

Musicianship Levels 1 and 2

	Level 1	Level 2
Pitch and Tonality	<ul style="list-style-type: none"> • Motifs: <i>s-m; s-l-s; s-l-s-m; m-l; l-m</i> • Tonesets: <i>m-r-d; s-m-d; l-s-m-d; s-m-r-d; l-s-m-r-d</i> • Intervals of Major 2nd and Minor 3rd 	<ul style="list-style-type: none"> • Add pentatonic extension notes: <i>l, s, d'</i> • Major/minor triads <i>d-m-s; l,-d-m</i> • Simple major/minor triad transformation • The <i>do pentatonic</i> scale • <i>Do pentatonic</i> intervals
Rhythm, Form and Structure	<ul style="list-style-type: none"> • Duple, triple and quadruple metre in simple time (2/4; 3/4; 4/4) • Simple time rhythmic elements to include: <i>ta; ti-ti; ta rest</i> • Compound time rhythmic elements to include: <i>tai; ti-ti-ti; tai rest</i> • Introduction to simple question-and-answer phrases in 4/4 metre (2 bars in total), incorporating known rhythmic and melodic elements 	<ul style="list-style-type: none"> • Duple, triple and quadruple metre in simple time (2/4; 3/4; 4/4) • Duple metre in compound time (6/8) • Simple time rhythmic elements to include: <i>tika-tika; ti-tika; tika-ti; tim-ka; ta-a</i> • Compound time rhythmic elements to include: <i>tai; ti-ti-ti; ta ti; tai rest</i> • Introduction to simple question-and-answer phrases in 4/4 metre (4 bars in total), incorporating known rhythmic and melodic elements • Introduction to form
Sight Reading	<ul style="list-style-type: none"> • Read 4/4 rhythm cards (incorporate <i>ta, ti-ti, ta rest</i>) • Read phrases from handsigns using melodic motifs selected from: <i>s-m; m-s; s-l-s; s-l-s-m</i> • Read <i>s-m</i> phrases from the staff (max 8 notes; no clef or rhythm indicated) • Read 4-beat phrases from stick notation (incorporate <i>ta, ti-ti</i> and <i>s-m</i>) 	<ul style="list-style-type: none"> • Read 4/4 or 3/4 rhythm cards (incorporate <i>tika-tika, ta-a</i>) • Read a stepwise melody from handsigns using a <i>l-s-m-r-d</i> toneset. • Read 2-bar stepwise melodies in 4/4 from stick notation using a <i>l-s-m-r-d</i> toneset • Read from staff (no clef or rhythm) a short phrase (stepwise melody) using following tonesets: <i>l-s-m; s-m-</i>

		<i>d; m-r-d</i>
Part Work	<ul style="list-style-type: none"> • Sing known songs with text and perform the pulse with physical movements (eg. tap, clap, walk) • Sing known songs with a <i>ta rest</i> ostinato • Sing known songs with text and perform the rhythm with physical movements (eg. tap, clap). Rests to be shown with a physical gesture and vocalised sound (eg. 'sh') 	<ul style="list-style-type: none"> • Sing known songs, with text, in 2/4 metre, with conducting • Sing known songs with a <i>ta ti-ti</i> ostinato. • Sing known songs, with text, in 6/8 metre, with conducting (in duple time) • Sing known songs with text and tap the rhythm; rhythmic elements to include <i>ti-tika, tika-ti, tim-ka</i> (in 2/4, 3/4 and 4/4 metre) • Sing known songs in 6/8 metre and tap the rhythm; rhythmic elements to include <i>tai, ti-ti-ti, ta ti, tai rest</i>
Memory and Dictation	<ul style="list-style-type: none"> • Sing songs (in 2/4, 3/4, 4/4, 6/8 metres) from memory - with text, rhythm names or solfa, demonstrating good intonation and phrasing • Speak rhymes from memory, with text, demonstrating a feeling for pulse, structure and phrasing • Identify 4/4 rhythm phrases with rhythm names <i>ta, ti-ti, ta rest</i> • Identify 4/4 melodic phrases with solfa names using the motifs <i>s-m; m-s; s-l-s; s-l-s-m</i> 	<ul style="list-style-type: none"> • Sing songs (in 2/4, 3/4, 4/4, 6/8 metres and in any of the tonesets the following tonesets: a) <i>s-m-r-d</i>; b) <i>l-s-m-d</i>; c) <i>l-s-m-r-d</i>; d) <i>m-r-d-l</i>; e) <i>m-r-d-l-s</i>, from memory - with text, rhythm names or solfa, demonstrating good intonation and phrasing • Identify bars of rhythm in 4/4 metre with rhythm names <i>ta, ti-ti, ta-a, tika-tika, ta rest</i> • Identify bars of melody in 4/4 metre with solfa names in the tonesets <i>l-s-m; s-m-d; m-r-d</i>
Creative (Improvisation/Composition)	<ul style="list-style-type: none"> • Improvise an answering phrase to a question phrase, each consisting of one 4/4 bar of rhythm, using rhythm names <i>ta, ti-ti</i> • Improvise an answering phrase to a melodic question phrase, using <i>ta, ti-ti</i> and <i>s-m</i> • Compose 2 bars of 4/4 in length incorporating <i>ta, ti-ti</i> and <i>s-m; s-l-s-m</i> 	<ul style="list-style-type: none"> • Improvise an answering phrase to a question phrase, each consisting of two 4/4 bars of rhythm, using rhythm names <i>ta, ti-ti, tika-tika, ta-a, ta rest</i> • Improvise an answering phrase to a melodic question phrase, each consisting of two 4/4 bars, using rhythm names <i>ta, ti-ti, tika-tika</i> (this to be sung on one pitch only) and <i>l-s-m-r-d</i> (stepwise movements only)

		<ul style="list-style-type: none"> • Compose a 2-bar (4/4) melody, incorporating <i>ta</i>, <i>ti-ti</i>, <i>tika-tika</i>, <i>ta-a</i>, <i>ta rest</i> and <i>l-s-m-r-d</i> (stepwise movements only); these can be written in stick and staff notation
Style and Period	Repertoire to be taken from: <ul style="list-style-type: none"> • Children’s songs and games • Folk songs 	Repertoire to be taken from: <ul style="list-style-type: none"> • Children’s songs and games • Folk songs

DISCLAIMER

The content of this curriculum is an indication of the standard required for each BKA musicianship level.