

Right@Sight

Grade 1

A note to teachers

Sight-reading is one of the most important skills for any musician, and certainly not to be seen as a chore necessary only for passing exams! Right@Sight will help to develop and improve that skill, providing a structured approach and opportunities for regular practice. Hints are provided for the earlier pieces to focus attention on notation, form, texture, interpretation and technique, prompted with questions (left-hand column) and information (right). These should also help to encourage greater musical awareness in all of a student's performing.

In an examination, half a minute will be given to prepare the sight-reading, and the examiner is likely to remind candidates that they may play the music during this time. Encourage your students to try out the opening, the ending and any awkward-looking passages so that they are well prepared before the test starts. Instil careful attention to the fundamental elements of Time, Rhythm and Key – though the key signature comes first on the staff, it is often the first piece of information to be forgotten in performance!

Becoming a good sight-reader needs daily practice, and regular 'exercise' with Right@Sight will prepare students to tackle whatever music they may want to play. Towards the end of the section with commentary, some pieces go a little beyond the standard expected for the grade, so as to stretch players' ability and enable them to face any sight-reading test with increased confidence: to play it right – at sight!

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Key to symbols

1

Exercise number



Time



Rhythm



Key





Questions



Watch out

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Focusing on the keys of C major, G major and F major

1

Follow the **TRaK**

- T** What does the time signature tell you?
- R** Can you clap the rhythm?
- K** What is the key?
- ?** How many beats are there in a dotted minim?
- !** **Watch out** for the interval of a third in bar 7.

There are **crotchet** beats in a bar.

Count while clapping.

Play the broken chords in bars 1 and 5.

There is a dotted minim in bars 4 and 8.

Place both hands on the keyboard, then play through with confidence and a good tone.
Try not to look at the keyboard and keep your eyes on the music.

Waltz

2

- T** How many beats are there in a bar?
- R** Can you clap or tap the rhythm?
- K** What is the key?
- ?** How many beats are the notes worth in bars 4 and 8?
- !** **Watch out** for the repeated notes in bar 1, and the intervals of a third in bars 3 and 6.

Note the value of each beat.


Keep counting as you clap or tap.

Find and name the broken chord in bar 3.

A complete bar's rest is shown in the same way as a semibreve rest.

Place the finger you will need on the first note in bar 1 (right hand) and on the first note in bar 5 (left hand).
Play through the piece steadily without stopping.

Moderately

Introducing the rhythm: 

T What is the time signature?

R What is the rhythm?

Note the value of each beat.

Clap this rhythm a few times and count while clapping:

1 2 and 3 4 1 2 and 3 4

Note the value of the dot.

In this piece none of the notes is affected by the sharp.

K What is the key?

? Can you plan the fingering yourself?

! **Watch out** for the dotted crotchet followed by a quaver in bars 1 and 3.

Play through with confidence and a good tone.

Moderato

Follow the **TRaK**

? What is the value of the dot?

The timing of the dotted crotchet followed by a quaver needs care.

Tap the bars containing the dotted note several times while counting:

1 2 and 3 1 2 and 3 1 2 and 3

Can you find an interval of a third?

Can **you** plan the fingering?




Notice that the melody moves mostly by step.

Remember to place both hands over the keys so that the left hand is ready to play on time.

Play through smoothly (*legato*).

Tempo di valse

Glossary of musical terms and symbols

<i>Adagio</i>	Slowly
<i>Alla breve</i>	$\frac{2}{2}$ – two minim beats in a bar
<i>Alla marcia</i>	In the style of a march
<i>Allegretto</i>	Fairly quick, not as fast as <i>Allegro</i>
<i>Allegro</i>	(<i>lit.</i> cheerful) Quick, lively
<i>Andante</i>	Walking pace; moderate speed
<i>Ben marcato</i>	Very accented
<i>Coda</i>	(<i>lit.</i> a tail) A small passage added to the end of a piece
<i>Con moto</i>	With movement
<i>Crescendo, cresc.</i>	Gradually becoming louder
<i>Diminuendo, dim.</i>	Gradually becoming quieter
<i>Espressivo</i>	Expressive
<i>Forte, f</i>	Loud
<i>Fortissimo, ff</i>	Very loud
<i>Grazioso</i>	Graceful
<i>Largo</i>	Slow and stately
<i>Legato</i>	Smooth
<i>Maestoso</i>	Majestic
<i>Mezzo forte, mf</i>	Moderately loud
<i>Mezzo piano, mp</i>	Moderately quiet
<i>Moderato</i>	Moderate speed
<i>Piano, p</i>	Quiet
<i>Pianissimo, pp</i>	Very quiet
<i>Più lento</i>	Slower (<i>più</i> : more)
<i>Ritenuato, rit.</i>	Held back
<i>Staccato, stacc.</i>	Detached
<i>Tempo di marcia</i>	In the time (and style) of a march
<i>Tempo di menuetto</i>	In the time (and style) of a minuet
<i>Tempo di valse</i>	In the time (and style) of a waltz
<i>Tranquillo</i>	Calm and tranquil
<i>Vivace</i>	Lively, quick
	Gradually becoming louder
	Gradually becoming quieter
	Accent