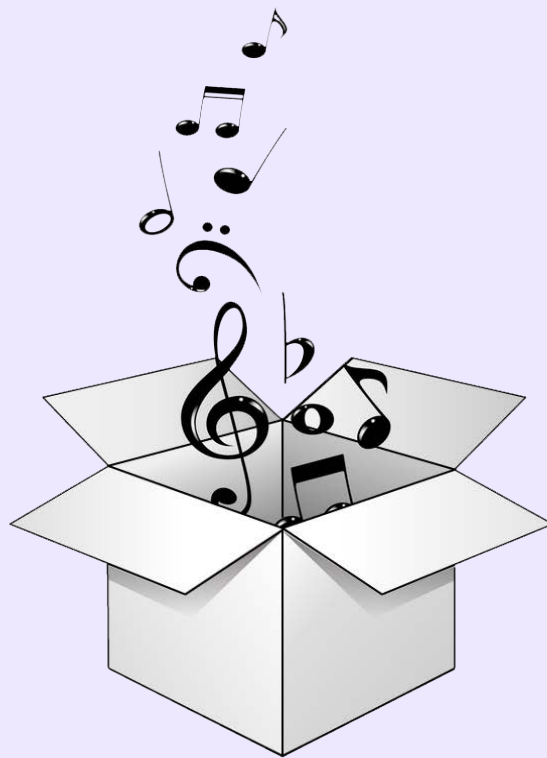


Piano Tonics

TEACH PIANO NOW

READING TOOLBOX



SIGHTPLAY SOLUTIONS
DIAGNOSTIC

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SIGHTPLAY SOLUTIONS™

Diagnosis and Placement for Music Reading

Diagnostic 1:

Directional Interval Reading

Can your student play reading readiness examples that include
a) seconds, b) seconds and repeats, c) seconds, repeats and thirds
with Right Hand or Left Hand on a staff with no clef?

- If yes, proceed to Diagnostic 2.
- If no, place the student in *SightPlay Orientation*.

Diagnostic 2:

Keyboard Geography

Can your student locate a given Guide Note on the piano keyboard?

- If yes, proceed with the *Guide Note Finger Drill* patterning for evaluation of finger sequencing and the ability to simultaneously talk and play. After completing, proceed to Diagnostic 3A.
- If no, proceed to Diagnostic 3A.

Diagnostic 3A:

Read and Play Repeats and Seconds

Can your student play **Reading Exercises**

- a) containing seconds and repeats,
- b) beginning on Bass F, Treble G and Middle C
- c) with the proper starting finger?

- If yes, proceed to Diagnostic 3B.
- If no, place your student in *SightPlay 1A*.

Diagnostic 3B:

Read and Play Repeats, Seconds and Thirds

Can your student play **Reading Exercises**

- d) containing seconds, repeats and thirds
- e) beginning on Bass F, Treble G and Middle C
- f) with the proper starting finger?

- If yes, proceed to Diagnostic 4A.
- If no, place your student in *SightPlay Set 1B*.

Diagnostic 4A:

Read and Play Intervals from Guide Notes

Can your student play **FlashPlay Drills** that start on the
following Guide Notes?

Treble C, High C, Bass C, Low C, High C, Low F, High G

- If no, place your student in *SightPlay Sets 1C, 1D and 1E*.
- If yes, proceed with Diagnostic 4B.

Diagnostic 4B: More Read and Play Intervals from Guide Notes

Can your student play **Reading Exercises** that start on the following Guide Notes?

Treble C/Bass C; High G/Low F; High C/Low C

- If no, place your student in *SightPlay Sets 1C, 1D and 1E*.
- If yes, proceed with Diagnostic 5.

Diagnostic 5: Read and Play Double Clefs with Articulation

Can your student play **Reading Exercises** that include double clefs (two bass clefs or two treble clefs) with correct articulation?

- If yes, proceed to Diagnostic 6.
- If no, place your student in *SightPlay Set 2A*

Diagnostic 6: Read and Play in Different Octaves with Dynamics

Can your student play **Reading Exercises** that include both hands moving in octave shifts among Guide Notes in one exercise. [*Floating*]?

- If yes, your student may benefit from beginning in *SightPlay, Set 3B*.
- If no, place your student in *SightPlay 3A*.

DIAGNOSTIC 1

Directional Interval Reading

Instructions

- 1. Tell the student that the staff system without a clef allows you to place your five fingers on any five white notes. The lower staff is for the left hand. The upper staff is for the right hand.**
- 2. Have the student play the three sets.***

** If the student has difficulty in performing this task, demonstrate the first example in Set 1:
“left hand finger 2 starts on any note; the next note is down a second
because it is on the next line – a space to a line is a second.”*

- If your student can play these examples without hesitation, proceed to Diagnostic 2.
- If your student cannot play these examples, stop the testing and place the student in *Orientation A*.

Set 1

Musical notation for Set 1. The first measure contains five notes on a single staff: C4, D4, E4, F4, G4. The second measure contains five notes on a single staff: A4, B4, C5, D5, E5. A '2' is written below the first measure and a '4' is written above the second measure.

Set 2

Musical notation for Set 2. The first measure contains five notes on a single staff: C4, D4, E4, F4, G4. The second measure contains five notes on a single staff: A4, B4, C5, D5, E5. A '4' is written below the first measure and a '3' is written above the second measure.

Set 3

Musical notation for Set 3. The first measure contains five notes on a single staff: C4, D4, E4, F4, G4. The second measure contains five notes on a single staff: A4, B4, C5, D5, E5. A '2' is written below the first measure and a '5' is written above the second measure.

DIAGNOSTIC 2

Keyboard Geography

Instructions

1. Ask your student to play a given Guide Note on the piano.

Start with Middle C.

Move to the other Guide Notes in random order:

**High/Low C, Treble/Bass C,
High G/Treble G, Low F/Bass F**

- If your student cannot locate these Guide Notes on the piano keyboard, proceed to Diagnostic 3A.

(After this assessment, your student will need to return to the Guide Note Finger Drill in order to learn the location and correct name of the Keyboard Guide Notes)

- If your student can locate the Guide Notes on the keyboard without hesitation, continue with the **Keyboard Guide Note Finger Drill** on the reverse side to evaluate finger sequencing and the ability to simultaneously talk and play.

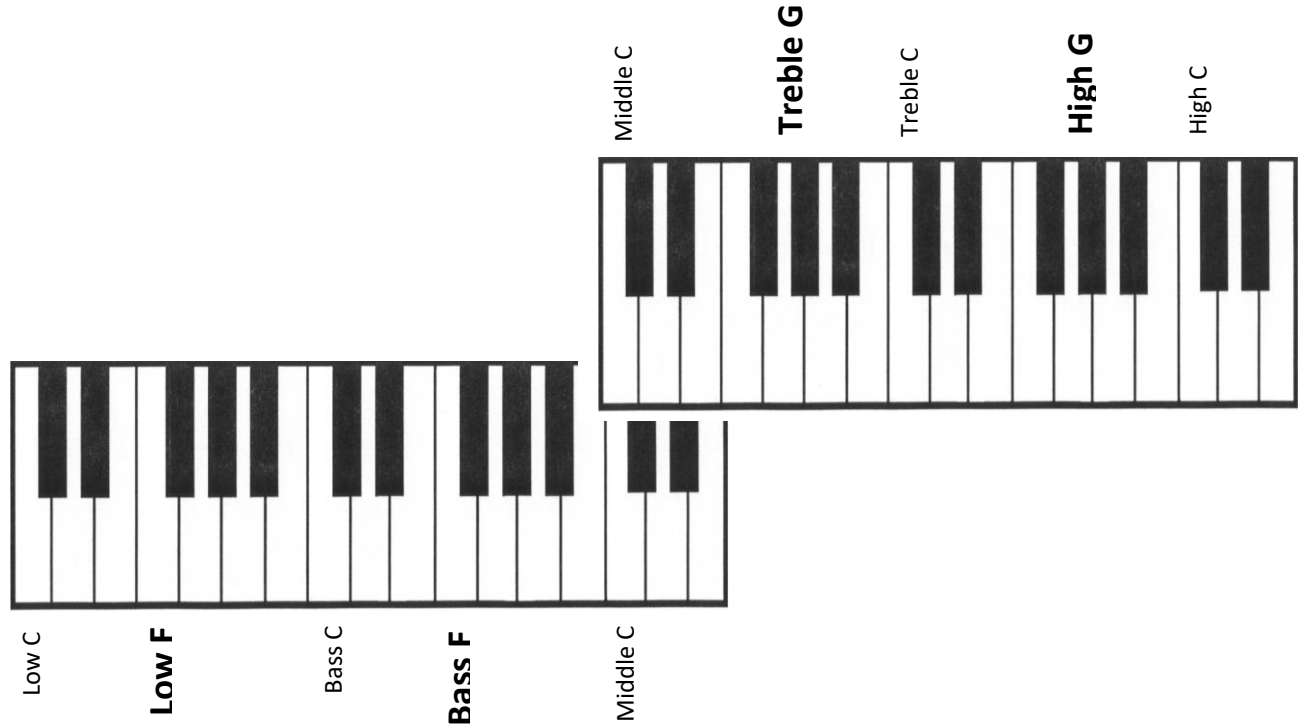
Keyboard Guide Note Finger Drill

1. Demonstrate the Middle C Right Hand Drill. SAY and PLAY the drill.
 2. Ask the student to SAY and PLAY the drill on different Guide Notes.
 - Observe the ability to correctly identify the direction the fingers move while they say the drill.
 - Make note if there are discrepancies in saying one direction while the fingers move in the other direction. Does the student self correct spontaneously? Does the student correct the mistake with teacher help?
 - Make note if there is difficulty in finger sequencing.
 - Make note of the hand posture in the five-finger position.
- When your student has completed Keyboard Guide Note Finger Drill, proceed to Diagnostic 3A.

KEYBOARD GEOGRAPHY

GUIDE NOTES KEYBOARD MAP

Guide Notes Keyboard Finger Drills



SAY AND PLAY

♩ Left Hand ~ Finger 3

<p>Middle C Middle C 2nd up Middle C 2nd down Middle C 3rd up Middle C 3rd down</p>	<p>Bass F Bass F 2nd up Bass F 2nd down Bass F 3rd up Bass F 3rd down</p>	<p>Bass C Bass C 2nd up Bass C 2nd down Bass C 3rd up Bass C 3rd down</p>	<p>Low F Low F 2nd up Low F 2nd down Low F 3rd up Low F 3rd down</p>	<p>Low C Low C 2nd up Low C 2nd down Low C 3rd up Low C 3rd down</p>
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♩ Right Hand ~ Finger 3

<p>Middle C Middle C 2nd up Middle C 2nd down Middle C 3rd up Middle C 3rd down</p>	<p>Treble G Treble G 2nd up Treble G 2nd down Treble G 3rd up Treble G 3rd down</p>	<p>Treble C Treble C 2nd up Treble C 2nd down Treble C 3rd up Treble C 3rd down</p>	<p>High G High G 2nd up High G 2nd down High G 3rd up High G 3rd down</p>	<p>High C High C 2nd up High C 2nd down High C 3rd up High C 3rd down</p>
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DIAGNOSTIC 3A AND 3B

Read and Play Repeats and Seconds Read and Play Repeats, Seconds and Thirds

Instructions

1. Ask your student to play the reading examples 3A (repeats and seconds).

- If your student does not properly play the correct starting note with the correct finger and/or cannot play the examples without hesitation, place the student in *Orientation A*
- If your student plays both examples in 3A correctly, proceed to 3B.

2. Ask your student to play the reading example 3B (repeats, seconds and thirds).

- If your student does not properly play the correct starting note with the correct finger and/or cannot play the example without hesitation, place the student in *Orientation A*
- If your student plays example 3B correctly, proceed with Diagnostic 4.

3A

Musical notation for exercise 3A, first system. Treble clef, 4/4 time. Bass clef, 4/4 time. Fingerings: 2 in treble, 3 in bass.

3A

Musical notation for exercise 3A, second system. Treble clef, 4/4 time. Bass clef, 4/4 time. Fingerings: 1 in bass, 5 in treble.

3B

Musical notation for exercise 3B, first system. Treble clef, 3/4 time. Bass clef, 3/4 time. Fingerings: 3 in treble, 3 in bass.

Musical notation for exercise 3B, second system. Treble clef, 3/4 time. Bass clef, 3/4 time.

DIAGNOSTIC 4A AND 4B

Read and Play Intervals from Guide Notes

Treble C/Bass C

High G/Low F

Low C/High C

Instructions

1. Ask your student to play the six sets of FlashPlay examples.

Instruct the student to use Finger 3 on the starting note
and identify the Guide Note with its correct name, eg. Low C.

If your student cannot play these FlashPlay Drills,
place your student in *Orientation B*

➤ If your student can play these drills, proceed to Diagnostic 4B.

2. Ask your student to play the reading examples in 4B (seconds and thirds).

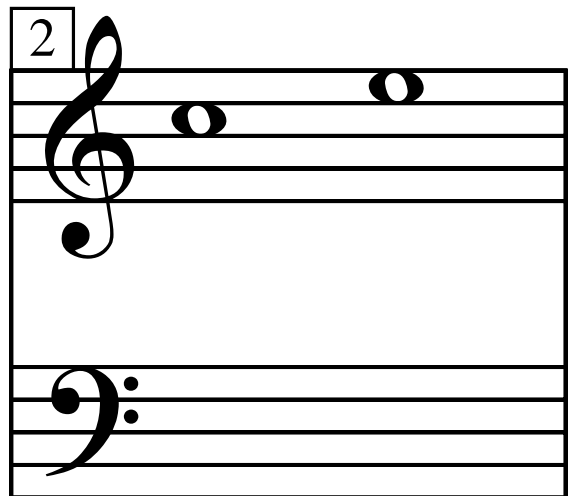
➤ If your student does not properly play the correct starting note with the correct finger and/or cannot play the examples without hesitation,
place the student in *Orientation B*

➤ If your student plays these reading exercises correctly,
proceed with Diagnostic 5.

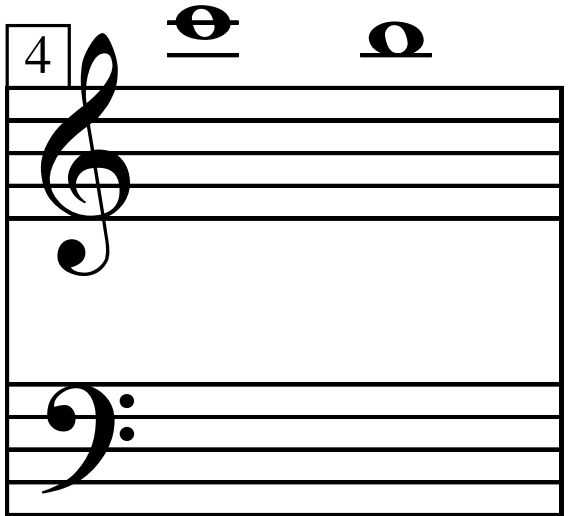
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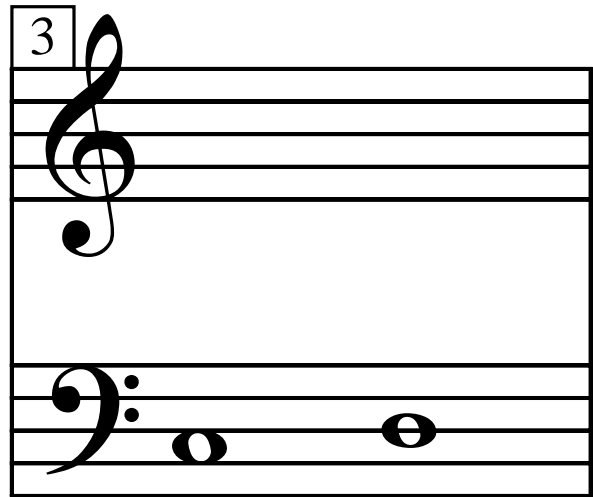
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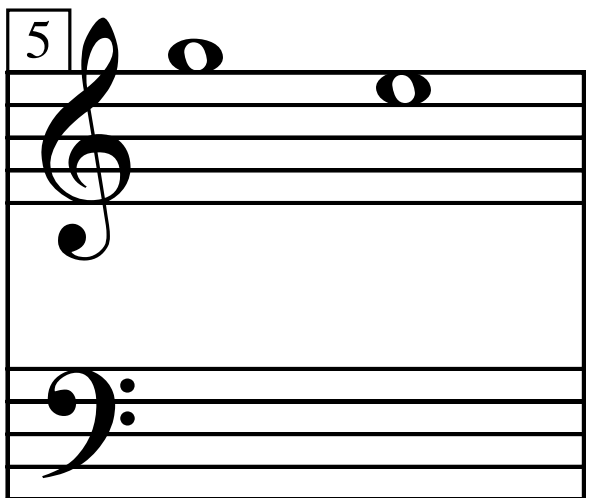
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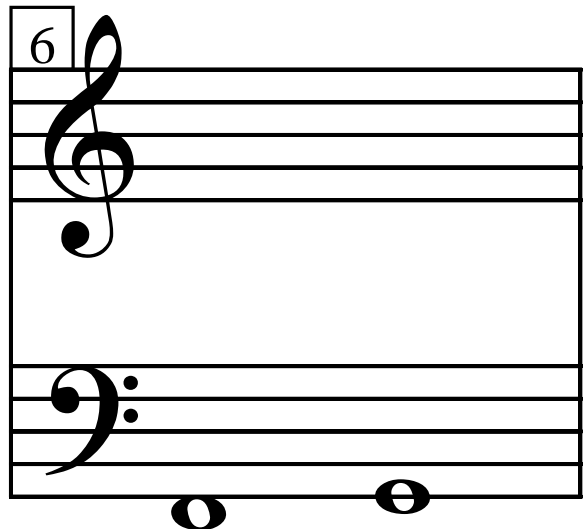
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5



6



1

5 3

2

3 3

3

3 2

4

5 5

DIAGNOSTIC 5

Read and Play Double Clefs with Articulation

Instructions

1. **Ask your student to play the three reading exercises.**
 - If the student cannot locate the proper position on the piano, place the student in *Orientation C*
 - If the student can play these drills, proceed to Diagnostic 6*.
Make note if the student does not play with the correct articulation.
Ask them to add legato or staccato and play the exercise again.

DIAGNOSTIC 6

Read and Play in Different Octaves (Floating) with Dynamics

Instructions

1. Ask your student preview each reading exercise before playing.
 - If the student cannot locate the proper positions on the piano, place the student in *SightPlay, Set 3A*.
Make note if the student does not play with the correct dynamic.
 - If yes, the student may benefit from beginning in *Orientation D*

The musical score is divided into four systems, each with a system number (1, 2, 2, 2) on the left. The first system is in 4/4 time, with dynamics *mf* and *mp*. The second system is in 4/4 time, with dynamics *f* and *p*. The third system is in 3/4 time, with a dynamic of *mf*. The fourth system is in 3/4 time, with dynamics *mp* and *mf*. Fingerings are indicated by numbers 1, 2, and 5. Slurs and hairpins are used to indicate phrasing and dynamics.