

NCBA Sightreading Criteria

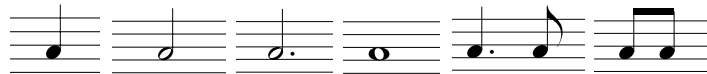
Group/Grade Two Sightreading Guidelines

Key: Concert F, B-flat, E-flat Major.
Maximum of one key change.

Meter: 

Maximum of one meter change.

Rhythm: Basic Patterns



Percussion Only



Length: Two and one-half (2 1/2) minutes or less

Group/Grade Three Sightreading Guidelines

Same criteria as Group/Grade Two **EXCEPT:**

Key: Maximum of two (2) keys with a maximum of two (2) key changes.

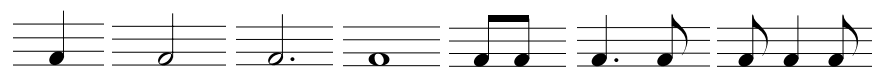
Group/Grade Four Sightreading Guidelines

Key: Concert F, B-flat, E-flat Major.
Maximum of two (2) keys with a maximum of two (2) key changes.

Meter: 

Maximum of two (2) meters with a maximum of two (2) meter changes.

Rhythm: Basic Patterns



Percussion Only



Length: Three (3) minutes or less.

NCBA Sightreading Criteria

Group/Grade Five Sightreading Guidelines

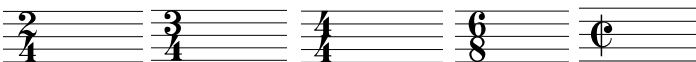
Same criteria as Group/Grade IV **EXCEPT**:

Key: Add A-flat

Rhythm: All sixteenths can be used for percussion AND wind players.

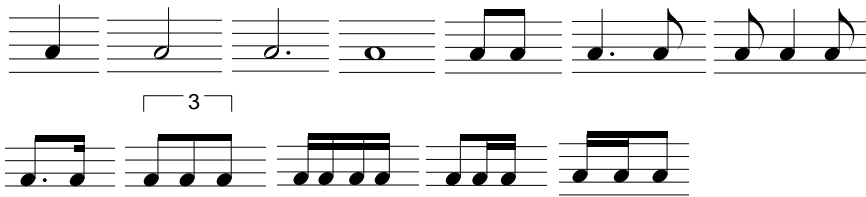
Group/Grade Six Sightreading Guidelines

Key: Concert F, B-flat, E-flat, A-flat Major.
Maximum of two (2) key changes.

Meter: 

Maximum of two (2) meter changes.

Rhythm: Basic Patterns



Length: Four (4) minutes or less.

NCBA Sightreading Criteria

Sightreading Ranges for Band

Group/Grade 2

Group/Grade 3

Group/Grade 4

Group/Grade 5

Group/Grade 6

	Group/Grade 2	Group/Grade 3	Group/Grade 4	Group/Grade 5	Group/Grade 6
Flute/Piccolo					
Oboe					
Bassoon					
Clarinet					
Low Clarinets					
Alto Saxophone					
Low Saxs					
Trumpets					
French Horns					
Trombone/Euphonium					
Tuba					

NCBA Sightreading Criteria

Previous UIL sightreading pieces are available through RBC Publications (www.rbcmusic.com) to purchase and practice sightreading. Currently the pieces go back to 1998 for each level.

Specific Criteria for Composing Band Sightreading Music

Composers of UIL band sightreading music are provided the following specific criteria:

- * Composers of Level I-II-III (NC Grade 2, 3, 4) compositions are encouraged to familiarize themselves with the scoring practices that are common place in Grade I-II-III (NC Grade 2, 3, 4) educational music. A comprehensive listing of such works can be found in the UIL Prescribed Music List. Music directors of bands at these levels should realistically expect the music their students encounter in the sight-reading room to be similar in craft to the music they see everyday in the rehearsal hall. For example, isolated entrances, independent lines for single instruments or exposed passages for color instruments (regardless of how simple) should be avoided.
- * Do not number measures. However, ample, strategically placed rehearsal numbers should be present throughout the score.
- * Avoid specific metronome markings. Instead use tempo indications such as andante, allegro, etc.
- * Do not indicate cues in either the score or the parts. They tend to create confusion in the sight-reading room. Either double the parts (usually a good idea, especially at Levels I-II-III) (NC Grade 2, 3, 4) or omit the cues entirely.
- * Strive to keep the notation as large as possible and the score page as uncluttered as possible. Very small notation as well as excessive lines and measures on a page are difficult to read and tend to cause both confusion and frustration for the directors.
- * Be very specific and clear about percussion instrumentation. For example directors should not find themselves looking at the score during the explanation period and wondering if the part is for crash cymbals or suspended cymbal.
- * Try to avoid any device that might be viewed as a "trick". Technically, rhythmically and harmonically, the music should be straight forward and logical.
- * Be very careful about the use of divisi. Placing multiple parts on the same staff with accidentals, polyrhythms and note stems going in opposite directions can be confusing.
- * Time your composition at performance tempo to make sure that it meets the time limit requirement.

Here is the web address if you would like to see the information from UIL:

<http://www.uil.utexas.edu/mus/srindex.html>