

Sight Reading Workbook

Level One

Helping Eyes Read Music More Efficiently

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Foreword

Successful sight reading involves the interaction of many factors. This workbook will increase an awareness of many significant concepts which help make reading music more efficient, accurate and fluent. Many of these concepts are also very helpful when *memorizing*.

Good note reading and understanding of rhythms are basic to sight reading. This workbook will help strengthen areas of common music reading problems such as note movement, accidentals, leger lines, key signatures and chords.

Sight reading skills can be developed by learning how to look for *groups of notes*, rather than reading individual notes. At this level, these note groups include melodic and harmonic intervals, block chords, broken chord patterns, and accompaniment patterns.

The emphasis here is on *eye training* with coordinated development of the *sense of touch*. This book helps the student to visually identify note groups in musical excerpts. Each lesson includes a keyboard assignment to provide note reading experience, and to train the sense of touch. There is also opportunity for *ear training*.

There is no substitute for the experience of reading and playing a large variety of music at each level. It is intended that the concepts presented here be integrated with all future reading and learning of music. This will help students to focus their efforts at improving their sight reading.

For additional help, these Schaum books are recommended: *Theory Workbook, Level 1* and *Rhythm Speller, Level 1*.

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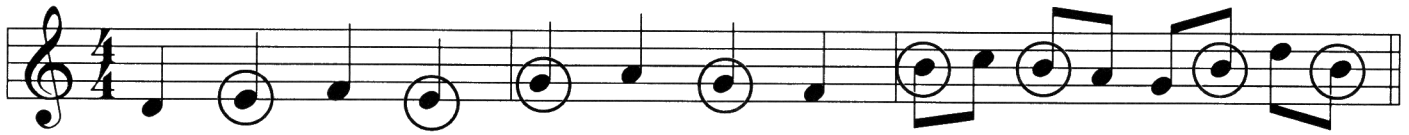
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Lesson 3. Recurring Notes

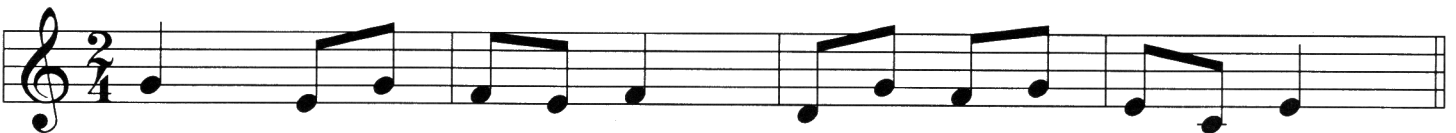
Name _____ Date _____ Score _____

Recurring notes are like repeated notes, but with one or more *different notes in between*. Recognizing recurring notes helps make sight reading easier. The recurring notes in each measure are indicated by a *circle* in the samples below. Recurring notes are always in the same staff position, but may have different rhythmic values, such as quarter notes and 8th notes.



DIRECTIONS: Each measure below has one note that recurs. In some measures, the same note is found three or more times. Draw a circle around the notes which recur in each measure. The first measure is marked as a sample.

(sample)



KEYBOARD ASSIGNMENT: After you finish the written work, play all the notes at the keyboard. Give special attention to the *recurring notes* in each measure. Do this three times each day.

Lesson 14. Reading Intervals with Accidentals

Name _____ Date _____ Score _____

Notice the part of each accidental that is shaded gray.

The enclosed part of a *flat* sign is **partially rounded**.

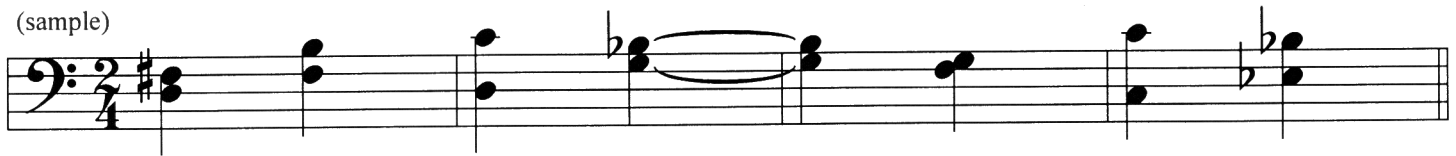
The enclosed part of a *sharp* and *natural* looks like a **square**.

These enclosed parts are placed in the **same** staff space, staff line or leger line where the note is.

The **enclosed** part of an accidental should be *read the same as a note head*.

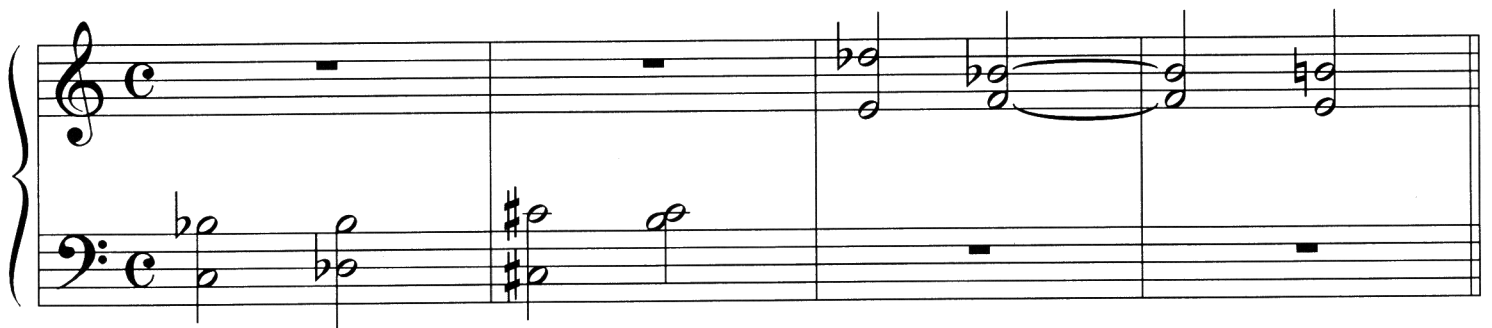
DIRECTIONS: Write the letter names in the boxes under each interval. Draw a flat, sharp or natural after *every letter* that is affected by an accidental. Watch especially for *notes tied across a bar line* (see Lesson 13). Be sure to do the keyboard assignment (see below).

(sample)



F#							
D							





KEYBOARD ASSIGNMENT: After you finish the written work, play all intervals at the keyboard three times each day. Be sure to play the accidental sharps and flats correctly.

TOUCH TRAINING: As you play, look at the distance between the two notes you are playing. Try to feel and remember the distance between the notes with your fingers.