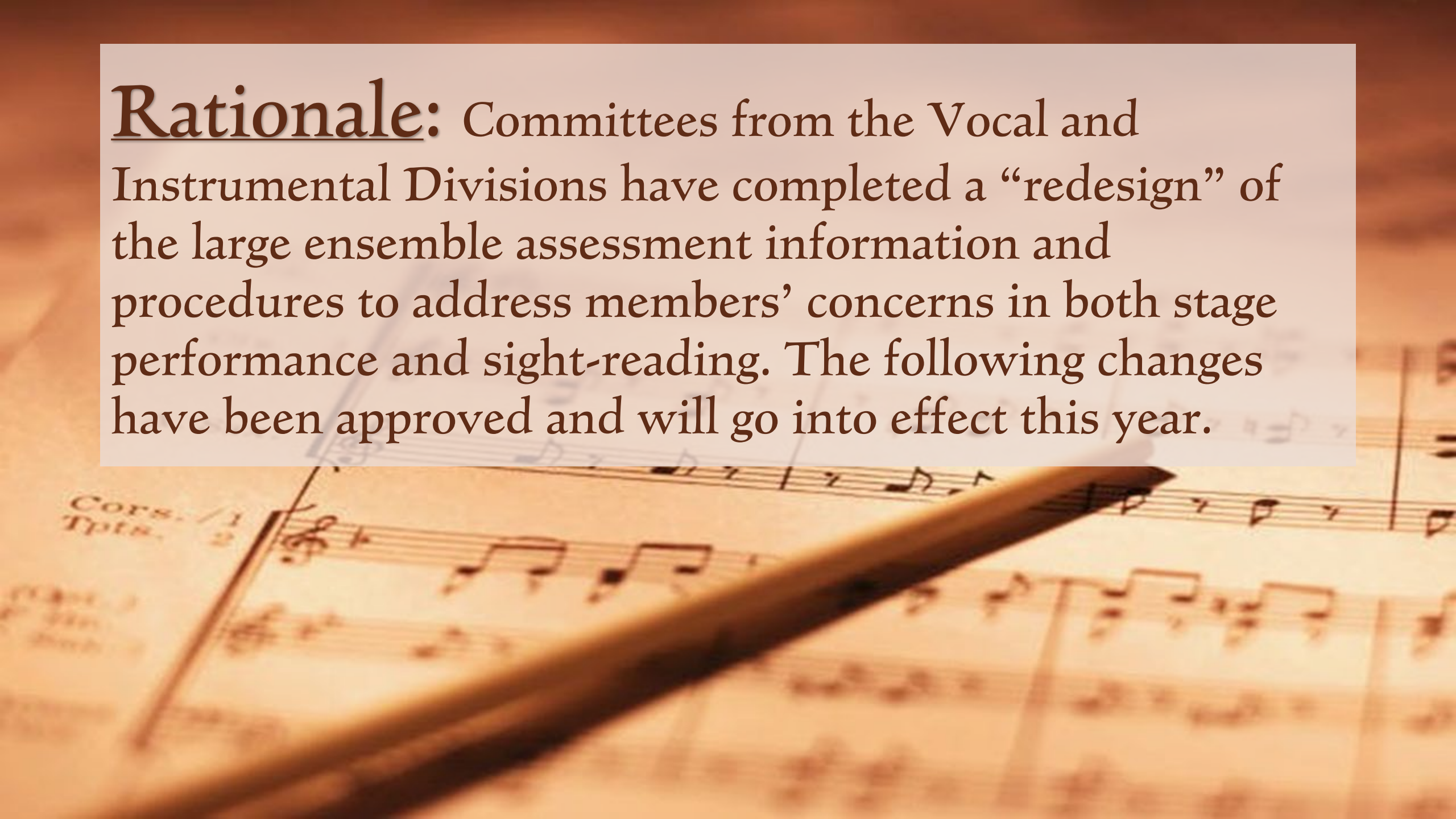


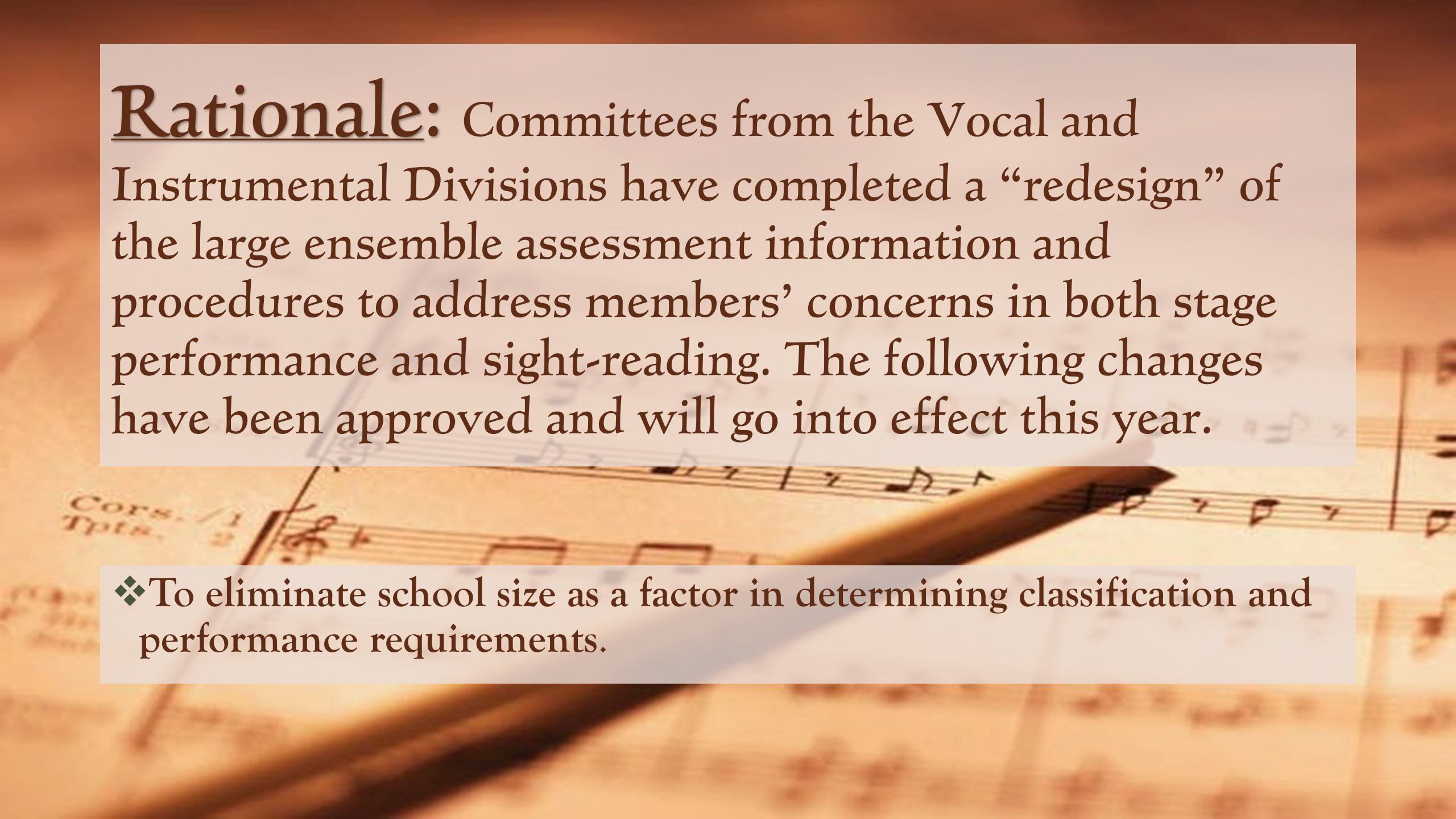


LOUISIANA
MUSIC EDUCATORS ASSOCIATION

District Large Ensemble Assessment
Vocal Festival


The background of the slide features a warm, orange-toned image of musical notation. A large, out-of-focus musical score is visible, with a pen resting diagonally across it. The text is overlaid on a semi-transparent white rectangular box in the upper left portion of the image.

Rationale: Committees from the Vocal and Instrumental Divisions have completed a “redesign” of the large ensemble assessment information and procedures to address members’ concerns in both stage performance and sight-reading. The following changes have been approved and will go into effect this year.

The background of the slide features a warm, orange-toned image of musical notation. A pencil is visible, resting on a sheet of music. The notation includes staves with notes and clefs. On the left side, the text "Cors. / 1" and "Tpts. / 2" is visible, indicating parts for Cor Anglais and Trumpets. The overall aesthetic is artistic and musical.

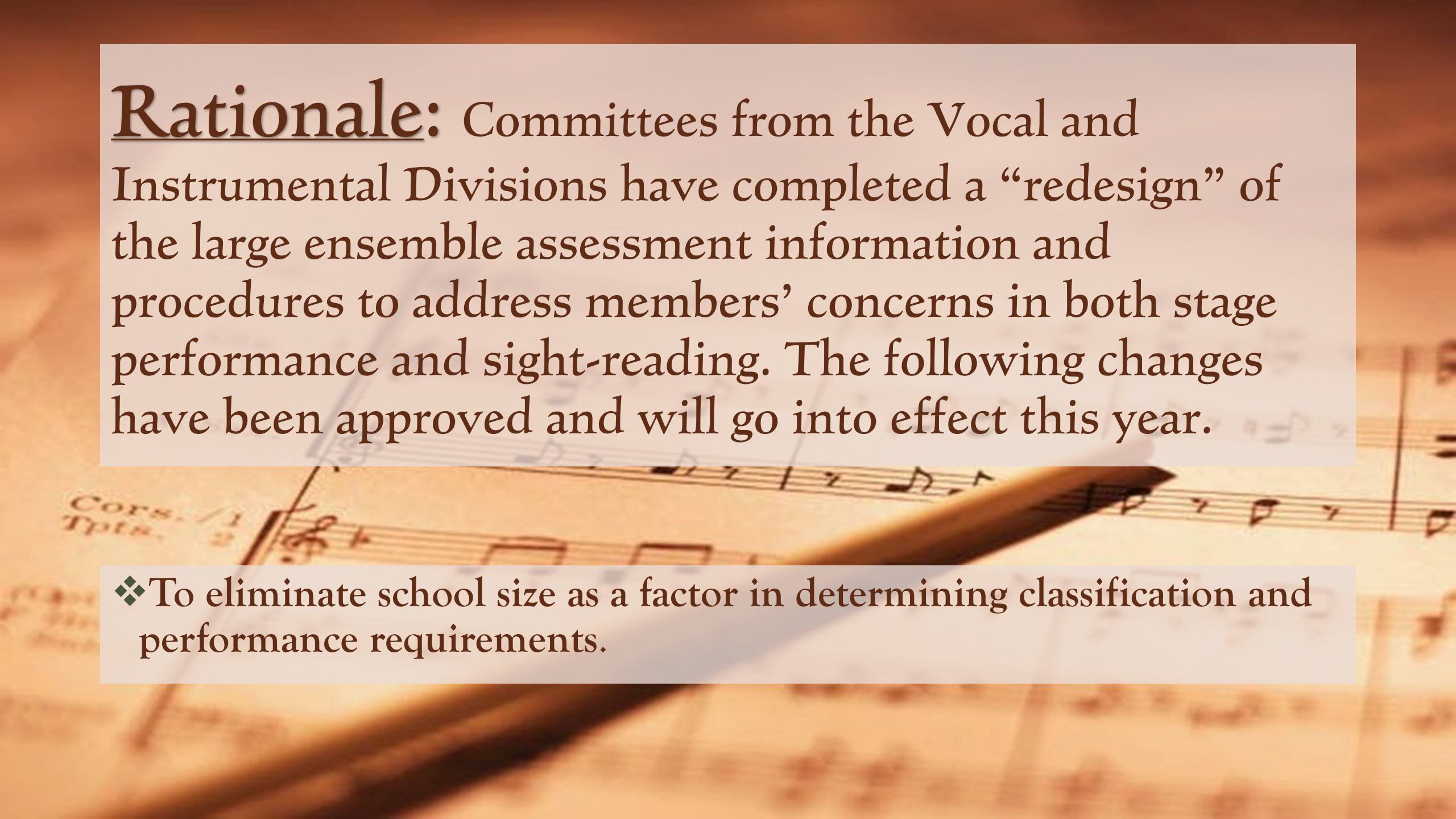
Rationale: Committees from the Vocal and Instrumental Divisions have completed a “redesign” of the large ensemble assessment information and procedures to address members’ concerns in both stage performance and sight-reading. The following changes have been approved and will go into effect this year.

- ❖ To reflect the current situations of schools and music programs across the state.

The background of the slide is a warm-toned, slightly blurred image of a music score. A pencil is visible, resting diagonally across the page. The score includes staves with musical notation and some text like 'Cors. / 1' and 'Tpts. / 2'.

Rationale: Committees from the Vocal and Instrumental Divisions have completed a “redesign” of the large ensemble assessment information and procedures to address members’ concerns in both stage performance and sight-reading. The following changes have been approved and will go into effect this year.

❖ To create a more equitable and inclusive assessment.

The background of the slide features a warm, orange-toned image of musical notation. A pencil is visible, resting on a sheet of music. The notation includes staves with notes and rests. On the left side, the text "Cors. / 1" and "Tpts. / 2" is visible, indicating parts for Cor Anglais and Trombones. The overall aesthetic is artistic and related to music.

Rationale: Committees from the Vocal and Instrumental Divisions have completed a “redesign” of the large ensemble assessment information and procedures to address members’ concerns in both stage performance and sight-reading. The following changes have been approved and will go into effect this year.

- ❖ To eliminate school size as a factor in determining classification and performance requirements.

Rationale: Committees from the Vocal and Instrumental Divisions have completed a “redesign” of the large ensemble assessment information and procedures to address members’ concerns in both stage performance and sight-reading. The following changes have been approved and will go into effect this year.

- ❖ To reflect the current situations of schools and music programs across the state.
- ❖ To create a more equitable and inclusive assessment.
- ❖ To eliminate school size as a factor in determining classification and performance requirements.

Rationale:

The Sightreading Sub-Committee also championed to make the objectives of our sightreading excerpts more musical in nature & sequentially appropriate for Louisiana Music & Choral Classrooms



**Sight
Reading**

Rationale:

The Sightreading Sub-Committee also championed to make the objectives of our sightreading excerpts more musical in nature & sequentially appropriate for Louisiana Music & Choral Classrooms



Requirements:

The following charts provide the classification descriptions and minimum requirements for both the stage performance and sight-reading performance for all levels of participation.

Remember:

- ❖ Directors can choose to perform their required music selection from a higher grade and/or choose to sight read at a higher level without changing its classification.
- ❖ All choirs, except Elementary, will be categorized according to the voicing in their ensemble:
 - ❖ Mixed (SB, SAB, SATB, etc.)
 - ❖ Treble (SA, SSA, 2pt, etc.)
 - ❖ Tenor-Bass (TB, TTB, etc.)
- ❖ Voicing is to be selected by the teacher according to the range and voice quality of their choir.

Elementary School Ensembles

The level of classification for Elementary School Ensembles will be determined by the grades represented by the majority (51%) of the students in the ensemble.

Elementary School Ensembles (3rd – 6th Grade)

Classification	Description	Minimal State Level Requirement	Minimal Sight Reading Level Requirement
Elementary Level .5	Majority of the students in the ensemble are 3rd/4th graders	3 selections from any source	SR optional*
Elementary Level 1	Majority of the students in the ensemble are 4th/5th graders	3 selections from any source.	Elementary Level 1 rhythm only
Elementary Level 2	Majority of the students in the ensemble are 6th graders	3 selections from any source. 1 selection must include 2nd parts, descant, or partner song in at least one section	Elementary Level 2 Unison

*To qualify for a Sweepstakes trophy, the ensemble must sight read.

Elementary School Ensembles - SIGHTREADING

The level of classification for Elementary School Ensembles will be determined by the grades represented by the majority (51%) of the students in the ensemble.

Classification	SR Level	Voicing	Meters	Keys	Expressive Markings	Melodic Motion	Rhythms	Length
Elem 0.5	Elem 0.5	Rhythm only	2/4 3/4 4/4	N/A	Piano Forte	N/A		8 measures
Elem 1	Elem 1	Rhythm only	2/4 3/4 4/4	N/A	Piano Forte	N/A		8 measures
Elem 2	Elem 2	Unison	2/4 3/4 4/4	F G	Piano Forte	Stepwise		8 measures

Middle School Ensembles

The level of classification for Middle School Ensembles will be determined by the years of instruction of the majority (51%) of the students in the ensemble.

Middle School Ensembles (4th – 8th Grade)			
Classification	Description	Minimal State Level Requirement	Minimal Sight Reading Level Requirement
Middle School Level 1	Majority of the students in the ensemble are in their 1st year of instruction**	1 selection from the Louisiana PML Level 1 list; 2 selections from any source	MS Level 1 2-part Treble*
Middle School Level 2	Majority of the students in the ensemble are in their 2nd year of instruction**	1 selection from the Louisiana PML Level 1 list; 2 selections from any source	MS Level 2 2-part Treble*, 3-part Mixed*
Middle School Level 3	Majority of the students in the ensemble are in their 3rd year of instruction**	1 selection from the Louisiana PML Level 2 list; 2 selections from any source	MS Level 3 2-part Treble*, 3-part Mixed*, SAB, SATB
*Directors reserve the right to choose where changing voices sing. **Instruction can be defined as a Large Ensemble Assessment experience.			

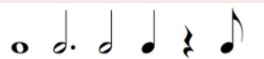
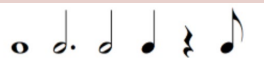
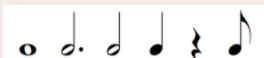
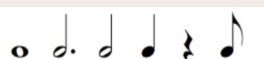
Middle School Ensembles

The level of classification for Middle School Ensembles will be determined by the years of instruction of the majority (51%) of the students in the ensemble.

Middle School Ensembles (4th – 8th Grade)			
Classification	Description		Minimal Sight Reading Level Requirement
Middle School Level 1	Majority of the students in the ensemble are in their 1st year of instruction		
Middle School Level 2	Majority of the students in the ensemble are in their 2nd year of instruction		Level 2 list; 2 selections from any source
Middle School Level 3	Majority of the students in the ensemble are in their 3rd year of instruction**	1 selection from Level 2 list; 2 selections from any source	Level 3 list; 2 selections from any source; Treble*, 3-part Mixed*, SAB , SATB
*Directors reserve the right to choose where changing voices sing. **Instruction can be defined as a Large Ensemble Assessment experience.			

Sight Reading Voicings listed in **RED** are available upon request and are not included in the standard LA Sight Reading Materials. Please contact your District Director upon registration to request this voicing be included in your district's materials. See **Sight Reading Criteria Chart** for criteria at all levels.

Middle School Ensembles - SIGHTREADING

Classification	SR Level	Voicing	Meters	Keys	Expressive Markings	Melodic Motion	Rhythms	Length
MS 1	MS 1	2P Treble	2/4 3/4 4/4	F G	Piano Forte	Stepwise		8 measures
MS 2	MS 2A	2P Treble	3/4 4/4	F G	Piano Forte	d-m, m-d s-m, m-s		12 measures
MS 2	MS 2B	3P Mixed	3/4 4/4	F G	Piano Forte	d-m, m-d s-m, m-s		12 measures
MS 3	MS 3A	2P Treble	3/4 4/4	F G	Piano Forte mp / mf	d-m, m-d s-m, m-s d-s		16 measures
MS 3	MS 3B	3P Mixed SAB	3/4 4/4	F G	Piano Forte mp / mf	d-m, m-d s-m, m-s d-s		16 measures
MS 3	MS 3C	SATB	3/4 4/4	F G	Piano Forte mp / mf	d-m, m-d s-m, m-s d-s		16 measures

Combined Schools: Combined schools can include students in 4th-12th grades. This classification addresses situations in which one director teaches at multiple schools. In that case, the director may choose to combine those ensembles and participate as one ensemble.

❖ **Multiple Ensembles at the Same School:** If a participating school(s) has multiple ensembles with the same majority of students and the same level of instruction, each ensemble's classification label must include its category (Mixed, Treble, or Tenor-Bass):
"School Names/Voicing"

❖ Example: City HS-City MS/Mixed and City HS-City MS/Treble

❖ **Participation in Multiple Ensembles:** Members cannot participate in multiple ensembles from the same school unless the ensemble has a **completely different voicing**.

❖ Example: A treble voice may sing in a Mixed Ensemble and in a Treble Ensemble, however, a treble voice may not sing in a Mixed Ensemble 1st Group and a Mixed Ensemble 2nd Group.

❖ **Exception: Select Groups.** Select Groups must read up one level from the top group.

Combined Schools: Combined schools can include students in 4th-12th grades. This classification addresses situations in which one director teaches at multiple schools. In that case, the director may choose to combine those ensembles and participate as one ensemble at assessment.

Middle/High School Combined Ensembles
(4th – 12th Grade)**

Classification	Description	Minimal State Level Requirement	Minimal Sight Reading Level Requirement
Middle School Combined**	Majority of students in the ensemble are in 4th-8th grades	1 selection from the Louisiana PML Level 1 list; 2 selections from any source	MS Level .5 2-part, SB
High School Combined**	Majority of students in the ensemble are 9th-12th grades	1 selection from the Louisiana PML Level 2 list; 2 selections from any source	HS Level 1 SAB, SSA
Middle/High School Combined**	For programs that combine 2 ensembles consisting of MS/HS grades. Majority MS or HS affects SR Level	1 selection from the Louisiana PML Level 2 list; 2 selections from any source	MS Level 2 2-part Treble*, or HS Level 1 SB, SSA, or SAB

*Directors reserve the right to choose where changing voices sing.

**Two (2) or more ensembles from different schools, but directed by the same teacher.

Combined Schools: Combined schools can include students in 4th-12th grades. This classification addresses situations in which one director teaches at multiple schools. In that case, the director may choose to combine those ensembles and participate as one ensemble at assessment.

Middle/High School Combined** Ensembles (4th – 12th Grade)			
Classification	Description	Minimal Sight Reading Level Requirement	
Middle School Combined**	Majority of students in the ensemble in 4th-8th grades		
High School Combined**	Majority of students in the ensemble 9th-12th grades		
Middle/High School Combined**	For programs that combine 2 ensembles consisting of MS/HS grades. Majority MS or HS affects SR Level	1 selection from Level 2 list; 2 selections from any source	Level 2 Treble*, or HS Level 1 SB, SSA, or SAB

Sight Reading Voicings listed in **RED** are available upon request and are not included in the standard LA Sight Reading Materials. Please contact your District Director upon registration to request this voicing be included in your district's materials. See **Sight Reading Criteria Chart** for criteria at all levels.

*Directors reserve the right to choose where changing voices sing.
**Two (2) or more ensembles from different schools, but directed by the same teacher.

High School Ensembles:

High School ensembles should consist of students in 9th-12th grades. The level of classification will be determined by the number of participating ensembles from that school.

- ❖ **Classification** is categorized according to its voicing (Mixed, Treble, or Tenor-Bass). This sets the classification label(s) for that voicing.
- ❖ **Multiple Ensembles at the Same School:** If a high school has multiple ensembles of the same voicing participating, each ensemble's classification will then be labeled to include the voicing category (Mixed, Treble, Tenor-Bass): "School Name/Voicing/1st (or 2nd) Group"
 - ❖ Example: City High School - Mixed 1st Group, City High School - Mixed 2nd Group
- ❖ **Participation in Multiple Ensembles:** Members cannot participate in multiple ensembles from the same school **unless the ensemble has a completely different voicing**.
 - ❖ Example: A treble voice may sing in a Mixed Ensemble and in a Treble Ensemble, however, a treble voice may not sing in a Mixed Ensemble 1st Group and a Mixed Ensemble 2nd Group.
- ❖ **Exception: Select Groups - *must read up one level from the top group.***
- ❖ The stage performance and sight-reading requirements increase with each added ensemble.

High School: 1 Participating Ensemble

	Single Ensemble
Minimal Stage Requirement	1 selection from the Louisiana PML Level 2 list; 2 selections from any source
Minimal Sight Reading Requirement	HS Level 2 SAB, TBB SSA

High School: 2 Participating Ensembles

	1st Group	2nd Group
Minimal Stage Requirement	1 selection from the Louisiana PML Level 3 list; 2 selections from any source	1 selection from the Louisiana PML Level 2 list; 2 selections from any source
Minimal Sight Reading Requirement	HS Level 3 SATB, SSA, SAB, TBB	HS Level 2 SATB, SSA, SAB, TBB

High School: 3 Participating Ensembles

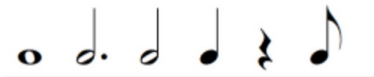


	1st Group	2nd Group	3rd Group
Minimal Stage Requirement	1 selection from the Louisiana PML Level 4 list; 2 selections from any source	1 selection from the Louisiana PML Level 3 list; 2 selections from any source	1 selection from the Louisiana PML Level 2 list; 2 selections from any source
Minimal Sight Reading Requirement	HS Level 4 SAB , SSA, SATB, SSAA, or more	HS Level 3 SATB, SSA, SAB, TBB	HS Level 2 SATB, SSA, SAB, TBB

As before...




Sight Reading Voicings listed in RED are available upon request and are not included in the standard LA Sight Reading Materials. Please contact your District Director upon registration to request this voicing be included in your district's materials.

🎵 See **Sight Reading Criteria Chart** for criteria at all levels including HS Level 5 and 6.

High School Sightreading Levels 1-3

Class.	SR Level	Voicing	Meters	Keys	Expressive Markings	Melodic Motion	Rhythms	Length
HS 1	HS 1	2P Treb SB SSA SAB	3/4 4/4	F G	p, mp, mf, f, ff cresc. decresc. staccato	d-m, m-d s-m, m-s d-s		16 measures
HS 2	HS 2	SAB SATB SSA TBB	3/4 4/4	F G D	pp, p, mp, mf, f, ff cresc./decresc. Staccato rit.	Skips formed within the TONIC ARPEGGIO		16 measures
HS 3	HS 3	SAB SATB SSA TBB	3/4 4/4	F G D Bb	pp, p, mp, mf, f, ff cresc./decresc. Staccato rit.	Skips formed within the TONIC ARPEGGIO		16 measures

High School Sightreading Levels 4-6

Class.	SR Level	Voicing	Meters	Keys	Expressive Markings	Melodic Motion	Rhythms	Length
HS 4	HS 4	SAB SATB SSA SSAA	2/2 3/4 4/4	F / G D / Bb A / Eb	pp, p, mp, mf, f, ff cresc./decresc. Staccato / rit. accents	Skips formed within the TONIC ARPEGGIO		24 measures
HS 5	HS 5	SAB SATB SSA SSAA	2/2 3/4 4/4 6/8	F / G D / Bb A / Eb	pp, p, mp, mf, f, ff cresc./decresc. Staccato / rit. accents	Skips formed within the TONIC ARPEGGIO		24 measures
HS 6	HS 6	SATB SSAA	2/2 3/4 4/4 6/8	F / G D / Bb A / Eb E / Db	pp, p, mp, mf, f, ff cresc./decresc. Staccato / rit. accents	Skips formed within the TONIC ARPEGGIO		24 measures

Extenuating Circumstance Classification:

Extenuating or unusual circumstances many times prevent groups from participating in the normal District Assessment Classification.

A director who feels that extenuating circumstances warrant an opportunity to participate in the assessment with lessened performance and sight-reading requirements may apply for this classification.

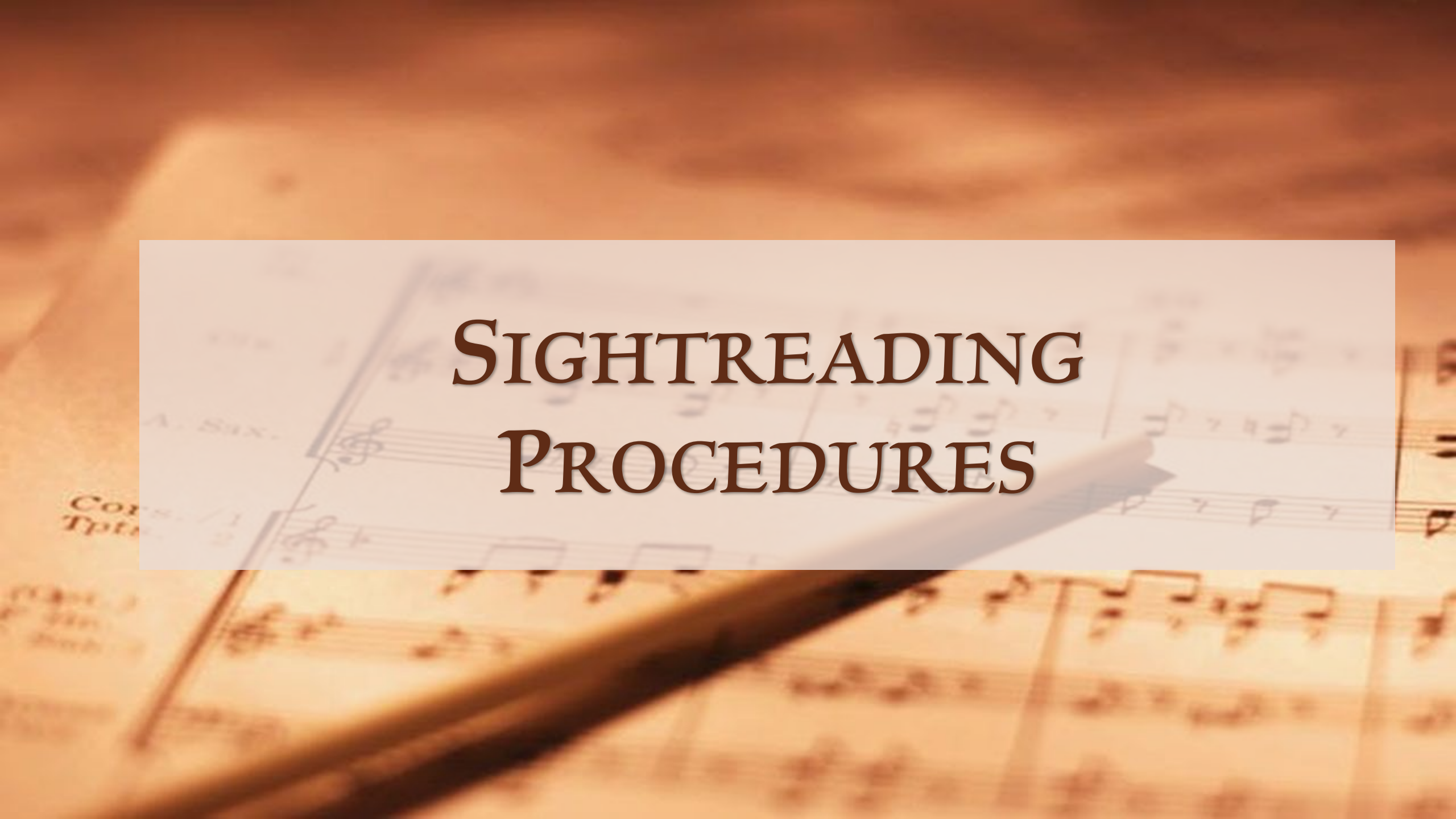
Ensembles placed in this class are allowed to perform and/or sight read one level lower than their originally required minimum.

Reasons for Extenuating Circumstance consideration are, but are not limited to:

- ❖ New, reestablished, and/or developing programs
- ❖ Majority High School Beginners
- ❖ Disaster/Emergency situations (Old Class E)
- ❖ Limited or unusual class time restrictions
- ❖ Youth, All-City, All-Parish Groups – groups with more than one director (Old Class H and I)

The process to apply/accepted into the Extenuating Circumstance Class will be as follows:

- 1.The Ensemble Director must complete the Extenuating Circumstance Application. (Google form; for deadline, contact your District Director)
 - 2.The application includes all information and explanations needed for the selected panel to consider.
 - 3.A panel consisting of the District Director, Division Chair, and 1 other District Director in that specific division will review the applications and determine if the situation warrants granting the classification.
- Once an ensemble is approved for the extenuating circumstance class, the director will choose to have published ratings or comments only. Awards are given with published ratings only.

The background of the image is a warm, orange-toned photograph. It features a close-up of a musical score with various staves and notes. A dark, sleek pen is positioned diagonally across the lower half of the image, pointing towards the bottom right. The overall atmosphere is artistic and focused on music.

SIGHTREADING PROCEDURES

Score Study Period

```
graph TD; A[Score Study Period] --> B[Prior to the instruction period, directors will be allowed to study the full score for a minimum of three-minutes during which time the director may take notes or utilize removable notes in the score, but not mark directly on the score.]; A --> C[During the score study period music will be distributed to the students, but the students may not view nor study the music until the instruction period begins.]; A --> D[The score study period concludes once the script has been read and the adjudicator is ready to begin, as long as that time exceeds the three-minute minimum.];
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Prior to the instruction period, directors will be allowed to study the full score for a minimum of three-minutes during which time the director may take notes or utilize removable notes in the score, but not mark directly on the score.

During the score study period music will be distributed to the students, but the students may not view nor study the music until the instruction period begins.

The score study period concludes once the script has been read and the adjudicator is ready to begin, as long as that time exceeds the three-minute minimum.

Instruction Period

A compliance official, selected by the District Director, shall remain in the sight-reading room during the instruction period to monitor time, ensure compliance with procedures, and read the official LMEA script to the ensemble.

Only one director may instruct and direct the ensemble.

The adjudicator will start recording their comments at this point via audio recorder.

There shall be one instruction period as follows for all organizations:

Level 4 and 5:
10 minutes

All other levels:
8 minutes

YES

The tonic chord may be played in broken chord style 5 times at any time during the instruction period.

Piano may play up to 4 measures with students singing twice during instruction.

NO

The director may not sing during the instruction period.

The director may not utilize technology devices.

YES

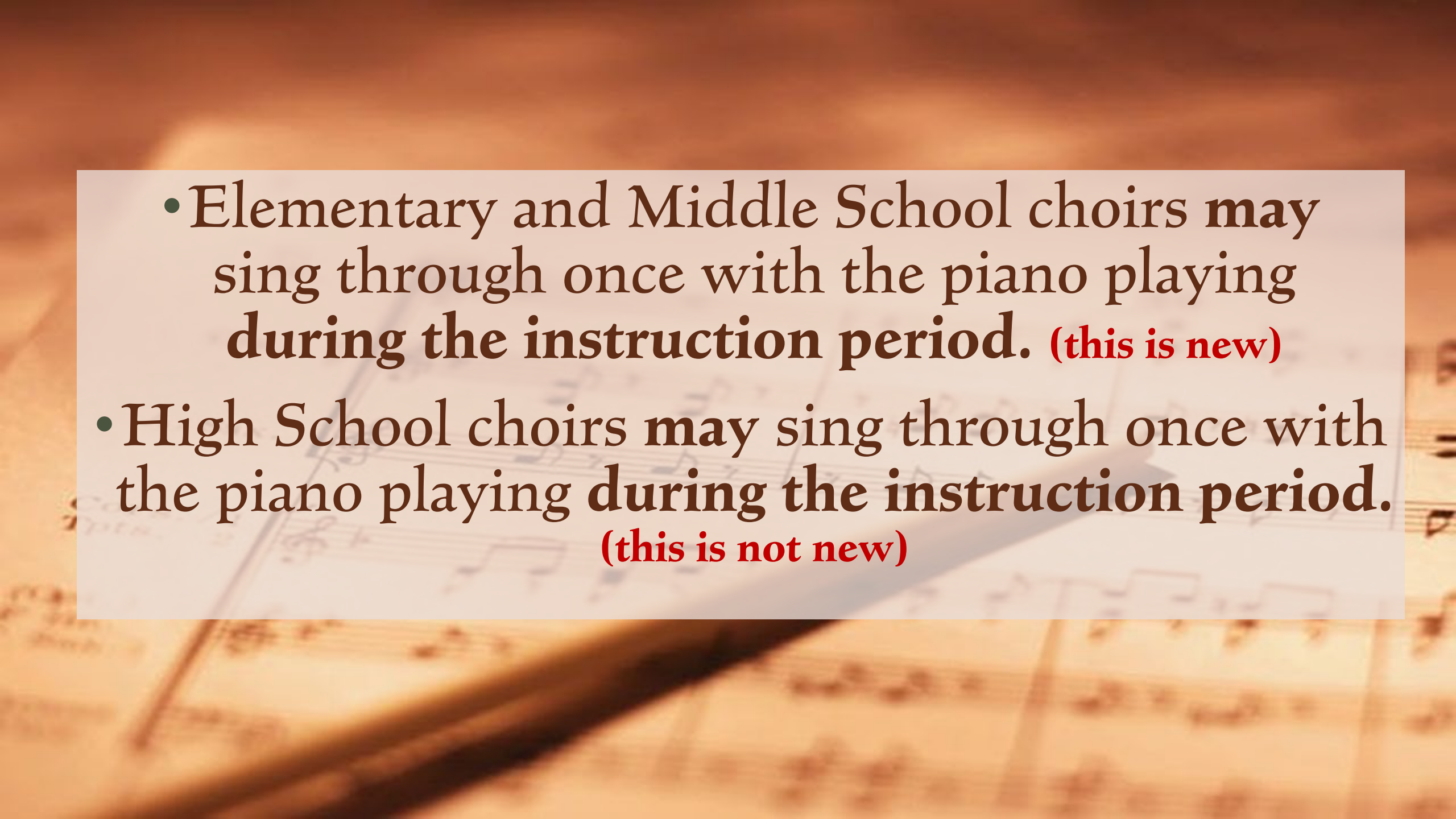
The students may sing the music individually, in small groups, or with the full ensemble, at the discretion of the director.

The students may sing the music, count, clap, tap rhythms, and/or chant using solfege syllables, numbers, or words during the instruction period.

Students may also sing the scale and/or arpeggio of the key.

NO

Neither the director nor the students may mark on the music unless instructed to do so by a judge.

- 
- Elementary and Middle School choirs **may** sing through once with the piano playing **during the instruction period.** (this is new)
 - High School choirs **may** sing through once with the piano playing **during the instruction period.** (this is not new)

After the Instruction Period & Prior to the Performance

- The students will be instructed to turn the music face down at the end of the instruction period.
- Immediately following the instruction period, while the music is face down and prior to the performance, the ensemble may sing a sustained note – unison or chord. No further warm-up or musical instruction of any kind is permitted by the director.

Performance:

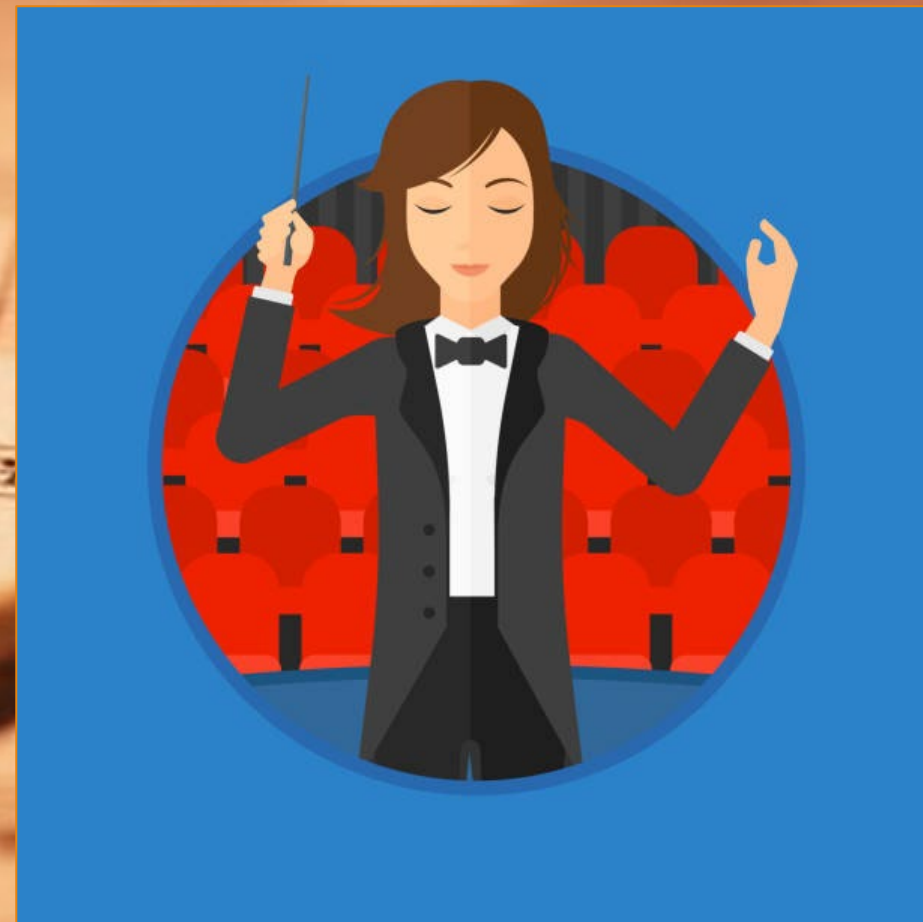
- When the judge is ready, the ensemble shall turn the music face up. A starting pitch will be given, and then the ensemble shall perform the piece using solfege syllables, numbers, or words.
- Elementary & Middle School choirs will sing the selection once with piano playing.
- High School will sing the selection once **a cappella**.
- In the event the director chooses to stop the performance, it should be for the sole purpose of designating a starting point and receiving the starting pitch. No further instructions may be given. Any stoppage of the sight-reading performance will result in the lowering of the overall rating by one division per occurrence.
- Directors may not make an obvious contribution to the performance by either singing with, using hand signs, or speaking to the students while they are performing.


After the Performance:

- The judge may provide verbal feedback to the ensemble or director with the objective of guiding ensemble and director growth.
- The ensemble's performance shall be evaluated by the adjudicators in accordance with the Louisiana Music Adjudicators Association Sight-Reading Adjudication Rubric.
- The performance shall be the sole criteria for assigning a rating.
- Violations of the stated guidelines at any point during the sight-reading process will result in a penalty of one rating per violation. A judge's decision in these occurrences would need to be brought to the District Director and the Compliance Official after the ensemble's performance. The District Director makes the final decision.

Don't Forget...Student Conductors

- ❖ The student conductor event is limited to one student conductor per large ensemble.
- ❖ This event is conducted in the sight-reading room after the group has completed sight-reading.
- ❖ An original score of the selection must be given to the sight-reading judge.
 - ❖ Student conductors will be assessed using the Student Conductor Adjudication Form.



The background of the image is a warm, orange-toned photograph. It features a close-up of a musical score with various staves and notes. A dark, possibly black or dark brown, pen or pencil is positioned diagonally across the lower half of the image, pointing towards the bottom right. The lighting is soft, creating a gentle glow over the scene.

LOUISIANA PRESCRIBED MUSIC LIST 2023-2024

Purpose:

1

- The committee was formed to filter through the PML recommended songs for inclusion.

2

- The New Large Ensemble Classifications meant that we would eventually need a new PML that would better serve LA Choirs.

3

- The committee was given the opportunity to adjust their scope to make decisions concerning the music we require of LA choral programs.

A Few Things to Remember...



Everything on the current UIL will remain on our list for this year*



Everything on the current PML will remain on our list for this year



Non-edited titles published by a different publisher not listed are still appropriate



Our LA-PML titles will be notated on the drop-down menus of J. W. Pepper

Process: Music directors, teachers, and instructors who wish to



**Submit a Title
for Inclusion**

**Request a Title
be Deleted**

**Request a Title
to be Regraded**

can do so through a form on the LMEA Website.
(Posted on the District Large Ensemble general information page)



Process:


Submissions & requests need to be completed by June 1st each year

Committees will meet to review submitted requests & remove pieces out of print

Committee Members may also present titles to be added, removed, or leveled

The updated LA-PML will be posted on the LMEA Website by September 1 annually

Criteria that should be considered when reviewing a request includes, but is not limited to or bound by:

- 
- Published assigned grade level
 - Grade level if listed on another state's PML

- Length of Piece
- Maturity of Piece
- Rhythmic Difficulty

- Vocal Range
- Time Signatures & Time Changes
- Key Signatures & Key Changes

- Independent Lines & Density of Textures
- Voicings & Added Instrumentation

LA-PML Explanation & Timeline:

The State Board has desired a LOUISIANA PRESCRIBED MUSIC LIST for some time now. They began the process during Covid while most vocal programs were only able to participate in a hybrid choir class. Because this began in 2020, the 2019 UIL is the list that was included at that time.

LA-PML Explanation & Timeline:

In the spring of 2023, the board decided to create a committee that would officially work through the titles collected during the previous 3 years.

When the committee began meeting, it was clear that this process would take a while. It was decided that in 2023 we would spend time leveling pieces that were not leveled and deleting repeated titles.

The background of the image is a warm, golden-brown color. It features a blurred musical score with various notes and staves. A dark, possibly black or dark brown, pen or pencil is positioned diagonally across the lower half of the image, pointing towards the bottom right. The text is centered in the upper half of the image, overlaid on a semi-transparent white rectangular area.

All pieces CURRENTLY listed on
the UIL are viable entries for
Large Ensemble Festival in 2024.

The process to use a UIL piece at Large Ensemble is as follows:

1. When you register for Large Ensemble Assessment, notate in the "request section" that the desired piece is on the current UIL list with the UIL number assigned to it.
2. On the LMEA Website, please access the online PML Addendum Request Form to recommend that the piece be added to the LA-PML.
3. Link to the PML Addendum, Request Form:
<https://www.lmeamusic.org/pml-addendum-request-form/>
4. If the song is not recommended to be added to the LA-PML this year, it will probably not be added after this year.
5. This caveat will stand only for the 2024 Assessment Season.

Q/A, Comments, & Suggestions:

CLASSIFICATION

1. An advanced or Select group is one level high than other groups in that voicing. It will be GROUP 1.
2. Multiple groups of the SAME VOICING are leveled differently by voicing.
3. If you are itinerant, you can you combine your groups.
4. PML will be available on J.W. Pepper once complete.

SIGHTREADING

1. Make sure you request SR VOICING from your DISTRICT DIRECTOR if your voicing is listed in red.
2. Specific sightreading requirements are all listed on the website.
3. Louisiana SR Criteria will be available on Sightreading Factory
4. Musicality is now included in the SR.
5. No accidentals & no lyrics in the SR music.
6. Tonic chord plays 5 times during the instruction period.
7. Piano can play up to 4 measures with students singing twice during instruction.
8. It is not specified which 4 measures could be played during instruction time, but it can't be the same measure 4 times. You only get them twice.
9. Elem and MS sing once with piano during the instruction time. (*this is new*)
10. HS can sing once during the instruction period with piano.
11. HS can sustain their starting pitch at the beginning of the performance time
12. Time limits are 10 minutes for longer examples.

Q/A, Comments, & Suggestions:

SIGHTREADING (continued)

13. Make sure to practice how many times you can get through the piece during the time limit.
14. Directors CAN use handsigns during the instruction period but NOT during the performance
15. Bring in a written plan of attack.
16. BIRKS- Breathe, Inhale, Rhythm, Key, Slow
17. Make sure you don't forget to audiate in your classroom just because they can sing in SR.
18. Turning the volume on and off- audiate pitches.
19. Singing their count off is fine.
20. Speak in your head voice when chanting so they are already in their singing voice.
21. Sightread SLOWLY.
22. Breathe in on the four-beat count in.
23. Create independent musicians.
24. Routine creates comfort. Always practice what you are going to do.
25. Put the questions on the kids instead of giving them all the answers.
26. Conducting can tell them what to do.