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

Name: ___________________________ Date: 11/17/15
Solo & Ensemble Quartet  
Name of piece: Music of John Dowland  
Composer: John Dowland  
Arr. Bruce R. Smith

Describe the type (context) of performance program for which this piece would be appropriate and explain why.
This piece is from the Renaissance, so it would be appropriate at some sort of a madrigal dinner, imitating the 1400s.

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency</th>
<th>Performance improvements goal(s) indicating the specific area in the structure</th>
</tr>
</thead>
</table>
| Movement 1: The Frog Galliard | - the key signature = 3 sharps  
- 6/4 time signature  
- eighth notes  
- dotted quarter notes | - figured out the counting  
- wrote in sharps I was missing |
| Movement II: Lady Hunsdon’s Puffe | - faster than the other movements  
- many eighth notes  
- accidentals | - wrote in accidentals that carried through the measure  
- figured out counter |

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**Name:** ____________________________  **Date:** 11/17/15

**Solo & Ensemble Solo for clarinet**

**Name of piece:** Clarinet Quintet  **Composer:** W.A. Mozart

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

This piece would be appropriate to be played in a concert hall complimented with a violin. Because the piece is busy itself, it doesn't need an orchestra behind it.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>eighth &amp; sixteenth notes, fast speed, hard to finger while playing fast</td>
<td>all sections are up to speed, all notes are right, can play correctly</td>
</tr>
<tr>
<td>15-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77-78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Selecting Music Worksheet: Proficient Level**

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Name: ___________________________  Date: 11/17/15

**Symphonic Band Music**

Name of piece: Toccata  Composer: Girolamo Frescobaldi

Arr. Earl Slacum

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

This song would be cool played by an orchestra in a concert because of the slow beginning and end. It can imagine string basses really carrying the band through this song smoothly.

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency</th>
<th>Performance Improvements goal(s) indicating the specific area in the structure</th>
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</table>
| 51-56      | - Running eighth notes  
- Accidental     
- Fast tempo    | - Eighth notes are even at a slower speed  
- Accidents are noted |
| 12-19      | - Eighth notes  
- Accidental     
- High notes out of tune | - Tuned high notes  
- Circled accidental  
- Can be played smoothly |
|            |                                                               |                                                                              |
|            |                                                               |                                                                              |
Select specific measures (segments) from your musical piece that exhibit technical/expressive challenges.

Name of Piece: Toccata
Composer/Arranger: Girolamo Frescobaldi, Earl Slucum

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).
      - Many 16th notes/8th notes - Clarinets have melody
      - Accidental
      - High range (hard to keep in tune)
      - Do key signature (concert G minor)
      - Subdivide all notes because the time signature is 8/8
      - Longer notes, hard to breath
   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).
      - Forte, but many crescendos, start softer
      - Softer on high notes
      - Open tone throughout
      - Beautiful slurs descending from high notes
      - Articulate between slurs (descending)
      - Poco rallentando (practice)

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.
   - Set metronome to 112 at allegro (start slower than 112)
   - Mark accidentals
   - Practice poco rallentando
   - Tune high notes

After practicing:
- Can play to a steady tempo
- Marked accidentals

Recording of performance:
- Out of tune upper woodwinds
- Not much dynamic contrast
- Good tempo