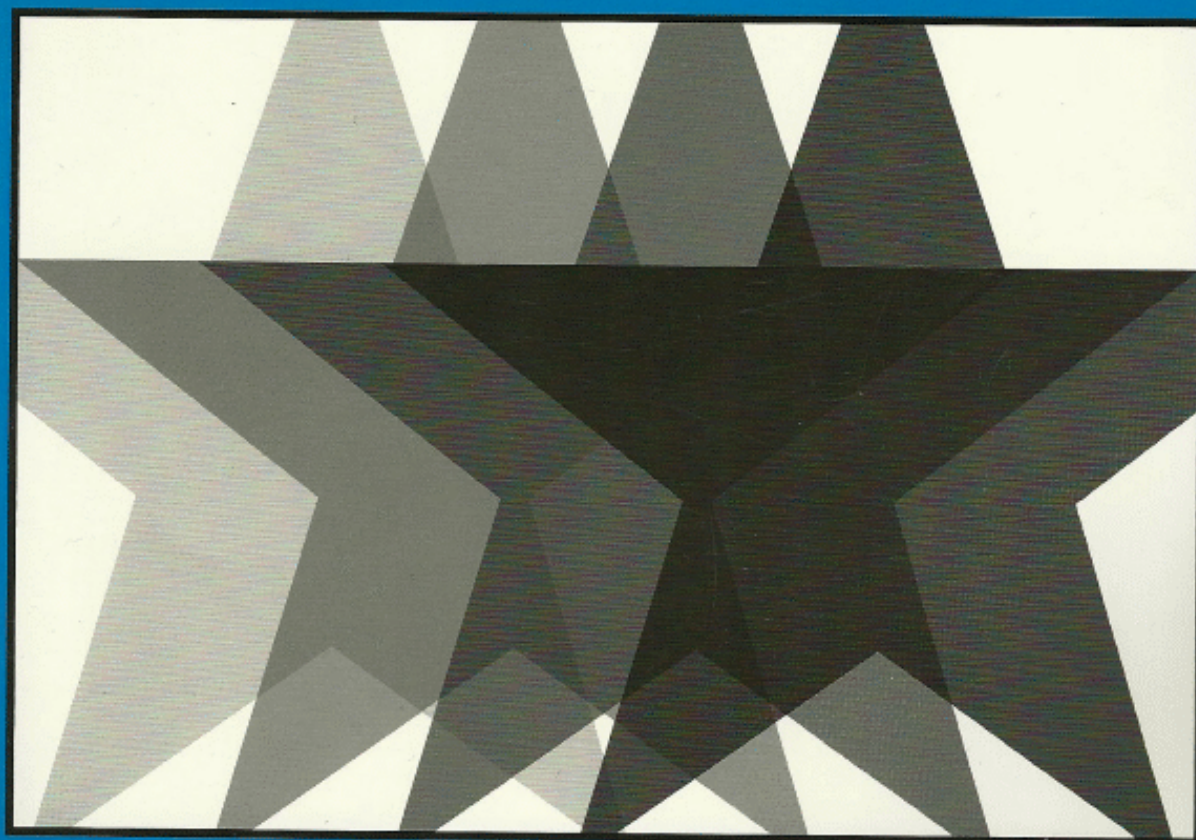


BOOK 4

# FOUR STAR

SIGHT READING AND EAR TESTS



DAILY EXERCISES FOR PIANO STUDENTS

BY BORIS BERLIN AND ANDREW MARKOW

Series Editor  
SCOTT McBRIDE SMITH

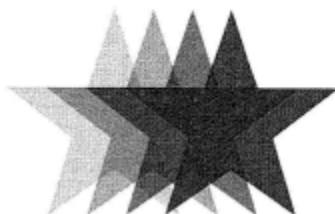


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## HOW TO USE THIS BOOK

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 a short piece and clapping rhythm. 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.

### SUPPLEMENTAL MATERIAL

Twenty-seven additional pieces can be found beginning on p. 49. These will give students additional preparation before they begin work on Level 5. Students should play these with their teacher at the lesson, or as assigned for home practice.

# MUSICAL ELEMENTS AND PATTERNS IN THIS VOLUME

## DIRECTIONS OF A MELODY

Notes move up.



Five notes move up, then change direction.



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



A turn (see p. 39).



Notes move down.



Four notes move down, then change direction.



Repeated notes (the notes remain the same).



## MELODY AND ACCOMPANIMENT

Melody

(see p. 7)



Accompaniment

Melody

(see p. 51)



Accompaniment

Sequence

(see p. 18)



Melodic Repetition

(see p. 25)



## INTERVALS

### Above a given note:

Major 3rd: (3 notes)



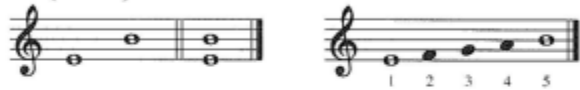
Minor 3rd: (3 notes)



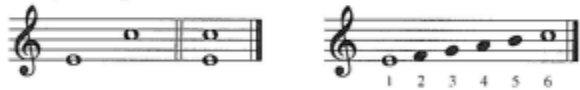
4th: (4 notes)



5th: (5 notes)



6th: (6 notes)



7th: (7 notes)



Octave: (8 notes)



### Below a given note:



## TRIADS (Three-note Chords)

Examples:


Broken	Solid (Blocked)	Broken	Solid (Blocked)	Broken	Solid (Blocked)
Root position		First inversion		Second inversion	
Root position		First inversion		Second inversion	

## EXAMPLES OF INTERVALS AND TRIADS FOUND IN PIECES


A major triad (chord tones)

## TIME VALUES


whole (4 beats)      dotted half (3 beats)      half (2 beats)      quarter (1 beat)      eighth ( $\frac{1}{2}$  beat)      dotted quarter ( $1\frac{1}{2}$  beats or 3 pulses)




## RHYTHMIC PATTERNS

Rhythmic pattern:  ||



Rhythmic pattern:  ||



Rhythmic pattern:  ||

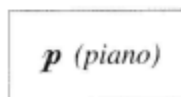
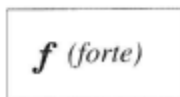







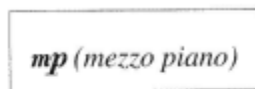
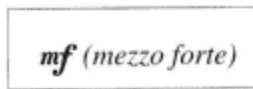
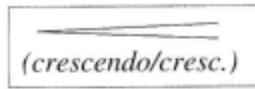
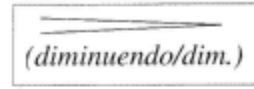
## RHYTHMIC IMITATION

 (see p. 11)

 (see p. 12)

## MARKS OF EXPRESSION AND OTHER MUSICAL SIGNS

						
<i>p</i> (piano)	<i>f</i> (forte)		#	b	♮	
soft	loud	slur or phrase mark	sharp	flat	natural	pedal mark

			
<i>mp</i> (mezzo piano)	<i>mf</i> (mezzo forte)	(crescendo/cresc.)	(diminuendo/dim.)
moderately soft	moderately loud	gradually louder	gradually softer


staccato (play short)

# 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 these notes.

Which triad do they form? (Answer: \_\_\_\_\_)

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



Play these notes.

Which triad do they form? (Answer: \_\_\_\_\_)

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



Name the LH notes as you 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: \_\_\_\_\_)



Play this cadence with the given fingering.



Circle the notes in each hand that form a D major triad.

Clap or tap the rhythmic pattern.



## 3

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

Play these notes.

Which triad do they form? (Answer: \_\_\_\_\_)

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



Play this cadence with the given fingering.



How many solid (blocked) F major triads are there in the LH? (Answer: \_\_\_\_\_) Circle them.

Clap or tap the rhythmic pattern while counting the beats.



## 4

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

Play these notes.

Which triad do they form? (Answer: \_\_\_\_\_)

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



Play this cadence with given fingering.



Circle the notes in the RH which form the G major triad in root position.

Clap or tap the rhythmic pattern.





**5**

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

Play with the given fingering.

Play with the given fingering.

Circle all the repeated notes.

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, then sing or hum the two notes of each interval. 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 with the given fingering.

Play this cadence with the given fingering.

How many broken D major triads can you find in the RH? (Answer: \_\_\_\_\_) Circle them.

Clap or tap the rhythmic pattern while counting the beats.

2

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

Play with the given fingering.

Play this cadence with the given fingering.

Circle the rhythmic imitation ( ♩ ♪ ♩ ).

Clap or tap the rhythmic pattern.

**3**

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

Play with the given fingering.



Play this cadence with the given fingering.



Name the scale formed by the first five notes in the RH. (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



**4**

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

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



Play this cadence with the given fingering.



Name the first and last solid (blocked) triads in the LH. (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern.



Play with the given fingering.



Play this cadence with the given fingering.



Circle all the intervals of a 3rd and 4th.

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, then sing or hum the two notes of each interval. 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 with the given fingering.



Play with the given fingering.



Play, counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



2

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

Play with the given fingering.



Play with the given fingering.



Name the LH notes as you play.



Clap or tap the rhythmic pattern.



**3**

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

Play with the given fingering.

Play with the given fingering.

Play, naming the RH notes.

Clap or tap the rhythmic pattern while counting the beats.

**4**

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

Play with the given fingering.

Play with the given fingering.

In how many measures do the hands move in contrary motion? (Answer: \_\_\_\_\_)

Clap or tap the rhythmic pattern.

5

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

Play with the given fingering.

Play this cadence with the given fingering.

How many different positions of the G major solid (blocked) triad are there in the LH? (Answer: \_\_\_\_\_ )  
 Name them. (Answer: \_\_\_\_\_ )

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, then sing or hum the two notes of each interval. 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 these notes.

Which triad do they form? (Answer: \_\_\_\_\_)

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

Play with the given fingering.

Circle the notes that form C major broken triads in the RH. Name their positions. (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.

Play, naming the LH notes.

Clap or tap the rhythmic pattern.



3

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

Play with the given fingering.



Play with the given fingering.



Circle all the intervals of a 4th and 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.



Play, counting the beats.





Clap or tap the rhythmic pattern.



Play with the given fingering.



Play with the given fingering.

Bracket (  ) each of the three-note patterns forming the sequence in the RH (  ).

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.

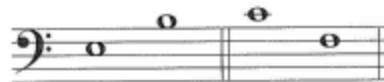
### RHYTHM

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



### INTERVALS

Play, then sing or hum the two notes of each interval. 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 with the given fingering.



Play with the given fingering.



The RH moves to a lower hand position. Name the first note of the new position. (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.



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

Clap or tap the rhythmic pattern.



3

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

Play with the given fingering.



Play with the given fingering.



Circle the tied notes in the LH.

Clap or tap the rhythmic pattern while counting the beats.



4

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

Play with the given fingering.



Play with the given fingering.



There are two broken G major triads in the RH. Circle them.

Clap or tap the rhythmic pattern.



5

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

Play with the given fingering.



Play with the given fingering.



How many different positions of the D major solid (blocked) triad are there in the LH? (Answer: \_\_\_\_\_ )  
 Name them. (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.



## INTERVALS

Play, then sing or hum the two notes of each interval. 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 with the given fingering.

Play with the given fingering.

Circle all the staccato notes.

Clap or tap the rhythmic pattern while counting the beats.

## 2

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

Play with the given fingering.

Play this cadence with the given fingering.

Play, counting the beats.

Clap or tap the rhythmic pattern.

**3**

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

Play with the given fingering.

Play this cadence with the given fingering.

Name the two notes that form the upbeat in the RH. (Answer: \_\_\_\_\_)

Clap or tap the rhythmic pattern while counting the beats.

**4**

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

Play with the given fingering.

Play this cadence with the given fingering.

Circle the notes that form the last five notes of this melodic scale. Name the key. (Answer: \_\_\_\_\_)

Clap or tap the rhythmic pattern.

Play with the given fingering.



Play with the given fingering.



Bracket the two measures in the RH that have rhythmic imitation.

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.

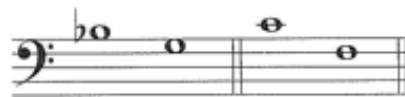
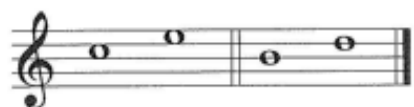
### RHYTHM

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



### INTERVALS

Play, then sing or hum the two notes of each interval. 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.







3

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

Play with the given fingering.



Play with the given fingering.



Circle all the melodic intervals of a 3rd and 4th.

Clap or tap the rhythmic pattern while counting the beats.



4

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

Play with the given fingering.



Play with the given articulation.



Circle all the staccato notes.

Clap or tap the rhythmic pattern.



5

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

Play with the given fingering.



Play this cadence with the given fingering.



Play, counting the beats.

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.

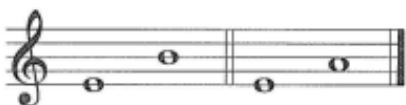
### RHYTHM

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



### INTERVALS

Play, then sing or hum the two notes of each interval. 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)

Play with the given fingering.



Play with the given fingering.



Name the highest and lowest notes in this piece. (Answer: \_\_\_\_\_ )

Clap or tap the rhythmic pattern while counting the beats.



2

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

Play with the given fingering.



Play this cadence with the given fingering.



How many different positions of the F major solid (blocked) triad are there in the LH? (Answer: \_\_\_\_\_ )

Name them. (Answer: \_\_\_\_\_ )

Clap or tap the rhythmic pattern.



3

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

Play with the given fingering.

Play with the given fingering.

Play, counting the beats.

F. Wohlfahrt


Clap or tap the rhythmic pattern while counting the beats.

4

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

Play with the given fingering.

Play this cadence with the given fingering.

How many times do you hear the rhythmic motif (  )? (Answer: \_\_\_\_\_ )

Clap or tap the rhythmic pattern.

Play with the given fingering.

Play with the given fingering.

How many broken and solid (blocked) triads 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.

### INTERVALS

Play, then sing or hum the two notes of each interval. Identify the interval and write its name underneath.

### MELODY PLAYBACK

Name the key of each 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.



Name the LH notes as you play.

J.L. Krebs

*Andante*

Clap or tap the rhythmic pattern while counting the beats.



## 2

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

Play with the given fingering.



Play this cadence with the given fingering.



Play, counting the beats.

Clap or tap the rhythmic pattern.



3

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

Play with the given fingering.



Play this cadence with the given fingering.



The LH moves to a lower hand position. Name the first note of the new position. (Answer: \_\_\_\_\_)

Clap or tap the rhythmic pattern while counting the beats.



4

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

Play with the given fingering.



Play this cadence with the given fingering.



How many notes are there in each of the four RH phrases?

(Answer: 1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_)

Clap or tap the rhythmic pattern.





5

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

Play with the given fingering.

Play this cadence with the given fingering.

On which beat do the RH rests fall? (Answer: \_\_\_\_\_) Circle them.

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, then sing or hum the two notes of each interval. 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.



3

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

Play with the given fingering.

Play with the given fingering.

Bracket the G major scale.

E. Breslaur

Clap or tap the rhythmic pattern while counting the beats.

4

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

Play with the given fingering.

Play this cadence with the given fingering.

Play, naming the LH notes.

Clap or tap the rhythmic pattern.

Play with the given fingering.

Play this cadence with the given fingering.

Name the two notes that are found in every measure of the LH. (Answer: \_\_\_\_\_) Circle them.

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, then sing or hum the two notes of each interval. 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

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 an 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

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 an 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. 4 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

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 an 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

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 an 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. 6 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

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 an 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. 7 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

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 an 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

Con grazia

E. Breslaur

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 an 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. 10 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

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 an 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*.



## EAR TEST

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

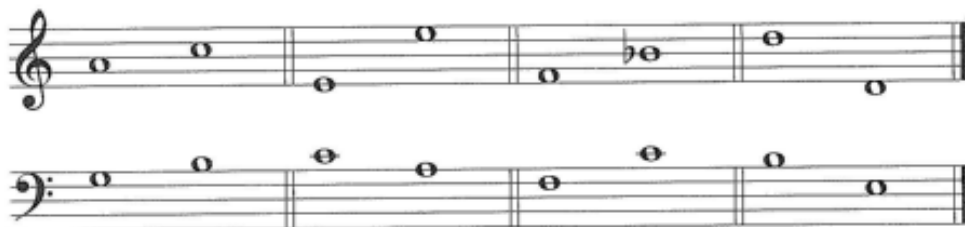
### RHYTHM

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 an 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*.



# ADDITIONAL PIECES IN PREPARATION FOR LEVEL 5

Students should play the following examples with their teacher at the lesson, or as assigned for home practice.

M. Clementi

1)

*mf*

2)

*mp* *mf* *mp*

3)

*p* *f* *p*

4)

*mf*

*f* *mf*

5)

*f*

6)

*f* *p*

7)

*p* *f* *p*

8)

*mf* *mp*

*mf*

9)

mf

10)

mf

11)

mp

f

12) Allegretto semplice

A. Brunner

p

cresc.

p

13)

*f*

*p*

*f*

1 5

1 5

1 5

1 5

1 5

1 3 5

14)

*mf legato*

5

1 2 1 3

4

15)

*mp*

*mf*

*mp*

2

1

4

4

5

1

16)

*f* *p* *f*

17)

*p* *f*

*p* *f* *f*

18)

**Allegretto scherzando** F. Wohlfahrt

*p leggiero*

19)

*p* *f*

*f*

20)

*p* *cresc.*

*f* *dim.* *p*

21)

Moderato

*mp* *il basso poco marcato* *rit.* *p*

C. Gurlitt

22)

mp

f

p

23)

f

p

24)

*p cresc.*

f

A.E. Müller

25)

1 5 1 5 1 5 1 5 1 5

3 5 1 5 1 5 1 5 5 1

26)

1 1 1 2 5 5 1 4

5 4 1 2 5 5 1

27)

3 1 5 1 4 1 5 1 2 5 1 2

A.E. Müller



# *Certificate of Achievement*

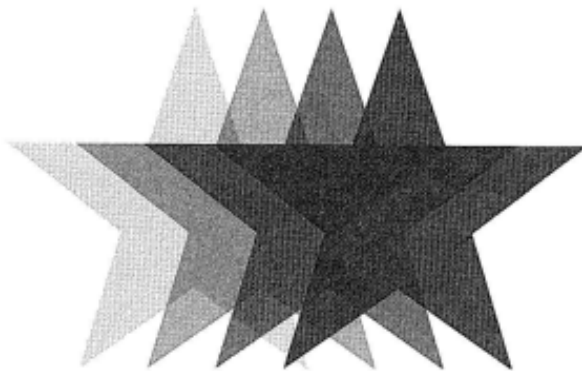
This certifies that

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has completed

**FOUR STAR SIGHT READING**

Level 4



and is eligible for promotion to

**FOUR STAR SIGHT READING**

Level 5

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