

## **Singing Simple Alternating Solfege Pattern Rubric**

*This rubric can be used independently or in conjunction with the Sight-Singing Developmental Rubric; within that rubric, this is the **THIRD** prerequisite skill.*

### **List of prerequisites for Sight-Singing** (as part of the *Sight-Singing Developmental Rubric*)

1. *Matching pitch*
2. *Singing scale in tune*
3. ***Singing simple alternative solfege pattern of “Do, Mi, Sol” followed by “Do, Re, Mi”***
4. *Aural training Sheet*
5. *Note-Reading/Labelling*
6. *Rhythm Labelling*

This rubric positively states what a singer is able to do. A singer remains on a level until they have successfully completed that level, although it is possible to score a student between levels as improvement is recognized.

#### Instructions for administering the assessment/working on this skill:

*Give “Do” and ask the student to sing “Do, Mi, Sol” followed by “Do, Re, Mi”. This could occur with students singing one after the other.*

#### A final note:

A singer must have successfully **completed Level 4** before being able to experience success on the Aural Training Exercise, and in turn, the combined skill of Sight-Singing.

## Singing Simple Alternating Solfege Pattern Rubric

Name of singer \_\_\_\_\_

Date \_\_\_\_\_

### Level 1

Yes Almost No

|   |  |  |  |
|---|--|--|--|
| <p>Student can sing one or both of the patterns (Do, Mi, Sol or Do, Re, Mi) after they are demonstrated by the teacher. First, the teacher demonstrates both patterns, one after the other with no break. After it is clear that the student cannot sing back both patterns 100% correctly, the teacher isolates each pattern. When singing each pattern in an isolated fashion, the student cannot successfully repeat back one of the two patterns.</p> <p>The teacher should continue performing call and response with each isolated pattern until student can sing both independently.</p> |  |  |  |
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### Level 2

Yes Almost No

|   |  |  |  |
|---|--|--|--|
| <p>Student can sing each pattern through call and response but cannot sing them one after another, after hearing them sung consecutively. The teacher sings both patterns one after the other with no pause and the student may sing "Do, Mi, Sol" correctly but then sings the "Do, Re, Mi" syllables using the "Do, Mi, Sol" pitches.</p> <p>Teacher should continue teaching the patterns through call and response and vary between singing isolated patterns and singing the successively until the student can demonstrate an awareness between singing skips versus stepwise motion.</p> |  |  |  |
|---|--|--|--|

**Level 3**

**Yes    Almost    No**

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|--|--|--|--|
| Student can sing both patterns after hearing them sung one after another. They may have some out of tune pitches but they can clearly differentiate skips versus stepwise motion after hearing both patterns successively. |  |  |  |
|--|--|--|--|

**Level 4**

**Yes    Almost    No**

|  |  |  |  |
|--|--|--|--|
| Student can sing both patterns on their own (not through call and response) but not all of the time, and/or not completely in tune. If singers consistently sing these patterns, they lack a perfect pitch center. "Mi" may be flat in one or both patterns, or when they sing "Do, Re, Mi" they can't immediately lock in "Re". |  |  |  |
|--|--|--|--|

**Level 5**

**Yes    Almost    No**

|   |  |  |  |
|---|--|--|--|
| Student has mastered this skill. They can not only sing these two patterns one after another without any thought, but they can do it instantly throughout their voice. As soon as a new "do" is given, they can sing the pattern perfectly in tune. |  |  |  |
|---|--|--|--|