

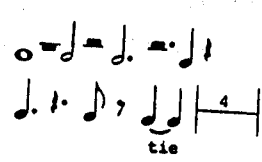
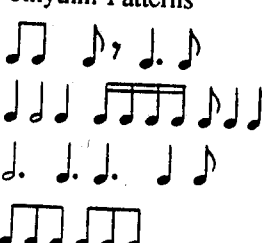
Appendix A

Learning Outcomes

The following specific skill objectives are provided as a **guideline** for developing learning outcomes for individual students within the ensemble. These skill objectives are not intended to be restrictive or exhaustive. Rather, they are intended to provide direction and sequence in delivering a flexible and relative program.

The objectives are divided into three levels: **Beginning, Intermediate, and Advanced**. However, these do not necessarily correspond with the levels of *Ensemble Performance (1105, 2105, 3105)*. Students enter *Ensemble Performance 1105* at their own level and progress through these minimal learning outcomes.

CHORAL - Beginning Level

Vocal Production	Literacy Skills	Form	Interpretation Skills
<p>Tone production Breath support Open throat Vocal range Posture Vowels Diction Intonation Vocal colour A cappella singing</p> <p>Aural concept of a good sound</p> <p>Vocal technique</p> <ul style="list-style-type: none"> • scales • arpeggiated passages <p>Part-singing</p> <ul style="list-style-type: none"> • homophonic texture • polyphonic texture <p>Care of the voice</p>	<p>Understand and interpret the function of the following:</p> <p>Staff notation</p> <ul style="list-style-type: none"> • leger lines • key signature • measure • double bar • fermata • repeat sign • 1st and 2nd ending • coda • D.C. al fine • D.S. al fine • accidentals <p>Notes/Rests</p>  <p>Rhythm Patterns</p>  <p>Meters and Conducting Patterns</p> <ul style="list-style-type: none"> • 2 3 4 6 • 4 4 4 8 C C • irregular meters 	<p>Recognize and understand</p> <ul style="list-style-type: none"> • phrasing • cadence • AB • ABA • texture: <ul style="list-style-type: none"> homophonic polyphonic • contrast and repetition 	<p>Identify and perform phrases, achieving musical sensitivity through stylistic practices such as</p> <ul style="list-style-type: none"> • intensity • flexibility of tempo • dynamic contrasts <p>Develop an awareness of balance, blend and texture within an ensemble</p> <p>Perform repertoire to reflect different styles, cultures, and historical backgrounds, including 20th century performance practices and techniques</p> <p>Develop an awareness of stylistic practices found in choral repertoire, e.g., picardy 3rd (Renaissance)</p> <p>Develop musical independence</p> <p>Sing from memory</p> <p>Realize the importance of music to society</p>

Vocal Production	Literacy Skills	Form	Interpretation Skills
	<p>Scales</p> <ul style="list-style-type: none"> • major and minor, up to 2♯ and 2♭ <p>Chords</p> <ul style="list-style-type: none"> • tonic and dominant <p>Intervals</p> <ul style="list-style-type: none"> • major/minor 2nds • major/minor 3rds • perfect 5th • whole and half steps <p>Sight-reading</p> <ul style="list-style-type: none"> • Sing parts with solfege <p>Dynamics</p> <ul style="list-style-type: none"> • <i>pp, p, mp, mf, f, ff</i> • <i>crescendo</i> • <i>decrescendo</i> <p>Articulation</p> <ul style="list-style-type: none"> • legato • staccato • detached • slur • marcato <p>Terminology as encountered in the literature studied</p>		

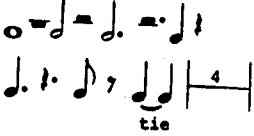


Vocal Production	Literacy Skills	Form	Interpretation Skills
	<p>Dynamics</p> <ul style="list-style-type: none"> • relativity of dynamic range <p>Articulation</p> <p>Refine:</p> <ul style="list-style-type: none"> • legato • staccato • detached • slur • marcato <p>Terminology as encountered in the literature studied</p>		

CHORAL - Advanced Level

Vocal Production	Literacy Skills	Form	Interpretation Skills
<p>Refine the following:</p> <p>Evenness of sound throughout the vocal register</p> <p>Awareness of intonation problems specific to choral singing and possible solutions</p> <p>Tone production Breath support Open throat Vocal range Posture Vowels Diction Intonation Vocal colour</p> <p>A cappella singing</p> <p>Aural concept of a good sound</p> <p>Vocal technique</p> <ul style="list-style-type: none"> • scales • arpeggiated passages <p>Part-singing</p> <ul style="list-style-type: none"> • homophonic texture • polyphonic texture <p>Care of the voice</p>	<p>Meters and Conducting Patterns</p> <ul style="list-style-type: none"> • Add: 2 3 4 7 7 2 2 2 4 8 <p>Refine:</p> <ul style="list-style-type: none"> • hemiola • changing meters • more compound meters <p>Scales</p> <ul style="list-style-type: none"> • major and minor, up to 4# and 4b (harmonic and melodic) • other scales which may be encountered in the literature (modal, whole, pentatonic, chromatic) <p>Chords</p> <ul style="list-style-type: none"> • tonic, sub-dominant, dominant, dominant seventh (major and minor) 	<p>Continuation and addition of forms as found in choral literature</p> <p>Recognize and understand</p> <ul style="list-style-type: none"> • phrasing • cadence • AB • ABA • texture: homophonic polyphonic • contrast and repetition 	<p>Identify and perform phrases, achieving musical sensitivity through stylistic practices such as</p> <ul style="list-style-type: none"> • intensity • flexibility of tempo • dynamic contrasts <p>Develop an awareness of balance, blend and texture within an ensemble</p> <p>Perform repertoire to reflect different styles, cultures, and historical backgrounds, including 20th century performance practices and techniques</p> <p>Develop an awareness of stylistic practices found in choral repertoire, e.g., picardy 3rd (Renaissance)</p> <p>Develop musical independence</p> <p>Sing from memory</p> <p>Realize the importance of music to society</p>

Vocal Production	Literacy Skills	Form	Interpretation Skills
	<p>Intervals</p> <ul style="list-style-type: none"> • major/minor 2nds • major/minor 3rds • perfect 5th • whole and half steps <p>Sight-reading</p> <ul style="list-style-type: none"> • sing parts with solfege <p>Dynamics Refine:</p> <ul style="list-style-type: none"> • relativity of dynamic range <p>Articulation Refine:</p> <ul style="list-style-type: none"> • legato • staccato • detached • slur • marcato <p>Terminology as encountered in the literature studied</p>		

Technical Skills

Basic (all)	Woodwind/Brass	Percussion	String
<p>Recognize and understand the function of the following:</p> <p>Staff Notation</p> <ul style="list-style-type: none"> • leger lines, key • key signatures • measure • double bar • fermata • repeat sign • 1st and 2nd endings • coda • D.C. al fine • D.S. al fine • accidentals <p>Notes/Rests</p>  <p>Rhythm Patterns</p>  <p>Meter</p> <p>2 3 4 6 4 4 4 8 C C</p> <p>Dynamics</p> <ul style="list-style-type: none"> • <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i> < > <i>fp</i> 	<p>Range</p> <ul style="list-style-type: none"> • up to 1 1/2 octaves <p>Articulation</p> <ul style="list-style-type: none"> • attack: tu/du accent • release: detached, legato, staccato • slur • legato tonguing <p>Scales and Arpeggios</p> <ul style="list-style-type: none"> • E\flat, B\flat, C, F, G 	<p>Snare Drum</p> <ul style="list-style-type: none"> • alternating sticking • single, double stroke • paradiddles • flams • multiple bounce rolls (5, 9, 17) • reading skills • dynamics (<i>p</i>, <i>mf</i>, <i>f</i> < >) <p>Mallet Instruments</p> <ul style="list-style-type: none"> • single stroke roll • some scales and arpeggios as WW/BRASS <p>Timpani</p> <ul style="list-style-type: none"> • tuning/matching pitches • dampening • single stroke roll <p>Bass Drum and Auxiliary</p> <ul style="list-style-type: none"> • attack and release • dampening 	<p>Bowing</p> <ul style="list-style-type: none"> • détaché • stopped bows • long, smooth legato • martelé • slurring (2 - 4 notes to a bow) • string crossings • simple double stops <p>Pizzicato</p> <ul style="list-style-type: none"> • right hand (with and without bow in hand) • left hand (using 4th finger) <p>Left Hand</p> <ul style="list-style-type: none"> • finger dexterity (speed skills, rhythmic variations, etc.) • basic harmonics <p>Scales and Arpeggios</p> <ul style="list-style-type: none"> • Violin: G, D (2 octaves) • C, A (1 octave) • Viola/Cello: G, D (1 octave) • C (2 octaves) • Bass: those playable in first and half positions

- Beginning Level





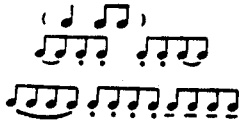
Tone Production/ Fundamentals	Musicianship Skills	Form	Interpretation Skills
<p>Assembly, Maintenance, and Care of Instrument</p> <p>Posture/Hand Position</p> <p>Intonation</p> <ul style="list-style-type: none"> • development of listening skill sufficient to play with acceptable intonation • tuning of intervals <p>Conducting Gestures</p> <ul style="list-style-type: none"> • watch and respond • patterns as found in the repertoire • tempi • cuing • dynamics • articulation • interpretation <p>Positive Musical Attitude</p> <ul style="list-style-type: none"> • regular attendance • good practise habits • appropriate rehearsal and performance deportment • participation in extra-curricular musical activities • commitment to task and to program 	<p>Patsch rhythms up to 16th note groupings</p> <p>Sing melodies before playing them (using solfege)</p> <p>Recognize</p> <ul style="list-style-type: none"> • tone • semitone • interval relations (3rds, 4ths, 5ths) <p>Understand how accidentals affect pitch (vocally and instrumentally through changes of fingering/slide position)</p> <p>Develop a concept of tonality</p> <p>Transpose a melody to another tonal centre (up or down one tone)</p> <p>Match an appropriate tuning note</p> <p>Recognize solo performances that demonstrate a characteristic tone production</p>	<p>Recognize and understand</p> <ul style="list-style-type: none"> • phrasing • cadence • even measure in phrases • AB • ABA <p>Stylistic features of music</p> <p>Historical context of the repertoire studied</p>	<p>Recognize that the phrase is a musical sentence</p> <p>Identify and perform phrases, achieving musical sensitivity through stylistic practices such as</p> <ul style="list-style-type: none"> • intensity • flexibility of tempo • dynamic contrasts <p>Develop an awareness of balance, blend and texture within an ensemble</p> <p>Perform repertoire to reflect different styles, culture, and historical backgrounds, including 20th century performance practices and techniques</p>

Technical Skills

Basic (all)	Woodwind/Brass	Percussion	String
<p>Sight-reading</p> <p>Terms</p> <ul style="list-style-type: none"> • tempo • andante • allegro • ritardando • accelerando • moderato • allegro moderato • syncopation • accompaniment • phrase <p>Scale Structure of major, minor and chromatic scales</p> <p>Transposition</p> <ul style="list-style-type: none"> • concert pitch (in relation to transposing instruments) • match an appropriate tuning note 			<p>Intervals</p> <ul style="list-style-type: none"> • Understand difference between half and whole steps <p>Terms (additional)</p> <ul style="list-style-type: none"> • pizzicato • tone • up bow/down bow • legato • intonation • harmonics • key signature • shifting • martelé • arco • détaché • tie • slur • octave <p>Staff Notation (additional)</p> <ul style="list-style-type: none"> • up bow • down bow • lift bow (circle bow)

Tone Production/ Fundamentals	Musicianship Skills	Form	Interpretation Skills
<p>WOODWIND/ BRASS</p> <p>Tone Production</p> <ul style="list-style-type: none"> • embouchure • breath support • aural concept of a good sound <p>STRINGS</p> <p>Posture and Hand Position</p> <ul style="list-style-type: none"> • sitting/standing position • bow hold • left hand placement • right hand placement • posture <p>Tone Production</p> <ul style="list-style-type: none"> • clear, even tone • awareness of pitch variations • adjustment of finger position to very pitch • bow/arm weight • bow path • bow distribution 	<p>Develop improvisational skills:</p> <ul style="list-style-type: none"> • play tunes by ear • play tunes from memory • improvize simple tunes based on chords and scales. 		<p>Develop creative ability.</p> <p>Develop positive attitude toward self and others.</p> <p>Develop self-confidence.</p> <p>Develop poise and stage presence.</p> <p>Develop musical independence and perform self-directed activities.</p>

Technical Skills

Basic (all)	Woodwind/Brass	Percussion	String
<p>Advanced Rhythm Patterns simple</p> 	<p>Range</p> <ul style="list-style-type: none"> up to 2 - 2 octaves 	<p>Snare Drum</p> <ul style="list-style-type: none"> refinement in 5, 9, 11, 13, 17 stroke roll ruffs, flams, off-beat accents combined with paradiddles 	<p>Bowing</p> <ul style="list-style-type: none"> spiccato slurring many notes in one bow
<p>compound</p> 	<p>Articulation</p> <ul style="list-style-type: none"> more precise attacks/releases more musical articulation legato/staccato/tenuto trombone: legato tonguing matching articulations in sectional/ensemble playing lip flexibility 	<p>Advanced Rhythms simple</p> 	<p>Left Hand</p> <ul style="list-style-type: none"> continue to develop dexterity vibrato trilling with all fingers
<p>Meter</p> <ul style="list-style-type: none"> 5 6 9 12 4 4 8 8 hemiola changing meters more compound meters 	<p>Alternate Fingerings</p>	<p>compound</p> 	<p>Scales/Arpeggios</p> <ul style="list-style-type: none"> Violin: <ul style="list-style-type: none"> add: B\flat, F, E (1 octave); D, G, A, C (2 octaves) add: a, d, e, g (natural, harmonic, melodic) (2 octaves)
<p>Transposition at 8^{ve}</p>	<p>Transposition at 8^{ve}</p>	<p>Tympani</p> <ul style="list-style-type: none"> refinement of rolls cross-sticking 	<ul style="list-style-type: none"> Viola: <ul style="list-style-type: none"> add: G, D (2 octaves); B\flat, F, E, A (1 octave) add appropriate minor scales
<p>Dynamics</p> <ul style="list-style-type: none"> <i>pp, p, mp, mf, f, ff, sfzp, fp < sfz > < > ^</i> 	<p>Scales/Arpeggios</p> <ul style="list-style-type: none"> Major: B\flat, E\flat, F, A\flat, C, G, D, A Minor: A, C, G (harmonic and melodic) modes 	<p>Mallet Instruments</p> <ul style="list-style-type: none"> refinement of rolls 2-part playing 	<ul style="list-style-type: none"> Cello: <ul style="list-style-type: none"> add: G, D (2 octaves); F, B\flat (1 octave)
		<p>Multiple Percussion</p>	<ul style="list-style-type: none"> Bass: <ul style="list-style-type: none"> appropriate scales up through fifth position

- Intermediate Level

Tone Production/ Fundamentals	Musicianship Skills	Form	Interpretation Skills
<p>WOODWIND/ BRASS</p> <p>Tone Production</p> <ul style="list-style-type: none"> • Refinement in embouchure for changes in registers • Fine tuning techniques • Breath control: <ul style="list-style-type: none"> • 8 seconds for flutes and tuba • 15 seconds for all others • Tone quality: awareness of good tone • Evenness of sound throughout the instrument <p>Intonation</p> <ul style="list-style-type: none"> • Refine the ability to correct intonation. • Develop an awareness of intonation problems specific to a given instrument and possible solutions. • Tune 3 or 4 note chords. <p>PERCUSSION</p> <ul style="list-style-type: none"> • Develop execution of stroke for the best tone. 	<p>Patsch rhythms listed in Technical Skills</p> <p>Sing all melodies using solfège</p> <p>Transposition at 8^{va}</p> <p>Tuning of 3 or 4 note chords</p> <p>Recognizing quality of chords</p> <p>STRINGS (additional)</p> <p>Develop ability to tune own instrument</p> <p>Improvisation of melodies using primary triads</p>	<p>Recognize and understand the following forms as related to the literature studied:</p> <ul style="list-style-type: none"> • extended Binary and Ternary • suite • symphony • theme and variations • rondo • sonata • overture <p>Stylistic features of music</p> <p>Historical context of repertoire studied</p> <p>Structure and background of</p> <ul style="list-style-type: none"> • instruments • band • symphony • ensembles • jazz • composers <p>STRINGS (additional)</p> <p>Structure and background of:</p> <ul style="list-style-type: none"> • symphony orchestra • chamber music 	<p>Same as Beginning Level</p>

Technical Skills

Basic (all)	Woodwind/Brass	Percussion	String
<p>Recognize and understand the function of the following:</p> <ul style="list-style-type: none"> • grave • adagio • andantino • dolce • simile • meno • sostenuto • molto subito • alla marcia • diminuendo • rallentando • allargando • grandioso • cantabile • largo • presto • agitato • marcato • a tempo • piu • tutti • tacet • poco a poco • octave • 8^{ve} • grazioso <p>STRINGS</p> <p>Terms (additional)</p> <ul style="list-style-type: none"> • vibrato • staccato • sul tasto • sul ponticello • con sordino • tremolo • spiccato • chromatic • unis/divisi 			<p>All scales are to be done with variations of rhythms, articulations, and bowings.</p>

Tone Production/ Fundamentals	Musicianship Skills	Form	Interpretation Skills
<p>STRINGS</p> <ul style="list-style-type: none"> • refine and demonstrate good posture • refine tone (bow control and distribution) • refine ability to discern small variations in pitch and adjust accordingly 			

Technical Skills

Basic (all)	Woodwind/Brass	Percussion	String
<p>Meter 2 3 4 7 7 2 2 2 4 8</p> <p>Conducting Patterns</p> <ul style="list-style-type: none"> Recognize and conduct simple, duple and complex meters from 2-7 beats <p>Transposition</p> <ul style="list-style-type: none"> Transposition at the 2nd, 3rd, or 5th, relative to instrument transpositions <p>Dynamics</p> <ul style="list-style-type: none"> perform dynamics with characteristic tone, even at the extremes of instrument range show sensitivity of dynamics within the context of the section, full ensemble and solo performance <p>Terms - as per <i>For Young Musicians</i></p> <p>STRINGS</p> <p>Terms (additional)</p> <ul style="list-style-type: none"> ricohett portamento glissando col legno 	<p>Range</p> <ul style="list-style-type: none"> full accepted ranges with extensions on all instruments <p>Articulation</p> <ul style="list-style-type: none"> articulation to reflect the natural accents found within simple and compound meter lip flexibility into the more extreme ranges rapid single tonguing and basic skill in double, triple, and flutter tonguing <p>Scales/Arpeggios/V₇</p> <ul style="list-style-type: none"> Major: up to and including 6\sharp and 6\flat Melodic and harmonic relative minor: up to and including 4\sharp and 4\flat Chromatic: two octaves Arpeggios: I, IV, V, V₇ in all the above keys modes 	<p>Snare Drum</p> <ul style="list-style-type: none"> refinement of concert roll double and single stroke rolls (open-closed-open) 7 stroke roll <p>Rhythms complex rhythms 5 7 7 4 4 8</p> <p>Tympani</p> <ul style="list-style-type: none"> required tuning for literature complete control of rolls on each drum at each dynamic level <p>Mallets</p> <ul style="list-style-type: none"> refinement of single stroke roll octave playing use of 3-4 mallets 	<p>Bowing</p> <ul style="list-style-type: none"> refine bow techniques introduced earlier col legno sul ponticello ricochett slurred staccato portamento <p>Left Hand</p> <ul style="list-style-type: none"> harmonics (artificial) thumb position (cello) vibrato position work: 5th position (violin) shifting <ul style="list-style-type: none"> adjacent finger shifts foundation shifts replacement shifts glissando complex double stops backward/forward extensions (cello) <p>Scales/Arpeggios</p> <ul style="list-style-type: none"> Violin/viola: <ul style="list-style-type: none"> add: E\flat, A\flat one finger scales with each finger natural, harmonic, and melodic minor scales 3 octave scales and arpeggios up to 4\sharp and 4\flat

- Advanced Level

Tone Production/ Fundamentals	Musicianship Skills	Form	Interpretation Skills
<p>Tone Production</p> <ul style="list-style-type: none"> • hold a pleasant tone for 25-30 seconds (flutes and tubas 10-15 seconds) • demonstrate good tone quality in extreme and extended ranges • implement characteristic vibrato; know when to use it <p>Intonation</p> <ul style="list-style-type: none"> • adjust pitch using embouchure adjustments and alternate fingerings <p>PERCUSSION</p> <ul style="list-style-type: none"> • tune and otherwise adjust membranetic instruments 	<p>Recognize</p> <p>Intervals</p> <ul style="list-style-type: none"> • All major, minor, perfect, and diminished intervals within the compass of an octave above and below a given pitch <p>Chords</p> <ul style="list-style-type: none"> • Major, minor, augmented, diminished, and dominant seventh <p>Scales</p> <ul style="list-style-type: none"> • whole tone, pentatonic, chromatic, minor (harmonic, methodic, and natural), major, modes • Sing each scale <p>Sing melodies using solfège</p> <p>Sing all intervals listed above</p> <p>Identify</p> <ul style="list-style-type: none"> • melodies, rhythms, and meters • music characteristic of various historical periods 	<p>Recognize and understand</p> <ul style="list-style-type: none"> • sonata • theme and variation • rondo • suite • symphony <p>Continuation and addition of forms as found in band and orchestral literature</p>	<p>Same as Beginning and Intermediate Levels</p> <p>Knowledge of stylistic performance practices</p>

Technical Skills

Basic (all)	Woodwind/Brass	Percussion	String
			<ul style="list-style-type: none"> • Cello: <ul style="list-style-type: none"> • add: A, E, E\flat, A\flat, B\flat, F (2 octaves) • natural, harmonic, and melodic minor scales up to 4\sharp and 4\flat • 3 octave scales and arpeggios • Bass: all scales and arpeggios (major and minor) up to 4\sharp and 4\flat • Chromatic scales • Arpeggios: I, IV, V, V$_7$ in all the above keys

Tone Production/ Fundamentals	Musicianship Skills	Form	Interpretation Skills
<p>STRINGS</p> <p>Posture</p> <ul style="list-style-type: none"> • good posture as a reflex action <p>Intonation</p> <ul style="list-style-type: none"> • demonstrate almost perfect intonation in first position • refine ability to discern pitch discrepancies in position playing <p>Tone Production</p> <ul style="list-style-type: none"> • good sound with well-developed vibrato • smooth bow changes 			