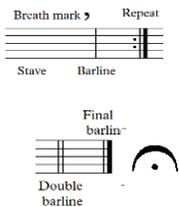
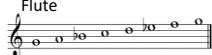
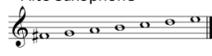
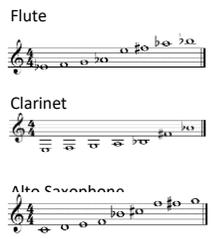
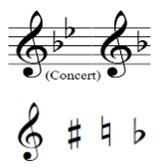


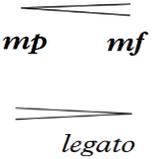
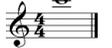
# Northern Territory Music School

## Woodwind Syllabus

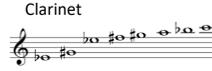
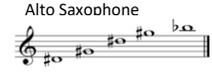


|  |   | Theory   | Practice   | Technique   | Tone   | Expression  | Pitch Range  | Sight Reading   | Aural   | Improvisation  | Performance                           |
|--|---|--|--|---|--|---|--|---|---|--|---------------------------------------|
| Conditions   |   | Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level. |  |   |  |   |  | Students are given up to 2 minutes to prepare for Sight Reading assessments.  |   |  |                                       |
|  | LEVEL 1 - WOODWIND                                    | 1. Symbols & Terms:<br>                 | 1. Identify the parts of the instrument.   | 1. Demonstrate an appropriate playing posture and hand/finger position, sitting and standing. | 1. Play an even, sustained note for 6 - 8 seconds. | 1. Observe breath marks.  | 1. Play the following pitches:<br>Flute<br><br>Clarinet<br><br>Alto Saxophone<br> | 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:<br>         |   | 2. Demonstrate proper care of the instrument.  | 2. Demonstrate basic control of the diaphragm and abdominal muscles for breathing. | 2. Make embouchure adjustments to improve tone.   | 2. Produce dynamic variation.                      | 2. Play one 5-note scale and triad appropriate to the instrument. | 2. Play single note melodies (minimum 2 bars duration) with recurring patterns or phrases.   | 2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating:<br> | 2. Improvise responses to calls while maintaining tempo.  | 2. Play or perform solo pieces.  |                                       |
| 3. Pitch Concepts: note names<br> |   | 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.                  |  |  |   |  |   |  |   | 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). |  |  |   |  |   |  |   |   |  |                                       |

| Theory  | Practice  | Technique  | Tone   | Expression  | Pitch Range   | Sight Reading   | Aural   | Improvisation   | Performance  |
|---|---|--|--|---|---|---|---|---|--|
| <p>1. Symbols &amp; Terms:</p>                     | <p>1. Maintain proper care of the instrument.</p>   | <p>1. Demonstrate improved posture and hand position for fingering.</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 the following pitches:</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: Flute: Bb and F (one octave); Clarinet: F and G (one octave); Sax: F and G (one octave).</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, staccato &amp; 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 &amp; 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  |
|--|--|--|---|--|--|---|--|---|--|
| 1. Symbols & Terms:<br><br>   | 1. Consider different reed strengths when selecting reeds for playing (clarinet, saxophone, oboe, bassoon) | 1. Demonstrate improved posture and hand position for alternate fingering.   | 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> ) | 1. Apply all symbols and terms encountered in repertoire                   | 1. Play the following pitches:<br><br>Flute<br><br><br>Clarinet<br><br><br>Alto Saxophone<br> | 1. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory. | 1. Demonstrate the ability to hear intonation problems in own playing.   | 1. Improvise (minimum 8 bars duration) by embellishing on the melody. | 1. Play and perform with and without accompaniment.  |
| 2. Rhythmic Concepts: Andante, Moderato, Allegro, Ritardando, Largo<br><br> | 2. Consistently use the tuning mechanisms of the instrument.   | 2. Improve intonation by making embouchure and posture adjustments.  | 2. Demonstrate consistent tone quality across the pitch range.  | 2. Observe tempo markings.   | 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).   |   | 2. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:<br><br> | 2. Improvise (minimum 8 bars duration) using a pentatonic scale.      | 2. Play and perform as part of an ensemble, adapting to rhythmic, dynamic, and textural variation. |
| 3. Pitch Concepts:<br><br>  | 3. Demonstrate effective and appropriate practice strategies to solve technical problems.                  | 3. Maintain correct articulation techniques and expand patterns and combinations i.e. slurred groups of notes, staccato and slurred, legato and slurred. |   | 3. Identify and play phrasing using breath control and awareness of meter. | 3. Play one harmonic minor scale and arpeggio appropriate to the instrument.   |   | 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.       | 3. Demonstrate an awareness of phrasing and space while improvising.  | 3. Respond to increasingly complex conducting cues in ensemble playing.                            |
|  | 4. Assess the melodic and rhythmic accuracy of one's own playing and that of others.                       |  |   |  | 4. Play a pentatonic scale   |   | 4. Recognise familiar time signatures in music.  | 4. Use contrasting rhythmic patterns in improvisation.                | 4. Maintain appropriate performance behaviour.   |

LEVEL 4 - WOODWIND

| 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 the following pitches:<br><br>Flute<br><br>Clarinet<br><br>Alto Saxophone<br> | 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.)<br><br> | 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).  |   | 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:<br>Flute<br><br>Clarinet<br><br>Alto Saxophone<br> | 1. Sight read a piece of music (12 - 16 bars duration) related to Level 3 theory. | 1. 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 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).  |   | 2. Imitate a rhythmic passage and 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.)  |   |  |

