

# **Instrumental Music Curriculum**

**2017**

*Version 2.0*

Instrumental Music Curriculum 2017

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## Rationale

Music is a unique and integral part of life. It has the capacity to inspire all students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in culture, provide them with opportunities beyond the classroom and excite them about life and learning.

The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path.

The overarching purpose of the co-curricular Instrumental Music Program is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles such as concert bands and orchestras.

Instrumental Music is built on a comprehensive combination of learning styles and experiences, through which students develop increasing confidence and musical sensitivity throughout their years of learning as they engage with progressively complex techniques and a broadening range of genres and styles of music.

As a compatible and complementary curriculum to that of primary and secondary classroom music and music extension programs, Instrumental Music provides opportunities for greater participation in music education for the whole school community as well as enrichment experiences for gifted and talented students. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

Engagement in the program will improve the quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.

## Course Organisation

The Instrumental Music curriculum enables teachers to plan a course of study through which students become musicians, through the development of musical literacy, technique and performance. The course seeks to extend a student's musical experience through participation in large performance ensembles as well as small group lessons.

### Instrumentation

This curriculum includes band and orchestral instruments, organised in families, or strands, as follows:

- Strings—violin, viola, cello, double bass;
- Woodwinds—flute, oboe, bassoon, clarinet, saxophone;
- Brass—trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion—tuned and untuned instruments, including snare and bass drum, drum kit, timpani, auxiliary and mallet instruments;
- *For the purposes of this curriculum, bass guitar will be addressed under the strings family; schools may choose for the bass guitar to be taught by the most appropriate teacher.*

### Course Components

#### *Performance Ensembles*

The ensemble experience is enabled through the formation of school concert bands, orchestras and other ensembles. These ensembles provide the opportunity to demonstrate learning on their instrument in real-life contexts.

#### *Group Lessons*

Small group lessons are the avenue through which music literacy, techniques and performance skills, specific to the instrument and level of the student, are explicitly taught. Lesson groupings are arranged according to the learning needs of the student and the school context. Most often, these are like-instrument and/or like-ability levels.

#### *Home Practice*

It is expected that students will complete regular home practice to make musical progress on their instrument. Teachers should provide resources and teach routines around home practice for students as needed.

### Time

#### *Expected Progress*

Within the Instrumental Music course of study, progress is sequential and cumulative. It is anticipated that most students should progress through each level within 8-12 months. While varied pace is recognised as a common modification for students in need of support, the aim for students in most cases should be to progress to the next level at least once per year. Students who enter the program later in their schooling may progress through the curriculum levels at a faster rate.

#### *Timetabling*

Students may engage in the program from year 3 (strings) or year 4 (band) to year 12. The weekly contact time required for the program includes 1 x 1hr ensemble rehearsal and 1 x 30-35min group lesson, as well as regular home practice.

# Content Structure

## Dimensions

The dimensions of the program are music *Literacy*, *Technique* and *Performance*, all of which contribute towards the ultimate goal of “students becoming musicians”. The dimensions are interrelated and should be taught as such, with success in any one dimension being reliant upon development in the other dimensions.

### *Dimension 1: Literacy*

Music literacy is integral to students becoming musicians as they learn to decode, interpret and understand what is meant by all that is written on the music, and how to demonstrate that through what they play on their instrument.

### *Dimension 2: Technique*

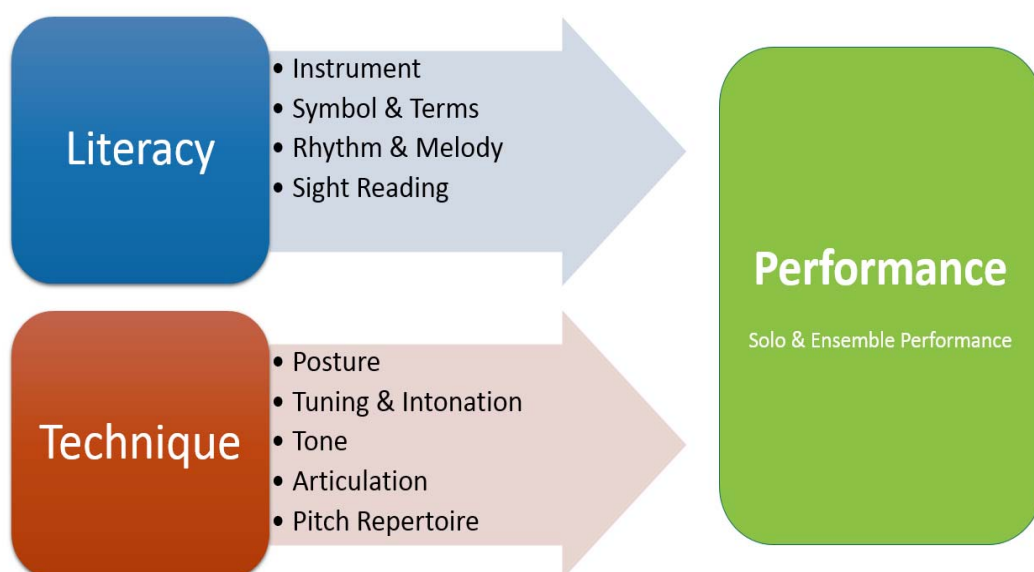
The skills and techniques involved in playing an instrument are wide-ranging and complex and are refined over a long period of time. In the dimension of technique, specific skills of how to best play the instrument are taught. Good technique is essential for students to become musicians.

### *Dimension 3: Performance*

The dimension of performance is the synthesis of literacy and technique. Musical performance takes the individual skills and techniques learnt in the other dimensions to a level beyond accurately playing the notes on the page. Musicians stylistically apply artistry and creativity to produce a holistic and musical performance.

## Objectives

Organised under these three dimensions are ten curriculum objectives that should be explicitly taught across all strands or families:



## *Literacy*

### Instrument

- Be familiar with all aspects of the instrument and have a basic knowledge of other ensemble instruments
- Utilise all aspects of their instrument (fingerings, harmonics, changes of tone colour etc.)

### Symbols & Terms

- Understand all music symbols and terms as used in their repertoire
- Interpret symbols and terms in performance contexts

### Rhythm & Melody

- Stylistically and accurately perform rhythm and melody
- Recognise forms, textures, tonality, metre and styles in music

### Sight Reading

- Sight-read music at 2 levels below current performance standard
- Transpose at sight simple lines as appropriate to their instrument (at levels below current standard)

## *Technique*

### Posture

- Develop a total body posture (including finger, hand and arm positions) that permits the most efficient movement for playing their instrument and allows for the stamina needed for performance

### Tuning & Intonation

- Discriminate between tunefulness and untunefulness, demonstrated through the ability to musically play in tune
- Adjust pitch while playing
- Tune the instrument to required pitch/es

### Tone

- Produce appropriate tone quality while playing
- (Where appropriate) include vibrato as an aspect of tone
- Contribute to the overall blend and balance of the ensemble

### Articulation

- Articulate through tonguing, breathing, bowing or striking
- Interpret and perform articulation in different styles of music

### Pitch Repertoire

- Demonstrate the full capabilities of their instrument's range
- Play from memory major and minor scales and arpeggios at the appropriate level

## *Performance*

### Solo & Ensemble Performance

- Synthesising musical literacy and technique, perform with a sense of artistry and musicality
- Perform as a soloist and in ensembles, from music notation and from memory
- Stylistically perform in a range of genres, using appropriate musical interpretation and expression
- Follow a conductor in beat, dynamics, cues and other musical gestures
- Apply appropriate concert and rehearsal etiquette, both as a performer and as an audience member
- Meaningfully engage as an ensemble musician

# General Capabilities

The Australian Curriculum, Assessment and Reporting Authority (ACARA)<sup>1</sup> has identified general capabilities that should be taught across the curriculum as skills essential to living in the twenty-first century; these are embedded in the teaching of Instrumental Music:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

## Application of General Capabilities to Instrumental Music

### *Literacy*

In Instrumental Music, students' literacy skills increase by learning to decode musical notation, as a unique language, and to apply that knowledge in communicating that music to audiences. Instrumental Music also requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Skills of critical literacy and evaluation are taught as students learn to make meaning from how the notes are written and infer the composer's intent for the piece.

### *Numeracy*

Numeracy is a fundamental building block for music, particularly through the development of rhythm and ability to count and subdivide beats and bars. Students' ability to do so is integral to being able to perform in ensembles. Students should also be learning to recognise sequences, musical patterns, phrases and motifs, and the structure of when these occur or reoccur in a piece.

### *Information and communication technology (ICTs)*

In Instrumental Music, students engage with ICTs in ways that allow them to interact more meaningfully in music as a result. Students can, for example, use software or interactive online programs to assist with rehearsal or home practice; use recordings of ensemble pieces by notable performers to inform best practice and inspire musical performances of the same; use composition or music notation software; and using audio and video recordings of students playing or performing to facilitate student self- and peer-reflection in subsequent lessons.

### *Critical and Creative Thinking*

Students use critical and creative thinking in becoming musicians in Instrumental Music. It is in the synergy of literacy, technique and performance where students have opportunities as musicians to develop and demonstrate creative thinking. And it is the capability to then critically reflect on own and others' performances that accelerates students' improvement as musicians. These thinking skills should be explicitly taught and applied within the Instrumental Music classroom.

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<sup>1</sup> <http://www.australiancurriculum.edu.au/generalcapabilities/pdf/overview>



### *Personal and Social Capability*

In Instrumental Music, students build personal and social capability as they develop as solo and ensemble musicians. This capability is developed in ensembles as students build effective relationships with students from multiple year levels and abilities; developing skills to peer mentor and work as a team; and contribute to the overall success of an ensemble performance. The capability is further developed at an individual level by students managing engagement in lessons and rehearsals beyond the routine of the normal school day; and being independent learners demonstrated through individual personal practice.

### *Ethical Understanding*

Students develop ethical understanding in Instrumental Music by learning to appropriately acknowledge sources of music they perform and operating within copyright and other relevant legislation in the music industry.

### *Intercultural Understanding*

In Instrumental Music, students develop intercultural understanding through the study of music from a range of genres, cultures, styles and eras. Students become aware of the historical and cultural contexts from which the music comes, and how that has influenced the shape of the composition. Students should be engaging with quality music from a range of genres in their study of Instrumental Music, and learning about the background of famous composers and the historic eras and cultures from which they came.

## **Links to Other Learning Areas**

### *The Arts*

The most obvious links from Instrumental Music to other Learning Areas are to the Arts<sup>2</sup> and Senior Music<sup>3</sup> syllabuses. There are vast benefits for students engaged in both classroom and Instrumental Music programs throughout primary and secondary school. The courses complement each other in many ways, however one does not replace the other. Skills developed in classroom music, such as music literacy and musicianship, form an essential foundation for the Instrumental Music program. The Instrumental Music program further develops students as musicians which deepens their ability to engage in the classroom music program.

### *Other Learning Areas*

Beyond the general capabilities and links to The Arts, strong links exist between Instrumental Music and other learning areas, such as:

- Science (acoustics, physical properties of sound, influences of temperature on the instrument and biology in the use of the body to play);
- Mathematics (number, beats/bars/measures/subdivision);
- Humanities and Social Sciences (understanding historical context of music); and
- Languages (understanding music symbols and terms).

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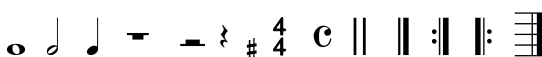


<sup>2</sup> <http://www.acara.edu.au>

<sup>3</sup> <https://www.qcaa.qld.edu.au>

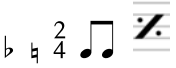
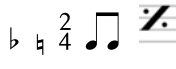
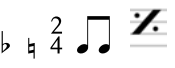

# Scope & Sequence

## Level 1



Skills and techniques are cumulative across the levels

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li><b>INST</b> Name and identify parts of the instrument, be able to assemble the instrument ready for playing and demonstrate simple procedures in care of the instrument</li> <li><b>S&amp;T</b> Using symbols and terms, including:                        ledger lines, bar, bar lines, tie, divisi, unison, solo, soli, tutti, accidentals, 1<sup>st</sup> and 2<sup>nd</sup> time endings, multiple bar rests, dynamics, <b>f</b>, <b>p</b>, key signature, staff, clef/s (found in repertoire), time signature, metronome marking, rehearsal marks.                      Other symbols and terms as found in repertoire or as required in the Technique dimension</li> <li><b>R&amp;M</b> Identify and play simple rhythmic and melodic patterns found in repertoire, keeping a steady pulse. Basic understanding of major tonality. Ensemble repertoire keys (concert pitch): B<sup>b</sup> (band); D (strings)</li> <li><b>SR</b> Play, at sight, simple music of up to four bars</li> </ul>	<ul style="list-style-type: none"> <li><b>INST</b> Regulate the tension of the bow and apply rosin</li> <li><b>S&amp;T</b> Pizzicato, arco, open string, , , retake/bow lift, detaché, nut/frog, tip, hair, stick, screw, heel, end, button, end pin/spike, chin rest, strings, finger patterns:                      VN/VA – 1-23-4                      VC – 1-34                      CB – 1-40</li> <li><b>R&amp;M</b> Imitate simple melodic patterns of up to two bars duration</li> </ul>
Technique	<ul style="list-style-type: none"> <li><b>POST</b> Demonstrate appropriate and effective playing positions, including total body, arm, hand, wrist and finger positions.</li> <li><b>T&amp;I</b> Aurally recognise and improve intonation by adjusting pitch</li> <li><b>TONE</b> Produce an even, sustained tone, and variations in loudness and softness in sound</li> <li><b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li><b>PITCH</b> Read and play diatonic pitches within the prescribed range in repertoire and through scales and technical exercises (refer to <a href="#">Appendix II</a> Range Chart for specific instrument ranges throughout)</li> </ul>	<ul style="list-style-type: none"> <li><b>POST</b> Effective LH shape including 4th finger. Appropriate and effective bow hold (balanced, functional, mobile).                      CB – either French or German bow                      BG – adjust bass guitar strap to correct length</li> <li><b>T&amp;I</b> Use secure finger patterns to develop accurate pitch</li> <li><b>TONE</b> Clear focussed pizzicato (BG picked) tone. Even, sustained tone with bow</li> <li><b>ART</b> Smooth crossing to adjacent string (detaché)</li> <li><b>PITCH</b> VN/VA/VC – 1<sup>st</sup> position                      CB – 1<sup>st</sup> and 3<sup>rd</sup> position                      BG 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> fret</li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>Accurate and musical performance of all elements and techniques, appropriate to this level</li> <li>Perform individually and in an ensemble. Perform from music notation and from memory</li> <li>Perform repertoire in a range of styles</li> <li>Follow conducting patterns and cues in repertoire, and at relevant time signatures, for this level</li> <li>Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>Demonstrate knowledge of own position in ensemble and basic sections of instruments. Perform unison and two-part, rhythmic unison and homophonic repertoire</li> </ul>	




**Objectives key:** INST= Instrument, S&T = Symbols & Terms, R&M = Rhythm & Melody, SR = Sight-Reading, POST= Posture, T&I = Tuning & Intonation, ART = Articulation, PITCH = Pitch Repertoire

Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li><b>INST</b> Correct alignment of sections of instrument. Appropriate placement and care of reed. Clean inside: <i>REED – using a pull-through cloth</i> <i>FL – using a cleaning rod and cloth</i></li> <li><b>S&amp;T</b> Reed, ligature, register/octave key, thumb key, thumb rest, neck strap, slurs, ties, crescendo, decrescendo, phrase, breath mark, accent, 1-bar repeat sign, anacrusis, warm-up, </li> </ul>	<ul style="list-style-type: none"> <li><b>INST</b> Lubricate valves and slides and return to correct position.</li> <li><b>S&amp;T</b> Mouthpiece, tuning slides, mouth piece receiver, lead pipe, bell, valves/slides, valve casings, water key, slurs, ties, crescendo, decrescendo, phrase, breath mark, accent, 1- bar repeat sign, anacrusis, warm-up,  <i>TBN – slide lock</i></li> </ul>	<ul style="list-style-type: none"> <li><b>INST</b> Identify common orchestral percussion instruments (including snare drum, bass drum, timpani, xylophone, triangle and other found in repertoire) and their score abbreviations. Operate snare mechanism</li> <li><b>S&amp;T</b> crescendo, decrescendo, breath mark, accent, one bar repeat sign, anacrusis, sticking, flam, tacet, rim, slurs ties, multiple bounce stroke, </li> </ul>
<ul style="list-style-type: none"> <li><b>POST</b> Keep fingers close to the keys and thumbs in correct position. Correct use of neck strap /seat strap. Basic embouchure formation <i>OB – breathe out to release any excess air before breathing in again</i></li> <li><b>STONE</b> Establish clear, sustained notes within range using controlled and consistent air speed. Resonant, characteristic tone</li> <li><b>ART</b> Basic tonguing and slurring</li> </ul>	<ul style="list-style-type: none"> <li><b>POST</b> Instrument held with finger tips on the top of valves and ergonomically correct grip to hold instrument appropriately. Characteristic embouchure with appropriate pressure/seal on mouthpiece. <i>TBN – pistol grip demonstrated in LH</i></li> <li><b>STONE</b> Establish clear, sustained notes within range using controlled and consistent air speed. Resonant, characteristic tone</li> <li><b>ART</b> Basic articulations, including slurring.</li> <li><b>PITCH</b> Buzz simple tunes at pitch and make “siren” sound on mouthpiece</li> </ul>	<ul style="list-style-type: none"> <li><b>POST</b> Demonstrate matched grip</li> <li><b>STONE</b> Produce a consistent tone with both hands <i>SD – alternating single strokes, double strokes, single paradiddles, flams, accents, multiple bounce strokes</i>  <i>MLTS – playing in the centre of all notes</i> <i>TIMP – differentiate between high and low notes</i> <i>AUX – demonstrate correct striking/muffling technique and hand position</i></li> </ul>

## Level 2

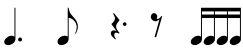
	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li><b>INST</b> Demonstrate appropriate procedures in care of the instrument and basic procedures for keeping the instrument in good playing condition</li> <li><b>S&amp;T</b> Demonstrate an understanding of symbols and terms, including dynamic and tempo markings:                        scale, duet, arpeggio, chord, D.C al Coda, D.C. al Fine, tempo, Andante, Allegro, Moderato, <b>mf</b>, <b>mp</b>, introduction, canon/round, system, brackets, Other symbols and terms as found in repertoire or as required in the Technique dimension</li> <li><b>R&amp;M</b> Observe breath marks, phrase marks or bowing marks. Imitate rhythmic and melodic patterns and phrases of up to two bars duration where the starting note is given and melodic movement is by step. Demonstrate recognition of styles in repertoire. Basic understanding of minor tonality. Ensemble repertoire keys in these majors and their relative minors (concert pitch): B<sup>b</sup> (band); G (strings)</li> <li><b>SR</b> Play, at sight, simple music of up to eight bars</li> </ul>	<ul style="list-style-type: none"> <li><b>S&amp;T</b> tone, semitone, bow division, open string double stop, ties, slurs, phrase, accent, anacrusis,                        Finger patterns:                      VN/VA 12-3-4                      VC 12-4                      CB 12</li> </ul>
Technique	<ul style="list-style-type: none"> <li><b>POST</b> Demonstrate appropriate and effective playing positions, whether standing or sitting</li> <li><b>T&amp;I</b> Recognise and communicate differences in pitch and adjust accordingly</li> <li><b>TONE</b> Recognise and produce appropriate tone quality for the instrument</li> <li><b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li><b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li><b>T&amp;I</b> Recognise and articulate slight differences in pitch and adjust accordingly  <i>BG – tune string using tuner; correctly adjust amplifier volume</i></li> <li><b>TONE</b> Effective use of harmonics</li> <li><b>ART</b> Bow divisions (whole, lower, middle, upper). Staccato, tremolo, accents, slurs, LH pizzicato  <i>BG – RH dampening</i></li> <li><b>PITCH</b> Demonstrate the ability to perform double stops involving open strings</li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>Accurate and musical performance of all elements and techniques, including phrasing, appropriate to this level</li> <li>Perform individually and in an ensemble. Perform from music notation and from memory</li> <li>Perform repertoire in a range of styles</li> <li>Follow conducting patterns and cues in repertoire for this level</li> <li>Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>Demonstrate knowledge of ensemble set-up with guidance. Perform repertoire with greater rhythmic and harmonic independence in parts</li> </ul>	

**Objectives key:** INST= Instrument, S&T = Symbols & Terms, R&M = Rhythm & Melody, SR = Sight-Reading, POST= Posture, T&I = Tuning & Intonation, ART = Articulation, PITCH = Pitch Repertoire




Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>INST REED</b> – ability to select an appropriate reed from what they have available</li> <li>• <b>S&amp;T</b> tenuto, legato, staccato, ritardando, ritenuto, rallantando, <i>CL</i> – throat notes and chalumeau register</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>INST</b> Greasing slides and cleaning instrument</li> <li>• <b>S&amp;T</b> tenuto, legato, staccato, ritardando, ritenuto, rallantando,</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>INST</b> cowbell, suspended cymbal, crash cymbal, wood block, claves and other instruments as found in repertoire. Identify all orchestral percussion instruments and their score abbreviations</li> <li>• <b>S&amp;T</b> Two-bar repeat, choke, dampen, let vibrate, snare rolls (5/9/17-stroke rolls), ritardando, ritenuto, rallantando,</li> </ul>  <ul style="list-style-type: none"> <li>• <b>R&amp;M TIMP</b> – differentiate between high and low pitches in bass clef</li> </ul>
<ul style="list-style-type: none"> <li>• <b>ART</b> Accent, legato, tenuto, staccato</li> <li>• <b>TONE</b> Sustained notes within B<sup>b</sup> major</li> <li>• <b>PITCH</b> First alternate fingerings are introduced</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART</b> Accent, legato, tenuto, staccato, 2-note lip slurs <i>TBN</i> – articulated slurring</li> <li>• <b>TONE</b> Sustained notes within B<sup>b</sup> major</li> </ul>	<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate matched grip with control over stick height</li> <li>• <b>TONE</b> Produce an even tone when alternating strokes at <i>p</i> and <i>f</i></li> <li>• <i>SD</i> – 5/9/17-stroke rolls, rim shot</li> <li>• <i>MLTS</i> – single stroke rolls</li> <li>• <i>TIMP</i> – basic strokes and dampening (2 drums)</li> <li>• <i>AUX</i> – demonstrate correct striking/muffling technique and hand position</li> </ul>

**Instrument key:** VN = violin, VA = viola, VC = cello, CB = double bass, FL = flute, OB = oboe, CL = clarinet, SAX = saxophones, BSN = bassoon, REED = all reed instruments, TPT = trumpet, FH = French horn, TBN = trombone, TBA = tuba, EUPH = euphonium, SD = snare, MLTS = mallet percussion, TIMP = timpani, AUX = auxiliary percussion, KIT = drumkit/set

### Level 3



	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Demonstrate simple maintenance and assembly</li> <li>• <b>S&amp;T</b> Define and interpret symbols and terms, including: D.S al Coda, D.S. al Fine, accelerando, Lento, Largo, subdivision, Other symbols and terms as found in repertoire or as required in the Technique dimension</li> <li>• <b>R&amp;M</b> Recognise aspects of form found in repertoire and demonstrate an ability to identify and apply phrasing found in repertoire. Ensemble repertoire keys in these majors and their relative minors (concert pitch): E<sup>b</sup> (band); C (strings)</li> <li>• <b>SR</b> Sight-read level 1 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> crescendo, decrescendo, ritardando, ritenuto, rallantando,  </li> <li>• <b>R&amp;M</b> VC – <i>extension finger patterns</i></li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Develop awareness of any variation in one's own intonation while playing and adjust accordingly</li> <li>• <b>tone</b> Demonstrate an awareness of strategies to improve tone production. Vary the tone in accordance with dynamics at this level</li> <li>• <b>ART</b> Play with correct articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>T&amp;I</b> Adjust finger placement to improve intonation <i>BG – correctly adjust amplifier volume for balance</i></li> <li>• <b>ART</b> Bowing – slurred staccato/ hooked bowing legato, double stops with one stopped note</li> <li>• <b>PITCH</b> VN, VA, VC – <i>perform double stops with one stopped note and an open string</i>            VN, VA – <i>high 3rd finger 3-4 pattern</i>            VC – <i>forward extension</i>            CB – <i>half position</i>            BG – <i>move beyond 1st position</i></li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Confident and musical performance of all elements and techniques, including phrasing, appropriate to this level</li> <li>• Perform as a soloist and in an ensemble. Perform from music notation and from memory</li> <li>• Understand a range of musical styles</li> <li>• Follow conducting patterns and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>• Demonstrate knowledge of ensemble set-up. Perform repertoire with greater rhythmic and harmonic independence in parts</li> </ul>	

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Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>INST</b> Keeping joints clean. Identifying and reporting sticky keys</li> <li>• <b>S&amp;T</b> syncopation, enharmonics,    <i>CL – clarion register</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Adjusting tuning slides</li> <li>• <b>S&amp;T</b> syncopation, enharmonics,  </li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> bongos, congas, tambourine, guiro, maracas, castanets, drum kit and others as found in repertoire</li> <li>• <b>S&amp;T</b> Interpret the following symbols and terms: drag, open (o) &amp; closed (+), syncopated 9 stroke roll, basic drum kit notation, syncopation, enharmonics,  </li> </ul>
<ul style="list-style-type: none"> <li>• <b>TONE</b> Be aware of the tone being produced. Play sustained notes within range</li> <li>• <b>PITCH</b> Basic application of alternate fingering. <i>CL – crossing the break</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART</b> 3-note lip slurs using the chromatic series of valve patterns / slide positions. Articulation – mixed articulation on quavers <i>TBN – soft articulation and cross-grain (natural) slurring</i></li> <li>• <b>TONE</b> Play sustained notes within range</li> <li>• <b>PITCH</b> Sequence of chromatic valve patterns / slide positions. Basic alternate slide positions / valve positions <i>TPT, TBN, TBA – introduction to intervals</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>SD – drag</i></li> <li>• <i>MLTS – double stopping</i></li> <li>• <i>TIMP – operate tuning pedals. Tune timpani to a given pitch</i></li> <li>• <i>AUX – bongos, congas, claves, guiro, maracas, castanets and crash cymbals</i></li> <li>• <i>KIT – basic 4-bar phrases in a Rock style</i></li> </ul>




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## Level 4

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Perform simple maintenance and identify when repairs are needed</li> <li>• <b>S&amp;T</b> Define and interpret simple dynamic and tempo markings, including:                    <i>ff, pp, fp, sfz,</i>                 sforzando, marcato, legato, molto, poco, Pesante, Adagio, Allegretto, Presto, Maestoso, Andantino, a tempo, minor scales, transposition modulation / key change, counter melody, knowledge of different systems of rhythm names as necessary (eg. Crotchet, ta, quarter note). Other symbols and terms as found in repertoire or as required in the Technique dimension             </li> <li>• <b>R&amp;M</b> Demonstrate through performance an awareness of metre and form.                               Ensemble repertoire keys in these majors and their relative minors (concert pitch): F (band); A (strings)             </li> <li>• <b>SR</b> Sight-read level 2 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Apply the appropriate bow direction across the repertoire at this level</li> <li>• <b>S&amp;T</b> natural harmonics, tremelo                  </li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Demonstrate increasing ability to adjust the instrument to a given pitch</li> <li>• <b>tone</b> Develop strategies to improve tone production</li> <li>• <b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>T&amp;I</b> Adjust notes when necessary while playing to improve intonation</li> <li>• <b>PITCH</b> Read and play using reasonably accurate finger placements notes, keys and scales in repertoire at this level</li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Confident and musical performance of all elements and techniques, including phrasing appropriate to this level</li> <li>• Perform as a soloist and in an ensemble. Perform from music notation and from memory</li> <li>• Understand musical styles</li> <li>• Follow conducting patterns and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>• Hold part while playing against another part</li> </ul>	



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Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Grace notes or other simple ornamentation as found in repertoire</li> <li>• <b>R&amp;M</b></li> </ul> 	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Grace notes or other simple ornamentation as found in repertoire</li> <li>• <b>R&amp;M</b></li> </ul> 	<ul style="list-style-type: none"> <li>• <b>INST</b> Chimes, marimba, timbales, vibraphone, tubular bells and others found in repertoire</li> <li>• <b>S&amp;T</b> 5/9-stroke rolls in compound time</li> <li>• <b>R&amp;M</b></li> </ul> 
<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate characteristic embouchure</li> <li>• <b>TONE</b> Consistent tone production at different dynamic levels</li> <li>• <b>PITCH</b> Consistent centre of pitch at different dynamic levels</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TONE</b> Consistent tone production at different dynamic levels. Play sustained notes at <b><i>p &lt; f &gt; p</i></b></li> <li>• <b>ART</b> 4-note lip slurs</li> <li>• <b>PITCH</b> Consistent centre of pitch at different dynamic levels. More complex alternate slide positions/valve positions. <i>TPT, TBN, TBA – intervals to 8ve within range</i></li> </ul>	<ul style="list-style-type: none"> <li>• Develop and apply appropriate sticking patterns</li> <li>• <i>SD – double paradiddle, triplets</i></li> <li>• <i>TIMP – tune drums to given pitches</i></li> <li>• <i>MLTS – tubular bells</i></li> <li>• <i>KIT – basic 4-bar phrases in a Funk style</i></li> </ul>

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## Level 5

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li><b>INST</b> Care for the instrument: cleaning, maintenance and simple adjustments</li> <li><b>S&amp;T</b> Define and interpret common dynamic and tempo markings, including:  </li> </ul> <p>Rhythms in compound time including semiquaver, quaver combinations, swing style, alla breve, simile, cantabile Other symbols and terms as found in repertoire or as required in the Technique dimension</p> <ul style="list-style-type: none"> <li><b>R&amp;M</b> Understand common key signatures and time signatures. Aurally recognise when a modulation or key signature change has occurred in a piece of music. Recognise aspects of form found in repertoire (eg. ternary, theme and variations) Ensemble repertoire keys in these majors and their relative minors (concert pitch): C, G (band); F (strings)</li> <li><b>SR</b> Sight-read level 3 music</li> </ul>	<ul style="list-style-type: none"> <li><b>S&amp;T</b> Ornamentation (grace note, trill etc), glissando, chromatic scale, <i>resez</i>, enharmonics,</li> <li><b>R&amp;M</b>  </li> </ul>
Technique	<ul style="list-style-type: none"> <li><b>POST</b> Demonstrate appropriate and effective playing posture</li> <li><b>T&amp;I</b> Demonstrate greater independence to adjust the instrument to a given pitch</li> <li><b>TONE</b> Develop consistency of characteristic tone across the prescribed range</li> <li><b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li><b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li><b>POST</b> Demonstrate effective posture to facilitate efficient shifting action</li> <li><b>TONE</b> Refine tone and maintain tonal quality while playing in different positions</li> <li><b>ART</b> <i>Martele</i>, <i>spiccato</i>, <i>BG – slap</i></li> <li><b>PITCH</b>  <i>VN, VA – 1st &amp; 3rd position</i>  <i>VC – 1st, half &amp; 4th position</i>  <i>CB – 1st, half 2nd, 3rd &amp; 4th positions</i></li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>Sensitive and musical performance of all elements and techniques, appropriate to this level</li> <li>Perform as a soloist and in ensembles and chamber groups. Perform from music notation and from memory</li> <li>Begin to perform with some understanding of style and structure</li> <li>Respond to the finer nuances of conducting directions and cues in repertoire for this level</li> <li>Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>Hold part while playing against another part</li> </ul>	

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Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> <i>BSN – tenor clef</i>   in jazz and swing style</li> <li>• <b>R&amp;M</b> Interpretation of rhythm to create a swing style</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> <i>TPT, TBN – mutes</i></li> <li>• <b>S&amp;T</b>   in jazz and swing style</li> <li>• <b>R&amp;M</b> Interpretation of rhythm to create a swing style</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Beater/s selection for each instrument</li> <li>• <b>S&amp;T</b> Grand staff  </li> </ul>
<ul style="list-style-type: none"> <li>• <b>tone</b> Stylistically appropriate tone and timbre. Play sustained notes for increasing length of time at <i>p &lt; f &gt; p</i></li> <li>• <b>ART</b> Ability to control breath to facilitate phrasing. Mixed articulation patterns. Swing articulations – including patterns in quavers, triplet quavers</li> <li>• <b>PITCH</b> Consistent centre of pitch at different dynamic levels. Increasing knowledge and correct application of alternate fingerings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>tone</b> Stylistically appropriate tone and timbre. Play sustained notes for increasing length of time at <i>p &lt; f &gt; p</i></li> <li>• <b>ART</b> 4-note lip slurs, fast. Swing articulations – including patterns in quavers, triplet quavers</li> <li>• <b>PITCH</b> Consistent centre of pitch at different dynamic levels.  <i>TPT, TBN, TBA – extending intervals in various keys, scales in 3rds</i>  <i>FH – introduction of intervals – 3rds</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>tone</b> Demonstrate an awareness of tonal variation through the selection of beaters, mallets and sticks</li> <li>• <i>SD – 7/13-stroke rolls</i></li> <li>• <i>MLTS – vibraphone pedalling/dampening</i></li> <li>• <i>TIMP – tune Perfect 4th and 5th intervals given the lower note, cross sticking</i></li> <li>• <i>AUX – tambourine semiquavers using hand/knee</i></li> <li>• <i>KIT – basic 4-bar phrases in a swing style</i></li> </ul>

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## Level 6

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Care for the instrument: cleaning, maintenance and simple adjustments</li> <li>• <b>S&amp;T</b> Define and interpret symbols and terms, including:  <math display="block">\frac{12}{8} \frac{9}{8}</math>                     changing time signatures within a piece (in compound time), sostenuto. Demonstrate an ability to interpret and apply all the musical symbols and terms encountered in repertoire or as required in the Technique dimension</li> <li>• <b>R&amp;M</b> Understand all simple and compound time signatures, all major and minor keys up to three sharps and three flats, and learn the common relationships between keys                      Ensemble repertoire keys in these majors and their relative minors (concert pitch): D, A (band); B<sup>b</sup> (strings)</li> <li>• <b>SR</b> Sight-read level 4 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Vibrato</li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Consistently demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Aurally tune the instrument with reasonable accuracy</li> <li>• <b>TONE</b> Develop consistency of characteristic tone across the prescribed range</li> <li>• <b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>T&amp;I</b> Tune each single string against a reference pitch</li> <li>• <b>TONE</b> Introduce vibrato</li> <li>• <b>ART</b> Apply articulations as found in repertoire: colle, loure/portato  <i>BG – Hammer on, pull off</i></li> <li>• <b>PITCH</b> Shift between positions as required in repertoire</li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Sensitive and musical performance of all elements and techniques, appropriate to this level</li> <li>• Perform as a soloist and in ensembles and chamber groups. Perform from music notation and from memory</li> <li>• Stylistically perform in a range of genres</li> <li>• Respond to the finer nuances of conducting directions and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>• Perform part to contribute towards the overall ensemble performance</li> </ul>	

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Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> 8va, 8ve, loco <i>CL – altissimo register FL, SAX – Vibrato</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> <i>EUPH, TBA – 4<sup>th</sup> valve TBN – introduction of B<sup>b</sup>/F trombone</i></li> <li>• <b>S&amp;T</b> 8va, 8ve, loco</li> <li>• <b>R&amp;M</b> <i>FH – transposition E flat with no key signature (accidentals only) EUPHO, TBN, TBA – pedal notes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Correctly set up and pack up instruments</li> <li>• <b>S&amp;T</b> 8va, 8ve, loco</li> </ul>
<ul style="list-style-type: none"> <li>• <b>TONE</b> Play sustained notes over a broadening range of dynamics</li> <li>• <b>ART</b> Producing quality tone when performing accents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TONE</b> Play sustained notes over a broadening range of dynamics</li> <li>• <b>ART</b> 5-note lip slurs, slow. Chromatic agility exercises</li> <li>• <b>PITCH</b> extending intervals at various keys, scales in 5ths. <i>TBN– advanced alternate positions; using trigger to extend range to connect with pedal notes EUPH, TBA – using 4<sup>th</sup> valve to extend range to connect with pedal notes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>SD – open double stroke rolls</i></li> <li>• <i>MLTS – basic 4-mallet technique</i></li> <li>• <i>TIMP – tune octave given the lower note (3 or more drums); advanced dampening</i></li> <li>• <i>AUX – demonstrate correct striking/muffling technique and hand position for all auxiliary instruments as presented in repertoire at this level</i></li> <li>• <i>KIT – basic 4-bar phrases in a shuffle style</i></li> </ul>

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## Level 7


	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Care for the instrument: cleaning, maintenance and simple repairs</li> <li>• <b>S&amp;T</b> Define and interpret symbols and terms, including: Mixed metre, Irregular time signatures as found in repertoire, eg. <math>\frac{7}{8}</math> <math>\frac{5}{8}</math> <math>\frac{5}{4}</math></li> </ul> <p>Demonstrate an ability to interpret and apply all the musical symbols and terms encountered in repertoire or as required in the Technique dimension</p> <ul style="list-style-type: none"> <li>• <b>R&amp;M</b> Interpret irregular time signatures. Identify the keys of the repertoire, including key changes and modulations. Recognise, through playing and listening, characteristics of pieces of similar genre from various historical periods or stylistic influences</li> </ul> <p>Ensemble repertoire keys (concert pitch): all keys up to E<sup>b</sup> and A majors and relative minors</p> <ul style="list-style-type: none"> <li>• <b>SR</b> Sight-read level 5 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> VA – <i>treble clef</i> VC – <i>tenor clef</i></li> <li>• <b>R&amp;M</b> Chords – triple / quadruple stops</li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Demonstrate increasing ability to play with good tuning and intonation</li> <li>• <b>tone</b> Demonstrate good tone quality over all dynamic levels from <i>p</i> to <i>f</i></li> <li>• <b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART</b> Col Legno Hook Strokes, starting up and down and slurred</li> <li>• <b>PITCH</b> Fluent in, and making appropriate use of, the first four positions across all 4 strings VN, VA – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> positions VC – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> positions including extensions. CB – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and half positions. BG – Slide BG – all fret positions</li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Discerning and musical performance of all elements and techniques, appropriate to this level</li> <li>• Perform as a soloist and in ensembles and chamber groups. Perform from music notation and from memory</li> <li>• Stylistically perform in a range of genres</li> <li>• Sensitively respond to the finer nuances of conducting directions and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances.</li> <li>• Perform part to contribute towards the overall ensemble performance</li> </ul>	

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Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>INST</b> <i>CL, SAX</i> – rotation of reeds and exploration of strength <i>CL</i> – clarino register</li> <li>• <b>S&amp;T</b> Trills, more advanced jazz articulation symbols</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Trills, more advanced jazz articulation symbols</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Correctly and without assistance, set up and pack up instruments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>TONE</b> Play sustained notes for increasing time <i>FL, SAX</i> – play sustained notes with vibrato</li> <li>• <b>ART</b> more advanced jazz articulations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>T&amp;I</b> <i>FH</i> - the ability to move the RH to adjust the pitch as needed</li> <li>• <b>TONE</b> Play sustained notes for increasing time</li> <li>• <b>ART</b> 5-note lip slurs, faster. Finger and pitch dexterity exercises using intervals. Advanced articulation patterns within range <i>TBN</i> – valve slurring</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SD</i> – play in multi-metre time signatures</li> <li>• <i>TIMP</i> – retune within a piece of music</li> <li>• <i>KIT</i> – basic 4-bar phrases in a Rock/Funk style in multimeter time signatures</li> </ul>

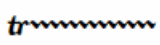

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## Level 8

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Identify and name all parts of the instrument. Care for the instrument: cleaning, maintenance and simple repairs</li> <li>• <b>S&amp;T</b> Demonstrate an increased ability to correctly and artistically interpret and apply all the musical symbols and terms encountered in repertoire or as required in the Technique dimension</li> <li>• <b>R&amp;M</b> Understand major and minor keys up to four sharps and four flats. Ensemble repertoire keys (concert pitch): all keys up to A<sup>b</sup> and E majors and relative minors</li> <li>• <b>SR</b> Sight-read level 6 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> upper/lower/centre bow, purfling, bass bar, saddle, tail gut, back, belly, wrapping, thumb, ferule, wedge, 1-bar repeat,  <i>BG – chord symbols</i></li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Demonstrate increasing ability to play with good tuning and intonation</li> <li>• <b>TONE</b> Develop an awareness of changes in tone quality that can be produced for different styles of music</li> <li>• <b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>T&amp;I</b> <i>VC, CB – tune with harmonics</i></li> <li>• <b>TONE</b> Perform with vibrato</li> <li>• <b>PITCH</b> <i>Make appropriate use of: VN, VA – first, second, third Fourth and half positions VC – first, second, third, fourth positions including extensions and half positions. CB – first, second, third, fourth and half positions.</i></li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Discerning and musical performance of all elements and techniques, appropriate to this level</li> <li>• Perform as a soloist and in ensembles and chamber groups. Perform from music notation and from memory</li> <li>• Stylistically perform in a range of genres, with an understanding of musical form</li> <li>• Sensitively respond to the finer nuances of conducting directions and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances</li> <li>• Make minor adjustments to the playing of own part to contribute to a greater musical outcome of the ensemble</li> </ul>	

**Objectives key:** INST= Instrument, S&T = Symbols & Terms, R&M = Rhythm & Melody, SR = Sight-Reading, POST= Posture, T&I = Tuning & Intonation, ART = Articulation, PITCH = Pitch Repertoire




Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> BSN – ability to fluently read the tenor clef</li> </ul>	<ul style="list-style-type: none"> <li>• <b>R&amp;M</b> TPT – transposition up a tone</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> trill roll  </li> </ul> <p>Identify specific symbols as found in repertoire</p>
<ul style="list-style-type: none"> <li>• <b>TONE</b> FL, SAX – demonstrate strategies for effective use of vibrato appropriate to the repertoire</li> <li>• <b>PITCH</b> advanced techniques, eg. Glissando, scoop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART</b> Double-tonguing at MM=80, starting on mid-range note, at repeated pitch  </li> <li>• <b>PITCH</b> Ornamentation, including vibrato</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TIMP</b> – tune all major and perfect intervals given the lower note</li> <li>• <b>KIT</b> – basic 4-bar phrases in a Bossa Nova style</li> </ul>

**Instrument key:** VN = violin, VA = viola, VC = cello, CB = double bass, FL = flute, OB = oboe, CL = clarinet, SAX = saxophones, BSN = bassoon, REED = all reed instruments, TPT = trumpet, FH = French horn, TBN = trombone, TBA = tuba, EUPH = euphonium, SD = snare, MLTS = mallet percussion, TIMP = timpani, AUX = auxiliary percussion, KIT = drumkit/set

## Level 9

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Care for the instrument: cleaning, maintenance and simple repairs</li> <li>• <b>S&amp;T</b> Demonstrate a fluency and sensitivity in interpreting and applying all the musical symbols and terms encountered in repertoire, including ornamentation, or as required in the Technique dimension</li> <li>• <b>R&amp;M</b> Play in a range of irregular time signatures, analyse the relationship between the keys in the repertoire, and recognise and interpret pieces from a variety of stylistic periods Ensemble repertoire keys (concert pitch): all keys up to A<sup>b</sup> and E majors and relative minors</li> <li>• <b>SR</b> Sight-read level 7 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Successfully replace a string and retune the instrument. Make adjustments where necessary to the pegs or machine heads</li> <li>• <b>S&amp;T</b> Alternative clefs as relevant, thumb position symbols, eg. <math>\text{♩}</math> <math>\text{♩}</math>, 8va, 8ve, loco, mute, senza, con, sondino</li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Maintain consistently high standard of tuning and intonation</li> <li>• <b>tone</b> Demonstrate good tone quality over all dynamic levels</li> <li>• <b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>T&amp;I</b> <i>VN, VA, VC – tuning in fifths</i></li> <li>• <b>tone</b> Use the bow in such a manner as to produce a variety of tone colourings</li> <li>• <b>ART</b> <i>BG - taps</i></li> <li>• <b>PITCH</b> All positions within the prescribed range <i>VN, VA – 5<sup>th</sup> position</i> <i>VC – thumb position</i> <i>CB – 5<sup>th</sup> and thumb position</i></li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Demonstrating mastery of all elements and techniques appropriate to this level, synthesised in a discerning and musical performance</li> <li>• Perform as a soloist and in ensembles and chamber groups. Perform from music notation and from memory</li> <li>• Stylistically perform in an increasing range of genres, with an understanding of musical form</li> <li>• Sensitively respond to the finer nuances of conducting directions and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances.</li> <li>• Make minor adjustments to the playing of own part to contribute to a greater musical outcome of the ensemble</li> </ul>	

**Objectives key:** INST= Instrument, S&T = Symbols & Terms, R&M = Rhythm & Melody, SR = Sight-Reading, POST= Posture, T&I = Tuning & Intonation, ART = Articulation, PITCH = Pitch Repertoire



Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> venting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST FH</b> – mutes</li> <li>• <b>S&amp;T TBN</b> – tenor clef</li> <li>• <b>R&amp;M TPT</b> – pedal notes</li> <li><i>EUPHO</i> – treble clef in B<sup>b</sup></li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Demonstrate ongoing care of instruments with increasing independence</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PITCH</b> Demonstrate venting techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>POST FH</b> – standing up while playing</li> <li>• <b>ART</b> Double-tonguing at MM=100, starting on mid-range note, at repeated pitch </li> <li>• <b>PITCH FH</b> – dominant 7th arpeggios of studied keys</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TIMP</b> – accurately tune and adjust gauges to given pitches; and to tune 4 drums to major and minor arpeggios</li> <li>• <b>KIT</b> – basic 4-bar phrases in a Samba style</li> </ul>

**Instrument key:** VN = violin, VA = viola, VC = cello, CB = double bass, FL = flute, OB = oboe, CL = clarinet, SAX = saxophones, BSN = bassoon, REED = all reed instruments, TPT = trumpet, FH = French horn, TBN = trombone, TBA = tuba, EUPH = euphonium, SD = snare, MLTS = mallet percussion, TIMP = timpani, AUX = auxiliary percussion, KIT = drumkit/set

## Level 10

	All Instrumental Music	Strings
Literacy	<ul style="list-style-type: none"> <li>• <b>INST</b> Care for the instrument: cleaning, maintenance and simple repairs</li> <li>• <b>S&amp;T</b> Demonstrate a fluency and sensitivity in interpreting and applying all the musical symbols and terms encountered in repertoire or as required in the Technique dimension. Cadenza</li> <li>• <b>R&amp;M</b> Demonstrate an understanding of major and minor keys up to five sharps and five flats, and all time signatures Ensemble repertoire keys (concert pitch): all keys up to D<sup>b</sup> and B majors and relative minors</li> <li>• <b>SR</b> Sight-read level 8 music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Independently maintain a string instrument</li> <li>• <b>S&amp;T</b> sul tasto, sul ponticello</li> <li>• <b>R&amp;M</b> Artificial harmonics</li> </ul>
Technique	<ul style="list-style-type: none"> <li>• <b>POST</b> Consistently demonstrate appropriate and effective playing posture</li> <li>• <b>T&amp;I</b> Maintain consistently high standard of tuning and intonation</li> <li>• <b>TONE</b> Perform an appropriate tone quality for different styles of music</li> <li>• <b>ART</b> Play with articulation appropriate to instrument and level of repertoire</li> <li>• <b>PITCH</b> Read and play pitches within the prescribed range in repertoire and through scales and technical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART</b> Ricochet bowing</li> </ul>
Solo & Ensemble Performance	<ul style="list-style-type: none"> <li>• Demonstrating mastery of all elements and techniques appropriate to this level, synthesised in a discerning and musical performance</li> <li>• Perform as a soloist and in ensembles and chamber groups. Perform from music notation and from memory</li> <li>• Stylistically perform in an increasing range of genres, with an understanding of musical form</li> <li>• Sensitively respond to the finer nuances of conducting directions and cues in repertoire for this level</li> <li>• Demonstrate relevant etiquette and active engagement in both rehearsals and performances.</li> <li>• Make minor adjustments to the playing of own part to contribute to a greater musical outcome of the ensemble</li> </ul>	

**Objectives key:** INST= Instrument, S&T = Symbols & Terms, R&M = Rhythm & Melody, SR = Sight-Reading, POST= Posture, T&I = Tuning & Intonation, ART = Articulation, PITCH = Pitch Repertoire

Woodwind	Brass	Percussion
<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> advanced ornamentation such as turns, upper/lower mordents, as found in repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Independently maintain instrument <i>FH – restringing valves</i></li> <li>• <b>R&amp;M</b> Transposition: <i>TPT – to D</i> <i>FH – to C and B<sup>b</sup></i> <i>TBN, TUBA – treble clef in B<sup>b</sup></i> <i>EUPHO – tenor clef</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>INST</b> Organise percussion section within ensemble</li> </ul>
<ul style="list-style-type: none"> <li>• <b>TONE</b> Recognise and produce characteristic vibrato while maintaining good tone and steady pitch</li> <li>• <b>ART</b> <i>FL – double-tonguing, MM=52,</i> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART</b> Double-tonguing at MM=120, starting on mid-range note, </li> <li>• <b>PITCH</b> Developing advanced flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• <i>TIMP – accurately tune and adjust gauges to all required pitches</i></li> </ul>

**Instrument key:** VN = violin, VA = viola, VC = cello, CB = double bass, FL = flute, OB = oboe, CL = clarinet, SAX = saxophones, BSN = bassoon, REED = all reed instruments, TPT = trumpet, FH = French horn, TBN = trombone, TBA = tuba, EUPH = euphonium, SD = snare, MLTS = mallet percussion, TIMP = timpani, AUX = auxiliary percussion, KIT = drumkit/set

# Assessment

## Principles of Assessment

### *Assessment Planning*

Each semester, teachers apply the achievement standards to make holistic judgements about the quality and scope of learning demonstrated by students at their relevant level. Judgements are based on the portfolio of performance tasks completed throughout the semester that inform formal reporting processes.

A semester's assessment portfolio should consist of both formal and informal tasks, in a range of styles. Each task assesses all three dimensions, but may not assess every objective. Across a semester's assessment program, all objectives should be assessed.

Please refer to [Appendix I](#) for a sample assessment plan.

Semester judgments about student achievement must be based on an assessment program of continuous assessment, which involves gathering information on student achievement using assessment instruments administered at suitable intervals. In most cases, this will mean one formal task per term, as well as informal and anecdotal assessment throughout the learning period.

In continuous assessment in Instrumental Music, all assessment instruments have both a formative purpose for improvement of teaching and learning outcomes, as well as a summative purpose for reporting.

### *Assessment Scope*

Organisation of the Instrumental Music curriculum in levels provides teachers with flexibility to appropriately plan and implement learning programs that are relevant for all students, allowing them to achieve and making best use of available resources. Repertoire, scales and sight-reading for assessment tasks should therefore be planned according to the level at which the student is working. Incremental progress through the levels should be made evident to students, parents and administrators.

### *Validating Judgements*

Moderation should occur at frequent intervals between instrumental music teachers to ensure consistent and transparent application of achievement standards. The specific frequency and processes of moderation are determined and administered within regional structures.

All formal assessment should be recorded to allow students to monitor their own progress and support teacher judgement when asked to justify standards by parents or administrators. Samples required for moderation will need to be video-recorded to provide suitable evidence for moderating teachers.

## Assessment Conditions

Performance Aspects	Conditions				
Possible performance types <i>A balance of performance types should be used</i>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Small chamber group performance</li> <li>• Performance in a large ensemble</li> </ul>				
Range of assessment	At the relevant level, a balanced assessment program includes, but is not limited to: <ul style="list-style-type: none"> <li>• Scales and technical exercises</li> <li>• Prepared piece</li> <li>• Sight-reading</li> </ul>				
Minimum length per prepared piece, at relevant level	Levels 1-2	Levels 3-4	Levels 5-6	Levels 7-8	Levels 9-10
	8-12 bars	16-24 bars	1 minute	2 minutes	3 minutes
Other task conditions	<ul style="list-style-type: none"> <li>• Performance may be accompanied or unaccompanied to suit the style and instrument</li> <li>• In ensemble performance tasks, and in solo and small group performances at later levels, it is an expectation that some tasks occur for an audience to give authenticity to the task</li> <li>• Different repertoire should be played for each assessment</li> </ul>				
Evidence	<ul style="list-style-type: none"> <li>• All formal assessment should be recorded</li> <li>• Where students undertake assessment in a chamber group or ensemble, tasks and repertoire must be chosen so that teachers can validly assess the work of individual students and not apply a judgment of the group to all individuals. Recording therefore needs to clearly show the individual player and allow their part to be clearly heard.</li> </ul>				
Standard of performance	<ul style="list-style-type: none"> <li>• Students should meet the prescribed standard of literacy, technique and performance, as outlined in the scope and sequence for that level</li> <li>• Repertoire selected should allow students to demonstrate the objectives for the requirements of that level and be within their technical capabilities</li> </ul>				
Special provisions	<ul style="list-style-type: none"> <li>• Students may take longer than indicative timelines to progress through levels, to suit their learning needs</li> <li>• Task conditions may be adapted as needed to suit individual student needs</li> </ul>				

## Achievement Standards

At the relevant level of the curriculum, the student demonstrates:					
	A	B	C	D	E
	<b>consistent and proficient interpretation and application of musical literacy in performance:</b>	<b>proficient interpretation and application of musical literacy in performance:</b>	<b>interpretation and application of musical literacy in performance:</b>	<b>application of musical literacy in performance:</b>	<b>application of musical literacy in performance:</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Effectively demonstrate and manipulate the <b>instrument</b></li> </ul>			<ul style="list-style-type: none"> <li>Limited ability to demonstrate and manipulate the instrument</li> </ul>	
	<ul style="list-style-type: none"> <li>Consistently implement correct interpretation of <b>symbols</b> and <b>terms</b></li> <li>Consistently and fluently play correct <b>notes</b> for correct <b>rhythmic</b> values</li> <li>Fluently play music at <b>sight</b> from the level/s below performance standard</li> </ul>	<ul style="list-style-type: none"> <li>Implement correct interpretation of <b>symbols</b> and <b>terms</b></li> <li>Fluently play correct <b>notes</b>. Fluently play correct <b>rhythmic</b> values</li> <li>Somewhat fluent ability to play music at <b>sight</b> from the level/s below performance standard</li> </ul>	<ul style="list-style-type: none"> <li>Implement satisfactory interpretation of <b>symbols</b> and <b>terms</b></li> <li>Ability to play correct <b>notes</b>. Ability to play correct <b>rhythmic</b> values</li> <li>Competently play music at <b>sight</b> from the level/s below performance standard</li> </ul>	<ul style="list-style-type: none"> <li>Implement some accuracy in interpretation of <b>symbols</b> and <b>terms</b></li> <li>Limited ability to play correct <b>notes</b>. Limited ability to play correct <b>rhythmic</b> values</li> <li>Limited ability to play music at <b>sight</b> from the level/s below performance standard</li> </ul>	<ul style="list-style-type: none"> <li>Implement unsatisfactory interpretation of <b>symbols</b> and <b>terms</b></li> <li>Inaccurately play <b>notes</b>. Inaccurately plays <b>rhythms</b></li> <li>Incorrectly play music at <b>sight</b> from the level/s below performance standard</li> </ul>
<b>Technique</b>	<b>fluent and confident demonstration of instrument technique in performance:</b>	<b>confident demonstration of instrument technique in performance:</b>	<b>confident demonstration of instrument technique in performance:</b>	<b>demonstration of instrument technique in performance:</b>	<b>demonstration of instrument technique in performance:</b>
	<ul style="list-style-type: none"> <li>Consistently demonstrates a body <b>posture</b> that allows efficient movement for playing the instrument</li> <li>Demonstrated ability to consistently play musically in <b>tune</b></li> <li>Consistently plays with good <b>tone</b> quality on their instrument</li> <li>Demonstrate stylistic mastery of <b>articulation</b></li> <li>Confidently perform notes and scales within the relevant <b>range</b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a body <b>posture</b> that allows good movement for playing the instrument</li> <li>Demonstrated ability to musically play in <b>tune</b></li> <li>Plays with good <b>tone</b> quality on their instrument</li> <li>Demonstrate stylistic interpretation of <b>articulation</b></li> <li>Accurately perform notes and scales within the relevant <b>range</b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a body <b>posture</b> that allows satisfactory movement for playing the instrument</li> <li>Demonstrated ability to play in <b>tune</b></li> <li>Plays with satisfactory <b>tone</b> quality on their instrument</li> <li>Demonstrate appropriate interpretation of <b>articulation</b></li> <li>Perform notes and scales within the relevant <b>range</b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a body <b>posture</b> that allows some movement for playing the instrument</li> <li>Limited ability to play in <b>tune</b></li> <li>Plays with limited <b>tone</b> quality on their instrument</li> <li>Demonstrate some interpretation of <b>articulation</b></li> <li>Perform some notes and scales within the relevant <b>range</b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a body <b>posture</b> that inhibits movement for playing the instrument well</li> <li>Demonstrates inability to play in <b>tune</b></li> <li>Plays with unsatisfactory <b>tone</b> quality on their instrument</li> <li>Demonstrate limited interpretation of <b>articulation</b></li> <li>Inaccurate or inability to perform notes and scales within the relevant <b>range</b></li> </ul>
<b>Performance</b>	<b>convincing expression of music ideas and styles:</b>	<b>confident expression of music ideas and styles:</b>	<b>confident expression of music ideas and styles:</b>	<b>expression of music ideas and styles:</b>	<b>expression of music ideas and styles:</b>
	<ul style="list-style-type: none"> <li>Consistently perform with a sense of artistry and musicality within solo and ensemble performances</li> <li>Stylistically perform music from a range of genres</li> </ul>	<ul style="list-style-type: none"> <li>Perform with a sense of artistry and musicality within solo and ensemble performances</li> <li>Some ability to stylistically perform music from a range of genres</li> </ul>	<ul style="list-style-type: none"> <li>Perform with some sense of musicality within solo and ensemble performances</li> <li>Satisfactorily perform music from a range of genres</li> </ul>	<ul style="list-style-type: none"> <li>Perform with limited musicality within solo and/or ensemble performances</li> <li>Unstylistic performance of music from a range of genres</li> </ul>	<ul style="list-style-type: none"> <li>Inability to perform with musicality within solo and/or ensemble performances</li> <li>Unsatisfactorily perform music from a limited range of genres</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate performance etiquette and active engagement in ensemble rehearsals</li> <li>Competently play parts in rehearsal and performance, and respond to conductor directions</li> </ul>			<ul style="list-style-type: none"> <li>Demonstrate unsatisfactory performance etiquette, and/or inadequate engagement in ensemble rehearsals</li> <li>Inaccurately play parts in rehearsal or performance, and/or inadequately respond to conductor</li> </ul>	



# Appendix

## I. Sample Level Assessment Plan

<b>Level: 7</b>		<b>Year: 11</b>		<b>Instrument: Trumpet</b>							
	<b>Task Details</b>	<b>Objectives to be assessed</b>									
		<b>Literacy</b>				<b>Technique</b>					<b>Perf.</b>
		INST	S&T	R&M	SR	POST	T&I	STONE	ART	PITCH	PERF
<b>Task 1</b>	<i>Level 7 Scale and Level 7 Ensemble Prepared Piece (2mins) -formal task, term 1</i>		✓	✓		✓	✓			✓	✓
<b>Task 2</b>	<i>Sight-reading (level 5 repertoire) and Level 7 Solo Prepared Piece (2mins) -formal task, term 2</i>	✓			✓			✓	✓		✓
<b>Task 3</b>	<i>Sight-reading (level 5 repertoire) and Level 7 Ens. Prepared Piece (2mins) -formal task, term 3</i>		✓	✓	✓	✓	✓			✓	✓
<b>Task 4</b>	<i>Level 7 Scale and Level 7 Solo Prepared Piece (2mins) - formal task, term 4</i>		✓	✓				✓	✓		✓
<b>Task 5</b>	<i>Meaningful engagement and progress made in lessons and in ensemble -informal, throughout</i>	✓	✓			✓	✓			✓	✓

### Teacher Notes:

- All objectives are assessed at regular intervals across the assessment program (see [Principles of Assessment](#))
- Every task assesses Literacy, Technique and Performance (see [Principles of Assessment](#))
- A balance of performance types is evident (see [Assessment Conditions](#))
- Prepared pieces should be at the required length (see [Assessment Conditions](#)); scales and sight-reading are in addition to this
- Prepared pieces should be selected to demonstrate appropriate levels of the syllabus, such as that listed in [Appendix V](#) for suggested repertoire and [Appendix IV](#) for sight-reading at Levels 7 and 8
- All formal assessment is to be recorded and available for moderation (see [Assessment Conditions](#))
- Ensemble performance must clearly show the individual player and allow their part to be clearly heard (see [Assessment Conditions](#)); suggested one student per part, with recording device in close proximity to student. If this is unable to be achieved in a large ensemble, assessment should occur only as small ensemble and solo.

## II. Sample Worked Profile



<b>Level: 9</b>		<b>Year: 11</b>		<b>Instrument: Cello</b>	
	<b>Task Details</b>	<b>Literacy</b>	<b>Technique</b>	<b>Performance</b>	
<b>Task 1</b>	<i>Level 9 Scale and Level 9 Ensemble Prepared Piece (3mins)</i>	A	B	A	
<b>Task 2</b>	<i>Sight-reading (level 7 repertoire) and Level 9 Solo Prepared Piece (3mins)</i>	C	C	A	
<b>Task 3</b>	<i>Sight-reading (level 7 repertoire) and Level 9 Ensemble Prepared Piece (3mins)</i>	A	B	B	
<b>Task 4</b>	<i>Level 9 Scale and Level 9 Solo Prepared Piece (3mins)</i>	B	C	A	
<b>Task 5</b>	<i>Meaningful engagement and progress made in lessons and in ensemble</i>	B	C	A	
<b>LEVEL OF ACHIEVEMENT</b>		B	C	A	
		B			

### Teacher Notes:

- Assessment for each task is based on criteria for selection of objectives (see [Assessment Standards](#)); from that, an overall standard for Literacy, Technique and Performance is to be awarded
- Each dimension must be assessed in each assessment, and each dimension is to make an equal contribution to the determination of exit levels of achievement
- Successful completion of a level requires an overall C or higher in at least two dimensions
- Overall achievement standards should be awarded for each dimension before determining a grade

### III. Sequential development of scales

- Scale chart is in transposing pitch and should be cumulative across the levels
- Scales should be played for the maximum number of octaves allowed by range chart (no broken scales), and should be learned from memory
- Dominant and diminished should be played a maximum of two octaves, within range
- \* indicates first 6 notes of scale for level 1
- From level 1, major scales to be played; from level 3, add relative minors (natural, harmonic and/or melodic) according to the technical requirements of the relevant level. Over the program, students should perform a range of natural, harmonic and melodic minor scales
- Scales should also include arpeggios and other technical exercises in relevant keys within range

Curriculum Level>	1	2	3	4	5	6	7	8	9	10
<b>WOODWIND</b>										
Flute	B <sup>b</sup> *	F, E <sup>b</sup>	B <sup>b</sup> , Chrom	C	A <sup>b</sup>	G, D	D <sup>b</sup>	G <sup>b</sup> , 3rds	A, B	E
Oboe	B <sup>b</sup> *	F, E <sup>b</sup>	B <sup>b</sup> , Chrom	C	A <sup>b</sup>	G, D	D <sup>b</sup>	G <sup>b</sup> , 3rds	A, B	E
Clarinet, Tenor Sax	C*	G, F	C, Chrom	D	B <sup>b</sup>	A, E	E <sup>b</sup>	A <sup>b</sup> , 3rds	B, D <sup>b</sup>	F <sup>#</sup>
Alto Sax & Baritone Sax	G*	D, C	G, Chrom	A	F	E, B	B <sup>b</sup>	E <sup>b</sup> , 3rds	F <sup>#</sup> , A <sup>b</sup>	C <sup>#</sup>
Bassoon	B <sup>b</sup>	F	E <sup>b</sup> , Chrom	C	A <sup>b</sup>	G, D	D <sup>b</sup>	G <sup>b</sup> , 3rds	A, B	E
<b>BRASS</b>										
Trumpet	C*	C	B <sup>b</sup> , Chrom	D	F	G	A	E <sup>b</sup>	A <sup>b</sup>	E
Horn	C*	B <sup>b</sup>	C, Chrom	D	G	F	E <sup>b</sup>	A <sup>b</sup>	A	E
Trombone  Euphonium	B <sup>b</sup> *	B <sup>b</sup>	A <sup>b</sup> , Chrom	C	E <sup>b</sup>	F	G	D	A	E, D <sup>b</sup>
Tuba 	B <sup>b</sup> *	B <sup>b</sup>	C, Chrom	E <sup>b</sup>	D	A <sup>b</sup>	A, G	F	E	D <sup>b</sup>
<b>PERCUSSION</b>										
Mallets	B <sup>b</sup>	F, E <sup>b</sup>	C, Chrom	A <sup>b</sup>	G, D	A	E	D <sup>b</sup> , C <sup>#</sup>	B	F <sup>#</sup> , G <sup>b</sup>
<b>STRINGS</b>										
Violin	D	C, G	A	F	D, Chrom	E <sup>b</sup> , B <sup>b</sup>	E, A <sup>b</sup>	Dom7 on G, Dim7 on D	G, Dim7 on G	B, D <sup>b</sup>
Viola	D	C, G	D, A		G, Chrom			Dom7 on C, Dim7 on G	C, Dim7 on C	
Cello	D	C, G	D, A		G, Chrom			Dom7 on C, Dim7 on G	C, Dim7 on C	
Double Bass Bass Guitar (strings)	D	C, G	A		D, Chrom			Dom7 on C, Dim7 on G	G, Dim7 on G	
Bass Guitar (band)	B <sup>b</sup>	B <sup>b</sup>	A <sup>b</sup> , Chrom	C	E <sup>b</sup>	F	G	D	A	D <sup>b</sup>

# IV. Range Chart

All ranges in transposing pitch; levels 1-2 diatonic and levels 3-10 chromatic notes in range  
 Percussion scales as per scale and repertoire requirements

	Level 1	Level 2	Level 3	Level 4	Level 5
Flute					
Oboe					
Clarinet in Bb					
Bass Clarinet in Bb					
Alto Saxophone					
Tenor Saxophone					
Bassoon					
Trumpet in Bb					
Horn in F					
Trombone & Euphonium					
Tuba					
Violin					
Viola					
Violoncello					
Contrabass & Bass Guitar					

split range -  
not crossing the break

Level 6

Level 7

Level 8

Level 9

Level 10

This musical score is organized into five columns representing difficulty levels: Level 6, Level 7, Level 8, Level 9, and Level 10. The instruments are listed on the left side of the page. The notation includes various musical symbols such as notes, rests, and dynamic markings. Specific annotations include "If inst has Bb key" for the Oboe and "If inst has 3rd 8ve key" for the Clarinet. The Flute part in Level 10 includes the instruction "If inst has the key". The score shows a progression of complexity across the levels, with more notes and dynamic markings appearing in the higher levels.

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