

ENFIELD MUSIC SERVICE

INTRODUCTORY LEVELS



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ABOUT THE SCHEME

These introductory assessment levels have been designed to offer additional attainment stages for beginner pupils, between when they first start lessons and when they reach a standard similar to that of Grade 1.

It can take a long time to reach the first graded exams from the main music exam boards, and it is important that pupils still have targets to aim at and a sense of achievement in their earliest stages of learning. We also feel these can be useful for helping parents understand children's progress.

The levels cover a range of skills and knowledge that gradually build as pupils progress through them, and have flexibility for the demands of different instruments within each instrumental family as well as group lessons.

Although they are intended to be informal assessments that can be done during pupils' normal lesson time, without needing to be formally assessed on everything all at once in the same lesson, they should be discussed with pupils so they understand what they're working towards and what they have achieved.

Certificate templates are being shared with schools, so once a child has completed a level you can let the Music Lead know and they can issue the certificate.



LEVELS FOR BRASS INSTRUMENTS

1. GREEN

- Correct playing posture
- First five notes
- Crotchet, minim, semibreve (or quavers) and associated rests
- Two prepared notated pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- Listen to, respond to and/or recreate patterns with two distinct pitches
- Emerging ensemble skills
- Questions to include knowledge of note names and note values

2. BLUE

- First octave
- Added note values for dotted minim and quavers (or semibreve)
- Loud and quiet dynamics
- Two prepared notated pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- One improvised piece, minimum 4 bars in length, using at least three notes
- A one-octave scale and arpeggio
- Aural, including singing back 2 bar melodies ranging over a 5th
- Questions now to include dynamics and awareness of their instrument

3. RED (approximately equivalent to Grade 1)

- Notes over 1.5 octaves
- Added note values for dotted crotchets & quavers, staccato and slurs
- Two prepared notated pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- One improvised piece, minimum 4 bars in length, using at least five notes
- Two scales and arpeggios
- Aural, now including clapping a pulse and spotting a rhythmic/pitch change
- Questions now to also include musical directions/tempo indications



LEVELS FOR ELECTRONIC KEYBOARD

1. GREEN

- Correct playing posture
- Five notes in the right hand
- Single finger or fingered chords of C, G and F for the left hand
- Crotchet, minim, dotted minim, semibreve and associated rests
- Setting the voice, style, tempo and auto accompaniment
- Two notated pieces making use of the above knowledge
 - hands together
 - with auto accompaniment
 - a minimum of two different chords.
- Sight reading with right hand using 5 finger hand position, in C major
- Listen to, copy back and create a 4-beat rhythm pattern
- Questions to include knowledge of note names and note values

2. BLUE

- Notes of an octave in the right hand, playing in multiple hand positions
- G7, D7, Am and Dm chords in addition to those in Level 1
- Added note values for quavers, dotted crotchets and tied notes
- Staccato and legato articulation
- Adjusting the style volume
- Two notated pieces making use of the above skills
 - using both hands, with auto accompaniment
 - including a minimum of three different chords
- A one octave scale, a pentatonic scale and root position triads of C and Am (all hands separately)
- Sight reading hands together, right hand 5 finger position in C major and left hand single finger/fingered chords of C & G, no auto accompaniment
- Two-bar answering phrase improvisations in C major
- Aural, including clapping a pulse and spotting a rhythmic/pitch change
- Questions, now to include dynamics in addition to note names/values



LEVELS FOR ELECTRONIC KEYBOARD

3. RED (approximately equivalent to Grade 1)

- Notes over 1.5 octaves
- Additional chords for D, A, A7, C7, Bb, Em and Gm
- Two pieces making use of the above skills
 - using both hands with auto accompaniment
 - including a minimum of 4 different chords
- C major scale hands together
- F major scale, hands separately, two octaves
- A minor arpeggio, hands separately, one octave
- Sight reading to include:
 - F chord
 - Some rests in the right hand melody part
 - Auto accompaniment to be used if using single finger chords.
- Improvise a 4-bar phrase in F major using at least five notes
- Aural, now also including singing back 2 bar melodies ranging over a 5th
- Questions, now to include musical directions and relevant musical terms



LEVELS FOR PIANO

1. GREEN

- Five notes in each hand
- Crotchet, minim, dotted minim, semibreve and associated rests
- Two notated pieces, making use of the above knowledge, hands together
- Sight reading using five notes only, in C position
- Listen and respond to/recreate a 4-beat rhythm pattern
- Questions to include knowledge of note names and note values

2. BLUE

- One octave in each hand, playing in multiple hand positions
- Added note values for quavers, dotted crotchets and tied notes
- Staccato and legato articulation
- Forte, mezzo forte, mezzo piano and piano dynamics
- Two notated pieces making use of the above knowledge, using both hands
- A one-octave scale, an arpeggio with range of 5th (all hands separately) and C major contrary motion scale using 5 notes in each hand
- Sight reading, hands separately in 5 finger positions tonic to dominant in C major or D minor
- Two-bar answering phrase improvisation in C major
- Aural, including clapping the pulse and spotting a rhythmic/pitch change
- Questions, now to also include knowledge of simple dynamics



LEVELS FOR PIANO

3. RED (approximately equivalent to Grade 1)

- Notes over a three octave range
- Note values as for previous levels
- Additional dynamics for cresc./dim. and hairpins
- Two pieces making use of the above knowledge
- Scales and arpeggios:
 - C major scale hands together
 - F major scale, 2 octaves, hands separately
 - A minor arpeggio, 1 octave, hands separately
- Sight reading in 3/4 or 4/4, in any five finger position in the keys of G major or A minor
- Improvise a 4-bar phrase in F major using at least five notes
- Aural, now also including singing back 2 bar melodies ranging over a 5th
- Questions, now to include musical directions and relevant musical terms



LEVELS FOR STRINGS

1. GREEN

- Open strings and 1st fingers
- Crotchet, minim, quaver and their associated rests
- Two prepared notated pieces making use of the above knowledge
- Sight reading using the above knowledge (open strings only)
- Listen to, respond to and/or recreate patterns with two distinct pitches
- Emerging ensemble skills
- Questions to include knowledge of note values/letter names

2. BLUE

- Notes in 1st position
- Added note values for dotted minim and semibreve
- Two prepared notated pieces making use of the above knowledge
- Sight reading using the above knowledge (open strings and 1st fingers)
- One improvised piece, minimum 4 bars in length, using 1 string
- A one-octave scale and arpeggio
- Aural, including singing back 2 bar melodies ranging over a 5th
- Questions now to include awareness of instrument

3. RED (approximately equivalent to Grade 1)

- 1st position and 4th fingers for violin and viola
- Added note values for semiquavers, dotted crotchets & quavers
- Slurred bowing
- Two prepared notated pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- Scales & arpeggios:
 - G major scale & arpeggio, 2 octaves
 - D and A major scales & arpeggios, 1 octave (with slurs)
- Aural, now including clapping a pulse and spotting a rhythmic/pitch change
- Questions to also include musical directions/dynamics/tempo indications



LEVELS FOR WOODWIND

1. GREEN

- Correct playing posture and a good, clear tone
- First five notes
- Crotchets, minims, semibreves (or quavers) and associated rests
- Two prepared notated pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- Listen to, respond to and/or recreate patterns with two distinct pitches
- Emerging ensemble skills
- Questions to include knowledge of note names and note values

2. BLUE

- First octave
- Added note values for dotted minims and quavers (or semibreve)
- Loud and quiet dynamics
- Two prepared notated pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- One improvised piece, minimum 4 bars in length, using at least three notes
- A one-octave scale and arpeggio
- Aural, including singing back 2 bar melodies ranging over a 5th
- Questions now to include dynamics and awareness of their instrument

3. RED (approximately equivalent to Grade 1)

- Notes over 1.5 octaves
- Added note values for semiquavers, dotted crotchets & quavers
- Staccato and slurs
- Two pieces making use of the above knowledge
- Sight reading making use of the above knowledge
- One improvised piece, minimum 4 bars in length, using at least five notes
- Three scales and arpeggios
- Aural, now including clapping a pulse and spotting a rhythmic/pitch change
- Questions now to also include musical directions/tempo indications

