

## WCSM CURRICULUM - October 2022

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- Initial Level – including Pre-School years
- Level 1: (Preliminary to Grade 3)
- Level 2: (Grades 4 and 5)
- Level 3: (Grade 6)
- Level 4: (Grades 7 and 8)

**Cello:**

**p.17-18**

- Initial Level – including Pre-School years
- Level 1: (Preliminary to Grade 3)
- Level 2: (Grades 4 and 5)
- Level 3: (Grade 6)
- Level 4: (Grades 7 and 8)

**Singing:**

**p.19-20**

- Initial Level – including Pre-School years
- Level 1: (Preliminary to Grade 3)
- Level 2: (Grades 4 and 5)
- Level 3: (Grade 6)
- Level 4: (Grades 7 and 8)

**Electronic Keyboard:**

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- Initial Level – including Pre-School years
- Level 1: (Preliminary to Grade 3)
- Level 2: (Grades 4 and 5)
- Level 3: (Grade 6)
- Level 4: (Grades 7 and 8)

**Guitar:**

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- Initial Level – including Pre-School years
- Level 1: (Preliminary to Grade 3)
- Level 2: (Grades 4 and 5)
- Level 3: (Grade 6)
- Level 4: (Grades 7 and 8)

**Drums:**

**p.25-26**

- Initial Level – including Pre-School years
- Level 1: (Preliminary to Grade 3)
- Level 2: (Grades 4 and 5)
- Level 3: (Grade 6)
- Level 4: (Grades 7 and 8)

***Curriculum structure***

Our Curriculum recognises five broad learning levels, which align with NCEA Levels and NZMEB criteria where possible:

- Initial Level – *including Pre-School years*
- Level 1: (Preliminary to Grade 3)
  - *1<sup>st</sup> year of musical learning*
  - *2<sup>nd</sup> year of musical learning*
  - *3<sup>rd</sup> year of musical learning*
- Level 2: (Grades 4 and 5)
  - *4<sup>th</sup> year of musical learning*
  - *5<sup>th</sup> year of musical learning*
- Level 3: (Grade 6)
  - *6<sup>th</sup> year of musical learning*
- Level 4: (Grades 7 and 8)
  - *7<sup>th</sup> year of musical learning*
  - *8<sup>th</sup> year of musical learning*

For students enrolled on a *WCSM Exam Stream* course working towards an external instrumental examination, the relevant Trinity College or NZMEB syllabus will provide the detail of their learning.

### **FLUTE Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **FLUTE LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with good hand/arm position.

Students will begin to acquire:

- Independent articulation of the fingers with systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing awareness of the underlying musical pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performances of pieces, with rhythmic stability and some control of tempo and articulations
- Awareness of intonation, breath control and support
- Awareness of clear and even tone
- A simple awareness of how to project expression through musical sound
- A limited understanding of how to communicate through performance

### **FLUTE LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate finger, hand and arm positions
- Developing independence of the fingers
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing controlled co-ordination of the hands and tongue
- Controlled, clear, even legato and tone
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces with appropriate breath control and tone
- Awareness and control of dynamics and tempo
- The ability to articulate legato and staccato textures as required
- Awareness of phrasing
- Generally secure intonation and breath support with a developing awareness of fine pitch discrimination
- A developing ability of vibrato where appropriate
- The ability to tune the instrument

### **FLUTE LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Appropriate hand and finger shape with fingers held close to the keys and use of alternative fingerings/positions where appropriate
- Technical facility, to allow:
  - Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
  - Systematic fingering in technical work
  - Independent articulation of the fingers where appropriate
  - Increasing control of co-ordination of the hands and tongue
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and breath support
- Increased awareness of fine pitch discrimination
- Increased ability of vibrato as appropriate.

### **FLUTE LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- A well-developed aural awareness and reliable intonation
- A well-developed awareness of fine pitch discrimination
- A competent use of vibrato for musical expression

### **CLARINET Initial Level - including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **CLARINET LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with good hand/arm position.

Students will begin to acquire:

- Independent articulation of the fingers with systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing awareness of the underlying musical pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performances of pieces, with rhythmic stability and some control of tempo and articulations
- Awareness of intonation, breath control and support where appropriate
- Awareness of clear and even tone
- A simple awareness of how to project expression through musical sound
- A limited understanding of how to communicate through performance

### **CLARINET LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate finger, hand and arm positions
- Developing independence of the fingers
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing controlled co-ordination of the hands and tongue
- Controlled, clear, even legato and tone
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces with appropriate breath control and tone
- Awareness and control of dynamics and tempo
- The ability to articulate legato and staccato textures as required
- Awareness of phrasing
- Generally secure intonation and breath support with a developing awareness of fine pitch discrimination
- A developing ability of vibrato where appropriate
- The ability to tune the instrument

### **CLARINET LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Appropriate hand and finger shape with fingers held close to the keys and use of alternative fingerings where appropriate
- Technical facility, to allow:
  - Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
  - Systematic fingering in technical work
  - Independent articulation of the fingers where appropriate
  - Increasing control of co-ordination of the hands and tongue
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and breath support
- Increased awareness of fine pitch discrimination
- Increased ability of vibrato as appropriate.

### **CLARINET LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument.
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- A well-developed aural awareness and reliable intonation
- A well-developed awareness of fine pitch discrimination
- A competent use of vibrato for musical expression

### **SAXOPHONE Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **SAXOPHONE LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with good hand/arm position.

Students will begin to acquire:

- Independent articulation of the fingers with systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing awareness of the underlying musical pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performances of pieces, with rhythmic stability and some control of tempo and articulations
- Awareness of intonation, breath control and support where appropriate
- Awareness of clear and even tone
- A simple awareness of how to project expression through musical sound
- A limited understanding of how to communicate through performance

### **SAXOPHONE LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate finger, hand and arm positions
- Developing independence of the fingers
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing controlled co-ordination of the hands and tongue
- Controlled, clear, even legato and tone
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces with appropriate breath control and tone
- Awareness and control of dynamics and tempo
- The ability to articulate legato and staccato textures as required
- Awareness of phrasing
- Generally secure intonation and breath support with a developing awareness of fine pitch discrimination
- A developing ability of vibrato where appropriate
- The ability to tune the instrument



### **SAXOPHONE LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Appropriate hand and finger shape with fingers held close to the keys and use of alternative fingerings where appropriate
- Technical facility, to allow:
  - Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
  - Systematic fingering in technical work
  - Independent articulation of the fingers where appropriate
  - Increasing control of co-ordination of the hands and tongue
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and breath support
- Increased awareness of fine pitch discrimination
- Increased ability of vibrato as appropriate

### **SAXOPHONE LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- A well-developed aural awareness and reliable intonation
- A well-developed awareness of fine pitch discrimination
- A competent use of vibrato for musical expression

### **RECORDER Initial Level - including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **RECORDER LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with good hand/arm position.

Students will begin to acquire:

- Independent articulation of the fingers with systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing awareness of the underlying musical pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performances of pieces, with rhythmic stability and some control of tempo and articulations
- Awareness of intonation, breath control and support where appropriate
- Awareness of clear and even tone
- A simple awareness of how to project expression through musical sound
- A limited understanding of how to communicate through performance

### **TRUMPET Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **TRUMPET LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with good hand/arm position.

Students will begin to acquire:

- Independent articulation of the fingers with systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing awareness of the underlying musical pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performances of pieces, with rhythmic stability and some control of tempo and articulations
- Awareness of intonation, breath control and support where appropriate
- Awareness of clear and even tone
- A simple awareness of how to project expression through musical sound
- A limited understanding of how to communicate through performance

### **TRUMPET LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate finger, hand and arm positions
- Developing independence of the fingers
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing controlled co-ordination of the hands and tongue
- Controlled, clear, even legato and tone
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces with appropriate breath control and tone
- Awareness and control of dynamics and tempo
- The ability to articulate legato and staccato textures as required
- Awareness of phrasing
- Generally secure intonation and breath support with a developing awareness of fine pitch discrimination
- A developing ability of vibrato where appropriate
- The ability to tune the instrument

### **TRUMPET LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Appropriate hand and finger shape with fingers held close to the keys and use of alternative fingerings where appropriate
- Technical facility, to allow:
  - Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
  - Systematic fingering in technical work
  - Independent articulation of the fingers where appropriate
  - Increasing control of co-ordination of the hands and tongue
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and breath support
- Increased awareness of fine pitch discrimination
- Increased ability of vibrato as appropriate

### **TRUMPET LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- A well-developed aural awareness and reliable intonation
- A well-developed awareness of fine pitch discrimination
- A competent use of vibrato for musical expression

### **TROMBONE Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **TROMBONE LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with good hand/arm position.

Students will begin to acquire:

- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing awareness of the underlying musical pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performances of pieces, with rhythmic stability and some control of tempo and articulations
- Awareness of intonation, breath control and support where appropriate
- Awareness of clear and even tone
- A simple awareness of how to project expression through musical sound
- A limited understanding of how to communicate through performance

### **TROMBONE LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate hand and arm positions.
- Rhythmic stability
- Systematic slide control in technical work
- Developing controlled co-ordination of the slide and tongue
- Controlled, clear, even legato and tone
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces with appropriate breath control and tone
- Awareness and control of dynamics and tempo
- The ability to articulate legato and staccato textures as required
- Awareness of phrasing
- Generally secure intonation and breath support with a developing awareness of fine pitch discrimination
- A developing ability of vibrato where appropriate
- The ability to tune the instrument

### **TROMBONE LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Appropriate hand and arm shape with the use of alternative positions where appropriate
- Technical facility, to allow:
  - Accurate and prompt performance from memory of all technical work at the minimum tempo or faster
  - Systematic slide control in technical work
  - Independent articulation of the fingers where appropriate
  - Increasing control of co-ordination of the slide and tongue
- A well-developed sense of pulse to allow accurate performance of rhythmic figures.
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and breath support
- Increased awareness of fine pitch discrimination
- Increased ability of vibrato as appropriate

### **TROMBONE LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- A well-developed aural awareness and reliable intonation
- A well-developed awareness of fine pitch discrimination
- A competent use of vibrato for musical expression

### **VIOLIN Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Achieve more accurate and independent bow control where appropriate
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **VIOLIN LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with appropriate hand/arm positions.

Students will begin to acquire:

- Flexible use of arms and hands
- Shifting action showing an awareness of inner ear ability and some knowledge of the finger board
- Co-ordination of finger action and bowing movements
- Systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster with bowing patterns as specified in the syllabus
- A developing awareness of underlying pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performance of pieces
- Awareness and control of dynamics, tempo and articulations
- Accurate intonation and consistency of pitch
- Ability to use the whole and segments of the bow as appropriate
- Awareness of resonance and a well projected, clear sound quality
- Position changes as appropriate for the grade showing knowledge of the fingerboard
- A development of appropriate bow strokes
- Evidence of vibrato being explored and encouraged

### **VIOLIN LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate hand and arm position with developing flexibility
- Shifting action showing developing inner ear ability and increasing knowledge of the finger board
- Developing controlled co-ordination of the finger action and bowing movements
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing a well projected, resonant, full and clear sound quality
- Accurate and prompt performance of all technical work from memory at the minimum tempo or faster with bowing patterns as specified in the NZMEB syllabus
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces
- Effective use and control of dynamics and tempo
- Awareness of phrasing

- Generally secure intonation with a developing awareness of fine pitch discrimination
- Further refinement of appropriate bow strokes at moderate tempi e.g. détaché legato, staccato, martelé, spiccato, hook strokes and sautillé
- To demonstrate the ability to tune the instrument
- A developing use of vibrato as a tool for enhanced tone and musical expression

### **VIOLIN LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Position changes showing sound inner ear ability and a developed knowledge of the finger board
- A well projected, resonant, full and clear sound quality
- Technical facility, to allow:
  - Accurate and prompt performance of all technical work from memory:
    - At the minimum tempo or faster with bowing patterns as specified in the NZMEB syllabus
    - Systematic fingering in technical work
  - A developed control of co-ordination between left and right hands
  - Position changes showing knowledge of the fingerboard and a developing inner ear ability
- Ability to use bow speed and bow division to enhance musical phrasing and expression
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and fine pitch discrimination
- A developed awareness of appropriate bow strokes at moderate tempi e.g. détaché legato, staccato, martelé spiccato, hook strokes, with the addition of up-bow staccato and saltato
- Ability to tune the instrument with competence
- A developed awareness of vibrato as a tool for enhancing tone and musical expression

### **VIOLIN LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- Secure position changes and finger placement showing a developed inner ear ability
- A full exploration of the dynamic range of the instrument
- A well projected, resonant, full and clear sound quality
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- Accurate intonation and developed awareness of fine pitch discrimination
- Further development and refinement of specific bowing techniques e.g. détaché, legato, staccato, staccato jete, martelé, spiccato, hook strokes, sautillé and up-bow staccato
- Knowledge of natural and artificial harmonics
- A competent use of vibrato as a tool for enhanced tone and musical expression



### **CELLO Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Achieve more accurate and independent bow control where appropriate
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **CELLO LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with appropriate hand/arm positions.

Students will begin to acquire:

- Flexible use of arms and hands
- Shifting action showing an awareness of inner ear ability and some knowledge of the finger board
- Co-ordination of finger action and bowing movements
- Systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster with bowing patterns as specified in the syllabus
- A developing awareness of underlying pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performance of pieces
- Awareness and control of dynamics, tempo and articulations
- Accurate intonation and consistency of pitch
- Ability to use the whole and segments of the bow as appropriate
- Awareness of resonance and a well projected, clear sound quality
- Position changes as appropriate for the grade showing knowledge of the fingerboard
- A development of appropriate bow strokes
- Evidence of vibrato being explored and encouraged

### **CELLO LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate hand and arm position with developing flexibility
- Shifting action showing developing inner ear ability and increasing knowledge of the finger board
- Developing controlled co-ordination of the finger action and bowing movements
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing a well projected, resonant, full and clear sound quality
- Accurate and prompt performance of all technical work from memory at the minimum tempo or faster with bowing patterns as specified in the NZMEB syllabus
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces
- Effective use and control of dynamics and tempo
- Awareness of phrasing

- Generally secure intonation with a developing awareness of fine pitch discrimination
- Further refinement of appropriate bow strokes at moderate tempi e.g. détaché legato, staccato, martelé, spiccato, hook strokes and sautillé
- To demonstrate the ability to tune the instrument
- A developing use of vibrato as a tool for enhanced tone and musical expression

### **CELLO LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- Position changes showing sound inner ear ability and a developed knowledge of the finger board
- A well projected, resonant, full and clear sound quality
- Technical facility, to allow:
  - Accurate and prompt performance of all technical work from memory:
    - At the minimum tempo or faster with bowing patterns as specified in the NZMEB syllabus
    - Systematic fingering in technical work
  - A developed control of co-ordination between left and right hands
  - Position changes showing knowledge of the fingerboard and a developing inner ear ability
- Ability to use bow speed and bow division to enhance musical phrasing and expression
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Increased awareness of intonation and fine pitch discrimination
- A developed awareness of appropriate bow strokes at moderate tempi e.g. détaché legato, staccato, martelé spiccato, hook strokes, with the addition of up-bow staccato and saltato
- Ability to tune the instrument with competence
- A developed awareness of vibrato as a tool for enhancing tone and musical expression

### **CELLO LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- Secure position changes and finger placement showing a developed inner ear ability
- A full exploration of the dynamic range of the instrument
- A well projected, resonant, full and clear sound quality
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- Accurate intonation and developed awareness of fine pitch discrimination
- Further development and refinement of specific bowing techniques e.g. détaché, legato, staccato, staccato jete, martelé, spiccato, hook strokes, sautillé and up-bow staccato
- Knowledge of natural and artificial harmonics
- A competent use of vibrato as a tool for enhanced tone and musical expression

### **SINGING Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their voice
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group singing

### **SINGING LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable and appropriate posture.

Students will begin to acquire:

- A developing formation of vowels and articulation of consonants
- A developing management of breath flow
- Accurate performance from memory of all technical work
- Accurate and fluent performance of songs
- A developing awareness of underlying pulse in the songs
- A developing ability to sing in the range mp - f without forcing the tone and voice
- A developing awareness of the expressive interpretation of music and text

### **SINGING LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable, well balanced and appropriate posture
- Further development of clear formation of vowels, articulation of consonants and management of breath flow
- Accurate performance from memory of all technical work
- Accurate and fluent performance of songs
- Further development of awareness of the underlying pulse in the songs
- Further development of the ability to sing in the range mp - f without forcing the tone
- A developing awareness of appropriate style and phrasing
- Awareness of the expressive interpretation of music and text

At this level the use of the original language of texts is encouraged

### **SINGING LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced stance with appropriate posture
- Technical facility, sufficient to allow:
  - Clear definition of vowels and articulation of consonants
  - Management of airflow
  - Accurate performance from memory of all technical work
  - Awareness of underlying pulse in the songs
  - Accurate and fluent performance of songs
  - Awareness and demonstration of varying dynamics and tempi
  - Awareness of tonal clarity with a clean onset and release
  - A developing awareness of staccato and legato
  - Awareness of the expressive relationship between music and text
  - A developing sense of appropriate phrasing, style and ornamentation

It is expected that Italian, German and French repertoire will be sung in the original languages

#### **SINGING LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performances
- Further development of intonation and consistency of pitch showing a well-developed aural awareness
- Further development of formation of vowels and articulation of consonants
- Rhythmic stability and vitality
- Aiming for clear and even tone throughout the range
- A developing ability to control dynamics as specified
- A developing management of a range of tonal qualities for expressive purposes
- A developing a confident projection of the style and character of chosen works
- A developing expressive interpretation of music and text

Italian, German and French repertoire should be sung in the original language showing an understanding of the pronunciation, translation and emphasis on important words in the text

### **ELECTRONIC KEYBOARD Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Achieve more accurate and independent control of fingerings where appropriate
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **ELECTRONIC KEYBOARD LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with appropriate hand/arm positions.

Students will begin to acquire:

- Flexible use of arms, hands and fingers
- Systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster as specified in the Trinity College syllabus
- A developing awareness of underlying pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performance of pieces
- Awareness and control of dynamics, tempo and articulations
- The use of fingered chords and memory
- The ability to balance the volume between right hand and left hand chords
- An understanding of how to change registration

### **ELECTRONIC KEYBOARD LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate hand, arm and finger positions with developing flexibility
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Accurate and prompt performance of all technical work from memory at the minimum tempo or faster as specified in the Trinity College syllabus
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces
- Effective use and control of dynamics and tempo
- Awareness of phrasing
- The use of synchro start
- The use of pedal to control keyboard functions – if available
- The use of a variety of lead voices

### **ELECTRONIC KEYBOARD LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument

- Technical facility, to allow:
  - Accurate and prompt performance of all technical work from memory:
    - At the minimum tempo or faster as specified in the Trinity College syllabus
    - Systematic fingering in technical work
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- Contrasting lead voices both within and between pieces
- How to use dual voice
- The use of synchro start or intro/outro on all pieces

#### **ELECTRONIC KEYBOARD LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation where appropriate
- A competent use of a wide range of tonal colours to enhance musical expression
- The use of full keyboard mode and the transposer
- Incorporating pre-recorded parts and creating custom styles
- The use of digital effects

### **GUITAR Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Achieve more accurate and independent control of hands/fingers
- Be able to name the parts of the instrument where appropriate
- Develop an ability to read simple musical notation and/or TAB
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **GUITAR LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with appropriate hand/arm positions.

Students will begin to acquire:

- Flexible use of arms and hands
- Systematic fingering in scales
- Accurate and prompt performance from memory of all technical work at the minimum tempo or faster as specified in the Trinity Collage syllabus
- A developing awareness of underlying pulse in pieces and the dynamic range of the instrument
- Accurate and fluent performance of pieces
- Awareness and control of dynamics, tempo and articulations
- Awareness of resonance and a well projected, clear sound quality
- Position changes as appropriate for the grade showing knowledge of the fret board
- The ability to play a range of basic 1st position chords
- The ability to use the pick as well as fingers
- Confidence in reading notation and/or TAB

### **GUITAR LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- Comfortable relationship with the instrument
- Appropriate hand and arm positions with developing flexibility
- Shifting action showing developing inner ear ability and increasing knowledge of the fret board
- Rhythmic stability
- Systematic fingering in scales and arpeggios
- Developing a well projected, resonant, full and clear sound quality
- Accurate and prompt performance of all technical work from memory at the minimum tempo or faster as specified in the Trinity College syllabus
- A developing sense of pulse to allow accurate performance of rhythmic figures
- Accurate and fluent performance of pieces
- Effective use and control of dynamics and tempo
- Awareness of phrasing
- To demonstrate the ability to tune the instrument
- The ability to play in simple legato and staccato styles where appropriate

- A developing range of physical and expressive techniques including palm muting and the use of double stops on adjacent strings and slides

### **GUITAR LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- Comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument
- A well projected, resonant, full and clear sound quality
- Technical facility, to allow:
  - Accurate and prompt performance of all technical work from memory:
    - At the minimum tempo or faster as specified in the Trinity College syllabus
    - Systematic fingering in technical work
  - A developed control of co-ordination between left and right hands
  - Position changes showing knowledge of the fret board and a developing inner ear ability
- A well-developed sense of pulse to allow accurate performance of rhythmic figures
- Increased control of variations in tempo, tone and articulations
- A developing sense of phrasing, style and ornamentation as appropriate to each musical period
- The ability to tune the instrument with competence
- Further development of technical control to include strumming, fretting hand and whammy bar vibrato, hammer ons and pull offs, slides and simple bends as appropriate

### **GUITAR LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument
- A well projected, resonant, full and clear sound quality
- A confident projection of the style and character of chosen works
- Sensitivity to subtleties of nuance, rubato and ornamentation
- The ability to use a greater range of physical and expressive techniques including damping and double stopping as well as accents.



### **DRUMS Initial Level – including Pre-School years**

The emphasis will be on learning through experience and guided exploration, and developing an understanding that the concepts of pitch and rhythm can be represented visually. Additional areas of exploration will include elementary theory.

Students will begin to:

- Develop a good posture appropriate to their instrument
- Achieve more accurate and independent stick control where appropriate
- Be able to name the parts of the drum kit where appropriate
- Develop an ability to read simple musical notation
- Display some rhythmic understanding through word association
- Develop an awareness of the listening skills required to contribute in group playing

### **DRUMS LEVEL 1: (Preliminary to Grade 3)**

Technical emphasis will be on a comfortable, well-balanced posture, with appropriate hand/arm positions.

Students will begin to acquire:

- The ability to control the speed and volume of the beat at various tempi and dynamics
- The ability to securely maintain a steady pulse against backing tracks of various tempi
- The ability to read basic notation and recognise simple musical structures and patterns
- Control of basic sticking patterns such as singles, doubles and paradiddles
- The ability to hear and identify differences between a few styles of music and to play the basic rock beat patterns to complement these styles.

### **DRUMS LEVEL 2: (Grades 4 and 5)**

As well as the skills described at Level 1, additional skills include:

- The ability to incorporate the 3 basic sticking patterns into fills and drum beats
- Understanding the concept of stick bouncing and how to manipulate stick bounce towards being able to play an 'open stroke' drum roll.
- An initial understanding of the 'feel' and 'flavour' of an increasing number of styles including Blues/Swing/Jazz.
- The ability to achieve a good overall performance with attention to details of dynamics, articulation, tempo and style.
- The ability to evaluate their own playing
- The ability to play an open stroke drum roll and more advanced rudiments such as 5/7 stroke rolls, double paradiddles, paradiddle-diddles, flams, drags, ruffs
- Exploring the basics of improvising in various styles
- Exploring the basics of more complex styles such as Latin/Cuban/Jazz.

### **DRUMS LEVEL 3: (Grade 6)**

As well as the skills described at Levels 1 and 2, additional skills include:

- A comfortable and well balanced posture demonstrating considerable ease in the relationship with the instrument/s
- The ability to play with in a wide range of styles, showing good control of dynamics, articulation and tempo.
- The ability to evaluate and analyse their own performance
- A developing ability to improvise on a given part, adapting and refining playing within ensembles

- To begin to play various styles of Latin music with greater control, whilst developing independent limb control to play more complex rhythms

#### **DRUMS LEVEL 4: (Grades 7 and 8)**

As well as the skills described at Levels 1, 2 and 3, additional skills include:

- Accurate and fluent performance throughout
- Rhythmic stability and vitality
- A full exploration of the dynamic range of the instrument/s
- The ability to differentiate between different genres and to adjust the playing to be sensitive to the relevant style
- The ability to improve playing with minimal tutor input
- To be able to demonstrate a high standard of musicianship and strong sense of pulse/inner pulse when playing
- To play comfortably in written and improvised solos to backing tracks and within ensembles
- The ability to control the dynamic level of different limbs simultaneously to produce a refined sound
- The ability to improvise around a given part and incorporate rudimental sticking patterns into drum beats, fills and solos