

15

Re-Ti-So, So-Ti-Re

Steps to
Harmony

2

The musical score is divided into three systems, each containing three staves. The top staff of each system is a vocal line, and the bottom two staves are piano accompaniment. The key signature is one sharp (F#) and the time signature is 3/4. The first system (measures 1-3) shows the vocal line starting with a quarter rest, followed by eighth notes for 'Re-Ti-So'. The piano accompaniment consists of a steady eighth-note bass line and a treble line with chords. The second system (measures 4-6) continues the vocal line with 'So-Ti-Re' and includes some rests. The piano accompaniment continues with similar rhythmic patterns. The third system (measures 7-9) concludes the piece with a final vocal phrase and piano accompaniment. The score ends with a double bar line and the number '11' below it.

DOUBLE BINGO

Progressively graded rhythm games

3					3
4					4
3					3
4					4
3			free space		3
4			free space		4
3					3
4					4
3					3
4					4

GAME 3: Game 3 notes are printed in RED and are located at the TOP of each box.

GAME 4: Game 4 notes are printed in BLUE and are located at the BOTTOM of each box.

Games are numbered 3 or 4 at the extreme left and right of each line.

GAMES 3 & 4 • GAMES 3 & 4 • GAMES 3 & 4 • GAMES 3 & 4 • GAMES 3 & 4

Solfège BINGO

Player Card

12 s d ¹	8 f m	14 s l f	6 f m r d	2 m f s
4 m d	23 d ¹ s d	24 d d ¹	17 s f m r	3 s f m
18 r s	22 d ¹ t d ¹		15 f l d ¹	21 d m s d ¹
7 d f	19 s r	5 d r m f	9 m s l s	16 d ¹ l s
1 d r m	10 s l t d ¹	11 d ¹ t l s	20 r m d	13 d ¹ s

Level B

Individual Sight Singing Evaluative Procedure

Adapted from "Building Choral Excellence: Teaching Sight-Singing in the Choral Rehearsal" by Steven M. Demorest p. 112-113.

PREVIOUSLY: After practicing individual sight-reading, students will be handed a sheet with 10 examples of four to eight measures long. Students are told that their individual test will be over one of these examples (PRACTICE)-----OR-----Students are told that their individual test will be similar to these examples, but entirely new to them (EVALUATIVE).

PRACTICE PROCEDURE

1. In the hallway outside a practice room, there is a music stand with a folder. The student opens the folder and looks at the sight-singing example.
2. When the previous student is finished, the student enters the practice room and opens the folder in the practice room that contains the same example.
3. The student hits the Record button on the Digital Voice Recorder, and states his/her name.
4. The student then sings the tonic triad or some other solfege or number pattern to establish a key; they tap two measures in the tempo they wish to sing, and begin singing their melody.
5. When they're finished, they hit the stop button and leave.

EVALUATIVE PROCEDURE

1. The student enters the practice room and reads a set of instructions stating that he/she will have 30 seconds to look at the provided sight-singing example. There should be an egg-timer or something to count down 30 seconds.
2. After the time is up, the student hits the Record button on the Digital Voice Recorder, and states his/her name.
3. The student then sings the tonic triad or some other solfege or number pattern to establish a key; they tap two measures in the tempo they wish to sing, and begin singing their melody.
4. When they're finished, they hit the stop button and leave.