

SIGHTREADING 201

By Dr. Ed Huckleby

SIGHTREADING 201 is BOOK TWO of a sequential curriculum for bands designed to develop the core music literacy competency skills needed for reading music “at sight.”

Competency Set Keys/Scales:

14. Concert Ab Major
15. Concert F minor
16. Concert C Major
17. Concert A minor
18. Concert Db Major
19. Concert Bb minor
20. Concert D Dorian Mode
21. Concert G Mixolydian Mode
22. Concert F Lydian Mode
23. Chromatic Exercises
24. Concert Ab Major / F minor review
25. Concert C Major / A minor review
26. Concert Db Major / Bb minor review

Set Elements:

- .1 Meter (Time) / Rhythm
- .2 Key Signatures / Scales
- .3 Pitch Accuracy / Intervals / Arpeggios
- .4 Articulation / Phrasing
- .5 Tempo/Interpretation / Style
- .6 Dynamic Contrast
- .7 MKT-RADAR Assessment



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SIGHTREADING 201

The purpose of the *Sightreading 101 (Fundamental)*, *Sightreading 201 (Intermediate)* and *Sightreading 301 (Advanced)* series is to provide a sequential and methodical set of exercises and etudes which will assist student learners in developing the competency skills required for reading music “at sight.” This series serves as an outstanding supplement to standard instrumental music literature and may be used either in class settings or as an aid for individual instruction and/or personal skill development. It is designed for student learners who have completed the equivalent of “Book One” of a standard beginning band method.

The “time on task” and pace of instruction for using the *Sightreading 101*, *Sightreading 201* and *Sightreading 301* series will be determined by (a) the amount of rehearsal time available and (b) the existing skill level of the ensemble and/or individual(s). It is recommended that each Competency Set is sufficiently mastered before moving to the next set. Upon successful completion of the three-book series, student learners will have developed the necessary technical and musical competencies to accurately and proficiently sightread grade-appropriate music.

With the exception of the exercises designed to develop these specific skills, *tempo*, *dynamic* and *articulation* markings are not provided, leaving the integration of these elements to the discretion of the teacher/instructor. This provides tempo flexibility as needed and also allows the teacher/instructor to incorporate related elements into each exercise, depending on the specific needs of the ensemble or individual. Repeat signs have been used extensively to allow for reinforcement of concepts. The repeats may be omitted if rehearsal time does not allow or if the competency has already been met. When sections are repeated, percussionists (snare drum) may be instructed (at the discretion of the instructor) to execute diddles (double bounce) on sixteenth notes to develop and/or reinforce the “measured” roll concept. Percussion sticking is suggested in each “Key Signature/Scales” exercise and “as needed” in other exercises to assist the student learner in developing sticking technique. Additionally, percussion parts are designed to reinforce the concept of extending full value to long tones at the end of phrases and exercises. The exercises within each Competency Set may be approached independently, or the entire set may be rehearsed/performed as a continuous “warm-up” exercise, depending on rehearsal time available and the preference of the instructor or individual. There really is no limit to the usefulness of these exercises in helping your student learners reach their potential!

Although not addressed as sightreading elements in this series, other essential musical concepts such as *breath support*, *intonation* and *tone quality* must be taught in addition to the skills presented in *Sightreading 101*, *Sightreading 201* and *Sightreading 301* to ensure a complete individual and/or ensemble musical experience. Also, the Learning Outcomes identified in this series may be adapted to correlate with various learning and assessment models. Although the author presents a 100% mastery concept, some assessment models use “minimum standards” with varying (i.e., 70-100%) competency levels required, depending on the desired outcome. The chart provided in each part book may be used for individual student assessment by the instructor, self-evaluation by the student, or simply as a chart to assist the student in identifying progress toward mastering each Competency Set element.

Each *Sightreading* Competency Set includes the following elements:

1. METER (TIME)/RHYTHM/SYNCOPATION

These exercises are designed to develop a comprehensive understanding of the spatial and time relationships in music. Fundamental and advanced rhythms are introduced within the context of the "Constant Eighth", which reinforces both graphically and "in time" the constant reiteration of the eighth note. The characteristics of syncopation are introduced and reinforced in exercises focused on placing the syncopation within the context of the "Constant Eighth." Syncopation exercises are found in the latter sets of Sightreading 101 and in subsequent exercises in Sightreading 201 and Sightreading 301.

2. KEY SIGNATURE/SCALES

As part of the process of sightreading skill development, the student learner is methodically introduced to the major, minor, chromatic and modal scales. A variety of exercises are designed to develop and reinforce the understanding of diatonic, chromatic and modal melodic passages as well as introduce more contemporary techniques, such as quartal melodies and harmonies.

3. PITCH ACCURACY/INTERVALS/ARPEGGIOS

The development of an aural and visual understanding of interval relationships in music is a key element in the development of sightreading skills. Specific interval studies as well as arpeggiated exercises are used to develop and reinforce the comprehension and understanding of interval relationships, both melodically and harmonically.

4. ARTICULATION/PHRASING

Accurate execution of articulation markings and correct phrasing are the emphasis of these exercises. Each articulation and grouping is reinforced through the methodical introduction of articulation and phrase markings, incorporated in exercises which assist the student learner in understanding the physical and musical techniques necessary for correct and accurate musical execution.

5. TEMPO/INTERPRETATION/STYLE

A comprehensive introduction and review of terminologies which influence the speed of music is presented through exercises designed to allow the student learner to focus on the pace of the music, generally to the exclusion of other elements which might distract from the comprehension of this concept. Elements relating to standard terminologies as well as those which influence gradual or subtle changes are covered. Additionally, musical terms which impact interpretation and style are introduced here and in other Sightreading 201 exercises.

6. DYNAMIC CONTRAST/INTERPRETATION

These exercises focus on the indicators in music which influence the loudness and/or softness of music and those terms and symbols which have an impact on either immediate or gradual changes in volume. These indicators are also integrated into rhythmic and melodic elements which have been introduced in previous competency sets.

7. ASSESSMENT EXERCISES

Assessment exercises which integrate the concepts introduced in each Competency Set are presented at the end of each Competency Set. Additionally, special practice assessment exercises correlated with progressive Competency Sets can be found in the final pages of each Sightreading book.

BALANCE/BLEND

The concepts of Balance and Blend are introduced through exercises and commentary found in *Sightreading 301*.

See page 52 for more details on the SIGHTREADING SERIES features, benefits and special "End Of Instruction" (EOI) packs available from the C.L. Barnhouse Company.

Learning Outcome statements/percentages may be adapted to school district, state and national learning and assessment models as needed.

Learning Outcome: Students will be able to execute with 100% accuracy the rhythms presented.

14.2 KEY SIGNATURE/SCALES - Concert A \flat Major

Learning Outcome: Students will be able to execute with 100% accuracy the concert A♭ Major Scale (or rhythmic exercise) presented.

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14.3 PITCH ACCURACY/INTERVALS/ARPEGGIOS

Learning Outcome: Students will be able to recognize and execute with 100% accuracy the intervals and/or arpeggios (or rhythmic exercise) presented.

Wind Instruments

Percussion

F

Winds

Perc.

G

Winds

Perc.

14.4 ARTICULATION/PHRASING

Learning Outcome: Students will be able to identify symbols and execute with 100% accuracy the articulations and phrasing presented.

Wind Instruments

Percussion

H

Winds

Perc.

14.5 TEMPO/INTERPRETATION/STYLE - *Spiritoso* (with spirit, animation, energy) *Fermata* (hold, pause)

Learning Outcome: Students will be able to define vocabulary and execute with 100% accuracy the tempo and interpretive markings presented.

I Spiritoso

Wind Instruments

Percussion

Winds

Perc.

rit. *a tempo* *accel.*

rit. *a tempo* *accel.*

14.6 DYNAMIC CONTRAST

Learning Outcome: Students will be able to define vocabulary and execute with 100% accuracy the dynamic markings presented.

J

Wind Instruments

Percussion

Winds

Perc.

f *p* *f*

f *p* *f*

p *f* *f*

14.7 ASSESSMENT EXERCISE MKT ((••)) RADAR

Learning Outcome: Students will be able to execute with 100% accuracy the Assessment Exercise presented using the MKT-RADAR process.

K Allegro

Wind Instruments

Percussion

Winds

Perc.

mf *p* *f*

mf *p* *f*

a tempo *mp* *mf*

a tempo *mp* *mf*

rit. *rit.*