

# WSMTA Music Literacy Program Curriculum Guide

modified for STRINGS

## Level One

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Clap or tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat
- The student may use any counting method, giving one measure of preparation
- The pattern will include quarter, half and whole notes

#### **Sight-playing (violin only):**

- Play an 8 measure piece or excerpt.
- Scoring will be based on note accuracy, rhythm accuracy and continuity
- The sight-playing example will be in key of D, notes on D and A strings only, with no accidentals. Rhythms will include quarter, half and whole notes.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

### WRITTEN THEORY (Violin Only)

- Identify the number of beats for quarter notes and rests, half notes and whole notes
- Recognize and give definitions for forte and piano symbols
- Identify note direction as up, down, or repeat
- Give the letter names of notes on the treble clef staff and a violin fingerboard diagram: All open strings and notes in the D major scale on the D and A strings (1<sup>st</sup> position).
- Identify half and whole steps on a fingerboard diagram

### LISTENING: No differentiation from keyboard exam.

Give verbal answers to questions concerning examples played by the facilitator:

- Identify low, middle and high sounds
- Identify forte and piano dynamic levels
- Identify the directions of 5 notes as moving up, moving down or repeating
- Listen to an 8 measure example played by the facilitator, then clap the pulse as the facilitator plays the example a second time
- Identify the general quality of music by choosing the best description(s) from a multiple choice list

## Level Two

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Clap or tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat
- The student may use any counting method, giving one measure of preparation
- The pattern will include quarter notes and rests, half notes and rests, dotted half notes and whole notes

#### **Sight-playing (violin only):**

- Play an 8 measure piece or excerpt.
- Scoring will be based on note accuracy, rhythm accuracy, continuity and simple dynamics (f/p).
- The sight-playing example will include notes on all 4 strings (high second fingers), with no accidentals. Rhythms may include quarter notes and rests, half notes and rests, dotted half notes, eighth note pairs and whole notes. Separate bows.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

### WRITTEN THEORY (Violin Only)

- Identify the number of beats for quarter notes and rests, half notes and rests, dotted half notes, and whole notes and rests
- Write in the counting for rhythm examples in 2/4, 3/4 or 4/4 meter
- Recognize and give the definitions for forte and piano symbols, legato and staccato
- Give the letter names of notes on a fingerboard diagram and treble clef staff from open G string to 4<sup>th</sup> finger B on E string. (May include high/low 2<sup>nd</sup> finger, low first finger)
- Draw sharp, flat and natural sign

### LISTENING

Give verbal answers to questions concerning examples played by the facilitator:

- Identify legato and staccato notes
- Identify forte and piano dynamic levels
- Identify the direction of 3 notes as moving up, moving down or repeating
- Listen to an 8 measure example played by the facilitator, then clap the pulse as the facilitator plays the example a second time
- Identify the general quality of music by choosing the best description(s) from a multiple choice list

## Level Three

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Clap or tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat
- The student may use any counting method, giving one measure of preparation
- The pattern may include eighth note pairs, quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, and tied notes

#### **Sight-playing (violin only):**

- Play a short piece (8-12 measures).
- Two-octave range; keys of G, D, A or F major.
- Scoring will be based on note accuracy, rhythm accuracy, continuity, dynamics and bowing (slurs).
- The sight-playing example will include the same rhythms as listed in the rhythm and pulse section above.
- Includes dynamic changes and slurs.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

#### **WRITTEN THEORY (Violin Only)**

- Write in the counting for rhythm examples in 2/4, 3/4 or 4/4 meter. Rhythms may include paired eighth notes, quarter notes and rests, half notes and rests, dotted half notes, and whole notes and rests.
- Recognize and/or give the definitions for piano, mezzo piano, mezzo forte and forte symbols
- Identify ties and slurs
- Explain the meaning of the numbers in a time signature
- Draw sharp, flat and natural symbols on the staff in proper placement
- Draw note stems on note heads in the correct direction and on correct side
- Give the letter names with accidentals of any first-position notes on the staff
- Identify intervals of whole or half steps between notes with accidentals on the staff (first position only)

#### **LISTENING**

Give written answers to questions concerning recorded examples:

- Select a rhythmic pattern from two written examples. The rhythm pattern will be played twice.
- Add a sharp or flat sign in front of a note to indicate movement up or down
- Identify the general quality of music in regard to tempo, dynamic, mood and articulation by choosing the best descriptions from a multiple choice list. (Teachers please note: tempo and dynamic indications use English terms, not Italian.)

## Level Four

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Clap or tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat
- The student may use any counting method, giving one measure of preparation
- The pattern may include eighth note pairs, quarter notes and rests, dotted quarter followed by eighth note, half notes and rests, dotted half notes, whole notes and rests, and upbeats

#### **Sight-playing (violin only):**

- Play a short piece (12 measures). The key may have up to 3 sharps or 2 flats, major or minor. May include accidentals.
- May include the same rhythms as listed in the rhythm and pulse section above
- Scoring will be based on note accuracy, rhythm accuracy, bowings, continuity, dynamics and articulations.
- Includes some fingerings for 3<sup>rd</sup> position shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

#### **WRITTEN THEORY (Violin Only)**

- Write in the counting for rhythm examples in 2/4, 3/4 or 4/4 meter. Rhythms may include eighth notes pairs, quarter notes and rests, dotted quarter followed by eighth note, half notes and rests, dotted half notes, whole notes and rests and upbeat
- Recognize and/or give the definitions for pianissimo, piano, mezzo piano, mezzo forte, forte and fortissimo symbols
- Explain the meaning of the numbers in a time signature
- Recognize and give the definitions for accent, staccato, D.C. al Fine, arco and pizz.
- Give the letter names of notes with accidentals on the treble clef staff from open G string to high D on E string.
- Write the pattern of whole and half steps for major and natural minor scales

#### **LISTENING**

Give written answers to questions concerning recorded examples:

- Identify the tonality of a short, early level piece as major or minor. The piece will be played 3 times.
- Identify the pulse of a piece of music as having 3 or 4 beats per measure. This elementary level piece will contain no eighth notes or upbeats and will be played at a moderate tempo.
- Rhythmic dictation: Write the pattern that you hear. The example will be two measures in 4/4 meter, using any combination of quarter, half, dotted half and whole notes.

## Level Five

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### FUNCTIONAL SKILLS

#### Rhythm and Pulse Development: No differentiation from keyboard exam.

- Clap or tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat
- The student may use any counting method, giving one measure of preparation
- The pattern may include eighth notes and rests, quarter notes and rests, dotted quarter followed by eighth note, half notes and rests, dotted half notes, whole notes and rests, eighth note triplets and upbeats. The pattern may be in 3/4, 4/4, 3/8, or 6/8 meter.

#### Sight-playing (violin only):

- Play a piece (12-16 measures). The key will have up to 3 sharps or 3 flats, major or minor.
- Rhythms may include the same rhythms as listed in the rhythm and pulse section above
- Scoring will be based on note accuracy, rhythm accuracy, bowings, dynamics and continuity
- Includes some fingerings for 3<sup>rd</sup> position shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

#### WRITTEN THEORY (Violin Only)

- Write in the counting for rhythm examples in 2/4, 3/4, 4/4, 3/8 or 6/8 meter. Rhythms may include eighth notes and rests, quarter notes and rests, dotted quarter followed by eighth note, half notes and rests, dotted half notes, whole notes and rests, eighth note triplets and upbeats.
- Write 4-note arpeggios on the staff in same keys as scales for this level (up to 3<sup>#</sup>'s and 3<sup>b</sup>'s)
- Identify major key signatures up to 5<sup>#</sup> and 5<sup>b</sup>
- Add sharps/flats to natural notes on the staff to create ascending scales in keys up to 4<sup>#</sup> and 3<sup>b</sup> including harmonic, natural and melodic minors
- Identify arpeggios on the staff by key and as major or minor (keys up to 3<sup>#</sup>'s and 3<sup>b</sup>'s)

#### LISTENING

Give written answers to questions concerning recorded examples:

- Identify the tonality of a short piece or excerpt as major or minor.
- Identify the pulse of a piece of music as having 3 or 4 beats per measure. This elementary level piece will contain no upbeats and will be played at a moderate tempo.
- Rhythmic dictation: Write the pattern that you hear. The example will be 2 measures in 4/4 meter, using any combination of eighth, dotted quarter, quarter, half, dotted half and whole notes.
- Select a melodic pattern from two written examples

## Level Six

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Clap or tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat
- The student may use any counting method, giving one measure of preparation
- The pattern may include sixteenth notes (grouped only in fours), eighth notes and rests, quarter notes and rests, dotted quarter followed by eighth note, half notes and rests, dotted half notes, whole notes and rests, eighth note triplets and upbeats. The pattern may be in 2/4, 3/4, 4/4, 3/8, or 6/8 meter.

#### **Sight-playing (violin only):**

- Play an early intermediate level piece (12-16 measures). Keys up to 3#/3b. Range to high E (3<sup>rd</sup> position extension).
- Rhythms may include the same rhythms as listed in the rhythm and pulse section above
- Scoring will be based on note accuracy, rhythm accuracy, continuity, dynamics, bowings and articulations.
- Includes some fingerings for 3<sup>rd</sup> position shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types

### WRITTEN THEORY (Violin Only)

- Using examples provided, complete the measures by filling in the missing beats. Examples may be in any meter.
- Write one-octave major and minor ascending scales in selected keys (up to Level 6 scales above). Minors may be natural, melodic or harmonic.
- Identify major key signatures and give the relative minors in keys up to 5<sup>#</sup>'s and 5<sup>b</sup>'s.
- Write major key signatures up to 5<sup>#</sup>'s and 5<sup>b</sup>'s.
- Identify intervals with distances of 3, 5, 6 and 8 and with quality of major, minor or perfect

### LISTENING

Give written answers to questions concerning recorded examples:

- Identify scales as major, natural minor, harmonic minor, or chromatic
- Rhythmic dictation: Write the pattern that you hear. The example will be 4 measures in 4/4 meter, using any combination of four sixteenths, eighth, dotted quarter, quarter, half, dotted half and whole notes.
- Melodic dictation: fill in the missing notes in a 4 measure example

## Level Seven

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### FUNCTIONAL SKILLS

#### Rhythm and Pulse Development: No differentiation from keyboard exam.

- Tap a rhythm pattern, counting aloud, with a metronome tempo of 72 for the quarter beat. Tap the rhythm pattern with the right hand while tapping the pulse with the left hand.
- Use any counting method, giving one measure of preparation
- The pattern may include sixteenth notes (in any grouping) and rests, eighth notes and rests, dotted eighth notes and rests, quarter notes and rests, dotted quarter followed by eighth note, half notes and rests, dotted half notes, whole notes and rests, eighth note triplets and upbeats. The pattern may be in any meter.

#### Sight-playing (violin only):

- Play an intermediate level piece (16-24 measures). Range up to 3<sup>rd</sup> position only.
- The example may include the same rhythms listed in the Rhythm and Pulse section above
- Scoring will be based on note accuracy, rhythm accuracy, continuity, dynamics, bowings and articulations.
- Includes some fingerings for shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

### WRITTEN THEORY (Violin Only)

- Using examples provided, complete the measures by filling in the missing beats. Examples may be in any meter.
- Give enharmonic names of sharped/flatted notes. A fingerboard diagram is provided for visual reference.
- Identify major, minor and perfect intervals on the staff, giving distance and quality, built on any key, up to 3 ledger lines above staff. All intervals from 2-8.
- Write one-octave major and minor ascending scales (natural and harmonic forms) in any scale key up to Level 7 Technique scales.
- Identify major key signatures and give the relative minors up to 6<sup>#</sup>'s and 6<sup>b</sup>'s.
- Write the sharps in order and the flats in order as they would be added to key signatures. (Teachers please note: this is by letter name and symbol only, not on the staff.)

### LISTENING

Give written answers to questions concerning recorded examples:

- Identify the tempo of a piece or excerpt, choosing from a list of Italian terms
- Rhythmic dictation: Write the pattern that you hear. The example will be 4 measures in 6/8 meter, using any combination of two sixteenths, eighth, quarter, dotted quarter, and dotted half notes.
- Melodic dictation: Write the pattern that you hear. The example will be 4 measures in 4/4 meter, using simple rhythms.
- Identify the tonality of a piece or excerpt as major, minor or bitonal
- Identify the form of a short piece as binary (AB), ternary (ABA) or theme and variations

## Level Eight

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Student will need to be able to tap different rhythms with both hands simultaneously. Therefore this exam may not be appropriate for non-keyboard students.

#### **Sight-playing (violin only):**

- Play a mid-intermediate piece (18-24 measures). Range up to 4<sup>th</sup> position only.
- Scoring will be based on note accuracy, rhythm accuracy, continuity, dynamics, bowings and articulations.
- Includes some fingerings for shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

### WRITTEN THEORY (Violin Only)

- Using examples provided, complete the measures by filling in the missing beats. Examples may be in any meter.
- Write major, natural minor, melodic minor and harmonic minor one-octave ascending scales, beginning on any key
- Identify and write parallel and relative natural, melodic, harmonic minor scales, one octave
- Write major, minor and perfect intervals as double-stops in any key, up and down

### LISTENING

Give written answers to questions concerning recorded examples:

- Identify major, minor and perfect intervals, up and down, labeling with distance and quality. Each interval will be played 3 times, melodically and harmonically.
- Identify the tonality of a piece or excerpt as major, minor or modal
- Rhythmic dictation: Write the pattern that you hear. The example will be 4 measures in length and will include any combination of sixteenth, eighth, quarter, half and whole notes, including dotted rhythms.
- Melodic dictation: Write the pattern that you hear. The example will be 4 measures in 4/4 meter, using simple rhythms.
- Identify the form of a piece as binary, ternary, rondo or sonata-allegro



## Level Nine

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Student will need to be able to tap different rhythms with both hands simultaneously. Therefore this exam may not be appropriate for non-keyboard students.

#### **Sight-playing (violin only):**

- Play an upper intermediate level piece (16-24 measures). Range up to 4<sup>th</sup> position only.
- Scoring will be based on note accuracy, rhythm accuracy, continuity, dynamics, bowings and articulations.
- Includes some fingerings for shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

### WRITTEN THEORY -- NO DIFFERENTIATION FROM KEYBOARD EXAM

- Write the counting for rhythm examples in any meter. Write each half beat (example: “1 & 2 &”) into examples using any combination of notes and rests through 32nds, including triplets and upbeats.
- Identify major, natural, harmonic and melodic minor, whole tone and pentatonic scales and white key modes
- Write major, natural, harmonic and melodic minor scales, beginning on any key, and white key modes
- Write major, minor and perfect intervals, up and down, from any note
- Write augmented and diminished 4ths, 5ths and octaves, up and down, from any note
- Identify tritones as augmented 4<sup>th</sup> or diminished 5<sup>th</sup>
- Identify and write major seventh, minor seventh, and dominant seventh chords, root position and inversions, in any key
- Identify the key signature of an excerpt

### LISTENING

Give written answers to questions concerning recorded examples:

- Identify the meter of a piece or excerpt as 3/4, 4/4, 6/8 or multi-metric
- Choose the correct tempo from a multiple-choice list of Italian terms
- Identify the tonality of a piece or excerpt as major, minor, atonal or modal
- Identify the form of a piece as binary, ternary, fugue, sonata-allegro, rondo or through-composed
- Identify the style of a piece as Baroque, Classical, Romantic or Contemporary
- Melodic dictation: Write the pattern that you hear. The example will be 4 measures in length and may be in any meter. (The meter will be given.)

## Level Ten

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### FUNCTIONAL SKILLS

#### **Rhythm and Pulse Development: No differentiation from keyboard exam.**

- Student will need to be able to tap different rhythms with both hands simultaneously. Therefore this exam may not be appropriate for non-keyboard students.

#### **Sight-playing (violin only):**

- Play an upper intermediate/lower advanced level piece (18-24 measures). Up to 5<sup>th</sup> position only.
- Scoring will be based on note accuracy, rhythm accuracy, continuity, dynamics, bowings and articulations.
- Includes some fingerings for shifting; following suggested fingerings will not be scored.

**Technique – Scales and Arpeggios (violin/viola/cello/bass):** Refer to actual test sheets for number of scales, which keys and how many octaves must be prepared for each instrument at each level, as well as tempos, slurring and arpeggio types.

### **WRITTEN THEORY – NO DIFFERENTIATION FROM KEYBOARD EXAM**

- Write major, natural minor, harmonic minor, melodic minor, whole-tone, chromatic, modal or pentatonic scales, beginning on any key
- Identify and write major, minor, dominant, half-diminished and fully-diminished seventh, root position and inversions, in any key
- Analyze the chords in a hymn. Give the chord name (i.e., F Major, g minor, etc.) for each beat and draw an X through non-harmonic tones
- Identify the key, mode or scale of an excerpt

### **LISTENING -- NO DIFFERENTIATION FROM KEYBOARD EXAM**

- Describe the following elements of a piece or excerpt:
  - pulse
  - tempo
  - texture
  - melody
  - tonality/harmony
  - form
  - style
- Melodic dictation: Write the pattern that you hear. The example will be 4 measures in length and may be in any meter. (The meter will be given.)

## WSMTA Sightreading Music Literacy Program Levels: Violin

Characteristics of sightreading music excerpts for each level. Not all music excerpts will contain all designated characteristics. Excerpts for each level are approximately the same grade of difficulty as repertoire selections for the prior level.

| Level | # Bars | Range     | Key Signatures  | Time Signatures   | Note values                      | Articulations                                      | Dynamics                      |
|-------|--------|-----------|---|-------------------|----------------------------------|--|-------------------------------|
| 1     | 8      | 1 octave  | D, A  | 4/4               | ¼, ½, ¼ rest                     | none   | none                          |
| 2     | 8      | 2 octave  | add G; high 2 <sup>nd</sup> finger                          | add 2/4           | Add 1/8                          | none   | <i>f, p</i>                   |
| 3     | 8      | 2 octave  | add C, F; high 3 <sup>rd</sup> , low 1 <sup>st</sup> finger | add 3/4, 6/8      | add whole, dotted ½, dotted ¼    | Slurs, detache, legato, staccato, pizz. @ end only | add <i>mp, mf, cresc, dim</i> |
| 4     | 8-12   | 2 octave  | 3#/2b   | same              | Add dotted 1/8+1/16 and 1/8 rest | Martele, hooked bows, accents, pause signs         | all                           |
| 5     | 8-16   | 2+ octave | 3#/3b   | same              | same                             | Chords at end; arco to pizz; ritardando            | all                           |
| 6     | 12-16  | 2+ octave | 3#/3b   | add 3/8           | same                             | Chords, rit.+ a tempo                              | all                           |
| 7     | 16-20  | 2+ octave | 3#/3b   | add 9/8, cut time | same                             | same   | all                           |
| 8     | 16-20  | 2+ octave | 3#/3b   | same              | Add 1/16 rest                    | same   | all                           |
| 9     | 16-24  | 2+ octave | 3#/3b   | add 12/8          | same                             | same   | all                           |
| 10    | 16-24  | 2+ octave | 4#/4b   | same              | same                             | fast passages, accelerando, simple ornaments, 8va  | all                           |

Sightreading Exams, Continued...

| Level | Shifting                             | Highest note  | Accidentals     | Ties | Slurs: # of notes | Rhythm       |
|-------|--------------------------------------|---------------|-----------------|------|-------------------|--------------|
| 1     | none                                 | E (open)      | none            | N    | 0                 |              |
| 2     | none                                 | A-B on E str. | none            | N    | 0                 |              |
| 3     | none                                 | B on E str.   | none            | Y    | 2                 |              |
| 4     | once, to 3 <sup>rd</sup> position    | D'' on E str. | few/none        | Y    | 4                 | pickup notes |
| 5     | to 3 <sup>rd</sup>                   | E'' harmonic  | chromatic notes | Y    | 4                 | syncopation  |
| 6     | same                                 | same          | same            | Y    | 4                 | triplets     |
| 7     | to 2 <sup>nd</sup> , 3 <sup>rd</sup> | same          | same            | Y    | 6                 |              |
| 8     | same                                 | same          | same            | Y    | 6                 |              |
| 9     | same                                 | same          | same            | Y    | 8                 |              |
| 10    | to 5 <sup>th</sup>                   | G''           | a few           | Y    | 8                 |              |