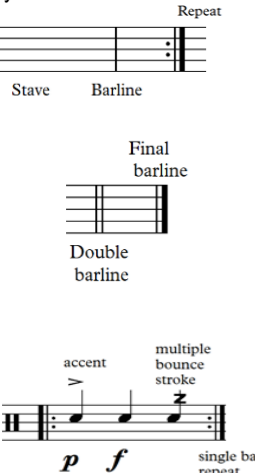


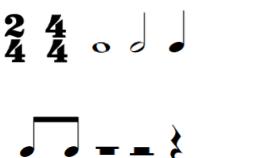
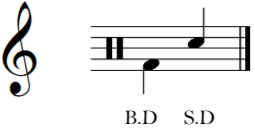
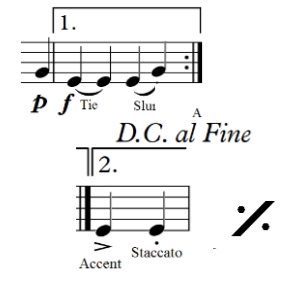

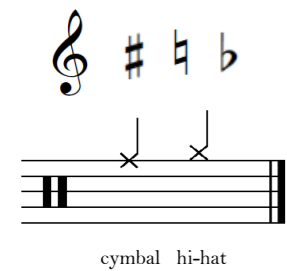


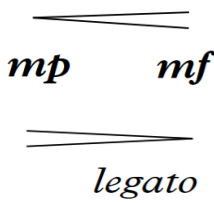



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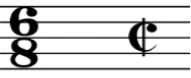
Percussion Syllabus - Mallets & Snare Drum (Middle & Senior School Only)



		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 & 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
LEVEL 3 - PERCUSSION (MALLETS & SNARE)	1. Symbols & Terms: Andante, Moderato, Allegro, Ritardando, Largo 	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.
	2. Rhythmic Concepts: 	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.
	3 	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
1. Symbols & Terms contained in repertoire: <i>tenuto</i> <i>pp ff</i>	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.
2. Rhythmic Concepts contained in repertoire (e.g. syncopation.) 	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.							