Advanced Sight-Reading Practice

Teacher Name | Subject | Date

State Standards

Standard:

Objective:

Assessment:

Learning Objective

Students will improve their ability to sight read complete compositions, including interpretation of phrase, dynamic, and articulation markings.

Demonstration of Learning (Assessment)

During class, students will perform a complete piece at sight. At the end of class, students will return to a piece they have already performed and use their sight reading skills/processes to perform it more expressively and precisely.

Guiding Question

What process do we use to prepare to sight read new repertoire?

Lesson Sequence

Hook:

Warm up as you usually do, with one exception. To prepare students to sight read dynamics and other phrase markings, write dynamics on the board and point to them during the warm-up exercises so that the students' minds are focused on musically expressive notation.

Activity:

Work on students' ability to match and internalize pitch when sight reading. Display "Pitch Practice - Exercise 1" from "Sing At First Sight, Level 2" on the board using SmartMusic. Giving students a starting pitch, sing the pitches together in rhythm (the rhythms are simple enough to not need practice).
Have a student identify pitches that the ensemble struggled with. Sing those measures out of rhythm, then perform the entire exercise again.

Repeat this process for "Pitch Practice - Exercise 2-5."

Notes & Materials

- SmartMusic, including assignments and custom rubric
- pencils
- projector and device for putting SmartMusic on the board

More advanced ensembles can choose duet or trio sight singing exercises from "Sing At First Sight - Level 2."

NAfME	TI:ME Standards	Lesson Sequence (cont.)	Notes & Materials
Standard: NAfME 2014 Ensemble Standards *Objective:* - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. *Assessment:* During class, students will perform a complete piece at sight. At the end of class, students will return to a piece they have performed before and use their sight reading skills/processes to perform it more precisely and expressively than before.	*Activity:* Project a march (see notes for some good choices) on the board using SmartMusic. Pick a part at random, and ask students "what information do we need about this piece before we sight read?" Students should identify notation such as time signature (and changes), key signature (and changes), etc. Have students pair up within their sections. Have each pair identify places in their parts where they: have the melody, have an accompaniment, should (or shouldn't) take a breath, and where they need to watch the conductor for phrasing or dynamic information. Finally, perform the piece. *Activity:* Repeat the sight-reading preparation from the previous activity, this time on an expressive, lyrical piece. Select a piece that is less technically demanding so you can spend extra time being sure that students recognize the musical demands. Have students pair up and focus on additional places to watch the conductor and be careful when breathing. Perform this piece, then have students get back into pairs and discuss how the performance could be improved. Perform the piece again. *Wrap up:* Return to a piece of concert repertoire (i.e. something you won't be sight reading). Go through the same process as the second activity (have students pair up and identify places where musicality might suffer). Perform this piece of repertoire as though you were sight reading it.	Marches for sight reading: - Washington Post March - Brighton Beach - The Black Horse Troop - The Thunderer Expressive pieces for sight reading: - On A Hymnsong of Philip Bliss - Loch Lomond - Shenandoah - Simple Gifts (Ticheli) - Evocatio (more advanced)
	Differentiation - Pair students of differing ability levels together in the activities. - Pair on-task and off-task students together. Homework: individually assigned exercises based on student ability.	
	Homework Create sight-reading assignment(s) for students in SmartMusic. Build the assignment on a different piece than those read in class. Assignments can be customized to be sure that each instrument performs a section of the piece that requires dynamic phrasing. Build a custom rubric so that sight-reading dynamics is included in the score.	