

BOOK 1

# FOUR STAR

SIGHT READING AND EAR TESTS



DAILY EXERCISES FOR PIANO STUDENTS

BY BORIS BERLIN AND ANDREW MARKOW

Series Editor  
SCOTT McBRIDE SMITH



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## PREFACE

The ability to read music at sight at the piano is an important skill for all musicians. As piano students work toward fluency in sight reading, develop aural proficiency, and gain a practical knowledge of theory, they will build a foundation of musicianship that will help them to understand music throughout their lives.

Are some pianists naturally better sight readers than others? Not really. But some recognize patterns on the printed page more readily. Such students use their **visual learning skills**. Other students use their natural **tactile sense** to move around the keyboard quickly. Still others have an innate **aural ability** to hear both melody and harmony with only a glance at the score. Some students may also apply **analytical skills** learned from a study of theory to understand form and content.

The goal of the *Four Star* series is to develop each of these skills and abilities in equal measure. In the process of completing the *Four Star* series, students will improve not only their sight-reading skills but also their proficiency in learning and memorizing music. They will also expand their coordination of eyes, ears, and hands, and their powers of concentration and observation. As a result, *Four Star* students will develop confidence in themselves and in their musical abilities and performance.

Each of the 11 *Four Star* volumes contains daily exercises in sight reading and ear training and builds a foundation for an analytical approach to sight reading music, using examples taken from the standard repertoire. (Some excerpts have been modified by the authors for pedagogical reasons.)

Completion of each *Four Star* book effectively prepares students for the corresponding level of examination systems, including:

- RCM Examinations
- Certificate of Merit (Music Teachers Association of California)
- National Guild of Piano Teachers
- most MTNA curriculums

In order to develop students' reading and overall musical abilities more fully, the authors have chosen to exceed the requirements of most examinations systems.



## HOW TO USE THIS BOOK

The purpose of the *Four Star* series is to provide daily exercises in sight reading and ear training for students to practice at home, as well as tests to be given by the teacher at the lesson. Best results will be obtained through daily student practice and consistent monitoring and testing at the lesson by the teacher.

### SIGHT READING AND RHYTHM

The daily sight-reading and rhythm exercises are intended for students to do by themselves. There are five exercises per week, each including two or three sight-reading exercises, a short piece to sight read, and a rhythm to clap. To indicate a rest while clapping a rhythm, the student should separate their hands and turn their palms upward.

A reference section on Musical Elements and Patterns in This Volume can be found on pp. 4–6. It is useful for teachers to review these at the lesson.

### EAR TRAINING

Ear-training exercises can be found following the weekly sight-reading and rhythm drills. These, too, are designed to be practiced by the student alone, as assigned by the teacher.

### TESTS

Tests are found beginning on p. 37. These are designed to be given by the teacher at the lesson at the conclusion of the corresponding week's work. Supplementary material may be found in the series *Melody Playback/Singback* and *Rhythm Clapback/Singback* by Boris Berlin and Andrew Markow.

# MUSICAL ELEMENTS AND PATTERNS IN THIS VOLUME

## MELODIC MOVEMENT

Examples of various directions of a melody:

Notes move up.



Five notes move up, then change direction.



Several changes of direction  
(a zig-zag movement).



Notes move down.



Four notes move down, then change direction.



Repeated notes (the notes remain the same).



## TIME VALUES



whole note (4 beats)



dotted half note (3 beats)



half note (2 beats)



dotted quarter note (1½ beats)

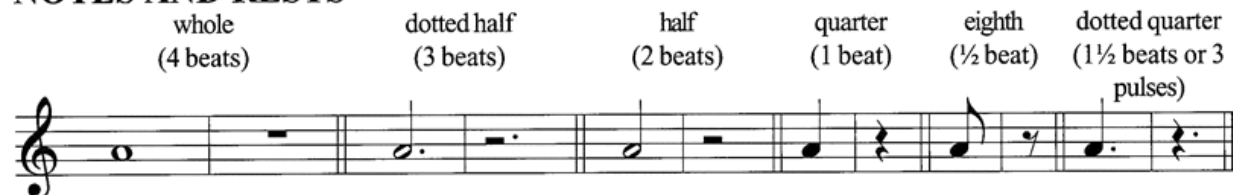


quarter note (1 beat)



two eighth notes (½ beat each, two notes to 1 beat)

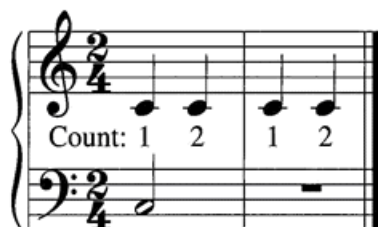
## NOTES AND RESTS



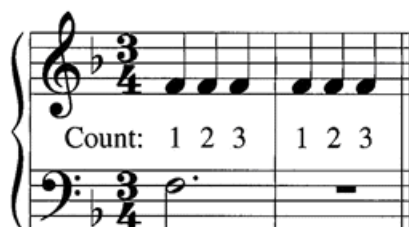
## TIME SIGNATURES

The upper figure shows the number of beats in a measure.

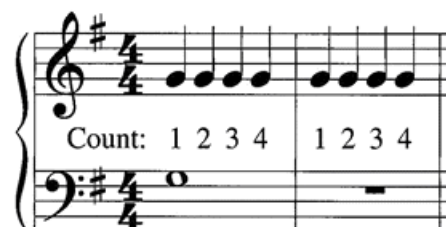
Two beats to a measure:



Three beats to a measure:



Four beats to a measure:



The lower figure shows what kind of note gets one beat. (The figure  $\frac{4}{4}$  represents a quarter note.)

## RHYTHMIC PATTERNS

Examples:



Rhythmic pattern:  $\frac{4}{4}$   $\frac{4}{4}$   $\frac{4}{4}$   $\frac{4}{4}$  ||

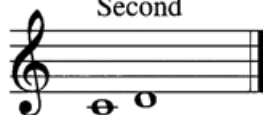
Rhythmic pattern:  $\frac{4}{4}$   $\frac{4}{4}$   $\frac{4}{4}$   $\frac{4}{4}$  ||



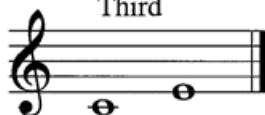
## MELODIC INTERVALS



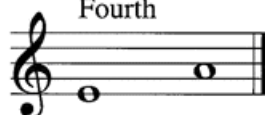
Second



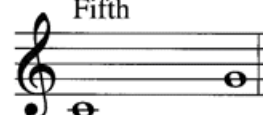
Third



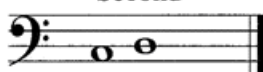
Fourth



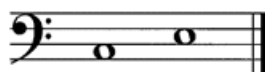
Fifth



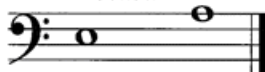
Second



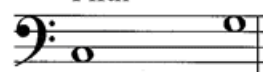
Third



Fourth



Fifth



## 6 TRIADS

Diagram illustrating triads in C major, F major, and G major, and A minor and D minor.

**C major:** C-E-G (treble clef), C-E-G (bass clef)

**F major:** F-A-C (treble clef), F-A-C (bass clef)

**G major:** G-B-D (treble clef), G-B-D (bass clef)

**A minor:** A-C-E (treble clef), A-C-E (bass clef)

**D minor:** D-F-A (treble clef), D-F-A (bass clef)

## CADENCES

Diagram illustrating a cadence in C major (treble clef, 4/4 time). The melody consists of C4, D4, E4, F4, G4, A4, B4, and C5. The bass line consists of C3, F2, and C3.

Diagram illustrating a cadence in G major (treble clef, 4/4 time). The melody consists of G4, A4, B4, C5, B4, A4, G4, and F#4. The bass line consists of G3, B2, and G3.

## ACCIDENTALS

F sharp

Diagram illustrating the F sharp accidental. A box labeled "Sharp" with a # symbol is shown next to a piano keyboard diagram where the F key is marked with a sharp sign.

Diagram illustrating the F sharp accidental in a musical staff (treble clef, 4/4 time). The melody consists of C4, D4, E4, F#4, G4, A4, B4, and C5. The bass line consists of C3, F2, and C3.

B flat

Diagram illustrating the B flat accidental. A box labeled "Flat" with a b symbol is shown next to a piano keyboard diagram where the B key is marked with a flat sign.

Diagram illustrating the B flat accidental in a musical staff (treble clef, 4/4 time). The melody consists of C4, D4, E4, F#4, G4, A4, Bb4, and C5. The bass line consists of C3, F2, and C3.

Key Signature

Diagram illustrating a key signature change in a musical staff (treble clef, 3/4 time). The melody consists of C4, D4, E4, F#4, G4, A4, B4, and C5. The bass line consists of C3, F2, and C3.

Key Signature

Diagram illustrating a key signature change in a musical staff (treble clef, 4/4 time). The melody consists of C4, D4, E4, F#4, G4, A4, B4, and C5. The bass line consists of C3, F2, and C3.

Key Signature

Diagram illustrating a key signature change in a musical staff (bass clef, 4/4 time). The melody consists of C3, F2, and C3. The bass line consists of C3, F2, and C3.

Key Signature

Diagram illustrating a key signature change in a musical staff (bass clef, 3/4 time). The melody consists of C3, F2, and C3. The bass line consists of C3, F2, and C3.

# DAILY SIGHT-READING EXERCISES No. 1

Directions to the student: Complete one set of sight-reading exercises at each practice session.

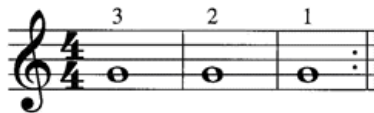
**1**

FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play with the given fingering.



Name the first note in each hand, then play.



Clap or tap the rhythmic pattern while counting the beats.


**2**

SECOND DAY \_\_\_\_\_ (date)

Play this melodic pattern.



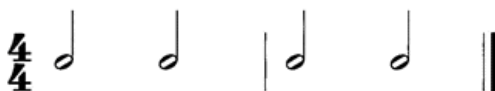
Play with the given fingering.



Play, saying the note names.



Clap or tap the rhythmic pattern while counting the beats.





Play this melodic pattern.



Play with the given fingering.



What melodic intervals are found in this piece? (Answer: \_\_\_\_\_)



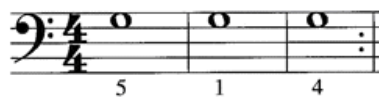
Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.



Play with the given fingering.



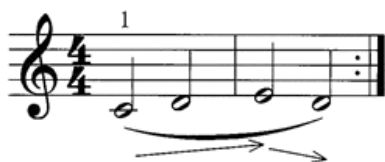
Play, saying finger numbers.



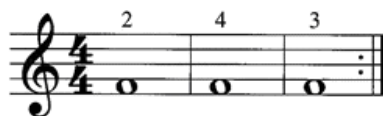
Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.



Play with the given fingering.



How many changes of direction are there in the LH? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 1

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT-READING EXERCISES No. 2

Directions to the student: Complete one set of sight-reading exercises at each practice session.

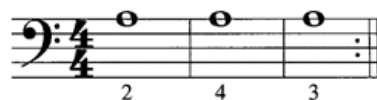
1

FIRST DAY \_\_\_\_\_ (date)

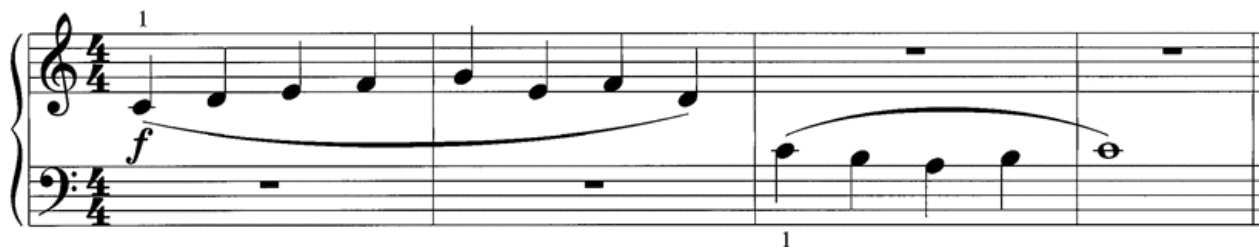
Play this melodic pattern.



Play with the given fingering.



Place the correct fingers on the keys for the notes of this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play this interval of a third, naming the notes. Use the correct fingering. Now play the interval in solid (blocked) form.



Play this interval of a third, naming the notes. Use the correct fingering. Now play the interval in solid (blocked) form.



Play these intervals of a third, naming the notes. Use the correct fingering. Now play these neighbouring intervals in solid (blocked) form.



How many changes of directions are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



Play this interval of a third, naming the notes. Use the correct fingering. Now play the interval in solid (blocked) form.

Play these notes using the correct fingering. Which triad do they form? (Answer: \_\_\_\_\_) Now play this triad in solid (blocked) form.

Circle all the intervals of a third, then play.

Clap or tap the rhythmic pattern while counting the beats.

Play this interval of a third, naming the notes. Use the correct fingering. Now play the interval in solid (blocked) form.

Play these neighboring intervals of a third, naming the notes. Use the correct fingering. Now play the intervals in solid (blocked) form.

Notice the difference in the order of the four LH notes in mm. 1 and 3.

Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern. Now play the same pattern beginning on the note A, then on the note C.



Play this melodic pattern. Now play the same pattern beginning on the note F.



Play, saying finger numbers.



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 2

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT-READING EXERCISES No. 3

13

Directions to the student: Complete one set of sight-reading exercises at each practice session.

1

FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern, which includes repeated notes.



Play this melodic pattern, which includes repeated notes.



Circle the repeated notes, then play.



Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this melodic pattern.



Place the correct fingers on the keys for the notes of this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



## 3

THIRD DAY \_\_\_\_\_ (date)

Play this melodic pattern. Which triad do the last three notes form? (Answer: \_\_\_\_\_)  
Now play this triad in solid (blocked) form.



Play this melodic pattern.



Circle the notes in both the first and second phrases which form the F major triad.



Clap or tap the rhythmic pattern while counting the beats.



## 4

FOURTH DAY \_\_\_\_\_ (date)

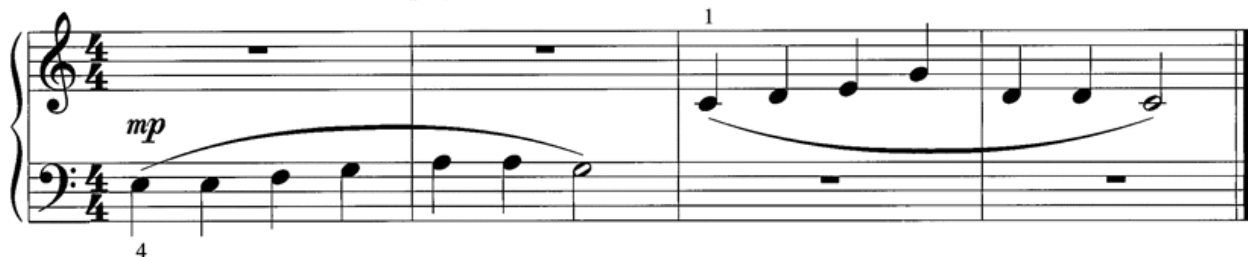
Play this melodic pattern.



Play this interval of a fourth, naming the notes. Use the correct fingering. Now play the interval in solid (blocked) form.



Circle the interval of a fourth, then play.



Clap or tap the rhythmic pattern while counting the beats.



Play this ascending and descending three-note melodic pattern.



Play these neighbouring intervals, naming the notes.



Circle the interval of a fourth, then play.



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 3

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.





# DAILY SIGHT-READING EXERCISES No. 4

Directions to the student: Complete one set of sight-reading exercises at each practice session.

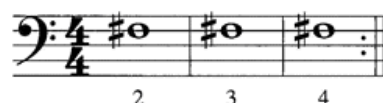
1

FIRST DAY \_\_\_\_\_ (date)

Play these F sharps with the given fingering.



Play these F sharps with the given fingering.



Circle the F sharps, then play with the given fingering.



Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play this repeated pattern.



Play this repeated pattern.



How many F sharps are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



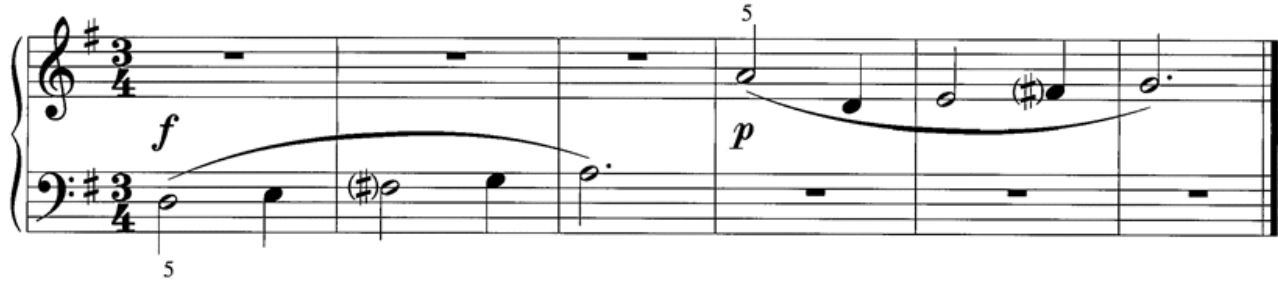
Play this melodic pattern.



Play this melodic pattern. The first two notes form the interval of a fifth. Now play this interval in solid (blocked) form.



Circle the interval of a fifth, then play while counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.



Play this melodic pattern. Notice the zig-zag form it follows.



How many intervals of a third are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern. Which triad do the first three notes form? (Answer: \_\_\_\_\_)  
Now play this triad in solid (blocked) form.



Play this melodic pattern.



Which measure has three repeated notes? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



# DAILY SIGHT-READING EXERCISES No. 5

19

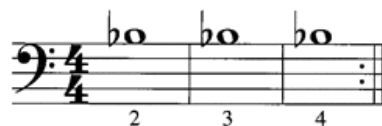
Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1 FIRST DAY \_\_\_\_\_ (date)

Play these B flats with the given fingering.



Play these B flats with the given fingering.



Circle the B flats, then play.



Clap or tap the rhythmic pattern while counting the beats.



## 2 SECOND DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this melodic pattern.



How many B flats are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.





## 3

## THIRD DAY \_\_\_\_\_ (date)

Play this melodic pattern formed by two intervals of a third, then play these thirds in solid (blocked) form.



Play this melodic pattern.



Place the correct fingers on the keys for the notes of this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



## 4

## FOURTH DAY \_\_\_\_\_ (date)

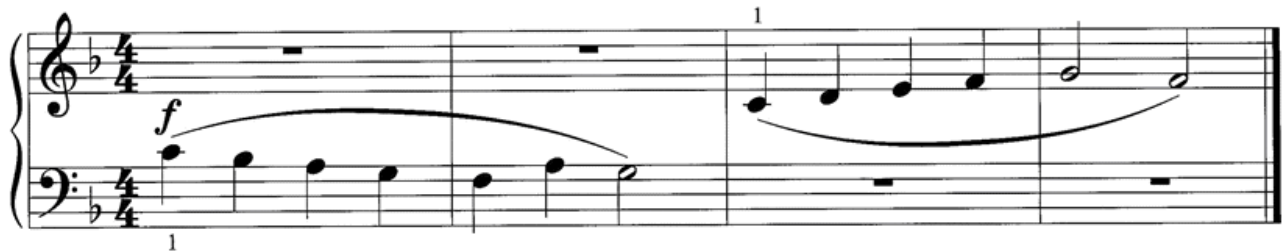
Play this melodic pattern. Now play it beginning on the note G, then on the note D.



Play this melodic pattern. Now play it beginning on the note G.



Bracket ( [ ] ) the two five-note scale patterns, then play.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.



Play this melodic pattern.



Name the two neighboring intervals in the LH in m. 3. (Answer: \_\_\_\_\_ )

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 5

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



## DAILY SIGHT-READING EXERCISES No. 6

Directions to the student: Complete one set of sight-reading exercises at each practice session.

# 1 FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this melodic pattern.



Place the correct fingers on the keys for the notes of this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



# 2 SECOND DAY \_\_\_\_\_ (date)

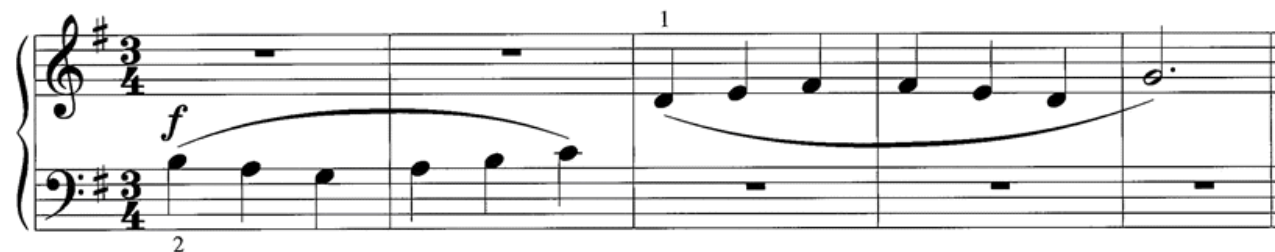
Play this melodic pattern.



Play this melodic pattern.



How many changes of direction are there in this piece? (Answer: \_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



Play these notes which alternate between the hands. Use the correct fingering.



Play this melodic pattern which moves from the RH to the LH. Use the correct fingering.



Play, counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern which moves from hand to hand. Use the correct fingering.



Play this melodic pattern which moves from hand to hand. Use the correct fingering.



Circle the interval of an octave.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern. Use the correct fingering.



Play this melodic pattern. Use the correct fingering.



Notice how the melody moves from hand to hand.



Clap or tap the rhythmic pattern while counting the beats.

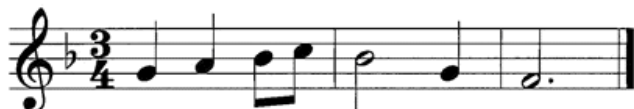


## DAILY EAR-TRAINING EXERCISES No. 6

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.





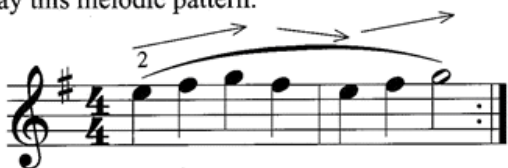
# DAILY SIGHT-READING EXERCISES No. 7

25

Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1 FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this interval of a fifth. Now play it in solid (blocked) form.



Circle the repeated notes D in each hand. Notice how the second D in the RH and the first D in the LH form the interval of an octave.



Clap or tap the rhythmic pattern while counting the beats.



## 2 SECOND DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this interval of a fifth. Now play it in solid (blocked) form.



Notice the hand position of the LH. Place the correct fingers on the keys for the notes of this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern which ends hands together.



Play this melodic pattern which ends hands together.



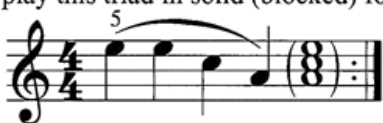
Be sure to play the last note in each hand exactly together.



Clap or tap the rhythmic pattern while counting the beats.



Play these notes. Which minor triad do these notes form? (Answer: \_\_\_\_\_)  
Now play this triad in solid (blocked) form.



Play this melodic pattern.



Circle the accidental G sharp, then play.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern. Use the correct fingering.



Play this melodic pattern. Use the correct fingering.



Be sure to play smoothly in m. 2 when you change from the LH to the RH.



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 7

Directions to the student: Complete these ear-training exercises at home.

## RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



## MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord **ONCE**. Play the melody **TWICE**, observing the **DIRECTIONS** of the notes and the **PATTERNS** they form. Then play the melody from memory.



## DAILY SIGHT-READING EXERCISES No. 8

Directions to the student: Complete one set of sight-reading exercises at each practice session.

1

FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this melodic pattern.



Notice that each hand plays the same pattern but with the notes moving in opposite directions.



Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play these notes. Which triad do these notes form?  
(Answer: \_\_\_\_\_)

Now play this triad in solid (blocked) form.



Play these notes. Which triad do these notes form?  
(Answer: \_\_\_\_\_)

Now play this triad in solid (blocked) form.



Notice that the LH phrase imitates the first RH phrase two octaves lower.



Clap or tap the rhythmic pattern while counting the beats.



### 3 THIRD DAY \_\_\_\_\_ (date)

29

Play this melodic pattern.



Play this melodic pattern.



Clap the rhythmic pattern of this piece ( ♪ ♪ ), then play while counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



### 4 FOURTH DAY \_\_\_\_\_ (date)

Play this melodic pattern, using the correct fingering.



Play this cadence, using the correct fingering.



Circle the notes in both the first and second phrases which form the G major triad.



Clap or tap the rhythmic pattern while counting the beats.





Play this melodic pattern.



Play these neighboring intervals. Now play them in solid (blocked) form.



How many pairs of repeated notes are there in this piece? (Answer: \_\_\_\_\_ )



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 8

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT-READING EXERCISES No. 9

31

Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1 FIRST DAY \_\_\_\_\_ (date)

Play these notes. Which triad do they form?  
(Answer: \_\_\_\_\_) Now play this triad in solid (blocked) form.



Play these neighboring intervals.  
Now play them in solid (blocked) form.



How many intervals of a third are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



## 2 SECOND DAY \_\_\_\_\_ (date)

Play this melodic pattern. Use the correct fingering.



Play this melodic pattern. Use the correct fingering.



Circle the intervals of a fourth and fifth, then play.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.



Play this melodic pattern.



Circle the eighth notes, then play.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.



Play this melodic pattern.



Circle the notes in the LH which form the D minor triad.



Clap or tap the rhythmic pattern while counting the beats.



Play this melodic pattern.

Play this hands-together pattern.

Play this cadence.

Place the correct fingers on the keys for the notes of this piece, then play.

Clap or tap the rhythmic pattern while counting the beats.

## DAILY EAR-TRAINING EXERCISES No. 9

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.

### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.

## DAILY SIGHT-READING EXERCISES No. 10

Directions to the student: Complete one set of sight-reading exercises at each practice session.

# 1 FIRST DAY \_\_\_\_\_ (date)

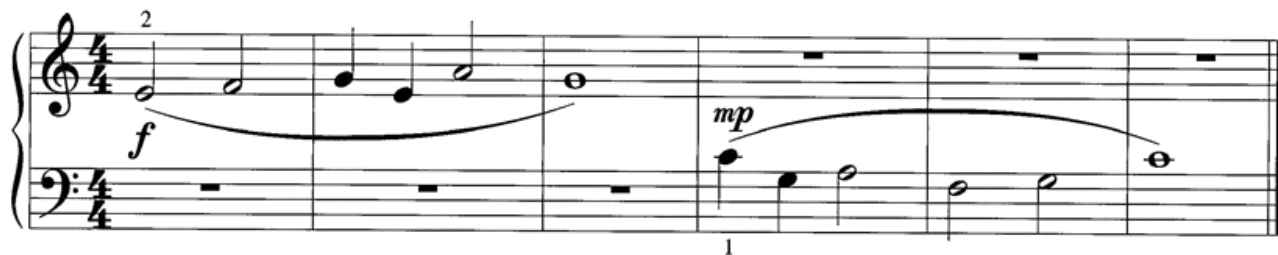
Play these two rhythmic patterns without stopping.



Play these two rhythmic patterns without stopping. Notice how the order has been reversed.



Circle the intervals of a fourth, then play.



Clap or tap the rhythmic pattern while counting the beats.



# 2 SECOND DAY \_\_\_\_\_ (date)

Play this cadence.



Play this cadence.



How many measures are there in each phrase of this piece? (Answer: \_\_\_\_\_ )



Clap or tap the rhythmic pattern while counting the beats.







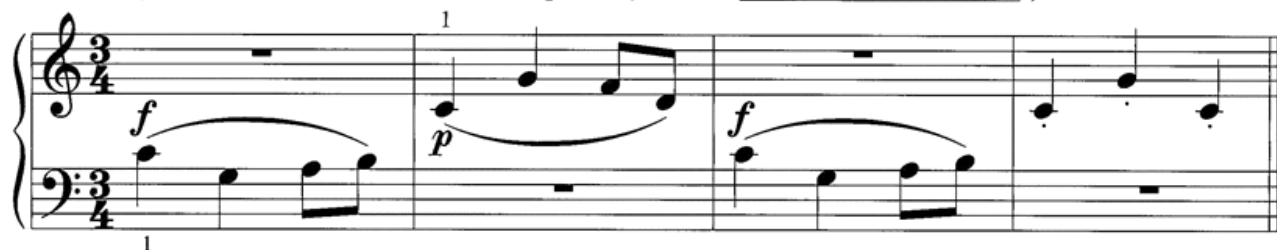
Play this melodic pattern. Use the correct fingering.



Play this melodic pattern. Use the correct fingering.



How many different intervals are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 10

Directions to the student: Complete these ear-training exercises at home.

## RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



## MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord **ONCE**. Play the melody **TWICE**, observing the **DIRECTIONS** of the notes and the **PATTERNS** they form. Then play the melody from memory.



# ★ FOUR STAR TEST NO. 1 ★

37

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.



Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐

## ★ FOUR STAR TEST NO. 2 ★

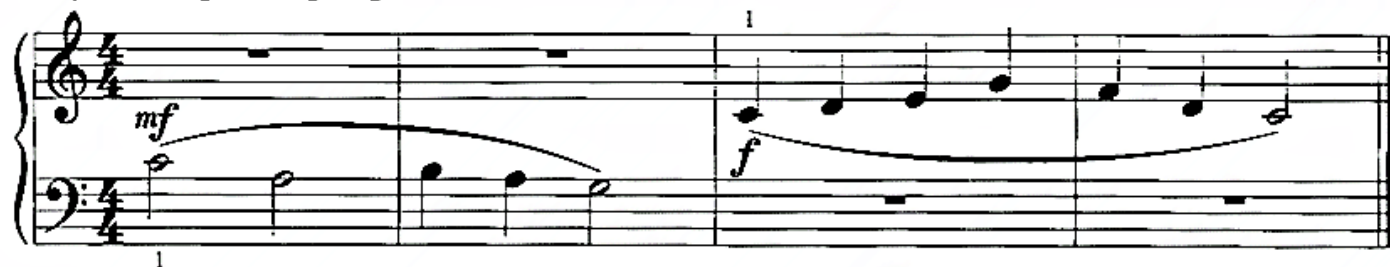
GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.



Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

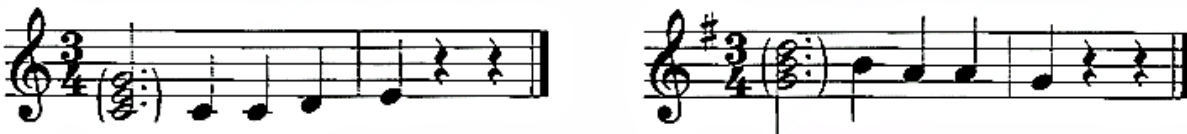
## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐

# ★ FOUR STAR TEST NO. 3 ★

39

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐



## ★ FOUR STAR TEST NO. 4 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.



Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

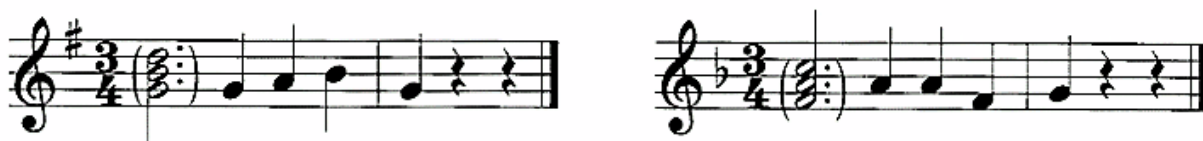
## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐

# ★ FOUR STAR TEST NO. 5 ★

41

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE. The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐



# ★ FOUR STAR TEST NO. 7 ★

43

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE. The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐



## ★ FOUR STAR TEST No. 8 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐



# ★ FOUR STAR TEST No. 9 ★

45

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE. The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐

## ★ FOUR STAR TEST No. 10 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐

# ★ FINAL FOUR STAR TEST ★

47

This test will be given before filling in and signing the Certificate of Achievement.

## SIGHT-READING TEST

Teacher's grading

☐

Play with the given fingering.

Clap or tap the rhythmic patterns.

☐

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE. The student then sings, claps, or taps the rhythm of the short melody from memory.

☐

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

☐



# *Certificate of Achievement*

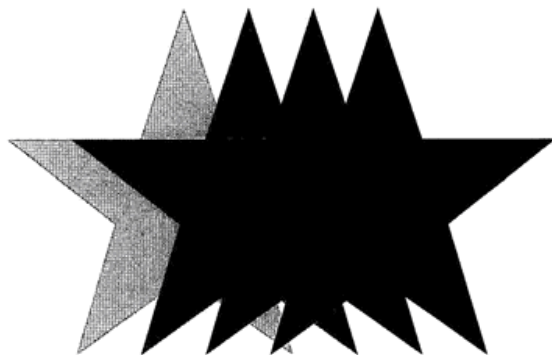
This certifies that

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has completed

**FOUR STAR SIGHT READING**

Level 1



and is eligible for promotion to

**FOUR STAR SIGHT READING**

Level 2

Teacher \_\_\_\_\_ Date \_\_\_\_\_