Preface

If a public-school pupil were still unable to read after a reasonable period of attendance at school, he would be considered abnormal, or else his teacher would be considered incompetent. Yet many pupils go through year after year of so-called "music study" without gaining the ability to read the simplest passage of music fluently at sight.

It is now recognized by the best educational authorities in music that definite instruction in sight reading should form a part of each elementary lesson, and that sight reading should be a regular part of each day's practice.

Beginners:

Very young pupils should be encouraged to read daily from one of the many attractive beginners' books now on the market. The up-to-date teacher will not fail to keep a collection of these books on hand, lending them to pupils as needed.

When sufficient facility has been acquired in reading little tunes, hands separately, the pupil should begin to concentrate on specific sight-reading tests as given in Book 1 of the *Daily Sight Playing Exercises.* The following method is recommended:

Grade I:

1. Count 4 to each note.
2. On "1," pupil plays note.
3. On "2," teacher points to next note, and pupil immediately finds it, using the given finger.
4. On "1" of the next bar, pupil plays and again prepares for the next note, with the correct finger, on the count "2."

If desired, both note and finger may be named aloud by the pupil.

The above process should be gone through every day, with the pupil's parent assisting.

The invaluable habit of **looking ahead** will very soon be established, and this is the basis of all good sight reading.

Grade II:

The pupil should name the time signature and, if necessary, clap the rhythm of the little four-bar tunes.

It is also sometimes advisable to have the pupil name the fingering aloud, keeping strictly to the five-finger position. If desired, the names of the intervals may be repeated aloud by the pupil (numerical names only: second, fifth, etc.).

It will be quite possible to make still further use of Books 1 and 2 by having the pupil go back over them from the beginning. Exercises may also be varied by going straight down a column, rather than across the page.

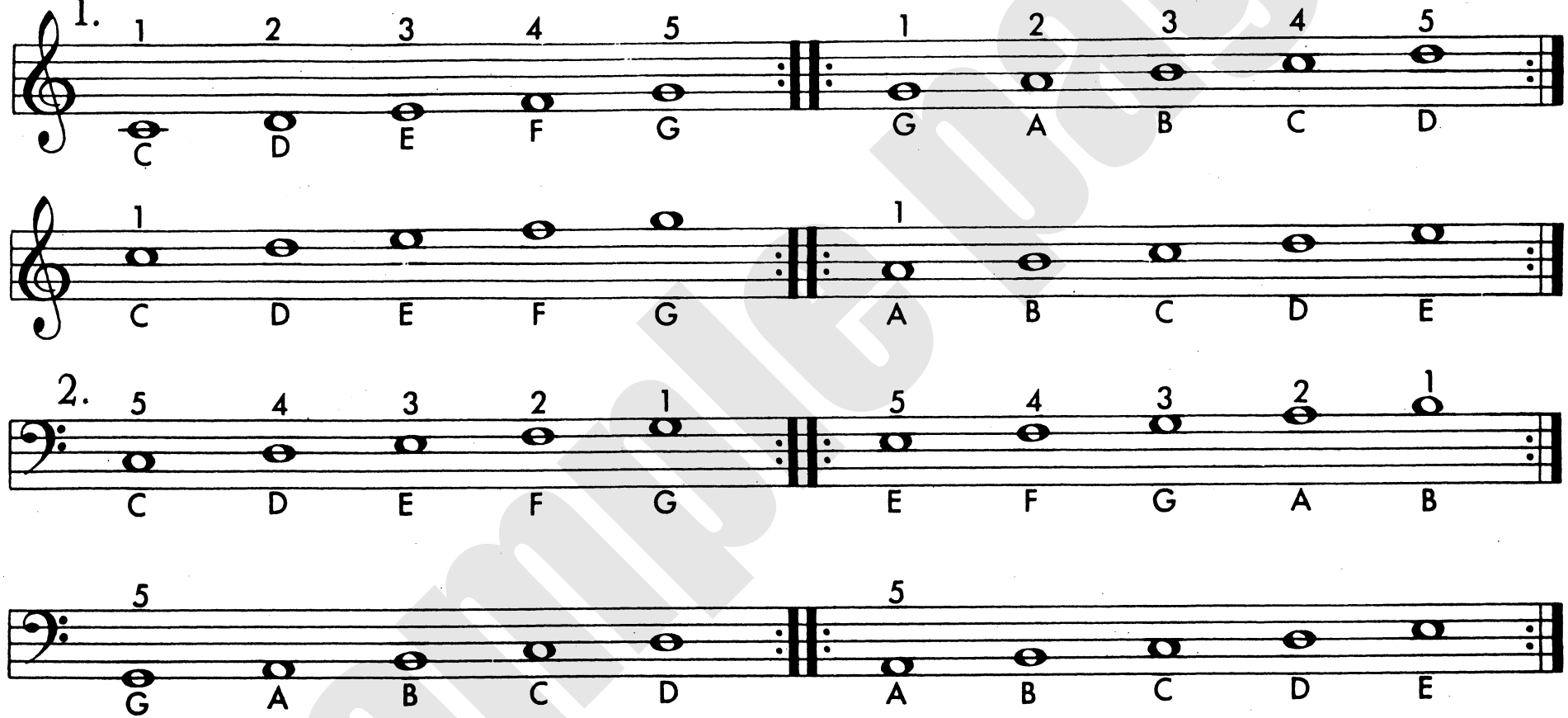
Sample page

Grade I

Consecutive notes in five-finger position.

Play each exercise four times, naming the notes while playing.

WATCH THE MUSIC, NOT THE HANDS.



sample page

Examination Test No. 3

Teacher's Grading

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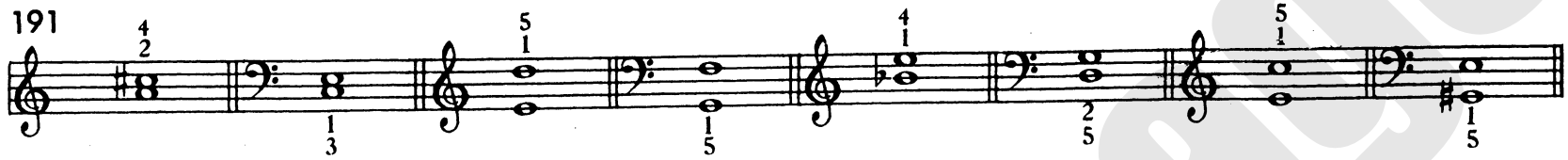

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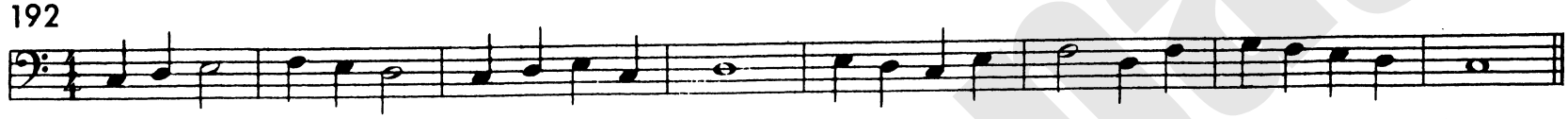

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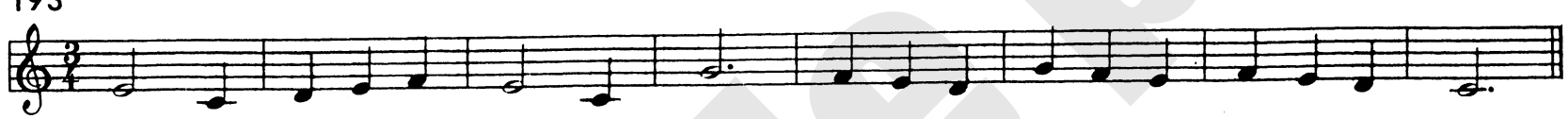

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Teacher's Grading

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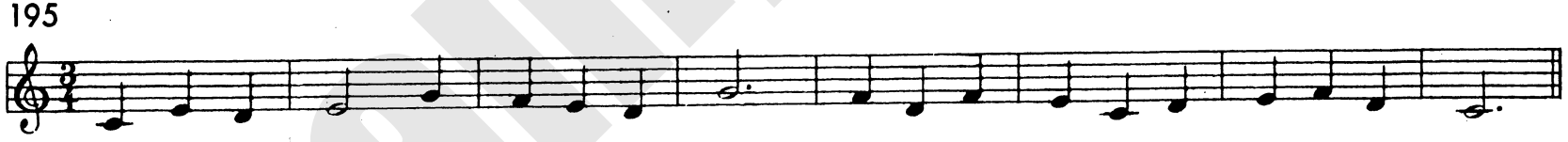

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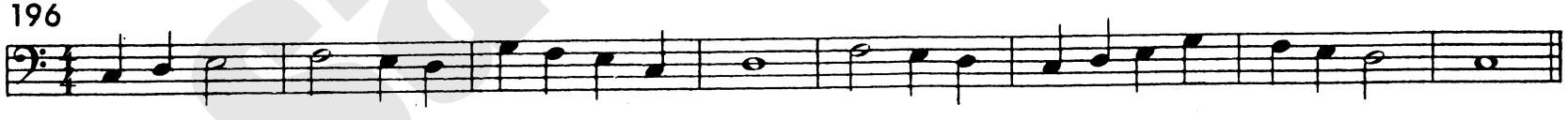

Sample page