

THE SCALE OLYMPICS



HANDBOOK

*OHIO MUSIC TEACHERS ASSOCIATION
CENTRAL EAST DISTRICT*

SCALE OLYMPICS

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SCALE OLYMPICS

REVISIONS BY YEAR

2018 REVISIONS

Theory all levels have been updated for clarity.

Ear Training all levels have been updated for clarity.

2016 REVISIONS

Score Sheets include Ear Training.

Fingering Chart for Triads/Inversions was added.

Theory levels 4-8 have been updated for clarity.

Ear Training has been added.

Judging Guidelines have been updated for the 2016 revisions.

2014 REVISIONS

Score Sheets include a separate score sheet for levels 6-8 (requiring 8 keys instead of 4).

Traditional Harmonization overview requires the use of closed position chords.

Lead Sheet Harmonization: ALL pages have been updated. Theory: ALL pages have been updated. The aural portion of the test has been removed for 2014 but will be reinstated in 2016.

Judging Guidelines have been updated for the 2014 revisions.

2012 REVISIONS

Transposition Major pieces must be transposed to major keys, minor pieces must be transposed to minor keys.

Downloaded or computer-generated music must be accompanied by the Copyright Representation and Indemnification Agreement for Use of Downloaded /Computer-Generated Music

Lead Sheet Harmonization Preparatory Level has been changed to a 4-measure example

Judging Guidelines have been updated for the 2012 revisions

2010 REVISIONS

Harmonization A Lead Sheet option for Harmonization has been added.

Scales, Cadences, Arpeggios & Triads are to be performed from memory.

Scales and Arpeggios Fingering Chart The left hand fingering for the g# / a b harmonic minor scale has been corrected.

Scales & Cadences Score Sheets are combined on one colored score sheet, which is blue.

Arpeggios & Traids are combined on one colored score sheet, which is pink.

Harmonization score sheet has been updated to allow for both options.

Judging Guidelines have been updated for the 2010 revisions.

2008 REVISIONS

Score Sheets: Scales/Cadences and Arpeggios/Triads & Inversions are now two separate colored score sheets

Delete the sample score sheet page that is partially filled in with the name John Doe

2006 REVISIONS

Scales: Level I – add key of A Major

Cadences and Chords Progressions:

Level I – add key of A Major

Level 6 – add minor key format of i-iv-ii-V-i

Level 7 – add minor key format i-VI-iv-ii-o-i 6/4-V-i

Level 8 – minor chord progression/format should be i-VI-III6-IV-I 6/4-V-V7-i

Harmonization:

Level 6 Example – add asterisk “*” above measure 7 of Jingle Bells

2022 REVISIONS

Harmonization Score Sheet

Judging guidlines have been updated for Theory & Ear Training to allow for those events to be done online.

Theory level 6 was updated

Traditional Harmonization Level 4 piece has been changed **Lead Sheet**

Harmonization (Option 2) General Overview, Instructions and pieces for each level haave been update

2026 REVISIONS

Cover page was updated

Index Page created for ease of locating information

Revisions Page created as a separate page. Clarified yellow rosette policy. ***Score Sheets were removed;*** will be replaced with an online Google form for judges. A ***student events sheet*** was created for teachers to print out and fill out for students to carry with them on the day of Scale Olympics.

Event Descriptions were updated to allow teachers to see what judges will be expecting in each level, and be better able to prepare their students accordingly.

SCAT events were changed so that level 2 and level 3 keys match across the different events. ***Levels 7 and 8 arpeggios*** were changed to being played in triplet rhythms, not 16th notes for the metronomic markings. The introduction to ***Lead Sheet Harmonization*** was updated and required accompaniment patterns were clarified for Prep, Level 1, and Level 4. All ***Theory*** and ***Ear Training*** pages were updated to reflect the material and questions types included in the online tests.

OMTA Scale Olympics Handbook

There are nine events at Scale Olympics: Scales, Cadences and Chord Progressions, Arpeggios, Triads and Chords with Inversions, Transposition, Sight-Reading, Harmonization, Theory, and Ear Training. Each event has nine levels of difficulty, Preparatory through Level 8. A student may participate in any or all events, and may enter different levels of difficulty for each event.

Every student is a winner at Scale Olympics. Judges grade most events using the following criteria: correct notes, consistent fingering, tone quality and evenness and overall fluency (see judge information and score sheets.) Some events have speed requirements. A **BLUE Ribbon** means excellent (13 to 16 on a 16 point scale), **RED** means good (9 to 12 points) and **WHITE** means fair (under 9 points). A student earning Blue Ribbons in all nine events will receive the top prize of a Blue Rosette. Students earning at least 5 Blue Ribbons and no white ribbons will receive the runner-up Yellow Rosette.

JUDGING INFORMATION

- If a student has difficulty, the judge should offer a second chance (but not a third chance) and grade on the better performance. A “second chance” should not be allowed for more than two keys. Judges should be aware that students are often nervous and may get confused between events (e.g. playing arpeggios instead of triads or forgetting correct cadence pattern). Judges can demonstrate the proper event in a key that is not on the list of required keys for that student's level. Judges are asked to exhibit a kind and relaxed demeanor to help put a child at ease. However, judges are also asked to remember that Blue Ribbons are reserved for students who exhibit mastery of their goal. A “mock” judging situation held by the teacher the week before Scale Olympics may help a student gain confidence.
- OMTA members volunteer their time to be judges and make every effort to be fair and friendly. They do not have any sort of “quota system”. A **Blue Ribbon** is awarded to each student who has achieved mastery of the event. Perfection is not a requirement for a Blue Ribbon - room is allowed for a few errors. The point scale is 13-16. A **Red Ribbon** is awarded to a student showing progress toward mastery, but mastery has not yet been achieved. The point scale is 9-12. **White Ribbons** (under 9 points) indicate that the goal chosen by the student is coming along, but needs more work.
- Judges award points primarily for the following categories: Correct notes, fingerings, good tone, and even flow of notes. For each category, judges may award up to 1 point, with a maximum of 4 points per key (for levels P-5, the judges will hear 4 keys. In levels 6-8, the judges will hear 8 keys. In events like transposition and sight reading, dynamics and musicality can receive additional points.
- Scale Olympics is designed to be a positive, fun, motivating learning experience for each participant.

SCALES

****Must be memorized; levels P-5 play 4 keys, levels 6-8 play 8 keys (student picks first key)**

Correct notes: A missed note or two (perhaps a slip of the finger?) or an instantly corrected note need not keep the judge from awarding the point for correct notes. However, if this were to happen on every scale, the student would not deserve credit for correct notes.

Consistent Fingering: Standard scale fingering is included in The Handbook. Some teachers, however, utilize nonstandard fingerings (like starting a C Major scale with L.H. finger 3 instead of 5) and a student should not be marked off for this. A teacher using nonstandard fingering should write a note to this effect to the judge and attach it to the student event sheet. Judges are safe to assume that fingering will be the same descending as ascending.

Speed/ Steadiness: Some levels require a minimum metronome speed in order to qualify for a Blue Ribbon. The student should be asked if he/she wishes to hear the metronome speed. If the answer is yes, the judge may let it click about four times before turning it off. The student is not required to play with the metronome on. Many students have prepared to play faster than the minimum speed (which is certainly allowed) and might be confused by the metronome. The point in this category is earned if the minimum speed is met (where required) and if the tempo chosen by the student is steady and fluent - without hesitations, stumbles, glitches, backing up and starting over, etc.

Tone: Tone should be generally even throughout. However, if some notes are inaudible while others come booming out, the point for tone may be withheld.

Judge's Comments: For students earning Blue ribbons, this is a chance for the judge to compliment on work well done. For students earning Red or White ribbons, please give information on why full points were not rewarded (e.g. "student only played correct accidentals on ascending scales ") Judges are asked to be as specific as possible in the short amount of time allowed.

CADENCES AND CHORD PROGRESSIONS

****Must be memorized; levels P-5 play 4 keys, levels 6-8 play 8 keys (student picks first key)**

Correct Notes: V and V7 chords are interchangeable (unless the V7 chord is specified)

Correct, consistent Fingering: There are a number of ways to teach cadence fingering. Also, the V and V7 chords are interchangeable in Scale Olympics, so students will vary in the notes they play. However, students using 1-3-5 on every chord are assumed not to have learned the fingering changes which accompany chord changes.

Steadiness/ Fluency: There is no speed requirement at any level for cadences. The goal is to play the chord progression fluently and steadily at whatever tempo the student chooses. Cadences played in a halting, uncertain manner are not fluent.

Tone Quality: It can be assumed that all three notes of each chord will be audible and played with a clear tone. Students may pedal cadences but should also be prepared to play them without pedal if the judge so requests.

Judge's Comments: For students earning Blue ribbons, this is a chance for the judge to compliment on work well done. For students earning Red or White ribbons, please give information on why full points were not rewarded (e.g. "student did not play correct accidentals on inverted triads") Judges are asked to be as specific as possible in the short amount of time allowed.

ARPEGGIOS

****Must be memorized; levels P-5 play 4 keys, levels 6-8 play 8 keys (student picks first key)**

Correct Notes: An instantly corrected note need not keep the judge from awarding the point for correct notes, unless it happens on every arpeggio.

Consistent Fingering: Standard arpeggio fingering is included in The Handbook. Any nonstandard fingerings should be noted by the teacher on the student information sheet.

Speed/Steadiness: Some levels require a minimum metronome speed in order to qualify for a Blue Ribbon. The student should be asked if they wish to hear the metronome speed. If the answer is yes, the judge may let it click about four times before turning it off. The student is not required to play with the metronome on. Many students have prepared to play faster than the minimum speed (which is certainly allowed) and might be confused by the metronome. The point in this category is earned if the minimum speed is met (where required) and if the tempo chosen by the student is steady and fluent - without hesitations, stumbles, “glitches”, backing up and starting over, etc.

Tone: Tone should be generally even throughout. However, if some notes are inaudible while others come booming out, the point for tone may be withheld.

Judge’s Comments: For students earning Blue ribbons, this is a chance for the judge to compliment on work well done. For students earning Red or White ribbons, please give information on why full points were not rewarded (e.g. "student used same fingering for all keys") Judges are asked to be as specific as possible in the short amount of time allowed

TRIADS & CHORDS WITH INVERSIONS

****Must be memorized; levels P-5 play 4 keys, levels 6-8 play 8 keys (student picks first key)**

Correct Notes: An instantly corrected note need not keep the judge from awarding the point for correct notes, unless it happens on every triad.

Correct Fingering: Students should be careful to observe standard inversion fingering which are designed to keep proper hand shape. Students using 1-3-5 on every chord are assumed not to have learned the fingering changes which accompany chord changes.

Steadiness/ Fluency: There is no speed requirement at any level for triads and chords with inversions. The goal is to play the chord progression fluently and steadily at whatever tempo the student chooses. Inversions played in a halting, uncertain manner are not fluent.

Tone Quality: It can be assumed that all notes of each chord will be audible and played with a clear tone. Students may pedal inversions but should also be prepared to play them without pedal if the judge so requests.

Judge’s Comments: For students earning Blue ribbons, this is a chance for the judge to compliment on work well done. For students earning Red or White ribbons, please give information on why full points were not rewarded (e.g. "student used same fingering for all inversions") Judges are asked to be as specific as possible in the short amount of time allowed.

SIGHT READING

Teachers are reminded to print the student's sight-reading level directly on the Student Event Sheet which the student will carry the day of Scale Olympics.

The judge will allow the student time to look through the piece before beginning. Students electing to do sight-reading should be coached by their teacher to prepare mentally before playing and perhaps to play through the piece silently on the keys or on their legs.

A Blue Ribbon in sight-reading indicates mastery: accurate and steady, fluent playing, with room for a few mistakes. A Red Ribbon indicates good reading, but not mastery due to inaccuracies of notes and/or rhythms and lack of steadiness and fluency. A White Ribbon indicates that the student needs to work on accuracy and fluency.

HARMONIZATION

There are two options for this event. Harmonization Option 1 (Traditional) is based on the Roman Numeral approach to teaching harmonization. Harmonization Option 2 (Lead Sheet) is based on a Lead Sheet approach with chord letters above the melody. Teachers are urged to carefully read the additional instructions for each option found in the Harmonization section of The Handbook.

TRANSPOSITION

Students who elect to do transposition need to bring a prepared piece with them. Teachers should take care to choose a piece that meets the length requirements as listed in The Handbook. If the piece selected is significantly longer than the minimum length requirement, the teacher may indicate which section is to be played. If no cut is indicated, then the judge should assume the full piece is being transposed. If a student uses downloaded or computer-generated music, the teacher must submit the Copyright Representation and Indemnification Agreement for Use of Downloaded/Computer-Generated Music. This form may be downloaded from the CEOMTA website.

Students in Levels 1 through 4 will need to play the piece in the original key first before playing in any transposed keys. Students in Level 5 and above will proceed directly to transposed keys. **If a piece is in a major key, it must be transposed to another major key. If a piece is in a minor key, it must be transposed to a minor key.**

The goal of transposition is to play in a different key with a high degree of note accuracy and steadiness of tempo. It is not necessary for the judge to listen to each key in its entirety, although that should be done with at least one transposing key. It is also expected that a piece with musical details (such as staccatos, slurs, crescendos, ritards, etc.), will be played as directed in each key. In other words, those musical details should be incorporated into each key, not ignored.

THEORY

Students electing to take a Scale Olympics theory test will take this test online prior to arriving at Scale Olympics to allow time for the test to be graded and the score to be reported to the awards table (the test will be open from Thursday afternoon through the Saturday of Scale Olympics). Students may take as long as they like to complete the test, though the test must be taken in one sitting. The test is multiple choice and short answer format. Teachers will be emailed the links to the tests their students will be taking, so they can share the links with their students.

Any changes in theory levels made after registration closes must be officially registered with the Scale Olympics Chair. Because the tests are done online, completed tests are not returned to the teacher at the end of the day.

EAR TRAINING

Students electing to take the Scale Olympics Ear Training test will take this test online prior to arriving at Scale Olympics to allow time for the test to be graded and the score to be reported to the awards table (the test will be open from Thursday afternoon through the Saturday of Scale Olympics). Students may take as long as they need to complete the test, though it must be taken in one sitting. The test is multiple choice and short answer format. Teachers will be emailed the links to the tests their students will be taking, so they can share the links with their students.

Any changes in Ear Training levels made after registration closes must be officially registered with the Scale Olympics Chair. Since the test is done online, completed tests are not returned to the teacher at the end of the day.

FINGERING CHART: Chords, Scales, and Arpeggios

Note: Alternate fingerings are acceptable if teacher marks the student event sheet with the fingering the student will use.

<u>Triads</u> (Major, Minor, Diminished, and Augmented)		<u>7th Chords</u> (Major, Minor, Diminished, and Augmented)	
Root Position	RH 135 LH 531	Root Position	RH 1235 LH 5321
First Inversion	RH 125 LH 531	First Inversion	RH 1245 LH 5321
Second Inversion	RH 135 LH 521	Second Inversion	RH 1235 LH 5321
		Third Inversion	RH 1235 LH 5421

Major Scales - Two Octaves		Harmonic Minor Scales - Two Octaves	
Key		Key	
C	RH 1231234 12312345 LH 5432132 14321321	a	RH 1231234 12312345 LH 5432132 14321321
G	RH 1231234 12312345 LH 5432132 14321321	e	RH 1231234 12312345 LH 5432132 14321321
D	RH 1231234 12312345 LH 5432132 14321321	b	RH 1231234 12312345 LH 4321432 13214321
A	RH 1231234 12312345 LH 5432132 14321321	f#	RH 3412312 34123123 LH 4321321 43213214
E	RH 1231234 12312345 LH 5432132 14321321	c#	RH 3412312 34123123 LH 3214321 32143213
B	RH 1231234 12312345 LH 4321432 13214321	g#(ab)	RH 3412312 34123123 LH 3214321 32143213
Gb(F#)	RH 2341231 23412312 LH 4321321 43213214	eb(d#)	RH 3123412 31234123 LH 2143213 21432132
Db(C#)	RH 2312341 23123412 LH 3214321 32143213	bb(a#)	RH 4123123 41231234 LH 2132143 21321432
Ab	RH 3412312 34123123 LH 3214321 32143213	f	RH 1234123 12341234 LH 5432132 14321321
Eb	RH 3123412 31234123 LH 3214321 32143213	c	RH 1231234 12312345 LH 5432132 14321321
Bb	RH 4123123 41231234 LH 3214321 32143213	g	RH 1231234 12312345 LH 5432132 14321321
F	RH 1234123 12341234 LH 5432132 14321321	d	RH 1231234 12312345 LH 5432132 14321321

Major Arpeggios - Two Octaves		Minor Arpeggios - Two Octaves	
Key		Key	
C	RH 123 1235 LH 542 1421	a	RH 123 1235 LH 542 1421
G	RH 123 1235 LH 542 1421	e	RH 123 1235 LH 542 1421
D	RH 123 1235 LH 532 1321	b	RH 123 1235 LH 542 1421
A	RH 123 1235 LH 532 1321	f#	RH 412 4124 LH 214 2142
E	RH 123 1235 LH 532 1321	c#	RH 412 4124 LH 214 2142
B	RH 123 1235 LH 532 1321	g#(ab)	RH 412 4124 LH 214 2142
Gb(F#)	RH 123 1235 LH 532 1321	eb(d#)	RH 123 1235 LH 542 1421
Db(C#)	RH 412 4124 LH 214 2142	bb(a#)	RH 231 2312 LH 321 3213
Ab	RH 412 4124 LH 214 2142	f	RH 123 1235 LH 542 1421
Eb	RH 412 4124 LH 214 2142	c	RH 123 1235 LH 542 1421
Bb	RH 412 4124 LH 321 3213	g	RH 123 1235 LH 542 1421
F	RH 123 1235 LH 542 1421	d	RH 123 1235 LH 542 1421

Scales

Abbreviations:

White Keys = C, D, E, F, G, A, B

Black Keys = Bb, Eb, Ab, Db, Gb/F#

HS = hands separately

HT = hands together

MM = metronome marking; indicate the minimum speed required for a blue ribbon. (Students will not play with metronome on; they may play at a speed faster than the minimum if they wish.)

Note: All parallel motion scales should be played ascending and descending. Contrary motion scales should begin and end in the center. See Fingering Chart for standard fingerings. Any alternate fingerings **must** be written on the Student Event Sheet.

Level	Scale Keys	Scale Format
Prep	Any 2 keys, teacher indicates on student information sheet	5-finger position, up and down, HS or HT
1	C G D A Major - all 4 keys, student picks the first key	One octave, HS or HT, parallel or contrary MM=60, one note per tick
2	C G D A E, F Major, 4 keys, student picks the first key	One octave, HS or HT, parallel or contrary MM=60, one note per tick
3	White key Majors ,a and e natural OR harmonic minor <i>Judges will hear 4 keys,at least 1 minor</i>	One octave, HT, parallel or contrary MM=60, one note per tick
4	White key Majors and white key minors, natural OR harmonic minor; <i>judges will hear 2 major keys and 2 minor keys</i>	2 octaves, HS or HT, parallel or contrary MM=72, one note per tick
5	Black Key Majors and Black key minors, natural AND harmonic <i>(Judge will hear 4 keys, including at least 1 natural and harmonic minor; student picks 2 contrary motion keys)</i>	Parallel motion –2 octaves, HS or HT Contrary motion – 2 octaves, 2 scales of your choice, any key, HT MM=60, 2 notes per tick
6	12 Major scales, White key minors; natural AND harmonic <i>(Judges will hear 8 keys including: at least 1 major white key, 1 major black key, 1 white key natural minor, and 1 white key harmonic minor. The student picks 4 contrary motion keys)</i>	Parallel motion – 3 octaves, HT MM=60, 3 notes per tick Contrary motion – 2 octaves, 4 scales of your choice, any key, HT MM=72, 2 notes per tick

7	12 Major scales, 5 Black key minors: natural, harmonic AND melodic minors <i>(Judges will hear 8 keys - including at least 1 major white key, 1 major black key, 1 black key natural minor, 1 black key harmonic minor, and 1 black key melodic minor. They will ALSO hear at least 2 contrary motion scales)</i>	Parallel motion – 4 octaves, HT MM=60, 4 notes per tick Contrary motion – 2 octaves (major & harmonic minor only), HT MM=80, 2 notes per tick
8	12 Major scales plus 12 minor scales, natural, harmonic AND melodic <i>(Judges will hear 8 keys, including: at least 1 major white key, 1 major black key, 1 natural minor, 1 harmonic minor, 1 melodic minor, and at least 2 contrary motion keys)</i>	Parallel motion – 4 octaves, HT MM=72, 4 notes per tick Contrary motion – 2 octaves (major & harmonic minor only), HT MM=92, 2 notes per tick

Cadences and Chord Progressions

Abbreviations:

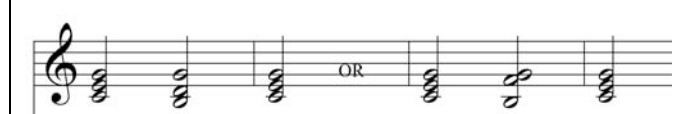
White Keys = C, D, E, F, G, A, B

Black Keys = Bb, Eb, Ab, Db, Gb/F#

HS = hands separately

HT = hands together

Note: Students may substitute V7 for V at Levels Prep through 7. Cadences may be pedalled.

Level	Keys	Format	Example
Prep	Any 2 keys; the teacher should indicate these on the student information sheet	I-V-I, root position triads HS	
1	C G D A Major; <i>the judge will hear all 4 keys, and student picks the first key</i>	I-V-I Root position triads for each chord HS or HT	See Prep Level for example
2	C G D A E, F Major <i>The judge will hear 4 keys; student picks the first key</i>	I-V-I Close position HS or HT	
3	White key Majors; plus a and e minors <i>The judge will hear 4 keys; one will be minor</i>	I-IV-I-V-I or i-iv-i-V-i Close position HS or HT	
4	White Majors White key minors <i>The judge will hear 4 keys; 2 major and 2 minor</i>	I-IV-I-V-I or i-iv-i-V-i Root position and 1 st inversion in close position HS or HT	
5	Black key Majors and Black key minors <i>The judge will hear 4 keys; 2 major and 2 minor</i>	I-IV-I-V-I or i-iv-i-V-i Root position, 1 st and 2 nd inversions in close position HT	

6	12 Major Keys and White key minors (<i>The judge will hear 8 keys, including: at least 1 major white key, 1 major black key, and 1 minor white key</i>)	I-IV-ii-V-I or i-iv-ii ^o -V-I Root position, 1 st and 2 nd inversions in close position HT	
7	12 Major Keys Black key minors (<i>The judge will hear 8 keys, including: at least 1 major white key, 1 major black key, and 1 minor black key</i>)	I-vi-IV-ii-I 6/4 -V-I or i-VI-iv-ii ^o -i 6/4-V-i Root, 1 st and 2 nd inversions in close position HT, LH plays single-note root in bass or octave root in bass	
8	4 Major Keys of your choice 4 minor keys of your choice	Major Chord Progression – I-V-vi-IV-iii-V7/V-V-I-iii-IV-I-ii-I6/4-V-V7-I; RH soprano voice plays major scale ascending and descending; LH single note or double note in bass; see <i>example</i> Minor chord progression – i-VI-III6-IV-I6/4-V-V7-i LH single note or double note bass; see <i>example</i>	

Arpeggios

Abbreviations:

White Keys = C, D, E, F, G, A, B

Black Keys = Bb, Eb, Ab, Db, Gb/F#

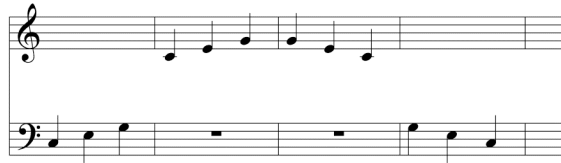
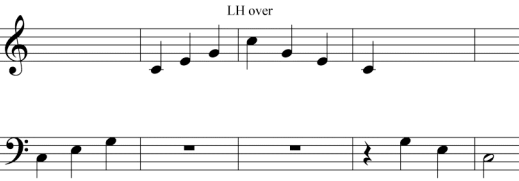
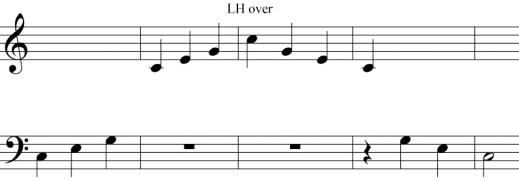
HS = hands separately

HT = hands together

MM = metronome marking; indicate the minimum speed required for a blue

ribbon. (Students will not play with metronome on; they may play at a speed faster than the minimum if they wish.)

NOTE: See Fingering Chart for standard fingerings. Any alternate fingerings **must** be marked on the Student Event Sheet.

Level	Arpeggio Keys	Arpeggio Format	Example
Prep	Any 2 keys; teacher will indicate on the student information sheet	Up and down See Examples	 OR 
1	C G D A Major <i>(The judge will hear all 4 keys; the student picks the first key)</i>	Cross hands, two octaves plus one note over, up and down	
2	C G D A E F Major <i>(The Judge will hear 4 keys; the student picks the first key)</i>	Cross hands, two octaves plus one note, up and down	See Level 1 for example

3	White key Majors a and e minor <i>(The judge will hear 4 keys, including 1 minor key; student picks the first key)</i>	2 octaves, up and down, root position, HS MM=80, one note per tick	
4	White key Majors and White key minors <i>(The judge will hear 4 keys; 2 minor keys and 2 major keys. The student picks the first key)</i>	2 octaves, up and down, root position, HS MM=80, one note per tick	
5	Black Key Majors and Black Key minors <i>(The judge will hear 4 keys ; 2 minor keys and 2 major keys. The student picks the first key)</i>	2 octaves, up and down, root position and 1 st inversion, HS or HT MM=80, 2 notes per tick	
6	12 Major keys and 12 minor keys <i>(The judge will hear 8 keys, including: at least 1 major white key, 1 major black key, and 1 minor white key)</i>	3 octaves, up and down, root position, HS or HT 3 octaves, up and down, 1 st inversion, HS or HT MM=60, 3 notes per tick	
7	12 Major keys and 12 minor keys Diminished 7 th starts on white keys Dominant 7 th starts on white keys <i>(The judge will hear 8 keys)</i>	4 octaves, up and down, root position, 1 st inversion, HT MM=66, 3 notes per tick Dominant/diminshed 7 th , 2 or more octaves, up and down, root position, HS or HT MM=72, 2 notes per tick	
8	12 Major keys 12 minor keys 12 Dominant 7 th 12 diminished 7 th <i>(The judge will hear 8 keys)</i>	4 octaves, up and down, root position, 1 st and 2 nd inversions, HT MM=72, 3 notes per tick Dominant/diminshed 7 th s, 4 octaves, up and down, root position and 1 st inversion, HT MM=80, 2 notes per tick	

Triads and Chords with Inversions

Abbreviations:

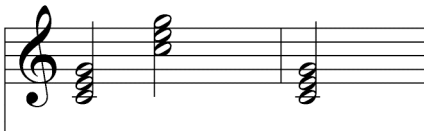
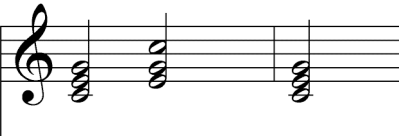
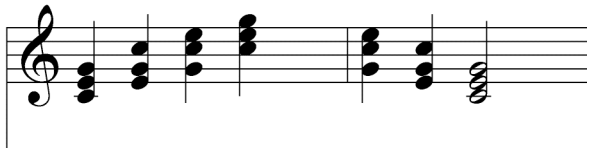
White Keys = C, D, E, F, G, A, B

Black Keys = Bb, Eb, Ab, Db, Gb/F#

HS = hands separately

HT = hands together

MM = metronome marking; indicate the minimum speed required for a blue ribbon. (Students will not play with metronome on; they may play at a speed faster than the minimum if they wish.)

Level	Keys	Chord Format	Example
Prep	Any 2 keys, teacher writes it on the student information sheet	Solid chord or broken chord building up to solid chord, root position HS	
1	C G D A Major <i>(The judge will hear all 4 keys; the student picks the first key)</i>	Solid chord, Root position, 2 octaves HS, up and down	
2	C G D A E F Major <i>The Judge will hear 4 keys; the student picks the first key</i>	Solid chord, root position and 1 st inversion HS or HT, up and down	
3	White key Majors and e minor <i>(The judge will hear 4 keys, including 1 minor key; student picks the first key)</i>	Solid chord, root position, 1 st and 2 nd inversions HS or HT, up and down	

4	White key Majors and white key minors PLUS White key Augmented <i>(The judge will hear 4 keys, including at least 1 augmented)</i>	Major/minor - Solid chord, root position and inversions HT, up and down Augmented - root position, 1st and 2nd inversions, HS or HT, up and down	See Level 3 for example.
5	Black key Major Black key minor PLUS White key augmented and diminished <i>(The judge will hear 4 keys, including: at least 1 major, 1 minor, 1 augmented, and 1 diminished)</i>	Major/minor - Solid chord, root position and 1st and 2nd inversions HT, up and down Aug./Dim. – Solid chord, root position and 1st and 2nd inversions HS or HT, up and down	See Level 3 for example.
6	White key augmented and diminished triads PLUS White key Dominant 7th and diminished 7th <i>(The judge will hear 8 keys; one of each of the types listed above)</i>	Aug/dim triads, solid chord, root position and 1st and 2nd inversions HT, up and down 7th chords, solid chord, root positions only HS or HT	See Level 3 for example.
7	12 Major AND 12 minor triads 12 Augmented AND 12 diminished triads White dominant 7th chords AND diminished 7th chords <i>(The judge will hear 8 keys; one of each of the types listed above)</i>	All triads, solid chord, root position and 1st and 2nd inversions HT 7th chords, solid chord, root position and 1st, 2nd and 3rd inversions HS or HT	See Level 3 for example.

8	12 Major keys 12 minor keys PLUS All Dominant and diminished 7th chords <i>(The judge will hear 8 keys; one of each of the types listed above)</i>	Major/minor chords - 4-note broken chord pattern, <i>see example for pattern</i> HT, up and down MM = 60, 4 notes per tick 7th chords – broken chord pattern, <i>see example for pattern</i> HT, up and down MM = 60, 4 notes per tick	 The musical notation consists of four staves. The first two staves show a 4-note broken chord pattern for Major and minor chords, with notes moving in a specific sequence (up and down) across the staves. The last two staves show a similar pattern for 7th chords, also with notes moving in a specific sequence across the staves.
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SIGHT-READING

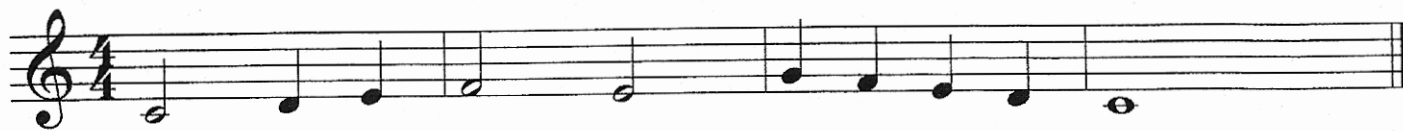
To choose which level to enter for Sight-Reading, please study the Guidelines below and then see the corresponding printed examples. Teachers may use these printed examples with students, since they are not used the day of Scale Olympics. Students will be given a short time for mental preparation and may play silently on the keys, if they wish. Students are graded on note and rhythmic accuracy, steadiness and musicality. The concepts presented at each level are cumulative, so the sight-reading example can contain any concept found in any of the previous levels.

GUIDELINES

- Preparatory: 5-finger position, CM; single line melody, treble clef, RH only. Intervals of 2nds and 3rds; 4/4 time; Whole, half and quarter notes.
- Level 1: 5-finger position, CM or GM or shared middle C position; single line melody, treble and bass clef; Intervals of 2nds, 3rds, 4ths and 5ths; 4/4; Whole, dotted half, half and quarter notes and their corresponding rests.
- Level 2: 5-finger position, melody with simple harmony (I-V), or melody divided between the hands. Keys of CM, GM, or FM. 3/4 or 4/4. Whole, dotted half, half and quarter notes and their corresponding rests; tied notes. Forte and piano markings.
- Level 3: Melody in either hand, simple harmony in either hand (I-IV-V); 6-note range in either direction; Keys of CM, GM, FM, DM, or am. 3/4 or 4/4. Whole, dotted half, half, quarter and eighth notes and their corresponding rests. Staccato marks, phrase marks, dynamics: p, mp, mf and f.
- Level 4: Hand position changes, octave range, accidentals, independent LH; Keys of CM, GM, FM, DM, am or em. 3/4, 4/4, or 6/8 time. Whole, dotted half, half, quarter and eighth notes (dotted quarter-eighth rhythm emphasized) and their corresponding rests. Dynamic markings, phrase markings.
- Level 5: Clef changes, hand position changes, accidentals, independence of hands, syncopated rhythms, sixteenth notes and rests; dotted eighth-sixteenth figure; 3/4, 4/4, 3/8 or 6/8. Keys of CM, GM, DM, AM, FM, B Flat Major, am or em. Dynamics, phrasing, ritard, a tempo and fermata.
- Level 6: Same as Level 5, but could also include ragtime patterns, 7th chords, octaves, triplets. Keys of CM, GM, DM, AM, FM, B Flat Major, am, em, dm. Dynamics, phrasing, pedal.
- Level 7: Four-part chorale-type piece, such as a hymn or four-part patriotic piece. Major keys up to three sharps and three flats. Dynamics, phrasing, voicing, pedal. Fluency expected.
- Level 8: Instrumental or vocal accompaniment. Keys up to 5 sharps and 5 flats. Command of musical terminology. Attention to musical detail.

SIGHTREADING EXAMPLES

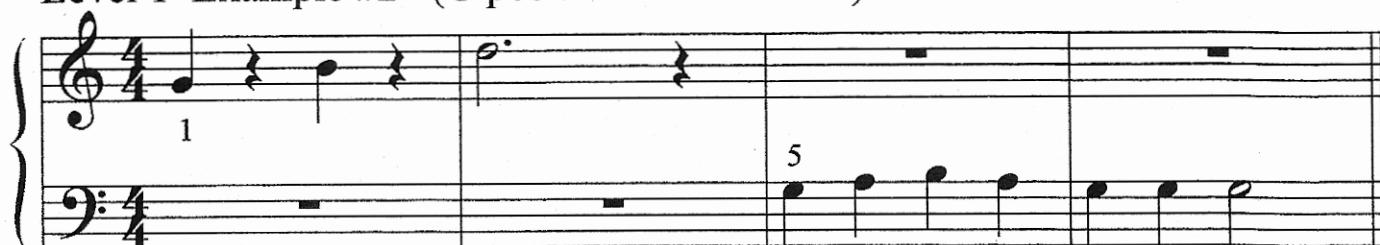
Preparatory:



Level 1 Example #1 (Shared Middle C Position)

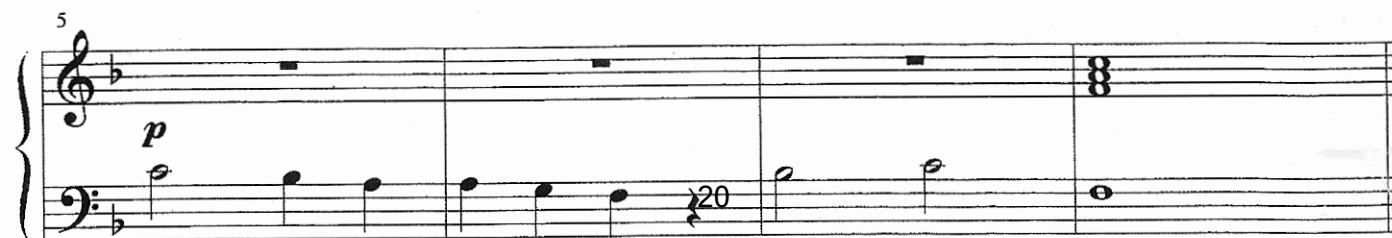


Level 1 Example #2 (G position in each hand)



Level 2:

Not fast



SIGHTREADING EXAMPLES

Level 3:

Medium

mf mp

This musical score is for Level 3, Medium tempo, measures 1-4. It is written for piano in 4/4 time. The first two measures start with a mezzo-forte (mf) dynamic, and the last two measures start with a mezzo-piano (mp) dynamic. The melody in the right hand consists of eighth-note patterns, while the left hand provides a simple harmonic accompaniment with dotted quarter notes and eighth notes.

5

mf f

This musical score continues Level 3, Medium tempo, measures 5-8. It maintains the same 4/4 time signature and piano arrangement. The first two measures (5-6) are marked mezzo-forte (mf), and the last two measures (7-8) are marked forte (f). The musical structure follows the same pattern of eighth-note melodic lines in the right hand and harmonic accompaniment in the left hand.

Level 4:

Moderato

f

1 2

This musical score is for Level 4, Moderato tempo, measures 1-4. It is written for piano in 3/4 time with a key signature of one sharp (F#). The first measure is marked forte (f). The melody in the right hand includes fingerings 1 and 2. The left hand features a more complex accompaniment with slurs and ties across measures.

5

4 p

This musical score continues Level 4, Moderato tempo, measures 5-8. It maintains the 3/4 time signature and F# key signature. The first measure of this system is marked piano (p) with a fingering of 4. The right hand melody includes a sharp sign (#) above a note in the third measure. The left hand accompaniment continues with slurs and ties.

SIGHTREADING EXAMPLES

Level 5:

Medium

A piano score for a sightreading exercise at Level 5, Medium tempo. The music is in 2/4 time with a key signature of two sharps (F# and C#). The score consists of two systems, each with a treble and bass staff joined by a brace. The first system begins with a forte (*f*) dynamic. The second system begins with a mezzo-piano (*mp*) dynamic, followed by a forte (*f*) dynamic in the final measure. Fingerings are indicated by numbers 1-5 above or below notes. Slurs are used to group eighth and sixteenth notes. The piece concludes with a double bar line.

SIGHTREADING EXAMPLES

Level 6:

Moderately, with a steady beat

The image displays three systems of piano sight-reading examples for Level 6. Each system consists of a treble staff and a bass staff. The first system begins with a *mf* dynamic and a 4/4 time signature. The treble staff contains a melodic line with a slur over the first two measures and a fermata in the third. The bass staff provides a harmonic accompaniment with a triplet of eighth notes in the first measure. The second system continues the piece, featuring a *f* dynamic in the first measure and a *ff* dynamic in the last measure. The treble staff has a complex melodic line with many slurs and ties, while the bass staff continues the accompaniment. The third system concludes the piece with a *ff* dynamic. The treble staff features a final melodic phrase with a fermata, and the bass staff provides a final accompaniment. Fingerings are indicated by numbers 1-5 above or below notes. Articulation marks like slurs and ties are used throughout to indicate phrasing and continuity.

SIGHTREADING EXAMPLES

Level 7:

Smoothly



Level 8 will be a vocal or instrumental accompaniment of approximately 16 measures length. Short excerpts shown here indicate approximate level of difficulty.

Allegretto

PIANO *p*

A vio-let in a mea-dow green Its mo - dest beau - ty
Ein Veil-chen auf der Wie - se stand ge - bückt in sich und

p

half un-seen It was the sweet-est vio - let! A dain-ty mai - den
un - be-kannt: es war ein her - zig's Veil - chen! Da kam ein' jun - ge

mf *p*

etc.

Vivace

5

9

etc.

TRANSPOSITION

The teacher chooses the transposition piece that the student will play. If a piece is in a major key, it must be transposed to another major key. If a piece is in a minor key, it must be transposed to a minor key. The student must bring a **published** copy of the prepared transposition piece - not a photocopy - the day of Scale Olympics. (Students without a published copy will be disqualified from the transposition event.) The student's name should appear on the piece/book. If a student uses downloaded or computer-generated music, the teacher must submit the Copyright Representation and Indemnification Agreement for Use of Downloaded/Computer-Generated Music. This form may be downloaded from the CEOMTA website.

To correctly level a student's transposition piece, teachers should use the Guidelines below. These are similar to the Sight-Reading Guidelines and the printed sight-reading examples can also be used to clarify the level of a transposition piece. Approximate method book levels are listed as an aid, but the transposition piece does NOT have to be in a method book. If the piece selected is significantly longer than the minimum length requirement, the teacher may indicate which section is to be played. If no cut is indicated, the judge will assume the full piece is being transposed. Although students may choose to play from memory, the primary goal is for the student to develop the ability to read a score in one key and play it in another key with note and rhythmic accuracy, a steady beat and good musicianship.

GUIDELINES

- Preparatory: Original key and two other keys: a piece in a 5-finger position. Intervals of 2nds and 3rds or more. Minimum of four measures.
- Level 1: Original key and two other keys; treble and bass clef; Intervals within a 5-finger position; Minimum of eight measures. Method book Level 1.
- Level 2: Original key and two other keys; melody with simple harmony (I-V), or melody divided between the hands. Minimum of eight measures. Method book Level 1B or 2.
- Level 3: Original key and two other keys; Melody in either hand, simple harmony (I-IV-V); 6-note range in either direction - must go out of 5-finger range at least once; Minimum of 12 measures. Method book Level 2 or 3. Attention to dynamics and phrasing expected.
- Level 4: Original key and two other keys; Mid-elementary piece. Hand position changes and octave range are required. Eighth notes are suggested, but not required. Minimum of 16 measures. Method book Level 3 or 3B. Attention to dynamics and phrasing expected.
- Level 5: Three keys other than the original key. Mid to late elementary piece, perhaps with 16th notes. Octave range or more. Minimum of 16 measures. Method book Level 4. Attention to phrasing, articulation and dynamics expected.
- Level 6: Three keys other than the original key. Early Intermediate piece, such as Schumann's "Soldier's March" or a Mozart minuet. Minimum of 16 measures.
- Level 7: Three keys other than the original key. Four-part hymn or a mid-intermediate piece. Minimum of 16 measures.
- Level 8: Three keys other than the original key. Vocal accompaniment of at least upper intermediate degree of difficulty. Minimum of 16 measures.

HARMONIZATION OPTION 1 (Traditional)

The purpose of Harmonization is to help a student learn to add harmony to an existing melody. At first, this can consist of whole-note block chords (triads) on the first beat of each measure in the left hand, while the right hand plays the melody. Students should learn about chord tones, non-chord tones and passing tones. Beginning harmonizers should learn when to use the tonic (I) triad and when to use the dominant chord (V or V7 - they are interchangeable at any level.) As the student progresses in ability and level, left hand chordal styles may include broken chord accompaniment, off-beat chords, Alberti bass style, stride, and even chording with the right hand (under the melody notes) while the left hand plays the root of the chords.

Level One students and above will demonstrate their skill at harmonization by playing a “required” tune (see below) **as well as** an “at-sight” tune provided by the judge. The required piece is expected to be well-prepared and played fluently, with correct harmonies throughout. Chords are to be played in closed position. Levels 4 through 8 must prepare an accompaniment style other than whole-note block chords for the required piece.

The judge will have the required prepared piece in a notebook on the piano for the student - the exact one shown in this handbook. Teachers who wish to do so may copy this exact piece and the student may play from that copy the day of Scale Olympics, as long as there are no added marks of any sort - no chord symbols, no letter symbols and no marks indicating where chords should be played.

Teachers **MAY NOT** choose a different prepared piece from the one in this handbook. A Level 3 student, for example, must play “This Old Man.” **Please note:** a student who brings a prepared piece other than the one required for his/her level from this handbook will be disqualified from the harmonization event.

The “at-sight” piece does not have to be played flawlessly, but should show the student’s ability to add chords in that key and the ability to choose the right chord at the right time. A student may prepare first by playing the “at-sight” melody out loud and then the cadence of that key with the left hand. The student will then be graded on playing the melody with harmony. A student who immediately corrects a chord choice, showing good auditory understanding of harmonization, will not be marked off. Insignificant sight-reading errors will not necessarily lower the score if the harmonization itself is competent. Of course, good sight-reading skills will aid in harmonizing a piece at sight.

All students are urged to practice adding harmonies to existing melodies during the weeks leading up to Scale Olympics. Blue ribbons are awarded to those students who have **mastered** the art of harmonization at their designated level.

Preparatory Level:

1. Harmonize the four-measure melody shown below, using a three-note tonic chord (I) and a two or three note dominant chord (V or V7) at the places marked with an X.
2. There is no "at-sight" piece required for Preparatory Level.



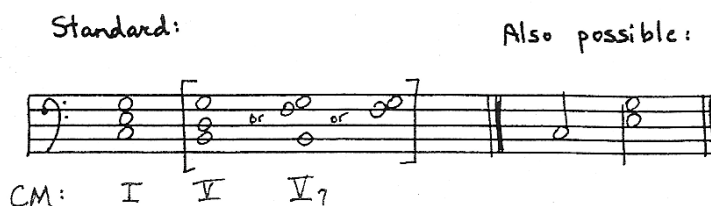
Level 1:

1. Harmonize **Lightly Row**, shown below, using three-note tonic chords (I) and two or three note dominant chords (V or V7).
2. Harmonize at sight a melody provided by the judge. This melody will have a 5-finger range in the key of C Major. Left hand harmonization should include I and V (or V7).

Lightly Row



* A V or V7 chord is often played before the final I chord.



Level 2:

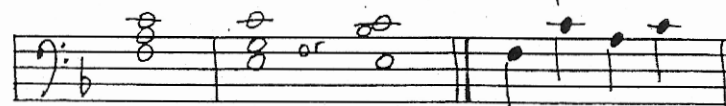
1. Harmonize **Skip to My Lou**, shown below, using three-note I and V chords.
2. Harmonize at sight a melody provided by the judge. This melody will be of a similar degree of difficulty to Skip to My Lou and will be in the key of CM or GM.

Skip to My Lou



Standard:

Also possible:



FM: I V or V₇

Level 3:

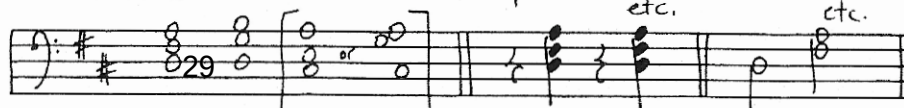
1. Harmonize **This Old Man**, shown below, using I, IV and V chords.
2. Harmonize at sight a melody provided by the judge. This melody will be of a similar degree of difficulty to This Old Man and will be in the key of CM, GM or FM. Harmonization must include I, IV and V chords.

This Old Man



Standard:

Also possible: etc.



DM: I IV V or V₇

Traditional

Level 4:

1. Harmonize **The Marines' Hymn**, shown below, using I, IV and V chords. Use a more advanced accompaniment style, such as an off-beat bass or a stride bass. See possible harmonization styles below. Simple block chord accompaniment is not acceptable for **The Marines' Hymn**.
2. Harmonize an at-sight melody provided by the judge. This melody will be of a similar degree of difficulty to **The Marines' Hymn** and will be in the key of CM, GM, FM or DM. Harmonization must include I, IV and V chords. Simple block chord accompaniment is acceptable for the "at-sight" piece.

Three possible harmonization styles:

The musical score is written for piano in 4/4 time, with a key signature of one flat (B-flat). It consists of three numbered variations of the melody and accompaniment.

1. The first variation features a simple melody in the right hand and a bass line in the left hand. The melody is: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter). The bass line is: C3 (half), F2 (half).

2. The second variation features a more complex melody in the right hand and a bass line in the left hand. The melody is: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter). The bass line is: C3 (half), F2 (half).

3. The third variation features a more complex melody in the right hand and a bass line in the left hand. The melody is: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter). The bass line is: C3 (half), F2 (half).

Level 5:

1. Harmonize **Go Down Moses**, shown below, using i, iv and V chords. Use a more advanced accompaniment style, such as a broken-chord bass or stride (jump) bass. See sample accompaniments. Simple block chord accompaniment is not acceptable for **Go Down Moses**.
2. Harmonize at sight a melody provided by the judge. This melody will be of a similar degree of difficulty to **Go Down Moses** and will be in the key of am, em or dm. Harmonization must include i, iv and V chords. Simple block accompaniment is acceptable for the Level 5 at-sight piece.

Go Down Moses



Two possible harmonization styles:

bm: i V i i V i etc.

Level 6:

1. Harmonize **Jingle Bells**, shown below, using I, IV, V and also the secondary dominant chord - the V of the V. (The secondary dominant occurs at the * - on the words "one-horse open.") Use a more advanced accompaniment style, such as an off-beat bass. See sample accompaniments. Simple block chord accompaniment is not acceptable at Level 6.
2. Harmonize at sight a melody provided by the judge. This melody will be of a similar degree of difficulty to Jingle Bells and will be in the key of CM, GM, DM, or FM. Harmonization must include I, IV, V and the secondary dominant chord (V of V). The student will be given two or three minutes to pencil-in chord choices and plan an accompaniment other than simple block chords.

Jingle Bells

6

11

Four possible harmonization styles:

1. 2. etc. etc.

3. 4. etc. etc.

32

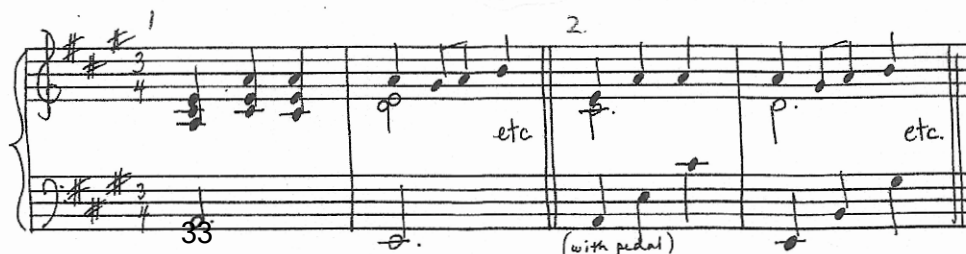
Level 7:

1. Harmonize **When Love is Kind**, shown below, using I, ii, IV and V chords. Use a more advanced accompaniment style, such as a waltz bass or chording in the right hand under the melody. (Three-beat block chord harmonization is not acceptable at Level 7.)
2. Harmonize at sight a melody provided by the judge. This melody will be of a similar degree of difficulty to **When Love is Kind** and will be in the key of CM, GM, FM, DM, or B Flat Major. Harmonization must include I, ii, IV and V chords. An advanced accompaniment style is required. The student will be given two or three minutes to pencil-in chord choices and plan an accompaniment, which must be something other than simple block chords.

When Love is Kind



Two possible harmonization styles:



Level 8:

1. Harmonize **Johnny is My Darling**, shown below, using i, III, iv, V and VI chords. Use an advanced accompaniment style.
2. Harmonize at sight a melody provided by the judge. This melody will be of a similar degree of difficulty to **Johnny is My Darling** and will be in the key of am, em, dm, cm or gm. Harmonization must include i, III, iv, V and VI chords. An advanced accompaniment style is required. The student will be given time to pencil-in chord choices and plan an accompaniment style.

Johnny Is My Darling

The musical score for "Johnny Is My Darling" is written in 6/8 time and the key of B-flat major (two flats). The melody is presented across five staves. The first staff contains measures 1 through 4. The second staff, starting with a measure number '5' above the first measure, contains measures 5 through 8 and ends with a double bar line. The third staff contains measures 9 through 11. The fourth staff, starting with a measure number '12' above the first measure, contains measures 12 through 15. The fifth staff, starting with a measure number '16' above the first measure, contains measures 16 and 17, ending with a double bar line.

HARMONIZATION OPTION 2 (LEAD SHEET)

This Harmonization option is designed to help students learn to read and harmonize from lead sheets. You should choose this option if you have students who want to learn how to play with a pop/jazz/church combo or band; or want the ability to play solo (or with a group) from a fake book.

In 2022, the Executive Board voted to eliminate the Lead Sheet “At Sight” part of this option. By design, Lead Sheet Harmonization advances more rapidly than the Traditional Harmonization option. Eliminating the Lead Sheet “At Sight” will encourage students to enter the harder levels.

Students in Levels 1-8 demonstrate their skills by playing **TWO** prepared pieces. (The Preparatory Level prepares only one piece.) Both pieces show chord letters above the melody. Each letter is placed above the right hand note when it is to be played. These are the chords the student will use for harmonization. You change to another chord only when you see the letter change above the right hand notes. If a new measure has no chord symbol, you should repeat the previous chord.

Levels 1-5 will use the same accompaniment style for both pieces. Levels 6-8 will prepare two pieces, each with a different accompaniment style. Levels 6-7 will show their ability to accompany a melody, which will be played by the judge.

The pieces are to be played fluently: with a steady beat and correct notes, chords and accompaniment style. Where given, tempo indications must be observed. Teachers **MAY NOT** choose different pieces from the ones in the 2026 handbook. Students who bring different pieces will be disqualified from the Harmonization event.

The required keys, chords and accompaniment styles for each level are detailed in the General Overview. This is supplemented with a chart showing Chord Names, Symbols, Construction and Examples. The pieces give further instructions for successfully preparing your students. Please read all of these documents carefully.

The required accompaniment styles are intended to be flexible so as not to limit creativity. A student may play fuller chords or more complex rhythms while still essentially following the required style. Students should perform from a "clean copy." No additional notes are allowed to be added by the student or teacher.

The judge will have the required pieces in a notebook on the piano for the student- the exact ones shown in this handbook. Teachers who wish to do so may copy these exact pieces and the student may play from those copies the day of Scale Olympics, as long as there are no added marks of any kind.

Harmonization Option 2 (Lead Sheet) - General Overview

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Chord Names, Symbols, Construction and Examples are shown on separate sheet.

Note: V7 may be substituted for V up to Level 7. All Levels may be pedaled.

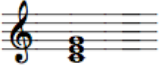
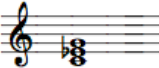
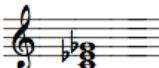
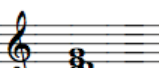
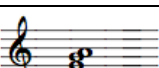
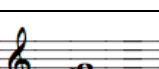
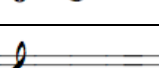
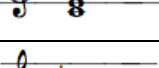
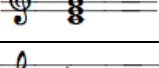
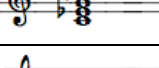
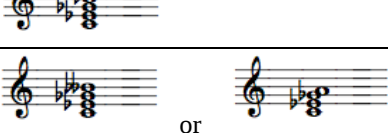
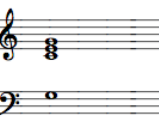
Level	Keys	Required Accompaniment Chords <i>Roman numerals are for reference only and are used to direct you to the chords you will need for each key.</i>	Required Accompaniment Styles <i>Shown on next pages.</i>
P	C Major	Prepared: I V	Block
1	C G Major	I IV V	Rhythmic Block
2	G F Major	I ii iii IV V	Simple Stride with Alternating or Non-Alternating Bass
3	F D Major	All chords from previous levels plus: slash chords vi	Broken Waltz Chords or Basic Waltz, Alternating or Non-Alternating Bass
4	a d minor	i iidim III iv V VI slash chords	Lyrical
5	D B ^b Major	I 16 ii iii IV V vi slash chords	Syncopated Broken Chords

6	A Major c# minor	All chords from previous levels plus: (add2) sus4	Left Hand Rock with Right Hand Chord Accompaniment AND Rock Ballad Judge will play melody
7	E ^b Major c minor	All chords from previous levels plus: Maj7 chords min7 chords min7(b5) chords V7 chords (4 note)	Easy Walking Bass with Right Hand Chord Accompaniment AND Latin Style Judge will play melody
8	E ^b Major f minor	All chords from previous levels.	Open Voicing, Advanced Chords, AND Full Stride

Harmonization Option 2 (Lead Sheet)

Chord Names, Symbols, Construction and Examples

All chords are “C-Root” chords. Any note can be substituted for the root.

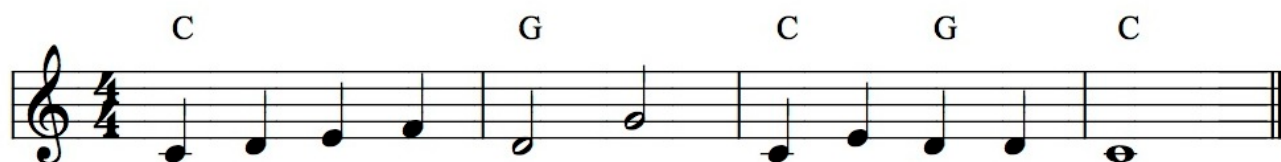
Chord Name	Symbol	Construction	Example
Major	C	1 - 3 - 5	
Minor	Cm	1 - $\flat 3$ - 5	
Diminished	Cdim	1 - $\flat 3$ - $\flat 5$	
Added second	C(add2)	1 - 2 - 3 - 5	
Six	C6	1 - 3 - 5 - 6	
Suspended	Csus4	1 - 4 - 5	
Major Seven	Cmaj7	1 - 3 - 5 - 7	
Seven	C7	1 - 3 - 5 - $\flat 7$	
Minor seven	Cmin7	1 - $\flat 3$ - 5 - $\flat 7$	
Minor seven flat five	Cmin7($\flat 5$)	1 - $\flat 3$ - $\flat 5$ - $\flat 7$	
Diminished seven	Cdim7	1 - $\flat 3$ - $\flat 5$ - $\flat\flat 7$ (or 1 - $\flat 3$ - $\flat 5$ - 6)	
Slash chord	C/G	Note below slash is bass note	

There are many options for Chord Symbols used with lead sheets. For example, diminished chords are often seen as C^o. Utilizing all of the options for this event was not practical. Teachers are encouraged to make their students aware of the different symbols they might encounter.

Preparatory Level – Prepared

Choose One

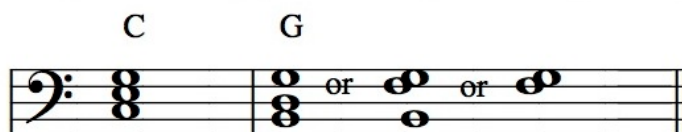
Option One



Option Two - Go Tell Aunt Rhody



Required Accompaniment Style: Block



Closed position means the notes of the chords are arranged as closely as possible for a smooth sound. Both root position and closed position chords are acceptable.

Level 1 - Prepared Piece #1

This Old Man

Traditional

Chords: G, C, D, 3, G, D, G

Required Accompaniment Style: Rhythmic Block

Also acceptable

Chords: G, C, G, D, G, D, G

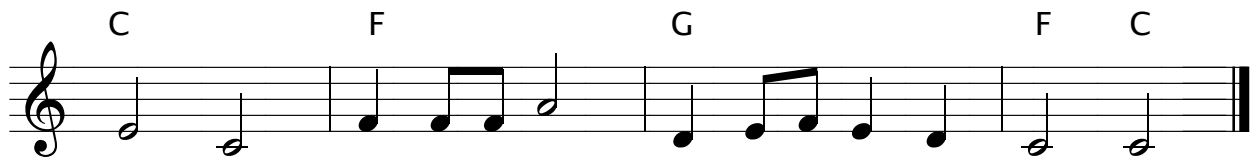
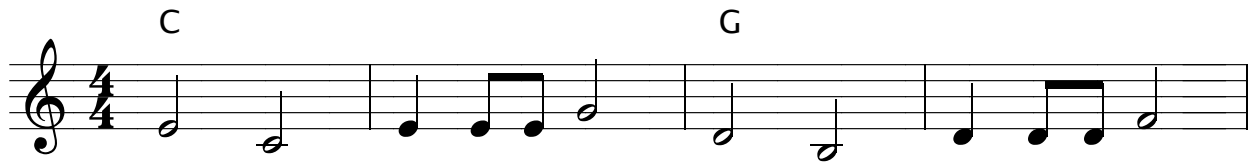
Both root position and closed position chords are acceptable.

Phrase endings and last measure can be exception to pattern.

Level 1 - Prepared Piece #2

Skip To My Lou

Rhythmic Block



Level 2 - Prepared Piece #1

This Old Man

Traditional

Chords indicated above the staff: F, Am, B $\flat$, Gm, C, F, B $\flat$, Am, Gm, C, F, C, F.

Required Accompaniment Style:
Simple Stride with Alternating or Non-Alternating Bass

Alternating Bass
 If the chord changes, the bass note could stay the same.

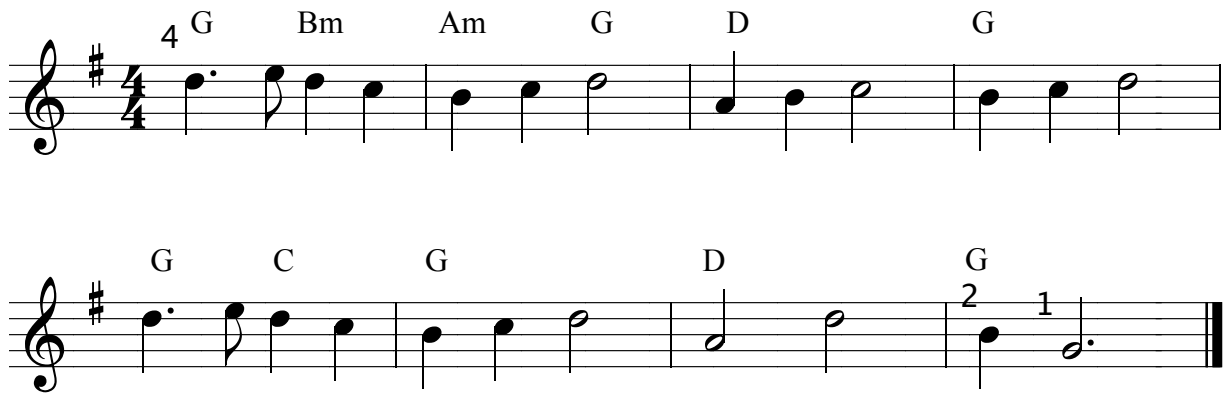
Non-Alternating Bass

Both root position and closed position chords are acceptable

Phrase endings and last measure can be exception to pattern

Last chord must include all indicated chord tones.

Level 2 - Prepared Piece #2
London Bridge
Simple Stride



Level 3 - Prepared Piece #1

This Old Man

Melody may be played one octave higher.

Traditional

Required Accompaniment Style:

Broken Waltz Chords or Basic Waltz with Alternating or Non-Alternating Bass

Broken Waltz Chords

Basic Waltz

D

The image shows a musical staff in bass clef with a key signature of two sharps (F# and C#). The scale is D major. The notation is divided into four measures, each with a label below it: 'Alternating Bass', 'Non-Alternating Bass', 'Alternating Bass', and 'Non-Alternating Bass'. The first two measures show the scale in a single octave, while the last two measures show it in two octaves. The 'Alternating Bass' measures show the scale in a single octave, while the 'Non-Alternating Bass' measures show it in two octaves.

For Alternating Bass, if the chord changes, the bass note could stay the same.

Phrase endings and last measure can be exception to pattern
Last chord must include all indicated chord tones.

Level 3 - Prepared Piece #2

A Tisket, A Tasket

Waltz

The musical score is written for a single melodic line in treble clef. The key signature has one flat (B-flat), and the time signature is 3/4. The piece consists of three staves of music, each with a corresponding chord indicated above the staff.

Staff 1: The first staff contains six measures. The chords are F, Am/E, Dm, F/C, and F. The notes are: F4 (quarter), Bb4 (half), F4 (quarter), Bb4 (half), F4 (quarter), Bb4 (half).

Staff 2: The second staff contains five measures, starting at measure 6. The chords are Am/E, Dm, F/C, and Gm/D. The notes are: F4 (quarter), Bb4 (half), F4 (quarter), Bb4 (half), F4 (quarter), Bb4 (half).

Staff 3: The third staff contains five measures, starting at measure 11. The chords are Bb/D, C/E, and F. The notes are: F4 (quarter), Bb4 (half), F4 (quarter), Bb4 (half), F4 (quarter), Bb4 (half).

Level 4 - Prepared Piece #1 **This Old Man**

Traditional

♩ = c. 92

Dm F/C Gm/B^b A



Dm B^b/D F Edim A Dm A Dm



Required Accompaniment Style: Lyrical

Root Position

Closed Position

Dm F Dm F/C



Both root position and closed position chords are acceptable

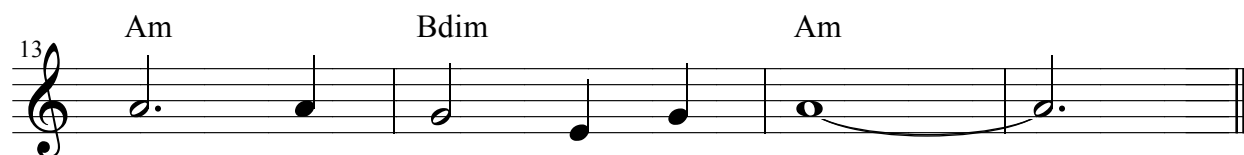
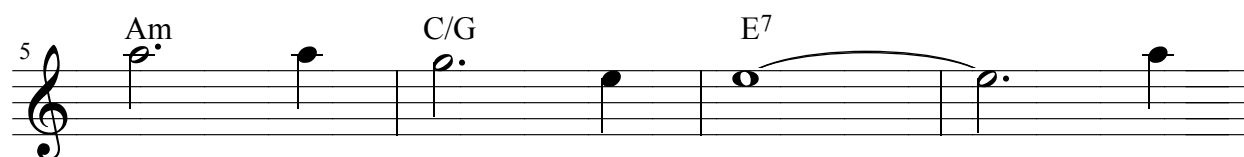
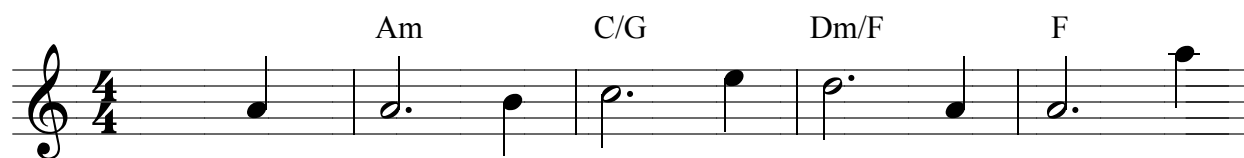
Phrase endings and last measure can be exception to pattern

Last chord must include all indicated chord tones.

Level 4 - Prepared Piece #2

House of the Rising Sun

Lyrical



Level 5 - Prepared Piece #1 **This Old Man**

$\text{♩} = 60-70$

Traditional

Chords: B^b , Dm, E^b , F, Gm, B^b/F , E^b , Dm, Cm, B^b/F , F, B^b_6

Required Accompaniment Styles: Syncopated Broken Chords

Also acceptable:

Chords: B^b , Dm, B^b , Dm

Phrase endings and last measure can be exception to pattern
 Last chord must include root, third, fifth and sixth.

Level 5 - Prepared Piece #2

Swanee River

Syncopated Broken Chords

The musical score is written for a single melodic line in treble clef, 4/4 time, with a key signature of two sharps (F# and C#). The piece consists of 16 measures, divided into four systems of four measures each. The notes are primarily quarter notes, with some half notes and dotted half notes. The chords are indicated by letters above the staff: D, F#m/C#, Bm, G, D/F#, Em, and D6. The first system (measures 1-4) starts with a whole rest in measure 1, followed by quarter notes in measures 2-4. The second system (measures 5-8) has a whole rest in measure 5, followed by quarter notes in measures 6-7, and a dotted half note in measure 8. The third system (measures 9-12) has a whole rest in measure 9, followed by quarter notes in measures 10-11, and a dotted half note in measure 12. The fourth system (measures 13-16) has a quarter note in measure 13, followed by quarter notes in measures 14-15, and a dotted half note in measure 16. The piece ends with a double bar line in measure 16.

Measures 1-4: D, F#m/C#, Bm, G

Measures 5-8: D/F#, D, Em, A

Measures 9-12: D, F#m/C#, Bm, G

Measures 13-16: D/F#, A, D, D⁶

Level 6 - Prepared Pieces # 1 and #2

There are three pages for Level 6.

This page shows the two required accompaniment styles.
The next two pages have the melodies to be accompanied.

Phrase endings and last measure can be exception to pattern

The B Section can be a different accompaniment style.

Last chord must include all indicated chord tones.

Prepared Piece #1

Required Accompaniment Style for *Wayfaring Stranger*:

Rock Ballad

Judge

Student

C#m(add2) F#m/C# C#m(add2) C#m C#m/A F#m(add2) F#m

Prepared Piece #2

Required Accompaniment Style for *This Little Light Of Mine*:

Left Hand Rock with Right Hand Chord Accompaniment

Judge

Student

A(add2) D A(add2) D# A(add2)

Level 6 - Prepared Piece #1

Wayfaring Stranger

Rock Ballad

Slowly (♩ = c. 80)

Judge

3

6

8

11

14

16

Level 6 - Prepared Piece #2 **This Little Light Of Mine** **Left hand Rock with Right Hand Chord Accompaniment**

Straight 8ths (♩ = c.120)

Judge

5

9

13

A(add2) D A(add2) D A(add2)

D(add2) E A

A(add2) D A(add2) C# F#m B/F#

A(add2)/E B E A Asus⁴ A

Level 7 - Prepared Piece #1 - Page 1 of 2

Motherless Child

Latin Style

This page shows the required accompaniment style.

Required Accompaniment Style for *Motherless Child*: Latin Style

Judge

Student

Cm⁷ Anticipate chord changes F⁷

Also acceptable

Cm⁷ F⁷

Bass variations

Cm⁷ Cm⁷

Level 7 - Prepared Piece #1 - Page 2 of 2

Motherless Child

Latin Style

Latin (♩ = c. 120)

Judge

5

9

13

17

Chords: Cm7, F7, Dm7(b5), G7, Cm7, Fm7, Bb7, Ebmaj7, Abmaj7, Dm7(b5), G7, Cm, Cm(maj7), Cm7, Cm6, Ab7, Dm7(b5)/Ab, G7, Fm/C, Cm, Ab7, Dm7(b5), G7, Fm/C, Cm

Level 7 - Prepared Piece #2 - Page 1 of 2

This Old Man

This page shows the required accompaniment style.

Required Accompaniment Style for *This Old Man*: Easy Walking Bass with Right Hand Chord Accompaniment

Judge

Student

$E\flat 6$

Potential Left Hand Patterns

$E\flat 6$ $A\flat$ $E\flat 6$ $A\flat$ $B\flat$ $E\flat$

chord tones 1235 scale leading tones stock turnaround

- Right hand must include offbeat rhythms.
- Left hand must play root or slash note on beat one.
- Avoid playing roots of next chord ahead of time.
- Smooth connections are desirable.
- Chord must contain all chord tones between the hands.

Level 7 - Prepared Piece #2 - Page 2 of 2

This Old Man

Swing the 8ths

Judge

4

7

56

Level 8 - Prepared Piece #1

Twinkle, Twinkle

Ballad (♩ = c. 72)

Chord progression for 'Twinkle, Twinkle':

Staff 1: E $\flat$, B $\flat$ m, E $\flat$ 7, A $\flat$ maj7, Adim7, B $\flat$ 6, C7

Staff 2: Fm7, B $\flat$ 7, E $\flat$ maj7, A $\flat$ maj7, Dm7($\flat$ 5), G7, Cm7

Staff 3: B $\flat$ m7, E $\flat$ 7, A $\flat$ 7, D $\flat$ 7, Gm7, Cm7, Fm7, B $\flat$ 7

Staff 4: Gm7, C7, Fm7, B $\flat$ 7, E $\flat$ maj7, A $\flat$ maj7, Dm7($\flat$ 5), D $\flat$ 7

Staff 5: Am7($\flat$ 5), A $\flat$ 7, Gm7, C7, Fm7, B $\flat$ (add2), E $\flat$ maj7

Staff 6: Dm7($\flat$ 5), D $\flat$ 7, Cm7, C7, Fm7, B $\flat$ 7, E $\flat$ 6

Required Accompaniment Style: Open Voicing, Advanced Chords

Chord progression for accompaniment:

Staff 1: E $\flat$, B $\flat$ m, E $\flat$ 7, A $\flat$ maj7, Adim7, B $\flat$ 6, C7

Left hand chords most typically contain either root/3rd or root/7th.
All chord tones must be present except 5ths, which are optional.

Level 8 - Prepared Piece #2 **Saint James Infirmary**

Medium slow swing (♩ = c. 108)

Joe Primrose (arranged)

Fm⁷ Gm⁷(♭5) Fm⁷/A♭ Gm⁷(♭5) Fm⁷ Gm⁷(♭5)
 4 C⁷ Fm⁷ Gm⁷(♭5) Fm⁷/A♭ Gm⁷(♭5)/B♭
 7 Fm⁷/C C⁷ Fm⁷ B♭m⁷ E♭⁷
 11 A♭maj⁷ D♭maj⁷ Gm⁷(♭5) C⁷ Fm⁷
 15 D♭⁷ C⁷ Fm⁷ D♭⁷ C⁷ Fm

Required Accompaniment Style: Full Stride

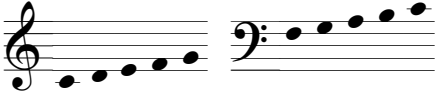
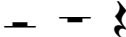
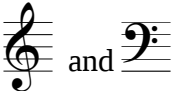
19 Fm⁷ G♭m⁷(♭5) Fm⁷/A♭ Gm⁷(♭5) F♭m⁷
Vary the pattern with passing octave quarter notes.

SCALE OLYMPICS THEORY TEST GUIDE - Page 1 of 6

The Theory tests are progressive in difficulty and each level assumes knowledge of previous levels. Links for the Theory tests will be emailed to teachers for distribution to students and the test will be open from Thursday afternoon through the Saturday of Scale Olympics. There is no time limit for the test, but it must be taken in one sitting and will not save a student's progress if the student needs to leave and return.

PREPARATORY LEVEL

Multiple Choice Questions:

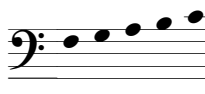
1. Be able to name notes shown on the staff: 
2. Know names of quarter, half and whole rests and their corresponding values: 
3. Know names for:  and 
4. Know the names of quarter, half and whole notes and their corresponding values: 
5. Know definitions of piano (p) and forte (f)
6. Know names of sharps (#) and flats (b)
7. Know what the repeat sign looks like and what it means

SCALE OLYMPICS THEORY TEST GUIDE - Page 2 of 6

LEVEL 1

Matching and Multiple Choice Questions:

1. Know names for:  and 

2. Be able to name notes shown on the staff:  

3. Know names of quarter, half and whole rests and their corresponding values:   

4. Know the names of quarter, half, dotted half, and whole notes and their corresponding values:



5. Be able to identify correct bar line placement for 4/4 rhythm using     

6. Know definitions of piano (p) and forte (f)

7. Know names of sharps (#) and flats (b) and what they do

8. Know what repeat sign and *D.C. al Fine* look like and their function in musical pieces

9. Identify C, F, and G root position triads on the staff, written in either clef

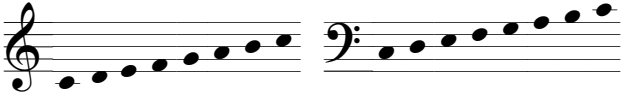
10. Know what the key signatures for C, F, and G look like on the staff

SCALE OLYMPICS THEORY TEST GUIDE - Page 3 of 6

Eighth notes and sixteenth notes may be shown either individually or beamed together

LEVEL 2

Matching and Multiple Choice Questions:

1. Be able to name notes shown on the staff: 
2. Know names of quarter, half and whole rests and their corresponding values: 
3. Recognize steps (2nds) and skips (3rds) on the staff, written going up, down, or harmonically
4. Know the names of eighth, quarter, half, dotted half, and whole notes and their corresponding values: 
5. Be able to identify correct bar line placement for 2/4, 3/4, or 4/4 rhythm using 

6. Know what these major triads (root position) and major key signatures look like on the staff:
C, F, G, D, A, E
7. Know the definitions of sharp, flat, and natural, and what their symbols look like
8. Know the definitions of *allegro*, *andante*, *8va*, *crescendo*, *diminuendo*, *D.C. al Fine*, *ritardando*, *piano*, *forte*
9. Recognize the first five notes of a major scale in the keys of: C, G, F, D, A, E in treble or bass clef

SCALE OLYMPICS THEORY TEST GUIDE - Page 4 of 6

Eighth notes and sixteenth notes may be shown either individually or beamed together

LEVEL 3

Matching and Multiple Choice Questions:

1. Be able to recognize and name all the notes of the grand staff including up to 2 ledger lines
2. Know the names of sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and their corresponding values: 
3. Know the names of sixteenth, eighth, quarter, half and whole rests and their corresponding values: 
4. Be able to identify correct bar line placement for 4/4, 3/4, 2/4, 6/8, or 3/8 time
5. Recognize and name major scales and key signatures of these keys on the staff: C, G, D, A, E, B, F, Bb, Eb
6. Know the definitions of *accelerando*, *staccato*, *legato*, *fermata*, *simile*, and all other terms from previous levels
7. Recognize and name C, G, D, A, E, B, F, Bb, and Eb major triads in root position on the staff
8. Recognize and name intervals of M2, M3, P4, P5, and P8 on the staff, written going up, down, or harmonically

LEVEL 4

Matching, Multiple Choice, and Fill-in-the-Blank Questions:

1. Recognize and name intervals of M2, M3, P4, P5, M6, M7, P8, and m3 on the staff
2. Know the names of these notes and their values: 
3. Be able to identify correct bar line placement for 4/4, 3/4, 2/4, 6/8, 3/8, 9/8, and 2/2 time
4. Recognize and name major scales, triads and key signatures of keys up to and including five sharps and five flats on the staff
5. Recognize and name harmonic minor scales, triads, and key signatures in the keys of a, e, b, d and g minor on the staff
6. Recognize and name I and V chords of all keys listed in Level 4 (#4 & #5 above) in root position or any inversion
7. Name the relative minor key of major keys up to and including two sharps and two flats
8. Know the definitions of *D.S. al Fine*, *sforzando*, *vivace*, *giocoso*, *lento*, *cantabile* and terms from all previous levels

SCALE OLYMPICS THEORY TEST GUIDE - Page 5 of 6

Eighth notes and sixteenth notes may be shown either individually or beamed together

LEVEL 5

Matching, Multiple Choice, and Fill-in-the-Blank Questions:

1. Recognize and name all major, harmonic minor and natural (pure) minor scales
2. Recognize and name all major and minor key signatures
3. Recognize and name all major and minor triads in root position or inversions
4. Recognize and name I, V, and V7 chords of any major or minor key, in root position or any inversion
5. Name relative major and minor keys up to and including three sharps and three flats
6. Know the definitions of *coda*, *meno mosso*, *piu mosso*, *dolce*, *presto*, *espressivo*, *scherzando* and all terms from previous levels
7. Recognize and name Ionian and Aeolian modes in keys with no sharps or flats
8. Be able to identify correct bar line placement for 4/4, 3/4, 2/4, 6/8, 3/8, 9/8, and 2/2 meters

LEVEL 6

Matching, Multiple Choice, and Fill-in-the-Blank Questions:

1. Recognize and name any major, minor, perfect, diminished, and augmented interval within an octave
2. Recognize and name all major, minor, diminished, and augmented triads in root position or in any inversion
3. Recognize and name I, IV, V, or V7 of any major or minor key, in root position or any inversion
4. Recognize and name all major and minor key signatures
5. Recognize and name ionian, aeolian, mixolydian modes in keys with one or no sharps or flats
6. Recognize and name any scale - major or minor (natural, melodic, and harmonic)
7. Know the definitions of *subito*, *ad libitum*, *adagio*, *alla marcia*, *animato*, *rallentando*, *sostenuto* and all terms from previous levels
8. Know approximate dates of Baroque (1600-1750), Classical (1750-1825), Romantic (1825-1900) and Contemporary/Modern (after 1900) periods
9. Know the musical periods of the following composers: *J.S. Bach*, *Bartok*, *Beethoven*, *Brahms*, *Chopin*, *Clementi*, *Handel*, *Haydn*, *Kabalevsky*, *W.A. Mozart*, *Prokofiev*, *Rameau*, *Scarlatti*, and *R. Schumann*

SCALE OLYMPICS THEORY TEST GUIDE - Page 6 of 6

LEVEL 7

Matching, Multiple Choice, and Fill-in-the-Blank Questions:

1. Recognize and name any interval on the staff
2. Recognize and name major, minor, diminished, and augmented chords in any position
3. Recognize and name any major, natural, harmonic, and melodic minor scales
4. Recognize and name all major and minor key signatures
5. Recognize and name phrygian, lydian, mixolydian and locrian modes in keys of no sharps or flats as well as ionian and aeolian scales in keys of one or no sharps or flats.
6. Know the definitions of *fugue*, *polonaise*, *rondo*, *minuet*, *tarantella*, *opus*, *poco a poco*, *portato*, *trill*, *turn* and all terms from previous levels
7. Recognize and name root position of dominant 7th or diminished 7th chords and triads from previous levels
8. Be able to identify correct bar line placement for 4/4, 3/4, 2/4, 6/8, 3/8, 9/8, and 2/2 time
9. Know approximate dates of the Baroque (1600-1750), Classical (1750-1825), Romantic (1825 -1900), Impressionist (1875-1910) and Contemporary/Modern (after 1900) periods
10. Know the musical periods of the following composers: *J.S. Bach*, *Bartok*, *Beethoven*, *Brahms*, *Chopin*, *Clementi*, *Debussy*, *Handel*, *Haydn*, *Kabalevsky*, *W.A. Mozart*, *Prokofiev*, *Rameau*, *Scarlatti*, and *R. Schumann*.

LEVEL 8

Matching, Multiple Choice, and Fill-in-the-Blank Questions:

1. Recognize and name any major 7th, minor 7th, dominant 7th, or diminished 7th chord in any position on the staff
2. Know the definitions of *berceuse*, *barcarolle*, *rondo*, *scherzo*, *sonata-allegro form* and terms from all previous levels
3. Recognize and name notes in C clef (alto clef)
4. Recognize and name I, ii, iii, IV, V, vi, vii chords in all major keys
5. Recognize modes and name (ionian, dorian, phrygian, lydian, mixolydian, aeolian, locrian) in keys of up to two sharps or flats on the staff
6. Be able to identify correct bar line placement for 4/4, 3/4, 2/4, 6/8, 3/8, 9/8, and 2/2 time
7. Know approximate dates of Medieval (500-1450), Renaissance (1450-1600), Rococo (1690-1760), Baroque (1600-1750), Classical (1750-1825), Romantic (1825-1900), Impressionist (1875-1910) and Contemporary/Modern (after 1900) periods
8. Know the musical periods of the following composers: *J.S. Bach*, *Bartok*, *Beethoven*, *Brahms*, *Chopin*, *Clementi*, *Debussy*, *Handel*, *Haydn*, *Kabalevsky*, *W.A. Mozart*, *Prokofiev*, *Rameau*, *Scarlatti*, and *R. Schumann*

SCALE OLYMPICS EAR TRAINING TEST GUIDE – Page 1 of 5

Ear training focuses on the following elements:

Recognition of:

- Intervals (Abbreviations: M = Major, m = minor, P = Perfect, T = Tritone, A = Augmented)
- Scales
- Chords
- Chord inversions
- Cadences
- Melodic Patterns
- Rhythms
- Time signatures

Questions on these elements will be multiple choice. Intervals, chords, and chord inversions will be played both melodically and harmonically. Intervals in Levels P-2 will be played either ascending or descending; intervals in Levels 3-8 will be played ascending. Chords and chord inversions will be played ascending. Cadences will be played in closed position. Scales will be played ascending and descending. Each musical example will be played TWICE, with one measure rest between each playing.

Links for the Ear Training tests will be emailed to teachers for distribution to students and the test will be open from Thursday afternoon through the Saturday of Scale Olympics. There is no time limit for the test, but it must be taken in one sitting and will not save a student's progress if the student needs to leave and return.

PREPARATORY LEVEL

1. Identify a series of four quarter notes as: going up or down, high or low, forte or piano, staccato or legato . Identify a quarter rest in place of one of the notes.
2. Identify an interval as step (M2) or skip (M3), going up or down, high or low, forte or piano.

LEVEL 1

1. Identify an interval as step (M2) or skip (M3), going up or down.
2. Identify a series of four quarter notes as: going up or down, moving by steps or skips, forte or piano.
3. Identify a two-bar rhythm example in 4/4. Possible rhythms include:



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LEVEL 2

Recognition of:

- Intervals: M2, M3, P5 (ascending or descending)
- Scales: none
- Chords: Identify chords as Major or minor. Identify whether the chord was played high (treble clef) or low (bass clef).
- Chord inversions: none
- Cadences: none
- Time signature identification: none
- Melody: Identify which ascending four-note pattern is being played. Notes will move by 2nds or 3rds
- Rhythms: Identify a two-bar rhythm example in 4/4. Possible rhythms include:



LEVEL 3

Recognition of:

- Intervals: M2, M3, P4, P5, P8 (ascending)
- Scales: Major, harmonic minor.
- Chords: none
- Chord inversions: Identify a Major triad as root position or first inversion.
- Cadences: Identify the final chord of a chord progression as I or V7.
- Melodic pattern: Identify which two bar melody is being played.

Melody will be in 4/4; key of C; note range: 6^{ths}, intervals: M2, m2, M3, m3; rhythm: 

- Time signature identification: none
- Rhythms: Identify a two-bar rhythm example in 4/4 or 3/4. Possible rhythms include:



LEVEL 4

Recognition of:

- Intervals: M2, M3, P4, P5, M6, M7, P8 (ascending)
- Scales: none
- Chords: Major, minor, augmented, or diminished.
- Chord inversions: Identify a Major triad as root position, first inversion, or second inversion.
- Cadences: Identify the final chord of a chord progression as I, IV, or V7.
- Melodic pattern: Identify which two bar melody is being played. Melody will be in 4/4; Major key up to two sharps; note range: 9th;

intervals: M2, m2, M3, m3, P4; rhythm: 

- Time signature Identification: None
- Rhythms: Identify a two-bar rhythm example in 4/4, 3/4, or 6/8. Possible rhythms include:



LEVEL 5

Recognition of:

- Intervals: M2, m2, M3, m3, P4, T, P5, M6, m6, M7, m7, P8 (ascending)
- Scales: Major, natural minor, harmonic minor
- Chords: Major, minor, augmented, diminished
- Chord inversions: none
- Cadences: Identify a cadence that uses I, IV, ii, and V7.
- Melodic pattern: Identify which two bar melody is being played. Melody will be in 4/4; Major key up to

three sharps; note range: 8th; intervals: M2, m2, M3, m3, P5, T; rhythms: 

- Time signatures: Listen to a short musical excerpt and identify the time signature as 4/4, 3/4, or 6/8.
- Rhythms: Identify a two-bar rhythm example in 4/4, 3/4, or 6/8. Possible rhythms include:



LEVEL 6

Recognition of:

- Intervals: M2, m2, M3, m3, P4, T, P5, M6, m6, M7, m7, P8 (ascending)
- Scales: Natural minor, harmonic minor, or melodic minor.
- Chords: Major, minor, augmented, or diminished
- Chord inversions: none
- Cadences: Identify a cadence using I, vi, IV, ii, and V. Identify a cadence using i, VI, iv, ii (dim), and V.
- Melodic pattern: Identify which two bar melody is being played. Melody will be in 4/4; minor key up to one flat; note range: 8th; intervals: M2, m2, A2, M3, m3, P4, P5. Rhythm: 
- Time signature Identification: Listen to a short musical excerpt and identify the time signature as 4/4, 3/4, or 6/8.
- Rhythms: Identify a two-bar rhythm example in 4/4, 3/4, or 6/8. Possible rhythms include:



LEVEL 7

Recognition of:

- Intervals: none
- Scales: Major, natural minor, melodic minor, harmonic minor, whole tone.
- Chords: Major 7th, minor 7th, dominant 7th, diminished 7th
- Chord inversions: none
- Cadences: Identify a cadence using I, vi, IV, ii, and V. Identify a cadence using i, VI, iv, ii (dim), and V.
- Melodic pattern: Identify which two bar melodic pattern is being played. Melody will be in 4/4; minor key up to three flats; note range: 10th; intervals: M2, m2, A2, m3, P4, M7. Rhythm: 
- Time signatures: Listen to a short musical excerpt and identify the time signature as 4/4, 3/4, 2/4, or 6/8.
- Rhythms: Identify a two-bar rhythm example in 4/4, 3/4, or 6/8. Will include syncopated rhythms. Possible rhythms include:



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LEVEL 8

Recognition of:

- Intervals: none
- Scales: Major, natural minor, harmonic minor, melodic minor, whole tone, chromatic.
- Chords: Major 7th, minor 7th, dominant 7th, diminished 7th
- Chord inversions: none
- Cadences: none
- Melodic pattern: Listen to a three bar melody and identify which melody is being played. Melody will be in 6/8; minor key up to four sharps; note range: 12th; intervals: M2, m2, m3, T, P4, M7.

Rhythm: 

- Time signature Identification: Listen to a short musical excerpt and identify the time signature as 2/4, 4/4, 3/4, 6/8, or 9/8.
- Rhythms: Identify a two-bar rhythm example in 4/4, 3/4, 6/8, or 9/8. Possible rhythms include:



APPENDIX

******Teachers: print ONE Student Events Sheet (on the next page) for EACH of your students. Fill these out for your students to bring the day of Scale Olympics.**

******Teacher Number: At the top of the events sheet, you will see a place for the teacher number. This number will be emailed to you when registration closes. Write this number on all student events sheets; it will be used to send teachers the judges' comments for their students immediately after Scale Olympics.**

******There are NO PRINTED SCORE SHEETS this year; judges will fill out score sheets online that will be immediately sent to the awards table**



Scale Olympics Student Events Sheet

Teacher Number: _____

Student's Name: _____

Scales: Yes ☐ No ☐
Level: _____ Choice Key(s): _____

Cadences: Yes ☐ No ☐
Level: _____ Choice Key(s): _____

Arpeggios: Yes ☐ No ☐
Level: _____ Choice Key(s): _____

Triads: Yes ☐ No ☐
Level: _____ Choice Key(s): _____

Sight Reading: Yes ☐ No ☐
Level: _____

Harmonization: Yes ☐ No ☐
Level: _____ Track: _____

Transposition: Yes ☐ No ☐
Level: _____ Keys: _____

Theory: Yes ☐ No ☐

Ear Training: Yes ☐ No ☐