

RHYTHM EXERCISES

2008

1. MS

Musical notation for exercise 1. MS, consisting of three staves of music in 4/4 time. The first staff contains measures 1-4, the second staff contains measures 5-8, and the third staff contains measures 9-12. The exercise features a variety of rhythmic patterns including quarter notes, eighth notes, and rests.

2. MS Beg HS

Musical notation for exercise 2. MS Beg HS, consisting of three staves of music in 4/4 time. The first staff contains measures 1-4, the second staff contains measures 5-8, and the third staff contains measures 9-12. The exercise includes eighth and sixteenth note patterns.

3. HS

Musical notation for exercise 3. HS, consisting of three staves of music in 4/4 time. The first staff contains measures 1-4, the second staff contains measures 5-8, and the third staff contains measures 9-12. The exercise features eighth and sixteenth note patterns.

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4. HS

4 3 8 3

5. HS

3 4 3

6. HS

3 3 4 3 3

7. HS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

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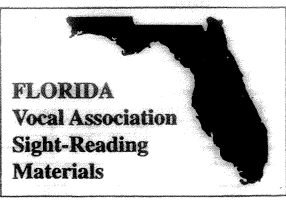
MELODIC EXERCISES

8. Unison MS

When the sun is shin - ing bright, and a breeze is blow - ing,
you will see both young and old to the clothes-line go - ing.

9. Unison MS

Long a - go when I was just a boy, bare-foot and tanned, my fa - ther took me
down to the beach and I played in the sand. I searched for shells and chased the birds and
swam in the sal - ty o - cean the mem - or - ies of youth re - main like some en - chan - ted po - tion.



10 SA / Treble MS

Stocks go up, peo - ple cheer, stocks go down,
 Stocks go up, peo - ple cheer, stocks go down,
 peo - ple moan. I don't care I have no fear.
 peo - ple moan. I don't care I have no fear.
 Who is Dow and who is Jones?
 Who is Dow and who is Jones?

11. SA / Treble MS / Beg. HS

Ee - nie, mee - nie, mi - nee, moe! Dropped a ham - mer on his toe!
 Ee - nie, mee - nie, mi - nee, moe! Dropped a ham - mer on his toe!
 First, he hol - lered, now he knows what New - ton knew so long a - go!
 First, he hol - lered, now he knows what New - ton knew so long a - go!

12. SSA / SAC MS Beg. HS

4

Sweet it is to hear, "I love you." 'neath a sil - ver moon, and chil - dren long to

Sweet it is to hear, "I love you." 'neath a sil - ver moon, and chil - dren long to

Sweet it is to hear, "I love you." 'neath a sil - ver moon, and chil - dren long to

8

hear the words, "Schools out!" in ear - ly June. "Good - night" is such a plea - sant word when

hear the words, "Schools out!" in ear - ly June. "Good - night" is such a plea - sant word when

hear the words, "Schools out!" in ear - ly June. "Good - night" is such a plea - sant word when

12

one is ve - ry tired, and won - der - ful first time 'tis to hear the words, "You're hired!"

one is ve - ry tired, and won - der - ful first time 'tis to hear the words, "You're hired!"

one is ve - ry tired, and won - der - ful first time 'tis to hear the words, "You're hired!"

13. SA / Treble HS

They say that old pol - i - ti - cians don't die, a - las, they just

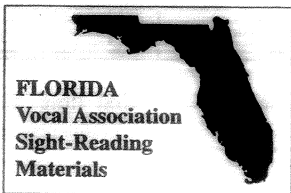
They say that old pol - i - ti - cians don't die, a - las, they just

run out of things to say, and old fish - er - men, they

run out of things to say, and old fish - er - men, they

al - so don't die. It's true but they of - ten do smell that way!

al - so don't die. It's true but they of - ten do smell that way!



14. SSA / SAC MS or Beg. HS

1 2 3 4 5

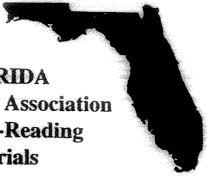
No one taught the mock-ing - bird the songs I hear him sing, he can't read Bach or

6 7 8 9 10

Beet - ho - ven, or Brahms, or a - ny - thing, He does not know a rest from com - mon

11 12 13 14 15 16

time or quar-ter note, but no sing - er is his e - qual when he o - pens up his throat!



FLORIDA
Vocal Association
Sight-Reading
Materials

15. SSA HS

1 2 3 4 5

My fav'-rite food is piz-za, piz-za smo-thered with goo-ey cheese! Throw on some sliced red

My fav'-rite food is piz-za, piz-za smo-thered with goo-ey cheese! Throw on some sliced red

My fav'-rite food is piz-za, piz-za smo-thered with goo-ey cheese! Throw on some sliced red

6 7 8 9 10

pep-per - o - ni and mush-rooms if you please! Let me eat piz - za for break-fast, break-fast

pep-per - o - ni and mush-rooms if you please! Let me eat piz - za for break-fast, break-fast

pep-per - o - ni and mush-rooms if you please! Let me eat piz - za for break-fast, break-fast

11 12 13 14 15 16

or a-ny time of day! When pizza is gi-ven, then life is worth li-vin'! It's time for some piz-za, what do you say?

or a-ny time of day! When pizza is gi-ven, then life is worth li-vin'! It's time for some piz-za, what do you say?

or a-ny time of day! When pizza is gi-ven, then life is worth li-vin'! It's time for some piz-za, what do you say?

16. SSA HS

1 2 3 4 5

The pic-ture that hangs o-ver on my wall re - calls when I was a youth a tow-head child of pro-

The pic-ture that hangs o-ver on my wall re - calls when I was a youth a tow-head child of pro-

The pic-ture that hangs o-ver on my wall re - calls when I was a youth a tow-head child of pro-

6 7 8 9 10

por-tion-ate weight and smile mi-nus a tooth! The child dis-ap-peared like the gold in my hair, and

por-tion-ate weight and smile mi-nus a tooth! The child dis-ap-peared like the gold in my hair, and

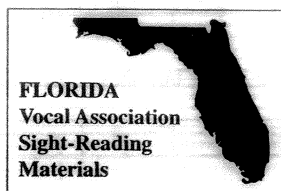
por-tion-ate weight and smile mi-nus a tooth! The child dis-ap-peared like the gold in my hair, and

11 12 13 14 15 16

slim no lon-ger am I While still I gaze at the boy in the frame like a child at the last piece of pie.

slim no lon-ger am I While still I gaze at the boy in the frame like a child at the last piece of pie.

slim no lon-ger am I While still I gaze at the boy in the frame like a child at the last piece of pie.



17. TB MS / Beg. HS

8 4 8

Ee - nie, mee - nie, mi - nee, moe! Dropped a ham - mer on his toe!

Ee - nie, mee - nie, mi - nee, moe! Dropped a ham - mer on his toe!

8 12

First, he hol - lered, now he knows what New - ton knew so long a - go!

First, he hol - lered, now he knows what New - ton knew so long a - go!

18. TB HS

8 1 2 3 4 5

They say that old pol - i - ti - cians don't die, a - las, they just

They say that old pol - i - ti - cians don't die, a - las, they just

8 6 7 8 9 10

run out of things to say, and old fish - er - men, they

run out of things to say, and old fish - er - men, they

8 11 12 13 14 15 16

al - so don't die. It's true but they of - ten do smell that way!

al - so don't die. It's true but they of - ten do smell that way!

19. TTB MS Beg. HS

4

Sweet it is to hear, "I love you." 'neath a sil - ver moon, and chil - dren long to

8

hear the words, "Schools out!" in ear - ly June. "Good - night" is such a plea - sant word when

12

one is ve - ry tired, and won - der - ful first time 'tis to hear the words, "You're hired!"

20. TBB HS

1 2 3 4 5

If there's one les - son I've learned from the past, it is that my

If there's one les - son I've learned from the past, it is that my

If there's one les - son I've learned from the past, it is that my

6 7 8 9 10

life ra - ces by far too fast! I try to take time, but it

life ra - ces by far too fast! I try to take time, but it

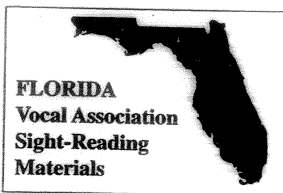
life ra - ces by far too fast! I try to take time, but it

11 12 13 14 15 16

takes me in - stead, how the fu - ture ar - rives like gray hairs on my head!

takes me in - stead, how the fu - ture ar - rives like gray hairs on my head!

takes me in - stead, how the fu - ture ar - rives like gray hairs on my head!



21. SAT MS Beg HS

4

Love of mo - ney is the root of e - vil, so I'm told. Dai - ly toil - ing

Love of mo - ney is the root of e - vil, so I'm told. Dai - ly toil - ing

8 Love of mo - ney is the root of e - vil, so I'm told. Dai - ly toil - ing

8

I re - ceive my share of e - vil gold, but as a teach - er, plain - ly I a -

I re - ceive my share of e - vil gold, but as a teach - er, plain - ly I a -

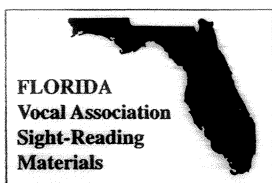
8 I re - ceive my share of e - vil gold, but as a teach - er, plain - ly I a -

12

void much wick - ed - ness. It's hard for me a - lot to love that which I don't pos - sess!

void much wick - ed - ness. It's hard for me a - lot to love that which I don't pos - sess!

8 void much wick - ed - ness. It's hard for me a - lot to love that which I don't pos - sess!



22. SAB MS Beg HS

4

Two men ar - gued ev' - ry day on pre - si - den - tial choi - ces. They an - noyed their

Two men ar - gued ev' - ry day on pre - si - den - tial choi - ces. They an - noyed their

Two men ar - gued ev' - ry day on pre - si - den - tial choi - ces. They an - noyed their

8

neigh - bors with their proud and an - gry voi - ces. Li - ber - al, con - ser - va - tive, the

neigh - bors with their proud and an - gry voi - ces. Li - ber - al, con - ser - va - tive, the

neigh - bors with their proud and an - gry voi - ces. Li - ber - al, con - ser - va - tive, the

12

par - ty lines were drawn with few - er blades of sense than all the dead grass in their lawn!

par - ty lines were drawn with few - er blades of sense than all the dead grass in their lawn!

par - ty lines were drawn with few - er blades of sense than all the dead grass in their lawn!

23. SATB MS Beg HS

Some folks find a door that's locked and turn to walk a - way. O - thers knock, and

Some folks find a door that's locked and turn to walk a - way. O - thers knock, and

Some folks find a door that's locked and turn to walk a - way. O - thers knock, and

Some folks find a door that's locked and turn to walk a - way. O - thers knock, and

if no an - swer, turn and walk a - way. Per - haps if they would kneel in - stead of

if no an - swer, turn and walk a - way. Per - haps if they would kneel in - stead of

if no an - swer, turn and walk a - way. Per - haps if they would kneel in - stead of

if no an - swer, turn and walk a - way. Per - haps if they would kneel in - stead of

stand - ing they would see that un - der - neath the wel - come mat a - waits a shin - ing key!

stand - ing they would see that un - der - neath the wel - come mat a - waits a shin - ing key!

stand - ing they would see that un - der - neath the wel - come mat a - waits a shin - ing key!

stand - ing they would see that un - der - neath the wel - come mat a - waits a shin - ing key!

24. SATB MS

4

What the heck was served to-day for lunch at school? I think they called it

What the heck was served to-day for lunch at school? I think they called it

What the heck was served to-day for lunch at school? I think they called it

What the heck was served to-day for lunch at school? I think they called it

8

Chick-en a la king but I'm no fool. And fan-cy name or not the out-look

Chick-en a la king but I'm no fool. And fan-cy name or not the out-look

Chick-en a la king but I'm no fool. And fan-cy name or not the out-look

Chick-en a la king but I'm no fool. And fan-cy name or not the out-look

12

still is bleak. Di-ges-ting it would pro-bab-ly re-quire an ex-tra week!

still is bleak. Di-ges-ting it would pro-bab-ly re-quire an ex-tra week!

still is bleak. Di-ges-ting it would pro-bab-ly re-quire an ex-tra week!

still is bleak. Di-ges-ting it would pro-bab-ly re-quire an ex-tra week!

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25. SATB MS Beg HS

1 2 3 4 5

When I sight-read songs like this, I feel so excited! Knowing I can

When I sight-read songs like this, I feel so excited! Knowing I can

When I sight-read songs like this, I feel so excited! Knowing I can

When I sight-read songs like this, I feel so excited! Knowing I can

6 7 8 9 10

read the notes just takes my fears away. I'm focused like a laser beam.

read the notes just takes my fears away. I'm focused like a laser beam.

read the notes just takes my fears away. I'm focused like a laser beam.

read the notes just takes my fears away. I'm focused like a laser beam.

11 12 13 14 15 16

e - ner - gy ig - ni - ted, so much fun, I wish that I could sight-read ev' - ry day!

e - ner - gy ig - ni - ted, so much fun, I wish that I could sight-read ev' - ry day!

e - ner - gy ig - ni - ted, so much fun, I wish that I could sight-read ev' - ry day!

e - ner - gy ig - ni - ted, so much fun, I wish that I could sight-read ev' - ry day!

26. SATB HS

1 2 3 4 5

Ask ten peo-ple. "What is life?" and you might get ten diff'rent an-swers. What's im-por-tant

Ask ten peo-ple. "What is life?" and you might get ten diff'rent an-swers. What's im-por-tant

Ask ten peo-ple. "What is life?" and you might get ten diff'rent an-swers. What's im-por-tant

Ask ten peo-ple. "What is life?" and you might get ten diff'rent an-swers. What's im-por-tant

6 7 8 9 10

to a law-er may not be so to a dan-cer. And if I'm asked this ques-tion my great en-

to a law-er may not be so to a dan-cer. And if I'm asked this ques-tion my great en-

to a law-er may not be so to a dan-cer. And if I'm asked this ques-tion my great en-

to a law-er may not be so to a dan-cer. And if I'm asked this ques-tion my great en-

11 12 13 14 15 16

joyment and fon-dest am-bi-tion: Let me work two days each week and spend the o-ther five fish-in!

joyment and fon-dest am-bi-tion: Let me work two days each week and spend the o-ther five fish-in!

joyment and fon-dest am-bi-tion: Let me work two days each week and spend the o-ther five fish-in!

joyment and fon-dest am-bi-tion: Let me work two days each week and spend the o-ther five fish-in!

27. SATB HS

1 2 3 4 5

Hi - sto - ry re - minds us of e - vents from long, long a - go, of lead - ers wars and

Hi - sto - ry re - minds us of e - vents from long, long a - go, of lead - ers wars and

8 Hi - sto - ry re - minds us of e - vents from long, long a - go, of lead - ers wars and

Hi - sto - ry re - minds us of e - vents from long, long a - go, of lead - ers wars and

6 7 8 9 10

go - vern - ments and o - ther things we should know. I ar - gue with my grand - pa that my

go - vern - ments and o - ther things we should know. I ar - gue with my grand - pa that my

8 go - vern - ments and o - ther things we should know. I ar - gue with my grand - pa that my

go - vern - ments and o - ther things we should know. I ar - gue with my grand - pa that my

11 12 13 14 15 16

ed - u - ca - tion is rough - er, 'cause ev' - ry day the past ex - pands and hi - sto - ry gets tough - er!

ed - u - ca - tion is rough - er, 'cause ev' - ry day the past ex - pands and hi - sto - ry gets tough - er!

8 ed - u - ca - tion is rough - er, 'cause ev' - ry day the past ex - pands and hi - sto - ry gets tough - er!

ed - u - ca - tion is rough - er, 'cause ev' - ry day the past ex - pands and hi - sto - ry gets tough - er!

28. SATB HS

1 2 3 4 5

When I can see all the fish in the sea, and the fish in the sea see me, I eye their eyes, and I

When I can see all the fish in the sea, and the fish in the sea see me, I eye their eyes, and I

When I can see all the fish in the sea, and the fish in the sea see me, I eye their eyes, and I

When I can see all the fish in the sea, and the fish in the sea see me, I eye their eyes, and I

6 7 8 9 10 11

say "Aye, Aye!" they know no nose knows me! For four little fish in the foreground just ate eight sons of a sun-fish

say "Aye, Aye!" they know no nose knows me! For four little fish in the foreground just ate eight sons of a sun-fish

say "Aye, Aye!" they know no nose knows me! For four little fish in the foreground just ate eight sons of a sun-fish

say "Aye, Aye!" they know no nose knows me! For four little fish in the foreground just ate eight sons of a sun-fish

12 13 14 15 16

pair. "There, there," their lead - er said, "They're there for a rea-son, they're fair fare!"

pair. "There, there," their lead - er said, "They're there for a rea-son, they're fair fare!"

pair. "There, there," their lead - er said, "They're there for a rea-son, they're fair fare!"

pair. "There, there," their lead - er said, "They're there for a rea-son, they're fair fare!"