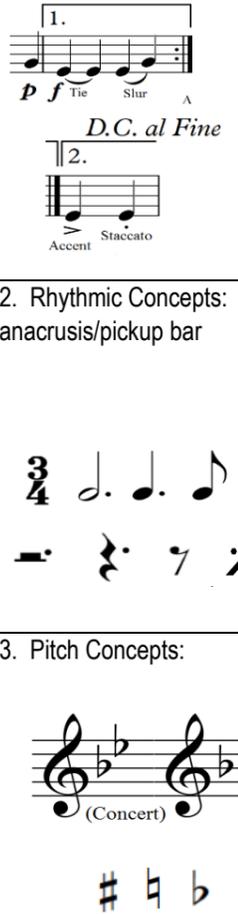
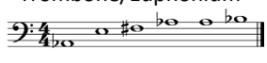
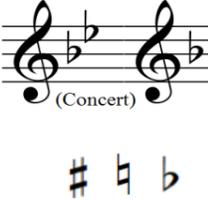
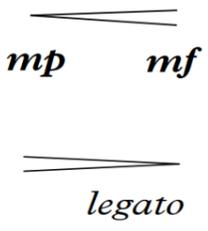


Northern Territory Music School

Brass Syllabus

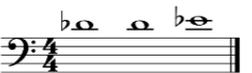


| Theory | Practice | Technique | Tone | Expression | Pitch Range | Sight Reading | Aural | Improvisation | Performance |
|---|---|--|--|---|--|---|---|---|--|
| <p>1. Symbols & Terms:</p>  | <p>1. Maintain proper care of the instrument.</p> | <p>1. Demonstrate improved posture and hand position.</p> | <p>1. Play an even, sustained note for 8 - 10 seconds.</p> | <p>1. Consistently apply dynamic and articulation markings while playing.</p> | <p>1. Play all the following pitches:</p> <p>Trumpet</p>  <p>Trombone/Euphonium</p>  | <p>1. Clap or play rhythmic patterns (minimum 4 bars duration) at a moderate tempo.</p> | <p>1. Understand the concepts of sharp and flat.</p> | <p>1. Improvise simple melodic patterns (minimum 4 bars duration) using a major scale.</p> | <p>1. Play a familiar piece from memory.</p> |
| <p>2. Rhythmic Concepts: anacrusis/pickup bar</p>  | <p>2. Use the tuning mechanisms of the instrument to tune to a given pitch.</p> | <p>2. Demonstrate improved embouchure.</p> | <p>2. Be aware of own tone quality and how to improve it.</p> | <p>2. Demonstrate awareness of meter while playing.</p> | <p>2. Play major scales and arpeggios: Trumpet: C (one octave) G (one octave, split); Trombone: Bb (one octave), F (one octave, split).</p> | <p>2. Play single note melodies (minimum 4 bars duration) with recurring patterns or phrases.</p> | <p>2. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:</p>  | <p>2. Demonstrate an awareness of beat while improvising with accompaniment (pitched or unpitched).</p> | <p>2. Accurately play or perform solo pieces.</p> |
| <p>3. Pitch Concepts:</p>  | <p>3. Demonstrate practice strategies for learning a short piece.</p> | <p>3. Demonstrate correct technique for tonguing, slurring, lip slurring, staccato & legato.</p> | <p>3. Demonstrate dynamic range from <i>p</i> to <i>f</i>.</p> | | | | <p>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.</p> | | <p>3. Play & perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.</p> |
| | <p>4. Assess the melodic and rhythmic accuracy of own performance (solo or ensemble.)</p> | | | | | | | | <p>4. Demonstrate appropriate performance behaviour.</p> |
| | | | | | | | | | <p>5. Accurately follow conducting pattern of 3 beats per bar, observing dynamic and tempo changes as conducted.</p> |

| Theory | Practice | Technique | Tone | Expression | Pitch Range | Sight Reading | Aural | Improvisation | Performance |
|--|--|---|---|---|---|--|---|--|---|
| <p>1. Symbols & Terms:</p>  | <p>1. Consistently use the tuning mechanisms of the instrument.</p> | <p>1. Demonstrate improved posture and hand position for alternate slide positions.</p> | <p>1. Demonstrate consistent tone quality across the dynamic range (<i>p, mp, mf, f, crescendo & decrescendo</i>)</p> | <p>1. Apply all symbols and terms encountered in repertoire; e.g. dynamics, articulation.</p> | <p>1. Play all the following pitches:</p> <p>Trumpet</p>  <p>Trombone/ Euphonium</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 and over a pentatonic scale.</p> | <p>1. Play and perform with and without accompaniment.</p> |
| <p>2. Rhythmic Concepts: Andante, Moderato, Allegro, Ritardando, Largo</p>  | <p>2. Demonstrate effective and appropriate practice strategies to solve technical problems.</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: Trumpet: D and Bb (one octave); Trombone: 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>(Concert)</p> | <p>3. Assess the melodic and rhythmic accuracy of one's own playing and that of others.</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. 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 |
|---|--|---|---|---|--|---|--|--|---|
| 1. Symbols & Terms contained in repertoire (e.g. pp, ff, fp, tenuto.) | 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. | 1. Play all the following pitches: Trumpet  Trombone/ Euphonium  | 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. |
| 2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)  | 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: Trumpet: G and A (one octave); Trombone: Ab (one octave), G (one octave, split). | | 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 (e.g. double tonguing). | | | 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 - BRASS

| 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 all the following pitches: Trumpet  Trombone/ Euphonium  | 1. Sight read a piece of music (12 - 16 bars duration) related to Level 3 theory. | 1. Consistently hear and correct 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 seek additional resources to improve playing. | 2. Accurately demonstrate articulation patterns found in repertoire. | 2. Demonstrate appropriate tone techniques (e.g. growl.) | 2. Apply appropriate stylistic expression to pieces encountered in repertoire (e.g. tone.) | 2. Play major scales and arpeggios: Trumpet: Eb and F (one octave); Trombone: Db (one octave using F# enharmonic) and D (one octave using Db enharmonic). | | 2. Transcribe rhythmic passage (minimum 2 bars duration). | 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 to 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. | | 4. Recognise simple harmonic modulation (i.e. major to minor.) | | |

