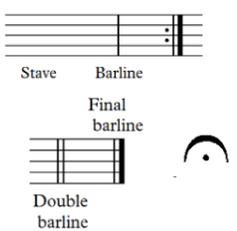
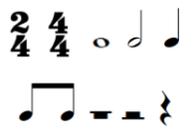
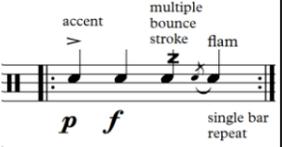
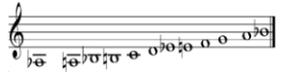
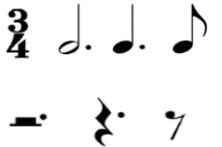
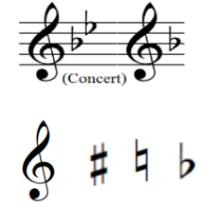


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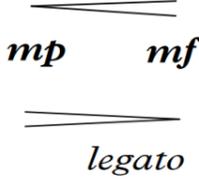
Percussion Syllabus - Mallets & Snare Drum (Middle & Senior School Only)



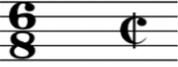
		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 1 - PERCUSSION (MALLETS & SNARE)	Conditions	Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	1. Symbols & Terms:	 <p>Staff Barline Final barline Double barline</p>	1. Identify the parts of the instrument.	1. Demonstrate an appropriate playing posture including body, arm, hand & wrist position.	1. Play a rebound stroke to produce an even and non-choked tone.	1. Produce dynamic variation.	1. Play all the following pitches: 	1. Clap or play rhythmic patterns (minimum 2 bars duration).	1. Differentiate between high and low pitch.	1. Improvise simple rhythmic or melodic patterns (minimum 2 bars duration) using up to 5 notes within the pitch range while maintaining a steady beat.	1. Play a familiar piece from memory.
	2. Rhythmic Concepts:		2. Demonstrate proper care of the instrument.	2. Demonstrate well-balanced stance, posture and movement.	2. Use strategies to improve tone production.		2. Play major scales and arpeggios: Bb (5 notes) C (one octave).		2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 		2. Play or perform solo pieces.
	3. Symbols & Terms:	 <p>accent multiple bounce stroke flam <i>p</i> <i>f</i> single bar repeat</p>	3. Assemble and organise instruments ready for playing. E.g. snare on and off.	3. Demonstrate rudiments on snare e.g. single stroke roll, single paradiddle, multiple bounce stroke.					3. Imitate melodic phrases (minimum 1 bars duration) where the starting note is given and using notes 1,2,3 of a pitch range.		3. Play or perform as part of an ensemble, maintaining steady rhythm.
	4. Pitch Concepts: note names		4. Be aware of the tuning mechanism of the instrument.	4. Demonstrate techniques on tuned percussion e.g. correct mallet position and sticking patterns.							4. Demonstrate appropriate performance behaviour e.g. picking up and putting down equipment without noise.
			5. Explain a basic practise routine.	5. Play a one octave diatonic series ascending and descending, using an alternating sticking starting with right hand. Top note is played twice so that left hand lead starts descending.							
		6. 6. Identify strengths and areas to improve in own playing.	6. Demonstrate holding position, grip, technique and knowledge of correct beaters when playing: Hand held crash cymbals, suspended cymbals, concert bass drum, triangle, woodblock, cowbell and shakers.								

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms:</p> 	<p>1. Maintain proper care of the instrument/s.</p>	<p>1. Demonstrate improved posture (arm, hand, wrist and finger).</p>	<p>1. Play eight notes with a full stroke to produce an even and non-choked tone.</p>	<p>1. Demonstrate a dynamic range.</p>	<p>1. Play all the pitches for the prescribed range.</p> 	<p>1. Clap or play rhythmic patterns (minimum 4 bars duration) at a moderate tempo.</p>	<p>1. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:</p> 	<p>1. Improvise simple rhythmic or melodic patterns (minimum 4 bars duration) using a major scale.</p>	<p>1. Accurately play or perform solo pieces.</p>
<p>2. Rhythmic Concepts: anacrusis/pickup bar</p> 	<p>2. Organise glockenspiel, cymbal and snare drum for playing.</p>	<p>2. Demonstrate a well balanced stance, whole body posture and movement.</p>	<p>2. Be aware of own tone quality and how to improve it.</p>	<p>2. Demonstrates awareness of meter while playing.</p>	<p>2. Play major scales and arpeggios: Bb, G and F (one octave).</p>	<p>2. Play single note melodies (minimum 4 bars duration) with recurring patterns or phrases.</p>	<p>2. Imitate melodic phrases (maximum 2 bars duration) where the starting note is given and the movement is by small intervals using notes 1, 2, 3, 4 and 5.</p>	<p>2. Demonstrate an awareness of beat while improvising with accompaniment (pitched or unpitched).</p>	<p>2. Play & perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.</p>
<p>3. Pitch Concepts:</p> 	<p>3. Demonstrate practise strategies for learning a short piece.</p>	<p>3. Demonstrate improved techniques on instruments e.g. reverse paradiddle</p>	<p>3. Demonstrate an even tone quality across the dynamic range of p to f.</p>						<p>3. Demonstrate appropriate performance behaviour.</p>
	<p>4. Assess the melodic and rhythmic accuracy of own performance (solo or ensemble.)</p>	<p>4. Combine single stroke roll, double stroke roll and paradiddles together (1 bar each).</p>	<p>4. Select beaters, mallets and sticks to provide tonal variation.</p>						<p>4. Accurately follow conducting pattern for 3 beats per bar, observing dynamic and tempo changes as conducted.</p>
		<p>4. Demonstrate technique and correct playing position of bongos, maracas and claves.</p>							

LEVEL 3 - PERCUSSION (MALLETS & SNARE)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms: Andante, Moderato, Allegro, Ritardando, Largo</p> 	<p>1. Maintain proper care of the instrument/s.</p>	<p>1. Demonstrate improved posture.</p>	<p>1. Extend dynamic range to incorporate crescendo & decrescendo, and mp to mf.</p>	<p>1. Apply all symbols and terms encountered in repertoire; e.g. dynamics, accents.</p>	<p>1. Play all pitches across a two-octave range appropriate to the instrument.</p>	<p>1. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory.</p>	<p>1. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:</p> 	<p>1. Improvise (minimum 8 bars duration) by embellishing on the melody.</p>	<p>1. Play and perform with and without accompaniment.</p>
<p>2. Rhythmic Concepts:</p> 	<p>2. Begin to use the tuning mechanisms of the instrument</p>	<p>2. Maintain correct techniques on snare and tuned percussion e.g. single stroke roll, double stroke roll, paradiddle, reverse paradiddle and accents.</p>	<p>2. Demonstrate the use of rebound stroke when playing each instrument to create a non-choked tone.</p>	<p>2. Observe tempo markings.</p>	<p>2. Play major scales and arpeggios: D (one octave), G and F (two octaves).</p>		<p>2. Imitate melodic phrases (minimum 2 bars duration) where the starting note is given and movement increasingly uses larger intervals up to a perfect 5th.</p>	<p>2. Improvise (minimum 8 bars duration) using a pentatonic scale.</p>	<p>2. Play and perform as part of an ensemble, adapting to rhythmic, dynamic, and textural variation.</p>
<p>3. Pitch Concepts:</p> 	<p>3. Demonstrate effective and appropriate practise strategies to solve technical problems.</p>	<p>3. Demonstrate basic level system moves on the snare drum e.g. full stroke, down stroke, up stroke and taps.</p>	<p>3. Begin to select appropriate sticks and mallets to produce a tone to match style.</p>	<p>3. Identify and play phrasing using awareness of meter.</p>	<p>3. Play one harmonic minor scale and arpeggio appropriate to the instrument.</p>		<p>3. Recognise familiar time signatures in music.</p>	<p>3. Demonstrate an awareness of phrasing and space while improvising.</p>	<p>3. Respond to increasingly complex conducting cues in ensemble playing.</p>
	<p>4. Assess the melodic and rhythmic accuracy of one's own playing and that of others.</p>	<p>4. Demonstrate technique and correct playing position of congas.</p>			<p>4. Play a pentatonic scale.</p>			<p>4. Use contrasting rhythmic patterns in improvisation.</p>	<p>4. Maintain appropriate performance behaviour.</p>

LEVEL 4 - PERCUSSION (MALLETS & SNARE)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp</i> <i>ff</i></p> <p> <i>fp</i></p>	1. Maintain proper care of the instrument/s.	1. Demonstrate appropriate posture for all aspects of the instrument.	1. Demonstrate entire dynamic range; pp to ff.	1. Interpret and apply all symbols and terms encountered in repertoire.	1. Play all pitches across a three-octave range appropriate to the instrument.	1. Sight read a piece of music (minimum 8 bars duration) related to Level 2 theory.	1. Identify rhythmic passages from selected repertoire.	1. Improvise (minimum 16 bars duration) using a blues scales.	1. Play or perform with and without accompaniment.
<p>2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)</p> 	2. Demonstrate strategies of a balanced practice routine.	2. Maintain correct techniques on snare, drum kit and tuned percussion.	2. Select appropriate sticks, brushes and mallets to produce desired tone to match style.		2. Play major scales and arpeggios: Eb (one octave).		2. Imitate melodic phrases of increasing complexity.	2. Use repetition of phrases & commencement of phrases on a weak beat.	2. Play and perform as part of an ensemble, adapting to dynamic, textural and rhythmic variation.
3. Pitch and Harmony concepts contained in repertoire (e.g. key signatures.)	3. Assess the melodic, rhythmic and expressive accuracy of one's own playing and that of others.	3. Demonstrate snare techniques e.g. single stroke, ruff, hand to hand flams, five & seven stroke roll, double stroke roll - continuous.			3. Play two harmonic minor scales and arpeggios appropriate to the instrument.		3. Recognise the following intervals of a Major scale: 2nd, 3rd, 4th and 5th.	3. Recognise swung and straight rhythms.	3. Maintain appropriate performance behaviour.
		4. Demonstrate technique and correct playing positions of guiro, timbales, gong (tam tam), sleigh bells and ratchet.			4. Play a major blues scale over one octave.		4. Recognise major and minor scale qualities.		
					5. Play a chromatic scale over one octave.				

LEVEL 5 - PERCUSSION (MALLETS & SNARE)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire appropriate to this level	1. Demonstrate the ability to tune the snare.	1. Maintain appropriate posture for all aspects of the instrument/s.	1. Maintain clear tone quality throughout the range of the instrument and over all dynamic levels.	1. Apply own interpretation (e.g. dynamics, articulation) to repertoire.	1. Play all pitches across the full range of tuned percussion.	1. Sight read a piece of music (maximum of 12 - 16 bars duration) related to Level 3 theory.	1. Listen to a passage of music & identify the time signature	1. Improvise using melodic, rhythmic and articulation techniques appropriate to style.	1. Play or perform one or more works or single movements with accompaniment.
2. Rhythmic concepts contained in repertoire appropriate to this level.	2. Show self motivation with practice routines.	2. Accurately demonstrate articulation patterns found in repertoire.	2. Develop an awareness of changes in tone quality that can be produced for different styles of music.	2. Apply appropriate stylistic expression to pieces encountered in repertoire (e.g. tone.)	2. Play major scales and arpeggios: A (two octaves), E and Bb (one octave).		2. Recognise any interval of the Major scale and a minor third.	2. Apply appropriate scales to improvisations.	2. Play and perform as part of an ensemble, adapting fluently to dynamic, textural and rhythmic variation.
3. Pitch and harmony concepts contained in repertoire appropriate to this level.	3. Critically evaluate the musicality of one's own playing and that of others.	3. Maintain a rebound stroke at a variety of tempos over the full dynamic range of the instrument.			3. Play three harmonic minor scales and arpeggios appropriate to the instrument.		3. Recognise simple harmonic modulation (i.e. major to minor.)	3. Apply appropriate scales to improvisations.	3. Maintain appropriate performance behaviour.
		4. Seek additional resources to improve mallet and snare drum technique.			4. Play two octave chromatic scales starting on any given note.				
		5. Demonstrate technique and correct playing position of the cajon and darabuka.							

