**Individual Sight Singing Task**

**Use with HS Choral Music Performance (Daily) SLO**

**Task**

Students will be asked to perform at sight an unfamiliar piece of music of at least 4 measures in duration that is appropriate to their voice range, and is at a level consistent to the musical selections within their reading skill range. Each student will be allowed to examine the excerpt for thirty seconds before they are asked to perform. Students may use a neutral syllable or solfeggio to sing the passage. Students will be given a starting pitch just prior to their performance. Student will be recorded using an audio/ video device. Students will be scored on their pitch and rhythmic accuracy and if used, the use of solfeggio language.

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Student will enter the space in which the assessment will take place, and be given 30 seconds or so to become oriented to the task and to study the piece to be sight-read.

The student will be given a note to begin on, or be asked to choose a starting note they prefer.

When the student indicates they are ready, the recording operator will start the recording device and indicate that they should begin.

Student will perform the assigned piece once, while sitting or standing within the critical distance of a microphone attached to the recording device.

**Prior Learning Required**

The students will have had extensive sequential instruction and practice reading notation in the ensemble, through the use of reading exercises and musical selections within their reading skill range. Preceding the introduction of sight-reading, it is presumed that discussions and practice of notation skills would have been extensive. This would include both rhythmic, melodic dictation and solfeggio.

**Resources Required**

Music to be sight-read – Teacher to create an original melody at a level consistent to the musical selections within their reading skill range (4 bars is usually appropriate.)
(Option - select example from literature or from existing collections of examples, but only if you can guarantee that no student is familiar with the example and it is appropriate and equally challenging for each instrument or voice)

A video/audio recording device.

Sign-in sheet to assign numbers to each student (if blind scoring is desired)

A "monitor/tape operator" (This would be necessary if teacher is not available such as would be the case if this assessment was taking place during class, with students going into a separate space or room)

**Individual Sight Singing Scoring Rubric**

Teacher will listen to taped performances at a convenient time while entering the assessment results on a form.

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| **Sight Singing Rubric** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| Rhythmic AccuracyDOK 1,2 Standard 9.1 | Student demonstrates 3 or more errors during recitation and a limited knowledge of task is demonstrated.  | Student demonstrates many components of assessment task correctly, but has 2 errors during recitation.  | Student demonstrates most components of assessment task correctly, but has 1 error during recitation.  | Students demonstrate all components of the task correctly  |
| Melodic AccuracyDOK, 1,2Standard 9.1 | Student demonstrates 3 or more errors during recitation and a limited knowledge of task is demonstrated.  | Student demonstrates many components of assessment task correctly, but has 2 errors during recitation.  | Student demonstrates most components of assessment task correctly, but has 1 error during recitation.  | Students demonstrate all components of the task correctly  |
| Solfeggio AccuracyDOK 1,2Standard 9.1  | Student demonstrates 3 or more errors during recitation and a limited knowledge of task is demonstrated.  | Student demonstrates many components of assessment task correctly, but has 2 errors during recitation.  | Student demonstrates most components of assessment task correctly, but has 1 error during recitation.  | Students demonstrate all components of the task correctly  |

Students will be scored on their pitch, rhythmic accuracy and if used, solfeggio.