

NMMEA STATE SIGHT-SINGING COMMITTEE ALIGNMENT PROPOSAL DECEMBER 2024

Committee Members

- Amy Williams, Facilitator
- Anton Tan, District 1
- Maggie Mendoza, District 2
- Virginia Nickels-Hircock, District 3
- Jadira Flamm, District 6
- Ryan Hatch, District 7

Note: There is no District 5. All districts were invited to have a representative serve on the committee. There was not a representative sent from District 4.

Intention

This document formally proposes initiating the alignment of sight-singing processes and the adoption of comprehensive, high-quality sight-singing content to enhance instruction and elevate music literacy in choral classrooms statewide. This proposal acknowledges and respects the autonomy of individual NMMEA districts and the diversity within our state.

Timeline

- Fall 2024 Committee Meetings
- December distribution of proposal to constituents in “Monday Notes”
- Vote on All-State Proposal at Choral Section Meeting (January 2025)
- If motion passes, implementation in the Spring of **2026**.

Material Adoption

All NMMEA districts will adopt the use of [UIL sight-singing materials](#) for the sight-singing component of their Music Performance and Assessment Festivals.

- This proposal does **not** dictate what levels ensembles will sing **nor** does it adopt any UIL processes/rules.
- We are simply stating that all ensembles will choose some level and voicing of UIL literature for their sight-singing.
- Districts can adapt UIL literature as necessary including the following:
 - Change the number of parts performed
 - How many measures are performed
 - Determine what level of sight-singing an ensemble performs
- Ensembles will perform for scores so that both directors and students will be able to gauge their progress and determine levels of rigor for the next year of learning.

Material Adoption (Cont'd.)

- Unless districts formalize ensemble and literature classifications, directors are encouraged to review UIL materials and choose an appropriately challenging level for an accurate assessment of skills, learning and development.
- Directors are always welcome to “level up” and have their ensemble perform a level more difficult than published district minimums.
- Districts are encouraged to begin conversations or adopt ensemble classifications and UIL levels for said classifications for their MPA festivals.

Procedure Standardization

- 1 minute – Director score study
- 5 minutes – Preparatory time with Ensemble
- 1st Performance* (adjudicated/piano reduction allowed). Stopping and restarting during the performance is **not** allowed.
- 2 minutes – Error correction by director with ensemble (piano reduction is allowed)
- Final Performance* – A cappella only (adjudicated) Stopping and restarting during the performance is **not** allowed.

* Both performances are evaluated and reflected in the final score.*

Process Standardization

- Students **are** permitted to sing during prep time.
- Students **are** permitted to integrate hand signs at any time during preparation AND performance.
- The Director is **not** permitted to sing at any time during preparation OR performance.
- Directors **may** use hand signs during prep time and only in limited, reasonable amounts for error correction during performance. The Adjudicator will ensure that the director’s use is appropriate.
- Other than the limitations listed above, directors may use their preparation time as they see fit.

Use of PIANO

- Piano may be used to establish the key by playing the scale, arpeggio and starting pitches at the beginning of the preparation period plus one other time, as the director requests.
- The piano will also be used to establish the key by playing the scale, arpeggio and starting pitches at the beginning of the performances (2).
- Piano may also be used to play the choral reduction during the first performance.
- The piano may **not** be used to play individual parts - only the full piano reduction during the first performance.
- Playing the full piano reduction can be used during error correction time.

Use of PIANO (Cont'd.)

- Districts can opt to provide an accompanist in the sight-singing room.
- Directors may use their own accompanists.
- Directors may choose to play for their own ensembles.
- Directors may opt to not use piano for the initial run through.
- The piano may **not** be used during the final performance.

IEP/504 Accommodations

- Directors with students who require accommodations must communicate with the District Choral VPs and Site Host in advance.
- Accommodations cannot be made at the time of the event; they must be requested in advance.
- Accommodations will be made on a case-by-case basis and must fall within the time limitations of the event.

District Autonomy

- Individual districts will determine the criteria of UIL sight-singing levels for participating ensembles.
- Individual districts will determine ensemble classifications.
- Individual districts will determine the length of the sight-singing material.
- Individual districts will determine what voicings are acceptable for participating ensembles.
- Any other preparation strategies or techniques that a district wants to specifically integrate or allow during the preparation time must be written into their district's MPAF guidelines. These strategies should not supersede or replace the standardized process, if adopted at the state level.

Closing Comment

This proposal aims to lay the groundwork for statewide alignment in sight-singing practices, with the long-term goal of establishing a committee to:

- Evaluate the success of the implementation upon completion of two MPAF cycles.
- Assess whether individual districts are prepared for further standardization, such as ensemble classifications and sight-singing levels.

Resources

- If the proposal is adopted, professional development opportunities will be made available.
- [UIL Sight-Reading Criteria](#)
- [RBC UIL Sight-Reading for Choir](#) (RBC Publications collaborates with University Interscholastic League to provide musical pieces for the **sight-reading** portion of UIL's assessment.)
- [JW Pepper UIL Sight-Reading Materials](#)