**Select, Analyze, and Interpret Worksheets**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION I**

After reading the *Paired Playlist* descriptions, chose one pair of playlists with topics that you find most interesting and answer the following questions.

1. Which of the three pairs described do you find most interesting?

Pair #1

Pair #2

Pair #3

2. Which of the following ideas contributed to you selecting that pairing:

I am curious about one or both of these styles of music

I am curious about the stories and lyrics in these kinds of musics

I think I’ve heard one or both of these styles before

I think I have performed one or both of these styles before

One or both of these styles of songs in new to me

I’m interested in the cultural elements within the music

I’m interested in the historical value of this music

I’m interested in the social value and meanings of this music.

3. What, specifically, has drawn you to the playlist of your choice?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please wait to continue the worksheet until you are given further instruction from your teacher.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

The class, as a whole, has decided to study:

Pair #1 Pair #2 Pair #3

**SECTION II** Part 1 (Playlist A)

Write in the title and performer of each of the three selections for Playlist A. As you listen to each of the songs in Playlist A, complete the first three columns in the table below with your observations of the ***musical elements*** and ***expressive qualities*** within each work*.* Then compare your observations using the grey column.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Song 1(A) title: | Song 2(A) title: | Song 3(A) title: | Comparing all 3 songs, how are they similar or different? |
|  | Performer/s: | Performer/s: | Performer/s: |  |
| **Articulation**  (e.g. accented, legato, staccato, etc.) |  |  |  |  |
| **Dynamics**  (e.g. forte, piano etc.) |  |  |  |  |
| **Harmony**  (e.g. accompanied, a capella, instrumental only, etc.) |  |  |  |  |
| **Tempo**  (e.g. largo, andante, allegro, changing tempos, etc.) |  |  |  |  |
| Texture  (e.g. 1-2 parts, 3-5 parts, 6 or more parts, etc.) |  |  |  |  |
| **Timbre**  (e.g. bright, smoky, mournful, full, rich, nasal, tinny, etc.) |  |  |  |  |
| What **culture** does this come from? (e.g. American, Korean, Regional America, etc.) |  |  |  |  |
| What **genre** is this music?  (e.g. rock, country, folk, classical, gospel, etc.) |  |  |  |  |
| What **historical time period** is this music from?  (classical, 20th century, 1950s, current, etc.) |  |  |  |  |

Explain why these three songs should/shouldn’t be organized into a program to demonstrate the theme of this Playlist (A)?

**SECTION II** Part 2 (Playlist B)

Write in the title and performer of each of the three selections for Playlist B. As you listen to each of the songs in Playlist A, complete the first three columns in the table below with your observations of the ***musical elements*** and ***expressive qualities*** within each work*.* Then compare your observations using the grey column.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Song 1(A) title: | Song 2(A) title: | Song 3(A) title: | Comparing all 3 songs, how are they similar or different? |
|  | Performer/s: | Performer/s: | Performer/s: |  |
| **Articulation**  (e.g. accented, legato, staccato, etc.) |  |  |  |  |
| **Dynamics**  (e.g. forte, piano etc.) |  |  |  |  |
| **Harmony**  (e.g. accompanied, a capella, instrumental only, etc.) |  |  |  |  |
| **Tempo**  (e.g. largo, andante, allegro, changing tempos, etc.) |  |  |  |  |
| Texture  (e.g. 1-2 parts, 3-5 parts, 6 or more parts, etc.) |  |  |  |  |
| **Timbre**  (e.g. bright, smoky, mournful, full, rich, nasal, tinny, etc.) |  |  |  |  |
| What **culture** does this come from? (e.g. American, Korean, Regional America, etc.) |  |  |  |  |
| What **genre** is this music?  (e.g. rock, country, folk, classical, gospel, etc.) |  |  |  |  |
| What **historical time period** is this music from?  (classical, 20th century, 1950s, current, etc.) |  |  |  |  |

Explain why these three songs should/shouldn’t be organized into a program to demonstrate the theme of this Playlist (B)?