### Selecting Music Worksheet: Proficient Level
Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

#### Victory
- **Composer:** Noah D. Taylor
- **Dynamics:**

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Specific technical challenges and expressive demands in this segment that demonstrate your performances proficiency</th>
<th>Performance Improvements goal(s) indicating the specific area in the structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-106</td>
<td>express notes more fully</td>
<td>I want to be able to put emotion into my music</td>
</tr>
</tbody>
</table>

#### Toccata
- **Composer:** Girolamo Frescobaldi
- **Learning the notes:**

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Specific technical challenges and expressive demands in this segment that demonstrate your performances proficiency</th>
<th>Performance Improvements goal(s) indicating the specific area in the structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-E</td>
<td>learning notes on 16th notes</td>
<td>practice more</td>
</tr>
</tbody>
</table>

#### Galadica
- **Composer:** Mitchell Peters
- **It is very rhythmic and challenging:**

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Specific technical challenges and expressive demands in this segment that demonstrate your performances proficiency</th>
<th>Performance Improvements goal(s) indicating the specific area in the structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>playing the 16th notes up to tempo and evenly</td>
<td>helps with my rhythm learning</td>
</tr>
</tbody>
</table>
Select specific measures (segments) from your musical piece that exhibit technical/expressive challenges.

Name of Piece: Galaxy
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 4 fourth 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 warmer 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.