



# **Florida Vocal Association**

## **All State Sight Reading Procedures**

REVISED SEPTEMBER 2010

### **PROCEDURES**

1. Student enters room and gives adjudicators completed adjudication sheet.
2. Adjudicators determine what clef the student will use (Treble, Bass, Changing Voice).
3. The FVA example CD will be played for each student. Treble/Bass clef students use track 1, Changing Voice students use track 2.
4. Adjudicators should confirm that the student is looking at the correct examples and that no marks have been made on the SR examples. Every student should be reminded of the procedures— how tonality will be established, how much study time they have for each exercise and the rules for stopping and starting over. Remember to be positive and encouraging, without commenting on the student's performance (no "congratulations!" or "good jobs!").

### **FOR EACH EXERCISE...**

1. Establish key, ask student to sing beginning pitch, establish tempo by counting off one measure
2. Inform student of study time limit and tell them to begin studying **SILENTLY**. One adjudicator keeps time. Students may use hand signs while studying.
3. Establish key, ask student to sing beginning pitch, establish tempo by counting off one measure.
4. Student reads exercise.
5. Both adjudicators use individual cross-off sheets to mark measures sung incorrectly.
6. After all exercises have been performed and the student has left, the adjudicators confer on the measures sung incorrectly and place their agreed upon result on the score sheet.

**PLEASE DO NOT GIVE STUDENTS A RUNNING TOTAL OF THEIR SCORE.**

**PLEASE DO NOT INFORM STUDENTS OF WHETHER OR NOT THEY HAVE PASSED THE SIGHT READING EXAMINATION.**

## **KEY ESTABLISHMENT**

The key for each exercise will be established by playing an eighth note ascending and descending scale and arpeggio in the manner demonstrated on the CD (quarter note = 60). Students should be encouraged to sing along with the key establishment. Students may continue to establish the key beyond what is played, if they choose. **High School Only**– The minor exercise (#3) should be established using the harmonic minor scale (raised 7th).

## **TEMPI**

Adjudicators must establish the tempo for the student for each exercise at quarter note = 60. Students may choose a faster tempo, but may not choose a slower tempo. **High School Only**– The compound triple exercise (#4) should be established at eighth note = 90 or dotted quarter note = 30.

## **STUDY TIMES**

10 seconds– HS #1, MS #1  
20 seconds– HS #2-4, MS #2  
30 seconds– HS #5, MS #3

## **ROOM SET-UP**

Keyboard  
CD Player  
Music stand with SR examples placed face down

## **AWARD MEASURES IF...**

- all pitches and rhythms sung correctly, rests are held for the correct length
- Students may use any sight reading method or neutral syllable and may switch between systems in the same exercise as long as pitches and rhythms are correct.

## **DO NOT AWARD MEASURES IF...**

- incorrect pitches or rhythms are performed
- **Modulations**– do not give credit for the measure where the modulation occurred, but do award credit for the remaining measures if they are sung correctly in the new key
- **Restarts**– each student is allowed one restart. Adjudicators should use their discretion about what is a significant stop and what is a “stumble,” “hitch,” or “pause.” If the adjudicators determine the student has stopped they will ask the student immediately if the restart will be used. If the student says “yes,” establish tonality, starting pitch and tempo but do not give study time. If the student says “no” continue to the next exercise. No measures sung after a stop should be counted towards the student’s score. If a student wishes to use their restart after reading an entire exercise, no correct measures from the first reading may be counted. Adjudicators should establish tonality, starting pitch and tempo but do not give study time.