



All State Chorus - Test Cover Sheet

Sight-Reading Procedures

Do NOT turn this cover sheet until all students and directors have reviewed these procedures together.

In order to pass the sight reading portion of this exam, students are required to accurately read a minimum of 8 measures in middle school and 10 measures in high school; however, you are encouraged to read as many measures that are reasonably possible. At no time will you be made to stop before you are ready.

Make sure that the room to which you are assigned does not include your own director as one of the adjudicators.

After entering the room, relax, and choose the desired clef for reading.

At the beginning of each exercise, a director will play a scale, arpeggio and starting pitch. The key may be altered if needed to accommodate the range.

You will then begin a time-limited study. **(These time limits will be strictly enforced.)**

Middle School: Level 1 = 10 seconds; Level 2 = 20 seconds; Level 3 = 30 seconds

High School: Level 1 = 10 seconds; Level 2 = 10 seconds; Level 3 = 20 seconds;
Level 4 = 20 seconds; Level 5 = 30 seconds

At the end of each time limit, a director will again play the scale, arpeggio and starting pitch.

The director will then establish a tempo of no slower than 60 beats per minute. You may elect to perform the exercise at a faster tempo; however, to perform the exercise at a slower rate may result in negative scoring.

You may use any sight reading method with which you are comfortable, but you may not hum the exercise. Clear performance of pitch and rhythm is required.

If you stop during the exercise, you are allowed two options:

- 1) You may begin the entire exercise again (one time only)
- or-
- 2) proceed to the next exercise with no credit earned for the measures that occur after the point of interruption.

Forgiveness may be used only once on the exercise you are currently performing.



You should have two sharpened #2 pencils for use with the answer form for this test.

ADMINISTRATOR'S COPY

Administration of the listening section for the 7-8 All-State Test is on CD!

- In the event of technical difficulties, administration directions are as follows:
- Administrator will count off 1 measure at the beginning of each example.
- In '4' time a quarter note = 60, in '8' time an eighth note = 80. In exercises 6-10, a whole note = 50.
- On # 6-13, the scale will be played followed by an arpeggio in root position before counting off 1 bar.
- On # 1-13, pause 5 seconds between the 1st and 2nd playing.
- On # 15-19, play each measure slowly with a 3 second pause in between.
- At the end of an example, a slightly longer pause is appropriate if needed (especially at a page turn).
- The administrator will also read the test instructions prior to each of the sections as outlined below.

FLORIDA 7-8 ALL-STATE CHORUS MUSICIANSHIP TEST 2009-2010

READ:

Congratulations on being selected to audition for the All-State Chorus! This part of the audition will test your basic music theory skills. Please LISTEN to instructions and read ALL DIRECTIONS carefully. Mark your answers on the answer sheet provided. ALL ANSWERS WILL BE LETTERS. You may write on this test, but only your answer sheet will be graded. Ask your proctor for a new test if this one has writing on it.

READ:

LISTENING SKILLS

If what you SEE is exactly the same as what you HEAR, mark "A" on your answer sheet. If it is different in any way, mark "B". You will hear each example two times. Follow question numbers down and then across the page.

I. RHYTHM

(Admin.: Count off one measure prior to playing each example; pause 5 sec. in between)
whole note = 50, 4th note = 60, in #5 - 8th note = 80

1. 

2. 

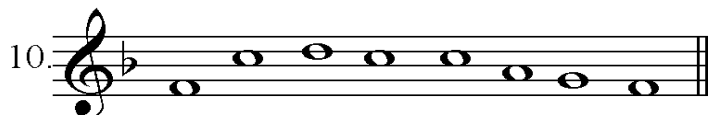
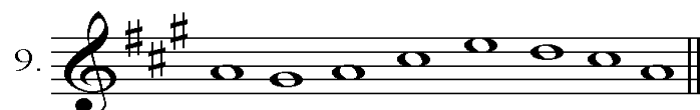
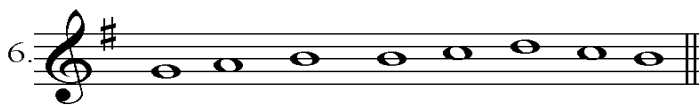
3. 

4. 

5. 

READ: II. MELODY

You will hear the scale and arpeggio prior to each example. The example begins after you hear “ready, begin.”
(Admin.: Play scale and arpeggio prior to each example. Whole note = 60. Pause 5 seconds between examples.)

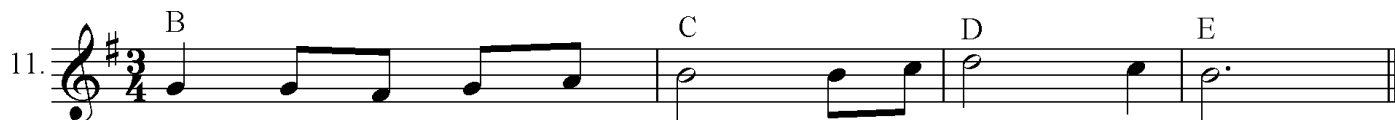


READ:

III. RHYTHM AND PITCH (Melodic Line):

Choose the measure that is played **WRONG** (either rhythm, Pitch, or both), and then mark that letter on your answer sheet. If an entire exercise is played **CORRECTLY**, mark “A” on your answer sheet. You will hear each example two times. You will hear the scale and arpeggio prior to the example.

(Admin. Play scale and arpeggio, count 1 prep measure – quarter note=60, eighth note/#13 =80)



READ:

IV. MAJOR OR MINOR (You will hear each example two times)

If the chord you hear is MAJOR, mark “A” on your answer sheet.

If the chord you hear is MINOR, mark “B” on your answer sheet.

(*Administrator: Play each measure slowly two times, pausing 3 seconds between).

Musical notation for three questions. Question 14 is on a treble clef staff with notes G4, A4, B4, and a triad of C5, E5, G5. Question 15 is on a bass clef staff with notes G2, F2, E2, and a triad of C3, E3, G3. Question 16 is on a bass clef staff with notes G2, A2, B2, and a triad of C3, E3, G3.

READ:

V. LISTENING TO INTERVALS (You will hear each example two times)

Listen carefully to each interval then choose which interval was played from the three choices provided.

(*Administrator: Play each measure slowly two times, pausing 3 seconds between each).

Musical notation for three questions. Question 17 is on a treble clef staff with notes G4, A4, B4, and a triad of C5, E5, G5. Question 18 is on a treble clef staff with notes G4, A4, B4, and a triad of C5, E5, G5. Question 19 is on a treble clef staff with notes G4, A4, B4, and a triad of C5, E5, G5.

READ:

This ends the listening portion of the musicianship test. As you continue with the rest of the test, remember to read each question carefully and choose the best answer to each item, marking the correct letter on the answer sheet provided. When you are finished, turn your answer sheet over and wait quietly for instructions.

SAMPLE SCRIPT
FOR ADMINISTRATION

Use a metronome on site to set the tempo – if you have a metronome that can use a ‘blinking light’ rather than sound, you can use that to watch and keep the beat steady as you count off the prep measure and for the piano player.

Read the introductory paragraph, followed by the directions for the “Listening Skills” to students, then:

Say: We will now begin section I. RHYTHM

Number 1: 1 –2 –3 –4 (count off of one measure in correct tempo - example plays – wait 5 seconds)

Number 1 again: 1 – 2 – 3 - 4 (example plays - wait 5-7 seconds as needed)

Number 2: 1 – 2- 3 (example plays – wait 5 seconds)

Number 2 again: 1 –2 –3 (example plays – wait 5-7 seconds as needed)

Number 3: 1 – 2 (example plays – wait 5 seconds)

Number 3 again: 1 – 2 (example plays – wait 5-7 seconds as needed)

Continue the same way for #4-5 (remember to reset metronome for #5)

Say: Now we are going to section II. PITCH. You will hear the scale and arpeggio prior to each example

Number 6, the scale and arpeggio (scale and arpeggio plays)

Number 6, ready, begin (since there is no time signature, simply say “ready, begin” in the whole note=50 tempo – example plays then wait 5 seconds)

Number 6 again- ready, begin (example plays – wait 5-7 seconds as needed)

Number 7, the scale and arpeggio (scale and arpeggio plays)

Number 7, ready, begin (example plays then wait 5 seconds)

Number 7 again- ready, begin (example plays – wait 5-7 seconds as needed)

Number 8, the scale and arpeggio (scale and arpeggio plays)

Number 8, ready, begin (example plays – wait 5 seconds)

Number 8 again, ready, begin (example plays – wait 6-7 seconds as needed)

Continue the same way for #9-10

Say: We are now going on to section III. Rhythm and Pitch (read directions – remember to reset metronome as needed)

Number 11, the scale and arpeggio (scale and arpeggio plays), 1- 2- 3- 4 (example plays – wait 5 seconds)

Number 11 again, 1- 2- 3- 4 (example plays – wait 5-7 seconds as needed)

Continue the same for #12-13 (remember to reset metronome for #13).

Say: We are now going on to section IV. (read directions and continue/self explanatory)

Say: We are now going to section V. (read directions and continue/self explanatory).

Read the final paragraph – students continue the rest of the test.