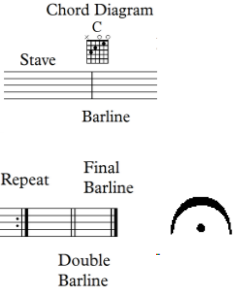
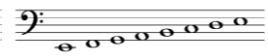
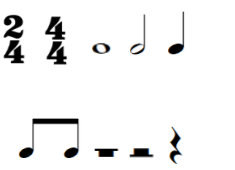



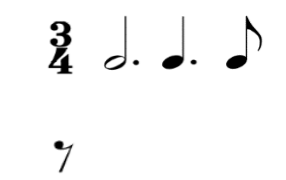
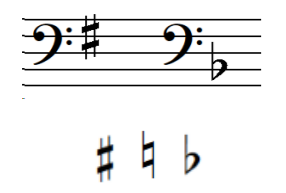


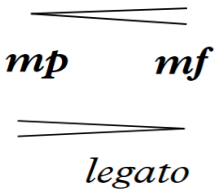


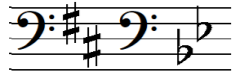
Northern Territory Music School

Bass Guitar Syllabus

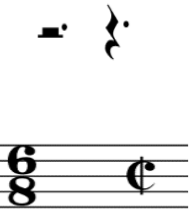
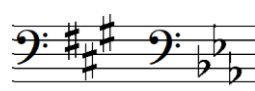


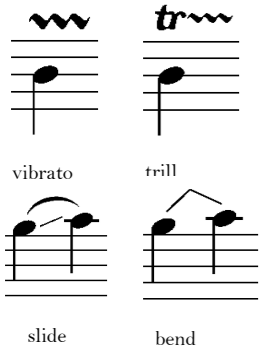
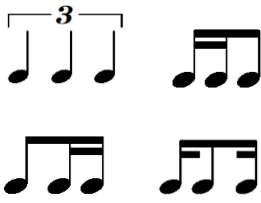
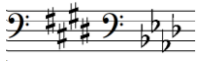
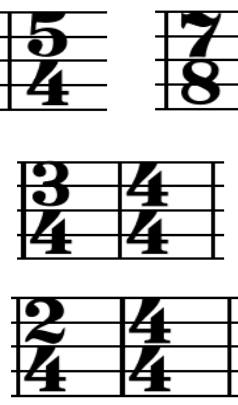
| Conditions | | Theory | Practice | Technique | Tone | Expression | Pitch Range | Sight Reading | Aural | Improvisation | Performance |
|-----------------------|---|--|--|--|-------------------------------|--|--|---|--|--|-------------|
| | | Students demonstrate an understanding through correctly using 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 - BASS GUITAR | 1. Symbols & Terms:  | 1. Identify the parts of the instrument. | 1. Demonstrate an appropriate playing posture and hand/finger position. | 1. Pluck strings and fret notes consistently and effectively to maintain clear and even tone (without buzzing, muting, etc.) | 1. Produce dynamic variation. | 1. Read and play all the following pitches: One 8ve E to high E Guitar Ensemble Stream: Natural Notes Concert Band Stream: Bb or Bb & Eb as appropriate  | 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. Play single note melodies/bass lines using rest stroke, walking the index and middle fingers of the plucking hand and keeping wrist and thumb off the soundboard. | | | 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, bass clef  | 3. Tune instrument using an electronic tuner. | 3. Use first finger (index finger) for first fret, second finger for second fret, third finger for third fret (and little finger for 4th fret if encountered in repertoire). | | | | | 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. Interpret bass guitar notation fingering systems: 1 2 3 4 = string, and 1234 = fret finger. | 4. Explain a basic practice routine. | 4. Realise bass part from chord chart (maximum 3 chords). | | | | | | | 4. Demonstrate appropriate performance behaviour. | |
| | | 5. 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. Be aware of own tone quality and how to improve it. | 1. Consistently apply dynamic and articulation markings while playing. | 1. Read and play all the following pitches: Natural notes up to the 4th fret on all four strings. | 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. Tune the open strings by reference to the strings of an in-tune instrument. | 2. Demonstrate correct technique for staccato & legato articulation. | 2. Demonstrate dynamic range from <i>p</i> to <i>f</i> . | 2. Demonstrate awareness of meter while playing. | 2. Play Major scales and arpeggios: C, G, F (one octave) in open position. | 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. Use 4th finger (pinkie) to play 4th fret notes in first position. | | | | | 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: Largo, Andante, Moderato, Allegro, Ritardando.</p>  | <p>1. Tune the instrument 'to itself' (relative pitch only).</p> | <p>1. Maintain correct articulation techniques and expand patterns and combinations (e.g. staccato and legato mixed.)</p> | <p>1. Produce a range of tone colours by altering right hand position and technique.</p> | <p>1. Apply all symbols and terms encountered in repertoire.</p> | <p>1. Read and play all the following pitches: Notes up to the 5th fret on all four strings, including concept of unison alternatives.</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 a melody.</p> | <p>1. Play and perform with and without accompaniment.</p> |
| <p>2. Rhythmic Concepts:</p>  | <p>2. Demonstrate effective and appropriate practice strategies to solve technical problems.</p> | <p>2. Realise bass part from chord chart, using major and minor triad shapes, where chord changes are no more frequent than one bar apart.</p> | | <p>2. Observe tempo markings.</p> | <p>2. Play Major scales and arpeggios: Bb (one octave in open position), C (one octave in second position without use of open strings).</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. Assess the melodic and rhythmic accuracy of one's own playing and that of others.</p> | | | <p>3. Identify and play phrasing.</p> | <p>3. Play a chromatic scale from open E to 4th fret B using all left hand fingers.</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 one harmonic minor scale and arpeggio appropriate to the instrument.</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> |

LEVEL 4 - BASS GUITAR

| 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. Tune the instrument to a single given reference pitch. | 1. Demonstrate appropriate posture and positioning (arm, hand and finger) 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. Read and play all the following pitches: Natural notes up to the 8th fret on all four strings, including concept of unison alternatives. | 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 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. Realise bass part from chord chart, using major and minor arpeggio shapes. | 2. Develop an awareness of changes in tone quality that can be produced for different styles of music (e.g. Fingers, tasto, ponticello etc.). | | 2. Play the following major scales and their arpeggios: A (one octave in open position), G and D (one octave in fourth position without use of open strings). | | 2. Identify rhythmic passages from selected repertoire. | 2. Use repetition of phrases and commencement of phrases on a weak beat. | 2. Play and perform as part of an ensemble, adapting to dynamic, textural and rhythmic variation. |
| <p>3. Pitch concepts:</p>  | 3. Assess the melodic, rhythmic and expressive accuracy of one's own playing and that of others. | 3. Demonstrate ability to use hammer-on, snap (pull-off), palm mute (pizz.) and natural harmonics. | | | 3. Play a major or minor blues scale. | | 3. Recognise the following intervals of a Major scale: 2nd, 3rd, 4th and 5th. | | 3. Maintain appropriate performance behaviour. |
| | | 4. Demonstrate up and down picking - down on beats, up on 'ands' (between beats), in 3/4, 4/4. | | | 4. Play a moveable chromatic scale over all strings. | | 4. Recognise major and minor scale qualities. | | |

| Theory | Practice | Technique | Tone | Expression | Pitch Range | Sight Reading | Aural | Improvisation | Performance |
|--|--|--|---|---|--|--|--|---|---|
| <p>1. Symbols & Terms contained in repertoire.</p>  <p>vibrato trill slide bend</p> | <p>1. Show self motivation with practice routines and seek additional resources to improve playing</p> | <p>1. Maintain appropriate posture for all aspects of the instrument.</p> | <p>1. Maintain tone quality throughout the range of the instrument and over all dynamic levels in all genres encountered.</p> | <p>1. Apply own interpretation (e.g. dynamics, articulation) to repertoire.</p> | <p>1. Read and play all the following pitches: All notes up to the 12th fret on all four strings, including concept of unison alternatives.</p> | <p>1. Sight read a piece of music (minimum 12-16 bars duration) related to Level 3 theory.</p> | <p>1. Apply aural skills to maintain intonation.</p> | <p>1. Improvise using appropriate style for the repertoire.</p> | <p>1. Play or perform one or more works or single movements with accompaniment.</p> |
| <p>2. Rhythmic concepts contained in repertoire.</p>  | <p>2. Critically evaluate the musicality of one's own playing and that of others.</p> | | | <p>2. Apply appropriate stylistic expression to pieces encountered in repertoire.</p> | <p>2. Play major scales and arpeggios: E (one octave in open position), Ab and Eb (one octave, any form) and F (one octave with root on D string, using a position shift).</p> | | <p>2. Listen to a passage of music & identify the time signature</p> | <p>2. Apply appropriate scales to improvisations, including diatonic, pentatonic, blues and harmonic minor.</p> | <p>2. Play and perform as part of an ensemble, adapting fluently to dynamic, textural and rhythmic variation.</p> |
| <p>3. Pitch concepts:</p>  | <p>3. Set up bass, amp and lead and adjust tone and volume controls to achieve a suitable sound for lessons & ensemble rehearsals.</p> | <p>3. Use articulation techniques of vibrato, gliss, string bend.</p> | | | <p>3. Play movable (no open strings) scale patterns: Diatonic modes (at least two forms), major and minor pentatonic, major and minor blues, harmonic minor.</p> | | <p>3. Recognise any interval of the Major scale and a minor third.</p> | <p>3. Improvise using appropriate rhythmic style.</p> | <p>3. Maintain appropriate performance behaviour.</p> |
|  | | <p>4. Demonstrate trills and compound ornaments.</p> | | | <p>4. Realise bass part from chord chart using Root, 2, 3, 5 shapes for major, minor, diminished and dominant7b9 and appropriate scale runs to link chords/chord tones.</p> | | <p>4. Recognise simple harmonic modulation (i.e. major to minor.)</p> | | |
| | | <p>5. Demonstrate up and down picking in 6/8 (down up down, down up down).</p> | | | | | | | |