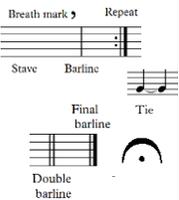
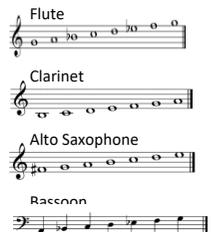
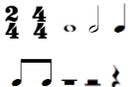
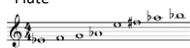
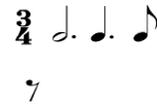
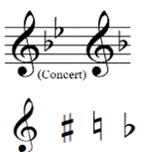


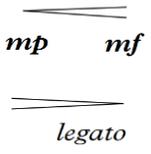
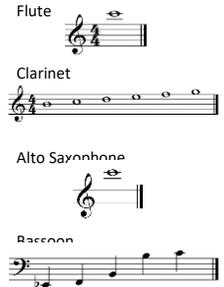
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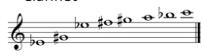
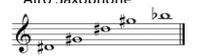
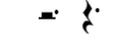
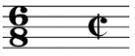
Woodwind Syllabus



		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
Conditions		Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level. Both English and American terminology to be taught.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	LEVEL 1 - WOODWIND	1. Symbols & Terms: 	1. Identify the parts of the instrument.	1. Demonstrate an appropriate playing posture and hand/finger position, sitting and standing.	1. Demonstrate a good tone.	1. Observe breath marks.	1. Play the following pitches: 	1. Clap or play rhythmic patterns (minimum 2 bars duration).	1. Differentiate between 'in tune' & 'out of tune' notes.	1. Improvise simple 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 basic control of embouchure, diaphragm and abdominal muscles by playing an even, sustained note for 6-8 seconds.		2. Produce dynamic variation.	2. Play one 5-note scale and 3 note arpeggio appropriate to the instrument.		2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 		2. Play or perform solo pieces.	
3. Pitch Concepts: note names 		3. Assemble the instrument correctly.	3. Demonstrate a basic embouchure.					3. Imitate melodic phrases (minimum 1 bar 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. Be aware of the tuning mechanism of the instrument.	4. Demonstrate correct technique for tonguing.							4. Demonstrate appropriate performance behaviour.	
	5. Explain a basic practice routine.										
	6. Identify strengths and areas to improve in own playing.										

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms:</p> 	1. Maintain proper care of the instrument.	1. Demonstrate improved posture and hand position for fingering.	1. Play an even, sustained note for 8 - 10 seconds.	1. Consistently apply dynamic and articulation markings while playing.	<p>1. Play the following pitches:</p> <p>Flute</p>  <p>Clarinet</p>  <p>Alto Saxophone</p> 	1. Clap or play rhythmic patterns (minimum 4 bars duration) at a moderate tempo.	1. Understand the concepts of sharp and flat.	1. Improvise simple melodic patterns (minimum 4 bars duration) using a major scale.	1. Accurately play or perform solo pieces.
<p>2. Rhythmic Concepts: anacrusis/pickup bar</p> 	2. Use the tuning mechanisms of the instrument to tune to a given pitch.	2. Demonstrate appropriate embouchure for this level.	2. Be aware of own tone quality and how to improve it.	2. Demonstrate awareness of meter while playing.	2. Play Major scales and arpeggios: Flute: Bb and F (one octave); Clarinet: F and G (one octave); Sax: F and G (one octave); Bassoon: Bb and G (one octave).	2. Play single note melodies (minimum 4 bars duration) with recurring patterns or phrases.	2. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:	2. Demonstrate an awareness of beat while improvising with accompaniment (pitched or unpitched).	2. Play & perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.
<p>3. Pitch Concepts:</p> 	3. Demonstrate practice strategies for learning a short piece.	3. Demonstrate correct technique for tonguing, slurring, staccato & legato.	3. Demonstrate dynamic range from <i>p</i> to <i>f</i> .				3. 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.		3. Demonstrate appropriate performance behaviour.
	4. Assess the melodic and rhythmic accuracy of own performance (solo or ensemble.)								4. Accurately follow conducting patterns, observing dynamic and tempo changes.

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms: Andante, Moderato, Allegro, Ritardando, Largo</p> 	<p>1. Consider different reed strengths when selecting reeds for playing (clarinet, saxophone, oboe, bassoon)</p>	<p>1. Demonstrate improved posture and hand position for alternate fingering.</p>	<p>1. Demonstrate consistent tone quality across the dynamic range (<i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>crescendo</i> & <i>decrescendo</i>)</p>	<p>1. Apply all symbols and terms encountered in repertoire</p>	<p>1. Play the following pitches:</p> 	<p>1. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory.</p>	<p>1. Demonstrate the ability to hear intonation problems in own playing.</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. Consistently use the tuning mechanisms of the instrument.</p>	<p>2. Improve intonation by making embouchure and posture adjustments.</p>	<p>2. Demonstrate consistent tone quality across the pitch range.</p>	<p>2. Observe tempo markings.</p>	<p>2. Play Major scales and arpeggios: Flute: Eb and C (one octave); Clarinet: F and G (two octaves), C and D (one octave); Sax: D (one octave), C (two octaves); Bassoon: F and C (one octave).</p>		<p>2. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:</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 practice strategies to solve technical problems.</p>	<p>3. Maintain correct articulation techniques and expand patterns and combinations i.e. slurred groups of notes, staccato and slurred, legato and slurred.</p>		<p>3. Identify and play phrasing using breath control and awareness of meter.</p>	<p>3. Play one harmonic minor scale and arpeggio appropriate to the instrument.</p>		<p>3. 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>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. Play a pentatonic scale</p>		<p>4. Recognise familiar time signatures in music.</p>	<p>4. Use contrasting rhythmic patterns in improvisation.</p>	<p>4. Maintain appropriate performance behaviour.</p>

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 ff</i></p> <p><i>fp</i></p>	1. Maintain consistent intonation throughout the range of the instrument.	1. Demonstrate appropriate posture for all aspects of the instrument.	1. Demonstrate consistent tone quality across the entire dynamic range, pp to ff.	1. Interpret and apply all symbols and terms encountered in repertoire.	<p>1. Play the following pitches:</p> <p>Flute</p>  <p>Clarinet</p>  <p>Alto Saxophone</p>  <p>Bassoon</p> 	1. Sight read a piece of music (minimum 8 bars duration) related to Level 2 theory.	1. Demonstrate the ability to hear and correct intonation problems in own playing.	1. Improvise (minimum 16 bars duration) using a blues scale.	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. Demonstrate an increasing ability to hear and correct intonation problems.	2. Develop an awareness of changes in tone quality that can be produced for different styles of music (e.g. vibrato).		2. Play Major scales and arpeggios: Flute: Eb, C and D (two octaves), G and A (one octave); Clarinet: C, Bb and A (two octaves), Eb (one octave); Sax: Bb, Eb and A (one octave); Bassoon: Eb and D (one octave).		2. Identify rhythmic passages from selected repertoire.	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. Maintain correct articulation techniques and expanded patterns and combinations.			3. Play three 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 extended articulation techniques appropriate to the instrument.			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 - WOODWIND

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire appropriate to this level.	1. Maintain consistent intonation throughout the range of the instrument and across all dynamic levels.	1. Maintain appropriate posture for all aspects of the instrument.	1. Maintain 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 the following pitches: Flute  Clarinet  Alto Saxophone  Bassoon 	1. Sight read a piece of music (12 - 16 bars duration) related to Level 3 theory.	1. Apply aural skills to maintain intonation.	1. Improvise using appropriate techniques for styles (e.g. tone, articulation.)	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 and seeking additional resources to improve playing.	2. Accurately demonstrate articulation patterns found in repertoire.	2. Demonstrate appropriate tone techniques (e.g. flutter tonguing, vibrato.)	2. Apply appropriate stylistic expression to pieces encountered in repertoire (e.g. tone.)	2. Play Major scales and arpeggios: Flute: Ab (one octave) and E (two octaves); Clarinet: Ab and E (two octaves); Sax: Ab (one octave) and E (two octaves); Bassoon: C and F (two octaves).		2. Listen to a passage of music & identify the time signature	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. Demonstrate extended trills and embellishments as found in repertoire.			3. Play five harmonic minor scales and arpeggios suitable for the instrument.		3. Recognise any interval of the Major scale and a minor third.	3. Improvise using appropriate rhythmic style.	3. Maintain appropriate performance behaviour.
					4. Play chromatic scales over two octaves on any starting note.		4. Recognise simple harmonic modulation (i.e. major to minor.)		

