

A Background

Our School is committed to promoting musical appreciation and aspiration. Yet, owing to the socio-economic background of the majority of our students, only a small number of parents would arrange music practice and acquisition for children on their own accord. This is predominantly due to the high fees of purchasing the required musical instruments and tuition fees in the long run. Therefore, our School is glad to see a brand-new Marching Band, with a view to nurturing a much broader number of talents for classical western music, and enhancing their personal development in aspects ranging from self-discipline and self-confidence, to mutual respect and team spirit, with a much lessened financial burden.

In this connection, a group of students from our School participated in an international marching band contest held locally in December 2018. After the event, a large number of fellow students expressed a strong desire to continue their involvement and long-term exploration in the realm of marching band. After some deliberation with one of our teachers, _____, who is well seasoned with participating in marching band events, the School sees it highly feasible for the establishment of a marching band, with the support of Quality Education Fund.

_____ has experience in participating in, and assisting the coaching of, marching bands spanning over a decade. He has been involved in public marching band performances and contests both locally and overseas, across regions including Japan, Thailand, France, Mainland China and Macau.

_____ is highly capable and committed to the long-term sustainable development of the proposed marching band, in the capacity of one of the two proposed Teachers-in-charge. _____ also will take the role of instructor of a small group of Form 1 students participating in the marching percussion band in the F.1 activity classes (school-based curriculum) in the academic year 2019 - 2020 so as to sustain the development of the marching band in the school.

B Objectives

1 Nurturing Creative Arts and Cultural Development:

- a. Enhancement of musical appreciation and aspiration

2 Nurturing Healthy Lifestyle and Positive Development of Students:

- a. Development of perseverance and self-discipline
- b. Development of team spirit and mutual respect
- c. Development of self-confidence and self-image
- d. Development of sense of achievement and healthy habit

3 Nurturing knowledge about music:

- a. Opportunity to experience musical instruments not as commonly available to students
- b. Opportunity to experience how a marching band works, which broadens students' horizon

C Target and Expected Number of Beneficiaries

Direct: 30 student members from Form 1 – 3

Selection criteria:

Form 1-3 students who

1. have experience in playing brass or percussion instruments; or
2. are interested in playing these instruments;
3. are willing and able to follow instructions;
4. are interested in uniform team training.

Indirect: All fellow students
Parents
Teachers
Stakeholders in the community

D Events involving Marching Band

- 1 Regular coaching by instructor and self-practice by band members
- 2 Regular Lunch-time Musical Performances for fellow students and teachers as audience
- 3 Performances during school events, e.g. Parents' Day, Athletic Meet, Anniversary Shows, and Ceremonies
- 4 Local and overseas marching band performances

E Timeline

Phase 1 (Jan 2020– July 2020)

Term 1 Establishment of Marching Band Steering Committee, to agree on the goals of the
Jan Marching Band for teachers-in-charge, instructor, and band members. Publicity for the Band and allocation of storage space for musical instruments and uniforms.

Regular coaching and practice begin. Coaching runs once a week, in a 2-hour session after school. Students' self-practice runs twice a week, each being a 2-hour session after school. Timeslots would be accommodated for band members of the Band.

Participation in external marching band performances as audience.

Internal publicity of Marching Band is held to all fellow students, during regular music lessons, or assemblies. Possibility for the incorporation of marching band component into the formal music curriculum would be explored with the Music Department. Also, one interview for band members, one focus group meeting for fellow teachers, and one questionnaire for band members would have been conducted. An overall satisfaction rate of 80% is an indication of approval for the Marching Band.

Term 2
Feb – July

Performance for Extra-curricular Activity Talent Shows, where uniformed marching is involved. Stakeholders in the community would become a target beneficiary of this School Marching Band.

Selection of outstanding band members to become senior members of the Band. Admission of Form 1 students of the current cohort occurs. With the help of senior members, coaching and training of new-comers would be smoother. This helps shape a succession plan of band members in the long-run. Mutual respect and team spirit is communicated through coaching and training, which is as well spread to the much broader number of fellow non-member students and teachers at School.

By this time, band members would have gained adequate knowledge for their musical instrument. Coaching and practice in an orchestral form would begin. This entails the training of team spirit, perseverance, and mutual respect among band members.

Continued coaching and self-practice of duet, orchestral playing, along with uniformed marching training on an alternate-week basis.

Band members would have acquired some degree of knowledge for their own musical instrument, and thus are able to deliver some internal performances, including Lunch-time Musical Performances, to gradually boost their self-confidence. Parents of all students are invited to attend these internal performances as audience.

Involvement in school speech days, by marching during opening and closing ceremonies.

By the end of this academic year, three evaluation meetings would have been conducted with the Music Department, to learn its comment and advice for the Marching Band, as well as its long-term involvement with the Band, and the incorporation of the Band into the formal music curriculum.

Also, five marching band performances, two interviews for band members, two focus group meetings for fellow teachers, and two questionnaires for band members would have been conducted. An overall satisfaction rate of 80% is an indication of approval for the Marching Band.

Phase 2 (September 2020 – July 2021)

**Term 1
Sept – Jan** Performance at school assembly for internal publicity and recruitment of new band members, in particular from students of junior forms.

Enhanced level of musical training by adapting musical pieces of advanced complexity for current band members, which helps develop perseverance and team spirit among themselves. In this connection, delivery of more advanced musical pieces during Lunch-time Musical Performances would commence, to boost the self-confidence among band members.

Ability differentiation of band members would have become more conspicuous by this stage. Both Instructor and Teachers-in-charge would allocate resources for the adjustment of individual members' further development in the Marching Band

**Term 2
Feb – July** Selection of outstanding band members for participation in orchestral performances on a public performance or open contest basis, which broadens the horizon and sharpens the skills of these particular members.

Selection of outstanding band members to become senior members of the Band. Admission of Form 1 students of the current cohort occurs. With the help of senior members, coaching and training of new-comers would be smoother. This helps shape a succession plan of band members in the long-run. Mutual respect and team spirit is communicated through coaching and training, which is as well spread to the much broader number of fellow non-member students and teachers at School, through members' sharing in school assemblies.

Delivery of performances in local public events by invitation. Opportunities include events in shopping malls in the community, as well as major annual events initiated by Youth Development Commission, and Committee on the Promotion of Civic Education – Tuen Mun District.

Addition and maintenance of musical instruments and uniforms might occur, as needed.

By the end of this academic year, three evaluation meetings would have been conducted with the Music Department. Also, five marching band performances, two interviews for band members, two focus group meetings for fellow teachers, and two questionnaires for band members would have been conducted. An overall satisfaction rate of 80% is an indication of approval for the Marching Band.

Phase 3 (September 2021 – July 2022)

Inauguration of senior band members takes place. With mutual communication and guidance from the Instructor and Teachers-in-charge, these senior members would assist in the self-practice of new recruits to the Band. Also, some degree of managerial duty would be performed by these senior members. These include publicity, dissemination and relay of latest information regarding the Band to and from junior members. These duties not only help maintain the daily routine of the Band, but also shape the senior members into more mature and capable personalities.

Participation in external marching band performances as audience.

Selection of outstanding senior members of the Band to participate in an external band society for performances, and even contests overseas where appropriate. Subject to the development of the Band, the Instructor and Teachers-in-charge might consider seeking opportunities for the Band to engage in overseas marching band performances, as well as contests.

F Expected Project Outcomes and Deliverables

- 1 The Marching Band will be an established organization within the School. It shall deliver performances during internal events, including regular Lunch Time Performances, as well as major events such as Parents' Day, Athletic Meet, school anniversaries and ceremonies. Also, it would participate in external events such as marching band performances and open contests. Both these internal and external events are good opportunities for band members to practice, borrow experience from other bands, and most importantly, broaden their horizon.
- 2 Band members will be able to play at least one musical instrument. With consistent coaching and self-practice, students graduating from our School should as well be able to continue to play the instrument and this would in practice become a life-long asset. Moreover, the regular self-practice shall allow members to exercise self-restraint and perseverance, which are important elements for self-discipline. Furthermore, when selected members of the Band become senior members who will play leadership and managerial roles, they will gradually develop self-confidence, which not only enhances the development of the Band, but also train themselves into mature people ready for more far-reaching commitment in society.
- 3 All fellow students will be able to enhance their appreciation and performance of music, through experiencing the Marching Band to varying degree. This is particularly achieved by collaboration with Music Department of school, which shall incorporate a theme-based unit dedicated for the musical instruments for a marching band in the Music Curriculum of Form 1. This ensures all students admitted to the School in Form 1 would be able to learn about the Marching Band, which is highly conducive to the recruitment of new members, and thus the sustainable development of the Band.
- 4 Both Teachers-in-charge and band members would join hands to administer managerial duties for the Band at different levels. This first allows band members to practice music, and in turn allows

Teachers-in-charge and other fellow teachers to enhance their professionalism in non-academic aspects. This mutual interaction between band members and teachers would bring about good relation between the two, which in turn would enhance teachers' sense of belonging to School, and become an impetus for boosting staff morale.

5 Knowledge transfer to other internal and external stakeholders, though band members' face-to-face sharing, and release of video recordings for performances on school website.

6 The suggested promotion strategies of the school marching band are shown in the following table.

<i>Inside school</i>	<i>Outside school</i>
<ul style="list-style-type: none"> ● Regular performances in school's events, such as sport day, parents' day, open day for primary schools in Tuen Mun District ● Promotion of marching band culture in school though the cooperation with the music department in school. 	<ul style="list-style-type: none"> ● Participation in different marching band events, including marching band competition and concert, local public performances etc. ● Performances in primary schools in the Tuen Mun District ● Deliver the information and performances of the band though school magazines and school TV station ● Co-training with some local marching band ● Promote the school band though the training services provider with internet and joining different marching band events

G Means of Evaluation

1a Teachers-in-charge' evaluation of band members on their understanding and skillfulness for the instruments they are responsible for. Teachers-in-charge would also look into the integration of all instruments as a band, mutual cooperation among band members, and their performance during uniformed marching.

1b During both internal and external performances, audience's impression and reaction to the Band would be observed, as a form of assessment on the uniformity, cooperation, and musical delivery by stakeholders from within school and off campus.

1c By drawing reference from the attainments in open marching band contests, Instructor and Teachers-in-charge would have a comprehensive assessment on the development of the Band.

2a Both Instructor and Teachers-in-charge would observe band members' learning progress, self-practice, performances, and contests, to assess members' maturity, role and participation in the Band during each coaching and self-training session. Instructor and Teachers-in-charge would make records of such development of band members. Evaluation would be conducted on a regular basis as a means to offer timely advice to members' role, cooperation, team spirit, and morale in the Band.

The stakeholders concerned shall include Instructor, band members, fellow teachers, parents of band members, fellow students as well as their parents.

- 2b At the completion of each process stage, Teacher-in-charge would conduct 1 questionnaire for band members, parents and teachers per term; 1 interview for band members per term; 1 focus group meeting with teachers per term; and at least 3 meetings with Music Department to evaluate their satisfaction of the Band. The results of these questionnaires would be collaged into statistics, which shall offer insights into the long-term development of the Band, across aspects ranging from musical achievement and band management, to discipline training and delivery of performances. An overall satisfaction rate attaining 80% or above would be an indication of approval for the Band.

H Opportunities for Public Performances

Local events:

- 1 Hong Kong Marching Band Contest
- 2 Marching Band Interval Concert

Overseas locations:

- 1 Mainland China
- 2 Taiwan

I Past major marching band events for reference

(a) Events held locally:

- 1 Flag-raising Ceremony at Bauhinia Square
- 2 Ceremony for 10th Anniversary of Sovereignty Handover
- 3 Ceremony for 15th Anniversary of Sovereignty Handover
- 4 Leisure and Cultural Services Sports-for-All Day
- 5 Music @ Youth 2016
- 6 Float Show for Lunar New Year 2009

(b) Events held overseas:

- 1 Olympic Games Beijing 2008 performances
- 2 Ceremony for 60th Anniversary of Establishment of China
- 3 Thailand World Music Championships (*on an annual basis*)
- 4 World Association of Marching Show Band World Championships (*on an annual basis*)
- 5 Tao Yuan Band Festival of Taiwan Marching Band Association

J Sustainable development

- 1 Appropriate storage and regular maintenance of the purchased musical instruments would be performed after the first 3-year development of the Marching Band, making further applications of these instruments possible. Such further applications include incorporation of these instruments in the school regular music curriculum. The target beneficiaries brought about by this instrument purchase would thus cover all fellow students, who may be non-members of the Band.
- 2 After the first 3-year development, the Teacher-in-charge, _____, a well-seasoned participant and coordinator of marching band events, would continue to administer internal training with band members, with the assistance of senior members of the Band. Regular internal marching band performances would continue to be conducted at various occasions, e.g. Parents' Day, Athletic Meet, Anniversary Shows, and Ceremonies, after the first 3-year development of the Marching Band. Participation in external performances, where appropriate, would be pursued.

K Budget

(a) Equipment

Description	Unit price	Quantity	Amount
Uniform	\$800	50	\$40000
Tuner	\$300	5	\$1500
Marching Trumpet, Silver including: Marching Trumpet, Valve Oil, Cleaning cloth	\$5800	8	\$46400
Marching Horn, Silver including: Marching Horn, Valve Oil, Cleaning cloth	\$8300	5	\$41500
Marching Trombone, Silver including: Marching Trombone, Valve Oil, Cleaning cloth	\$9800	4	\$39200
Marching Baritone, Silver including: Marching Baritone, Valve Oil, Cleaning cloth	\$11000	4	\$44000
Marching Tuba, Silver including: Marching Tuba, Valve Oil, Cleaning cloth	\$43000	2	\$86000
High Tension Marching Snare Drum Set including: High Tension Snare Drum, Marching Snare Drum Carrier, High Tension Snare Drum Head	\$7200	2	\$14400
High Tension Marching Quint Tom Set including: High Tension Marching Tom, Marching Tom Carrier, High Tension Tom Head	\$9800	1	\$9800
High Tension 22" Marching Bass Drum Set including: High Tension 22" Bass Drum,	\$5800	1	\$5800

Marching Bass Drum Carrier, High Tension Bass Drum Head			
High Tension 24" Marching Bass Drum Set including: High Tension 24" Bass Drum, Marching Bass Drum Carrier, High Tension Bass Drum Head	\$6200	1	\$6200
High Grade 16" Marching Cymbal Set including: Marching Cymbal and Straps	\$3800	2	\$7600
			Sub-total \$342400

(b) Services by coaching provider

Description	Unit price	Quantity	Amount
Coaching takes place: 2 hours / session average 4 sessions / month for 12 months Average coaching Fee: \$1062.5 / hour No additional charges for extra coaching, performances, and contests Coaches qualification and experience: 1. Over 20 years in coaching marching bands in different local schools. 2. Experience in leading marching bands participating in local and oversea performances and competition. 3. Able to lead a marching band with at least 30 members.	\$1062.5 / hour	96 hours	\$102000

(c) General expenses

Description	Unit price	Quantity	Amount
Dehumidifier	\$5000	1	\$5000
Music stand	\$200	40	\$8000
Audit fee	\$5000	1	\$5000
Miscellaneous	\$3028	---	\$3028
			Sub-total \$21028

(d) Contingency

Description	Amount
Contingency provision	\$13872

Total Grant Sought

Description	Amount
(\$342400 + \$102000 + \$21028) + \$13872	\$479300

Remarks

The funding support from the QEF is one-off and non-recurrent. The applicant school will finance relevant expenditures such as the repair, maintenance, daily operating costs, etc., and bear the other incurred expenses/ consequences.

The applicant school will ensure that the procurement of equipment and services is made on an open, fair and competitive basis. Measures should be taken to avoid conflict of interest in the procurement process.

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
musical instrument	1. Tuner	5	\$1500	<ul style="list-style-type: none"> ● All the instruments will be used by the members of the band for performances and competitions. ● All the instruments will be stored in the store room inside our school.
	2. Marching Trumpet, Silver(including: Marching Trumpet, Valve Oil, Cleaning cloth)	8	\$46400	
	3. Marching Horn, Silver(including: Marching Horn, Valve Oil, Cleaning cloth)	5	\$41500	
	4. Marching Trombone, Silver(including: Marching Trombone, Valve Oil, Cleaning cloth)	4	\$39200	
	5. Marching Baritone, Silver(including: Marching Baritone, Valve Oil, Cleaning cloth)	4	\$44000	
	6. Marching Tuba, Silver(including: Marching Tuba, Valve Oil, Cleaning cloth)	2	\$86000	
	7. High Tension Marching Snare Drum Set(including: High Tension Snare Drum, Marching Snare	2	\$14400	

	Drum Carrier, High Tension Snare Drum Head)			
	8. High Tension Marching Quint Tom Set (including: High Tension Marching Tom, Marching Tom Carrier, High Tension Tom Head)	1	\$9800	
	9. High Tension 22" Marching Bass Drum Set (including: High Tension 22" Bass Drum, Marching Bass Drum Carrier, High Tension Bass Drum Head)	1	\$5800	
	10. High Tension 24" Marching Bass Drum Set (including: High Tension 24" Bass Drum, Marching Bass Drum Carrier, High Tension Bass Drum Head)	1	\$6200	
	11. High Grade 16" Marching Cymbal Set (including: Marching Cymbal and Straps)	2	\$7600	
Others	<ul style="list-style-type: none"> ● Uniform ● Dehumidifier ● Music stand 	<p>50 1 40</p>	<p>\$40000 \$5000 \$8000</p>	<ul style="list-style-type: none"> ● Uniforms will be worn by the members of the band for performances and competitions. ● The dehumidifier and the music stands will be stored in the store room inside our school.

Report Submission Schedule

I/My organisation commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 1/1/2020 – 30/6/2020	31/7/2020	Interim Financial Report 1/1/2020 – 30/6/2020	31/7/2020
Progress Report 1/7/2020 – 31/12/2020	31/1/2021	Interim Financial Report 1/7/2020 – 31/12/2020	31/1/2021
Progress Report 1/1/2021 – 30/6/2021	31/7/2021	Interim Financial Report 1/1/2021 – 30/6/2021	31/7/2021
Progress Report 1/7/2021 – 31/12/2021	31/1/2022	Interim Financial Report 1/7/2021 – 31/12/2021	31/1/2022
Progress Report 1/1/2022 – 30/6/2022	31/7/2022	Interim Financial Report 1/1/2022 – 30/6/2022	31/7/2022
Final Report 1/1/2020 - 31/10/2022	31/1/2023	Final Financial Report 1/7/2022 - 31/10/2022	31/1/2023