

## Instrumental Guidelines – 91949, 91270, 91416

### Woodwind

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

Level 1			Level 2			Level 3		
91949			91270			91416		
This achievement standard involves students demonstrating music performance skills.			This achievement standard involves performing two substantial pieces of music as a featured soloist.			This achievement standard involves performing two programmes of music as a featured soloist.		
Achievement	Achievement with Merit	Achievement with Excellence	Achievement	Achievement with Merit	Achievement with Excellence	Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate music performance skills	Demonstrate effective music performance skills	Demonstrate assured music performance skills	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.	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.
<b>Fingering</b>			<b>Fingering</b>			<b>Fingering</b>		
Students in their third year of itinerant lessons should demonstrate fingering skills across different registers of at least 2 octaves of 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. At Merit level, students will demonstrate mostly accurate and fluent playing with the appropriate articulation. For Excellence, accuracy and fluency will be demonstrated at the marked tempo			Students in their fourth year of itinerant lessons should demonstrate fingering skills across different registers of most of the range of the instrument in different keys up to 4 sharps and flats and at moderately extreme tempi. At Merit level, students will demonstrate mostly accurate and fluent playing with the appropriate articulation. For Excellence, accuracy and fluency will be demonstrated at the marked tempo in conjunction with			Students in their fifth year of itinerant lessons should demonstrate fingering skills across different registers of the entire range of the instrument (minus the extreme upper register). They will perform pieces in different keys and at different, as well as more extreme, tempi. Merit students will demonstrate mostly accurate and fluent playing with appropriate articulation. For Excellence, consistent accuracy and		

together with clarity of articulation.

### **Air**

The use of air maintains some control of the tone typically associated with the timbre of the instrument. Students should have some awareness and control of intonation and phrasing as well as a small range of dynamics through their use of air.

At Merit level, students will demonstrate a good sense of intonation, some sense of phrasing, and the use of dynamics showing an understanding for the style of the music. Intonation will be generally consistent with effective phrasing and the use of different dynamics.

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

### **Articulation**

For Achievement, students should be able to demonstrate a small range of articulation skills including tonguing, slurring, staccato and accent. At Merit level, clarity and some accuracy of articulation will be evident. For Excellence, clarity and accuracy of articulation will be demonstrated in conjunction with phrasing and dynamics which are stylistically appropriate to genre.

clarity of articulation.

### **Air**

The use of air maintains control of the tone typically associated with the timbre of the instrument. Students should demonstrate awareness and control of intonation and phrasing as well as a range of dynamics through their use of air. For Merit, students will exhibit a good sense of intonation, some sense of phrasing, and the use of dynamics showing an understanding for the style of the music. At Excellence level, intonation will be consistent. There will also be evidence of effective phrasing, the use of a range of dynamics, expressive and well projected tone colour, which will all aid the student in displaying consistent stylistic interpretation.

### **Articulation**

Students should be able to demonstrate a wider range of articulation skills including tonguing, slurring, staccato, tenuto, accent etc. For Merit, clarity and general accuracy of articulation will be evident. At Excellence level, clarity and accuracy of articulation will be demonstrated in conjunction with phrasing and dynamics which are stylistically appropriate to genre.

fluency will be displayed at a challenging tempo in conjunction with clarity of articulation.

### **Air**

The use of air consistently displays control of the tone typically associated with the timbre of the instrument. Students should also have control of intonation, colour, more extensive phrasing as well as a wide range of dynamics through their use of air. At Merit level, students will demonstrate mostly accurate intonation, a good sense of phrasing, some use of instrumental colour and some effective use of dynamics to demonstrate an understanding for the style of the music. For Excellence, student performers will display consistent intonation, effective and extensive length of phrasing with the use of a wide range of dynamics. Further, there will be evidence of expressive and well projected tone colour, allowing the student to display clear stylistic interpretation.

### **Articulation**

Students should be able to demonstrate a full range of articulation skills as well as articulations in different combinations. For Merit, clarity of articulation will be evident. At Excellence level, clarity of articulation is demonstrated in conjunction with phrasing and dynamics which are stylistically appropriate for genre. There may be some use of double- or triple-tonguing at

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