

Introduction

This Tutor book has been designed to introduce students to the first steps of flute playing.

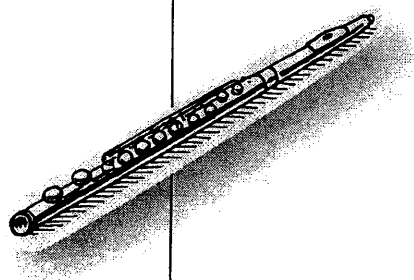
This tutor book offers a range of activities to help the student establish the basics of playing the flute and reading music. This book also links into aspects of the National Curriculum and Common Approach by introducing simple improvisation and compositional tasks.

The CD tracks help students hear the correct pitch, key and rhythms and give a solid rhythmical backing.

On completion of this tutor book your teacher will recommend the most suitable books to help your progression.

Remember to:
Listen to your teacher
carefully.

Play a little every day.



At the start of each session

Check list;

Are you sitting or standing correctly?

Are you holding the instrument correctly?

Is your mouth in the correct shape?

How long can you hold a note for seconds

Are you breathing correctly?

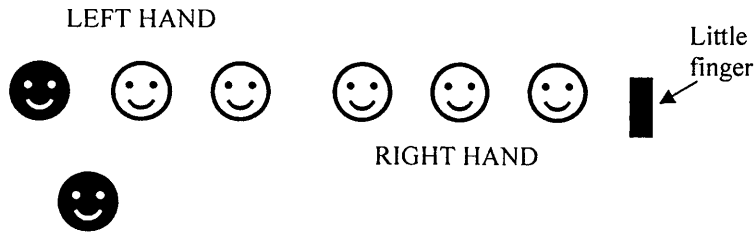
Are your cheeks in?

Are you tonguing correctly?

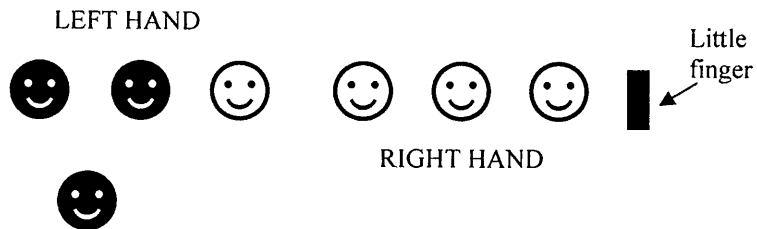
remember to smile it helps you form the correct embouchure.



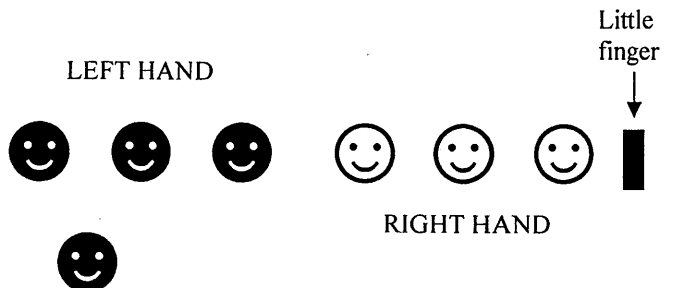
My First Three Notes



B
















A



G

One Note Blues







Sing it, Beat it, Clap it, Play it






 One	 Note	 Blues		 One	 Note	 Blues
 One	 Note	 Blues	 Is	 Our	 First	 Song

Note Name	
Fingering	

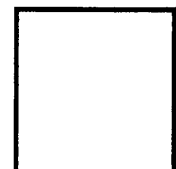
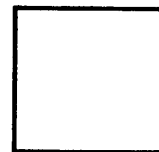
Check List. Are You.....
Standing (or sitting) correctly?
Holding your instrument correctly?
Tonguing the notes clearly?
Counting the beats and rhythm carefully?
Singing in tune and in time?

Feeling Down, Feeling Blue

					
Feel	- ing -	Down	Feel	ing	blue

				
Feel	- ing	Down	and	Blue

Which two notes are you using?



Remember to;
Sing it, Finger it,
Count it, Beat it,
Play it

treble clef

How many beats The Stave bar line

What the beat is

B A G

Crotchet = 1 beat Minim = 2 beats Semibreve = 4 beats

note rest note rest note rest

A rest is a note of silence

doo doo doo doo doo doo

blow..... blow..... blow..... blow.....

B Note Blues

A Note Blues

Down to A

Feeling Down, Feeling Blue

Play x 6



Now 'improvise' - make up a tune - using just G and A - you can use the backing track to Feeling Down as this is a 12 bar Blues

French Tune



Welsh Tune



Merrily We Roll Along

Can you put the four sections in the correct order



The next tune needs to be completed by you. Add a note at each * and make up your own title.



Teacher's Teasers

Teaser No. 1

Ask your teacher to play one of the following bars.
Which one are they playing



Teaser No. 2

Listen to the phrases below.
Ask your teacher to play them again with one note incorrect.
Can you spot the wrong note



Fun Challenge

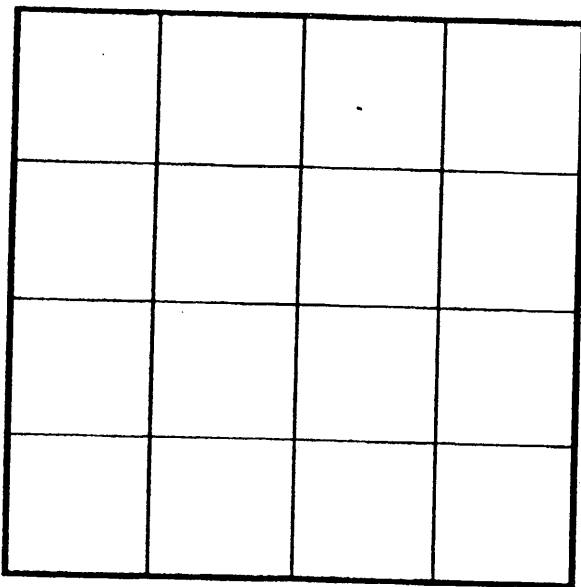
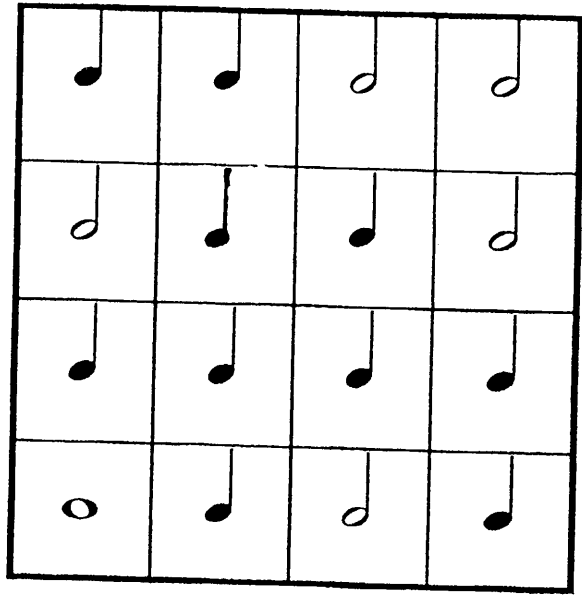
In a group, choose a soloist and ask them to play three or four notes of their own choice.
Can then rest of the group guess.....

- 1) which notes were played in the correct order? (good idea to give the first note.)
- 2) What the rhythm of the notes were.

Musical Stuff




Rhythm Box

Clap the rhythms working your way horizontally, vertically or diagonally.



Rhythm Box

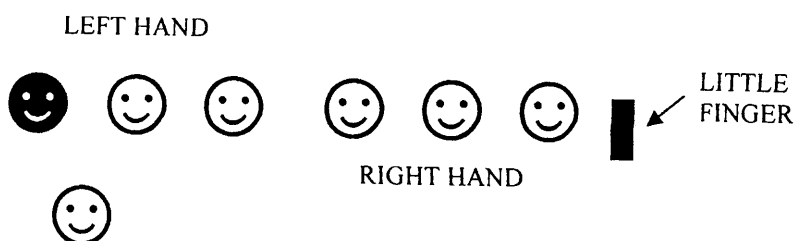
Make up your own Rhythm Box and try out your own rhythms,

	Semibreve – 4 beats (count 1, 2, 3, 4)
	Minim – 2 beats (count 1, 2)
	Crotchet – 1 beat

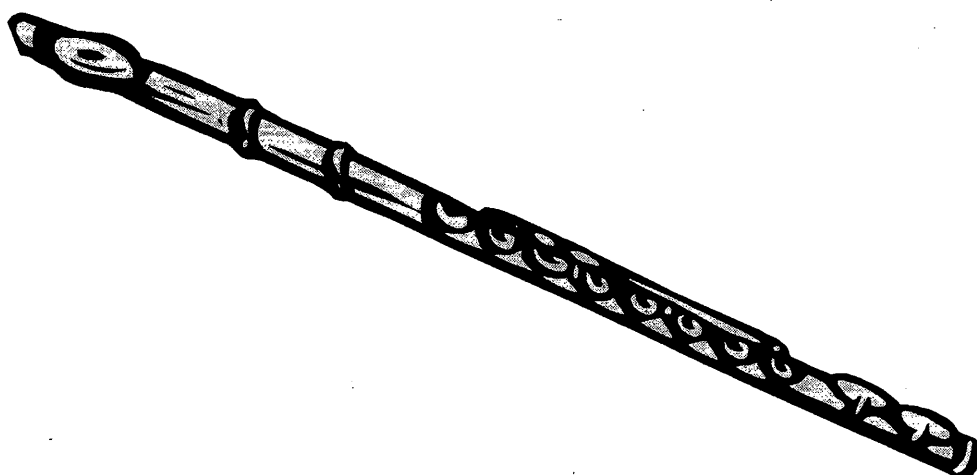
Echo and Impro

- 1) Ask your teacher to play B, A and G in different combinations. Can you guess the correct order and play them back in time.
- 2) Try exercise 1 using two students instead of a teacher and student.
- 3) Using a backing track to keep time, take it in turns to play 3 notes improvising the rhythm and order of notes. Try two bars each at first and slowly build up the length of your improvisation.

New Note



C



Jumping Beans



DYNAMICS. *p* *piano* = quiet *f* *forte* = loud

A slur means to play
legato - smoothly

Look, Listen Play

Look, Listen, Play

Try the exercises above using two students instead of a teacher and student. Sequence the exercise by:

- 1) Singing the name of the notes (at Pitch)
- 2) Counting the correct rhythm
- 3) Adding different dynamics, tempos, and simple slurs - discuss these elements of music
- 4) Singing and fingering the notes
- 5) Perform as part of a group.

The Next Note

LEFT HAND



RIGHT HAND

Little
finger



F

Au Clair de la Lune



Happy Tune



Monkey Dance



Merrily



Jumping



Flowing well



Round in circles



THE 8 ELEMENTS OF MUSIC

How fast or slow - TEMPO

How high or low - PITCH

STRUCTURE - How a piece is put together

SILENCE - Speaks for itself

Sound of one instrument - TIMBRE

Sound of lots of instruments - TEXTURE

DURATION - How long or short notes are (Rhythm)

DYNAMICS - How loud or quiet

.....

WORDSEARCH

There are eight words hidden in the word search below

Can you find them?

C	R	O	T	C	H	E	T
R	P	A	I	E	A	C	D
O	I	B	M	I	N	I	M
P	T	E	B	N	P	N	U
A	C	P	R	C	I	M	S
C	H	E	E	M	T	S	I
E	C	N	E	L	I	S	C
D	Y	N	A	M	I	C	S

Crotchet
Timbre
Minim
Dynamics

Music
Silence
Pitch
Pace

BRONZE AWARD

1) Notes and note values pupils should know;

Semibreve Minim Crotchet Semibreve Minim Crotchet

F G A B C 4 beats 2 beats 1 beat 4 beats 2 beats 1 beat

2) Listening / Aural Skills

Pupils should be able to play back a short three note phrase by step (played by the teacher)

Pupils should be encouraged to comment on the pitch, dynamics, style and rhythm

3) Performance / composition

Pupils are encouraged to perform this in a variety of ways. Clapping the rhythm, singing, naming the notes, and a final performance of the music. Pupils should be encouraged to complete the last two bars discussing whether their choice makes musical sense.

Perform this piece using the following titles:

The Shy slug

Wake Up call!

Summer Stroll

4) Performance

Teachers should choose an additional piece for the pupil to perform.

This piece should accurately reflect the knowledge that is required for a bronze Award

Bronze

award



Listening

- Clap the rhythm of a piece played by your teacher
- Comment on high and low pitch of notes
- Know the difference between beat and rhythm
- Pupils can keep a steady beat without notation – call and response / copying / body movement
- Recognise simple notation appropriate to instrument / voice

Technical

- Demonstrate how to sit / stand correctly during performance
- Articulate simple rhythms clearly



Playing music

- Clap back a simple improvised phrase with a steady beat
- Improvise a short one bar phrase in answer to one set by your teacher (can be sung / clapped / played) on one note
- Perform one piece with understanding of dynamics and tempo. Describe the mood of the piece



Performing and Communicating

- Play back a short phrase played by your teacher on one note
- Discuss how to improve your performance
- Perform one piece to family or friends as a solo

Your Teacher or Head Teacher will present your certificate to you.

I confirm that this student has practised consistently on a weekly basis.

(Parent / Guardian)

Supporting material can be found at www.gloucestershiremusic.co.uk/FORMS_DOWNLOADS/GM_AWARDS.aspx



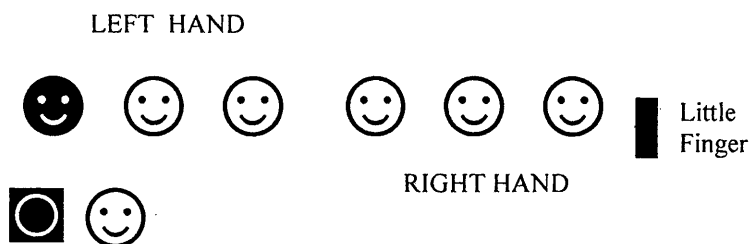
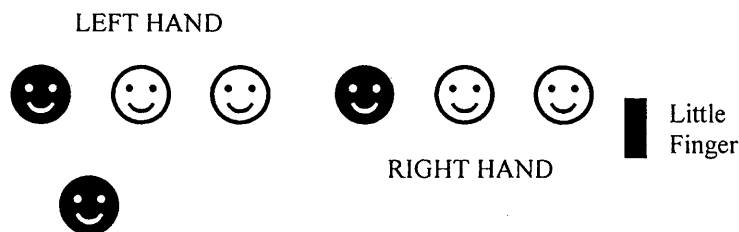
Echo and Impro

- 1) Ask your teacher to play 2 bars then be their echo.
Try singing it first—does it help?
- 2) Now one student play 2 bars for another student to echo.
Only use 3 notes, try different combinations.
- 3) Using the backing track try making up 2 bar phrases, one student after another, try to follow on without a break.

The Next Note

There are two alternative fingerings for the note

Bb



The flat sign 'b'
Makes the note sound lower

Finger exercise

Can you play this exercise from memory?





Ludwig Van Beethoven composed 'Ode to Joy' as part of his Ninth Symphony. It is usually performed by a full orchestra and Choir.

Research - what else can you find out about Beethoven? Try an internet search or your school library.

Ode to Joy



Lullaby

Two staves of musical notation for the piece 'Lullaby'. The music is written in a 4/4 time signature with a key signature of one flat (Bb). The melody consists of quarter and eighth notes, ending with a double bar line.

Spooky

Two staves of musical notation for the piece 'Spooky'. The music is written in a 4/4 time signature with a key signature of one flat (Bb). The melody consists of quarter and eighth notes, ending with a double bar line.

Make up your own Spooky tune and write it on the staves below.
Don't forget to give it a title.

An empty musical staff in 4/4 time with a key signature of one flat (Bb), intended for the student to write their own 'Spooky' tune.

A second empty musical staff in 4/4 time with a key signature of one flat (Bb), intended for the student to write their own 'Spooky' tune.

Oats and Beans

Two staves of musical notation for the piece 'Oats and Beans'. The music is written in a 4/4 time signature with a key signature of one flat (Bb). The melody consists of quarter and eighth notes, ending with a double bar line.

Syncopated Calypso

clap it, sing it, finger it, play it



Reggae Round

In groups, try this simple round.
Players may start at 1 or 2 bar intervals.



repeat sign
play the section again

Clapping Calypso

In groups, try this clapping game.

Performer 1 - clap minims or crotchets (keeping a steady beat)

Performer 2 - clap the rhythm of Syncopated Calypso

Performer 3 - clap the rhythm of Reggae Round

Can you all start and finish together

The Next Note

LEFT HAND



Little finger is
OFF
for this note

RIGHT HAND



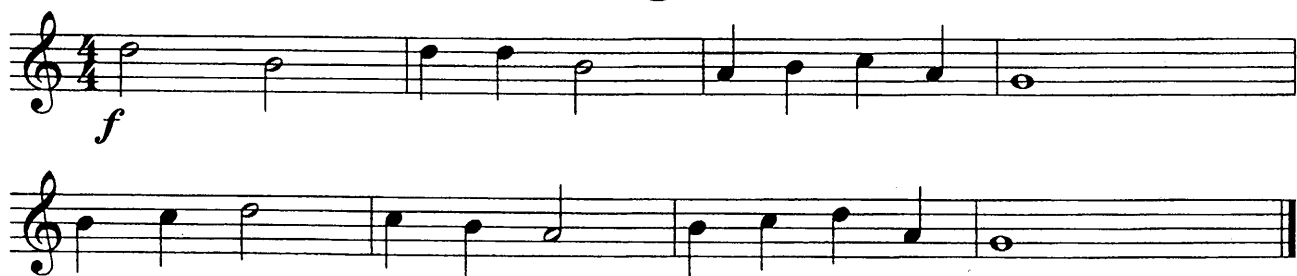
D

f (*forte*) = loud
p (*piano*) = quiet

Exercises for 'D'



Little Finger Jaunt



Go Tell Aunt Nancy



Twinkle, Twinkle Little Star

Three staves of musical notation for the song "Twinkle, Twinkle Little Star". The first staff begins with a treble clef, a key signature of one flat (Bb), and a 4/4 time signature. The melody is written in quarter notes. The first staff is marked with a piano (*p*) dynamic. The second staff is marked with a forte (*f*) dynamic. The third staff is marked with a piano (*p*) dynamic. The piece concludes with a double bar line.

Old MacDonald

Two staves of musical notation for the song "Old MacDonald". The first staff begins with a treble clef, a key signature of one flat (Bb), and a 4/4 time signature. The melody is written in quarter notes. The first staff is marked with a forte (*f*) dynamic, and the second staff is marked with a piano (*p*) dynamic. The piece concludes with a double bar line.

Oranges and Lemons

Two staves of musical notation for the song "Oranges and Lemons". The first staff begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody is written in quarter notes. The first staff is marked with a piano (*p*) dynamic, and the second staff is marked with a forte (*f*) dynamic. The piece concludes with a double bar line.

O When the Saints

A musical score for the hymn 'O When the Saints' in 4/4 time, featuring a treble clef and a key signature of one flat (B-flat). The score consists of four staves. The first staff contains the melody with a 4-measure rest at the beginning and a final whole note. The second staff contains a harmonic accompaniment. The third and fourth staves provide further accompaniment. The piece concludes with a double bar line.

O When the Saints

Write out the tune again on the manuscript below.
There is no key signature - you will need to write in the flats by the necessary notes

A blank musical manuscript for the hymn 'O When the Saints'. It consists of four staves, each beginning with a treble clef and a 4/4 time signature. The manuscript is intended for the student to write out the melody and accompaniment from the example above.

New Note

LEFT HAND

RIGHT HAND



Low E

One Man went to Mow



Easy does it.



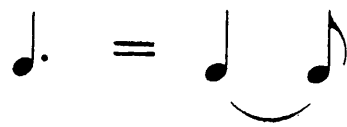
The Old Wood





Egyptian Dance



 = dotted crotchet
1 1/2 beats

Donkey Riding

Dancing Dogfish

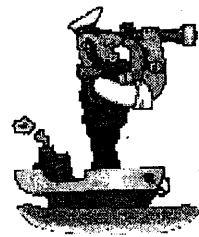
God Save the Queen

Moderato

Musical score for 'God Save the Queen' in 3/4 time, key of B-flat major. The score consists of three staves. The first staff begins with a treble clef, a key signature of one flat, and a 3/4 time signature. The music is marked with a forte *f* dynamic. The melody is simple and rhythmic, typical of a national anthem.

A Sailor Went to Sea

Allegro



Musical score for 'A Sailor Went to Sea' in 4/4 time, key of B-flat major. The score consists of two staves. The first staff begins with a treble clef, a key signature of one flat, and a 4/4 time signature. The music is marked with a forte *f* dynamic. The melody is more rhythmic and lively than the first piece, reflecting the 'Allegro' tempo.

Can you sing it, count it, conduct it and play it?
Can you find out what Moderato and Allegro mean?

Old MacDonald * add the missing notes

Allegro

Musical score for 'Old MacDonald' in 4/4 time, key of B-flat major. The score consists of three staves. The first staff begins with a treble clef, a key signature of one flat, and a 4/4 time signature. The music is marked with a forte *f* dynamic. The melody is simple and rhythmic. There are asterisks (*) above the notes in the first and third staves, indicating missing notes. The second staff is marked with a piano *p* dynamic. The third staff begins with a forte *f* dynamic.

Teaser No. 3

Which one of the phrases below is your teacher playing.



Teaser No. 4

Ask your teacher to play one of the phrases below.

Now hear it again with a change in the pitch then a change in the rhythm

Can you describe what the changes are?



New Note

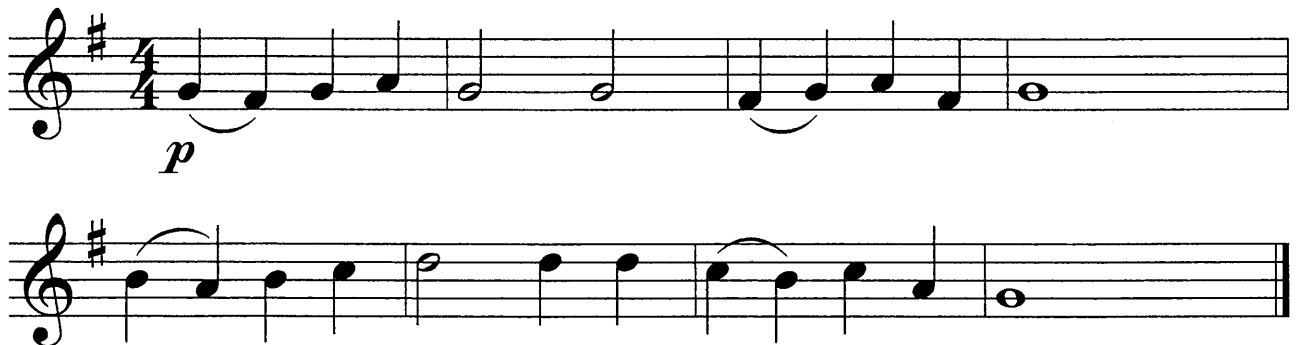
LEFT HAND

RIGHT HAND



F#

Softly Sings the Donkey (a round)



The Leaves Begin to Fall



The first two pieces are in 'Swing Style'
Ask your teacher to explain.

Off We Go

In a swing style



THE 8 ELEMENTS OF MUSIC

How fast or slow - TEMPO

How high or low - PITCH

STRUCTURE - How a piece is put together

SILENCE - Speaks for itself

Sound of one instrument - TIMBRE

Sound of lots of instruments - TEXTURE

DURATION - How long or short notes are (Rhythm)

DYNAMICS - How loud or quiet

.....

WORDSEARCH

There are 18 words hidden in the word search below

Can you find them?

S	R	H	Y	T	H	M	R	R	O	C	J
E	T	E	E	M	U	I	E	E	T	R	M
M	E	A	D	I	N	N	S	E	F	O	O
I	D	B	V	B	P	I	T	C	H	T	U
B	L	A	I	E	P	M	Z	L	Z	C	T
R	E	R	B	A	R	L	B	A	Z	H	H
E	F	L	U	T	E	I	A	R	U	E	P
V	X	I	F	E	U	S	S	I	L	T	I
E	B	N	P	N	B	T	S	N	R	N	E
C	L	E	F	X	O	B	O	E	E	N	C
N	B	L	Y	T	A	N	O	T	E	D	E
T	E	X	T	U	R	E	N	U	D	P	M

Rhythm	Rest
Crotchet	Stave
Semibreve	Clarinet
Flute	Clef
Oboe	Minim
Note	Bassoon
Barline	Beat
Pitch	Reed
Mouthpiece	Texture

SILVER AWARD

1) Notes and note values that should be known



2) Listening / Aural Skills

Pupils should be able to play back a four note phrase (played by the teacher).

Notes should move by step and simple intervals.

Pupils should be encouraged to comment on the pitch, dynamic and rhythm of the notes.

3) Performance Piece A / composition.

Pupils are encouraged to improvise or compose the final 2 bars of this piece. Pupils are encouraged to add their own dynamics, tempo and articulations. This may be achieved individually or as a group.



4) Performance

Teachers should choose an additional piece from the pupils book.

This piece should accurately reflect the knowledge that is required for a Silver Award

Silver award



Listening

- Recognise the sound of your instrument and listen to solo works
- Use correct terms to describe pitch, rhythm, timbre and beat
- Sing or play the final note of a melodic phrase performed by your teacher
- Clap in time (including rests) the rhythm of a short piece of music
- Recognise and perform simple rhythms (flash cards)

Technical

- Demonstrate how to sit or stand correctly during performance
- Hold a sustained note with sense of pitch and understanding of tonality / timbre
- Describe and demonstrate control of simple technical aspects relevant to your instrument

Playing music

- Compose a one or two bar phrase in answer to one provided by your teacher / fellow student
- Improvise a four note phrase in answer to one set by your teacher / fellow student
- Listen to a four note phrase and play / sing it back
- Play / sing two pieces with fluency and some expression
- Listen to a four note phrase and play / sing it back



Performing and Communicating

- Display ability to keep time in different tempi
- Conduct simple pieces and start a piece by 'counting in'
- Contribute to discussion and own improvement of performance

Your Teacher or Head Teacher will present your certificate to you.

I confirm that this student has practised consistently on a weekly basis.

(Parent / Guardian)

Supporting material can be found at www.gloucestershiremusic.co.uk/FORMS_DOWNLOADS/GM_AWARDS.aspx



Aiming For GOLD

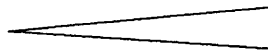
LEFT HAND

RIGHT HAND

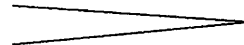


Low D

DYNAMICS



= gradually louder



= gradually quieter

crescendo

diminuendo

Sad Song

Musical notation for the 'Sad Song' section. It consists of two staves in 4/4 time with a key signature of one flat (Bb). The first staff begins with a piano (*p*) dynamic marking. The melody is characterized by a slow, descending line. The second staff continues the melody. A crescendo symbol is placed under the first staff, and a diminuendo symbol is placed under the second staff.

Happy Song

Musical notation for the 'Happy Song' section. It consists of two staves in 4/4 time with a key signature of one sharp (F#). The first staff begins with a piano (*p*) dynamic marking. The melody is characterized by a fast, ascending line. The second staff continues the melody. A crescendo symbol is placed under the first staff, and a diminuendo symbol is placed under the second staff.

Grazioso

Musical score for 'Grazioso' in G major, 3/4 time. The score consists of three staves. The first staff begins with a dynamic marking of *mp* and ends with a fermata. The second staff begins with a dynamic marking of *mf* and ends with a dynamic marking of *mp*. The third staff concludes the piece with a double bar line.

The Man on His Flying Trapeze

Musical score for 'The Man on His Flying Trapeze' in G major, 3/4 time. The score consists of three staves. The first staff begins with a dynamic marking of *f* and ends with a dynamic marking of *p*. The second staff begins with a dynamic marking of *f*. The third staff concludes the piece with a double bar line.

Yankee Doodle

Musical score for 'Yankee Doodle' in G major, 4/4 time. The score consists of two staves. The first staff begins with a dynamic marking of *f*. The second staff concludes the piece with a double bar line.

<i>ff</i> fortissimo = very loud	<i>pp</i> pianissimo = very quiet
<i>f</i> forte = loud	<i>p</i> piano = quiet
<i>mf</i> mezzo forte = medium loud	<i>mp</i> mezzo piano = medium quiet

Echo tune

Two staves of musical notation in 4/4 time. The first staff contains a sequence of notes with dynamic markings: *f*, *mp*, *pp*, *f*, *mp*, and *pp*. The second staff continues the melody with dynamic markings *f* and *p*.

Skye Boat Song

Four staves of musical notation in 3/4 time with a key signature of one sharp (F#). The first staff has dynamic markings *mp* and *mf*. The second staff has *f*. The third staff has *mp* and *mf*. The fourth staff has *p*. The music features a mix of eighth and quarter notes with various phrasing slurs.

Chasing Leaves

Musical score for 'Chasing Leaves' in 4/4 time. The score consists of three staves. The first staff begins with a dynamic marking of *f* and ends with a hairpin crescendo. The second staff has dynamic markings of *pp*, *p*, *mp*, and *mf* under a horizontal line. The third staff begins with a dynamic marking of *f*.



Egyptian Dance



Musical score for 'Egyptian Dance' in 2/4 time. The score consists of three staves. The first staff has dynamic markings of *mf* and *mp*. The second staff has a dynamic marking of *f*. The third staff has a dynamic marking of *f*. The music features rhythmic patterns with accents and slurs.

Spot The Difference

There are six differences.
Can you spot them and draw them in?

Brave as a Lion



Brave as a Lion



Teaser No. 5

Which one of the phrases below is your teacher playing.



After identifying the phrase, play it and copy the style.
Now make up your own, try to play it in different styles.

Teaser No. 6

Ask your teacher to play one of the phrases below.
Then again with a change in the pitch then a change in the rhythm
Can you describe what the changes are?



Passing Note Blues



Composition

Practice the tune above. Now think about which 'passing notes' you could add. One example is given below. Try a few of your own. Use the manuscript to write down ideas thinking about rhythm, pitch and dynamics.



Pop Goes The Weasel

mp

What is the missing note?

f mf

Detailed description: This block contains four staves of music in treble clef, key of D major (one sharp), and 3/4 time. The first three staves show a sequence of notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). The fourth staff begins with a dynamic marking of *f* and contains the notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). A bracket above the staff from the second measure to the end indicates a crescendo. The text 'What is the missing note?' is placed above the first measure of the fourth staff. Dynamic markings *f* and *mf* are placed below the first and second measures respectively.

Pop Goes The Weasel

What does it sound like with the Bb's?

mp

What is the missing note?

f mf

Detailed description: This block contains four staves of music in treble clef, key of D major (one sharp), and 3/4 time. The first three staves show a sequence of notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). The fourth staff begins with a dynamic marking of *f* and contains the notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). A bracket above the staff from the second measure to the end indicates a crescendo. The text 'What is the missing note?' is placed above the first measure of the fourth staff. Dynamic markings *f* and *mf* are placed below the first and second measures respectively.

Scarborough Fair



Musical score for Scarborough Fair, consisting of four staves of music in G major and 3/4 time. The first staff begins with a mezzo-piano (*mp*) dynamic. The second staff features a crescendo leading to a forte (*f*) dynamic. The third and fourth staves conclude the piece with a mezzo-piano (*mp*) dynamic.

Au Clair de la Lune



Musical score for Au Clair de la Lune, consisting of three staves of music in G major and 4/4 time. The first staff begins with a forte (*f*) dynamic, followed by a piano (*p*) dynamic. The second staff is marked mezzo-forte (*mf*), and the third staff is marked forte (*f*).

Lightly Row

flute 1

flute 2

Add your own dynamics and articulations to these two duets

Grass Hopper - Duet

GOLD AWARD

1) Note and note values that should be known



2) Listening / Aural Skills

Pupils should be able to play back a two bar phrase (played by the teacher).

Pupils should be encouraged to play an answering phrase to a two bar phrase played by the teacher.

3) Performance Piece A / Composition.

Pupils are encouraged to improvise or compose the final 2 bars of this piece. Pupils are encouraged to add their own dynamics, tempo and articulations. This may be achieved individually or as a group.

Pupils are required to perform this set piece and two pieces chosen by the teacher.

These pieces should reflect the challenges of a Gold Award level.

Three staves of music in treble clef, 3/4 time signature. The first staff starts with a dynamic marking of *mf* and contains the notes: C4, D4, E4, F#4, G4, A4, Bb4, Bb4, A4, G4, F#4, E4, D4, C4. The second staff starts with a dynamic marking of *mp* and contains the notes: C4, D4, E4, F#4, G4, A4, Bb4, Bb4, A4, G4, F#4, E4, D4, C4. The third staff contains the notes: C4, D4, E4, F#4, G4, A4, Bb4, Bb4, A4, G4, F#4, E4, D4, C4.

Gold Award

name

- Achieved the Silver Award.
- Sustained long note practice for tone and breath control.
- Knowing time signatures (simple duple, triple and quadruple).
- Naming notes and rests required for Gold award.
- Articulation – to understand tenuto, staccato, accents and slur.
- Scales – to perform the scale of D major and arpeggio from memory.
- Italian terms – understand the meaning of *mezzo forte*, *mezzo piano*, *adagio* and *andante*.
- Pupils should be aware of the 8 musical elements.
- ‘Echo playing’ 2 bars with notes in step and with simple intervals.
- Performance – pupils are required to perform the set piece and two other pieces chosen by the teacher. These pieces should reflect the standard of the Gold Award.
- Pupils should be encouraged to complete their diaries every lesson, and achieve a good level of home practice over a sustained period.

.....

How and when do I receive my certificate?

Once you have completed all the tasks above, your teacher will complete the form below and sign it. They will send the information to Gloucestershire Music who will send your certificate to your teacher and they will arrange for it to be presented to you at your school.

.....

<i>Congratulations</i>	
Has completed the GOLD Award on the	
Instrument
Date achieved
Teacher's name	Signature

THE 8 ELEMENTS OF MUSIC

How fast or slow - TEMPO

How high or low - PITCH

STRUCTURE - How a piece is put together

SILENCE - Speaks for itself

Sound of one instrument - TIMBRE

Sound of lots of instruments - TEXTURE

DURATION - How long or short notes are (Rhythm)

DYNAMICS - How loud or quiet

.....

Once you have completed your Gold Award, you may attend a Music Centre providing beginner instrumentalists with the opportunity to perform many styles of music within a relaxed and supportive atmosphere. Full details of these groups may be found at

www.gloucestershiremusic.co.uk

gloucestershire
MUSIC

Gold award



Listening

- Listen to a piece that highlights your instrument and its family of instruments
- Sing / play short phrases played by your teacher
- Describe texture, structure (understand repeats and repeated phrases), silence and dynamics
- Keep a steady pulse along with a piece of music. You may conduct
- Perform notation and rhythms introduced by your teacher

Technical

- Demonstrate how to sit / stand correctly during performance
- Perform with a good tone and intonation over two dynamic levels
- Display technical control throughout the range of notes
- Familiarise yourself with scales linked to notes learnt



Playing music

- Compose short tunes using known notes and change the character using elements of music
- Improvise two bar phrases given melodic / rhythmic starting points. Arrange ideas with style and character
- Listen to a two bar phrase and sing / play it back
- Perform two pieces set by your teacher



Performing and Communicating

- Perform a piece (may use a backing track) to friends / family
- Perform as part of a group either in class, instrumental lessons, assembly or at a local music centre. This should include attending rehearsals
- Sustain practice over 10 weeks

Your Teacher or Head Teacher will present your certificate to you.

I confirm that this student has practised consistently on a weekly basis.

(Parent / Guardian)

Supporting material can be found at www.gloucestershiremusic.co.uk/FORMS_DOWNLOADS/GM_AWARDS.aspx

