

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

Student Name: _____

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

Musical Selection/Section Rehearsed: Gavotte

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 difficulties?	(e.g., elements of music, compositional devices, structural elements...) What parts of the music are difficult? (e.g., rhythm, notes, phrase marks, breathing, dynamics...)? How will you use this to guide your practice?
	In the Gavotte, the difficulties are the changes in dynamics, like moving from piano to forte. Another difficulty is the articulations. These two things will bring this piece together, as I practice I will focus on this.
	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...)?
	Blend and balance is very important in this piece. Since there are multiple people playing the part I am playing, I will have to make sure to pull back so it blends better with the different parts. The articulation must be bright and light to show the timbre and meaning of this piece.
	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...)
	To practice the dynamics problem I will establish different levels of volume to establish piano, forte, etc. Now with the articulations, I will practice it slowly, making sure I get every staccato and do it in the slow, and slowly increase the tempo until I get it up to tempo.
	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 have not improved as much as I want, but I will keep practicing! There will always be room for improvement.

Selecting Music Worksheet: Proficient Level

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

Name: _____

Date: Feb 26, 2016

Name of piece: Nocturne from Concerto
in G Minor

Composer: Jh Verhey, Op. 47

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

This piece of music is whimsical. A nocturne is a night song, this one showing all the mysterious things that happen in the night. There are runs speckled throughout the piece with large swells of crescendo to decrescendo, giving it a whimsical feel.

(Solo)

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
# 40	- the technical challenges are the rhythms and the chromatic fingerings.	1) Go over chromatic scale 2) Learn the rhythms and write it above.
# 22	- the technical challenges are the triples and clarimash	1) Get the rhythm and become comfortable with those low notes
Bar # 14 Measure # 2	- the technical challenges are the rhythms and the altissimo notes	1) Become comfortable with the altissimo notes
the whole piece	- the technical challenges are the dynamic changes throughout this piece	1) Establish the dynamic levels

Selecting Music Worksheet: Proficient Level

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

Name: _____

Date: _____

Name of piece: Waltz from Sleeping Beauty Composer: Peter Ilich Tchaikovsky

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

This piece of music is magical with a eerie twist. The 2 different feels of triple and duple make an interesting sound of magical but eerie.

(Duet)

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
#1-6	- the technical challenges are to keep the tempo constant	1) Keep the "boom-cling" constant
#31-32	- the technical challenges are the run	1) Get the run by practicing it

Selecting Music Worksheet: Proficient Level

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

Name: _____

Date: _____

Name of piece: Gavotte

Composer: Martini

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

This piece of music is upbeat. The movement of a phrase being passed down from one part to another, makes it interesting to listen and perform since the lead player changes with who has that phrase (measure #1-5, part 1).
(Ensemble, playing 2nd part)

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
# 8-16	- the difficulty is maintaining the staccatos while decrescendoing from mp to pp and then cresendoing back to forte	1) Get changes in volume with decrescendoing and cresendoing 2) Getting staccatos to sound like "dit" at any volume
# 29-33	- the difficulty is maintaining the volume at pp, while sometimes going over the break to a higher register of notes.	1) Getting high E to not cresendo and stay at pianissimo.
# 40-47	- the difficulty is moving together at the "piu lente" and getting the grace notes to not sound muddled.	1) Performing the "piu lente" together by establishing a tempo there 2) Getting the grace notes with an alternate fingering
# 20	- the difficulty is counting the measure correctly	1) Counting the measure 1(2)+ 3 4 