

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

Project Title: School-based Music Instrumental Training Scheme	Project Number: (To be assigned by the EPMS)
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Name of School: Quality Education Primary School

Direct Beneficiaries

(a) Sector: Kindergarten Primary Secondary Special school
(Please put a tick in the appropriate box(es).)

(b) Beneficiaries: (1) Students: 45 (Primary 1 to 6); (2) Teachers: 4; (3) Parents: Not applicable;
 (4) Others: Indirect beneficiaries of 500 students and 100 parents through music performance

Project Period: 7/2019 to 8/2021

This template only serves as a reference. Items that are NOT applicable can be deleted as appropriate. A Guide to Applicants about the Dedicated Funding Programme for Publicly-funded Schools is available on the QEF website.

1. Project Needs

1.1	Project Aim(s)	Through group-based training on musical instruments and various activities on music appreciation, this project aims to let pupils learn to play musical instruments and develop their own potential in music. The project also aims to enhance pupils' abilities in appreciating music and performing so as to help them achieve the long-term goal of forming an ensemble consisting of various musical instruments. Furthermore, this project strengthens the connection between training on musical instruments and the music curriculum of the school, which will be conducive to enhancing pupils' overall ability in appreciating music.
1.2	Innovative element(s)	Pupils already have a working knowledge of wind and percussion instruments as the school has been providing interest classes on harmonica and drums. Through letting pupils learn to play orchestral instruments with which they are relatively unfamiliar, this project also aims to bring an enriching and wide-ranging experience in music to pupils.
1.3	Alignment with school-based / students' needs	Catering for diverse learners' needs is a major concern for the school. This project allows pupils of different abilities to have an opportunity to learn musical instruments and can therefore help build confidence and realise their potential. The project provides a balanced experience in music learning by extending music learning beyond the classroom and cultivating their life-long interest in music.

2. Project Feasibility

2.1	Key concept(s) / rationale(s) of the project	<ul style="list-style-type: none"> ● This project is based on the music curriculum of the school and provides pull-out training activities on musical instruments to interested pupils to extend their music learning. ● Training on ensemble will cultivate pupils' abilities in appreciating music, performing, communicating and collaborating and establish a team spirit among them. Pupils will be required to practise habitually and to cherish the musical instruments as a means to cultivate perseverance and to boost their sense of responsibility. Furthermore, the project also cultivates an attitude for music appreciation and equips them with the relevant etiquette. ● The project fosters co-operation between the music teachers and the instructors through designing activities and selecting study materials. This serves to strengthen the connection between the training activities and the music curriculum of the school.
2.2	Applicant's readiness	<ul style="list-style-type: none"> ● The school has always striven to cultivate pupils' musical talents and has been

	or ability/ experience/ conditions/ facilities for project implementation	<p>offering interest classes on harmonicas and drums for years. These classes are conducted smoothly and the school has accumulated ample experience in the various aspects, including administration, enrolment, recruitment and venue arrangements.</p> <ul style="list-style-type: none"> ● All the music teachers of the school are experienced organisers of music-related extra-curricular activities such as the choir and school concerts. Apart from this, the Head of the Music Panel has experience with orchestras and hence the ability to lead this project. ● In preparation for this project, the school has convened meetings and set up a working committee. Preliminary discussions on how to implement the project and assignment of job duties have been completed.
2.3	Principal's and teachers' involvement and their roles	<p>Principal:</p> <ul style="list-style-type: none"> ● Nominates music teachers who have received training in the subject to be in charge of the project. <p>Vice Principal:</p> <ul style="list-style-type: none"> ● Arranges suitable after-school timeslots and venues for the instrumental training classes and oversees the proper use of financial resources during project implementation. ● Monitors the progress of the project and evaluate its effectiveness. <p>Music teachers:</p> <ul style="list-style-type: none"> ● Plan the learning content of the instrumental training classes in collaboration with the instructors by referring to the main learning points in music lessons, such as selecting songs and deciding on teaching schedule so as to connect the instrumental training to the learning delivered in the music lessons in enhancing learning effectiveness. ● Communicate with the instructors regularly to evaluate the effectiveness of the project and seek to understand the teaching performance of the instructors from time to time to ensure the successful implementation of the project. ● Organise ensemble activities and act as conductors.
2.4	Parents' involvement / participation (if applicable)	Parents will be encouraged to pay attention to the learning progress and performance of the pupils and to attend their performances.
2.5	Roles of collaborator(s) (if applicable)	Not applicable.

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
7/2019-8/2019	Hiring instructors for the instrumental training classes and purchasing instruments
9/2019-10/2019	Recruiting pupils for the instrumental training classes
10/2019-8/2021	Instrumental training classes in groups
2/2020-5/2021	Instrumental concerts (to be held during lunchtime)
7/2020 and 7/2021	Finale concerts
9/2019 and 9/2020	Music appreciation activities

2.7 Details of project activities (Item (a)-(f) not applicable to this application can be deleted.)

a. Student activity, if applicable

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
Activity 1:	Hiring instructors for the	/	Instructors of the	/

Hiring instructors for the instrumental training classes and purchasing instruments	instrumental training classes and purchasing suitable instruments.		instrumental training classes must possess a Grade 8 (or above) proficiency level in the instruments they teach or equivalent professional qualifications. Those who have majored in music at a tertiary institution will be accorded priority.																															
Activity 2: Recruiting pupils	Any pupils interested in learning instruments can apply for the classes. Instructors will assign instruments to the pupils based on their physique, the shape of their mouths and hands as well as their own interest.	At timeslots reserved for specific forms.	Instructors of the instrumental training classes and music teachers.	/																														
Activity 3: Instrumental training classes	Beneficiaries: 45 pupils selected. The classes will be held in groups and will teach pupils skills of playing instruments and reading scores, relevant knowledge on music and instrument maintenance, etc. Expected enrolment of the 8 instrumental training classes: <table border="1" data-bbox="300 1108 719 1630"> <thead> <tr> <th></th> <th>Instrumental training classes</th> <th>Enrolment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Violin 1</td> <td>7</td> </tr> <tr> <td>2</td> <td>Violin 2</td> <td>8</td> </tr> <tr> <td>3</td> <td>Lower strings</td> <td>5</td> </tr> <tr> <td>4</td> <td>Clarinet</td> <td>5</td> </tr> <tr> <td>5</td> <td>Flute</td> <td>5</td> </tr> <tr> <td>6</td> <td>Oboe + bassoon</td> <td>2+1</td> </tr> <tr> <td>7</td> <td>Trumpet + French horn + euphonium</td> <td>3+1+1</td> </tr> <tr> <td>8</td> <td>Percussion instruments</td> <td>7</td> </tr> <tr> <td></td> <td>Total</td> <td>45</td> </tr> </tbody> </table>		Instrumental training classes	Enrolment	1	Violin 1	7	2	Violin 2	8	3	Lower strings	5	4	Clarinet	5	5	Flute	5	6	Oboe + bassoon	2+1	7	Trumpet + French horn + euphonium	3+1+1	8	Percussion instruments	7		Total	45	One session per week for each instrumental training class. Each session lasts one hour. A total of 30 hours for the whole school year and the classes will be run in two school years.	Teachers will arrange to have pupils enrolled on the instrumental training classes to present to their classmates during music lessons the instruments and songs they are learning, depending on learning progress	Pupils can master the skills of playing the instruments and have their abilities to read scores and appreciate music enhanced. They will understand how to care for instruments. Other pupils in general will get to know the instruments and have their abilities to appreciate music enhanced.
	Instrumental training classes	Enrolment																																
1	Violin 1	7																																
2	Violin 2	8																																
3	Lower strings	5																																
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7	Trumpet + French horn + euphonium	3+1+1																																
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Activity 4: Instrumental concerts	Beneficiaries: All pupils of the school Pupils enrolled on the instrumental training classes will be arranged to perform using their instruments either individually or in groups, depending on their learning progress	Once per month during lunchtime, lasting about 20 minutes.	Instructors of the instrumental training classes and music teachers will select suitable songs to be taught depending on the teaching schedule of regular music lessons. Before the concerts, music teachers will introduce the instruments and key features of the songs	The performances will enhance pupils' skills of playing the instruments and their confidence. Pupils in general will have a better understanding of the instruments and the songs and hence enhanced abilities to appreciate music.																														

			during regular music lessons, such as the timbre and the performance method of the instruments, in order to enhance pupils' abilities to appreciate music.	
Activity 5: Finale concerts	Beneficiaries: All pupils of the school Instrumental ensemble performance: The eight instrumental training classes will be grouped into string instruments, woodwind instruments, brass instruments and percussion instruments, with each group of instruments performing different ensemble songs. In the second year of the project, an orchestral ensemble will be assembled and will be arranged to perform in the second finale concert.	Once per year, each lasting one year.	Instructors of the instrumental training classes will select songs according to pupils' learning progress whereas music teachers will be responsible for introducing the key features of the songs to be performed in the concerts during regular music lessons, as well as for designing worksheets for the concerts to guide pupils to appreciate the music. Music teachers will be the conductors of the orchestral ensemble.	Through the ensemble performances, pupils will learn to play instruments in an ensemble setting and have their abilities to communicate and collaborate enhanced. Pupils in general will have their abilities to critique and appreciate ensemble music enhanced.
Activity 6: Music appreciation activities	Beneficiaries: All pupils of the school A professional ensemble will be invited to introduce instruments and to play songs.	Once every school year, each time lasting about two hours.	Taking into consideration of the content of the instrumental training classes and the teaching schedule of regular music lessons, music teachers will design the activity with the invited performers. The first music appreciation activity will be mainly about the key features of the individual instruments; the second will be about music for ensemble.	The music appreciation activities will give pupils in general more exposure to orchestral instruments and spark their interest in orchestral instruments.

b. Teacher training (not applicable)

c. Equipment (including installation of new fixtures or facilities), if applicable

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilisation rate
1	String instruments (violins, cellos and	<u>Contribution to fulfilment of the project aims:</u> Musical

	double basses)	instruments will be purchased to let pupils learn to play them and to develop their musical talents, enhance their abilities to appreciate and to perform music, as well as help to attain the long-term objective of assembling an ensemble. Moreover, all pupils of the school will be able to be exposed to and appreciate live orchestral music during regular music lessons and concerts. This can help enhance students' aesthetic abilities to appreciate music. <u>Expected utilisation rate:</u> Apart from the instrumental training classes, the instrumental concerts and finale concerts, the musical instruments will also be loaned to pupils for take-home practice.
2	Wind instruments (clarinets, flutes, oboes, trumpets, French horns, euphoniums and bassoons)	
3	Percussion instruments (timpani, cymbals, snare drums, bass drums, xylophones, glockenspiels and small percussion instruments such as triangles, tambourines and castanets)	

d. Construction works (not applicable)

e. Features of the school-based curriculum to be developed, if applicable

The school-based music curriculum will complement the instrumental training classes: teachers will, after taking pupils' learning process into consideration, arrange pupils enrolled on the instrumental training classes to introduce to other pupils during regular music lessons the instruments and songs they are learning; as regards the selection of songs for the instrumental concerts, instructors of the instrumental training classes and music teachers will, after taking consideration the teaching schedule of the regular music lessons, select songs fit to be performed and music teachers will also introduce the key features of the musical instruments and the songs during regular music lessons before the performance. Prior to the finale concerts, music teachers will be responsible for introducing the key features of the songs to be performed during regular music lessons and for designing worksheets for the concert to guide pupils to appreciate music. For the music appreciation activity that is scheduled to take place once every school year, music teachers will design the activity after taking into consideration of the curriculum of the instrumental training classes and the teaching schedule of the music subject.

f. Other activities (not applicable)

2.8 Budget

Total Grant Sought: HK\$637,935

Budget Categories*	Breakdown for the budget items		Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>	
	Item	Amount (\$)		
a. Staff	Not applicable			
b. Service	Fees for the music appreciation activities (including fees for the performing musicians) \$1,000/hour × 5 musicians × 4 hours	\$20,000	The speaker will host the music appreciation activities; about four musicians will be needed to perform in each music appreciation activity. Members from professional ensembles will be hired.	
	Instructor fees for the instrumental training classes \$600/hour × 8 classes × 30 hours × 2 years	\$288,000	Instructors are hired to teach the instrumental training classes.	
c. Equipment	String instruments		Musical instruments are purchased to loan to pupils for practice.	
	Violin	\$1,200 × 15 pcs		\$18,000
	Cello	\$4,000 × 5 pcs		\$20,000
	Double bass	\$10,000 × 1 pc	\$10,000	
	Woodwind instruments		Musical instruments are purchased to loan to pupils for practice.	
	Clarinet	\$4,000 × 5 pcs		\$20,000
	Flute	\$4,000 × 5 pcs		\$20,000
Oboe	\$15,000 × 2 pcs	\$30,000		
Trumpet	\$4,500 × 3 pcs	\$13,500		

	French horn	\$15,000 × 1 pc	\$15,000	
	Tuba	\$25,000 × 1 pc	\$25,000	
	Bassoon	\$40,000 × 1 pc	\$40,000	
	Percussion instruments			Musical instruments are purchased to loan to pupils for practice on school premises.
	Timpani	\$30,000 × 1 set	\$30,000	
	Cymbal	\$3,000 × 1pc	\$3,000	
	Side drum	\$5,000 × 1 set	\$5,000	
	Bass drum	\$10,000 × 1 set	\$10,000	
	Xylophone	\$15,000 × 1 pc	\$15,000	
	Celesta	\$10,000 × 1 pc	\$10,000	
	Small percussion instruments (such as triangles, tambourines and castanets)		\$2,000	
	Others			Basic equipment.
	Music stand	\$200 × 40 pcs	\$8,000	A dehumidifier can keep instruments dry and lengthen their lifespan.
	Music stand for the conductors	\$1,000 × 2 pcs	\$2,000	
	Sheet music	\$5,000 × 1 pc	\$5,000	
	Dehumidifier	\$5,000 × 1 pc	\$5,000	
d. Works	Not applicable			
e. General expenses	Not applicable			
f. Contingency	General contingency	\$614,500 × 3%	\$18,435	[(b + c + e) × 3%]
g. Audit fee			\$5,000	Auditors will be hired to audit the accounts.
Total Grant Sought (HK\$):			\$637,935	

*

- (i) Applicants should refer to the *QEF Pricing Standards* in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.
- (ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.
- (iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials: Worksheets for music appreciation activities and instrumental training classes <input type="checkbox"/> Resource package <input type="checkbox"/> e-deliverables*(please specify) _____ <input checked="" type="checkbox"/> Others (please specify) <u>Concerts for pupils</u>
		<i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Positive impact on quality education/ the school's development	The project aligns with one of major concerns of the schools, namely, supporting pupils with diverse needs. It creates a culture of music, enhances pupils' interest in music and expands pupils' music experience; in the long term, the project is conducive to cultivating positive character in pupils.

3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

(Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test)

- Observe pupils' performance in rehearsals, solo and ensemble recitals, including their abilities and attitudes and regularly evaluate their learning progress.
- Evaluate pupils' performance in instrumental concerts and finale concerts. The success criteria are:
 - being able to introduce the songs to be performed articulately, showing an understanding of music
 - being able to perform the song with fluency
- Pupils have at least 80% attendance in the instrumental training classes
- Evaluate all pupils' abilities to appreciate music through worksheets.
- Communicate with instructors in suitable intervals to review pupils' learning progress, the design of the activities

and the arrangement and effectiveness of song selection.

- Communicate with stakeholders, including music teachers, instructors, pupils and parents, into order to collect their opinions about project implementation.

For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

The project can promote a culture of music in the school overall. The school-based music curriculum will complement the content and progress of the instrumental training classes. The curriculum will be revised every year. Pupils will be able to expand their exposure to music and enhance their music competencies through getting in touch with different kinds of orchestral instruments and music. Teachers can expand their experience of organising instrumental training classes and, through discussing the teaching schedule with the instructors and observing instructors' in-class instruction, increase the effectiveness of their own teaching in the subject of music.

Upon the completion of this project, the school will continue to use its own sources of funding to offer instrumental training classes in a commitment to nurture pupils' music literacy. The musical instruments purchased through this project will continue to be used by the school beyond the completion of the project. The school can in the future continue to offer instrumental training classes and organise ensemble performances by pupils without the need to purchase a large quantity of instruments again. Therefore, this project will be conducive to the long-term development of music education in the school.

Furthermore, the school will provide suitable storage spaces and dehumidifying equipment for the instruments. A comprehensive system of loans and returns will be developed to ensure proper management of the instruments.

3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

(Examples: dissemination seminar; learning circle)

The school will upload the project content, project deliverables (such as the worksheets for the music appreciation activities, the design of the instrumental training scheme, video clips of pupil activities and performance) to the school website. Arrangements will be made in the future for pupils to perform in the community to showcase the results of their learning.