

Selecting Music Worksheet: Proficient Level

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

Name: _____

Date: 11.29.15Name of piece: "You'll Never Walk Alone"Composer: Richard Rodgers

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

This performance piece is appropriate for a brass quintet. It shows the different ranges between each instrument.

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
Measures # 1-7	In these seven measures they are all whole notes. To me the challenge and demand is to be able to breathe in the correct places so the song does not appear choppy.	The ability to have good breathe support and breathe in the correct places to add to the fluidity of the song.
Measures # 13-15	The song goes from $\text{♩} = 80 + \text{♩} = 60$. The challenge for me is to successfully slow down in its entirety.	The performance improvements that I hope to achieve is to be able to slow down completely so the song isn't going to fast.
Measures # 26-28	Different types of notes like the F# and the F natural, confuses me in the sense of how to position my lips.	Improve muscle memory to know how to accurately play different notes.
Measures # 29-34	To be able to play whole notes in a Mezzo Piano without overpowering the Tuba and making it sound so loud.	To Obtain good control of my tuba and play notes without sounding too loud.

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Name: Dante Date: 11.29, 15 Name of piece: Prelude and Badinage Composer: Earl D. Irons

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

This piece is good for a classical concert in where there is a brass section that is taking over the melody in the piece.

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
Measures #1 & #5	The combination of both 8 th and 16 th notes together makes it challenging.	To improve the speed in which I play both the 8 th and 16 th notes.
Measures #1-64	The overall counting. I personally sometimes lose my place and slow down and speed up at times I shouldn't.	To count accurately & efficiently to not take away the tempo of the song.
Measures #1-64	The overall emotional connection that the song is trying to convey is unclear to me.	To be able to make a strong and clear emotional connection to the song to be able to convey those feelings.
Measures #24-64	The transition between common time to cut time confuses my reading of the 8 th notes.	To be able to smoothly transition from common time to cut time and be able to count properly.

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

Name: _____

Date: 11.29.15Name of piece: Premier Solo de ConcoursComposer: René Mañiet

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

This is a solo song for Tubas, and other instruments. It is allegro. This solo is accompanied by a piano part. A good performance piece in solo concerts.

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
# 9-10	The sixteenth notes I tend to slow down. This piece consists of various places where sixteenth notes are present.	To not slow down the entire song by slowing the 16 th notes. Correctly playing them as well.
# 27	To me the high e ^b is hard to reach in one take. Not reaching it takes away the quality of the performance.	To be able to reach the high e ^b without fluctuating between other notes to not take away from the performance.
# 44	The 16 th note with the high e ^b is difficult to play fast and correctly.	To develop the ability to play faster and correctly reach the high notes.
# 66	The change from common time to $\frac{3}{4}$ throws off my counting and the 16 th and 8 th notes that are there are played slower by me.	To be able to accurately enter the transition from common time to $\frac{3}{4}$ and play those 16 th and 8 th notes correctly.

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

Student Name: Christina Davis

Select one piece (or segments) from musical selection. Complete this worksheet for each practice session.

Musical Selection/Section Rehearsed: Premier Solo de Concours Measures # 5-20

Identify a specific section or problematic measures for today's practice. Provide reflection on your practice analysis, interpretation, rehearsal, and self-evaluation for future refinement. Use appropriate music vocabulary in your descriptions.

ANALYZE

What is going on in the music? (e.g., elements of music, compositional devices, structural elements...) What parts of the music are difficult for me to perform? (e.g., rhythm, notes, phrase marks, breathing, dynamics...)? How will you use this to guide your practice?

This piece is in common time. It begins with a piano intro. The parts of the piece that are difficult for me are the high notes, and the breathing. This will be used as a reminder to keep these obstacles in check, and to be able to execute them correctly.

INTERPRET

What is to be expressed through this piece or section? How can you make it fit the context of this piece? (e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...)?

I believe that this piece is trying to express happiness and excitement. I can work on this by changing my tone.

REHEARSAL PLAN

What strategies (goals/process) will you use to address musical problems in order to help you achieve an accurate and expressive performance? (e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)

I will try to use expressive skills to be able to convey the emotion in the piece. Also work on the correct rhythm to not slow or speed up the piece.

EVALUATE AND REFINE

Checking results – Did I perform this selection more accurately/expressively than I did when I began? Can I make more improvements? What are my next steps?

I was able to increase my movement and be able to express the piece better. Another improvement I can make is having the correct pitch in high notes. My next step would be to improve my breath support.