

Selecting Music Worksheet: Proficient Level

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

Date: 11/16/15Name of piece: VictoryComposer: Noah D. Taylor

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

Dynamics

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
1-108	express notes more fully	I want to be able to put emotion into my music

Name of piece: ToccataComposer: Girolamo Frescobaldi

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

Learning the notes

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
C-E	learning notes on 16th notes	practice more

Name of piece: GalacticaComposer: Mitchell Peters

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

It's very rhythmic and challenging

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
1-15	playing the 16th notes up to tempo and evenly	helps with my rhythm learning

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: *Galactica*

Composer/Arranger: *Mitchell Peters*

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).

- m 7-16 - work on the 6 16th notes (rhythm)
- focus on producing proper tone by hitting the center of the bar on the marimba
- work on maintaining steady tempo (1-17)
- even though it's technically challenging, I want to produce proper tone

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).

m 1-27 work on articulating accents
& exaggerate dynamics

- produce a wonderful tone color to make piece more lively

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.

Work starting at a slower speed to focus on proper articulation, dynamics, and tone. Then, gradually speed up to tempo.