

**Grades 1–5 Horn**  
Early elementary–Intermediate

# Improve your sight-reading!

## Paul Harris

Introduction 2

### Grade 1

Stage 1 **C major** • • • • **f and mf** 3

Stage 2 **A minor** • **Small leaps** • • 6

Stage 3 • • 9

### Grade 2

Stage 1 **B♭ major** • • **mp** • **Ties and slurs** 12

Stage 2 • 15

Stage 3 **More varied patterns** • **Revision** 18

### Grade 3

Stage 1 **G major** • • • **3-note slurs** • • **p** 21

Stage 2 **D minor** • **Staccato** • 24

Stage 3 **Rhythms in 3/8** • • **Revision** 27

### Grade 4

Stage 1 **E♭ major** • **4-note slurs** • **Up-beats** 30

Stage 2 **Rhythms in 6/8** • • 33

Stage 3 **B minor** • • • **Revision** 37

### Grade 5

Stage 1 **F major** • **Syncopation** 40

Stage 2 **A major** • **G minor** 43

Stage 3 **E major** • **C minor** • **pp and ff** • **Revision** 46

# Grade 1 Stage 1

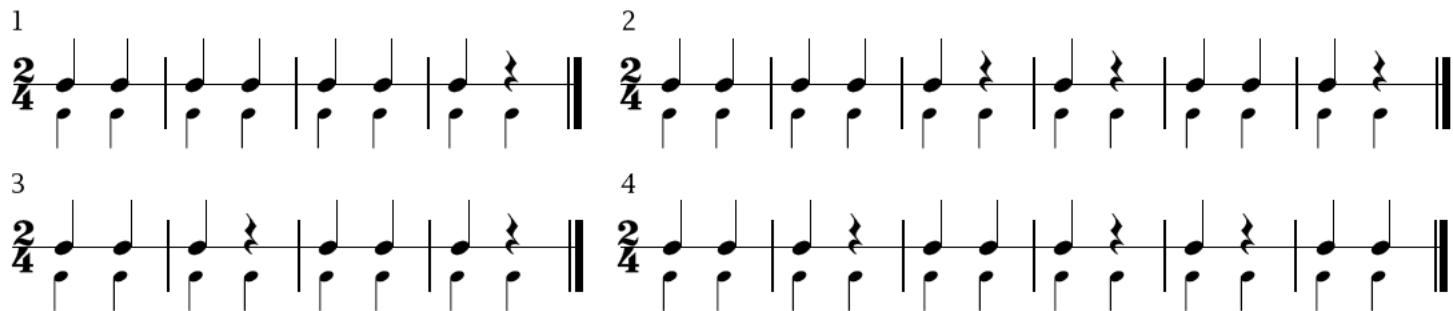
C major  
  
*f and mf*

## Rhythmic exercises

Always practise the rhythmic exercises carefully first. There are different ways of doing these exercises:

- Your teacher (or a metronome) taps the lower line while you clap or tap the upper line.
- You tap the lower line with your foot and clap or tap the upper line.
- You tap one line with one hand and the other line with the other hand on a table top or any flat surface.
- You tap the lower line and sing or play the upper line with a note of your choice.

Before you begin each exercise count two bars in – one out loud and one silently.



## Melodic exercises

Play the scale and arpeggio of C major from memory or notation – or even better, from both! Then play the first note and with that pitch in your mind, hear the piece in your head before you play it. Always look ahead in the rests.



## Prepared pieces

- 1 What does  $\frac{3}{8}$  mean? How do you count in  $\frac{3}{8}$ ?
- 2 In which key is this piece? Can you spot any scale and arpeggio patterns?
- 3 Play the scale at all three dynamic markings used in the piece.
- 4 Play the first note, then hear the piece in your head, with all the musical expression.
- 5 How will you give the piece character?

1

Valse

*mf*

*f*

*p*

- 1 In which key is this piece? Why is there a C# in bar 3?
- 2 How will you make sure that bar 6 is accurately counted?
- 3 Count two bars of  $\frac{3}{8}$  aloud, then continue counting silently and tap the rhythm of the whole piece.
- 4 Do any bars share the same rhythm?
- 5 Play a D (the key note), then study the first two bars for a few moments. Hear them in your head, then try to play them from memory.

## **Improvise and compose!**

Make up your own piece (it can be as long or short as you like) beginning with this phrase, then write it down on manuscript paper.

Now compose another piece, including as many  $\frac{3}{8}$  patterns as you can. You might like to write it down.

# Grade 5 Stage 3

**E major**  
**C minor**  
*pp* and *ff*  
**Revision**

## Rhythmic exercises

Choose a pattern, look at it for a few seconds and then cover it up.

Clap it from memory and then look to see if you were correct.

## Melodic exercises

**Exploring E major and C minor** Play the appropriate scale and arpeggio from memory and from notation before playing the pieces below. Look through each piece and feel you are confident that you *know* what you're going to play before you start!