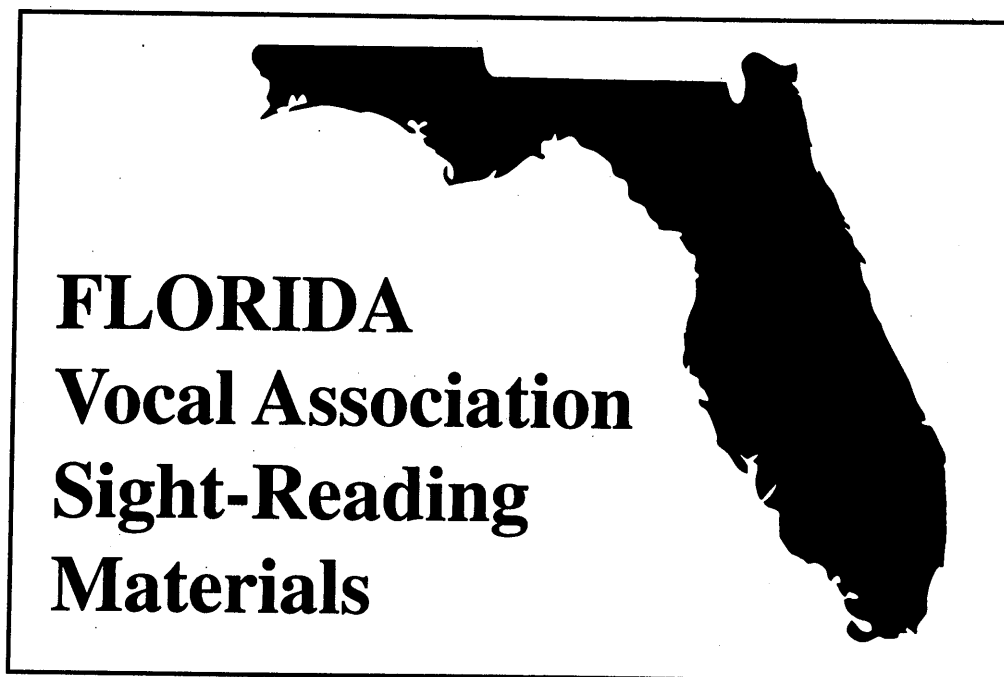




Composed by
DR. CARL P. ASHLEY
for the Florida Vocal Association

This publication is for sale after the final FVA District Music Performance Assessment in the spring of 2011. Order forms are available at www.fva.net in the Resources section.

2011 FLORIDA VOCAL ASSOCIATION SIGHT-READING MATERIALS

Dr. Carl P. Ashley

1. RHYTHM (Middle School)

Exercise 1 consists of 16 measures of music in 4/4 time, written on a single treble clef staff. The measures are numbered 1 through 16 above the staff. The notation includes quarter notes, eighth notes, and rests. A thick horizontal line is drawn below the staff.

2. RHYTHM (Middle & Beginning High School)

Exercise 2 consists of 16 measures of music in 4/4 time, written on a single treble clef staff. The measures are numbered 1 through 16 above the staff. The notation includes quarter notes, eighth notes, and rests. A thick horizontal line is drawn below the staff.

3. RHYTHM (High School)

Exercise 3 consists of 16 measures of music in 4/4 time, written on a single treble clef staff. The measures are numbered 1 through 16 above the staff. The notation includes quarter notes, eighth notes, and rests. A thick horizontal line is drawn below the staff.

4. RHYTHM (High School)

Exercise 4 is in 3/4 time and consists of 16 measures. The notation is as follows:
 Measure 1: Quarter note G4.
 Measure 2: Quarter note A4, eighth note G4, eighth note F#4 (beamed).
 Measure 3: Quarter note E4, eighth note D4, eighth note C4 (beamed).
 Measure 4: Quarter note B3, eighth note A3, eighth note G3 (beamed).
 Measure 5: Quarter rest, eighth note F#3, eighth note E3 (beamed).
 Measure 6: Quarter note D3, eighth note C3, eighth note B2 (beamed).
 Measure 7: Quarter note A2, eighth note G2, eighth note F#2 (beamed).
 Measure 8: Quarter note E2, eighth note D2, eighth note C2 (beamed).
 Measure 9: Quarter note B1, eighth note A1, eighth note G1 (beamed).
 Measure 10: Quarter note F#1, eighth note E1, eighth note D1 (beamed).
 Measure 11: Quarter note C1, eighth note B0, eighth note A0 (beamed).
 Measure 12: Quarter note G0, eighth note F#0, eighth note E0 (beamed).
 Measure 13: Quarter note D1, eighth note C1, eighth note B0 (beamed).
 Measure 14: Quarter note A1, eighth note G1, eighth note F#1 (beamed).
 Measure 15: Quarter note E2, eighth note D2, eighth note C2 (beamed).
 Measure 16: Quarter note B2, eighth note A2, eighth note G2 (beamed).
 The piece ends with a double bar line.

5. RHYTHM (High School)

Exercise 5 is in 4/4 time and consists of 16 measures. The notation is as follows:
 Measure 1: Quarter note G4, quarter note A4, quarter note B4, quarter note C5.
 Measure 2: Quarter note D5, quarter note E5, quarter note F#5, quarter note G5.
 Measure 3: Quarter note A5, quarter note B5, quarter note C6, quarter note D6.
 Measure 4: Quarter note E6, quarter note F#6, quarter note G6, quarter note A6.
 Measure 5: Quarter note B6, quarter note C7, quarter note D7, quarter note E7.
 Measure 6: Quarter note F#7, quarter note G7, quarter note A7, quarter note B7.
 Measure 7: Quarter note C8, quarter note D8, quarter note E8, quarter note F#8.
 Measure 8: Quarter note G8, quarter note A8, quarter note B8, quarter note C9.
 Measure 9: Quarter note D9, quarter note E9, quarter note F#9, quarter note G9.
 Measure 10: Quarter note A9, quarter note B9, quarter note C10, quarter note D10.
 Measure 11: Quarter note E10, quarter note F#10, quarter note G10, quarter note A10.
 Measure 12: Quarter note B10, quarter note C11, quarter note D11, quarter note E11.
 Measure 13: Quarter note F#11, quarter note G11, quarter note A11, quarter note B11.
 Measure 14: Quarter note C12, quarter note D12, quarter note E12, quarter note F#12.
 Measure 15: Quarter note G12, quarter note A12, quarter note B12, quarter note C13.
 Measure 16: Quarter note D13, quarter note E13, quarter note F#13, quarter note G13.
 The piece ends with a double bar line.

6. RHYTHM (High School)

Exercise 6 is in 4/4 time and consists of 16 measures. The notation is as follows:
 Measure 1: Quarter note G4, quarter note A4, quarter note B4, quarter note C5.
 Measure 2: Quarter note D5, quarter note E5, quarter note F#5, quarter note G5.
 Measure 3: Quarter note A5, quarter note B5, quarter note C6, quarter note D6.
 Measure 4: Quarter note E6, quarter note F#6, quarter note G6, quarter note A6.
 Measure 5: Quarter note B6, quarter note C7, quarter note D7, quarter note E7.
 Measure 6: Quarter note F#7, quarter note G7, quarter note A7, quarter note B7.
 Measure 7: Quarter note C8, quarter note D8, quarter note E8, quarter note F#8.
 Measure 8: Quarter note G8, quarter note A8, quarter note B8, quarter note C9.
 Measure 9: Quarter note D9, quarter note E9, quarter note F#9, quarter note G9.
 Measure 10: Quarter note A9, quarter note B9, quarter note C10, quarter note D10.
 Measure 11: Quarter note E10, quarter note F#10, quarter note G10, quarter note A10.
 Measure 12: Quarter note B10, quarter note C11, quarter note D11, quarter note E11.
 Measure 13: Quarter note F#11, quarter note G11, quarter note A11, quarter note B11.
 Measure 14: Quarter note C12, quarter note D12, quarter note E12, quarter note F#12.
 Measure 15: Quarter note G12, quarter note A12, quarter note B12, quarter note C13.
 Measure 16: Quarter note D13, quarter note E13, quarter note F#13, quarter note G13.
 The piece ends with a double bar line.

7. RHYTHM (*High School*)

8. UNISON (*Middle School*)

Text: from "The Night-Light" by Anonymous

9. UNISON (*Middle School*)

Text: from "Sweet Are the Flowers of Life" by Louisa May Alcott (1832-88)

10. SA/TREBLE (Middle School)

Text: from "To Rose" by Sara Teasdale (1884-1933)

Rose, when I re - mem - ber you, Lit - tle la - dy, scarce - ly two,

Rose, when I re - mem - ber you, Lit - tle la - dy, scarce - ly two,

I am sud - den - ly a - ware Of the an - gels in the air.

I am sud - den - ly a - ware Of the an - gels in the air.

11. SA/TREBLE (Middle & Beginning High School)

Text: from "Hither, Hither" by Louisa May Alcott (1832-88)

Hith - er, hith - er, from thy home, Air - y sprite, I bid thee come!

Hith - er, hith - er, from thy home, Air - y sprite, I bid thee come!

Born of ros - es, fed on dew, Charms and po - tions canst thou brew?

Born of ros - es, fed on dew, Charms and po - tions canst thou brew?

12. SA/TREBLE (*High School*)

Text: from "Acrostic" by Lewis Carroll (1832-98)

2 3 4 5 6

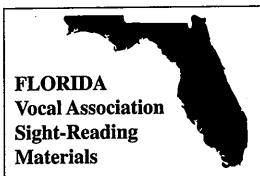
Lit-tle maid-ens, when you look On this lit - tle sto-ry book, Read-ing with at - ten-tive eye

7 8 9 10 11

Its en - tic - ing his - to - ry, Nev - er think that hours of play Are your on - ly

12 13 14 15 16

ho - li - day, And that in a house of joy Les-sons serve but to an - noy.



Win-ter's gone, the sum - mer breez-es Breathe the shep-herd's joys a - gain, Vil-lage scene no

Win-ter's gone, the sum - mer breez-es Breathe the shep-herd's joys a - gain, Vil-lage scene no

Win-ter's gone, the sum - mer breez-es Breathe the shep-herd's joys a - gain, Vil-lage scene no

long - er pleas - es, Plea-sures meet up - on the plain; Snows are fled that hung the bow - ers,

long - er pleas - es, Plea-sures meet up - on the plain; Snows are fled that hung the bow - ers,

long - er pleas - es, Plea-sures meet up - on the plain; Snows are fled that hung the bow - ers,

Buds to blos - soms soft - ly steal, Win-ter's rude-ness melts in flow- ers:— Char-mer, leave thy spin-ning wheel.

Buds to blos - soms soft - ly steal, Win-ter's rude-ness melts in flow- ers:— Char-mer, leave thy spin-ning wheel.

Buds to blos - soms soft - ly steal, Win-ter's rude-ness melts in flow- ers:— Char-mer, leave thy spin-ning wheel.

2 3 4 5 6 7 8

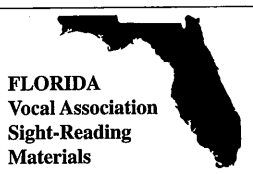
An - gels in the ear - ly morn-ing May be seen the dew's a - mong,

9 10 11 12 13 14 15 16

Stoop - ing, pluck - ing, smil - ing, fly - ing: Do the buds to them be - long?

Stoop - ing, pluck - ing, smil - ing, fly - ing: Do the buds to them be - long?

Stoop - ing, pluck - ing, smil - ing, fly - ing: Do the buds to them be - long?



15. SSA (High School)

Text: from "Original Poetry By Victor and Cazire"
published by Percy Bysshe Shelley (1792-1822)

2 3 4 5 6

Here I sit with my pa - per, my pen and my ink, First of this thing, and that thing,

Here I sit with my pa - per, my pen and my ink, First of this thing, and that thing,

Here I sit with my pa - per, my pen and my ink, First of this thing, and that thing,

7 8 9 10 11

and t'oth - er think; Then my thoughts come so pell - mell all in - to my

and t'oth - er think; Then my thoughts come so pell - mell all in - to my

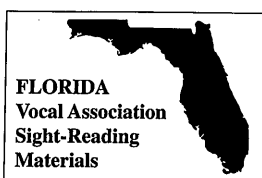
and t'oth - er think; Then my thoughts come so pell - mell all in - to my

12 13 14 15 16

mind, That the sense or the sub - ject I nev - er can find.

mind, That the sense or the sub - ject I nev - er can find.

mind, That the sense or the sub - ject I nev - er can find.



1 2 3 4 5

My heart is like a sing-ing bird Whose nest is in a wa - ter'd shoot; My heart is like an

My heart is like a sing-ing bird Whose nest is in a wa - ter'd shoot; My heart is like an

My heart is like a sing-ing bird Whose nest is in a wa - ter'd shoot; My heart is like an

6 7 8 9 10

ap - ple-tree Whose boughs are bent with thick-set fruit; My heart is like a rain-bow shell That

ap - ple-tree Whose boughs are bent with thick-set fruit; My heart is like a rain-bow shell That

ap - ple-tree Whose boughs are bent with thick-set fruit; My heart is like a rain-bow shell That

11 12 13 14 15 16

pad-dles in a hal - cyon sea; My heart is glad - der than all these, Be-cause my love is come to me.

pad-dles in a hal - cyon sea; My heart is glad - der than all these, Be-cause my love is come to me.

pad-dles in a hal - cyon sea; My heart is glad - der than all these, Be-cause my love is come to me.

8 2 3 4 5 6 7 8

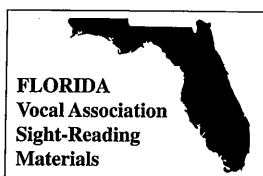
Hith - er, hith - er, from thy home, Air - y sprite, I bid thee come!

Hith - er, hith - er, from thy home, Air - y sprite, I bid thee come!

9 10 11 12 13 14 15 16

Born of ros - es, fed on dew, Charms and po - tions canst thou brew?

Born of ros - es, fed on dew, Charms and po - tions canst thou brew?



8 2 3 4 5 6 7

Lit-tle maid-ens, when you look On this lit-tle sto-ry book, Read-ing with at-ten-tive eye Its en-tic-ing

Lit-tle maid-ens, when you look On this lit-tle sto-ry book, Read-ing with at-ten-tive eye Its en-tic-ing

8 9 10 11 12

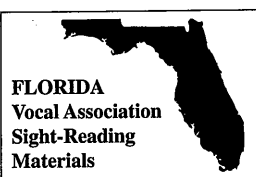
his-to-ry, Nev-er think that hours of play Are your on-ly ho-li-day,

his-to-ry, Nev-er think that hours of play Are your on-ly ho-li-day,

13 14 15 16

And that in a house of joy Les-sons serve but to an-noy.

And that in a house of joy Les-sons serve but to an-noy.

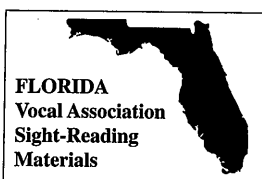


2 3 4 5 6 7 8

"Build me straight, O wor- thy Mas- ter! Stanch and strong, a good- ly ves- sel,

9 10 11 12 13 14 15 16

That shall laugh at all dis - as - ter, And with wave and whirl-wind wres- tle!"



1 2 3 4 5 6

Hur-rah! the sea-ward breez-es Sweep down the bay a-main; Heave up, my lads, the an-chor!

Hur-rah! the sea-ward breez-es Sweep down the bay a-main; Heave up, my lads, the an-chor!

Hur-rah! the sea-ward breez-es Sweep down the bay a-main; Heave up, my lads, the an-chor!

7 8 9 10 11

Run up the sail a - gain! Leave to the lub - ber lands-men The rail - car

Run up the sail a - gain! Leave to the lub - ber lands-men The rail - car

Run up the sail a - gain! Leave to the lub - ber lands-men The rail - car

12 13 14 15 16

and the steed; The stars of heav'n shall guide us, The breath of heav'n shall speed.

and the steed; The stars of heav'n shall guide us, The breath of heav'n shall speed.

and the steed; The stars of heav'n shall guide us, The breath of heav'n shall speed.

2 3 4 5 6

In the cow-slip pips I lie, Hid-den from the buz-zing fly, While green grass be-neath me lies,

7 8 9 10 11

Pearled with dew like fish-es' eyes, Here I lie, a clock-a-clay, Wait-ing for the

12 13 14 15 16

time of day; Here I lie, a clock-a-clay, Wait-ing for the time of day.

22. SAB (Middle & Beginning High School)

Text: from "The Flowers" by Rudyard Kipling (1865-1936)

2 3 4 5 6 7 8

Buy my Eng-lish po - sies! Kent and Sur-rey may, Vio-lets of the Un-der-cliff Wet with Chan-nel spray;...

Buy my Eng-lish po - sies! Kent and Sur-rey may, Vio-lets of the Un-der-cliff Wet with Chan-nel spray;...

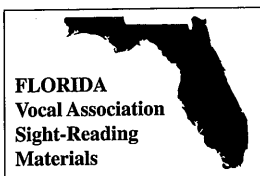
Buy my Eng-lish po - sies! Kent and Sur-rey may, Vio-lets of the Un-der-cliff Wet with Chan-nel spray;...

9 10 11 12 13 14 15 16

Buy my Eng-lish po - sies! You that scorn the May, Won't you greet a friend from home Half the world a - way?

Buy my Eng-lish po - sies! You that scorn the May, Won't you greet a friend from home Half the world a - way?

Buy my Eng-lish po - sies! You that scorn the May, Won't you greet a friend from home Half the world a - way?



2 3 4 5 6 7 8

Birds' love and birds' song Fly-ing here and there, Birds' song and birds' love And you with gold for hair!

Birds' love and birds' song Fly-ing here and there, Birds' song and birds' love And you with gold for hair!

Birds' love and birds' song Fly-ing here and there, Birds' song and birds' love And you with gold for hair!

Birds' love and birds' song Fly-ing here and there, Birds' song and birds' love And you with gold for hair!

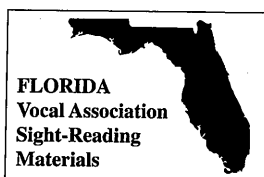
9 10 11 12 13 14 15 16

Birds' song and birds' love Pas-sing with the wea - ther Men's song and men's love, To love once and for - ev - er.

Birds' song and birds' love Pas-sing with the wea - ther Men's song and men's love, To love once and for - ev - er.

Birds' song and birds' love Pas-sing with the wea - ther Men's song and men's love, To love once and for - ev - er.

Birds' song and birds' love Pas-sing with the wea - ther Men's song and men's love, To love once and for - ev - er.



2 3 4 5 6

"There's no sense in go-ing fur-ther, it's the edge of cul-ti-va-tion," So they said, and I be-lieved it,

7 8 9 10 11

broke my land and sowed my crop, Built my barns and strung my fen-ces in the lit-tle

12 13 14 15 16

bor-der sta-tion Tucked a-way be-low the foot-hills where the trails run out and stop.

2 3 4 5 6 7 8

On these green banks, where falls too soon The shade of Au - tumn's af - ter - noon,

On these green banks, where falls too soon The shade of Au - tumn's af - ter - noon,

On these green banks, where falls too soon The shade of Au - tumn's af - ter - noon,

On these green banks, where falls too soon The shade of Au - tumn's af - ter - noon,

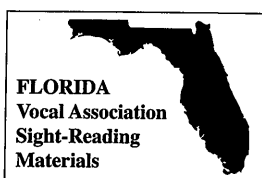
9 10 11 12 13 14 15 16

The south wind blow - ing soft and sweet, The wa - ter glid - ing, glid - ing at nay feet.

The south wind blow - ing soft and sweet, The wa - ter glid - ing, glid - ing at nay feet.

The south wind blow - ing soft and sweet, The wa - ter glid - ing, glid - ing at nay feet.

The south wind blow - ing soft and sweet, The wa - ter glid - ing, glid - ing at nay feet.



Min-nie and Win - nie Slept in a shell. Sleep, lit-tle la - dies! And they slept well.

Min-nie and Win - nie Slept in a shell. Sleep, lit-tle la - dies! And they slept well.

Min-nie and Win - nie Slept in a shell. Sleep, lit-tle la - dies! And they slept well.

Min-nie and Win - nie Slept in a shell. Sleep, lit-tle la - dies! And they slept well.

Detailed description: This block contains the first system of the musical score, measures 2 through 8. It is written for SATB voices in 3/4 time with a key signature of one sharp (F#). The melody is simple and repetitive, with lyrics: "Min-nie and Win - nie Slept in a shell. Sleep, lit-tle la - dies! And they slept well." Each part (Soprano, Alto, Tenor, Bass) has its own line of music, with the lyrics printed below each line.

Pink was the shell with-in, Sil - ver with - out; Sounds of the great sea Wan-der'd a - bout.

Pink was the shell with-in, Sil - ver with - out; Sounds of the great sea Wan-der'd a - bout.

Pink was the shell with-in, Sil - ver with - out; Sounds of the great sea Wan-der'd a - bout.

Pink was the shell with-in, Sil - ver with - out; Sounds of the great sea Wan-der'd a - bout.

Detailed description: This block contains the second system of the musical score, measures 9 through 16. The melody continues from the first system. The lyrics are: "Pink was the shell with-in, Sil - ver with - out; Sounds of the great sea Wan-der'd a - bout." The notation includes a repeat sign at the end of measure 16. Each part (Soprano, Alto, Tenor, Bass) has its own line of music, with the lyrics printed below each line.

1 2 3 4 5 6

O the ev-ning's for the fair, bon-ny, bon-ny las-sie O! To meet the coo-ler air and

7 8 9 10 11

walk an an-gel there, With the dark di-shev ell'd hair, Bon-ny, bon-ny las-sie

12 13 14 15 16

O! With the dark di-shev-ell'd hair, Bon-ny, bon-ny las-sie O!

O! With the dark di-shev-ell'd hair, Bon-ny, bon-ny las-sie O!

O! With the dark di-shev-ell'd hair, Bon-ny, bon-ny las-sie O!

O! With the dark di-shev-ell'd hair, Bon-ny, bon-ny las-sie O!

1 2 3 4 5 6

Fare thee well—we part for ev-er! All re-grets are now in vain! Fate de-crees that we must sev-er, Ne'er to

Fare thee well—we part for ev-er! All re-grets are now in vain! Fate de-crees that we must sev-er, Ne'er to

Fare thee well—we part for ev-er! All re-grets are now in vain! Fate de-crees that we must sev-er, Ne'er to

Fare thee well—we part for ev-er! All re-grets are now in vain! Fate de-crees that we must sev-er, Ne'er to

7 8 9 10 11

meet on earth a - gain. Oth - er skies may bend a - bove thee, Oth - er hearts may seek thy

meet on earth a - gain. Oth - er skies may bend a - bove thee, Oth - er hearts may seek thy

meet on earth a - gain. Oth - er skies may bend a - bove thee, Oth - er hearts may seek thy

meet on earth a - gain. Oth - er skies may bend a - bove thee, Oth - er hearts may seek thy

12 13 14 15 16

shrine, But no oth - er e'er will love thee With the con-stant - cy of mine.

shrine, But no oth - er e'er will love thee With the con-stant - cy of mine.

shrine, But no oth - er e'er will love thee With the con-stant - cy of mine.

shrine, But no oth - er e'er will love thee With the con-stant - cy of mine.

FLORIDA
Vocal Association
Sight-Reading
Materials

FVA Choral MPA Sight-Reading Criteria (rev. 2009)

Ex #	Voicing	Level	Meter	Keys up to...	Melodic Motion	Rhythmic Values Added
1	Rhythm	MS	$\frac{2}{4}$ $\frac{4}{4}$			
2	Rhythm	MS/ Beg HS	$\frac{4}{4}$			
3	Rhythm	HS	$\frac{4}{4}$			
4	Rhythm	HS	$\frac{3}{4}$ $\frac{4}{4}$			
5	Rhythm	HS	$\frac{3}{4}$ $\frac{4}{4}$			
6	Rhythm	HS	$\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{8}$			Add ties,
7	Rhythm	HS	$\frac{6}{8}$			Add different 8th and 16th configurations.
8	Unison	MS	$\frac{2}{4}$	1 # or b	Stepwise	
9	Unison	MS	$\frac{4}{4}$	1 # or b	Skip of 3 rd	
10	SA/Treble	MS	$\frac{2}{4}$	1 # or b	Stepwise	
11	SA/Treble	MS/ Beg HS	$\frac{2}{4}$	1 # or b	Stepwise	
12	SA/Treble	HS	$\frac{3}{4}$ $\frac{4}{4}$	2 # or b	I- Arpeggiated skips, stepwise chromaticism	
13	SSA/SAC	MS / Beg HS	$\frac{3}{4}$ $\frac{4}{4}$	1 # or b	Stepwise	
14	SSA/SAC	MS / Beg HS	$\frac{3}{4}$ $\frac{4}{4}$	1 # or b	Stepwise	
15	SSA	HS	$\frac{3}{4}$ $\frac{4}{4}$	2 # or b	I-V Arpeggiated skips, stepwise chromaticism	
16	SSA	HS	$\frac{3}{4}$ $\frac{4}{4}$	2 # or b	I- Arpeggiated skips	Add anacrusis,
17	TB	MS / Beg HS	$\frac{2}{4}$	1 # or b	Stepwise	
18	TB	HS	$\frac{3}{4}$ $\frac{4}{4}$	2 # or b	I- V Arpeggiated skips, stepwise chromaticism	
19	TTB	MS / Beg HS	$\frac{3}{4}$ $\frac{4}{4}$	1 # or b	Stepwise	
20	TBB	HS	$\frac{3}{4}$ $\frac{4}{4}$	2 # or b	I- V Arpeggiated Skips, stepwise chromaticism	
21	SAT	MS / Beg HS	$\frac{4}{4}$	1 # or b	Stepwise	
22	SAB	MS / Beg HS	$\frac{4}{4}$	1 # or b	Stepwise	
23	SATB	MS	$\frac{4}{4}$	1 # or b	Stepwise	
24	SATB	MS / Beg HS	$\frac{4}{4}$	1 # or b	Some I- Arpeggiated skips	
25	SATB	MS / Beg HS	$\frac{3}{4}$ $\frac{4}{4}$	1 # or b	Stepwise	
26	SATB	HS	$\frac{3}{4}$ $\frac{4}{4}$	3 # or b	I- Arpeggiated skips	
27	SATB	HS	$\frac{3}{4}$ $\frac{4}{4}$	4 # or b	I- V Arpeggiated skips, Stepwise chromaticism	Add anacrusis,
28	SATB	HS	$\frac{2}{2}$ $\frac{2}{4}$ $\frac{4}{4}$ $\frac{6}{8}$	5 # or b	I- IV-V Arpeggiated skips, Stepwise chromaticism, eighth note arpeggiated skip on chords	Add syncopation

- ♫ Individual voice parts should not exceed the outer limits of the vocal range for intended age level.
- ♫ Intervals should not exceed an octave between neighboring voices.
- ♫ Accidentals within the key signature should not be re-designated within the exercise.