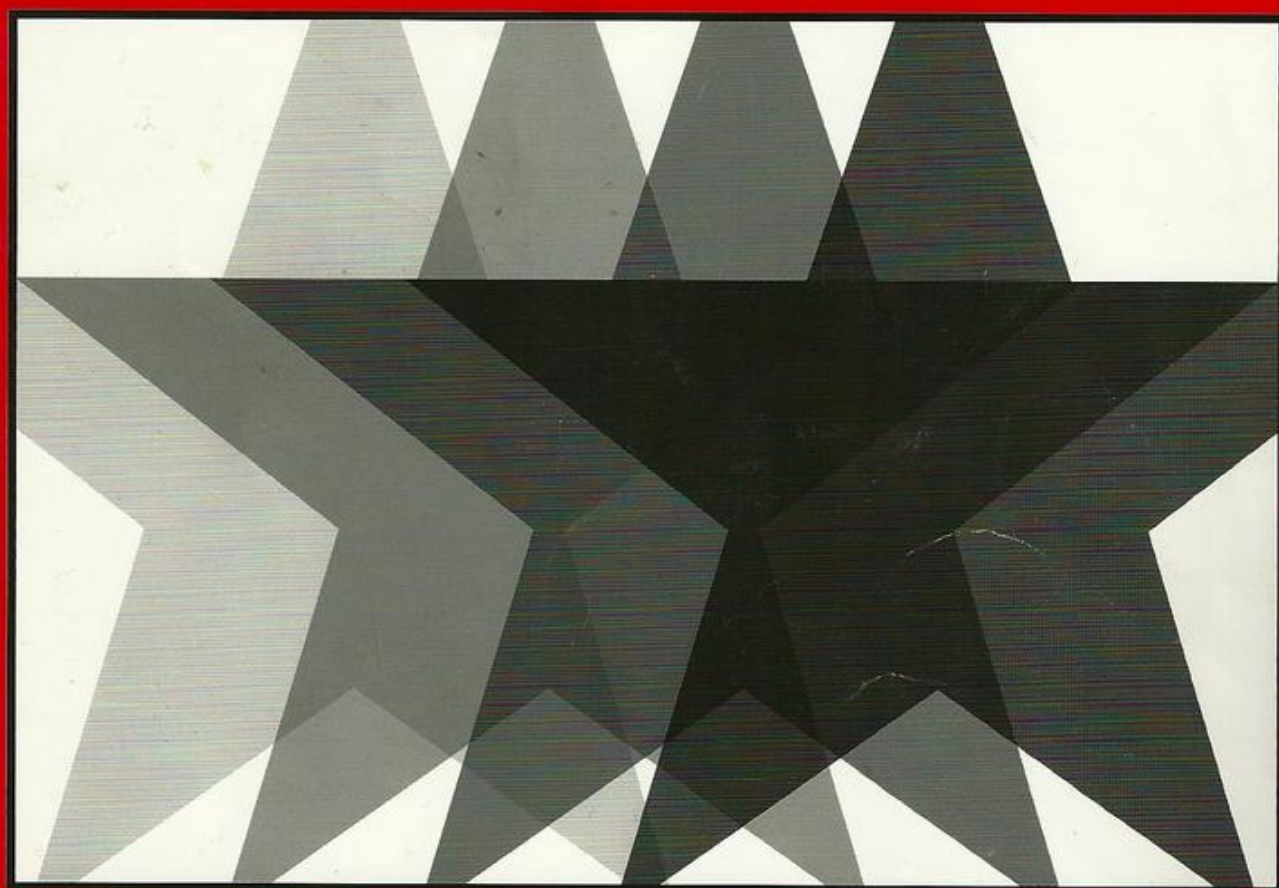


BOOK 2

# FOUR STAR

SIGHT READING AND EAR TESTS



DAILY EXERCISES FOR PIANO STUDENTS

BY BORIS BERLIN AND ANDREW MARKOW

Series Editor  
SCOTT McBRIDE SMITH

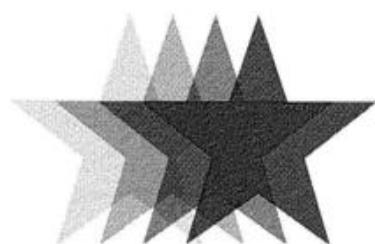


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## HOW TO USE THIS BOOK

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 sight-reading exercises, a short piece to play, 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 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).



A turn (see p. 46).



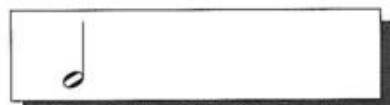
## TIME VALUES



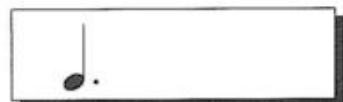
whole note (4 beats)



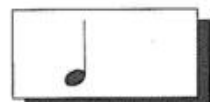
dotted half note (3 beats)



dotted quarter 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

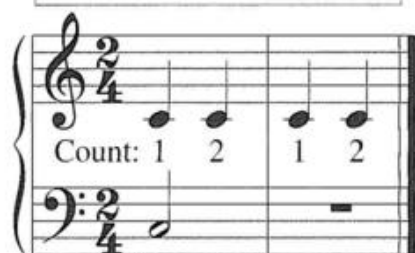




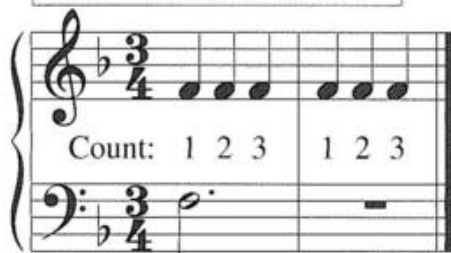
## TIME SIGNATURES

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

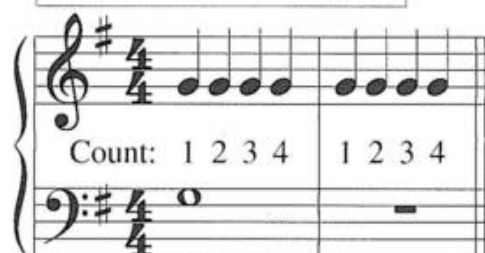
Two beats to a measure:



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

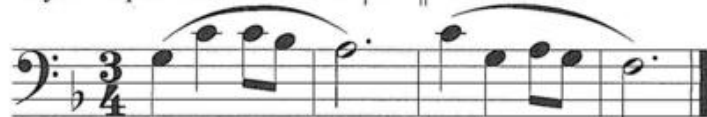
Rhythmic pattern:  $\frac{3}{4}$  (see p. 16)



Rhythmic pattern:  $\frac{3}{4}$  (see p. 29)



Rhythmic pattern:  $\frac{3}{4}$  (see p. 41)



Rhythmic pattern:  $\frac{4}{4}$  (see p. 21)



Rhythmic pattern:  $\frac{2}{4}$  (see p. 22)



## MELODIC INTERVALS

Major 2nd (see p. 7)



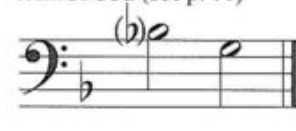
minor 2nd (see p. 30)



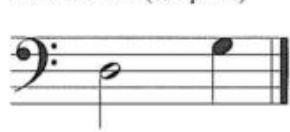
Major 3rd (see p. 12)



minor 3rd (see p. 11)



Perfect 4th (see p. 11)



Perfect 5th (see p. 17)



Major 6th (see p. 21)



minor 6th (see p. 13)



Major 7th (see p. 11)



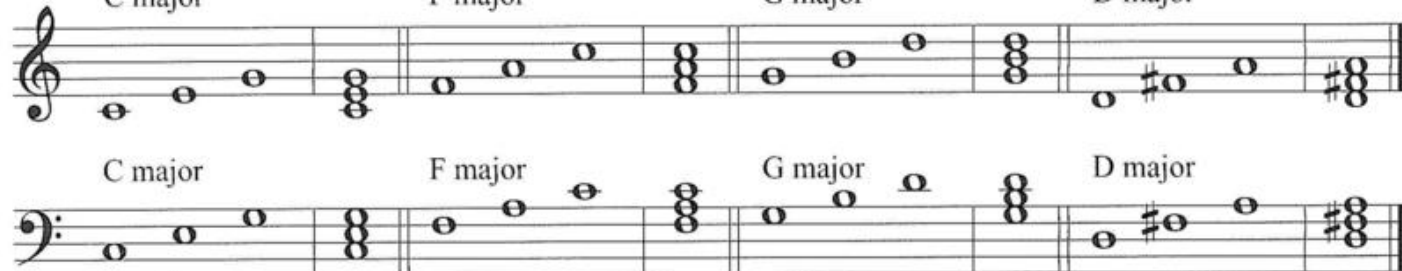
minor 7th (see p. 24)

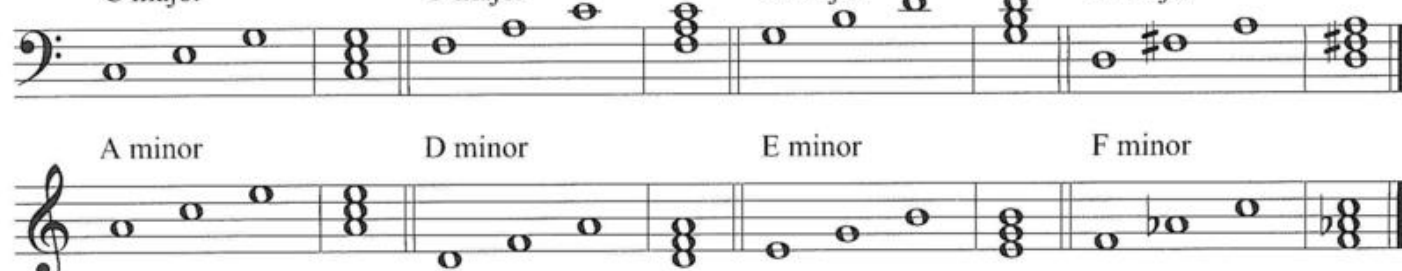


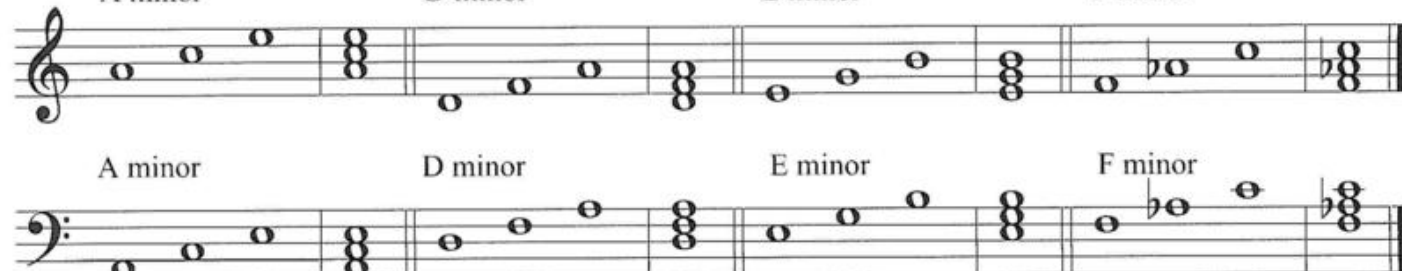
Perfect 8ve (see p. 36)




## TRIADS

C major      F major      G major      D major  


C major      F major      G major      D major  


A minor      D minor      E minor      F minor  


A minor      D minor      E minor      F minor  


## CADENCES

(see p. 27)



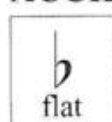
(see p. 30)



(see p. 32)



## ACCIDENTALS



flat

(see p. 19)




sharp

(see p. 29)



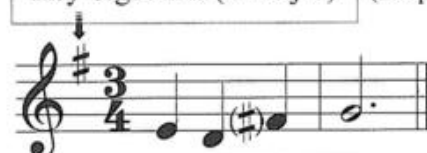

natural

(see p. 43)



## KEY SIGNATURES

Key Signature (G major) (see p. 8)



Key Signature (E minor) (see p. 30)



Key Signature (F major) (see p. 9)



Key Signature (D minor) (see p. 47)



# 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. What is the interval between each note? (Answer: \_\_\_\_\_)



Play this melodic pattern.



Play, naming the notes.



Clap or tap the rhythmic pattern while counting the beats.



2

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

Play this melodic pattern.



Play this melodic pattern.



Play, naming the fingering.



Clap or tap the rhythmic pattern.



3

## THIRD 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.



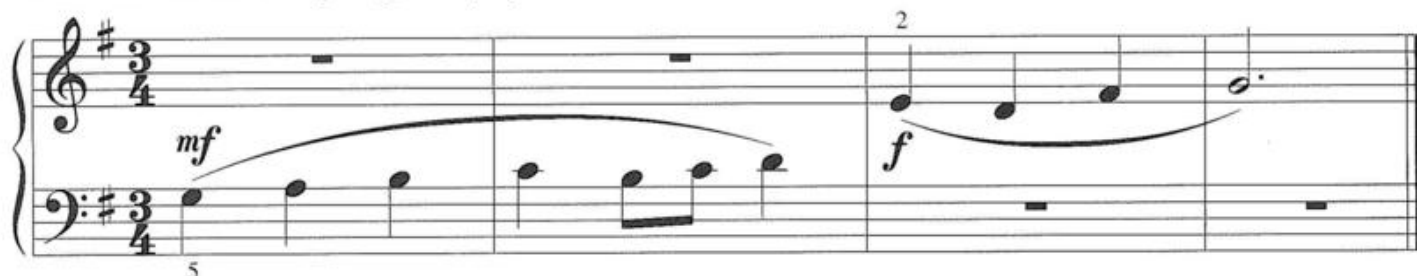
4

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

Play this melodic pattern.

Play this melodic pattern. What is the interval between the last two notes? (Answer: 3rd)

Name the notes and fingering, then play.



Clap or tap the rhythmic pattern.





5

FIFTH DAY \_\_\_\_\_ (date)

Play this melodic pattern. Bracket the repeated notes.



Play this melodic pattern.



Play, counting the beats.



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.

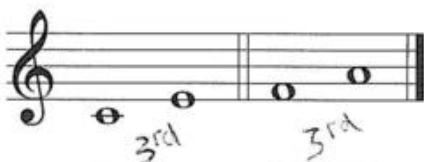
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### 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 this melodic pattern.



Play, counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



2

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

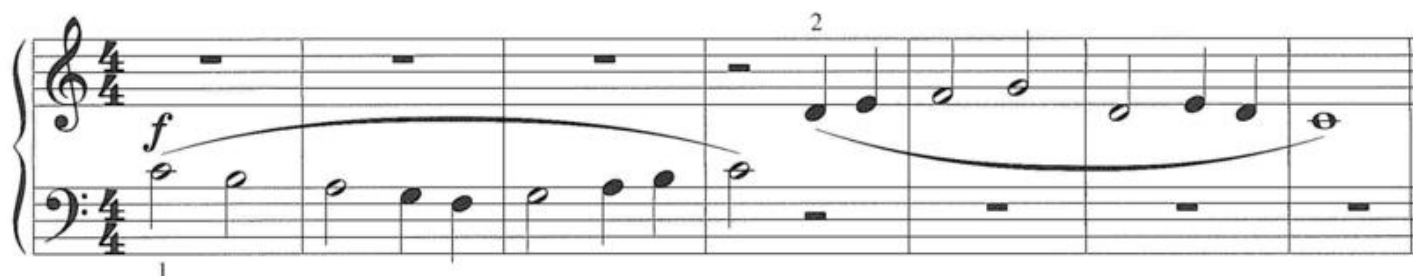
Play this melodic pattern.



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.



3

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

Play this melodic pattern. Bracket the intervals of a 3rd.



Play these solid (blocked) intervals. What intervals are they? (Answer: 3<sup>rd</sup>)



Circle all the intervals of a 3rd, then play.



Clap or tap the rhythmic pattern while counting the beats.



4

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

Play this melodic pattern of intervals. Bracket the 4ths and circle the 5ths.



Play these solid (blocked) intervals.



How many changes of direction are there in the LH part of this piece? (Answer: 3)



Clap or tap the rhythmic pattern.



Play with the given fingering.



Play with the given fingering.



Circle all the intervals of a 4th, then play, naming the fingering.



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.

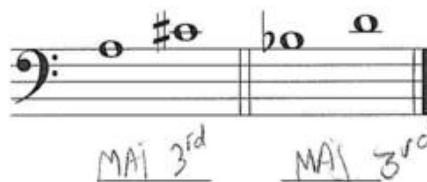
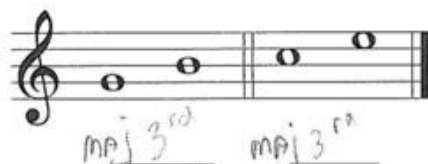
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### 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

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

1

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

Play this melodic pattern. Circle the 3rds and bracket the 2nds.



Play these solid (blocked) intervals.



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 these notes. Which triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play these notes. Which triad do they form?

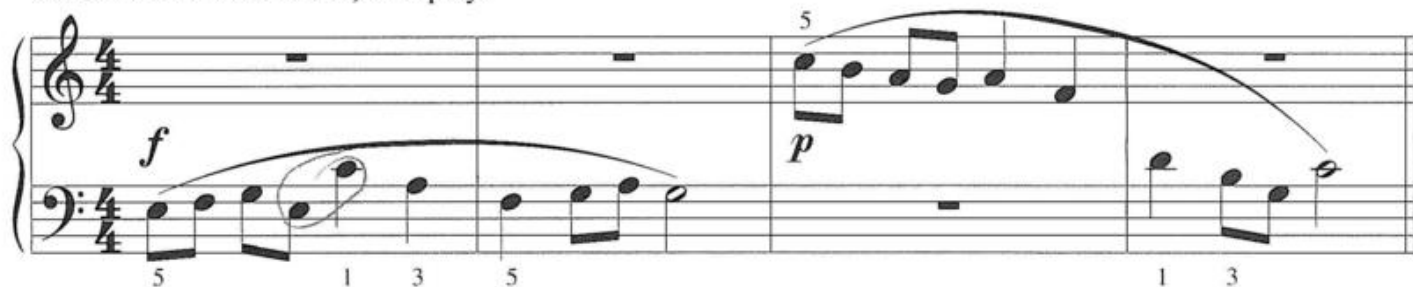
(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle the interval of a 6th, then play.



Clap or tap the rhythmic pattern.



## 3

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

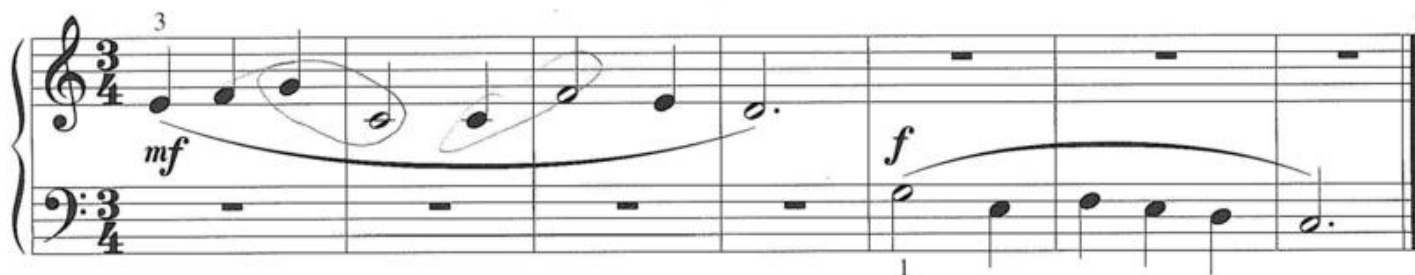
Play this melodic pattern of intervals. What intervals are present? (Answer: \_\_\_\_\_)



Play these solid (blocked) intervals.



Circle the intervals of a 4th and 5th, then play.



Clap or tap the rhythmic pattern while counting the beats.



## 4

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

Play this melodic pattern.



Play this melodic pattern.



Circle all the intervals of a 4th, then play.



Clap or tap the rhythmic pattern.



5

## FIFTH DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play these notes. Which triad do they form?

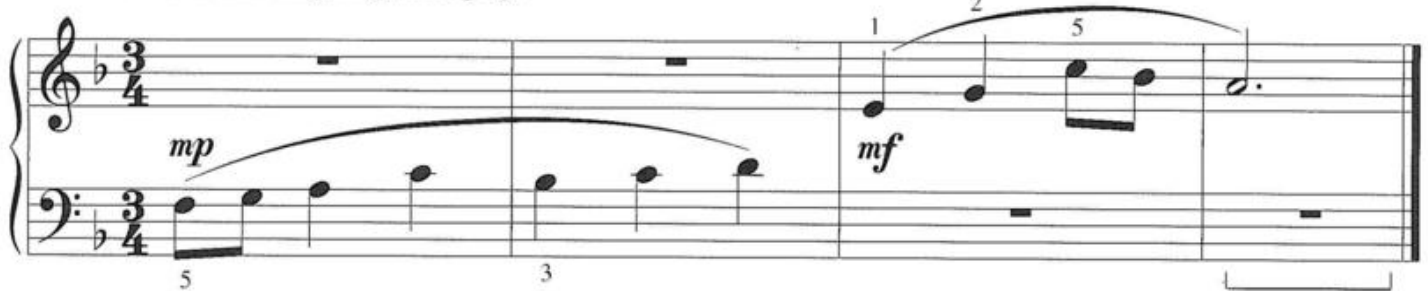
(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Name the notes and fingering, 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.



## INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



## 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 this melodic pattern. Circle the repeated notes.



Play this melodic pattern. Circle the repeated notes.



Circle the adjacent notes in the RH which form a G major triad.



Clap or tap the rhythmic pattern while counting the beats.



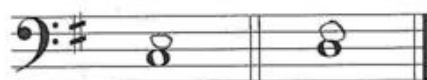
2

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

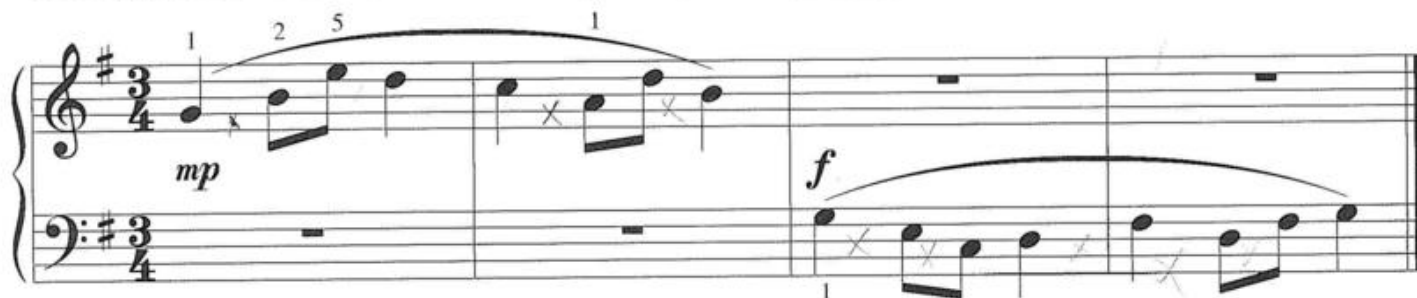
Add the correct note to form a major 3rd above each of the given notes.



Add the correct note to form a major 3rd above each of the given notes.



How many intervals of a 3rd are there in this piece? (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern.





## 3

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

Play these intervals of a 4th and 5th with the given fingering.



Play these notes. Which triad do they form?

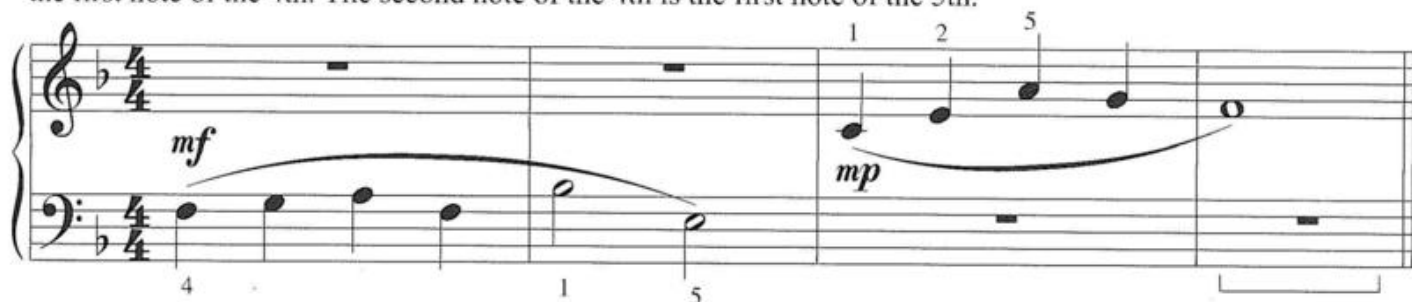
(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle the neighboring intervals of a 3rd, 4th, and 5th in the LH. Notice how the second note of the 3rd is also the first note of the 4th. The second note of the 4th is the first note of the 5th.



Clap or tap the rhythmic pattern while counting the beats.



## 4

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

Play with the given fingering.



Play with the given fingering.



Circle the accidental, then play.



Clap or tap the rhythmic pattern.



Play these notes. Which triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play with the given fingering.



Circle the quarter note rests, then play.



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 4

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

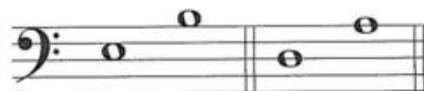
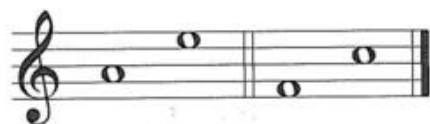
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### 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. 5

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: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play these notes. Do they form the same triad and inversion as in the first example? (Answer: \_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle all the A flats, then play.



Clap or tap the rhythmic pattern while counting the beats.



2

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

Play with the given fingering.



Play these notes. Which triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle the three notes that form the D minor triad in second inversion in both the RH and the LH, then play.



Clap or tap the rhythmic pattern.



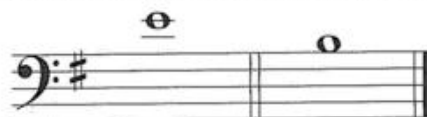
3

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

Add the correct note to form a major 3rd below.



Add the correct note to form a major 3rd below.



Name the intervals in the last two measures. (Answer: \_\_\_\_\_ )



Clap or tap the rhythmic pattern while counting the beats.



4

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

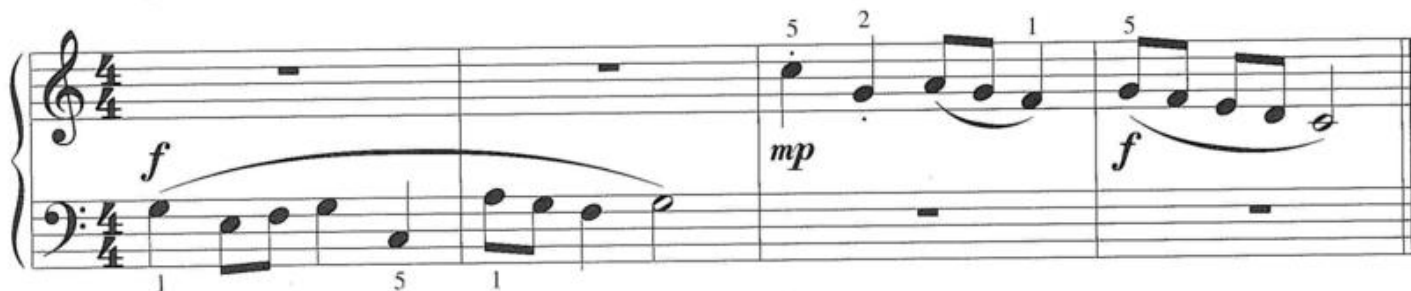
Play with the given fingering.



Play with the given fingering.



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



Clap or tap the rhythmic pattern.





Play these notes. Which triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play these notes. Do they form the same triad and inversion as in the first example? (Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle all the intervals of a 6th, then play.



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.

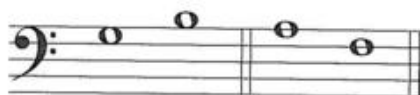
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### 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 which moves from the RH to the LH. Use the given fingering.



Circle the interval of the octave in this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



2

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

Play with the given fingering.



Play with the given fingering.



How many times do you see the rhythmic pattern (G4 A4 | B4 C5)? (Answer: \_\_\_) Clap this rhythm.



Clap or tap the rhythmic pattern.



3

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

Play these notes. Which triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play this melodic pattern.



Circle the accidentals B natural and C sharp, then play.



Clap or tap the rhythmic pattern while counting the beats.



4

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

Play with the given fingering.



Play with the given fingering.



Play, naming the fingering.



Clap or tap the rhythmic pattern.



5

FIFTH DAY \_\_\_\_\_ (date)

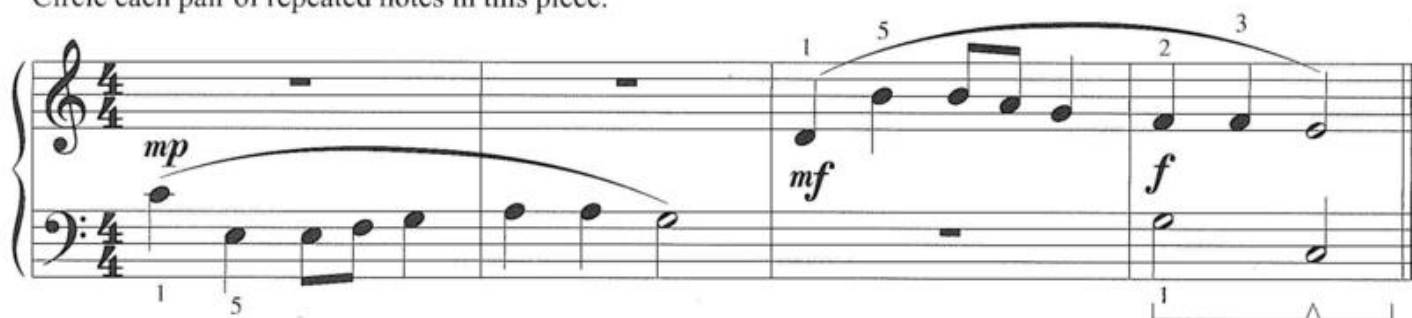
Play this interval of a 6th with the given fingering.



Play this interval of a 6th with the given fingering.



Circle each pair of repeated notes in this piece.



Clap or tap the rhythmic pattern while counting the beats.



# DAILY SIGHT-READING EXERCISES No. 7

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 7th with the given fingering.



Circle the interval of a 7th, then play.

Clap or tap the rhythmic pattern while counting the beats.



2


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

Add the correct note to form a perfect 5th above each of the given notes.



Add the correct note to form a perfect 5th above each of the given notes.



Bracket (  ) the two four-note scale patterns, then play.

Clap or tap the rhythmic pattern.



3

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

Play with the given fingering.



Play with the given fingering.



Circle the accidentals in this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



4

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

Play with the given fingering.



Play with the given fingering.



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



Clap or tap the rhythmic pattern.





5

FIFTH DAY \_\_\_\_\_ (date)

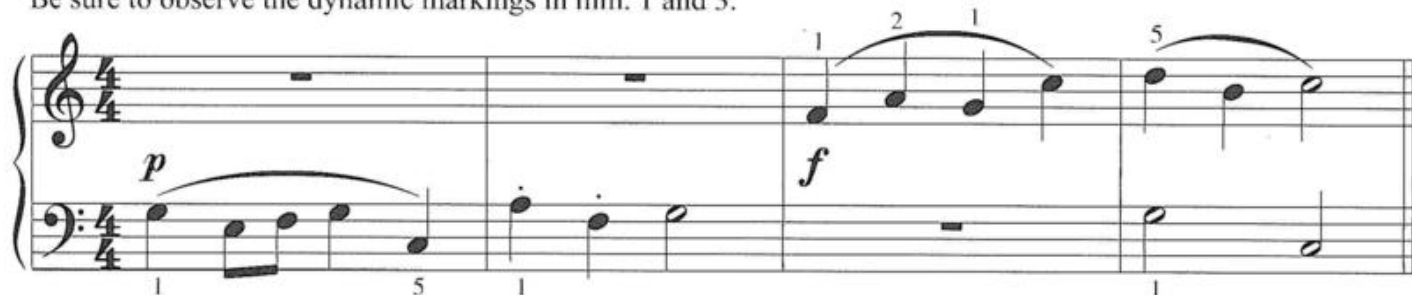
Play with the given fingering.



Play this cadence.



Be sure to observe the dynamic markings in mm. 1 and 3.



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.

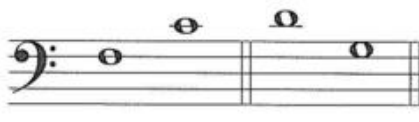
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### 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.

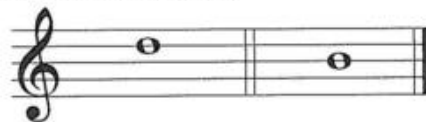
1

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

Add the correct note to form a perfect 5th below each of the given notes.



Add the correct note to form a perfect 5th below each of the given notes.



Play, naming the notes.



Clap or tap the rhythmic pattern while counting the beats.



2

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

Play with the given fingering.



Play with the given fingering. Be sure to observe the quarter rest.



Play, counting the beats. Be sure to observe the rests.



Clap or tap the rhythmic pattern.



## 3

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

Play these notes. Which triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

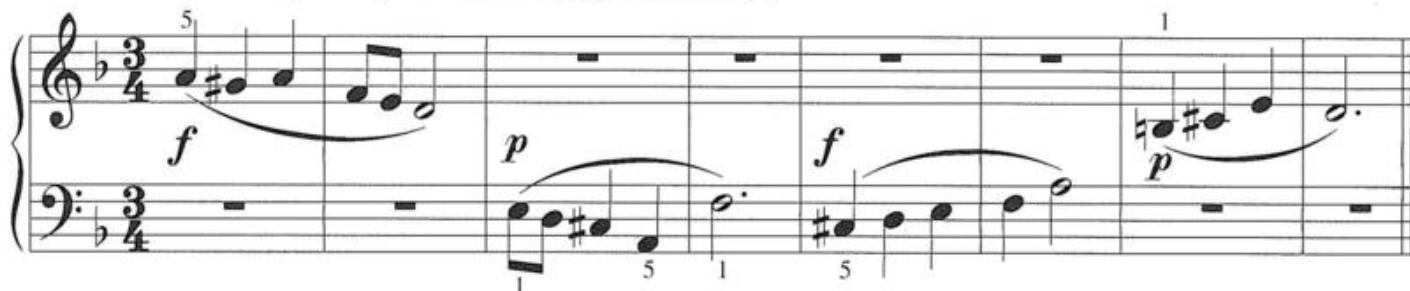
Now play the triad in solid (blocked) form.



Play this melodic pattern.



Name the key of this piece. (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



## 4

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

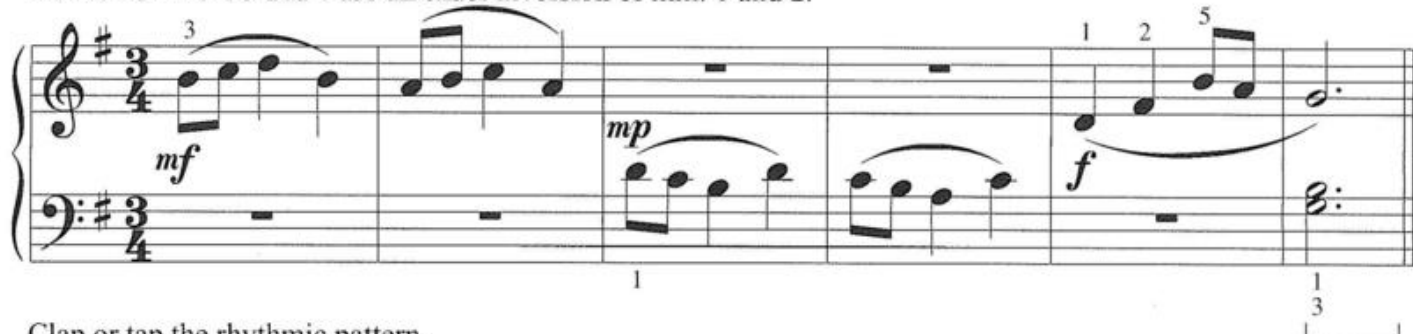
Play with the given fingering.



Play this passage.



Notice how mm. 3 and 4 are an exact inversion of mm. 1 and 2.



Clap or tap the rhythmic pattern.



Play with the given fingering.



Play this cadence.



Name the key of 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.

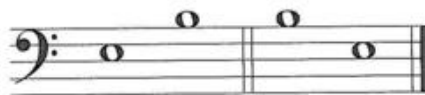
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### 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

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

1

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

Play with the given fingering.



Play with the given fingering.



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



Clap or tap the rhythmic pattern while counting the beats.



2

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

Play with the given fingering.



Play with the given fingering.



Circle all the intervals of a 5th and 6th, then play.



Clap or tap the rhythmic pattern.



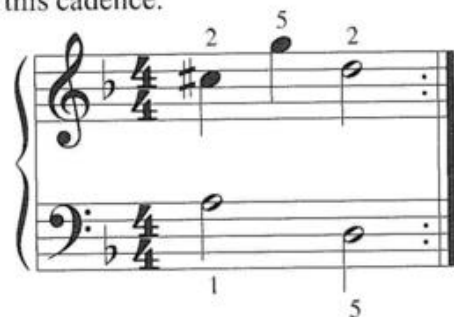
## 3

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

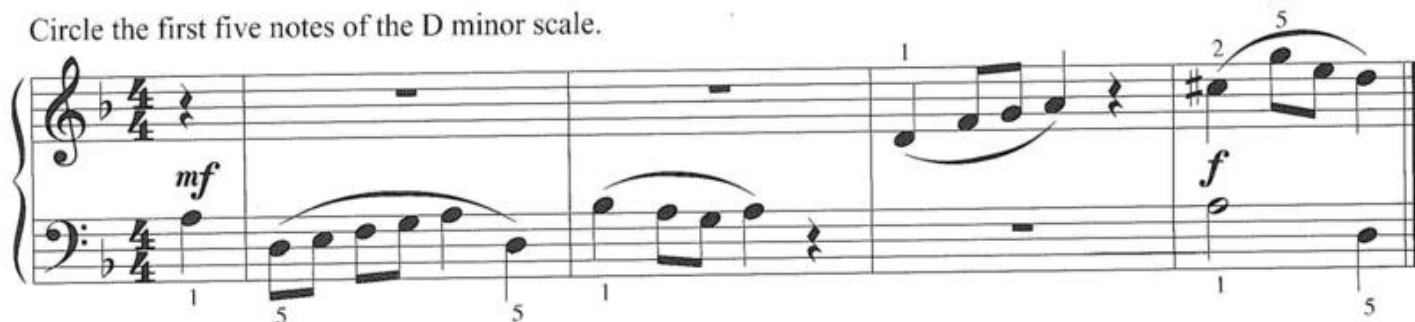
Play with the given fingering, then play the 3 notes in solid (blocked) form.



Play this cadence.



Circle the first five notes of the D minor scale.



Clap or tap the rhythmic pattern while counting the beats.



## 4

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

Play this cadence.



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.





5

FIFTH DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play this cadence.



Be sure to observe the pedal marking at the final cadence.



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.

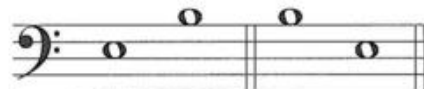
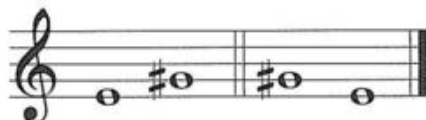
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### 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)

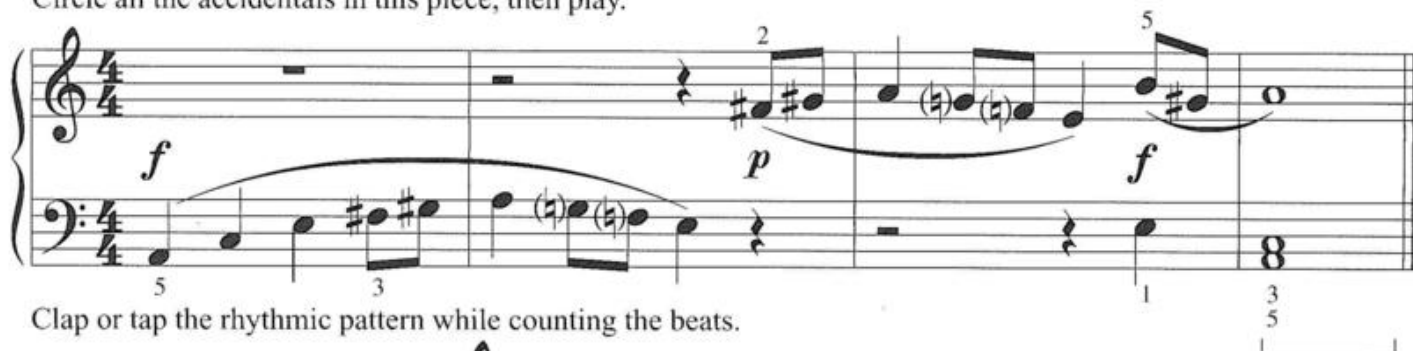
Play with the given fingering.



Play this cadence.



Circle all the accidentals in this piece, then play.



Clap or tap the rhythmic pattern while counting the beats.



2

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

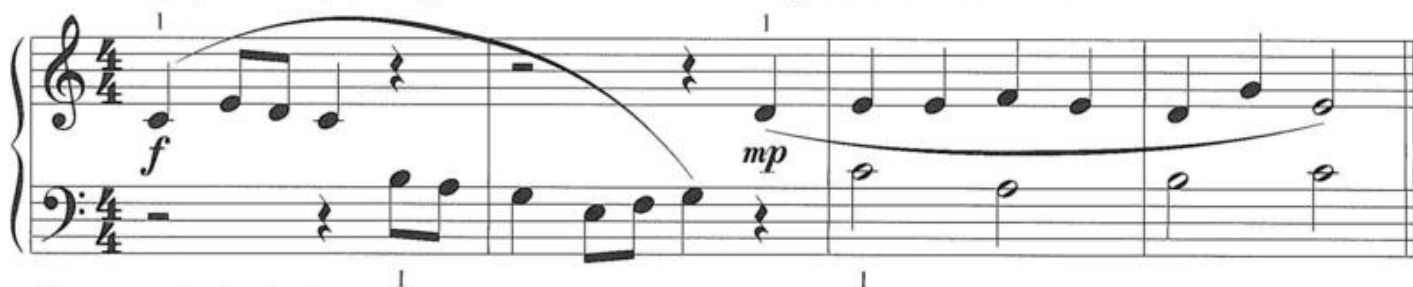
Play with the given fingering.



Play with the given fingering.



Be sure to play smoothly (evenly) when the melodic line changes from hand to hand.



Clap or tap the rhythmic pattern.



## 3

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

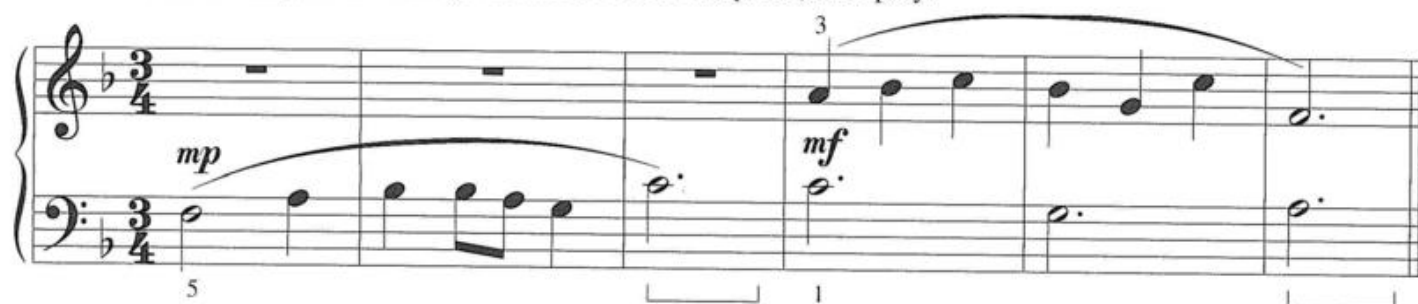
Play with the given fingering.



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.



## 4

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

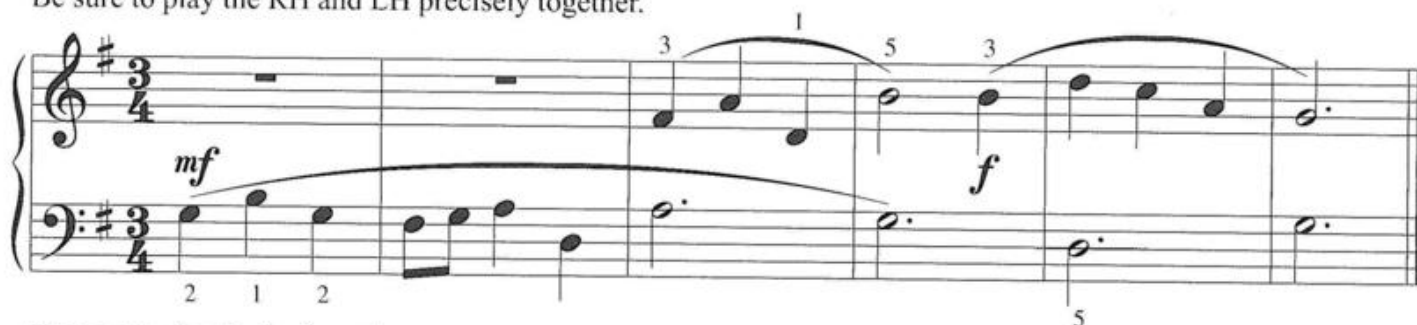
Play with the given fingering.



Play with the given fingering.



Be sure to play the RH and LH precisely together.



Clap or tap the rhythmic pattern.



Play with the given fingering.



Play with the given fingering.



Play, counting the beats.



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.

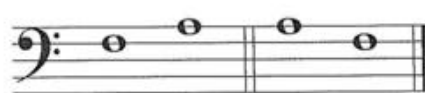
### RHYTHM

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



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### 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 ★

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.

### INTERVALS

The teacher selects and names each of the following intervals, and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

### 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.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ 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.

### INTERVALS

The teacher selects and names each of the following intervals, and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

### 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.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.



# ★ FOUR STAR TEST No. 3 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading ☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

# ★ 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.

### INTERVALS

The teacher selects and names each of the following intervals, and plays the first note ONCE. The student then sings or hums the other note; OR The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear. The teacher then repeats this procedure with several other intervals.

### 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.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ FOUR STAR TEST No. 5 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading ☐

Play with the given fingering.



# ★ FOUR STAR TEST No. 7 ★

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.

### INTERVALS

The teacher selects and names each of the following intervals, and plays the first note ONCE. The student then sings or hums the other note; OR The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear. The teacher then repeats this procedure with several other intervals.

### 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.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ 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.

### INTERVALS

The teacher selects and names each of the following intervals, and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

### 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.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.



# ★ FOUR STAR TEST No. 9 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading ☐

Play with the given fingering.

Clap or tap the rhythmic pattern.

# ★ 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.

### INTERVALS

The teacher selects and names each of the following intervals, and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

### 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.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ FINAL FOUR STAR TEST ★

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.

☐

Play with the given fingering.

☐

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

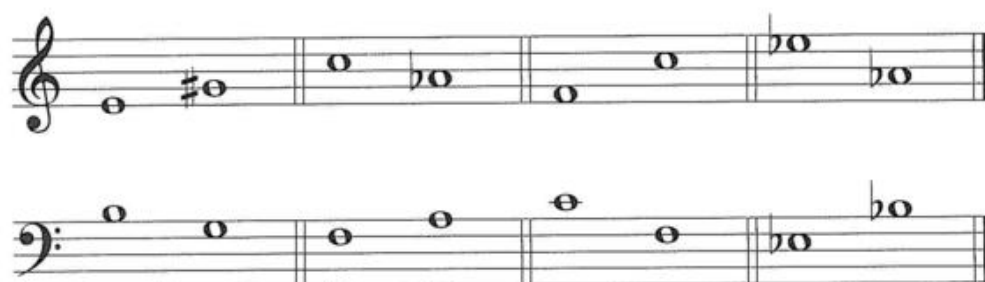
The teacher selects one of the following short melodies and plays it TWICE. The student then sings, claps, or taps the rhythm of the short melody from memory.



### INTERVALS

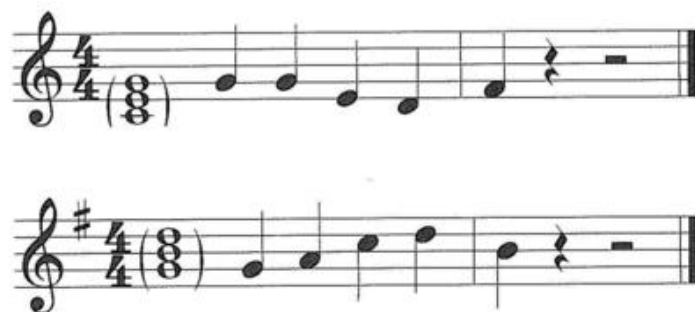
The teacher selects and names each of the following intervals, and plays the first note ONCE. The student then sings or hums the other note; OR

The teacher plays the interval in broken form ONCE, and the student *identifies* (names) it by ear. The teacher then repeats this procedure with several other intervals.



### 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*

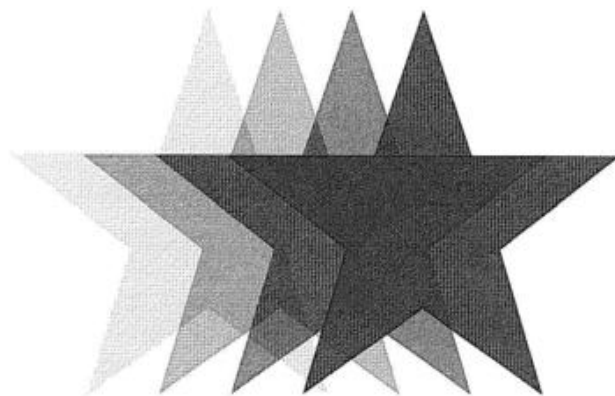
This certifies that

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has completed

**FOUR STAR SIGHT READING**

Level 2



and is eligible for promotion to

**FOUR STAR SIGHT READING**

Level 3

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