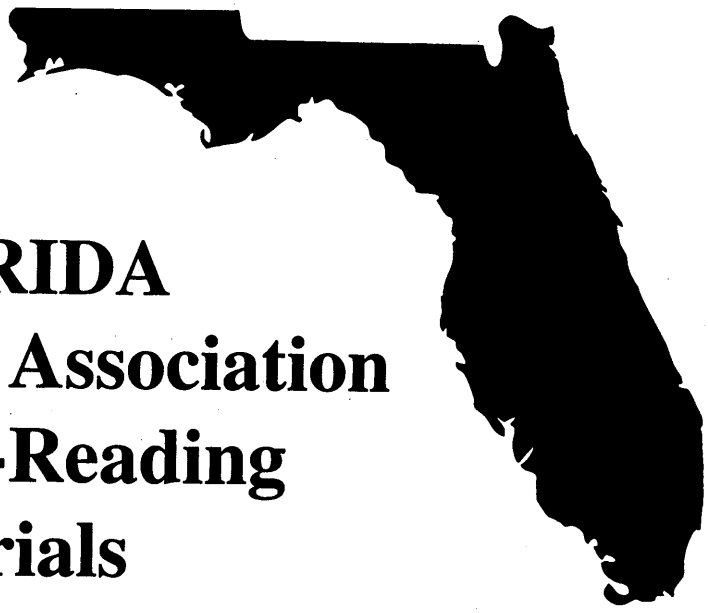


FLORIDA Vocal Association Sight-Reading Materials

Composed by

DR. CARL P. ASHLEY

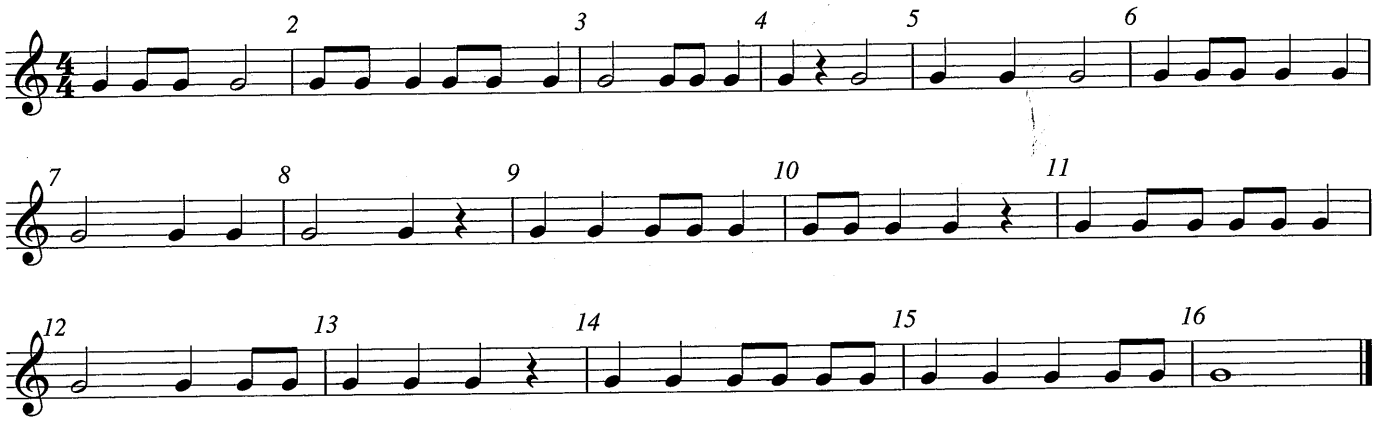
for the Florida Vocal Association

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.

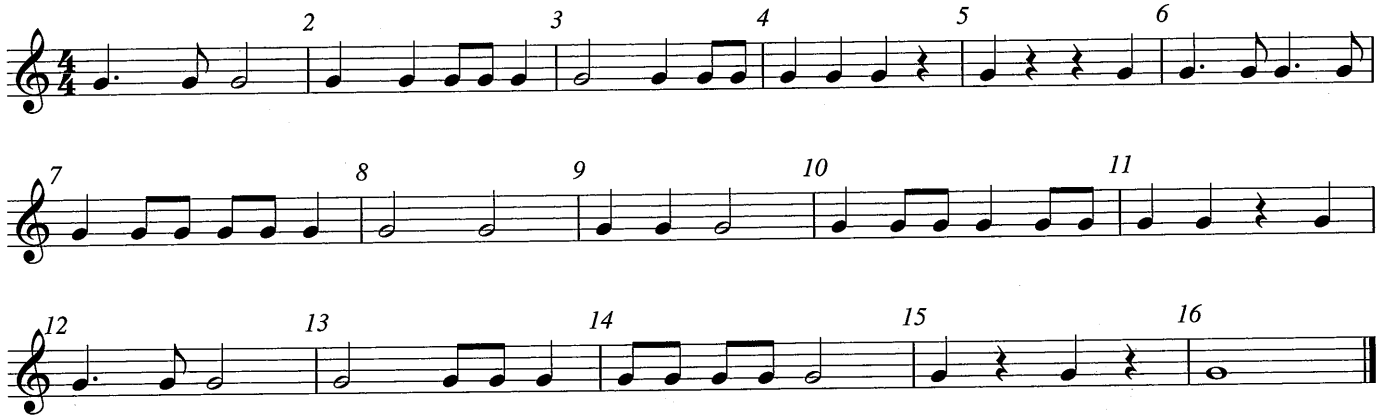
2011 FLORIDA VOCAL ASSOCIATION SIGHT-READING MATERIALS

Dr. Carl P. Ashley

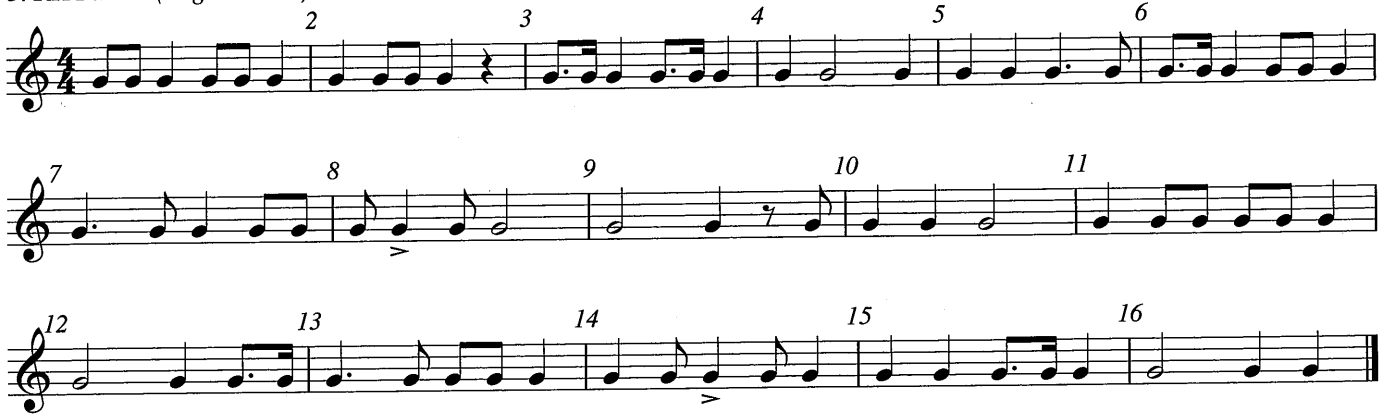
1. RHYTHM *(Middle School)*



2. RHYTHM *(Middle & Beginning High School)*



3. RHYTHM *(High School)*



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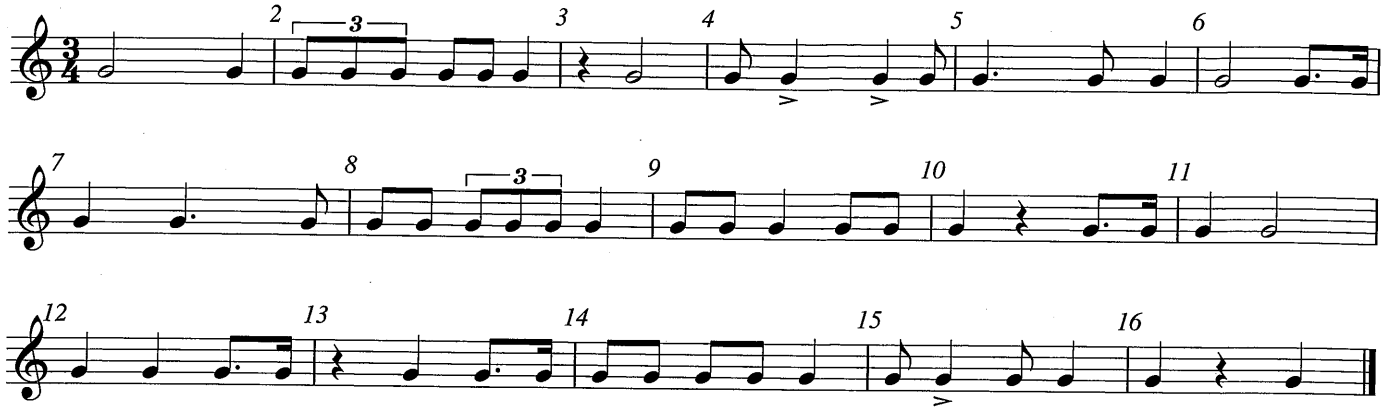
4. RHYTHM *(High School)*



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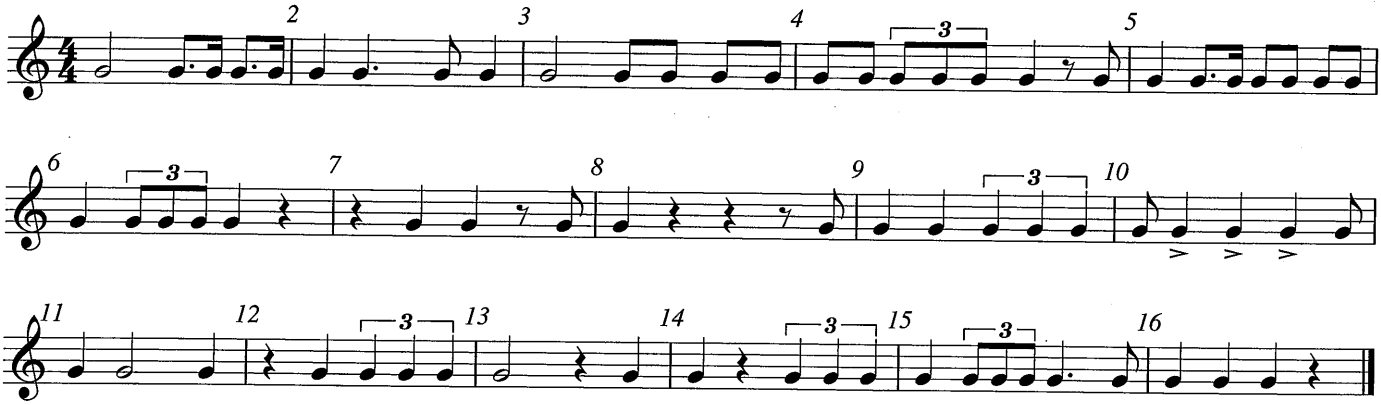

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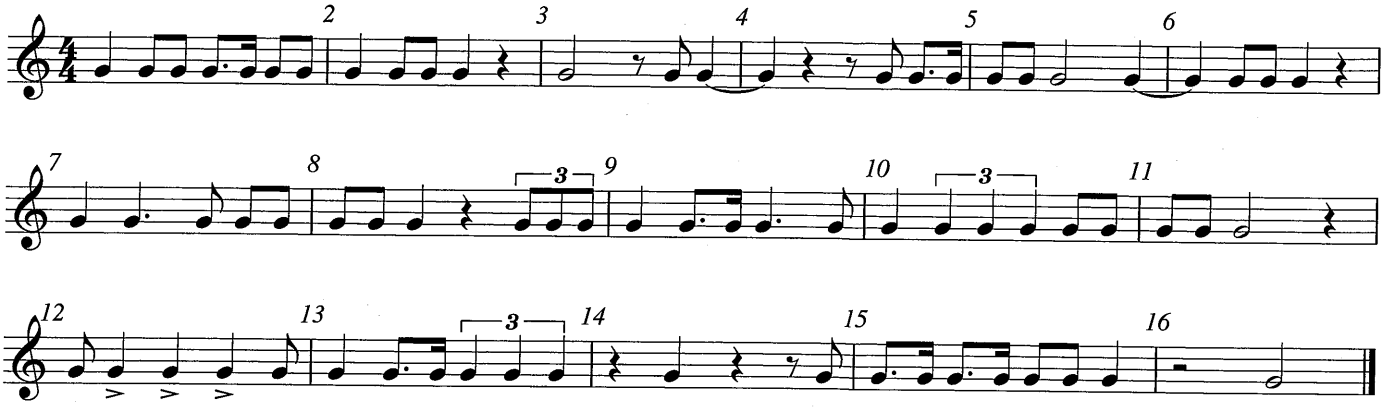

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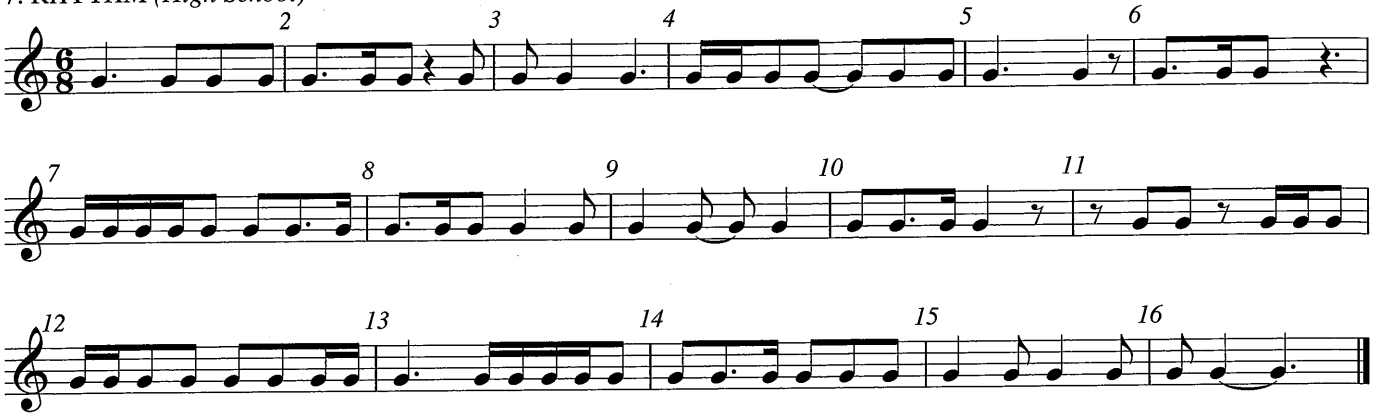
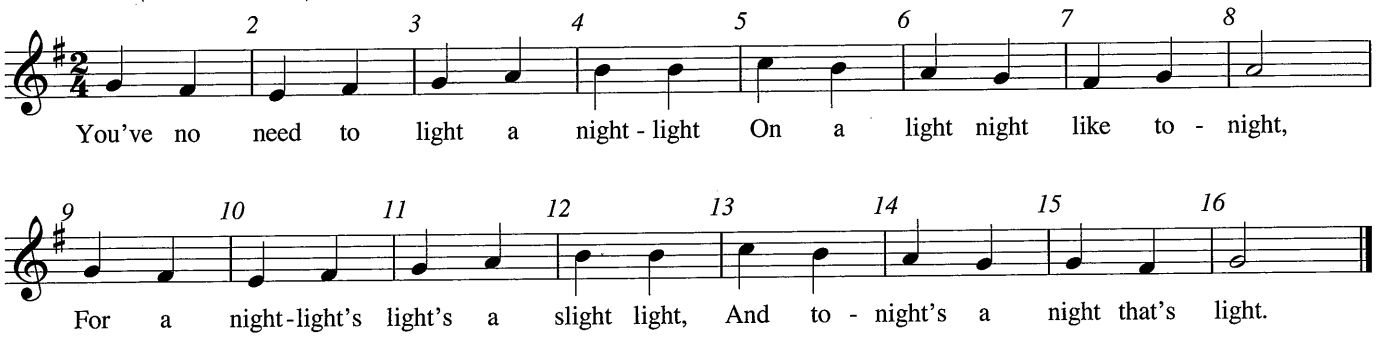
7. RHYTHM *(High School)*



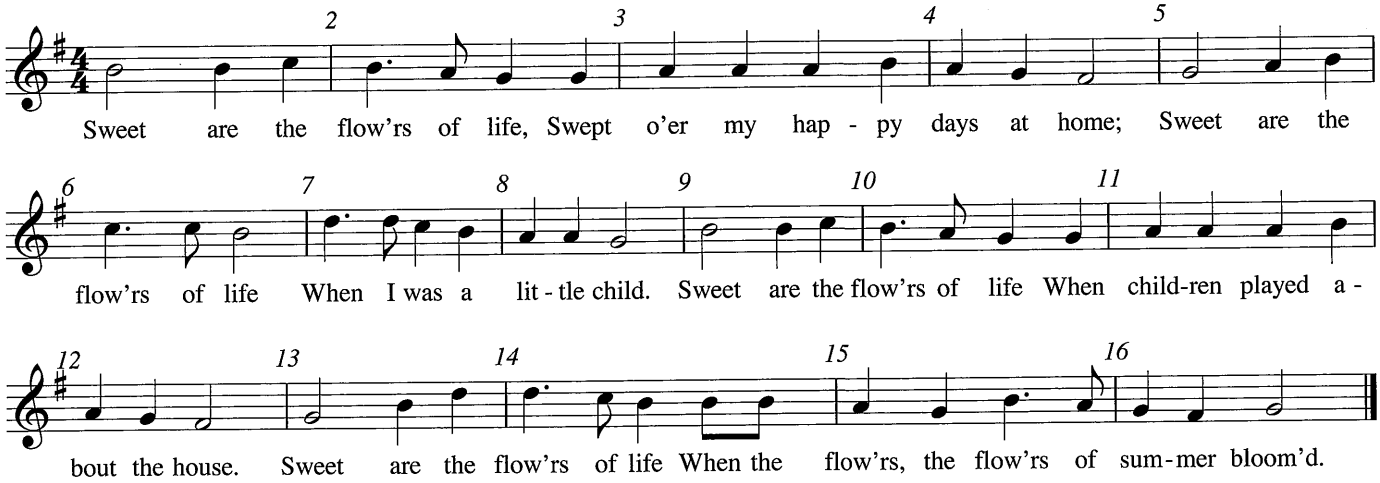
8. UNISON *(Middle School)*

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)



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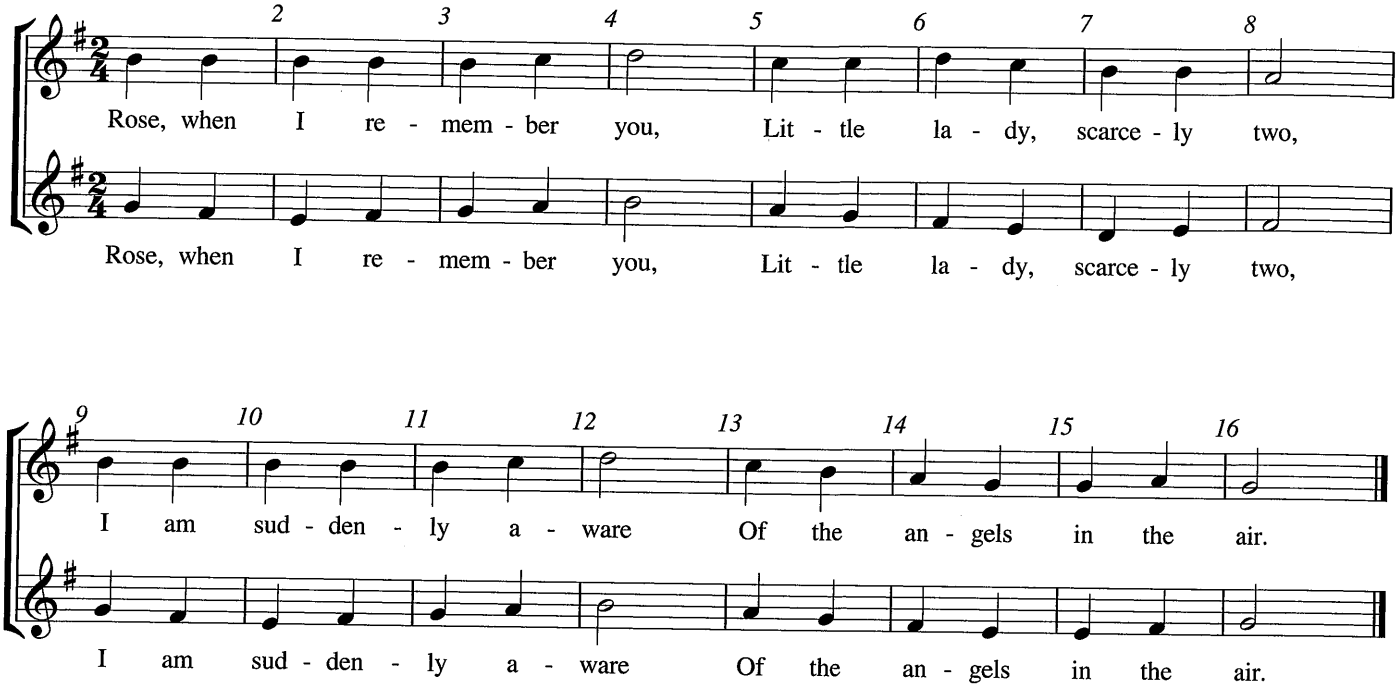
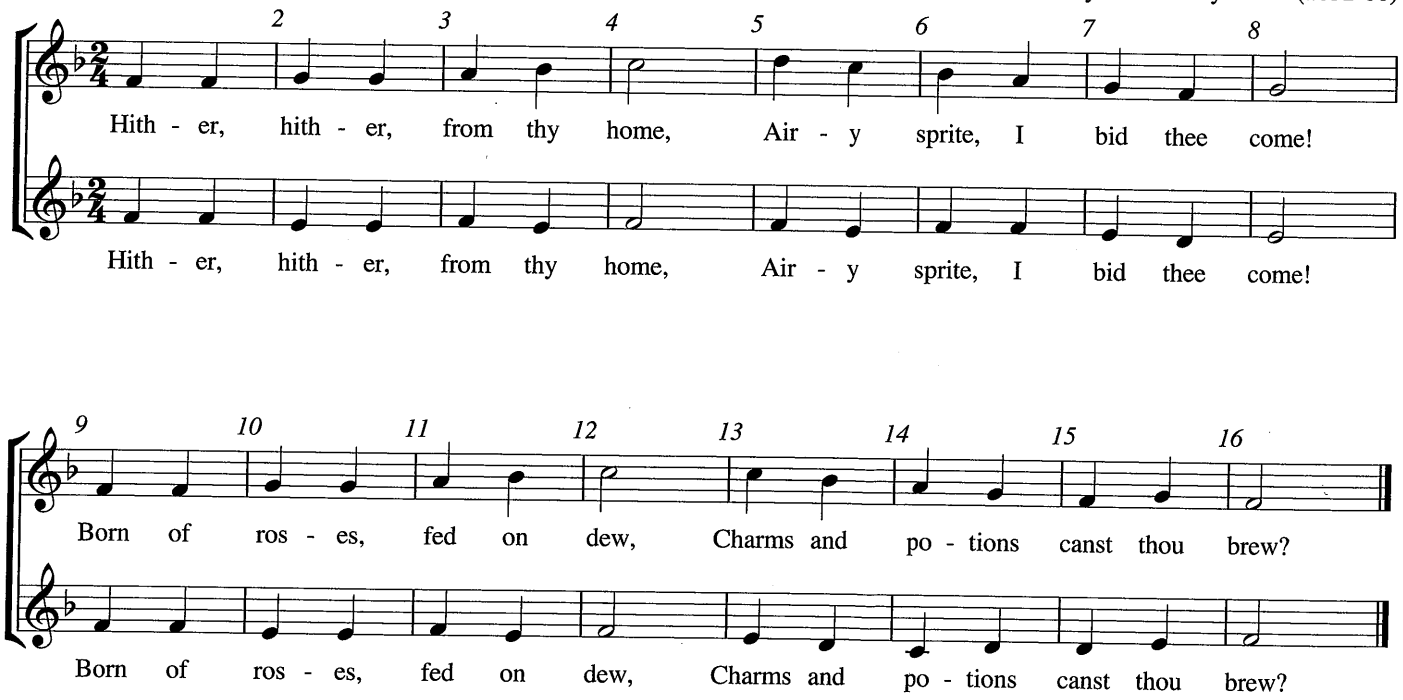
10. SA/TREBLE *(Middle School)*

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



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

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



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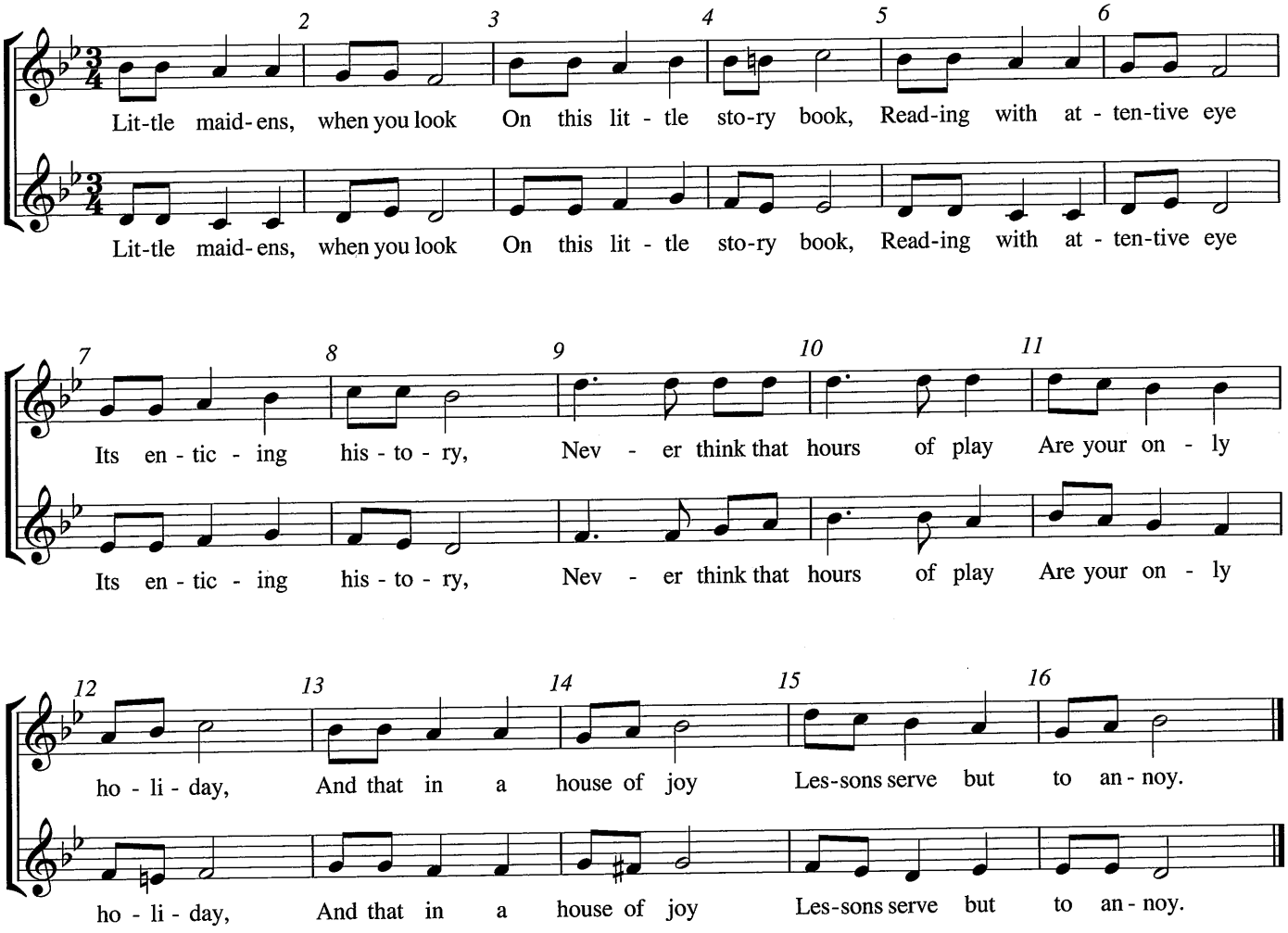
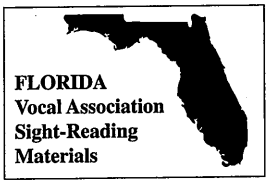
12. SA/TREBLE *(High School)*

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





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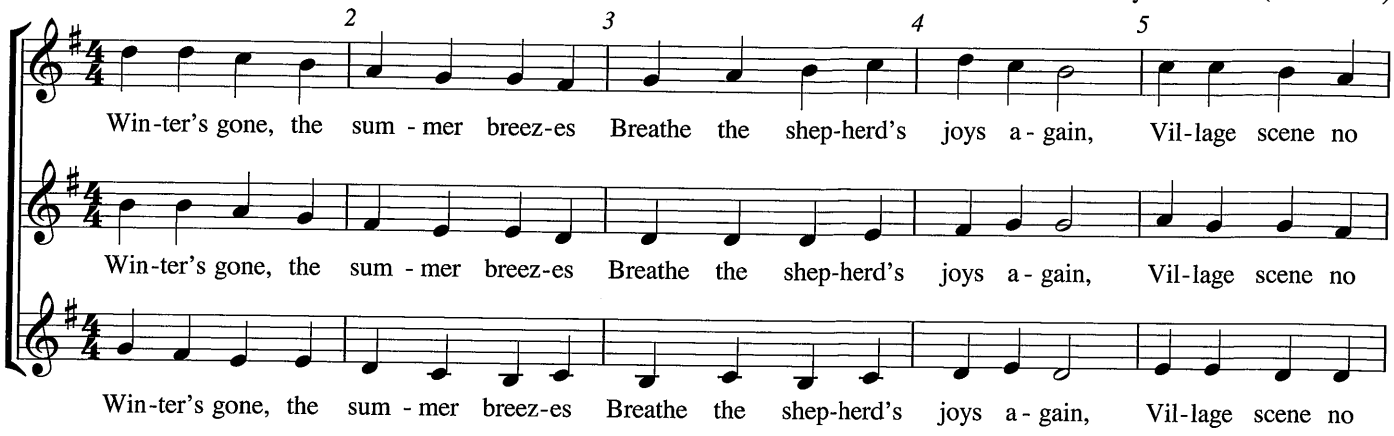
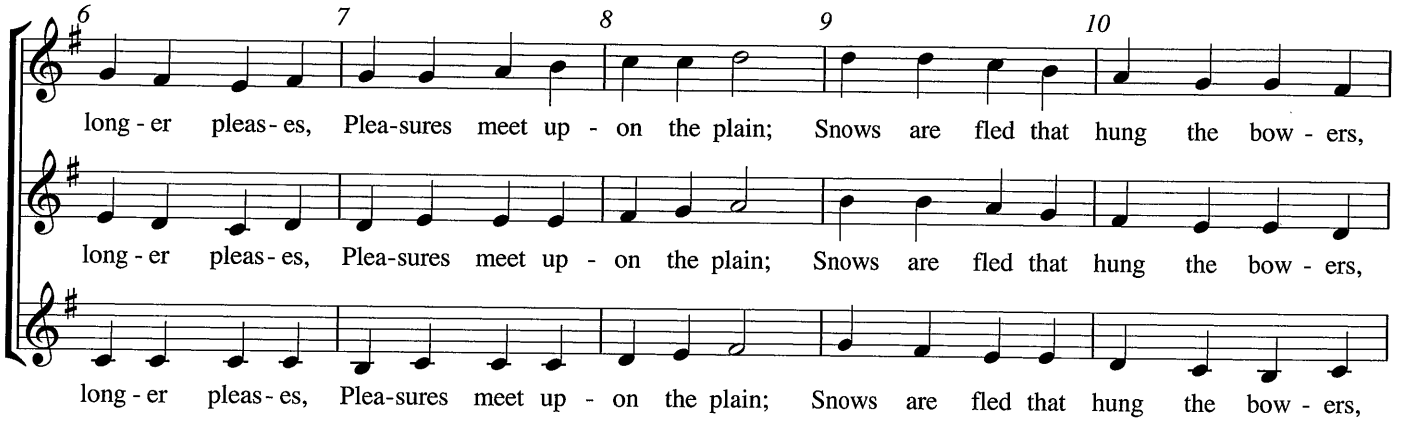
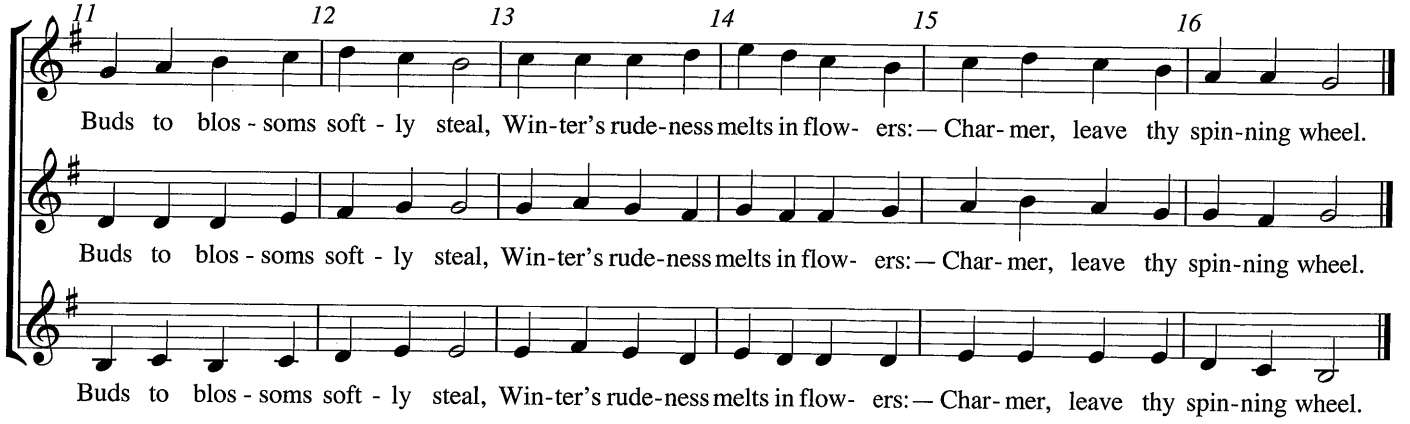
13. SSA or SAC *(Middle & Beginning High School)*

Text: *from* "Winter's Gone, the Summer Breezes"
by John Clare (1793-1864)







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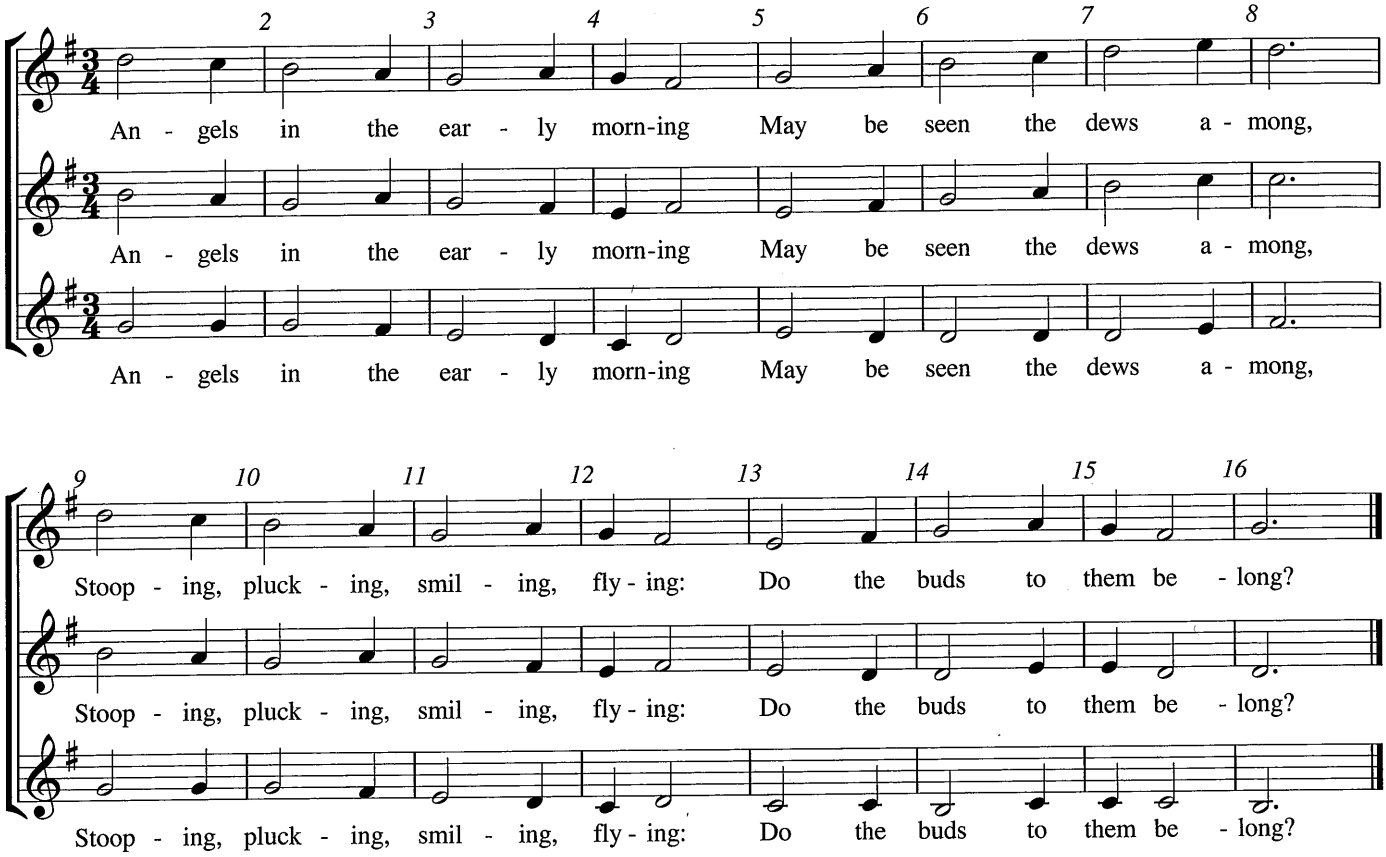
14. SSA or SAC *(Middle & Beginning High School)*

Text: *from* "Angels in the Early Morning"
by Emily Dickinson (1830-86)



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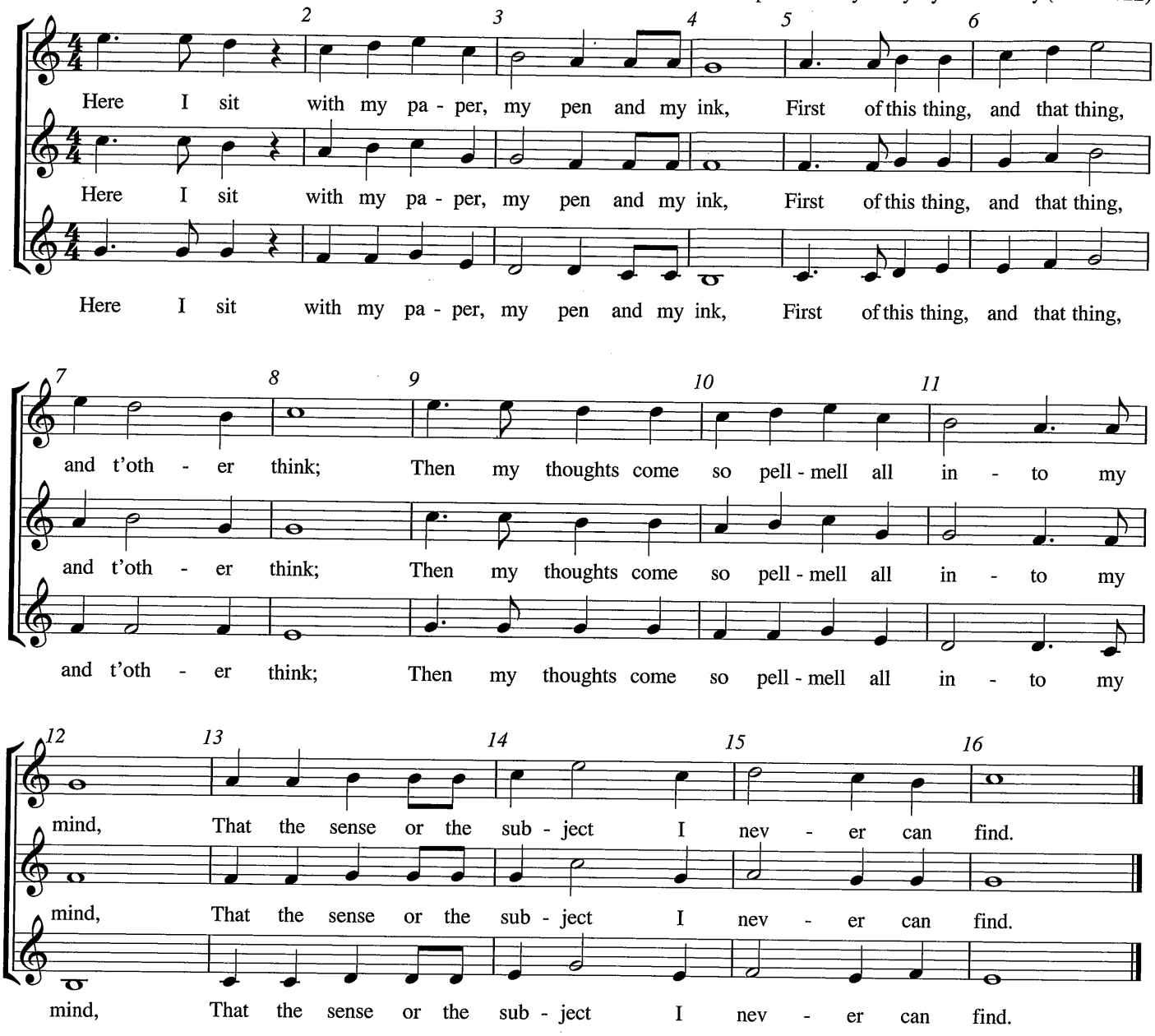
15. SSA *(High School)*

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


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,
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
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.

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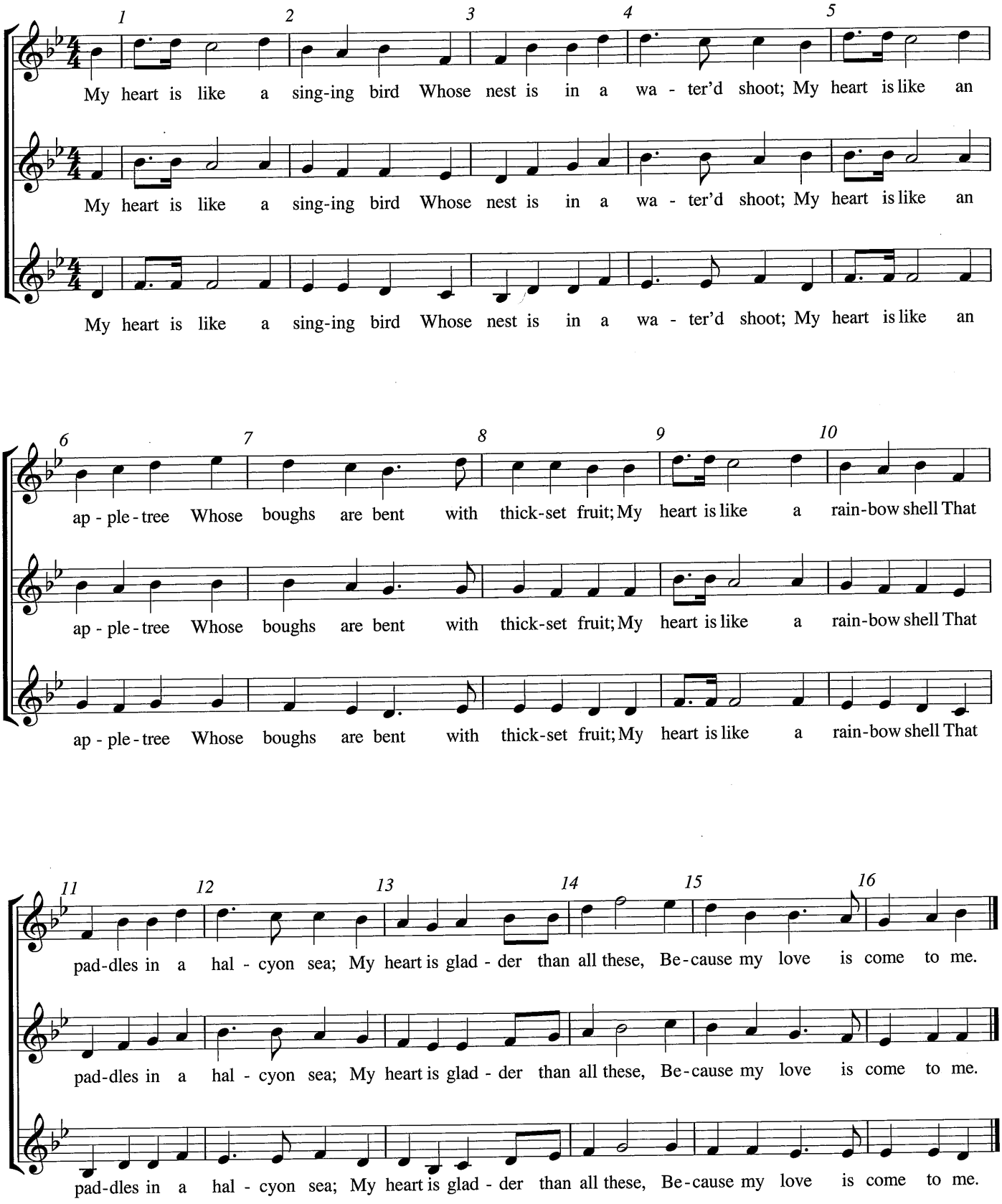
16. SSA *(High School)*

Text: *from* "A Birthday" by Christina Rossetti (1830-94)



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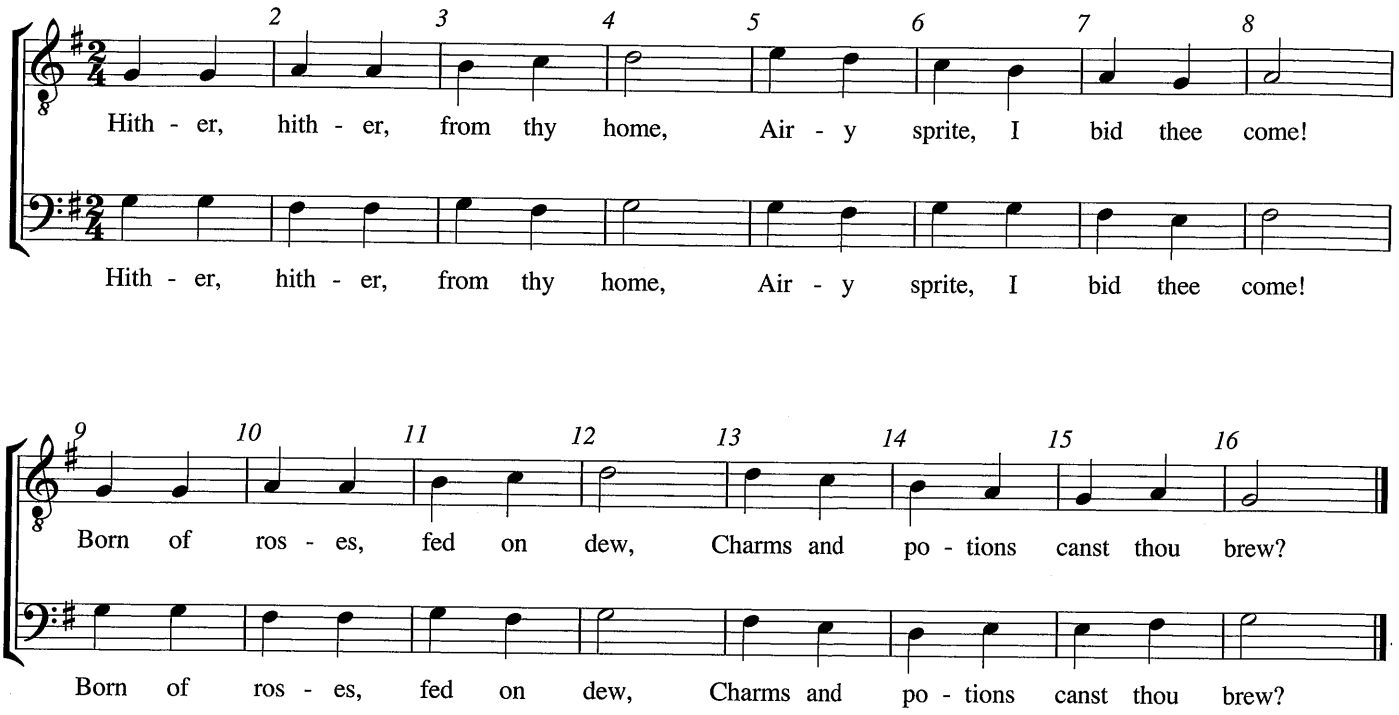
17. TB *(Middle & Beginning High School)*

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



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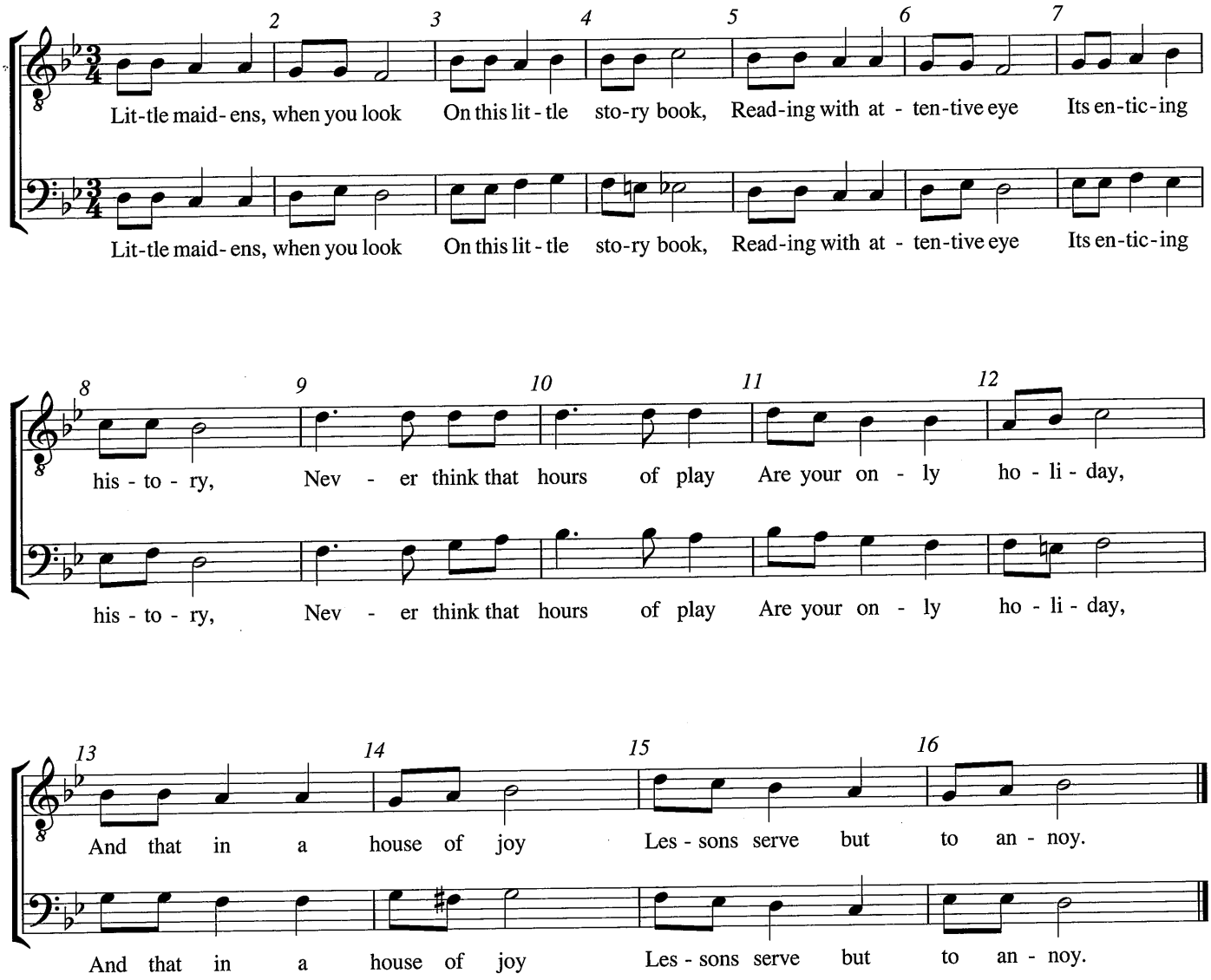
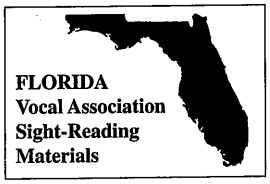
18. TB *(High School)*

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





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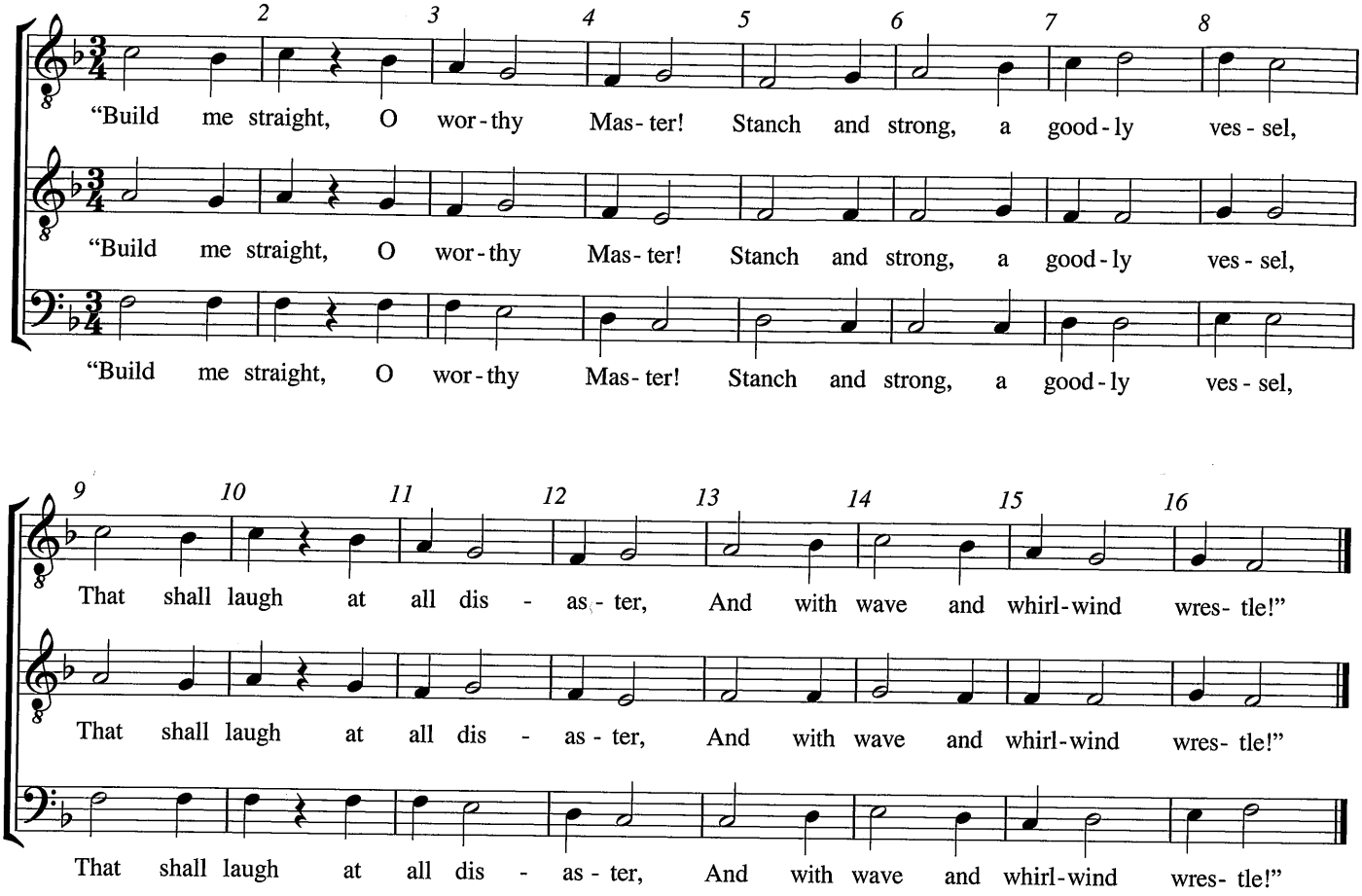
19. TTB *(Middle & Beginning High School)* Text: *from* "The Building of the Ship" by Henry Wadsworth Longfellow (1807-82)



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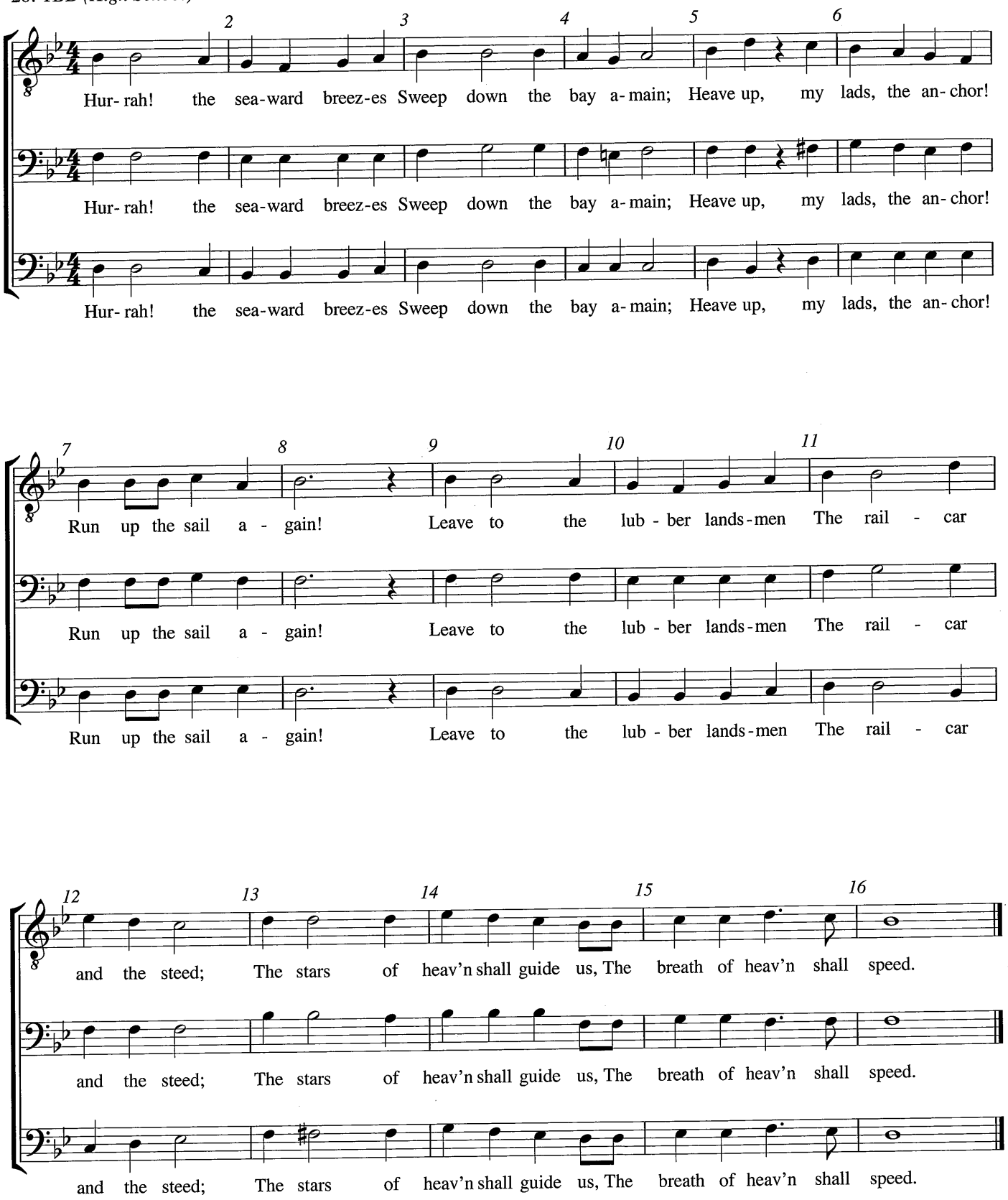
20. TBB *(High School)*

Text: *from* "The Fishermen" by John Greenleaf Whittier (1807-92)



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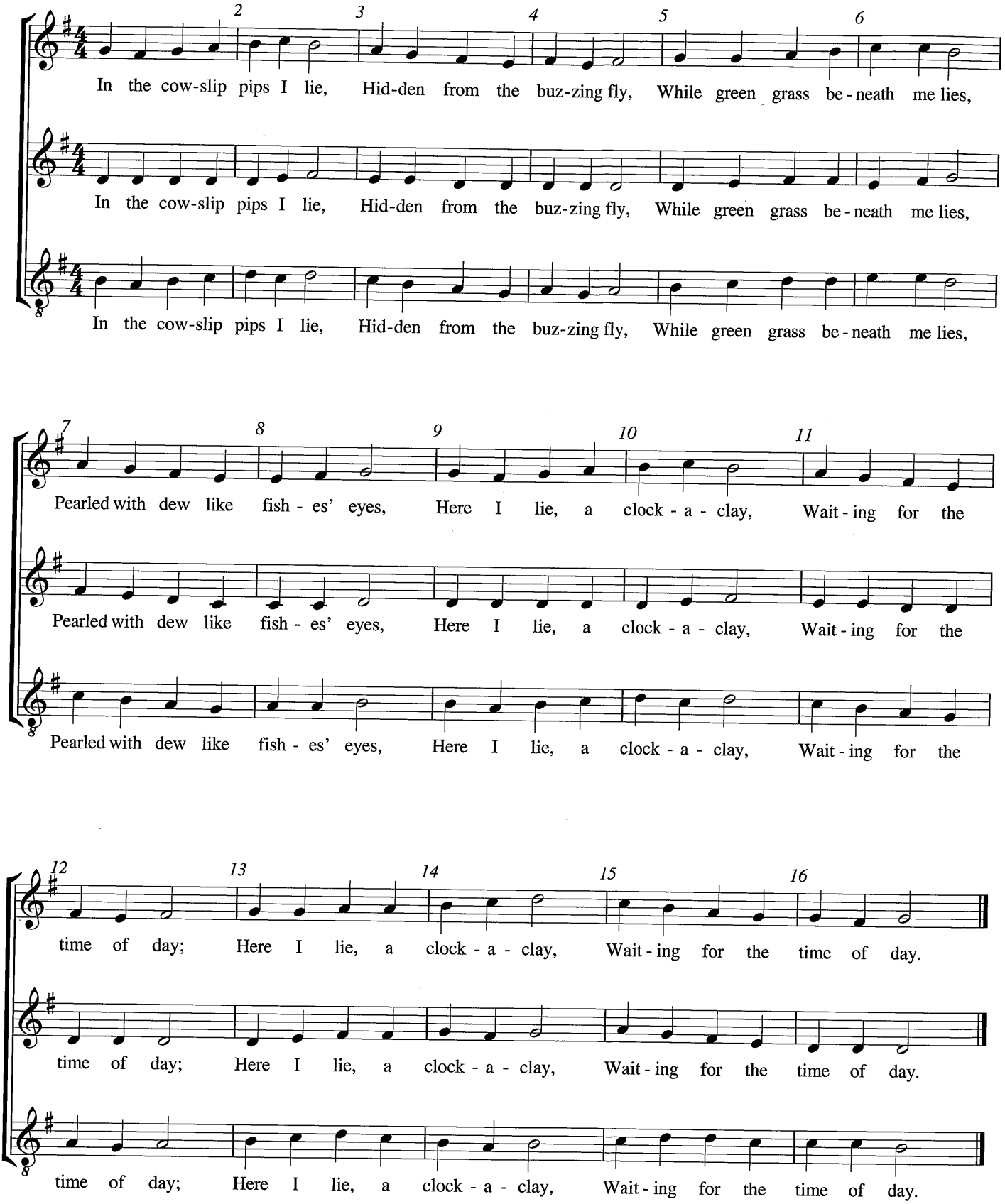
21. SAT *(Middle & Beginning High School)*

Text: *from* "Clock-a-Clay" by John Clare (1793-1864)



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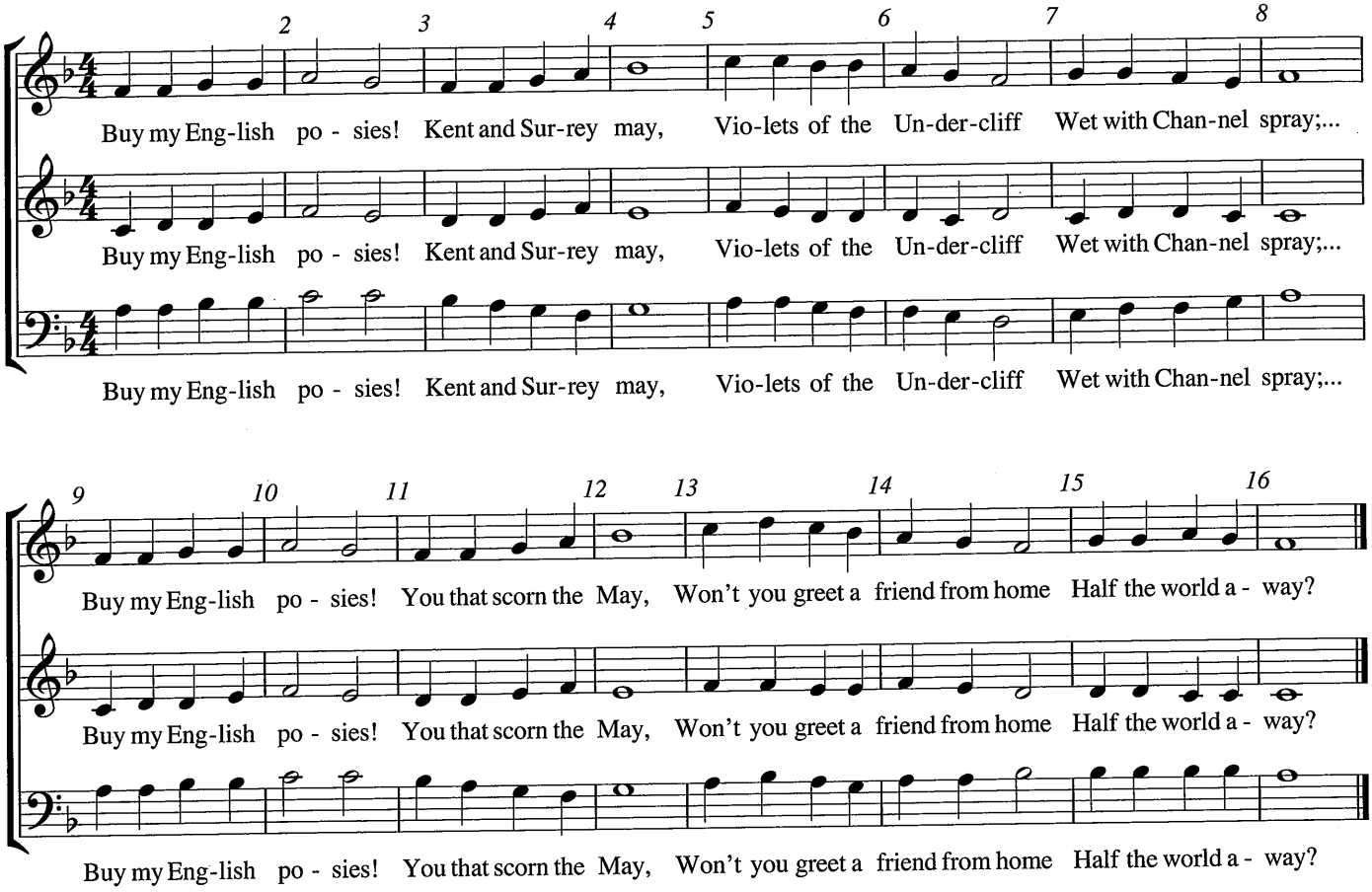
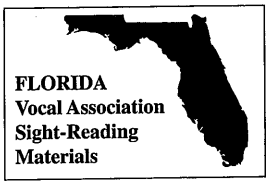
22. SAB *(Middle & Beginning High School)*

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





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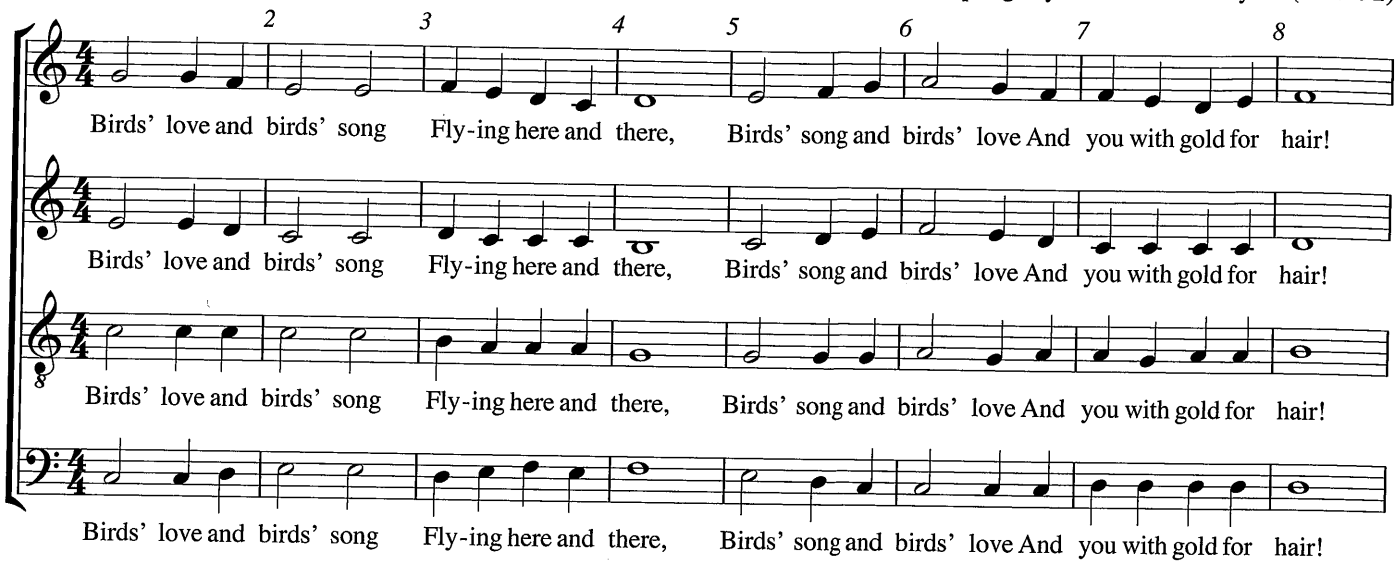
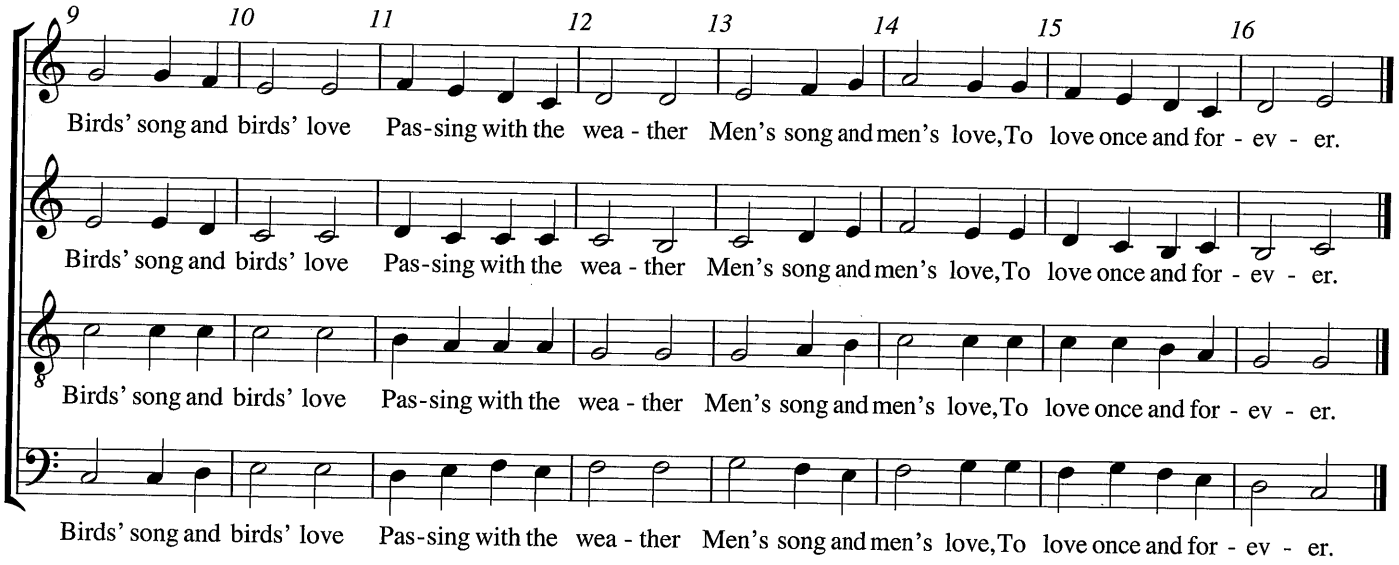
23. SATB *(Middle School)*

Text: *from* "Spring" by Alfred Lord Tennyson (1809-92)





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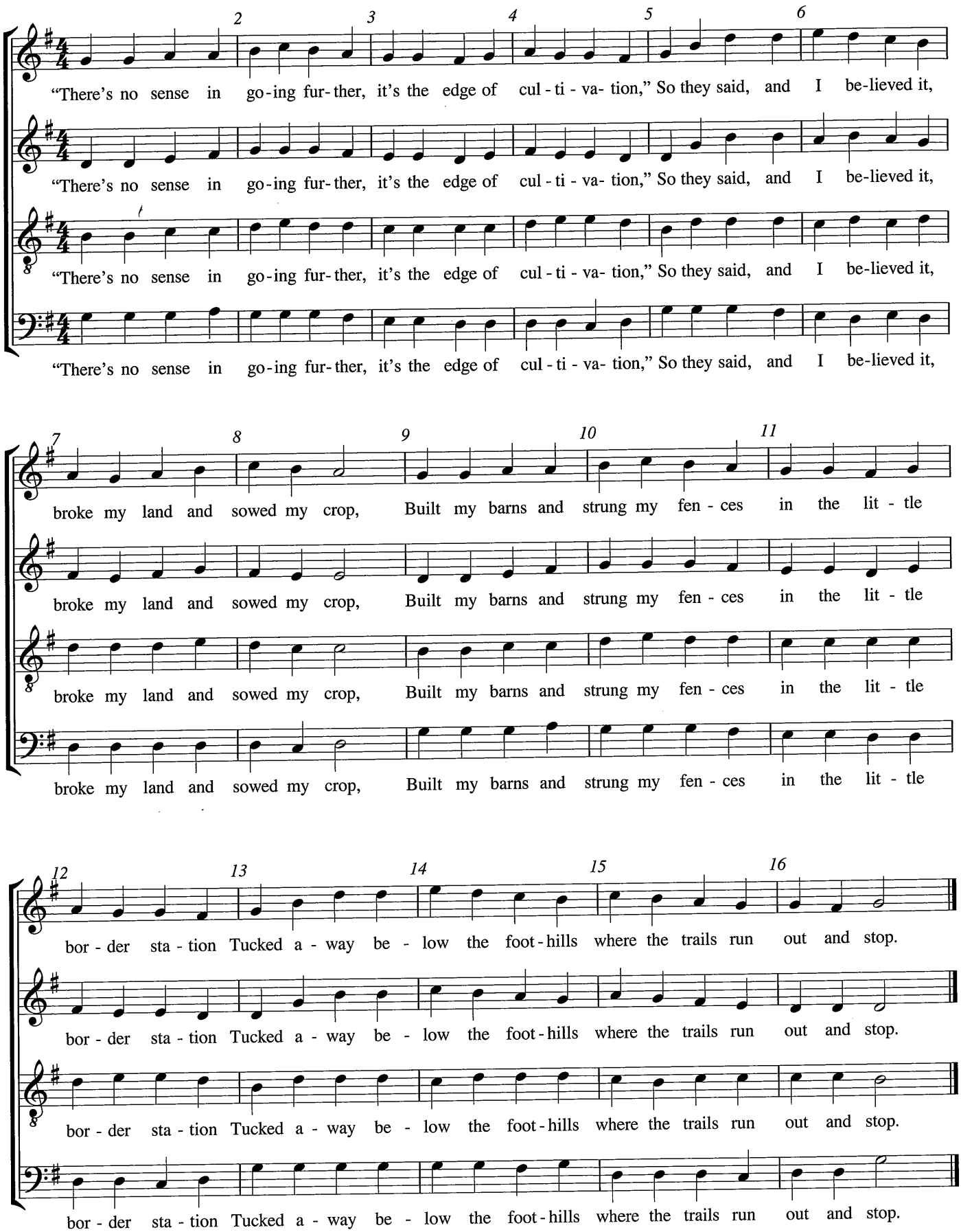
24. SATB *(Middle School & Beginning High School)*

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



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25. SATB *(Middle & Beginning High School)*

Text: *from* "An Outdoor Reception" by John Greenleaf Whittier (1807-92)

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,

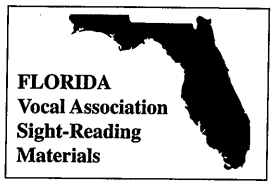
On these green banks, where falls too soon The shade of Au - tumn's af - ter - noon,

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.



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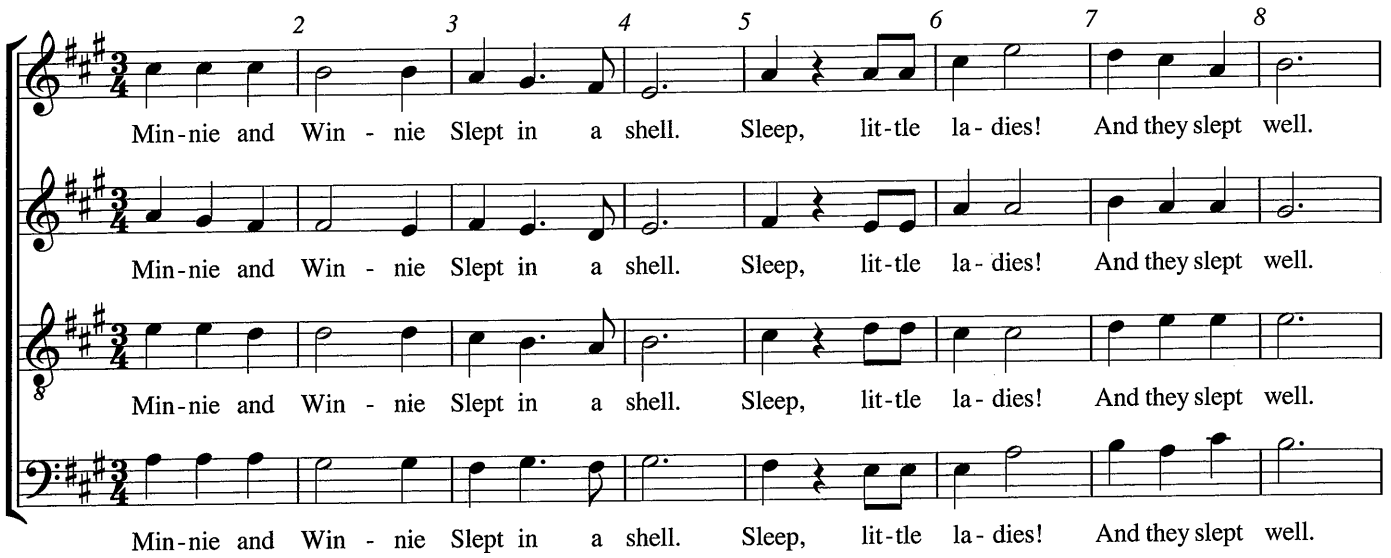
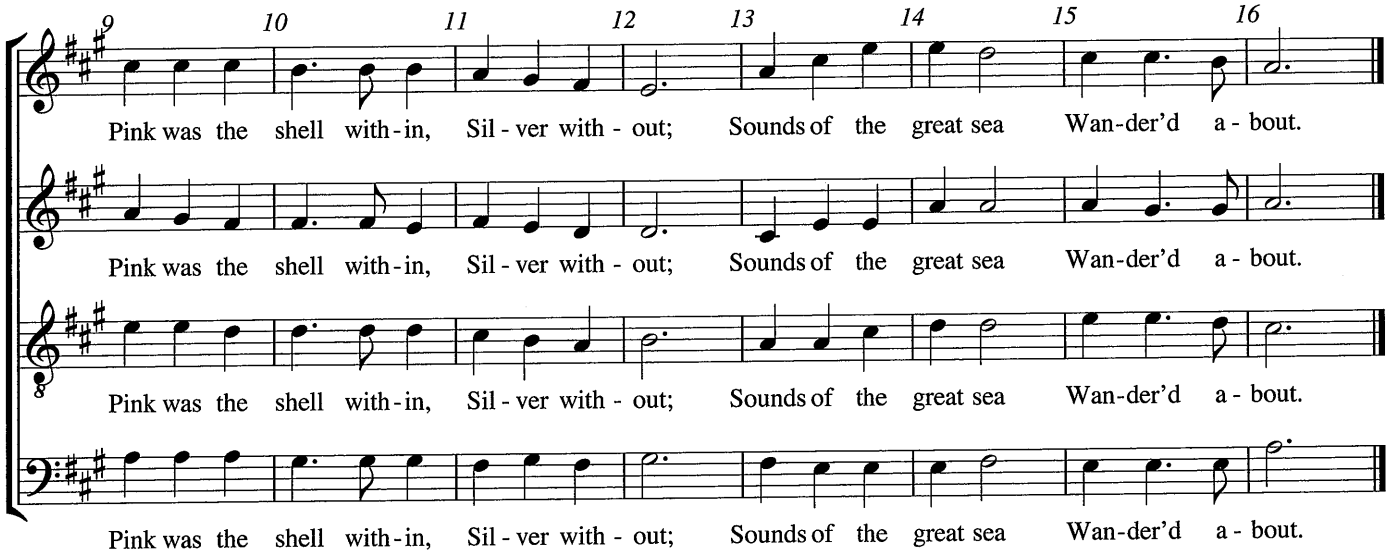
26. SATB *(High School)*

Text: *from* "Minnie and Winnie" by Alfred Lord Tennyson (1809-92)





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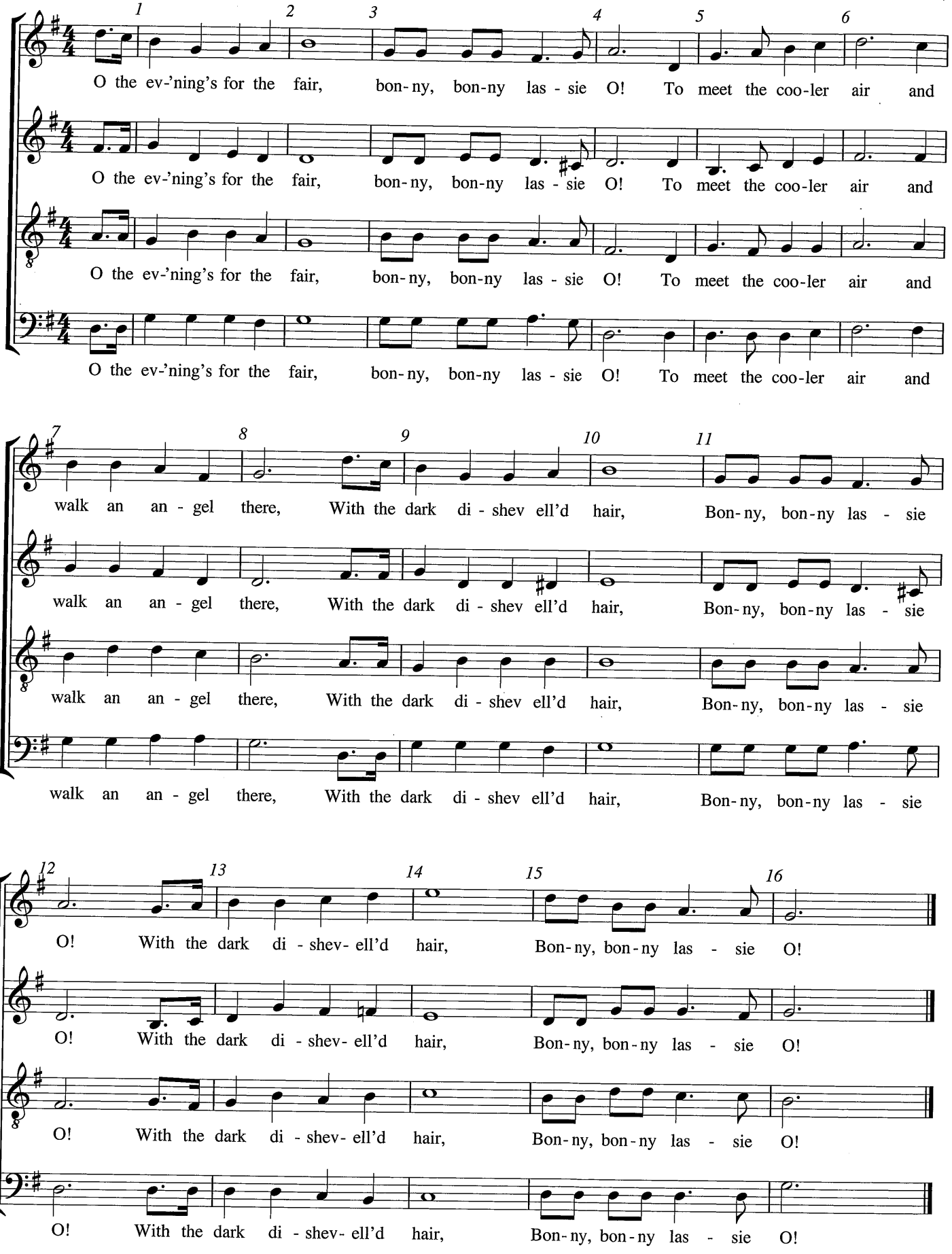
27. SATB *(High School)*

Text: *from* "Bonny Lassie O!" by John Clare (1793-1864)



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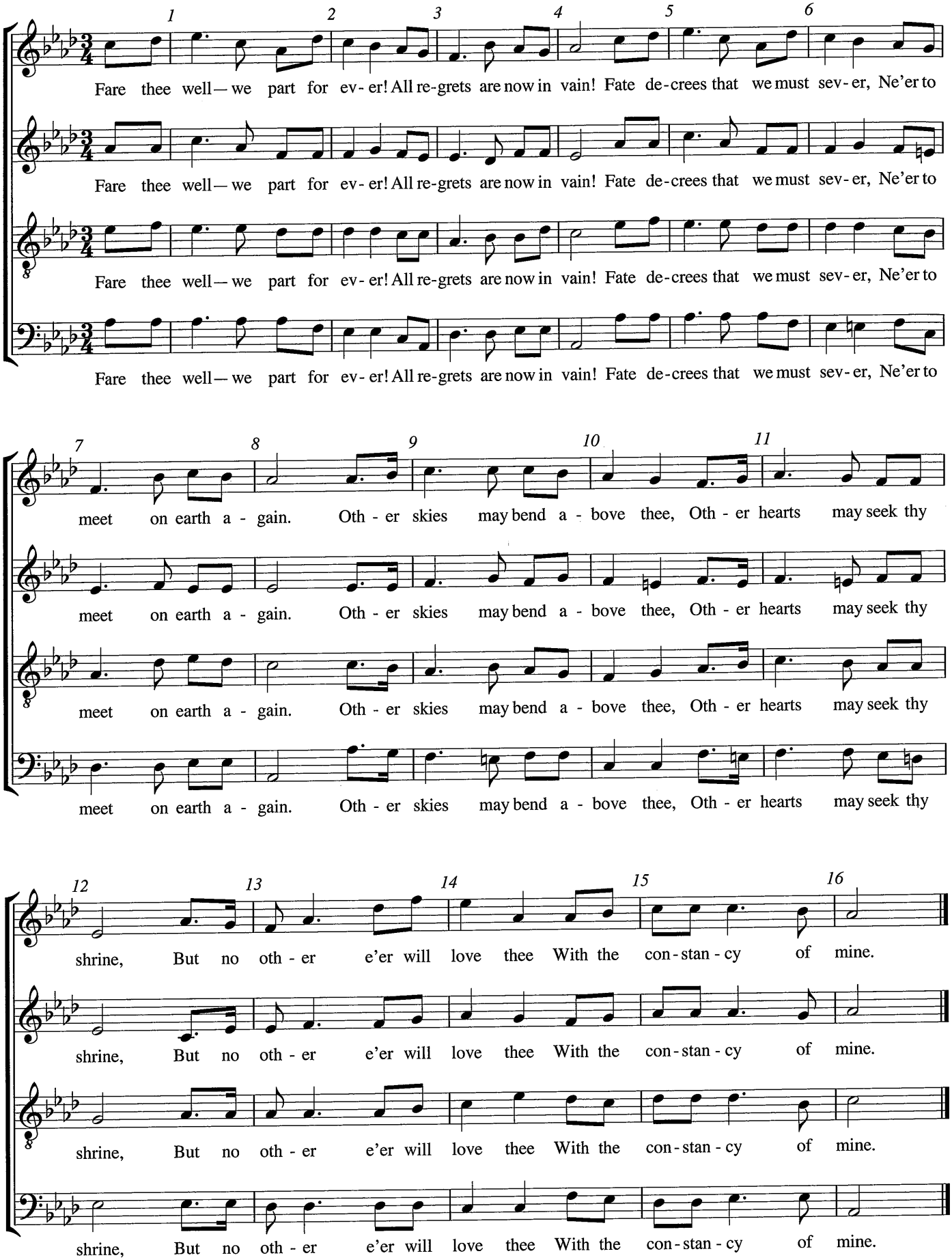
28. SATB *(High School)*

Text: "We Part For Ever" by George Pope Morris (1802-64)



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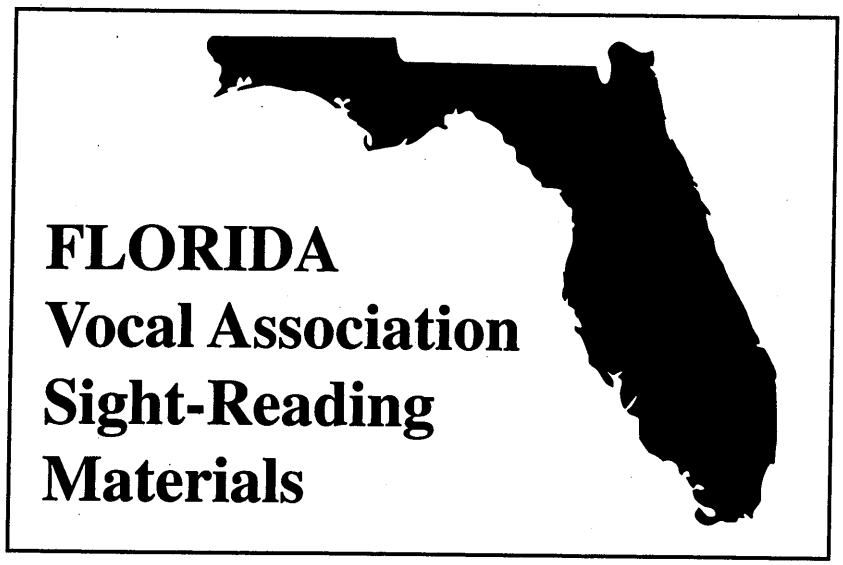

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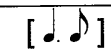
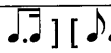
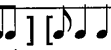
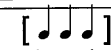
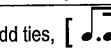
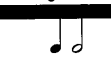
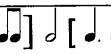
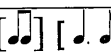
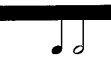
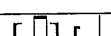
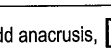
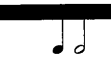
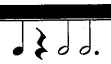
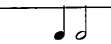
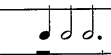
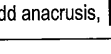
FVA Choral MPA Sight-Reading Criteria (rev. 2009)

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