

Standards for Minimum Achievement and Competency in Applied Instrumental Lessons

Intended as a guide for teachers, students, and juries.

Applied instructors must have their own syllabi that reflect these standards.

INSTRUMENTAL			
Entry Level	Program of Study		General expectations of skills before enrolling at 100 level
	Secondary instrument or non-major	N/A	Acquaintance with notation, scales, arpeggios, etc. Able to read entry-level sight-reading in simple meter.
	BA Music	N/A	Relative comfort with notation. Knowledge of scales and arpeggios.
	pre-BM Music Ed	N/A	Relative comfort with notation. Knowledge of scales and arpeggios.
	pre-BM Performance	N/A	Knowledge of scales and arpeggios. Perform 2 works in contrasting styles demonstrating a potential for success in the program.
100 Level	Program of Study	Minimum repertoire and technique studied each semester.	Before entering 200 level, students must:
	Secondary instrument or non-major	Chromatic & all major & minor (1 form) scales & arpeggios at 1 octave. Repertory in contrasting musical styles.	Achieve goals agreed upon between instructor and student (depending on purpose of study).
	BA Music pre-BM Music Ed pre-BM Performance	Chromatic & all major & minor (1 form) scales & arpeggios at least 2 octaves. Repertory in contrasting musical styles with compound meters.	Demonstrate a good posture while performing. Demonstrate capacity to perform with a characteristic tone. Demonstrate functional knowledge of performance technique. Recognize the need for intonation adjustments and begin to make appropriate decisions. Begin to use musical knowledge and understanding to make interpretive decisions. Begin to perform common transpositions associated with the instrument. Students planning to seek admission to the <u>Performance</u> program should show a level of initiative, musicianship and musicality – including interest in exploring the repertory for instrument.
200 Level	Program of Study	Minimum repertoire and technique studied each semester.	Before entering 300 level, students must pass major standing and:
	Secondary instrument	Major & minor (all forms) scales & arpeggios at least 1 octave. Repertory in a range of styles; should include compound meters.	Achieve goals agreed upon between instructor and student (depending on purpose of study).
	BA Music pre-BM Music Ed pre-BM Performance	Chromatic, all major & minor (all forms) scales & arpeggios at least 2 octaves. Repertory in contrasting musical styles with mixed meters. <u>Music Education</u> : A half recital is encouraged. <u>Performance</u> : A half or full recital is strongly encouraged.	Without prompting, demonstrate good posture while performing. Without prompting, demonstrate capacity to perform with a characteristic tone. Without prompting, demonstrate functional knowledge of performance technique. Recognize the need for intonation adjustments and make appropriate decisions. Use musical knowledge and understanding to make interpretive decisions (may not be “right” decisions, but need to engage in musical decision-making). Perform common transpositions associated with the instrument. Students planning to seek admission to the <u>Performance</u> program should show a level of initiative, musicianship and musicality – including interest in exploring the repertory for instrument.

300 Level	Program of Study	Minimum repertoire and technique studied each semester.	Before entering 400 level, student must:
	Secondary instrument	Major & minor (all forms) scales & arpeggios at least 2 octaves. Repertory in a range of styles; should include mixed meters.	Achieve goals agreed upon between instructor and student (depending on purpose of study).
	BA Music BM Music Education	Major & minor (all forms) scales & arpeggios at least 2 octaves. Repertory should include a variety of standard literature for the instrument. <u>Music Education:</u> A half or full recital is strongly encouraged.	Demonstrate a maturity of sound and tone that begins to approach that of professionals. Demonstrate capacity to make appropriate intonation decisions and adjustments. Use musical knowledge and understanding to make interpretive decisions. Perform common transpositions associated with the instrument.
	BM Performance	Performance of a major work (concert piece, concerto, etc.) from the repertory. A half or full recital strongly recommended.	<u>Performance:</u> Show progress toward ability to perform with musical depth and sophistication such that they should be able to meet 400-level standards with one more year's study.
400 Level	Program of Study	Minimum repertoire and technique studied each semester.	To graduate, student must:
	BM Music Ed	Performance of complete compositions such as sonatas, concertos, etc. A half or full recital strongly encouraged.	Demonstrate a maturity of sound and tone that approaches that of professionals. Use musical knowledge and understanding to make interpretive decisions. Perform common transpositions associated with the instrument.
	BM Performance	Full recital required. Repertory should be in contrasting musical styles and include music of the 20 th century to the present.	Select some of their own repertory for performance. Use their understanding of relationships among historical perspective, theoretical analysis, and performance practices to perform in a variety of settings informing their ability to be musical decision-makers and collaborators of music. <u>Performance:</u> Demonstrate musical depth and sophistication appropriate for a student who wishes to continue study or begin a professional career.
500 Level	Program of Study	Minimum repertoire and technique studied each semester.	Competencies Expected
	MM Performance	Sufficient repertoire to present a full recital of repertory of music contrasting styles including 20 th century works.	Thorough grasp of performance technique. Perform with musical depth and sophistication. Performance should reflect the high level of musical and technical skills expected of a performer prepared to enter a professional performance career or more advanced musical study.