

A Note to Teachers

Why Sight-Read?

- Sight-reading has been described by many pianists as being their most cherished, practical, and long-lasting skill gleaned from piano study.
- Good sight-readers are more motivated pianists since the often-tedious phase of slow note-reading is minimized, leading to a “finished” version of a piece more quickly.
- Good sight-readers are able to participate in ensembles, accompany choirs and dancers, or play for other special events.

How to Use the Sight-Reading Book

Sight-Reading 1A is divided into 14 units. Each unit contains five short activities. The pages in each unit are correlated page by page with the material in *Lesson Book 1A*. They should be assigned according to the instructions in the upper-right corner of each page of this book.

- You may assign the student to do one activity per day, with all activities in a unit being completed in a five-day cycle.
- The student *should not* practice the activity but instead should do it only once (with the repeat).
- Some students will be able to complete more than one activity per day.
- You may want to hear selected activities at the lesson to check the student’s progress.

What Are the Five Activities?

Activity 1

Play the Note: Students will play individual notes using finger 2 to break down any reliance on playing in set positions. The first exercises in this book begin with Landmark Notes. Students gradually play notes further away from the Landmarks in later exercises. The goal is to recognize and play individual notes without relying on the previous note as a reference. This is similar to note identification with flashcards.

Activity 2

Play from Note-to-Note: Students play patterns with steps, skips, and repeated notes from Landmark Notes. The goal is to recognize and play notes by using the previous note as a reference.

Activity 3

Rhythm Challenge: Students tap rhythm patterns on either the closed keyboard cover or on their laps. The goal is to perform rhythm patterns accurately while keeping a steady beat.

Activity 4

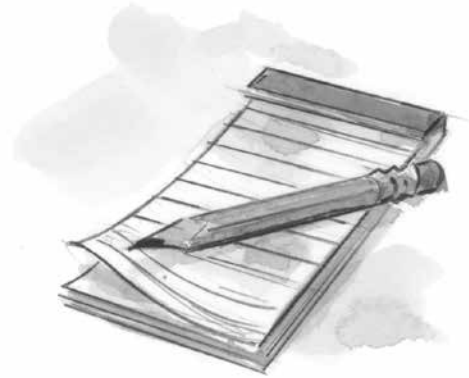
Play Without Stopping: Students play a short piece that uses the *Rhythm Challenge* patterns. The goal is to keep playing without pause. Some students may wish to play with a metronome as an additional challenge.

Activity 5

Play Expressively: Students play a short variation of the *Play Without Stopping* piece. Dynamic and tempo indications are stressed in this piece. The goal is to play expressively without stopping.

A Note to Students

Learning to sight-read at the piano is exciting and important!



Why?

- Sight-reading is different from practicing since you often have only one chance to play each piece as you try to do your best the first time.
- As you learn to sight-read well, all your music sounds better more quickly! You will have more time to play *more* music you enjoy with your extra time!
- You can play music on your own for fun, along with others as a duet partner, or as an accompanist.

How this book will help you become a Premier Sight-Reader:

Your teacher will suggest ways to do the activities in this book. You can make a check-mark or draw a star in the box next to the activity when you have completed it.

Activity 1

Play the Note: Write the names of the notes in the boxes, then play each note with finger 2 only.

Activity 2

Play from Note-to-Note: Write the names of the notes in the boxes, then play. Notice whether notes move up, down, or stay the same. Also notice if the notes move by step or skip.

Activity 3

Rhythm Challenge: Tap the rhythm on the closed keyboard cover or on your lap. Count and keep a steady beat.

Activity 4

Play Without Stopping: Choose a tempo at which you can play with a steady beat. Keep going, even if you play a wrong note or must skip some notes. For an additional challenge, play this activity with a metronome.

Activity 5

Play Expressively: Circle all tempo and dynamic markings. Then play, as you make your music sound as expressive as you can. Your playing will be more interesting if you use the expression marks.



Unit 9: On the Move

Activity 1 Play the Note

Write the names of the notes in the boxes. Then, play each note using finger 2.

2 2

mf

2 2

5

5

Activity 2 Play from Note-to-Note

Write the names of the notes in the boxes, then play.

3

Move 2

f

4

Move 2

Activity 3 Rhythm Challenge

Tap the rhythm on the closed keyboard cover or on your lap.
Count and keep a steady beat.

RH

4/4

LH

□ Activity 4 Play Without Stopping

Choose a tempo at which you can play with a steady beat.

Keep going, even if you play a wrong note or leave notes out.

Challenge: Play with a metronome (♩ = 100–120).

Going to the Bookstore

Musical score for "Going to the Bookstore" in 4/4 time. The score consists of two staves: a treble clef staff with a melody and a bass clef staff with a simple accompaniment. The melody starts with a dynamic marking of *mf*. The lyrics are: "Head-ing out the front door, go-ing to the book-store". There are three "Move" instructions above the staff, each with a "2" below it, indicating a two-measure rest in the bass line.

5

Continuation of the musical score for "Going to the Bookstore". The melody continues with the lyrics: "'cause I want to read more. Come on, let's ex-plore." The bass line has a two-measure rest in the second measure, indicated by a "2" below the staff.

□ Activity 5 Play Expressively

Circle all the tempo and dynamic markings.

Then play, making the music as expressive as you can.

Reading a Story

Musical score for "Reading a Story" in 3/4 time. The tempo marking is "Moderately". The score consists of two staves: a treble clef staff with a melody and a bass clef staff with a simple accompaniment. The melody starts with a dynamic marking of *p*. The lyrics are: "Read-ing a sto-ry, and when I'm all done". There are three "Move" instructions above the staff, each with a "2" below it, indicating a two-measure rest in the bass line.

5

Continuation of the musical score for "Reading a Story". The melody continues with the lyrics: "I'll read an-oth-er! Read-ing is so fun!". The dynamic marking changes to *f* for "Read-ing is so fun!". The bass line has a two-measure rest in the second measure, indicated by a "2" below the staff.