

## SIGHT-READING DETAILED PROCEDURES

Note: Refer to the "[SCVA Sight-Reading Script](#)" for specific step by step instructions for adjudicator



### General Instructions:

- The piano will be used only by the adjudicator in order to establish tonality and give starting pitches.
- All practice and scored performances will be sung a cappella.
- Both Rhythmic and Melodic components consist of a Practice Performance and a Scored Performance and examples are 8 measures long.
- The Rhythmic Performances will be led by the adjudicator; the Melodic Performances will be led by the director.
- It is up to the director to select the choir's method of performance for rhythmic examples: Clap, speak, sing syllables or a variation.
- It is up to the director to select the choir's method of performance for melodic examples: solfege syllables, numbers, etc.

### Rhythmic Reading Instructions

#### 1) **One Minute Study Period:**

Students must keep the sight-reading sheet face down until adjudicator instructs to turn it over. The Rhythmic example is located at the bottom of the sight-reading sheet. Students will be given one minute to silently study the example.

#### 2) **Practice Performance:** Led by the adjudicator and not scored.

- A metronome will be used to set the starting tempo:  
 $\text{♩} = 66$  for 3/4 and 4/4 time;  $\text{♩} = 104$  for 6/8 time
- The adjudicator will begin each rhythmic performance by counting off as follows:
  - 4/4 Time: **1, 2, 3, begin**
  - 3/4 Time: **1, 2, 3, 1, 2, begin**
  - 6/8 Time: **1, 2, 3, 4, 5, begin**
- The method of rhythmic presentation will be at the discretion of the choir director (clap, clap and say, sing syllables or a variation). If the director chooses to sing syllables, he/she may ask the adjudicator to provide a single starting pitch on the piano.
- If the adjudicator determines that the Practice Performance is completed with no errors, the Scored Performance will be waived and the group will receive the maximum number of points for the rhythmic component.

- If the adjudicator determines that there were errors in the Practice Performance, he/she will proceed to Step 3.

**3) One Minute Feedback Period:** Led by the director.

The director will be given one minute to provide feedback to the group. The director may not perform any of the rhythms but may talk about specific rhythmic figures and provide verbal direction for improvement. Only the director may speak during this time.

**4) Scored Performance:** Led by the adjudicator and scored.

The group will complete the Scored Performance, in accordance with the guidelines listed in Step 2.

## **Melodic Reading Instructions**

**1) Two Minute Study Period:** Led by the director

- The adjudicator will use the piano to establish tonality by playing the scale (DO to DO) and tonic triad (arpeggiated as DO MI SOL DO SOL MI DO) for the example followed by the beginning pitch for each voice part. Students may sing the scale and triad along with the piano, if they wish, and may sing or hum their beginning pitch only.
- The director (or a single individual, such as a student section leader acting as the director) will then have two minutes to instruct the choir as he/she would like, within the following guidelines:
  - There will be NO singing or humming by the director or the choir during this study period after tonality is established.
  - Students may not write on the sight-reading example.
  - Students may ask questions of the director and director may ask questions of the students, as long as the question and answer do not include sung pitches.
  - The director may indicate key or time signatures or point out certain difficult passages and talk about them.
  - The director may choose to have the students practice rhythms aloud or speak through the example using solfege syllables.
  - Students are allowed to use Curwen hand signs.
  - The director may not use Curwen hand signs during this study period.

**Example:** After the adjudicator establishes tonality, the director instructs the singers to sing silently through the example. After thirty seconds, the director instructs the singers to clap or chant the rhythm and then speak the solfege syllables. The director uses the remaining time to point out potential problem areas.

**2) Practice Performance:** Led by the director (or individual) and not scored.

- The adjudicator will again establish tonality by playing the scale (DO to DO) and tonic triad for the example followed by the beginning pitch for each voice part. The students may sing the scale and triad as it is being played on the piano and may sing or hum their beginning pitch before starting to sing.
- The director will set and maintain the tempo and conduct the students through the performance. The director may snap, clap or tap a steady pulse. The director may not sing, speak, snap, clap or tap the specific rhythm.
- If the adjudicator determines that the Practice Performance is completed with no errors, the Scored Performance will be waived and the group will receive the maximum number of points for the melodic component.
- If the adjudicator determines that there were errors in the Practice Performance, he/she will proceed to Step 3.

**3) One Minute Study Period**

- The director is allowed one minute to discuss problem areas with the choir.
- During this time there will be no humming or singing by the director or the choir.
- During this study period, the director may use Curwen hand signs as a problem-solving tool.

**4) Scored Performance:** Led by the director and scored.

The adjudicator will again establish tonality by playing the scale (DO to DO) and tonic triad for the example followed by the beginning pitch for each section. The students may sing the scale as it is being played on the piano and may sing or hum their beginning pitch before starting to sing.

**5) Exit:**

Following the Scored Performance, adjudicator will thank the choir and instruct the director and students to return the sight-reading sheets.