baroque Ensemble		JCR		Ben Castle 4450
		Improvised Jazz Group		1.13		Daniel Zisin 4418
		String Quartet	8 – 12	KHA	20	Adam Merange 4403
		Year 10 Vocal Ensemble	12	2.10		Andrew Hunter 4218
		Showband Rhythm Section		1.09		Leon Duncan
		Piano Trio		3.10		Eidit Golder
		RockBand		2.35	6	Jude Hallum 4375
After School	1.35 - 3.00	Year 2 Strings		JCR/KHA		Amberley Bremner 4487
	3.30 - 5.30	Symphony Orchestra	All levels	IRH	68	John Ferguson 4239





SCOTCH
COLLEGE
MELBOURNE

FOUNDED 1851

Scotch College Melbourne
James Forbes Academy
1 Morrison Street
Hawthorn VIC 3122

www.scotch.vic.edu.au