

The Advanced Musicianship Program is a five-stage process designed to provide both an experiential and skills-based approach to musical learning. The overarching goal is to lead students to a deep and meaningful understanding, knowledge and love of music.

"Musicianship" refers to the music literacy, ear training and development of artistic sensitivity in performing music. The Advanced Musicianship program aims to train the student not just to be a player of an instrument, but to be a musician. The best way to do that is to take the instrument away!

A good musician can achieve the following **without** the aid of an instrument:

- Find any pitch after hearing a starting pitch and be able to accurately sing melodies at sight. This requires that the student master the skill of reading music (also known as solfège), which can then be applied on the instrument.
- Perform rhythmic exercises of various complexities at sight. To do this successfully, students must be able to feel the silent pulse and keep it steady.
- Write down melodies or rhythms upon hearing them (this is known as a musical dictation). To do this, musicians must have good analytical skills and a well-developed musical memory.
- See notes and rhythms on the page and know how they should sound **before** performing them on an instrument (similar to a person's ability to read a book silently to himself and "hear the words in your head"). This requires training in "inner hearing" (also commonly referred to as "ear training").
- Create music spontaneously in response to immediate challenges and stimuli, presented both aurally and via notation. These are improvisational skills at work.
- Perform in a group and listen to each other and respond to each other's changes in musical expression so that the audience perceives one musical unit. This requires strong ensemble skills, along with a deepened understanding of musical analysis, nuance, and aesthetics as it relates to performance.

The Advanced Musicianship Program will help students develop these essential musicianship skills in a progressive and age-appropriate manner. The program is also designed to support private instrument lessons. This is especially beneficial for students preparing for the Royal Conservatory of Music (RCM) examinations, as there is often not enough time in the private lesson to focus on the ear training and sight reading requirements of the exam.

The teaching approach is based on the pedagogical principles of Dalcroze Eurhythmics, which uses the body as the primary learning tool (and therefore the body is the instrument). As we cannot see or touch music, embodying it physically makes musical concepts more tangible and concrete, while also improving our ability to store and recall musical information. Because the body can be rhythmic, expressive and moldable, the program will also develop body technique and movement vocabulary to support musical outcomes.

Advanced Musicianship Levels and Musical Goals

The Advanced Musicianship Program offers five levels based on the acquisition of progressive musical skills:

Level I – 6 to 9 years old

Level II – 7 to 10 years old

Level III – 8 to 11 years old

Level IV – 10 to 13 years old

Level V – 11 to 14 years old

These ages are approximations. This is both an experiential and a skill-based program, so students must be placed according to age and ability. *Students who have not had previous musicianship experience at My Musical Upbringing must discuss class-placement with the director to ensure they are in the appropriate class;* this will aid in establishing a solid, deep, and joyous musical education. For older students who already have musical experience and would like to enter in the sequence, an assessment interview will be scheduled to determine their level.

The Advanced Musicianship Program works best when it is applied in tandem with an instrument so that students can see how the skills they are learning in the classroom function in real life at the instrument. It is recommended that all students in Levels II and above take applied instrumental lessons (including choir) or dance lessons; this ensures that they can make practical applications to their specific instrument or dance courses.

The attached Summaries of Musical Goals for the Advanced Musicianship Program do not represent a comprehensive list of all the subject material students will cover throughout the year, nor do they represent any of the corporal, expressive, or imaginative studies that will take place in the classes. Since the focus of this program is musically driven, we have only notated the main objectives that each year will cover so that parents and students can know what level of musicianship is expected at each level.

The complete progression of five levels will provide students with a solid and comprehensive music education, and students who complete the entire sequence will achieve musicianship standards similar to a Royal Conservatory Grade 10 graduate.

Program Requirements

Pre-requisites: Completion of the Young Child program (3 terms) at My Musical Upbringing or permission of the teacher. Children should be at least 6 years old at the start of the Level I program in September.

The Advanced Musicianship classes will function similarly to the core programs offered at My Musical Upbringing, with a few prominent changes:

- Students are required to enroll for the full academic year for each level of study (September – June). This is approximately 32-34 weeks depending on which day you are registered in.
- Students will bring their own personal metallophone to class each week. This will be a one-time purchase by the parents (approximately \$35-\$40); we will provide the metallophones for purchase to make it convenient for you.

**A metallophone is a barred instrument similar to an xylophone. The bars mimic the look of a piano keyboard.*

- Students will also purchase a workbook for each level of study to complete weekly written assignments. The workbooks will be provided by the teacher at the beginning of the course (approximately \$20).
- There will be weekly assignments that involve the children learning songs to play on their metallophone and to sing while they play. Regular practice will be required (approximately 7-10 minutes each day).
- At the end of the year, there will be juried Exit Evaluations to advance into the next level. These evaluations are to give the child and parent a tangible goal and to ensure quality in the program.

Exit Evaluations

At the end of each school year, students enrolled in the Advanced Musicianship Program will have the opportunity to take an Exit Evaluation to pass into the next level of study. During these evaluations, students will perform prepared and unprepared musical examples in front of a jury of 2-3 music educators and professional musicians.

The Exit Evaluations are intended to help focus the child's practice and provide a worthwhile goal to mark the end of the year. It also helps maintain a high level of excellence by ensuring that students are at a similar level when they begin each new academic year. All components to the exams will be given at least one month prior to the exam date so that everyone is prepared and the experience is a successful and rewarding one. We want students to feel ready to advance and not feel overwhelmed.




Evaluation is *pass / repeat*. While it is necessary for students to pass their Exit Evaluations in order to proceed into the next level of study, not every child is ready to take an evaluation each year. Therefore the decision to take an Exit Evaluation will be based on the recommendation of the instructor as well as input from the parents. These courses are designed to allow as much time as necessary before graduating into the next level of study; this ensures that every child's musical education is challenging and nurturing at the same time.

Parental Involvement and Regular Practice


Parental involvement is extremely important during the learning process, especially in-between classes when children are working on their assignments. Young children need regular supervision during practice and homework time and they will need help to solve practice problems. This is when you need to be their cheerleader, encouraging them and motivating them to do their best. You will also need to keep them on task during practice time because most children will want to just play through a melody in its entirety rather than work on overcoming tricky spots in a piece.

We recognize that not all parents have a music background. That is why they are welcome and encouraged to sit in on the last 15 minutes of each class so they can know more about their child's work and can help them practice at home. Please feel free to ask the instructor if you have any questions regarding homework or practice suggestions.

Advanced Musicianship I – Summary of Musical Goals


1. Notation - Learn to identify and write the names of the notes that rest on the  and  staves (range of one octave).
2. Meter and Duration
 - a. Know how to conduct simple meters of 2, 3 and 4 with arm beats
 - b. Know and perform any combination of the following note values:

3. Pitch & Melody
 - a. Know the structure of the major scale using scale degree numbers.
 - b. Know the C major tonality using note-names and number functions.
 - c. Awareness of the minor pentascale and its contrast to the major pentascale (“dark” vs. “bright”)
 - d. Introduction to accidentals (sharps and/or flats)
4. Dynamics and Expression – Know and perform *forte* (loud), *piano* (soft), *mezzo forte* (medium loud) and *mezzo piano* (medium soft) when singing a melody or speaking a rhythm pattern.


Advanced Musicianship II – Summary of Musical Goals

1. All Advanced Musicianship I goals
2. Meter and Duration
 - a. Identify and perform simple anacrusic phrases (rhythms that do not start on Beat 1) while conducting with arm beats
 - b. Know and perform any combination of the following note values:

3. Pitch & Melody
 - a. Know the F Major and G Major tonalities using note-names and number functions.
 - b. Know the entire structure of the minor scale (harmonic and natural minor) using scale degree numbers.
 - c. Know the difference between sharps and flats
 - d. Introduction to intervals (distance between two pitches)
4. Phrasing – Identify antecedent (unfinished) phrases and consequent (finished) phrases. This is similar to the phrases in a sentence that either end with a question (unfinished) or with a period (finished).

Advanced Musicianship III – Summary of Musical Goals


1. All Advanced Musicianship I & II goals
2. Meter and Duration
 - a. Know how to conduct compound meters in 2, 3, and 4 with arm beats
 - b. Know and perform any combination of the following note values:


In Simple Meters: 

In Compound Meters: 
3. Pitch & Melody
 - a. Know the B-flat Major and D Major tonalities using note-names and number functions.
 - b. Know the A minor and D minor tonalities using note-names and number functions (harmonic and natural minor)
 - c. Identify and sing the following intervals: Major 2nd, Major 3rd, minor 3rd, Perfect 4th, Perfect 5th
4. Phrasing – Identify and know how to improvise antecedent (unfinished) phrases and consequent (finished) phrases. This is similar to the phrases in a sentence that either end with a question (unfinished) or with a period (finished).

Advanced Musicianship IV – Summary of Musical Goals

1. All Advanced Musicianship I, II and III goals
2. Meter and Duration
 - a. Know how to conduct compound meters in 2, 3, and 4 with arm beats
 - b. Know and perform any combination of the following note values:

In Simple Meters: 

In Compound Meters: 
3. Pitch & Melody
 - a. Know the E-flat Major and A Major tonalities using note-names and number functions.
 - b. Know the E minor, G minor and B minor tonalities using note-names and number functions (harmonic and natural minor).
 - c. Know the structure of the melodic minor scale using scale degree numbers.
 - d. Identify and sing the following intervals: minor 2nd, Major 6th, minor 6th
4. Harmony – Identify the following chord progressions with note names and number functions in all major tonalities covered at this level: Tonic, Dominant, Sub-Dominant, and Sub-Mediant.

Advanced Musicianship V – Summary of Musical Goals

1. All Advanced Musicianship I, II, III & IV goals
2. Meter and Duration
 - a. Know how to conduct compound meters in 2, 3, and 4 with arm beats
 - b. Know and perform any combination of the following note values:

In Simple Meters: 

In Compound Meters: 

3. Pitch & Melody
 - a. Know the A-flat Major and E Major tonalities using note-names and number functions.
 - b. Know the C minor, F minor and F-sharp minor tonalities using note-names and number functions (harmonic, melodic and natural minor).
 - c. Identify and sing the following intervals: Tritone, Major 7th, minor 7th
4. Harmony – Identify the following chord progressions with note names and number functions in all major tonalities covered at this level: Tonic, Dominant, Sub-Dominant, and Sub-Mediant.