

## LEVEL 1 B<sup>b</sup> FLUTE MUSIC – THEORY

|   |             | Credit                                                                                                                          | Tutor Approval |
|---|-------------|---------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | Activity    | Stave (Short):                                                                                                                  |                |
|   | Ingredients | Understand and be able to draw a Stave.                                                                                         |                |
|   |             | Basic understanding of the use of a leger line and its relationship to Penny Whistle / B <sup>b</sup> Flute.                    |                |
|   |             | Correctly write a treble clef on the stave.                                                                                     |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 2 | Activity    | Notes – Pitch:                                                                                                                  |                |
|   | Ingredients | Name the pitch names of all notes used for the Penny Whistle / B <sup>b</sup> Flute.                                            |                |
|   |             | Demonstrate the correct placement of notes on the Stave.                                                                        |                |
|   | Measurement | Demonstrate understanding of relationship and association to Penny Whistle / B <sup>b</sup> Flute.                              |                |
| 3 | Activity    | Notes – Duration:                                                                                                               |                |
|   | Ingredients | Recognise the 6 note duration names and shapes.                                                                                 |                |
|   |             | Be able to draw and explain the shapes.                                                                                         |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 4 | Activity    | Doted and Cut Notes:                                                                                                            |                |
|   | Ingredients | Understand what a dot does to the duration of a note.                                                                           |                |
|   |             | Understand what a cut does to the duration of a note.                                                                           |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 5 | Activity    | Rhythm and Kinds of Time:                                                                                                       |                |
|   | Ingredients | Demonstrate a basic understanding of Rhythm.                                                                                    |                |
|   |             | Understand and name the different kinds of time (Duple / Triple / Quadruple).                                                   |                |
|   |             | Understand and be able to explain the natural pulse patterns of the 3 kinds of time.                                            |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 6 | Activity    | Bar Lines:                                                                                                                      |                |
|   | Ingredients | Understand the purpose of a Bar line.                                                                                           |                |
|   |             | Understand what a Bar is.                                                                                                       |                |
|   |             | Understand Double Bar Lines                                                                                                     |                |
|   |             | Understand Repeat Marks                                                                                                         |                |
|   |             | Understand 1st and 2nd Time Indicators                                                                                          |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 7 | Activity    | Writing Music:                                                                                                                  |                |
|   | Ingredients | Write out 4 bars from a tune with a 4/4 time signature by copying onto manuscript paper from set music provided.                |                |
|   | Measurement | Demonstrate a confidence in this activity, presenting the outcome in a clear and neat format.                                   |                |

## LEVEL 2 B<sup>b</sup> FLUTE MUSIC – THEORY

|   |             | Credit                                                                                                                                                                                                                                                                                                                                               | Tutor Approval |
|---|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | Activity    | Rhythm:                                                                                                                                                                                                                                                                                                                                              |                |
|   | Ingredients | Understand simple time rhythms:                                                                                                                                                                                                                                                                                                                      |                |
|   |             | Pulse Patterns                                                                                                                                                                                                                                                                                                                                       |                |
|   |             | What constitutes a simple beat note                                                                                                                                                                                                                                                                                                                  |                |
|   |             | Understand (and recognise) the terms:                                                                                                                                                                                                                                                                                                                |                |
|   |             | Simple double time                                                                                                                                                                                                                                                                                                                                   |                |
|   |             | Simple triple time                                                                                                                                                                                                                                                                                                                                   |                |
|   |             | Simple quadruple time                                                                                                                                                                                                                                                                                                                                |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web.                                                                                                                                                                                                                      |                |
| 2 | Activity    | Time Signatures                                                                                                                                                                                                                                                                                                                                      |                |
|   | Ingredients | Explain what a time signature is:                                                                                                                                                                                                                                                                                                                    |                |
|   |             | Its purpose and position                                                                                                                                                                                                                                                                                                                             |                |
|   |             | Different types used                                                                                                                                                                                                                                                                                                                                 |                |
|   |             | Purpose of the upper figure                                                                                                                                                                                                                                                                                                                          |                |
|   |             | Purpose of the lower figure                                                                                                                                                                                                                                                                                                                          |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. Using knowledge gained on Barlines in Level 1 and in this activity, be able to place Bar Lines according to a time signature and identify time signatures for music where the time signature has not been specified. |                |
| 3 | Activity    | Treble Clef:                                                                                                                                                                                                                                                                                                                                         |                |
|   | Ingredients | Explain what a treble clef is:                                                                                                                                                                                                                                                                                                                       |                |
|   |             | Understand its purpose                                                                                                                                                                                                                                                                                                                               |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web.                                                                                                                                                                                                                      |                |
| 4 | Activity    | Music Writing – Embellishments:                                                                                                                                                                                                                                                                                                                      |                |
|   | Ingredients | Demonstrate ability to write all “movements / signs” covered in B <sup>b</sup> flute Musicianship Level 2.                                                                                                                                                                                                                                           |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. Music writing must be tidy and well presented.                                                                                                                                                                       |                |
| 5 | Activity    | Music Writing – Tune:                                                                                                                                                                                                                                                                                                                                |                |
|   | Ingredients | Write out 8 Bars of a Simple Time tune from memory.                                                                                                                                                                                                                                                                                                  |                |
|   | Measurement | Demonstrate competence in music writing in a tidy and well presented manner.                                                                                                                                                                                                                                                                         |                |
| 6 | Activity    | Duration:                                                                                                                                                                                                                                                                                                                                            |                |
|   | Ingredients | Be able to draw a note value table and understand relative note durations:                                                                                                                                                                                                                                                                           |                |
|   |             | Understand the musical term “Duration”                                                                                                                                                                                                                                                                                                               |                |
|   |             | Understand the musical term “Notes”                                                                                                                                                                                                                                                                                                                  |                |
|   |             | Understand relationship of each duration note to the Semi-breve                                                                                                                                                                                                                                                                                      |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web.                                                                                                                                                                                                                      |                |

## LEVEL 3 B<sup>b</sup> FLUTE MUSIC – THEORY

|          |             | Credit                                                                                                                                                                         | Tutor Approval |
|----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>1</b> | Activity    | Revision of “Name the Instrument” Music Theory Level 2                                                                                                                         |                |
|          | Ingredients | Revise all Activities in level B <sup>b</sup> Flute Music Theory Level 2, maintaining and developing depth of knowledge.                                                       |                |
|          | Measurement | Demonstrate continued understanding of these activities by use of worksheets offered in the suggested information resources or by use of those on the BB Web.                  |                |
| <b>2</b> | Activity    | Music Writing                                                                                                                                                                  |                |
|          | Ingredients | Continue developing skills in music writing.                                                                                                                                   |                |
|          |             | Be able to write various combinations of embellishments / signs covered in B <sup>b</sup> Flute Musicianship Level 2.                                                          |                |
|          | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. Music writing must be tidy and well presented. |                |
| <b>3</b> | Activity    | Music Writing                                                                                                                                                                  |                |
|          | Ingredients | Continue developing skills in music writing.                                                                                                                                   |                |
|          |             | Be able to write a 2 parted 2/4 March from memory.                                                                                                                             |                |
|          | Measurement | Demonstrate competence in music writing in a tidy and well presented manner.                                                                                                   |                |
| <b>4</b> | Activity    | Music Writing                                                                                                                                                                  |                |
|          | Ingredients | Continue developing skills in music writing.                                                                                                                                   |                |
|          |             | Be able to write a 2 parted 4/4 March from memory.                                                                                                                             |                |
|          | Measurement | Demonstrate competence in music writing in a tidy and well presented manner.                                                                                                   |                |
| <b>5</b> | Activity    | Sight Reading                                                                                                                                                                  |                |
|          | Ingredients | Begin to develop sight reading skills.                                                                                                                                         |                |
|          |             | Gain a basic understanding of the techniques and skills associate with this activity.                                                                                          |                |
|          |             | Practise these skills                                                                                                                                                          |                |
|          | Measurement | Demonstrate a basic understanding accepting development of these skills takes time.                                                                                            |                |

## LEVEL 4 B<sup>b</sup> FLUTE MUSIC – THEORY

|   |             | Credit                                                                                                                          | Tutor Approval |
|---|-------------|---------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | Activity    | Rhythm:                                                                                                                         |                |
|   | Ingredients | Understand compound time rhythms:                                                                                               |                |
|   |             | Pulse Patterns                                                                                                                  |                |
|   |             | What constitutes a compound beat note                                                                                           |                |
|   |             | Demonstrate ability to understand and beat compound monotone exercises                                                          |                |
|   |             | Understand (and recognise) the terms:                                                                                           |                |
|   |             | Compound double time                                                                                                            |                |
|   |             | Compound triple time                                                                                                            |                |
|   |             | Compound quadruple time                                                                                                         |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 2 | Activity    | Music Writing                                                                                                                   |                |
|   | Ingredients | Continue developing skills in music writing.                                                                                    |                |
|   |             | Be able to write 8 bars of a 6/8 March from memory.                                                                             |                |
|   | Measurement | Demonstrate competence in music writing in a tidy and well presented manner.                                                    |                |
| 3 | Activity    | Music Writing                                                                                                                   |                |
|   | Ingredients | Continue developing skills in music writing.                                                                                    |                |
|   |             | Be able to write the first part of a March from memory.                                                                         |                |
|   | Measurement | Demonstrate competence in music writing in a tidy and well presented manner.                                                    |                |
| 4 | Activity    | Ledger line:                                                                                                                    |                |
|   | Ingredients | Explain the use of a ledger line                                                                                                |                |
|   | Measurement | Demonstrate understanding by use of worksheets offered in the suggested information resources or by use of those on the BB Web. |                |
| 5 | Activity    | Great Staff                                                                                                                     |                |
|   | Ingredients | Be able to draw the Great Staff.                                                                                                |                |
|   |             | Understand the purpose of each clef.                                                                                            |                |
|   |             | Be able to name all the notes on the Great Staff.                                                                               |                |
|   |             | Know the pitch position of both the tenor drone and bass drone.                                                                 |                |
|   |             | Know the position of all the notes in the B <sup>b</sup> Flute / Concert flute scale.                                           |                |
|   | Measurement | Demonstrate understanding by drawing the Great Staff and relevant information detailed above from memory.                       |                |
| 6 | Activity    | Sight Reading                                                                                                                   |                |
|   | Ingredients | Continue to develop sight reading skills.                                                                                       |                |
|   |             | Understand the techniques and skills associate with this activity.                                                              |                |
|   | Measurement | Demonstrate sight reading skills by playing, on the practice chanter set pieces.                                                |                |