

Selecting Music Worksheet: Proficient Level

Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

Name: _

Date: 11/17/15Name of piece: Morceau De ConcoursComposer: Gabriel Fauré

Describe the type (context) of performance program for which this piece would be appropriate and explain why.

A layed back dinner. It's slow and has a gentle mood.

Measure #s	Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency	Performance improvements goal(s) indicating the specific area in the structure
24 10	The triplets on the last three beats of the measure.	Steady tripeletes
30-31	The music slows down on last 2 measures	Steadily slow the music down & don't make it sound rushed.
3-4 16-17	Long Slurred measures with no breath.	goal-not breath in slurred phrase
12, 26.	loud, high, accented notes	make them sound smooth but defined.

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Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

Name: _____

Date: 11/18/15Name of piece: Suite in A MinorComposer: Telemann

Describe the type (context) of performance program for which this piece would be appropriate and explain why.

A festive joyous concert. It's light and crisp and makes you move.

Measure #	Sections, challenges and expressive demands in this segment that demonstrate your performance proficiency	Performance improvement goal(s) indicating the specific area in the structure
34-36	Double tongued 16 th notes	goals- tongue clearly each note.
23	tempo change 60 to 96	Catch the flip in speed and get on beat right away first note.
84-87	Same rhythm but different flats and sharps.	look for B ^b , F [#] , G [#] , B [#] , F [#]
128-133	Sharps and flats in the middle of the measure	look ahead and know that they are there. d [#] , c [#]

Selecting Music Worksheet: Proficient Level

Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

Name: _____

Date: 11/18/15

Name of piece: Toccata

Composer: Giovanni Frescobaldi

Describe the type (context) of performance program for which this piece would be appropriate and explain why.

A festive concert. This piece is light and moves. The high notes from the flutes gives a joyful sound.

Measure #s	Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency	Performance Improvements goal(s) indicating the specific area in the structure
10	The gliss on the third beat that holds for 3-4 + e +	Hold out the note for the full value.
51-54	16 th note runs and $p < f$ $f > p$ dynamics	Watch for the new Sharps and flats.
68	Changes to $\frac{8}{8}$ time. Conducted in 4.	watch for the change and count in 4 $\frac{3}{4}$ not 8.
90-91	Conducted in 8	beat will slow So watch to accent notes right

Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet
(Proficient)

Student Name:

Select specific measures (segments) from your musical piece that exhibit technical/expressive challenges.

Name of Piece: Toccata

Composer/Arranger: Girolamo Frescobaldi

1. Analyze: Using appropriate musical vocabulary, identify specific examples with measure numbers of:

a) Technical challenges (e.g., pitch/rhythm reading, tone production, range, diction).

- Breathing
Texture
- In the key of concert C minor.
 - The notes are in the very upper range, so they need a lot of air, but keep soft.
 - The counting is difficult because it is slow and in $\frac{8}{8}$ time. m. # 15-17
 - The tempo changes from slow to Allegro, from subdividing 8 to subdivide 4.
 - Measure 10 the trill from an F to G I need to learn to trill faster to make it sound clearer as a trill.

b) Expressive elements and interpretive ideas that will be important for rehearsal and performance (e.g., dynamics, articulation, rhythm, harmony, melody, tonality, tone color, form, nuance, phrasing, texture).

- the high notes have to be clear and quiet
- dynamics need to be exaggerated when playing high
- keep the eighth notes short on 23 and leave space between notes
- the accents need to be hit hard to stay on beat.

2. Rehearse, Evaluate, and Refine: Describe your specific rehearsal plan to achieve your previously-mentioned musical goals, then following each rehearsal identify the extent to which you achieved these goals and revisions made to ultimately reach an effective performance.

- my goals are to practice long tones on my high notes for clearer and crisper tone.
- I will practice at a fast speed on the Allegro part so my fingerings will not be as cloudy.
- I will practice the dynamics with everything slurred to bring them out more.