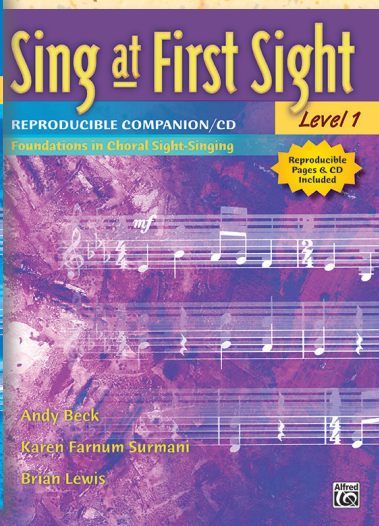


Sing at First Sight



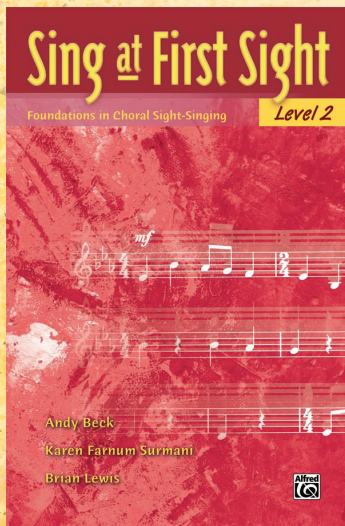
page 3



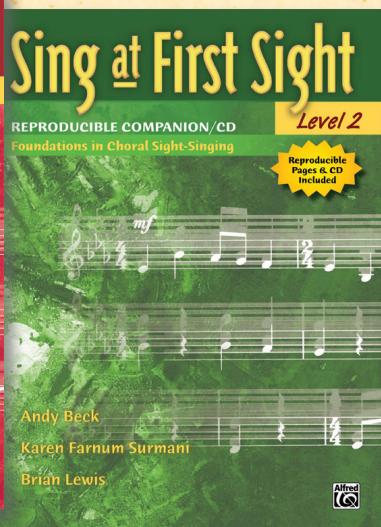
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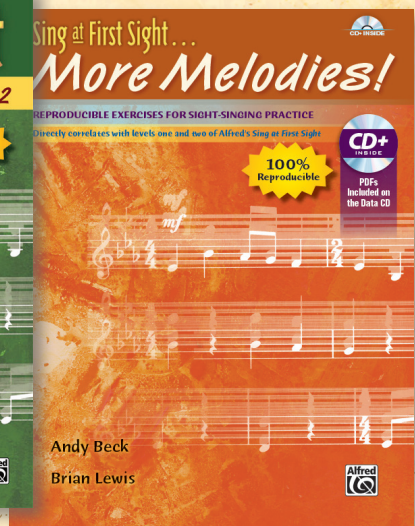
page 24



page 15



page 20



page 22



Sing at First Sight

What is *Sing at First Sight*?

Sing at First Sight is a complete sight-singing curriculum. This well-organized, sequential method clearly introduces new music reading concepts, reinforces those concepts with rhythm and pitch exercises, motivates students with helpful hints and challenge exercises, features choral excerpts at the end of each unit, and provides a comprehensive review and evaluation (including written activities, ear training drills, and formal assessments).

How do I use *Sing at First Sight*?

- Routinely, as a part of ensemble rehearsals
- As a text for classroom instruction
- As an extension of learning for small group lessons
- To augment private studio instruction
- In preparation for contest/adjudication

What materials do I need to teach *Sing at First Sight*?

For BEGINNING SIGHT-SINGERS:

A classroom set of ...

Textbook, Level 1 (00-22017)

A single copy of ...

Reproducible Companion/CD, Level 1 (00-23833)

For INTERMEDIATE SIGHT-SINGERS:

A classroom set of ...

Textbook, Level 2 (00-28448)

A single copy of ...

Reproducible Companion/CD, Level 2 (00-31264)

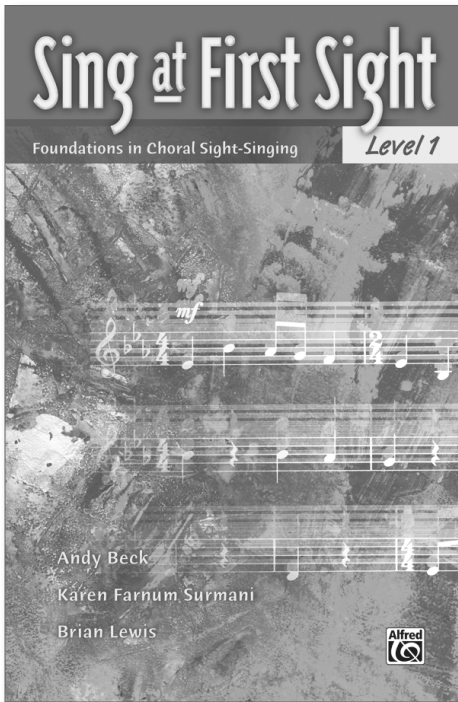
Options for ANY level:

A single copy of ...

Sing at First Sight ... More Melodies! (00-42793)

Accessory Pack (00-45964)

Getting Started



Sing at First Sight

Foundations in Choral Sight-Singing

Textbook, Level 1 (00-22017)

Beginning sight-singers of any age will excel with this easy-to-master instruction and drill on the basics of sight-singing. Helpful “Getting Ready” pages (which precede each unit) teach music fundamentals, and for choirs who have never read music before, an optional “Before We Begin” chapter opens the book. As a special feature, Alfred Music has included two complete choral pieces to measure your choir’s progress, and then perform in concert. From whole notes to sixteenth note patterns, 2nds to 7ths, key signatures, dynamics, articulations, and tempo markings, it’s all here, and it’s all logically laid out in a 96-page octavo-sized publication; a perfect fit for your students and their choir folders.

Level 1 concepts include:


- Whole note through sixteenth note rhythms and rhythmic patterns
- Introduction to pitches, including note names, solfège syllables, and numbers
- Major key signatures
- Diatonic intervals
- Simple and compound time signatures
- Reading treble and bass clef
- Music signs and symbols
- Dynamics, articulations, and tempo markings
- Unison, 2-part, and 3-part singing

Available in




makemusic™
CLOUD (smartmusic.)

Lesson 1

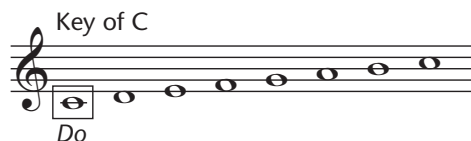
- A *quarter note*  is equal to one beat. Say "ta" to count a quarter note.



- A *quarter rest*  is equal to one beat of silence. Think "ta" to count a quarter rest.



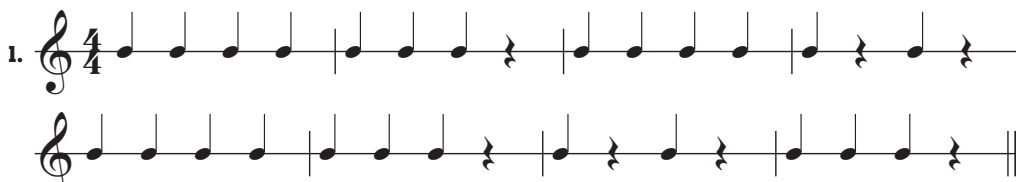
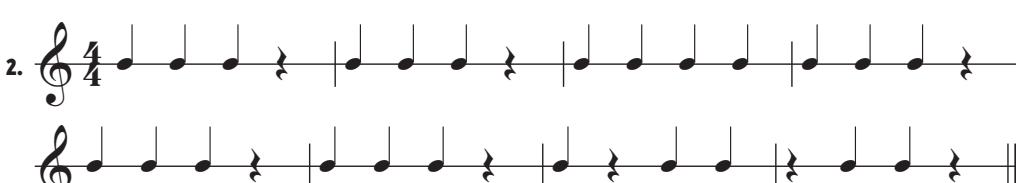
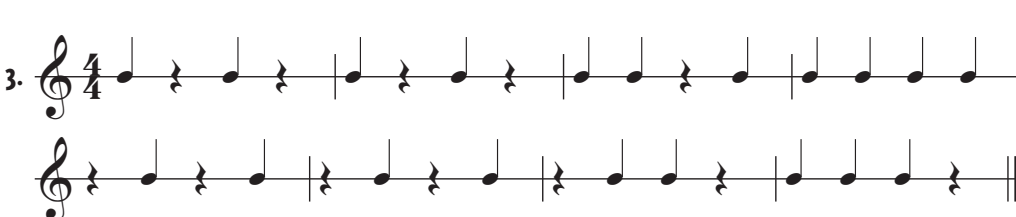
- *Do* is the first note or home tone of the scale.



- *Re* is the second note of the scale.

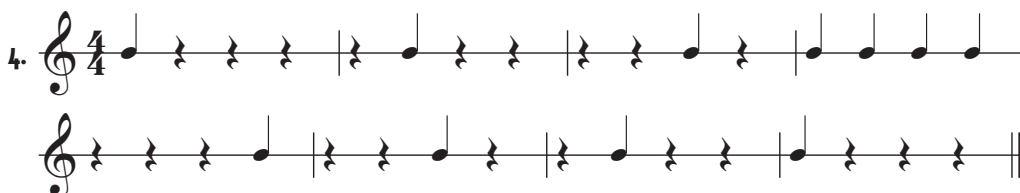


Rhythm Exercises

- 
- 
- 



Challenge Exercise

- 

Pitch Exercises

5.

6.



Hint

Do can move. Notice the key signature. The next exercise is in the key of F.
Do is now in the first space.

7.

8.

9.

10.

Choral Designs

This is the first song in the book with piano accompaniment.

Notice that the piano part is always printed under the vocal part.

Separating the elements of music is an effective way to learn a piece.

- First, practice the rhythms.
- Next, sing the pitches.
- Finally, add the words.

Goals for “Song of Joy”

- Find the starting vocal pitch in the piano part.
- Sing with expression.

Song of Joy

*excerpt adapted from Alfred’s Choral Designs series**

Words and Music by
JAY ALTHOUSE

Majestically (♩ = ca. 126-132)

VOICES

PIANO

mf

5

Sing a joy - ful song. Sing it loud and strong.

9

Al - le - lu - ia, al - le - lu! Sing a joy - ful song.

This system contains measures 9 through 12. The vocal line (treble clef) begins with a half note G4, followed by quarter notes A4, B4, and C5 in measures 9-10, then quarter notes B4, A4, and G4 in measures 11-12, ending with a whole note G4. The piano accompaniment (grand staff) features a steady bass line with half notes G2, F2, E2, and D2, and a treble line with chords and moving lines. Measure 12 ends with a double bar line.

13

This system contains measures 13 through 16. The vocal line (treble clef) consists of whole rests in all four measures. The piano accompaniment (grand staff) continues with a bass line of half notes G2, F2, E2, and D2, and a treble line with chords and moving lines. Measure 16 ends with a double bar line.

17

Sing a song, al - le - lu. Sing it strong.

This system contains measures 17 through 20. The vocal line (treble clef) starts with a half note G4, followed by quarter notes A4, B4, and C5 in measure 17, then quarter notes B4, A4, and G4 in measure 18, and a whole note G4 in measure 19. Measure 20 is a whole rest. The piano accompaniment (grand staff) continues with a bass line of half notes G2, F2, E2, and D2, and a treble line with chords and moving lines. Measure 20 ends with a double bar line.

21

Al - le - lu - ia, al - le - lu! Sing a joy - ful song.

This system contains measures 21 through 24. The vocal line (treble clef) begins with a half note G4, followed by quarter notes A4, B4, and C5 in measures 21-22, then quarter notes B4, A4, and G4 in measures 23-24, ending with a whole note G4. The piano accompaniment (grand staff) features a steady bass line with half notes G2, F2, E2, and D2, and a treble line with chords and moving lines. Measure 24 ends with a double bar line.

Scavenger Hunt

a pair of eighth notes

Find the Wrong Note

1. 

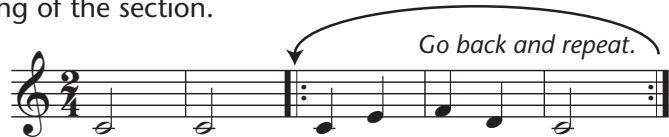
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Evaluating Your Performance

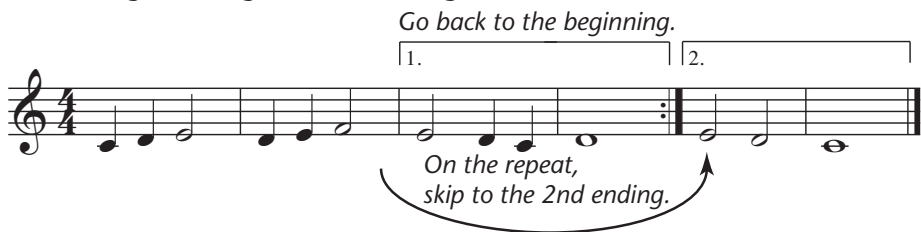
- Were you able to correctly perform the pitches and rhythms in Unit 1?
- How can you improve your performance?
(Posture, pitch, rhythm, breathing?)
- Did you feel confident about your performance of “Song of Joy?”

Getting Ready for Unit 2

- A repeat sign $\text{||} \text{:}$ indicates that a section of music is to be repeated.
- At a repeat sign, go back to the beginning of the song. Sometimes, repeat signs appear in pairs within the music. The first repeat sign will have the two dots placed after the double bar. When this occurs, return to the first repeat sign at the beginning of the section.



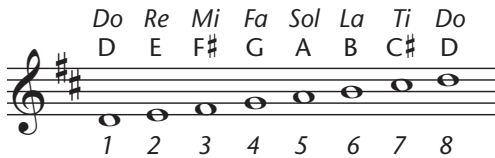
- 1st and 2nd endings indicate to play or sing through the 1st ending to the repeat sign, then go back to the beginning. On the repeat, skip the 1st ending and sing the 2nd ending.



- The key signature of *G major* has one sharp: on the F line.



- The key signature of *D major* has two sharps: on the F line, and in the C space.



Hint

For key signatures with sharps, the last sharp (the one farthest to the right) is *Ti*, the seventh note of the scale.

Essential Exercise

Sing this exercise as preparation for sight-singing in Unit 2.



Outstanding Extras for Level 1



Sing at First Sight

Foundations in Choral Sight-Singing

Reproducible Companion/CD, Level 1 (00-23833)

Augment your sight-singing curriculum with this supplemental companion, which directly correlates to the lessons taught in *Sing at First Sight Textbook, Level 1*. Includes reproducible pages with exercises, activities, and assessments designed to strengthen the music reading skills of developing musicians. The listening CD provides ear-training drills and recorded accompaniments for the six end-of-unit songs (as well as those included in the Level 1 Textbook). Plus, a handy appendix with easy-to-follow charts and diagrams is included. The Reproducible Companion is highly effective when used with *Sing at First Sight Textbook, Level 1*—on a routine basis after each of the 24 sequential lessons, as needed to master challenging musical concepts, or as a general review following the completion of the original textbook. A 96-page, comb-bound book.

Also available digitally at media.alfred.com.

Available in



Lesson 8

Rhythm Exercises

1. 
2. 
3. 

Pitch Exercises

6. 
7. 
8. 
9. 



Hint

Be careful not to push your voice on low notes; easy does it.

10. 
11. 



Challenge Exercise

12. 
13. 

Challenge Exercise

This tune can be performed as a round. *Part 2 begins when Part 1 gets to the third measure.

14. 
15. 

Review

Written Activities

1. Write the total number of beats for each example in $\frac{4}{4}$ time.

a) $\text{d} - \text{d} = \underline{4}$

b) $\text{d} - \text{d} = \underline{\quad}$

c) $\text{d} - \text{d} = \underline{\quad}$

d) $\text{d} - \text{d} = \underline{\quad}$

e) $\text{d} - \text{d} = \underline{\quad}$

2. Add or subtract the notes in $\frac{4}{4}$ time and write the equivalent note.

a) $\text{d} + \text{d} = \underline{\text{d}}$

b) $\text{o} - \text{d} = \underline{\quad}$

c) $\text{d} - \text{d} = \underline{\quad}$

d) $\text{d} - \text{d} = \underline{\quad}$

e) $\text{d} + \text{d} = \underline{\quad}$

3. Add bar lines to the following example.



4. Circle the two identical measures in each example.



5. Circle *Low Ti* and draw a triangle around *High Re*.



6. Circle *Low Sol* and draw a triangle around each *Low La*.



7. Label the bracketed intervals as *2nds* or *3rds* by writing the appropriate number.



Ear Training

Circle the rhythm that is played.



Circle the melody that is played.



Circle the note that is played incorrectly.



Assessment

UNIT 2

1. With the repeat, how many measures are sung in the following example? _____



2. Match the examples with the same number of beats.

a)		
b)		
c)		
d)		

3. Add or subtract the notes in $\frac{4}{4}$ time and write the equivalent note.

a)	+ =	b)	- = _____	c)	+ + = _____
d)	+ = _____	e)	- = _____	f)	- = _____

4. Identify the key signatures. a) _____ b) _____

5. Write solfège, numbers, or note names under each note.



6. Circle the rhythm that is played.



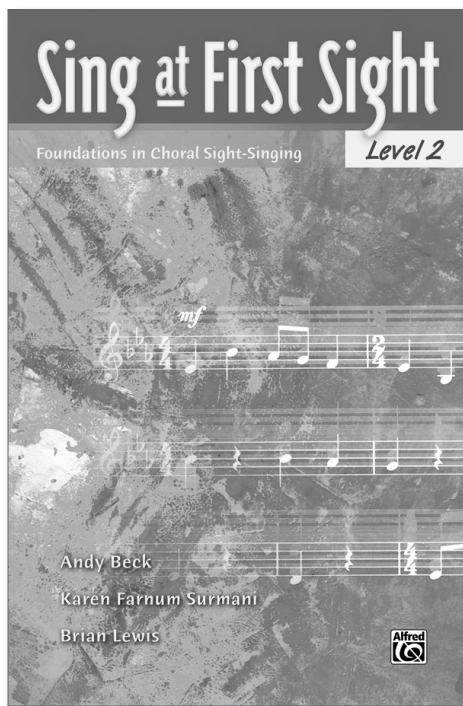
a)		b)	
----	--	----	--

7. Circle the melody that is played.



a)		b)	
----	--	----	--

After Completing Level 1



Sing at First Sight

Foundations in Choral Sight-Singing

Textbook, Level 2 (00-28448)

Intermediate sight-singers will easily advance their music reading skills with this second level of *Sing at First Sight*. Following a complete review of the concepts taught in Level 1, this book progresses sequentially through new concepts including minor keys and chromatic sight-singing. Educational "Getting Ready" pages and "Rhythm Readiness" exercises introduce each unit, providing both a foundation in new topics and additional practice of existing skills. As a special feature of Level 2, several examples are based on traditional melodies and masterwork themes by noteworthy composers. A full-length performance piece at the end of the book provides yet another extension of the learning. 88 pages, octavo-size.

Level 2 concepts include:

- Singing in minor
- Chromatics
- Unison, 2-part, 3-part, and 4-part singing
- Identifying major and minor intervals
- Natural minor, harmonic minor, melodic minor, and chromatic scales
- Advanced rhythmic patterns
- All Level 1 concepts

Available in



Lesson 1

- *La* is the first note of the Natural Minor Scale.
- *Ti* is the second note of the Natural Minor Scale.
- *Do* is the third note of the Natural Minor Scale.
- *Re* is the fourth note of the Natural Minor Scale.
- *Mi* is the fifth note of the Natural Minor Scale.



Exercises



Lesson 3

- When *Fa* is raised a half step, the new syllable is *Fi*.

Key of C Major



Key of A Minor



- The hand sign for *Fi* is



Fi

Exercises



Hint

A natural sign may be used to *raise* or *lower* a pitch a half step. Here, the pitch is raised.



Challenge Exercise



Presto

Fine

4. *f*

D.C. al Fine

Largo

mf

5. *mf*

p cresc. *f*

p cresc. *f*

**Challenge Exercise**

6. *mp*

mp

Rhythm Readiness 3

[illegible]

2. *mp*



3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*

3. *mf*


3. *mf*

3. *mf*




Hint

Rhythms may be noted
Compare exercises 3

4. 

5.

Moderato
p

6. 

Rhythm Readiness 4

[illegible][illegible]

Moderato
mp

3.

cresc.

f

5. *mf*



5. *mf*

[illegible]

Enhance Level 2 Learning



Sing at First Sight

Foundations in Choral Sight-Singing

Reproducible Companion/CD, Level 2 (00-31264)

This useful companion book includes reproducible exercises, activities, and assessments designed to strengthen the music reading skills of students studying the Sing at First Sight Textbook, Level 2. Packaged with a CD that provides progressive ear-training drills, aural assessments, and recorded accompaniments for end-of-unit songs as well as those included in the Level 2 Textbook). The Reproducible Companion is highly effective when used with Sing at First Sight Textbook, Level 2—use on a routine basis after each of the 16 sequential lessons, as needed to master challenging musical concepts, or as a general review following the completion of the course. An 80-page, reproducible, comb-bound book.

Also available digitally at media.alfred.com.

Lesson 10

Exercises

1. *mf*



45

2. *mp* *mf* *f*

5. *mp* *mf* *f*



Challenge Exercise

3. *p*

6. *p*



4. *mf*

7. *Andante* *mf*

UNIT 3

Supplement Both Levels



Sing at First Sight ... More Melodies!

Reproducible Exercises for Sight-Singing Practice

Reproducible Book & Data CD (00-42793)

Augment your sight-singing curriculum with this supplemental exercise book that directly correlates to levels one and two of *Sing at First Sight*. Every melody in this reproducible resource appears in both treble and bass clef, and the Data CD includes digital files of the entire book for printing and projecting. *More Melodies!* is highly effective when used on a routine basis after each of the sequential lessons, as needed for additional drill to master challenging concepts, or as a general review following the completion of the original textbooks.

Also available digitally at media.alfred.com.

Rhythm Readiness 4



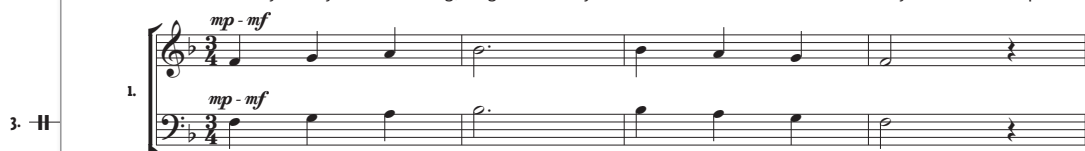
28

Lesson 11

The following exercises correspond with Lesson 11 in the *Sing at First Sight, Level 1* Textbook and Reproducible Companion.



As indicated by the dynamic marking, sing moderately soft the first time and then moderately loud on the repeat.



LEVEL 1 • UNIT 3



Sing at First Sight

ACCESSORY PACK



Sing at First Sight Accessory Pack

32 Solfège and Rhythm Syllable Posters

These educational 9" x 12" cardstock posters are an attractive music class decoration and an effective choir rehearsal tool. The full-color set includes individual posters for all the diatonic and chromatic Curwen hand signs (labeled with Kodály solfège), plus a dozen rhythm syllable posters (on common note values). Hang them in line? Stack them from floor to ceiling? Create your own solfège ladder? You choose! You may even decide to engage your students with a new pattern each day. A fantastic addition to any sight-singing curriculum!

Accessory Pack (32 posters) (00-45964)

