



# Syllabus

## **Introduction to the NT Music School Instrumental and Vocal Syllabus.**

Work on the Northern Territory Music School (NTMS) Instrumental and Vocal Syllabus (formerly referred to as Levels of Attainment) started in 2007. The need for a structured, consecutive curriculum supporting quality instrumental and vocal music teaching programs has long been evident. The Syllabus covers woodwind, brass, guitar, bass guitar, percussion and vocal instruction.

The Syllabus provides a continuous learning sequence comprising five “Levels” that encourages students to be *good musicians*, not just good players or performers. Though it is acknowledged that students learn at different rates, and there are a range of circumstances that affect consistent lesson delivery, as a general guide ideally a “Level” can be completed in one year. Level One equates to the first year of learning, which is generally Year 5, Level Two is the second year of learning and so forth. Upon completion of Level Five in Year 9, students are able to enter Senior School music with a solid foundation in musicianship and performance studies. In practice, content within each level is taught in “Stages”. Student progress is measured by advancement through these stages over time.

Each level is comprised of 10 key focus areas:

Theory, Practice, Technique, Tone, Expression, Pitch Range, Sight Reading, Aural, Improvisation and Performance.

By the end of Level Five, students should be able to:

- Be familiar with and have the ability to utilize all aspects of their instrument.
- Have developed practice skills in reflective and autonomous learning
- Have developed a total body posture that permits the most efficient movement for both playing/singing and stamina during performance.
- Have developed an awareness of what constitutes a good tone and strive to produce that quality while playing or singing.
- Demonstrate the full capabilities of their instruments/voice range.
- Have developed an ‘inner ear’.

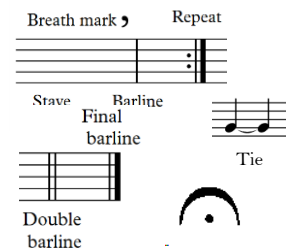
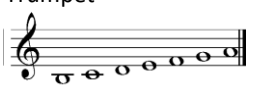
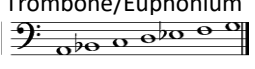
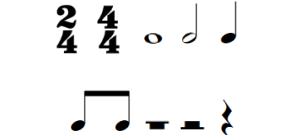


- Demonstrate mastery of articulation and be aware of the types of articulation implied in different styles of music.
- Understand all music symbols and terms used in their repertoire.
- Be able to play music with rhythmic, note and stylistic accuracy, and recognize forms, textures, tonality, meter and styles in music
- Be able to sight read music to a Level 3 standard.
- Demonstrate the ability to play melodies 'by ear'
- Have develop skills in improvisation and creative practice
- Have acquired substantial experience in performing both solo and ensemble music, and be able to perform with a sense of musical interpretation and expression.

This Syllabus document remains in draft form, to allow for reflection and modification responding to the changing needs and nature of students, consistent with the NT Music Schools' continuous improvement agenda.

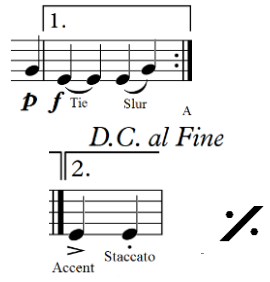
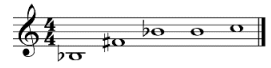
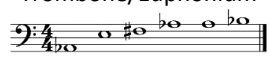
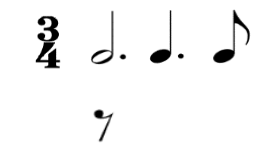

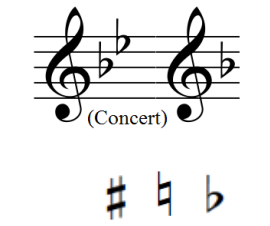
# Northern Territory Music School

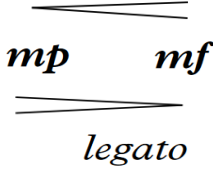

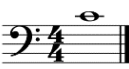



## Brass Syllabus

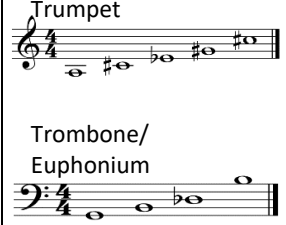



		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
Conditions		Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level. Both English and American terminology to be taught.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	LEVEL 1 - BRASS	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 all the following pitches: Trumpet  Trombone/Euphonium 	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, bass clef (trombone) 		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.										

LEVEL 2 - BRASS


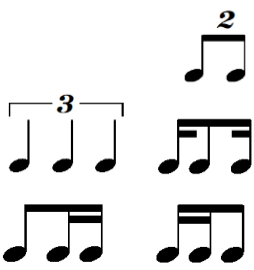
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms:</p> 	<p>1. Maintain proper care of the instrument.</p>	<p>1. Demonstrate improved posture and hand position.</p>	<p>1. Play an even, sustained note for 8 - 10 seconds.</p>	<p>1. 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. Accurately play or perform solo pieces.</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 appropriate embouchure for this level.</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. Play &amp; perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.</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 &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. Demonstrate appropriate performance behaviour.</p>	
	<p>4. Assess the melodic and rhythmic accuracy of own performance (solo or ensemble.)</p>								<p>4. Accurately follow conducting patterns, observing dynamic and tempo changes.</p>

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: Andante, Moderato, Allegro, Ritardando, Largo</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 &amp; 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:</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
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp ff</i></p> <p><i>fp</i></p>	<p>1. Maintain consistent intonation throughout the range of the instrument.</p>	<p>1. Demonstrate appropriate posture for all aspects of the instrument.</p>	<p>1. Demonstrate consistent tone quality across the entire dynamic range, <i>pp</i> to <i>ff</i>.</p>	<p>1. Interpret and apply all symbols and terms encountered in repertoire.</p>	<p>1. Play all the following pitches:</p> 	<p>1. Sight read a piece of music (minimum 8 bars duration) related to Level 2 theory.</p>	<p>1. Demonstrate the ability to hear and correct intonation problems in own playing.</p>	<p>1. Improvise (minimum 16 bars duration) using a blues scale.</p>	<p>1. Play or perform with and without accompaniment.</p>
<p>2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)</p> 	<p>2. Demonstrate strategies of a balanced practice routine.</p>	<p>2. Demonstrate an increasing ability to hear and correct intonation problems.</p>	<p>2. Demonstrate stylistically appropriate tone quality</p>		<p>2. Play major scales and arpeggios: Trumpet: G and A (one octave); Trombone: Ab (one octave), G (one octave).</p>		<p>2. Repeat rhythmic patterns including Level 3 rhythmic concepts e.g. syncopation; compound time rhythms.</p>	<p>2. Use repetition of phrases &amp; commencement of phrases on a weak beat.</p>	<p>2. Play and perform as part of an ensemble, adapting to dynamic, textural and rhythmic variation.</p>
<p>3. Pitch and Harmony concepts contained in repertoire (e.g. key signatures.), chord tones; major and perfect intervals; tension and resolution (e.g. V-I).</p>	<p>3. Assess the melodic, rhythmic and expressive accuracy of one's own playing and that of others.</p>	<p>4. Demonstrate extended articulation techniques appropriate to the instrument and style (e.g. double tonguing, triple tonguing, doodle tonguing).</p>			<p>3. Play three harmonic minor scales and arpeggios appropriate to the instrument.</p>		<p>3. Recognise the following intervals of a Major scale: 2nd, 3rd, 4th and 5th.</p>	<p>3. Recognise swung and straight rhythms.</p>	<p>3. Maintain appropriate performance behaviour (e.g. bowing; announcing the piece; maintaining silence before performance and between pieces).</p>
					<p>4. Play a blues scale over one octave.</p>		<p>4. Recognise major and minor scale qualities.</p>		
					<p>5. Play a chromatic scale over one octave.</p>				



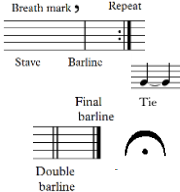

LEVEL 5 - BRASS


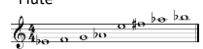

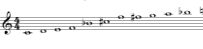
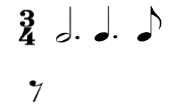
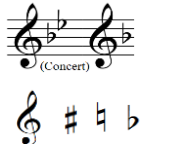
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire appropriate to this level (D.S. al coda, D.S. al fine, Coda, acciatura, apoggiatura, trill).	1. Maintain consistent intonation throughout the range of the instrument 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:  (4-valve euphonium and Bb/F trombone to play chromatically to pedal Bb)	1. Sight read a piece of music (12 - 16 bars duration) related to Level 3 theory while observing expressive markings and phrasing, including dynamics and articulation.	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 (all other compound rhythms) 	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. flutter tongue, growl, vibrato).	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. Listen to a passage of music & identify the time signature	2. Apply appropriate scales to improvisations using a harmonic language of two or more scales.	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, demonstrating variety in choice of rhythms and expression.	3. Maintain appropriate performance behaviour.
					4. Play chromatic scales over two octaves.		4. Recognise simple harmonic modulation (i.e. major to minor.)		

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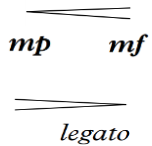
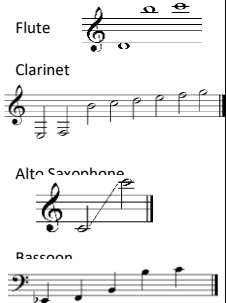
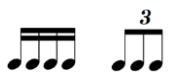


## Woodwind Syllabus



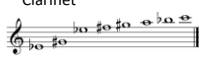
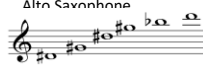


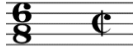







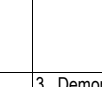
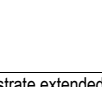
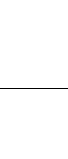


		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
Conditions		Students demonstrate an understanding through content while playing repertoire appropriate to the level. Both English and American terminology to be taught.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	LEVEL 1 - WOODWIND	<p>1. Symbols &amp; Terms:</p> 	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.	<p>1. Play the following pitches:</p> 	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 &amp; 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.

LEVEL 3 - WOODWIND

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; 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> &amp; <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) of a Level 1 standard.</p>	<p>1. Imitate rhythmic patterns incorporating:</p> 	<p>1. Improvise using given notes.</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, C and Dm (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 melodic phrases where the starting note is given.</p>	<p>2. Demonstrate an awareness of meter and phrasing.</p>	<p>2. Play and perform as part of an ensemble.</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. Respond to 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. Demonstrate the ability to hear intonation problems in own playing.</p>			<p>4. Play a pentatonic scale</p>				<p>4. Maintain appropriate performance behaviour.</p>

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp ff fp</i></p> <p></p> <p><i>tr</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) at a Level 2 standard.	1. Imitate melodic phrases given starting note.	1. Improvise using given notes.	1. Play or perform with and without accompaniment.
<p>2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)</p> <p></p> <p></p>	2. Demonstrate strategies of a balanced practice routine.	2. Demonstrate an increasing ability to 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 and A (one octave), Eb and D (two octaves); Bassoon: Eb and D (one octave).		2. Recognise and sing the following intervals of a Major scale: 2nd, 3rd, 4th and 5th.	2. Improvise using an awareness of meter and phrasing.	2. Play and perform as part of an ensemble.
<p>3. Pitch and Harmony concepts contained in repertoire (e.g. key signatures.)</p> <p></p>	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 major and minor scale qualities.		3. Maintain appropriate performance behaviour.
		4. Demonstrate extended articulation techniques appropriate to the instrument.			4. Play a blues scale over one octave.				
		5. Demonstrate/play trills or use correct trilling technique found in repertoire.			5. Play a chromatic scale over one octave.				

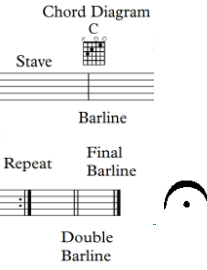
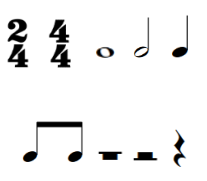

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire appropriate to this level.</p> <p>Marcato </p> <p>Grace Notes </p> <p>Turn </p>	<p>1. Show self motivation with practice routines and seeking additional 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.</p>	<p>1. Apply own interpretation (e.g. dynamics, articulation) to repertoire.</p>	<p>1. Play the following pitches:</p> <p>Flute </p> <p>Clarinet </p> <p>Alto Saxophone </p> <p>Bassoon </p>	<p>1. Sight read a piece of music (12 - 16 bars duration) at a Level 3 standard.</p>	<p>1. Imitate melodic phrases.</p>	<p>1. Improvise using appropriate techniques for styles (e.g. tone, articulation.)</p>	<p>1. Play and perform as part of an ensemble.</p>
<p>2. Rhythmic concepts contained in repertoire appropriate to this level.</p> <p></p> <p></p>	<p>2. Critically evaluate the musicality of one's own playing and that of others.</p>	<p>2. Accurately demonstrate articulation patterns found in repertoire.</p>	<p>2. Demonstrate appropriate tone techniques (e.g. flutter tonguing, vibrato.)</p>	<p>2. Apply appropriate stylistic expression to pieces encountered in repertoire (e.g. tone.)</p>	<p>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).</p>		<p>2. Recognise and sing any interval of the Major scale starting from the tonic.</p>	<p>2. Apply appropriate scales/chords to improvisations.</p>	<p>2. Maintain appropriate performance behaviour.</p>
<p>3. Pitch and harmony concepts contained in repertoire appropriate to this level.</p>		<p>3. Demonstrate extended trills and embellishments as found in repertoire.</p>			<p>3. Play five harmonic minor scales and arpeggios suitable for the instrument.</p>			<p>3. Improvise using appropriate rhythmic style.</p>	
		<p>4. Demonstrate an ability to correct and adjust intonation according to the tendencies of the instrument.</p>			<p>4. Play chromatic scales over two octaves, starting on an appropriate note.</p>				

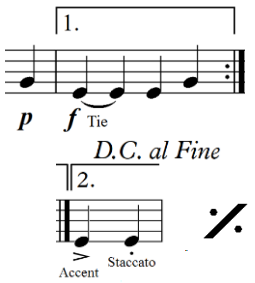
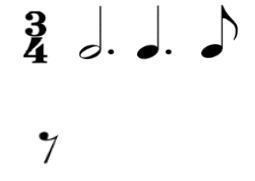

# Northern Territory Music School

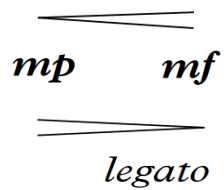
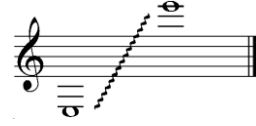


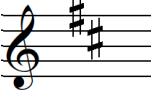
## Guitar Syllabus


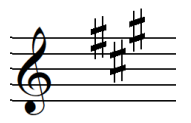


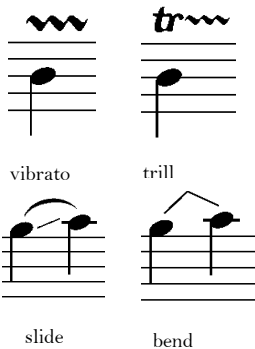
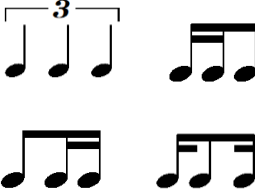




LEVEL 1 - GUITAR		Conditions	Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
		Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level. Both English and American terminology to be taught.							Students are given up to 2 minutes to prepare for Sight Reading assessments.			
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 open G to high G (top 3 strings)		1. Clap or play rhythmic patterns (minimum 2 bars duration).	1. Differentiate between 'in tune' & 'out of tune' notes.	1. Play a familiar piece from memory.
2. Rhythmic Concepts:				2. Demonstrate proper care of the instrument.	2. Play single note melodies using rest stroke, walking the index and middle fingers of the plucking hand, resting thumb on bass E string and keeping wrist and thumb off the soundboard.			2. Play any 3 chords (not 'one finger chords' or 'power chords') from the following list: A, Am, A7, B7, C, C7, D, Dm, D7, E, Em, E7, F (or Fmaj7), G, G7.		2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating:		2. Play or perform solo pieces.
3. Pitch Concepts: note names.				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					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. Explain a basic practice routine.	4. Strum chords to accompany melodies, using half-note (minim) down strums.							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 &amp; 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: All natural notes in first position.	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. Strum chords to accompany melodies, using quarter-note down strums.	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, F and G, and D harmonic minor (all scales 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 and 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. Play any 6 chords from the following list: A, Am, A7, B7, C, C7, D, Dm, D7, E, Em, E7, F (or Fmaj7), G, G7.		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 &amp; Terms: Largo, Andante, Moderato, Allegro, Ritardando</p> 	<p>1. Tune the instrument 'to itself' (relative pitch only).</p>	<p>1. Demonstrate ability to accompany a melody using block chords plucked with pima simultaneously, selecting appropriate strings for chord.</p>	<p>1. Produce a range of tone colours by employing tasto, ponticello and natural hand positions.</p>	<p>1. Apply all symbols and terms encountered in repertoire.</p>	<p>1. Read and play the following pitches: All notes in first position plus all natural notes on the treble E string to the 12th fret.</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. Demonstrate ability to accompany melodies using eighth note fingerpicking patterns pimapima for 4/4 and pimami for 3/4, selecting appropriate bass note for chord.</p>		<p>2. Observe tempo markings.</p>	<p>2. Play scales and arpeggios: G and F major (two octaves), D major, E harmonic minor, A, D and E melodic minor (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. Assess the melodic and rhythmic accuracy of one's own playing and that of others.</p>	<p>3. Strum chords to accompany melodies, using up and down strumming: down strums on beats and up strums on quavers between beats.</p>		<p>3. Identify and play phrasing.</p>	<p>3. Play the following chords: A, Am, A7, B7, C, C7, D, Dm, D7, E, Em, E7, F (or Fmaj7), G, G7</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. Interpret guitar notation numeral systems: 123456 in a circle = string, roman numerals = hand position and 1234 = fret finger.</p>	<p>4. Play while standing with a strap.</p>	<p>4. Demonstrate ability to accompany melodies plucked with fingers, using open bass strings plucked with thumb.</p>			<p>4. Play a chromatic scale from open 6th string E to 4th fret 1st string G# using all left hand fingers.</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>
		<p>5. Maintain correct articulation techniques and expand patterns and combinations e.g. staccato and legato mixed.</p>			<p>5. Play one harmonic minor scale and arpeggio appropriate to the instrument.</p>				
		<p>6. Demonstrate ability to use hammer-on and snap (pull off).</p>			<p>6. Play a pentatonic scale</p>				

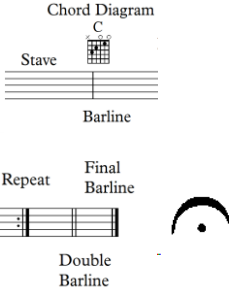
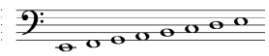



Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p style="text-align: center;"><i>ff</i></p> <p style="text-align: center;"><i>pp</i></p> <p style="text-align: center;"><i>fp</i></p>	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 notes from open to 12th fret on all strings, as required by repertoire, including concept of unison alternatives, given appropriate position, string and finger markings. Read and play all notes on the first four strings at 5th fret position.	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 ability to use p,i,m,a in any combination, as required for repertoire.	2. Develop an awareness of changes in tone quality that can be produced for different styles of music (e.g. nail, flesh, plectrum, tasto, ponticello etc).		2. Play A and Bb major scale and arpeggio (two octaves), B and G harmonic and melodic minors (2 octaves), and D major scale and arpeggio (one octave in second position without use of open strings).	2. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory at the 5th fret position.	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 palm mute (pizz.) and natural harmonics.			3. Play a major or minor blues scale over two octaves.		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 (single notes) and strumming using plectrum - down on beats, up on 'ands' (between beats), in 3/4, 4/4.			4. Play full bar chords in 4 shapes: E shape (e.g. F), Em shape (e.g. F#m), A shape (e.g. B), Am shape (e.g. Bm), and half bar technique in any required context (e.g. half bar in fingerpicked pieces or in strummed chords such as 4-string F), Play Dsus2, Dsus4, Asus2, Asus4 and Cadd9.		4. Recognise major and minor scale qualities.		



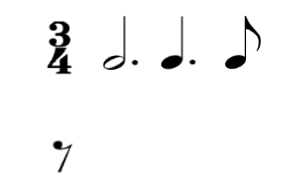
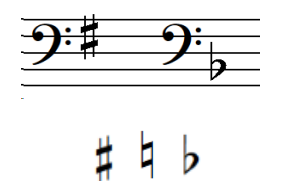
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire.</p>  <p>vibrato trill slide bend</p>	<p>1. Show self motivation with practice routines and seek additional resources to improve playing</p>	<p>1. Maintain 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 notes, including above 12th fret, on all strings, (as required by repertoire, including concept of unison alternatives, given appropriate position, string and finger markings), read and play all notes on the first four strings at 8th fret position.</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. Use articulation techniques of vibrato, gliss, string bend, rolled four note chords (pima).</p>	<p>2. Use technology to achieve appropriate equalisation and a clear tone for use with a live sound reinforcement system (PA).</p>	<p>2. Apply appropriate stylistic expression to pieces encountered in repertoire.</p>	<p>2. Scales and arpeggios: E major (two octaves), F# and C# harmonic and melodic minors, B, C and C# harmonic minors, and G major (two octaves in second position without use of open strings), E and A harmonic minor in 3rds.</p>	<p>2. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory at the 8th fret position.</p>	<p>2. Listen to a passage of music &amp; identify the time signature. Compound vs simple.</p>	<p>2. Apply appropriate scales to improvisations, including diatonic, pentatonic, blues and harmonic minor.</p>	<p>2. Maintain appropriate performance behaviour. Introduce, engage conclude.</p>
<p>3. Pitch concepts:</p> 	<p>3. Set up electric guitar, amp, lead and any other devices and settings on amp and instrument to achieve suitable sound for lessons and live performance. Including at least one electronic effect.</p>	<p>3. Demonstrate trills and compound ornaments as found in repertoire.</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 min3rd, Maj10th, min10th.</p>	<p>3. Improvise using appropriate rhythmic style.</p>	
		<p>4. Demonstrate up and down picking and strumming using plectrum in 6/8 (down up down, down up down).</p>			<p>4. Play all of the following first position (open) chords (in addition to assumed chord knowledge previous levels): Amaj7, Amin7, B half diminished, Cmaj7, Dmaj7, Dmin7, Emin7, Fmaj7 (with root on the 6th string), F# half diminished (with root on the 6th string), Gmaj7, and at least two diminished 7 shapes.</p>		<p>4. Recognise simple harmonic modulation (i.e. major to minor.). Recognise V-I, IV-I, cadence.</p>		

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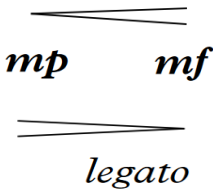



## Bass Guitar Syllabus



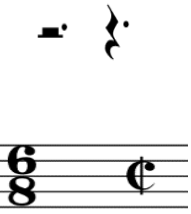

Conditions		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
		Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level. Both English and American terminology to be taught.								Students 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.									

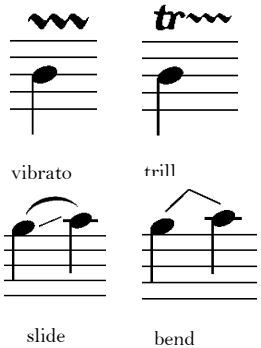
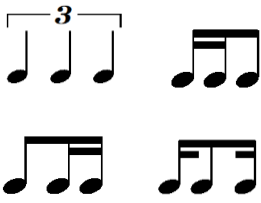
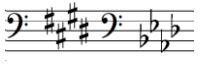
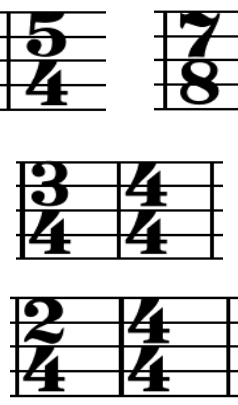
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance	
<p>1. Symbols &amp; Terms:</p> 	1. Maintain proper care of the instrument.	1. Demonstrate improved posture and hand position for fingering.	1. Be aware of own tone quality and how to improve it.	1. Consistently 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 &amp; 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

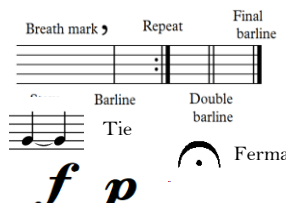
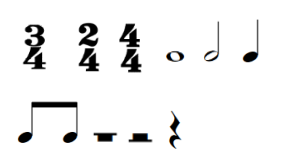

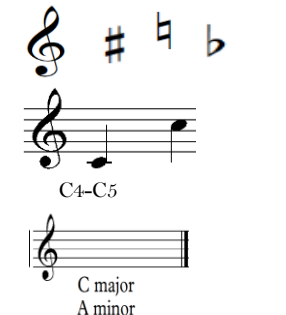
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp ff</i></p> <p><i>fp</i></p>	1. Tune the instrument to a single given reference pitch.	1. Demonstrate appropriate posture and 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.		

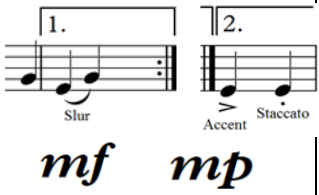



Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire.</p>  <p>vibrato      trill slide      bend</p>	<p>1. Show self motivation with practice routines and seek additional resources to improve playing</p>	<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 &amp; 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 &amp; 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>							

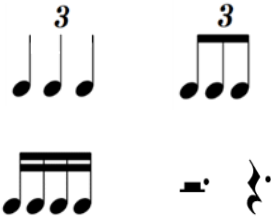

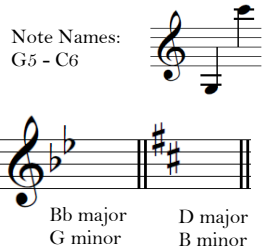
# Northern Territory Music School

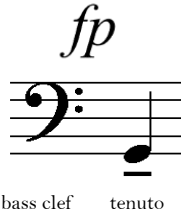
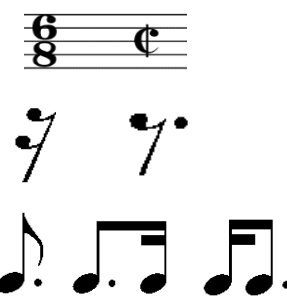
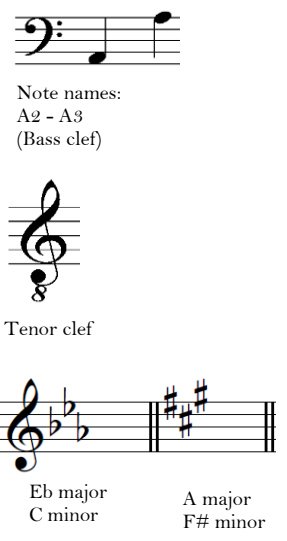
## Vocal Syllabus



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 5 minutes to prepare for Sight Reading assessments.			
LEVEL 1 - VOICE	1. Symbols & Terms: <i>D.C. al Fine</i> , Coda, SSA 	1. Identify basic vocal anatomy: lower abdominals, diaphragm, rib cage, larynx, focal folds, resonators.	1. Demonstrate an appropriate singing posture sitting and standing.	1. Sing an even, sustained note for 4 seconds.	1. Observe phrasing and breath marks.	1. Demonstrate a pitch range of one octave.	1. Sing rhythmic patterns (maximum four bars) using minims, crotchets and their rests.	1. Differentiate between 'in tune' & 'out of tune' notes.	1. Improvise minimum 2 bars on open vowels using major or pentatonic scale.	1. Sing in time with accompaniment, establishing accuracy and confidence in performance.	
	2. Rhythmic Concepts: Multi-rests. 	2. Demonstrate an understanding of basic vocal care e.g. warming up the voice, drinking water before singing, not shouting.	2. Demonstrate awareness and basic control of the diaphragm and abdominal muscles for breathing.	2. Make adjustments to improve tone using M1 register.	2. Produce basic dynamic variation.	2. Sing a major scale and triad. Sing a major pentatonic.	2. Sing melodic phrases in the key of C major (maximum 8 bars) using simple rhythms, scale degrees 1-5 and descending minor 2nd, with movement by step.	2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 		2. Perform as part of an ensemble with correct pitch and timing.	
	3. Pitch Concepts: Soprano, alto, tenor, bass, solo, melody, harmony, unison, key signature, SSA. 	3. Explain a basic practice routine.	3. Demonstrate open, relaxed mouth position when singing.	3. Understand the difference between and glottal, breathy and simultaneous onset.	3. Communicate basic emotion through facial expression.			3. Imitate melodic phrases (minimum 1 bar duration) where the starting note is given and using notes 1,2,3,4 & 5 of a pitch range.		3. Demonstrate appropriate performance behaviour.	
		4. Reflect on singing practice. Identify areas of strength and improvement.	4. Demonstrate a basic understanding of international vowels. ah [a] eh [ɛ] ee [i] oh [ɔ] oo [u]				4. Recognise and sing the following intervals: M3, m3, P5, P8.		4. Accurately follow conducting patterns of 2, 3, or 4 beats per bar.		
			5. Recognise and demonstrate staccato and legato.				5. Sing a simple canon in two parts maintaining rhythmic and melodic accuracy. 6. Differentiate between a singing and spoken voice.				


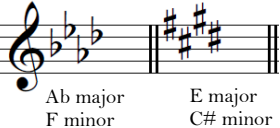
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: Ritardando, rallentando, D.S. al Segno.</p> 	<p>1. Identify soft and hard palate, false vocal folds, articulators.</p>	<p>1. Sing with improved posture, breath support and mouth position.</p>	<p>1. Sing an even, sustained note for 4-6 seconds with appropriate tone quality.</p>	<p>1. Apply dynamic and articulation markings while singing.</p>	<p>1. Demonstrate a pitch range of over one octave.</p>	<p>1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from previous level's Sight Reading and:</p> <ul style="list-style-type: none"> <li>- Full octave</li> <li>- Intervals: Ascending P4, M3, m3 and triad.</li> <li>- G major, F major</li> <li>- Quaver pairs</li> <li>- 3 / 4 time</li> <li>- Ties</li> </ul>	<p>1. Understand the concept of sharps and flats.</p>	<p>1. Improvise minimum 4 bars on open vowels using major or pentatonic scale with backing.</p>	<p>1. Sing and perform solo pieces with accompaniment, demonstrating an awareness of meter.</p>
<p>2. Rhythmic Concepts: Moderato, allegro, adagio, andante.</p> 	<p>2. Demonstrate an understanding of constriction and vocal tension.</p>	<p>2. Demonstrate and define messa di voce.</p>	<p>2. Demonstrate use of M2 register.</p>	<p>2. Produce dynamic variation from <i>p</i> to <i>f</i>.</p>	<p>2. Sing 1-8 major scale and arpeggio.</p>		<p>2. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:</p> 		<p>2. Sing &amp; perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.</p>
<p>3. Pitch Concepts:</p> 	<p>3. Demonstrate practice strategies for learning a short piece.</p>	<p>3. Demonstrate grace notes such as appoggiatura and acciaccatura.</p>	<p>3. Demonstrate glottal, breathy and simultaneous onset and offset.</p>	<p>3. Begin to engage with the lyric and meaning of repertoire.</p>			<p>3. Imitate melodic phrases (maximum 2 bars duration) where the starting note is given, using major intervals within an octave.</p>		<p>3. Demonstrate appropriate performance behaviour.</p>
	<p>4. Reflect on the melodic and rhythmic accuracy of own performance.</p>	<p>4. Identify and demonstrate classical and international vowels.</p>	<p>4. Demonstrate consistent tone quality across simple dynamic changes.</p>				<p>4. Recognise the following intervals: M2, P4, descending m3 and P4</p>		<p>4. Accurately follow conducting patterns, observing dynamic and tempo changes as conducted.</p>
			<p>5. Demonstrate understanding and use of resonators and articulators.</p>						<p>5. Sing a familiar piece from memory.</p>

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: Reprise, SSAA format.</p> <p><i>ff pp sfz</i></p>	<p>1. Identify parts of the complex respiratory system, basic larynx and pharynx.</p>	<p>1. Sustain appropriate posture, breath support and mouth position, including facial anchoring.</p>	<p>1. Sing an even, sustained note for 6- 8 seconds.</p>	<p>1. Consistently apply dynamic and articulation markings while singing.</p>	<p>1. Demonstrate a pitch range of over one octave.</p>	<p>1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from all previous level's Sight Reading and:</p> <ul style="list-style-type: none"> <li>- Intervals: Ascending P5</li> <li>- D major, Bb major, A minor</li> <li>- Dotted crotchets, single quavers, quaver rests, ties between bars.</li> <li>- Accidentals.</li> </ul>	<p>1. Demonstrate the ability to hear intonation problems in own singing.</p>	<p>1. Improvise minimum 8 bars on open vowels or scat using major, minor or pentatonic scale with backing.</p>	<p>1. Accurately sing and perform solo pieces with accompaniment, maintaining intonation and timing.</p>
<p>2. Rhythmic Concepts: Rubato, Largo.</p> 	<p>2. Demonstrate awareness of and strategies to overcome constriction and vocal tension.</p>	<p>2. Demonstrate awareness of laryngeal positions.</p>	<p>2. Demonstrate the ability to control change between the M1 and M2 registers</p>	<p>2. Demonstrate appropriate phrasing.</p>	<p>2. Sing major and natural minor scales and arpeggios.</p>		<p>2. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:</p> 		<p>2. Sing as part of an ensemble, adapting to rhythmic, dynamic, and textural variation.</p>
<p>3. Pitch Concepts: Modulation.</p> <p>Note Names: G5 - C6</p> 	<p>3. Establish a regular balanced practice routine.</p>	<p>3. Demonstrate use of embellishments such as melisma, mordent, slur and slide and other approaches.</p>	<p>3. Demonstrate appropriate use of glottal, breathy and simultaneous onset and offset.</p>	<p>3. Convey the meaning of lyrics through appropriate use of expression.</p>			<p>3. Imitate melodic phrases where the starting note is given and movement increasingly uses larger intervals up to a perfect 5th.</p>		<p>3. Maintain appropriate performance behaviour.</p>
	<p>4. Assess the melodic, rhythmic and expressive accuracy of one's own singing and that of others.</p>	<p>4. Demonstrate improved use of articulators and resonators.</p>	<p>4. Demonstrate consistent tone quality across the pitch range.</p>				<p>4. Recognise and sing the following intervals: Unison, m2, M6, M7, descending P5.</p>		<p>4. Respond to increasingly complex conducting cues in ensemble playing.</p>
							<p>5. Demonstrate modulation with accompaniment</p>		
							<p>6. Recognise familiar time signatures in music.</p>		

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: As contained in repertoire.</p>  <p>bass clef    tenuto</p>	<p>1. Identify parts of the respiratory system including larynx complex, pharynx and bones.</p>	<p>1. Demonstrate appropriate posture for various styles.</p>	<p>1. Sing even sustained notes for 8-10 seconds.</p>	<p>1. Interpret and apply all symbols and terms encountered in repertoire.</p>	<p>1. Sing one octave major, natural minor, harmonic minor and arpeggios, and blues scale.</p>	<p>1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from all previous level's Sight Reading and:</p> <ul style="list-style-type: none"> <li>- Intervals: Ascending m6, descending P5, m6</li> <li>- E minor</li> <li>- Semiquavers</li> <li>- SATB format</li> </ul>	<p>1. Demonstrate the ability to hear and correct intonation problems in own singing.</p>	<p>1. Improvise a minimum of an 8 bar instrumental break using scat or words sourced from material (using major, minor, pentatonic or blues scales).</p>	<p>1. Sing with and without accompaniment, maintaining intonation and timing.</p>
<p>2. Rhythmic Concepts</p> 	<p>2 Demonstrate care for the respiratory system, larynx complex, pharynx and bones and identify progenitors of vocal harm.</p>	<p>2. Demonstrate an increasing ability to hear and correct intonation problems.</p>	<p>2. Demonstrate the ability to change fluently between the M1 and M2 registers.</p>	<p>2. Produce dynamic variation <b>pp-ff</b>.</p>			<p>2. Imitate melodic phrases of increasing complexity.</p>		<p>2. Sing as part of an ensemble, adapting to increasingly complex dynamic, textural and rhythmic variation.</p>
<p>3. Pitch concepts</p>  <p>Note names: A2 - A3 (Bass clef)</p> <p>Tenor clef</p> <p>Eb major    A major C minor    F# minor</p>	<p>3. Demonstrate effective and appropriate practice strategies to solve technical problems.</p>	<p>3. Maintain extended articulation techniques.</p>	<p>3. Make appropriate choices in the use of offsets and onsets.</p>	<p>3. Perform with a live accompanist and guide the expression.</p>			<p>3. Recognise and sing the following intervals: m6, m7, descending M3, M6, m6.</p>		<p>3. Demonstrate appropriate performance behaviour, adapting to varying contexts.</p>
	<p>4. Critically evaluate the musicality of one's own singing and that of others.</p>	<p>4. Demonstrate use of slur, melisma and portamento.</p>	<p>4. Develop an awareness of changes in tone quality that can be produced for different styles of music (e.g. twang, sob, vibrato).</p>			<p>4. Recognise simple harmonic modulation (i.e. major to minor).</p>	<p>4. Lead the accompanist when performing</p>		
		<p>5. Demonstrate improved use of facial and body anchoring.</p>	<p>5. Demonstrate and awareness and use of the following registers: Male M0-M2, Female M0-M3.</p>						



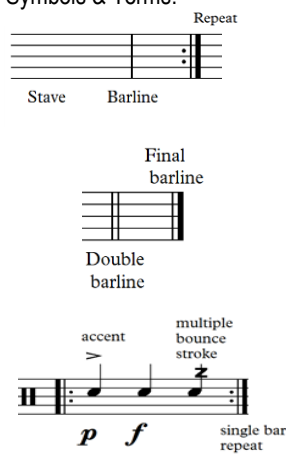

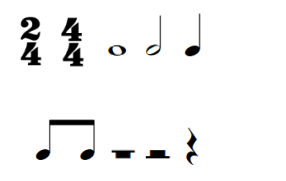


LEVEL 5 - VOICE

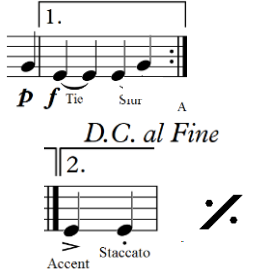



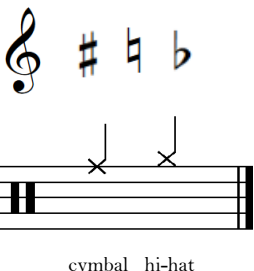
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire appropriate to this level.	1. Identify & demonstrate a thorough understanding of and care for the respiratory system, larynx complex, pharynx and bones, and use this knowledge to alter tonal quality.	1. Demonstrate appropriate posture for all styles of music.	1. Maintain tone quality throughout the range of the voice and over all dynamic levels.	1. Apply own interpretation (e.g. dynamics, articulation, phrasing) to repertoire.	1. Sing one octave chromatic, major, natural minor, harmonic minor and melodic minor scales and arpeggios.	1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from all previous level's Sight Reading and:  - Intervals: M6, m2 - A major, Eb major, B minor, G minor - 6 / 8 time - Dotted quavers	1. Apply aural skills to maintain intonation.	1. Improvise over an instrumental break with accompaniment using stylistically appropriate techniques.	1. Sing at least three pieces of contrasting repertoire (e.g. different language, style and time period).
2. Rhythmic concepts contained in repertoire appropriate to this level.	2. Recognise and diagnose causes of vocal harm and/or distress and implement methods to overcome them.	2. Accurately demonstrate articulation patterns found in repertoire.	2. Move between M1 and M2 registers with no discernible change.	2. Apply appropriate stylistic expression to pieces encountered in repertoire.			2. Listen to a passage of music and identify the time signature	2. Apply appropriate scales to improvisations.	2. Sing as part of an ensemble, adapting fluently to dynamic, textural and rhythmic variation.
3. Pitch and harmony concepts contained in repertoire appropriate to level.   Note names: E2 - E4 (Bass clef)	3. Show self motivation with practice routines by seeking additional resources to improve singing.	3. Utilise messa di voce, melisma, appoggiatura, acciaccatura, mordent, belting, slur, slide, staccato, legato, vibrato, runs and portamento in order to improve performance quality.	3. Manipulate and control specific tonal qualities to demonstrate stylistic interpretation.	3. Lead an accompanist demonstrating an emotive understanding of the text.			3. Imitate melodic phrases of increasing complexity (e.g. chromatic and blues notes.).		3. Maintain appropriate performance behaviour, adapting to varying contexts.
 Ab major      E major F minor        C# minor	4. Critically evaluate the musicality of one's own singing and that of others.	4. Demonstrate an understanding of microphone technique.	4. Modify vocal tone, volume and style to suit ensemble structure and repertoire.				4. Recognise and sing all major and minor intervals ascending and descending.		4. Lead the accompanist when performing increasingly complex repertoire.
							5. Sing a modulation without accompaniment		

# Northern Territory Music School

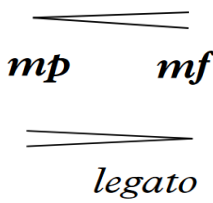
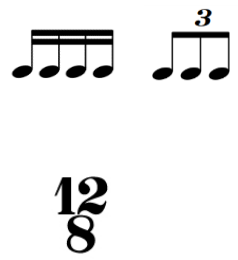
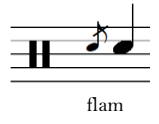
## Percussion Syllabus - Mixed Stream



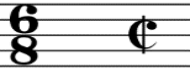
		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 1 - PERCUSSION (MIXED)	Conditions	Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level.						Students are given up to 2 minutes 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 rudiments on snare e.g. single stroke roll, single paradiddle, multiple bounce stroke. (100BPM)			2. Play major scales and arpeggios: Bb (5 notes).		2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 		2. Play or perform solo pieces.
		3. Pitch Concepts: note names 	3. Assemble and organise instruments ready for playing. E.g. snare on and off.	3. Demonstrate techniques on tuned percussion e.g. correct mallet position and sticking patterns.					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. Be aware of the tuning mechanism of the instrument.	4. Demonstrate holding position, grip, technique and knowledge of correct beaters when playing aux. percussion.							4. Demonstrate appropriate performance behaviour e.g. picking up and putting down equipment without noise.	
		5. Explain a basic practise routine.									
		6. Identify strengths and areas to improve in own playing									

		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 2 - PERCUSSION (MIXED)	Conditions			Examples of aux. percussion (Hand held crash cymbals, suspended cymbals, concert bass drum, triangle, woodblock, cowbell, shakers, bongos, maracas, claves, congas, guiro, timbales, gong (tam tam), sleigh bells, ratchet, cajon).							
		1. Symbols & Terms: 	1. Maintain proper care of the instrument/s.	1. Demonstrate improved posture (arm, hand, wrist and finger).	1. Play eight notes with a full stroke to produce an even and non-choked tone.	1. Demonstrate a dynamic range.	1. Play all the pitches for the prescribed range. 	1. Clap or play rhythmic patterns (minimum 4 bars duration) at a moderate tempo.	1. Imitate rhythmic patterns (maximum 2 bars duration) incorporating: 	1. Improvise simple rhythmic or melodic patterns (minimum 4 bars duration) using a major scale.	1. Accurately play or perform solo pieces.
		2. Rhythmic Concepts: anacrusis/pickup bar 	2. Organise glockenspiel, cymbal and snare drum for playing.	2. Demonstrate a well balanced stance, whole body posture and movement.	2. Be aware of own tone quality and how to improve it.	2. Demonstrates awareness of meter while playing.	2. Play major scales and arpeggios: Bb and C (one octave).	2. Play single note melodies (minimum 4 bars duration) with recurring patterns or phrases.	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.	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.
		3. Pitch Concepts: 		3. Demonstrate improved techniques on a range of instruments e.g. reverse parradiddle (110BPM).	3. Demonstrate an even tone quality across the dynamic range of p to f.						3. Demonstrate appropriate performance behaviour.
			4. Assess the melodic and rhythmic accuracy of own performance (solo or ensemble.)	4. Demonstrate technique and correct playing position of aux. percussion as required in repertoire.	4. Select beaters, mallets and sticks to provide tonal variation.						4. Accurately follow conducting pattern for 3 beats per bar, observing dynamic and tempo changes as conducted.

LEVEL 3 - PERCUSSION (MIXED)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: Andante, Moderato, Allegro, Ritardando, Largo</p> 	1. Maintain proper care of the instrument/s.	1. Demonstrate improved posture.	1. Extend dynamic range to incorporate crescendo & decrescendo, and mp to mf.	1. Apply all symbols and terms encountered in repertoire; e.g. dynamics, accents.	1. Play all pitches across a two-octave range appropriate to the instrument.	1. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory.	1. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:	1. Improvise (minimum 8 bars duration) by embellishing on the melody.	1. Play and perform with and without accompaniment.
<p>2. Rhythmic Concepts:</p> 	2. Begin to use the tuning mechanisms of the instrument	2. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 100 bpm.	2. Demonstrate the use of rebound stroke when playing each instrument to create a non-choked tone.	2. Observe tempo markings.	2. Play 2 major scales and arpeggios as required in repertoire.		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.	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.
<p>3</p> 	3. Demonstrate effective and appropriate practise strategies to solve technical problems.	3. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 100 bpm.	3. Begin to select appropriate sticks and mallets to produce a tone to match style.	3. Identify and play phrasing using awareness of meter.	3. Play one harmonic minor scale and arpeggio appropriate to the instrument.		3. Recognise familiar time signatures in music.	3. Demonstrate an awareness of phrasing and space while improvising.	3. Respond to increasingly complex conducting cues in ensemble playing.
4. Be able to read rock beats using quarter and eighth notes.	4. Assess the melodic and rhythmic accuracy of one's own playing and that of others.	4. Demonstrate technique and correct playing position of aux. percussion.	4. Play a simple rock beat with steady time feel (minimum 8 bars @ 80bpm).		4. Play a pentatonic scale.			4. Use contrasting rhythmic patterns in improvisation.	4. Maintain appropriate performance behaviour.
		5. Play rock beats using quarter and eighth notes.							

LEVEL 4 - PERCUSSION (MIXED)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp ff</i></p>	1. Maintain proper care of the instrument/s.	1. Demonstrate appropriate posture for all aspects of the instrument.	1. Demonstrate entire dynamic range; pp to ff.	1. Interpret and apply all symbols and terms encountered in repertoire.	1. Play 3 major scales and arpeggios.	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.
<p>2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)</p> 	2. Demonstrate strategies of a balanced practice routine.	2. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 120 bpm.	2. Select appropriate sticks, brushes and mallets to produce desired tone to match style.	2. Play a simple rock beat with a steady time feel (minimum 8 bars @ 100bpm).	2. Play two harmonic minor scales and arpeggios appropriate to the instrument.		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. Modify written eighth note rock beats to quarter note pattern (hi hat).	3. Assess the melodic, rhythmic and expressive accuracy of one's own playing and that of others.	3. Demonstrate alternating Downstrokes from the Level System with 1/4 notes at 100 bpm.			3. Play a major blues scale over one octave.		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. Set up drum set for playing.	4. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 120 bpm.			4. Play a chromatic scale over one octave.		4. Recognise major and minor scale qualities.		
		5. Demonstrate Paradiddle-diddle (six stroke roll), Double and Triple Paradiddle, Nine and Ten Stroke Rolls with 1/8th notes at 120 bpm.							
		6. Demonstrate technique and correct playing position of aux. percussion.							

**LEVEL 5 - PERCUSSION (MIXED)**

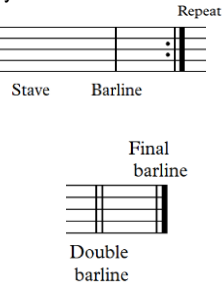

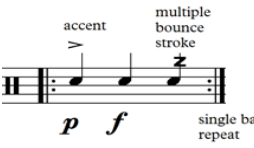

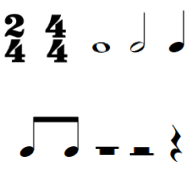
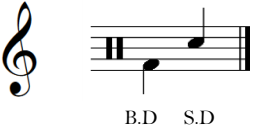
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire appropriate to this level	1. Demonstrate the ability to tune the snare.	1. Maintain appropriate posture for all aspects of the instrument/s.	1. Maintain clear 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. Listen to a passage of music & 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. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 130 bpm.	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 3 major scales and arpeggios.		2. 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. Demonstrate alternating Downstrokes from the Level System with ¼ notes at 120 bpm.		3. Play a simple rock beat with steady time feel (minimum 8 bars @ 120bpm).	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. Read and play eighth note hi hat with sixteenth note snare/bass combinations.	4. Seek additional resources to improve mallet and snare drum technique.	4. Demonstrate Up Strokes and Tap Strokes from the Level System, no set tempo.		4. Play drum set patterns to suit different styles, e.g.waltz, motown, blues and jazz.	4. Play two octave chromatic scales starting on any given note.				
		5. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 130 bpm.		5. Accurately demonstrate articulation patterns found in repertoire.					
		6. Demonstrate Paradiddle-diddle (six stroke roll), Double and Triple Paradiddle, Nine and Ten Stroke Rolls with 1/8th notes at 130 bpm.							
		7. Maintain a rebound stroke at a variety of tempos over the full dynamic range of the instrument.							
		8. Demonstrate technique and correct playing position of aux. percussion.							

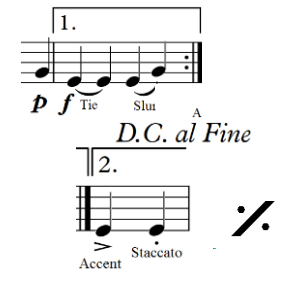

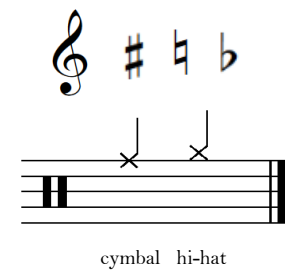
# Northern Territory Music School

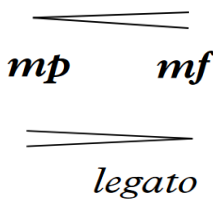

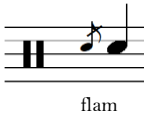
## Percussion Syllabus - Mallets & Snare Drum (Middle & Senior School Only)

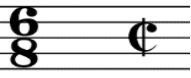




		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
Conditions		Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	LEVEL 1 - PERCUSSION (MALLETS & SNARE)	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. Demonstrate proper care of the instrument.	2. Demonstrate rudiments on snare e.g. single stroke roll, single paradiddle, multiple bounce stroke. (100BPM)			2. Play major scales and arpeggios: Bb (5 notes).		2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 		2. Play or perform solo pieces.	
2. Rhythmic Concepts: 		3. Assemble and organise instruments ready for playing. E.g. snare on and off.	3. Demonstrate techniques on tuned percussion e.g. correct mallet position and sticking patterns.					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.	
3. Pitch Concepts: note names 		4. Be aware of the tuning mechanism of the instrument.	4. Demonstrate holding position, grip, technique and knowledge of correct beaters when playing aux. percussion.							4. Demonstrate appropriate performance behaviour e.g. picking up and putting down equipment without noise.	
		5. Explain a basic practise routine.									
		6. Identify strengths and areas to improve in own playing.									

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
		E.g. of aux. percussion (Hand held crash cymbals, suspended cymbals, concert bass drum, triangle, woodblock, cowbell, shakers, bongos, maracas, claves, congas, guiro, timbales, gong (tam tam), sleigh bells, ratchet, cajon).							
<p>1. Symbols &amp; Terms:</p> 	1. Maintain proper care of the instrument/s.	1. Demonstrate improved posture (arm, hand, wrist and finger).	1. Play eight notes with a full stroke to produce an even and non-choked tone.	1. Demonstrate a dynamic range.	1. Play all the pitches for the prescribed range.	1. Clap or play rhythmic patterns (minimum 4 bars duration) at a moderate tempo.	1. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:	1. Improvise simple rhythmic or 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. Organise glockenspiel, cymbal and snare drum for playing.	2. Demonstrate a well balanced stance, whole body posture and movement.	2. Be aware of own tone quality and how to improve it.	2. Demonstrates awareness of meter while playing.	2. Play major scales and arpeggios: Bb and C (one octave).	2. Play single note melodies (minimum 4 bars duration) with recurring patterns or phrases.	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.	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 practise strategies for learning a short piece.	3. Demonstrate improved techniques on instruments e.g. reverse paradiddle (110BPM).	3. Demonstrate an even tone quality across the dynamic range of p to f.						3. Demonstrate appropriate performance behaviour.
	4. Assess the melodic and rhythmic accuracy of own performance (solo or ensemble.)	4. Combine single stroke roll, double stroke roll and paradiddles together (1 bar each).	4. Select beaters, mallets and sticks to provide tonal variation.						4. Accurately follow conducting pattern for 3 beats per bar, observing dynamic and tempo changes as conducted.
		4. Demonstrate technique and correct playing position of aux. percussion as required in repertoire.							

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: Andante, Moderato, Allegro, Ritardando, Largo</p> 	1. Maintain proper care of the instrument/s.	1. Demonstrate improved posture.	1. Extend dynamic range to incorporate crescendo & decrescendo, and mp to mf.	1. Apply all symbols and terms encountered in repertoire; e.g. dynamics, accents.	1. Play all pitches across a two-octave range appropriate to the instrument.	1. Sight read a piece of music (minimum 8 bars duration) related to Level 1 theory.	1. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:	1. Improvise (minimum 8 bars duration) by embellishing on the melody.	1. Play and perform with and without accompaniment.
<p>2. Rhythmic Concepts:</p> 	2. Begin to use the tuning mechanisms of the instrument	2. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 100 bpm.	2. Demonstrate the use of rebound stroke when playing each instrument to create a non-choked tone.	2. Observe tempo markings.	2. Play 2 major scales and arpeggios as required in repertoire.		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.	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.
<p>3</p> 	3. Demonstrate effective and appropriate practise strategies to solve technical problems.	3. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 100 bpm.	3. Begin to select appropriate sticks and mallets to produce a tone to match style.	3. Identify and play phrasing using awareness of meter.	3. Play one harmonic minor scale and arpeggio appropriate to the instrument.		3. Recognise familiar time signatures in music.	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. Demonstrate technique and correct playing position of aux. percussion.			4. Play a pentatonic scale.			4. Use contrasting rhythmic patterns in improvisation.	4. Maintain appropriate performance behaviour.

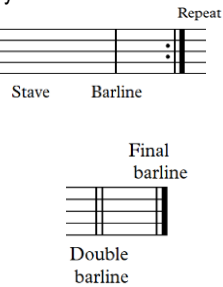
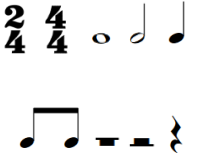

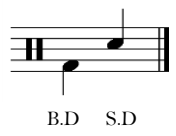

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp ff</i></p>	1. Maintain proper care of the instrument/s.	1. Demonstrate appropriate posture for all aspects of the instrument.	1. Demonstrate entire dynamic range; pp to ff.	1. Interpret and apply all symbols and terms encountered in repertoire.	1. Play 3 major scales and arpeggios.	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.
<p>2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)</p> 	2. Demonstrate strategies of a balanced practice routine.	2. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 120 bpm.	2. Select appropriate sticks, brushes and mallets to produce desired tone to match style.		2. Play two harmonic minor scales and arpeggios appropriate to the instrument.		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. Assess the melodic, rhythmic and expressive accuracy of one's own playing and that of others.	3. Demonstrate alternating Downstrokes from the Level System with 1/4 notes at 100 bpm.			3. Play a major blues scale over one octave.		3. Recognise the following intervals of a Major scale: 2nd, 3rd, 4th and 5th.	3. Improvise with accents and taps, on 16th notes using right hand lead singles (downstrokes and taps).	3. Maintain appropriate performance behaviour.
		4. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 120 bpm.			4. Play a chromatic scale over one octave.		4. Recognise major and minor scale qualities.		
		5. Demonstrate Paradiddle-diddle (six stroke roll), Double and Triple Paradiddle, Nine and Ten Stroke Rolls with 1/8th notes at 120 bpm.							
		6. Demonstrate technique and correct playing position of aux. percussion.							

	Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 5 - PERCUSSION (MALLETS & SNARE)	1. Symbols & Terms contained in repertoire appropriate to this level	1. Demonstrate the ability to tune the snare.	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. Listen to a passage of music & 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. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 130 bpm.	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.	2. Play 3 major scales and arpeggios.		2. 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. Demonstrate alternating Downstrokes from the Level System with ¼ notes at 120 bpm.		2. Accurately demonstrate articulation patterns found in repertoire.	3. Play three harmonic minor scales and arpeggios appropriate to the instrument.		3. Recognise simple harmonic modulation (i.e. major to minor.)	3. Using the level system, improvise with accents and taps (downstrokes	3. Maintain appropriate performance behaviour.
		4. Seek additional resources to improve technique.	4. Demonstrate Up Strokes and Tap Strokes from the Level System, no set tempo.			4. Play two octave chromatic scales starting on any given note.			and taps) in 16th notes using left hand lead singles.	
			5. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 130 bpm.							
			6. Demonstrate Paradiddle-diddle (six stroke roll), Double and Triple Paradiddle, Nine and Ten Stroke Rolls with 1/8th notes at 130 bpm.							
			7. Maintain a rebound stroke at a variety of tempos over the full dynamic range of the instrument.							
			8. Demonstrate technique and correct playing position of aux. percussion.							


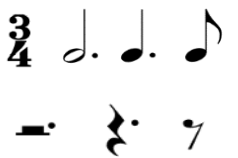
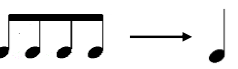
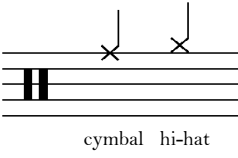
# Northern Territory Music School

## Percussion Syllabus - Drum Set & Snare Drum (Middle & Senior School Only)



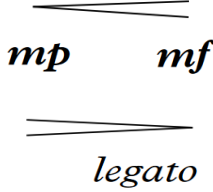

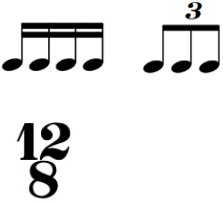
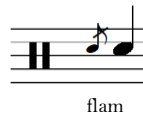
		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 1 - PERCUSSION (DRUM SET & SNARE)	Conditions	Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	1. Symbols & Terms:	 <p>Stave Barline Final barline Double barline</p>	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 ascending and descending Tom Tom patterns @ 80 bpm	1. Clap or play rhythmic patterns (minimum 2 bars duration).	1. Differentiate between high and low pitch.	1. Improvise simple rhythmic patterns (minimum 2 bars duration) while maintaining a steady beat.	1. Play a familiar piece from memory.
	2. Rhythmic Concepts:		2. Demonstrate proper care of the instrument.	2. Demonstrate rudiments on snare e.g. single stroke roll, single paradiddle, multiple bounce stroke (100BPM).		2. Play a simple rock beat with a steady time feel (minimum 8 bars @ 80bpm)			2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating:		2. Play or perform solo pieces.
	3. Pitch Concepts:		3. Assemble and organise instruments ready for playing. E.g. snare on and off.	3. Play rock beats using quarter and eight notes							3. Play or perform as part of an ensemble, maintaining steady rhythm.
	5. Be able to read rock beats using quarter and eighth notes		4. Be aware of the tuning mechanism of the instrument.	4. Demonstrate holding position, grip, technique and knowledge of correct beaters when playing: aux. percussion.							4. Demonstrate appropriate performance behaviour e.g. picking up and putting down equipment without noise.
		6. Identify strengths and areas to improve in own playing.									

LEVEL 2 - PERCUSSION (DRUM SET & SNARE)

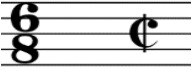
Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
		Examples of aux. percussion (Hand held crash cymbals, suspended cymbals, concert bass drum, triangle, woodblock, cowbell, shakers, bongos, maracas, claves, congas, guiro, timbales, gong (tam tam), sleigh bells, ratchet, cajon).							
<p>1. Symbols &amp; Terms:</p> 	1. Maintain proper care of the instrument/s.	1. Demonstrate improved posture (arm, hand, wrist and finger).	1. Play eighth notes with a full stroke to produce an even and non-choked tone.	1. Demonstrate a dynamic range.	1. Play ascending and descending Tom Tom patterns @ 100 bpm	1. Clap or play rhythmic patterns (minimum 4 bars duration) at a moderate tempo.	1. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:	1. Improvise simple rhythmic patterns (minimum 4 bars duration).	1. Accurately play or perform solo pieces.
<p>2. Rhythmic Concepts: anacrusis/pickup bar</p> 	2. Organise snare drum, and/or components of a drum kit e.g. bass drum, suspended cymbal, hi-hat for playing.	2. Demonstrate a well balanced stance, whole body posture and movement.	2. Be aware of own tone quality and how to improve it.	2. Play a simple rock beat with a steady time feel (minimum 8 bars @ 100 bpm)		2. Play rhythmic patterns (minimum 4 bars duration) with recurring patterns or phrases.		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. Modify written eighth note rock beats to quarter note pattern (hi-hat)</p> 	3. Demonstrate practise strategies for learning a short piece.	3. Demonstrate improved techniques on instruments e.g. reverse paradiddle (110BPM).	3. Demonstrate an even tone quality across the dynamic range of p to f.					3. Play & perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.	
	4. Assess the rhythmic accuracy of own performance (solo or ensemble.)	4. Play quarter note hi-hat patterns with eighth note bass/snare.	4. Select sticks to provide tonal variation.					4. Accurately follow conducting pattern for 3 beats per bar, observing dynamic and tempo changes as conducted.	
		5. Combine single stroke roll, double stroke roll and paradiddles together (1 bar each)							
		6. Demonstrate technique and correct playing position of aux. percussion as required in repertoire.							



LEVEL 3 - PERCUSSION (DRUM SET & SNARE)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms: Andante, Moderato, Allegro, Ritardando, Largo</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 &amp; decrescendo, and mp to mf.</p>	<p>1. Apply all symbols and terms encountered in repertoire; e.g. dynamics, accents.</p>	<p>1. Play ascending and descending Tom Tom patterns @ 120 bpm</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. Play three bars of a rock beat followed by a one bar improvised fill.</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. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 100 bpm.</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. Recognise familiar time signatures in music.</p>	<p>2. Improvise (minimum 8 bars duration) a drum solo.</p>	<p>2. Play and perform as part of an ensemble, adapting to rhythmic, dynamic, and textural variation.</p>
<p>3. Read and play eighth note hi-hat with 16th note snare/bass combination</p>	<p>3. Demonstrate effective and appropriate practise strategies to solve technical problems.</p>	<p>3. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 100 bpm.</p>	<p>3. Begin to select appropriate sticks and brushes to match style.</p>	<p>3. Identify and play phrasing using awareness of meter.</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</p> 	<p>4. Assess the rhythmic accuracy of one's own playing and that of others.</p>	<p>4. Play beats to suit different styles e.g. Waltz, Motown, Blues &amp; Jazz. Play eighth note hi-hat with 16th note snare/bass</p>		<p>4. Understand the importance of selecting the right drum set patterns for a style e.g. Waltz, Motown, Blues, Jazz.</p>				<p>4. Use contrasting rhythmic patterns in improvisation.</p>	<p>4. Maintain appropriate performance behaviour.</p>
		<p>5. Demonstrate technique and correct playing position of aux. percussion.</p>		<p>5. Play a simple rock beat with a steady time feel (minimum 8 bars @ 120 bpm)</p>					

LEVEL 4 - PERCUSSION (DRUM SET & SNARE)

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols &amp; Terms contained in repertoire: <i>tenuto</i></p> <p><i>pp ff</i></p>	<p>1. Maintain proper care of the instrument/s.</p>	<p>1. Demonstrate appropriate posture for all aspects of the instrument.</p>	<p>1. Demonstrate entire dynamic range; pp to ff.</p>	<p>1. Interpret and apply all symbols and terms encountered in repertoire.</p>	<p>No requirements for this level.</p>	<p>1. Sight read a piece of music (minimum 8 bars duration) related to Level 2 theory.</p>	<p>1. Identify rhythmic passages from selected repertoire.</p>	<p>1. Play three bars of an improvised rock beat followed by a one bar improvised fill.</p>	<p>1. Play or perform with and without accompaniment.</p>
<p>2. Rhythmic Concepts contained in repertoire (e.g. syncopation.)</p> 	<p>2. Demonstrate strategies of a balanced practice routine.</p>	<p>2. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 120 bpm.</p>	<p>2. Select appropriate sticks, brushes and mallets to produce desired tone to match style.</p>					<p>2. Use repetition of phrases &amp; commencement of phrases on a weak beat.</p>	<p>2. Play and perform as part of an ensemble, adapting to dynamic, textural and rhythmic variation.</p>
	<p>3. Assess the melodic, rhythmic and expressive accuracy of one's own playing and that of others.</p>	<p>3. Demonstrate alternating Downstrokes from the Level System with 1/4 notes at 100 bpm.</p>						<p>3. Improvise with accents and taps, on 16th notes using right hand lead singles (downstrokes and taps).</p>	<p>3. Maintain appropriate performance behaviour.</p>
		<p>4. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 120 bpm.</p>							
		<p>5. Demonstrate Paradiddle-diddle (six stroke roll), Double and Triple Paradiddle, Nine and Ten Stroke Rolls with 1/8th notes at 120 bpm.</p>							
		<p>6. Demonstrate technique and correct playing position of aux. percussion.</p>							

LEVEL 5 - PERCUSSION (DRUM SET & SNARE)

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.	No requirements for this level.	1. Sight read a piece of music (maximum of 12 - 16 bars duration) related to Level 3 theory.	1. Listen to a passage of music & identify the time signature	1. Play four bars of a rock beat and fill where the fill doesn't commence on beat 1.	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. Demonstrate alternating Full Strokes from the Level System with 1/8th notes at 130 bpm.	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.				2. Using the level system, improvise with accents and taps (downstrokes and taps) in 16th notes using left hand lead singles.	2. Play and perform as part of an ensemble, adapting fluently to dynamic, textural and rhythmic variation.
3. Read and play 8th and 16th note hi-hat patterns with 16th note snare and bass drum combinations.	3. Critically evaluate the musicality of one's own playing and that of others.	3. Demonstrate alternating Downstrokes from the Level System with ¼ notes at 120 bpm.		2. Accurately demonstrate articulation patterns found in repertoire.					3. Maintain appropriate performance behaviour.
	4. Seek additional resources to improve mallet and snare drum technique.	4. Demonstrate Up Strokes and Tap Strokes from the Level System, no set tempo.							4. Play or perform a 'big band chart' or fully written drum set chart.
		5. Demonstrate separate right and separate left hand Single Flams with 1/4 notes at 130 bpm.							
		6. Demonstrate Paradiddle-diddle (six stroke roll), Double and Triple Paradiddle, Nine and Ten Stroke Rolls with 1/8th notes at 130 bpm.							
		7. Maintain a rebound stroke at a variety of tempos over the full dynamic range of the instrument.							
		8. Demonstrate technique and correct playing position of aux. percussion.							

