

Instrumental Guidelines – AS91949, AS91270, AS91416

Brass

These guidelines focus on the technical dimensions of the achievement criteria for solo performance for brass. In considering elements of brass technique, it is the integration of the use of air, fingering and articulation with musical aims that creates the challenge for brass instruments.

Level 1	Level 2	Level 3																		
<p>Standard 91949</p> <p>This achievement standard involves students demonstrating music performance skills.</p> <table border="1" data-bbox="53 647 770 922"> <thead> <tr> <th>Achievement</th> <th>Achievement with Merit</th> <th>Achievement with Excellence</th> </tr> </thead> <tbody> <tr> <td>Demonstrate music performance skills</td> <td>Demonstrate effective music performance skills</td> <td>Demonstrate assured music performance skills</td> </tr> </tbody> </table>	Achievement	Achievement with Merit	Achievement with Excellence	Demonstrate music performance skills	Demonstrate effective music performance skills	Demonstrate assured music performance skills	<p>Standard 91270</p> <p>This achievement standard involves performing two substantial pieces of music as a featured soloist.</p> <table border="1" data-bbox="806 624 1487 970"> <thead> <tr> <th>Achievement</th> <th>Achievement with Merit</th> <th>Achievement with Excellence</th> </tr> </thead> <tbody> <tr> <td>Perform two substantial pieces of music as a featured soloist.</td> <td>Perform two substantial pieces of music effectively as a featured soloist.</td> <td>Perform two substantial pieces of music convincingly as a featured soloist.</td> </tr> </tbody> </table>	Achievement	Achievement with Merit	Achievement with Excellence	Perform two substantial pieces of music as a featured soloist.	Perform two substantial pieces of music effectively as a featured soloist.	Perform two substantial pieces of music convincingly as a featured soloist.	<p>Standard 91416</p> <p>This achievement standard involves performing two programmes of music as a featured soloist.</p> <table border="1" data-bbox="1525 624 2197 970"> <thead> <tr> <th>Achievement</th> <th>Achievement with Merit</th> <th>Achievement with Excellence</th> </tr> </thead> <tbody> <tr> <td>Perform two programmes of music as a featured soloist.</td> <td>Perform two programmes of music effectively as a featured soloist.</td> <td>Perform two programmes of music convincingly as a featured soloist.</td> </tr> </tbody> </table>	Achievement	Achievement with Merit	Achievement with Excellence	Perform two programmes of music as a featured soloist.	Perform two programmes of music effectively as a featured soloist.	Perform two programmes of music convincingly as a featured soloist.
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<p>Fingering and Notation</p> <p>Students in their third year of itinerant lessons should demonstrate skill playing all notes across a range of up to and including a compound 4th for the instrument. They will be able to play pieces in different keys of up to 2 to 3 sharps and flats and at an either fast or slow tempo. They should be secure in pitching small intervallic leaps and using accurate fingering or slide positions.</p> <p>For Merit, students will demonstrate greater control in</p>	<p>Fingering and Notation</p> <p>Students in their fourth year of itinerant lessons should demonstrate skill playing all notes across a range of up to and including a compound 6th for the instrument. They will be able to play pieces in different keys of up to 4 to 5 sharps and flats and should be secure in pitching wider intervallic leaps and using accurate fingering or slide positions in standard and alternative positions.</p> <p>At Merit level, melodic leaps especially involving the</p>	<p>Fingering and notation</p> <p>By the fifth year of itinerant lessons, students should demonstrate skill playing all notes across a range of two octaves and beyond in all keys. Students should be in control of performing individual notes using a range of fingerings and/or slide positions and triggers.</p> <p>At Merit level, students should be able to demonstrate additional pitch control using their mouth-piece. This may include pitching notes up or down slightly to add</p>																		

performing intervals up to an octave apart. Leaps involving notes on the harmonic series which do not require a change of fingering should for the most part be accurately placed.

For Excellence, this should be evident across the full range of notes.

Sound production

The use of air demonstrates some control of the tone typically associated with the timbre of the instrument. This includes control of intonation; phrasing and use of a range of dynamics from *p* to *f*. Students should have some awareness of good breath control and delivering an even sound. They should manage two bar phrasing with ease. Articulation should include slurred and detached notes together with the ability to demonstrate clean attack and release.

At Merit level, students will demonstrate a greater sense of phrasing and use of dynamics which shows an understanding for the style of the music. Sound production should demonstrate good tonguing, slurring, staccato and accentuated playing.

By Excellence level, the playing will be expressive with well projected tone colour which will aid in displaying stylistic interpretation.

Stylistic interpretation

Generally, note delivery should be consistent with the style of the music.

harmonic series should be more consistent.

At the Excellence level, valve instrumental players should demonstrate confident fingering in faster scale passages and slide instruments accurate positions over a range a faster notes.

Sound production

The use of air control should be developing. Technical skills at this level include demonstrating gradual and sudden dynamic change from *pp* to *ff*. In addition to clean attack and release of notes, students should show even control in sustaining longer notes. Articulation should demonstrate sustained phrasing, slurs and fast repeated notes with accents. Where other instrumentalists are involved in the performance, there should be attention to the tuning of other instruments.

At the Merit level, greater instrumental control involving double tonguing, portamento and glissando and the use of tone altering devices such as mutes should be evident.

By Excellence level, students will be showing sensitivity in tuning individual notes to bring character and authenticity to the music.

Stylistic interpretation

Performance demonstrates authentic rhythmic and tonal qualities, for example swing rhythm, 12 bar rhythm and blues style.

character or accuracy to the performance.

By Excellence the student is the well-rounded performer, demonstrating total pitch and tonal control.

Sound production

At Level 3, the performer now demonstrates secure attention to attack, sustain, delay and release of individual notes. Musical passages will demonstrate a full range of dynamic contrasts which may have sudden changes. Performers will also demonstrate controlled rhythms and attention to a wide range of articulation devices including *fp* notes, martellato and double and triple tonguing.

To achieve at Merit students should demonstrate some versatility in performance styles and technique, adjusting from one to the next style with ease.

To achieve Excellence, students should be selecting repertoire which allows full demonstration of their advanced musical technique and understanding. Performances should be expressive, highly accurate, and fully consistent with musical style.

Stylistic interpretation

For curriculum Level 8, students will be able to display clear stylistic and interpretive understandings across a range of musical genre.