

FLORIDA VOCAL ASSOCIATION 2003 SIGHT-READING MATERIAL

Robert A. Dittman

1. RHYTHM (M.S.)

Musical notation for exercise 1, measures 1-12. The exercise is in 4/4 time and consists of three staves. The first staff contains measures 1-4, the second staff contains measures 5-8, and the third staff contains measures 9-12. The notation includes quarter notes, eighth notes, and rests.

2. RHYTHM (M.S./Beg. Sr. High)

Musical notation for exercise 2, measures 1-12. The exercise is in 4/4 time and consists of three staves. The first staff contains measures 1-4, the second staff contains measures 5-8, and the third staff contains measures 9-12. The notation includes quarter notes, eighth notes, and rests.

3. RHYTHM (Jr. High/Beg. Sr. High)

Musical notation for exercise 3, measures 1-12. The exercise is in 4/4 time and consists of three staves. The first staff contains measures 1-4, the second staff contains measures 5-8, and the third staff contains measures 9-12. The notation includes quarter notes, eighth notes, and rests.

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4. RHYTHM (Jr. High/Sr. High)

Musical notation for exercise 4, consisting of three staves of music in 4/4 time. The first staff contains measures 1-4, with a triplet of eighth notes in measure 3 and a group of four eighth notes in measure 4. The second staff contains measures 5-8, with a triplet of eighth notes in measure 5 and a group of eight eighth notes in measure 8. The third staff contains measures 9-12, with a triplet of eighth notes in measure 9 and a group of twelve eighth notes in measure 12.

5. RHYTHM (H.S.)

Musical notation for exercise 5, consisting of three staves of music in 3/4 time. The first staff contains measures 1-4, with a group of four eighth notes in measure 4. The second staff contains measures 5-8, with a triplet of eighth notes in measure 5, a group of eight eighth notes in measure 8, and a triplet of eighth notes in measure 8. The third staff contains measures 9-12, with a group of twelve eighth notes in measure 9, a group of three eighth notes in measure 11, and a triplet of eighth notes in measure 12.

6. RHYTHM (H.S.)

Musical notation for exercise 6, consisting of three staves of music in 4/4 time. The first staff contains measures 1-4, with a group of four eighth notes in measure 4. The second staff contains measures 5-8, with a triplet of eighth notes in measure 5, a group of eight eighth notes in measure 8, and a triplet of eighth notes in measure 8. The third staff contains measures 9-12, with a group of twelve eighth notes in measure 9, a group of three eighth notes in measure 11, and a triplet of eighth notes in measure 12.

7. RHYTHM (H.S.)

Musical notation for exercise 7, consisting of three staves of music in 6/8 time. The first staff contains measures 1-4, with a group of four eighth notes in measure 4. The second staff contains measures 5-8, with a group of eight eighth notes in measure 8. The third staff contains measures 9-12, with a group of twelve eighth notes in measure 9.

8. UNISON (M.S.)



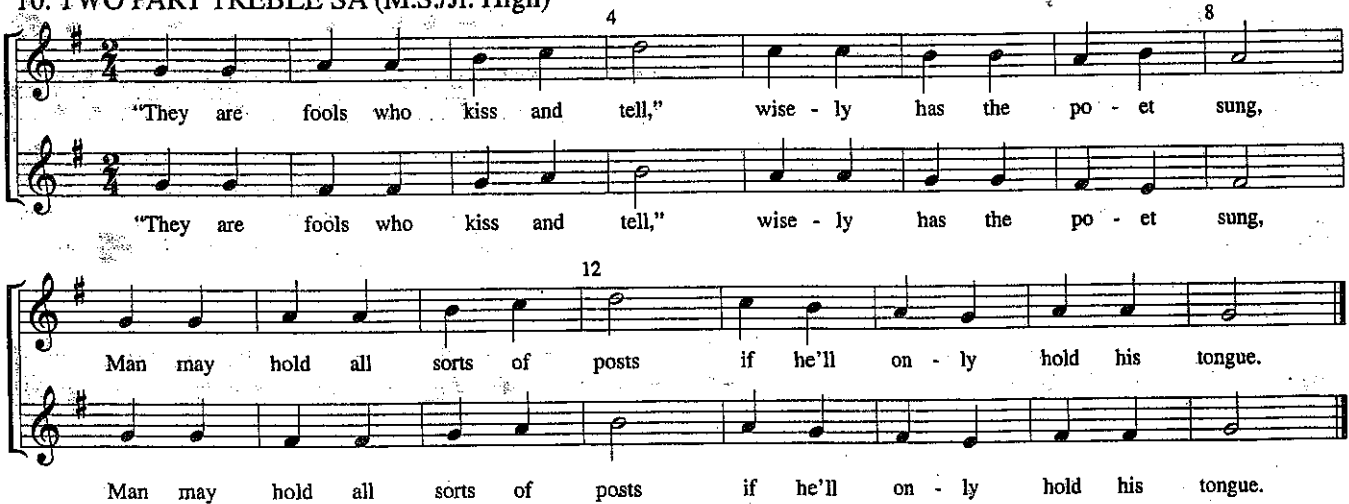
As you trav - el through life broth - er, Keep in mind this ver - y goal:
Keep your eye up - on the do - nut, not up - on the do - nut hole.

9. UNISON (M.S.)



Smiles are like the sun - shine, Tears are like the dew, Life is but a
gar - den, Filled with mem - 'ries true. Friend - ships are the flow - ers,
Thoughts are just the care that make the gar - den love - ly and keep them bloom - ing there.

10. TWO PART TREBLE SA (M.S./Jr. High)



"They are fools who kiss and tell," wise - ly has the po - et sung,
"They are fools who kiss and tell," wise - ly has the po - et sung,
Man may hold all sorts of posts if he'll on - ly hold his tongue.
Man may hold all sorts of posts if he'll on - ly hold his tongue.

11. TWO PART TREBLE SA (Jr. High)



I could not prove the years had feet, yet con - fi - dent they run, Am I from symp - toms
I could not prove the years had feet, yet con - fi - dent they run, Am I from symp - toms

8

that are past and se - ries that are done. I find my feet have fur - ther goals, I

that are past and se - ries that are done. I find my feet have fur - ther goals, I

12

smile up - on the aims That felt so am - ple yes - ter - day, To - day's have vast - er claims.

smile up - on the aims That felt so am - ple yes - ter - day, To - day's have vast - er claims.

12. THREE PART TREBLE SSA/SAC (M.S./Beg. H.S.)

4 8

As on life's jour - ney we go day by day, there are two whom we meet each turn of the way, To

As on life's jour - ney we go day by day, there are two whom we meet each turn of the way, To

As on life's jour - ney we go day by day, there are two whom we meet each turn of the way, To

12

help or to hin - der, to bless or to ban, and the names of these two are "I can't" and "I can."

help or to hin - der, to bless or to ban, and the names of these two are "I can't" and "I can."

help or to hin - der, to bless or to ban, and the names of these two are "I can't" and "I can."

13. THREE PART TREBLE SSA (M.S./Jr. High/Sr. High)

4 8

Who is so proud as not to feel A se - cret awe be - fore a seal that

Who is so proud as not to feel A se - cret awe be - fore a seal that

Who is so proud as not to feel A se - cret awe be - fore a seal that

12

Keeps such sleek and wet re - pose while twirl - ing can - dles on his nose.

Keeps such sleek and wet re - pose while twirl - ing can - dles on his nose.

Keeps such sleek and wet re - pose while twirl - ing can - dles on his nose.

14. THREE PART TREBLE SSA (Jr. High/Sr. High)

4

Teach me Fa - ther how to go soft - ly as the grass - es grow, Hush my soul to

Teach me Fa - ther how to go soft - ly as the grass - es grow, Hush my soul to

Teach me Fa - ther how to go soft - ly as the grass - es grow, Hush my soul to

8

meet the shock of the whole world as a rock, But my spir - it prompt with pow'r

meet the shock of the whole world as a rock, But my spir - it prompt with pow'r

meet the shock of the whole world as a rock, But my spir - it prompt with pow'r

12

make as sim - ple as a flow'r. When its heart is filled with dew and its life be - gins a - new.

make as sim - ple as a flow'r. When its heart is filled with dew and its life be - gins a - new.

make as sim - ple as a flow'r. When its heart is filled with dew and its life be - gins a - new.

15. TWO PART TB (M.S./Beg. H.S.)

Life can be so beau-ti-ful, Life can be so ver-y sweet if

Life can be so beau-ti-ful, Life can be so ver-y sweet if

on-ly we are in-ter-est-ed in the peo-ple whom we meet.

on-ly we are in-ter-est-ed in the peo-ple whom we meet.

16. TWO PART TB (Jr. High/Beg. Sr. High)

Not what we have but what we use, Not what we see, but what we choose;

Not what we have but what we use, Not what we see, but what we choose;

These are the things that mar or bless the sum of hu-man hap-pi-ness.

These are the things that mar or bless the sum of hu-man hap-pi-ness.

17. THREE PART TTB (M.S./Beg. H.S.)

Mu-sic, art and skill in math, the ac-tors thrill-ing part, All these en-rich-ments

Mu-sic, art and skill in math, the ac-tors thrill-ing part, All these en-rich-ments

Mu-sic, art and skill in math, the ac-tors thrill-ing part, All these en-rich-ments

bring de-light to bod-y, mind, and heart. But there is no more worth-while skill, no

bring de-light to bod-y, mind, and heart. But there is no more worth-while skill, no

bring de-light to bod-y, mind, and heart. But there is no more worth-while skill, no

12

great - er thing to do, Than liv - ing so that those you meet just can't help lov - ing you.

great - er thing to do, Than liv - ing so that those you meet just can't help lov - ing you.

great - er thing to do, Than liv - ing so that those you meet just can't help lov - ing you.

18. THREE PART TBB (H.S.)

4

Mon - day is post - mor - tem time for week - end quar - ter - backs. The ones who just ig -

Mon - day is post - mor - tem time for week - end quar - ter - backs. The ones who just ig -

Mon - day is post - mor - tem time for week - end quar - ter - backs. The ones who just ig -

8

nore the score and tell you all the facts a - bout a cer - tain touch - down that was

nore the score and tell you all the facts a - bout a cer - tain touch - down that was

nore the score and tell you all the facts a - bout a cer - tain touch - down that was

12

fair as it could be, though it sud - den - ly was can - celled by that stu - pid ref - er - ee!

fair as it could be, though it sud - den - ly was can - celled by that stu - pid ref - er - ee!

fair as it could be, though it sud - den - ly was can - celled by that stu - pid ref - er - ee!

19. THREE PART SAT (M.S./Beg. H.S.)

Smile a lot, joke a bit, help push life a - long. If you're feel - ing

Smile a lot, joke a bit, help push life a - long. If you're feel - ing

Smile a lot, joke a bit, help push life a - long. If you're feel - ing

ver - y blue, sing a lit - tle song. Once the ha - bit comes to stay

ver - y blue, sing a lit - tle song. Once the ha - bit comes to stay

ver - y blue, sing a lit - tle song. Once the ha - bit comes to stay

you will find that you are not just cheer-ing up your-self but help-ing oth - ers too.

you will find that you are not just cheer-ing up your-self but help-ing oth - ers too.

you will find that you are not just cheer-ing up your-self but help-ing oth - ers too.

20. THREE PART SAB (M.S./Jr. High/Sr. High)

Folk are ver - y hard to please, that fact there's no de - ny - ing. And there are folk can't

Folk are ver - y hard to please, that fact there's no de - ny - ing. And there are folk can't

Folk are ver - y hard to please, that fact there's no de - ny - ing. And there are folk can't

8

see a joke and folk that are most try-ing. Such ones I meet, oh ev-'ry day, yet

see a joke and folk that are most try-ing. Such ones I meet, oh ev-'ry day, yet

see a joke and folk that are most try-ing. Such ones I meet, oh ev-'ry day, yet

12

sweet is self de-cep-tion. From truth I shrink and like to think I am the one ex-cep-tion.

sweet is self de-cep-tion. From truth I shrink and like to think I am the one ex-cep-tion.

sweet is self de-cep-tion. From truth I shrink and like to think I am the one ex-cep-tion.

21. FOUR PART SATB (M.S.)

4

I'll walk where my own na-ture would be lead-ing, It vex-es

I'll walk where my own na-ture would be lead-ing, It vex-es

I'll walk where my own na-ture would be lead-ing, It vex-es

I'll walk where my own na-ture would be lead-ing, It vex-es

8

me to choose an-oth-er path. Where the grey flocks in

me to choose an-oth-er path. Where the grey flocks in

me to choose an-oth-er path. Where the grey flocks in

me to choose an-oth-er path. Where the grey flocks in

12

fern - y glens are feed - ing, Where the wild wind blows on the moun - tain - side.

fern - y glens are feed - ing, Where the wild wind blows on the moun - tain - side.

fern - y glens are feed - ing, Where the wild wind blows on the moun - tain - side.

fern - y glens are feed - ing, Where the wild wind blows on the moun - tain - side.

22. FOUR PART SATB (Adv. Jr. High)

4

One most for - tu - nate in life is he who finds his place. Who does the task he

One most for - tu - nate in life is he who finds his place. Who does the task he

One most for - tu - nate in life is he who finds his place. Who does the task he

One most for - tu - nate in life is he who finds his place. Who does the task he

8

wants to do and knows what he must face. He is hap - py in the work,

wants to do and knows what he must face. He is hap - py in, the work,

wants to do and knows what he must face. He is hap - py in the work,

wants to do and knows what he must face. He is hap - py in the work,

12

He will pass the test. The same as each con - tent - ed soul can al - ways do its best.

He will pass the test. The same as each con - tent - ed soul can al - ways do its best.

He will pass the test. The same as each con - tent - ed soul can al - ways do its best.

He will pass the test. The same as each con - tent - ed soul can al - ways do its best.

23. FOUR PART SATB (Jr. High/Sr. High)

4

Skies are grow - ing warm and bright and in the wood - land bow - ers the Spring - time in her

Skies are grow - ing warm and bright and in the wood - land bow - ers the Spring - time in her

Skies are grow - ing warm and bright and in the wood - land bow - ers the Spring - time in her

Skies are grow - ing warm and bright and in the wood - land bow - ers the Spring - time in her

8

pale - faint robes is call - ing up the flow - ers. What beau - ti - ful em - bod - i - ment of

pale - faint robes is call - ing up the flow - ers. What beau - ti - ful em - bod - i - ment of

pale - faint robes is call - ing up the flow - ers. What beau - ti - ful em - bod - i - ment of

pale - faint robes is call - ing up the flow - ers. What beau - ti - ful em - bod - i - ment of

12

ease de - void of pride is the good old - fash - ioned home - stead with its doors set o - pen wide.

ease de - void of pride is the good old - fash - ioned home - stead with its doors set o - pen wide.

ease de - void of pride is the good old - fash - ioned home - stead with its doors set o - pen wide.

ease de - void of pride is the good old - fash - ioned home - stead with its doors set o - pen wide.

24. FOUR PART SATB (H.S.)

4

It's hard to smile when you feel lost, it's hard - er still to laugh. But smil - ing makes the

It's hard to smile when you feel lost, it's hard - er still to laugh. But smil - ing makes the

It's hard to smile when you feel lost, it's hard - er still to laugh. But smil - ing makes the

It's hard to smile when you feel lost, it's hard - er still to laugh. But smil - ing makes the

8

shad - ows go and mirth can smooth your path. So don't give up, keep plod - ding on, You'll

shad - ows go and mirth can smooth your path. So don't give up, keep plod - ding on, You'll

shad - ows go and mirth can smooth your path. So don't give up, keep plod - ding on, You'll

shad - ows go and mirth can smooth your path. So don't give up, keep plod - ding on, You'll

12

find the right con - nec-tion. We need to lose our way at times to find the right di - rec - tion.

find the right con - nec-tion. We need to lose our way at times to find the right di - rec - tion.

find the right con - nec-tion. We need to lose our way at times to find the right di - rec - tion.

find the right con - nec-tion. We need to lose our way at times to find the right di - rec - tion.

25. FOUR PART SATB (H.S.)

4

There was a grum-bling sail - or, who growled the whole year long. What was - n't was the

There was a grum-bling sail - or, who growled the whole year long. What was - n't was the

There was a grum-bling sail - or, who growled the whole year long. What was - n't was the

There was a grum-bling sail - or, who growled the whole year long. What was - n't was the

8

"ought to be," what was was al - ways wrong. He did - n't like his sta - tion and he

"ought to be," what was was al - ways wrong. He did - n't like his sta - tion and he

"ought to be," what was was al - ways wrong. He did - n't like his sta - tion and he

"ought to be," what was was al - ways wrong. He did - n't like his sta - tion and he

12

made it plain to me that an - y - where he was - n't was the place he'd ra - ther be.

made it plain to me that an - y - where he was - n't was the place he'd ra - ther be.

made it plain to me that an - y - where he was - n't was the place he'd ra - ther be.

made it plain to me that an - y - where he was - n't was the place he'd ra - ther be.

26. FOUR PART SATB (H.S.)

4

Some-one like you makes the heart seem the light-er. Some-one like you makes the day's work worth-while.

Some-one like you makes the heart seem the light-er. Some-one like you makes the day's work worth-while.

Some-one like you makes the heart seem the light-er. Some-one like you makes the day's work worth-while.

Some-one like you makes the heart seem the light-er. Some-one like you makes the day's work worth-while.

8

Some-one like you makes the sun-shine the bright-er, Some-one like you makes a sigh half a smile.

Some-one like you makes the sun-shine the bright-er, Some-one like you makes a sigh half a smile.

Some-one like you makes the sun-shine the bright-er, Some-one like you makes a sigh half a smile.

Some-one like you makes the sun-shine the bright-er, Some-one like you makes a sigh half a smile.

12

Life's an odd pat-tern of bri-ars and ros-es, Clouds some-times dark-en not sun shin-ing through,

Life's an odd pat-tern of bri-ars and ros-es, Clouds some-times dark-en not sun shin-ing through,

Life's an odd pat-tern of bri-ars and ros-es, Clouds some-times dark-en not sun shin-ing through,

Life's an odd pat-tern of bri-ars and ros-es, Clouds some-times dark-en not sun shin-ing through,

Then the cloud lifts and the sun-light dis-clos-es, Near to me, dear to me Some-one like you.

Then the cloud lifts and the sun-light dis-clos-es, Near to me, dear to me Some-one like you.

Then the cloud lifts and the sun-light dis-clos-es, Near to me, dear to me Some-one like you.

Then the cloud lifts and the sun-light dis-clos-es, Near to me, dear to me Some-one like you.