

Selecting Music Worksheet: Proficient Level

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

Name: _____

Date: 11/19/15Name of piece: Sonata IIIComposer: George Frideric Handel

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

for a solo ensemble in front of a judge
by myself

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
32-38	clear fingering on the eighth notes	
1-14	Keeping a steady beat	
25-31	Getting right notes	
allegro 1-12	clear articulation and fingering. #s	

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

Name: _____

Date: 11/19/15Name of piece: ToccataComposer: Girolamo Frescobaldi

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

with the band in a concert or large group

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
I-End	Correct fingering and counting, as well as clear notes.	
6-12?	hitting and fingering correct notes.	
E-F	fingering the correct flats and note as well as keeping good tempo	
1-A	Starting off with strong sound and pitch	

Selecting Music Worksheet: Proficient Level

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

Name: _____

Date: 12/16/15Name of piece: VictoryComposer: Noah D. Taylor

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

with band for large group

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
<u>84-88</u>	<u>Clear notes correct note on runs</u>	
<u>53-61</u>	<u>clear notes correct counting</u>	
<u>37-44</u>	<u>Correct notes and counting</u>	
<u>1-6</u>	<u>correct counting and dynamics</u>	

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:

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 is difficult because this piece is slow.

Rhythm

tempo is really slow making it difficult to count

concert minor

High notes for flutes is difficult to 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).

Rhythm and counting will be important because of the slow tempo.

moody

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.

Practice at home and lessons