

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 1B 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 1B*. 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 few exercises in this book begin with a review of the notes learned in *Level 1A*. New Landmark Notes are gradually introduced in *Level 1B*. Students gradually play notes further away from the Landmarks in later exercises. The goal is to recognize and play note patterns 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 intervals of 2nds (steps), 3rds (skips), 4ths, and 5ths from Landmark Notes. The goal is to recognize and play note patterns 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

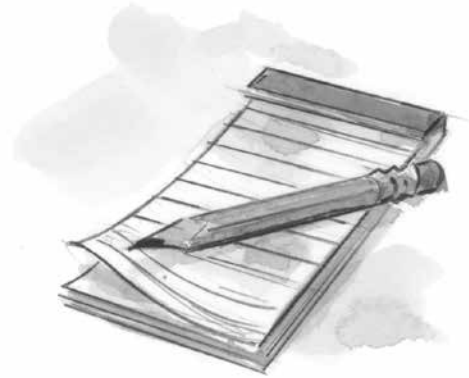
Play Without Stopping: Students play a short piece that uses the *Rhythm Challenge* patterns. The goal is to keep playing without pause. Some students may wish to play with a metronome as an additional challenge.

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 the interval (2nd, 3rd, 4th, or 5th) between each note.

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 2: C 5-Finger Pattern

Activity 1 Play the Note

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

Activity 2 Play from Note-to-Note

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

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 leave notes out.

Challenge: Play with a metronome ($\text{♩} = 100\text{--}120$).

Picnic in the Park

Musical score for 'Picnic in the Park'. The score is in 3/4 time and features a melody in the treble clef and a bass line in the bass clef. The melody starts with a triplet of quarter notes: Pic - nick - ing. The lyrics are: Pic - nick - ing here in the park;. The score includes a dynamic marking of *mf* and a first ending bracket at the end of the phrase.

5

Continuation of the musical score for 'Picnic in the Park'. The melody continues with a triplet of quarter notes: wish we could stay un - til dark. The lyrics are: wish we could stay un - til dark;. The score includes a dynamic marking of *mf* and a first ending bracket at the end of the phrase.

Activity 5 Play Expressively

Circle all the tempo and dynamic markings.

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

Our Barbecue

Musical score for 'Our Barbecue'. The score is in 4/4 time and features a melody in the treble clef and a bass line in the bass clef. The melody starts with a triplet of quarter notes: You can come to our bar - be - cue;. The lyrics are: You can come to our bar - be - cue;. The score includes a tempo marking of **Lively** and a dynamic marking of *mf*.

5

Continuation of the musical score for 'Our Barbecue'. The melody continues with a triplet of quarter notes: cheese - burg - ers, hot - dogs, *f* chick - en wings, too!. The lyrics are: cheese - burg - ers, hot - dogs, *f* chick - en wings, too!. The score includes a dynamic marking of *f* and a first ending bracket at the end of the phrase.