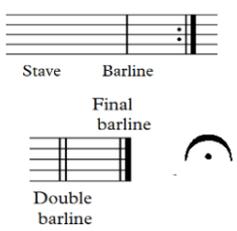
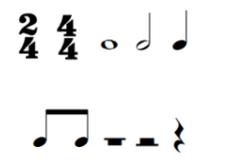
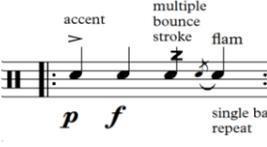
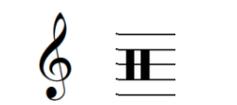
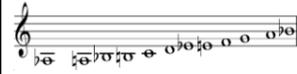
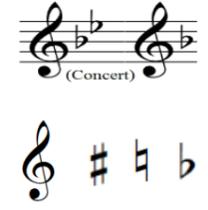


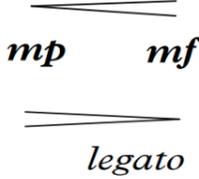
Northern Territory Music School

Percussion Syllabus



		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 1 - PERCUSSION	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: 	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. Play single note melodies (minimum 2 bars duration) with recurring patterns or phrases.	2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 	2. Improvise responses to calls while maintaining tempo.	2. Play or perform solo pieces.
		3. Symbols & Terms: 	3. Assemble and organise instruments ready for playing. E.g. snare on and off.	3. Demonstrate basic level system moves on the snare drum. E.g. full stroke, down stroke, up stroke and taps.					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 rudiments on un-tuned percussion. E.g. single stroke roll, single paradiddle, flam, flam tap, multiple bounce stroke, accents.							4. Demonstrate appropriate performance behaviour e.g. picking up and putting down equipment without noise.
			5. Explain a basic practise routine.	5. Demonstrate techniques on tuned percussion. E.g. correct mallet position and sticking patterns.							5. Accurately follow conducting patterns of 2 or 4 beats per bar, observing dynamic and tempo changes as conducted.
		6. Assess accuracy in performance (solo or ensemble).	6. 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.								

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. Play a familiar piece from memory.</p>
<p>2. Rhythmic Concepts: anacrusis/pickup bar</p> 	<p>2. Organise glockenspiel, snare drum, and/or components of a drum kit e.g. bass drum, suspended symbol, hi-hat 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. Accurately play or perform solo pieces.</p>
<p>3. Pitch Concepts:</p> 	<p>3. Demonstrate practise strategies for learning a short piece.</p>	<p>3. Demonstrate improved techniques on a range of instruments. E.g. flam taps, flam accents, nine stroke roll.</p>	<p>3. Demonstrate an even tone quality across the dynamic range of p to f.</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. Select beaters, mallets and sticks to provide tonal variation.</p>						<p>4. Demonstrate appropriate performance behaviour.</p>
									<p>5. Accurately follow conducting pattern for 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. 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: Andante, Moderato, Allegro, Ritardando, Largo</p> 	<p>2. Begin to use the tuning mechanisms of the instrument (e.g drum kit.)</p>	<p>2. Maintain correct techniques on snare, drum kit and tuned percussion (e.g roll rudiments, triple stroke roll, diddle rudiments, mallet control, mallet rolls, flam paradiddle.)</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>(Concert)</p>	<p>3. Demonstrate effective and appropriate practise strategies to solve technical problems.</p>	<p>2. Demonstrate drum kit techniques (e.g. multiple bounce roll (overlapping buzzes), flam rudiments; flam paradiddle, flam tap, flam accent. five and seventeen stroke roll.)</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. Play a pentatonic scale.</p>			<p>4. Use contrasting rhythmic patterns in improvisation.</p>	<p>4. Maintain appropriate performance behaviour.</p>

LEVEL 4 - PERCUSSION

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire (e.g. <i>pp</i> , <i>ff</i> , <i>fp</i> , <i>tenuto</i> .)	1. Maintain proper care of the instrument/s.	1. Demonstrate appropriate posture for all aspects of the instrument.	1. Demonstrate entire dynamic range; <i>pp</i> to <i>ff</i> .	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.
2. Rhythmic Concepts contained in repertoire (e.g. syncopation.) 	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 drum kit techniques (e.g. Single stroke ruff 3 stroke (3 & 4), Flam paradiddle, Seven stroke roll, Six 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. 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

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 drum kit.	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. Imitate a rhythmic passage and 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).		3. 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, snare drum and drum kit technique.			4. Play two octave chromatic scales starting on any given note.				

