

*Alfred's Basic Piano Library*

# Piano

## Sight Reading Book Level 1B

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Sight reading is a basic skill and students who read fluently will be able to enjoy playing the piano for a lifetime. Teachers have long recognized the value of sight reading in the development of the pianist. Many famous teachers have suggested that sight reading should be a part of the student's daily practice routine. Pianists who have good sight reading skills are able to learn more music since the time required for learning new repertoire is reduced. In addition, students who sight read regularly learn more about style characteristics of composers, improve memory (tactile, aural and kinesthetic) and improve their concentration.

Alfred's Basic Piano Library, Sight Reading Book, Level 1B teaches sight reading in a systematic way by creating sight reading exercises based on the same concepts that the student is studying in Alfred's Basic Piano Library, Lesson Book, Level 1B. Most of these exercises are based on intervals and patterns. Because sight reading involves more than just reading notes, this book includes rhythm sight reading drills and improvisation exercises to develop tactile freedom on the keyboard. Exercises are short and the music is generally easier than the corresponding pages in the Lesson Book.

The books are coordinated page-by-page with the corresponding LESSON BOOK and assignments are ideally made according to the instructions in the upper right corner on each page of the SIGHT READING BOOK. It is best to wait until the indicated pages in the Lesson Book have been covered before the corresponding material in the Sight Reading Book is studied.

Realizing that material can only be used for sight reading one time, the authors suggest the following procedure for using the pages in this book:

1. The student should initially sight read the page for the teacher at the lesson when the page is assigned. This allows for discussion of patterns within the music and should take no more than five minutes of the lesson time.
2. The student should play the page only one time each day during the practice week. Each day the page should be a little easier.
3. The student should play the page straight through for the teacher at the next lesson and discuss problems encountered in the performance.



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# Reading with Sharps

1. Play the following melodic intervals with sharps using the given beginning finger.

a.



b.



c.

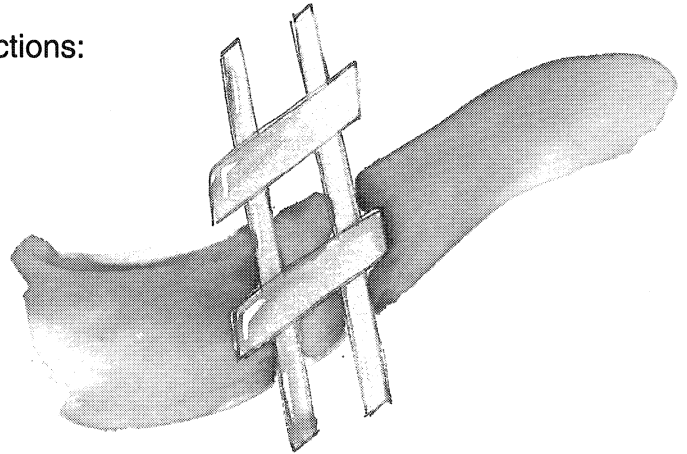


d.



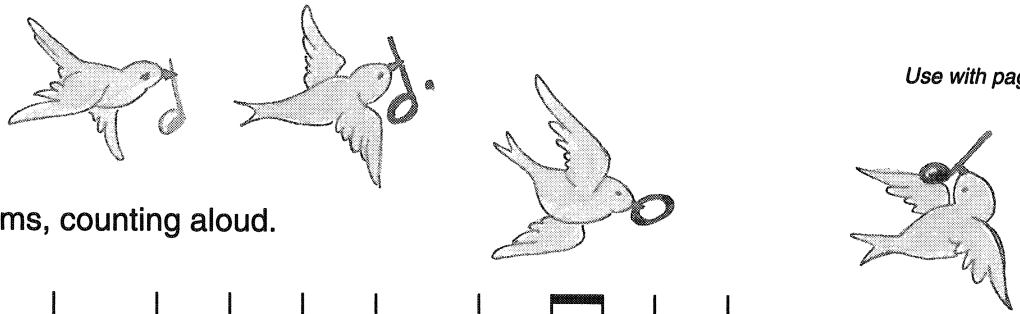
2. Play the following example using the practice directions:

- Clap RH and count aloud.
- Clap LH and count aloud.
- Play RH and count aloud.
- Play LH and count aloud.
- Play hands together and count aloud.



**Moderately fast**

# Rhythm



1. Tap the following rhythms, counting aloud.

a.  $\frac{4}{4}$  RH  
LH

b.  $\frac{3}{4}$  RH  
LH

c.  $\frac{2}{4}$  RH  
LH

d.  $\frac{4}{4}$  RH  
LH

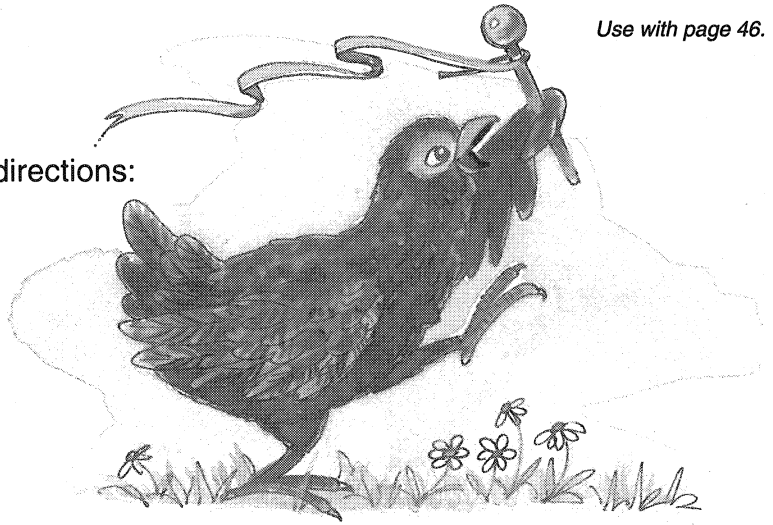
2. Create a piece in G Position using the rhythm pattern below. Begin and end with the given notes.

3. Write the notes for your melody on the staff.

# Reading

Play the following examples using the practice directions:

- Clap RH and count aloud.
- Clap LH and count aloud.
- Play RH and count aloud.
- Play LH and count aloud.
- Play hands together and count aloud.



**1. March tempo**

3

*f*

**2. March tempo**

1 5

*f*