



## Instructions for Music Literacy Program Facilitators

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The Music Literacy Program (MLP) is designed to encourage all students to be well-rounded musicians. WSM TA supports the efforts of the hobbyist as well as those aspiring to enter the professional music world. The ten-level MLP curriculum provides students and teachers an annual goal for evaluation of progress.

The annual MLP testing event is an **evaluation, not a competition**. Students may enter at any level (1-10), regardless of age, year in school, or number of years in music study.

**Facilitators will play an important role in assisting each student to do their best. The role you play in the Music Literacy Program is also a vital part of encouraging the students to persist in the challenge of further music study.** The following suggestions will ensure that those goals are reached, and all parts of the event work smoothly.

**\*\*Please check the boxes on the left of each topic when you have read or accomplished the task listed there. Bring the completed sheet to the MLP event and submit to the event Chair. If you have questions about any topic, please communicate that to the event Chair well ahead of the day of the event.**

**[ ] Familiarize yourself with the requirements for the levels you will be evaluating.** The MLP Curriculum Guide is available online at [wsmta.org](http://wsmta.org). You may download and print out any or all levels you wish to study.

**[ ] Arrive early to your site** to familiarize yourself with the instrument, sight-playing, rhythm, and listening examples (if applicable).

**[ ] Bring a metronome** to be used for the rhythm exercises and possibly a calculator for figuring percentages. (See “Scoring” below.)

**[ ] Communicate freely. Be sure the student understands each question. You may need to re-phrase the question. Be positive.**

**[ ] Stay on time!!** It is imperative to the testing schedule that you complete each student evaluation within the time allotted. Facilitators who fall behind in the schedule can create numerous scheduling problems, causing stressful situations for the students. **Please bring a watch and stay on schedule.**



[ ] **SCORING:** The Chairperson will tell you if you need to figure percentages for the applied portions of the test. If you will note the points earned for each portion of the evaluation, other workers or the teacher can figure percentages later.

[ ] **WORKSHEETS:** Copies of all forms to be used by the Facilitator will be sent by the local chairperson. **Become familiar with the requirements for all the levels you will be evaluating**



## Areas of Evaluation

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### [ ] I. FUNCTIONAL SKILLS:

- A. Rhythm and Pulse Development: Student will clap or tap a rhythm pattern, counting aloud using any counting method. **Please bring a metronome. Metronome use is optional for all levels.** If selected, use the tempo of 72 for the quarter note.
- B. Sight playing: Student will play a sight playing example (provided). The student is **encouraged, but not required**, to count aloud while playing.
- C. Keyboard Facility:
  - Scales: On the lower levels student/teacher choose scales to prepare and demonstrate. At the upper levels, the facilitator chooses scales to hear. (Each level specifically states who chooses the scales.)
  - Chords: as asked for on the facilitator form
  - Arpeggios: Levels 3-10
- D. Applied Theory: Student plays intervals and chords according to the requirements of each level.

[ ] II. **WRITTEN THEORY**: Evaluation of written theory will be administered separately. Each level has a test based on the requirements listed in the Music Literacy Program Handbook.

[ ] III. **LISTENING**: In levels 1 and 2, the Facilitator will perform music examples for which the students give verbal answers. Music examples will be provided for the Facilitator to perform. In levels 3-10, the Listening exam is recorded on CD and will be administered in a separate area and time frame.

[ ] **OPTIONS**: Options are not required. An evaluation of any option is limited to three minutes. Performance pieces may need to be limited in length by the Facilitator if a student has enrolled for several Options. It is the responsibility of the Facilitator to **stay on time** and adhere to the event schedule.