

# 05 Sight-Reading

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **On-Going**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Becoming a good sight reader will open many doors to a young musician, allowing him or her to experience any piece of written music that they choose.

### CONTENT AREA STANDARDS

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.B.CS2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.CS2	The ability to read and interpret music impacts musical fluency.
VPA.1.3.12.B.CS3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- There is a list of "Sight Reading Questions" to ask when reading a piece of music for the first time (questions will refer to musical elements used in the piece of music).
- There are Key Signatures up to 6 flats and 6 sharps. (Grade Level Appropriate)
- There are Time Signatures of 4/4, 3/4, 2/4, 6/8, Cut Time, etc.. (Grade Level Appropriate)

### **Procedural Knowledge**

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Students will be able to:

- Analyze a piece of music by identify and answering specific sight-reading questions before performing a piece for the first time.
- Apply their knowledge of rhythm, meter, key signatures, tempo, stylistic characteristics, and musical direction to sight-read a piece of music.
- Apply the techniques studied through sight-reading exercises to the selected repertoire.
- Assess technical difficulties found in a piece of sight-reading.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Individual Performances
- Group Performances
- Teacher/Student Conferences

## **Formative Assessments**

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- Performance Assessment

## **Summative Assessments**

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- Performance Assessments
- Discussion and Analysis
- Verbal Evaluation
- Selected Student Performance
- Technique Tests
- Performance Critiques

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Sight-Reading Questions
- Sight-reading exercises
- Selected Sight-reading Repertoire

## **INTERDISCIPLINARY CONNECTIONS**

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### **Career Readiness**

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence.

### **Technology/Multimedia**

Educational tech applications

## **Sciences and Health**

Experimentations

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.