

Practicing with Pen and Paper: Incorporating Score Study into the Studio

MTNA National Conference 2020

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BEFORE YOU BEGIN

- Make a list and define all the new vocabulary, dynamics, and articulations in the work.
- Explore the title of the piece - what does it tell you about the work or the composer?
- Audiation: explore what you can hear from the score before you listen or begin practicing.
- Listen to the piece: what do you notice?

THEMATIC

- Sing thematic material.
- Notate thematic material, including themes, subjects, and countersubjects.
- Compose your own music from the thematic material.
- Identify how the composer develops the theme.

FORMAL ANALYSIS

- Diagram the phrase structure.
- Diagram the large formal structure.
- Chordal analysis: full analysis or large-scale harmonic rhythm.
- IPA analysis.

MEMORY

- Notate or sing memory checkpoints.
- Sing through different musical lines.
- Diagram the major sections without the score.
- Chiu's "Conference Call": cut up a copy of the score into small sections and put them back into order.

MOTIVIC

- Identify the main pitch and rhythmic motives.
- Compose your own from the motivic material.
- Identify how the composer develops each motive.

HISTORICAL

- Establish background context for the piece.
- Understand the character and personality of the composer.
- Understand appropriate stylistic conventions, such as ornamentation and improvisation.

NARRATIVE

- Create a fictional story to go with the piece.
- Create a story from the life of the composer to go with the piece.
- Analysis of any poetry/programmatic material.
- Create an 'emotional' narrative for the piece.

HOW TO DO THIS IN YOUR STUDIO?

- Create worksheets that can be used as weekly assignments.
- Not every idea works for every person - experiment with what works best for you and your students.
- Look at beginning methods for ideas (especially the supplemental material).
- Make sure to do some of this work in the studio. Students will often be unfamiliar with this type of practice.
- Speak to the parents (if appropriate) about score studying so they can help and support your students.

Practice Worksheet

NAME OF PIECE: _____

COMPOSER: _____

GENRE/STYLE: _____

Vocabulary: Write all new vocabulary words and their definitions below.

Dynamics: List all of the different dynamic markings in the music and their meaning.

Articulation: Notate the different types of articulation and their meaning.

Rhythms: Notate at least three rhythms that might require extra practice.

Practice Sections; List the measure numbers for at least three areas that might require extra practice.

MUS 110 Applied Piano
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Repertoire Assignment

NAME OF COMPOSITION: _____

MOVEMENTS (if applicable): _____

COMPOSER (with dates): _____

DATE OF
COMPOSITION: _____

Write a brief description of the work, describing the form and style of the work:

Write a brief bio of the composer, including birthplace, education, important musical contributions, and at least 2 other important musical works.

Thematic Worksheet

NAME OF PIECE: _____

COMPOSER: _____

GENRE/STYLE: _____

Principal Theme/Subject

Location: _____ Other Appearances: _____

Character/Effect: _____

Secondary Theme/Countersubject

Location: _____ Other Appearances: _____

Character/Effect: _____

Tertiary Theme

Location: _____ Other Appearances: _____

Character/Effect: _____

Formal Analysis Worksheet

NAME OF PIECE: _____

COMPOSER: _____

GENRE/STYLE: _____

Diagram the form. Be sure to include (as appropriate) large sections, phrase structure, major cadences, key areas, and measure numbers.

Type of Form: _____

How will this affect your overall understanding of how you to perform this composition?