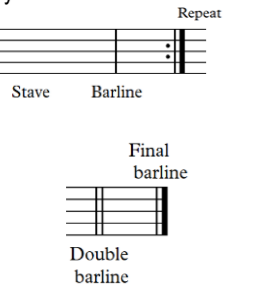

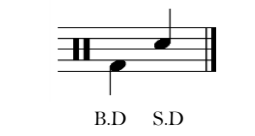





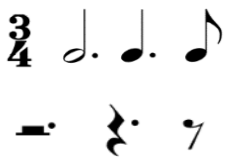
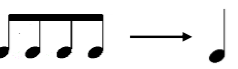
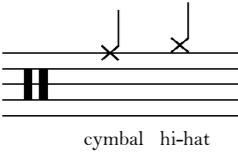
Northern Territory Music School

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

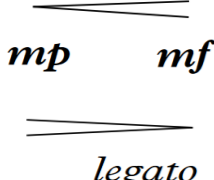

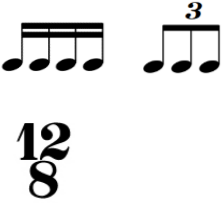



		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
LEVEL 1 - PERCUSSION (DRUM SET & SNARE)	Conditions	Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level.						Students are given up to 2 minutes to prepare for Sight Reading assessments.			
	1. Symbols & Terms:	 <p>Repeat 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:	 <p>2/4 4/4</p>	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:	 <p>B.D S.D</p>	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.									

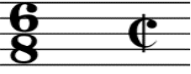
LEVEL 2 - PERCUSSION (DRUM SET & SNARE)

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 & 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 & 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 & 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 & 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 & 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.	No requirements for this level.	1. Sight read a piece of music (minimum 8 bars duration) related to Level 2 theory.	1. Identify rhythmic passages from selected repertoire.	1. Play three bars of an improvised rock beat followed by a one bar improvised fill.	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. 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. 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.							
		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 (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.							