

Repertoire Sheets for Dr. Bauer and Dr. Lancaster

Part I: Vital Statistics

Title:

Composer (dates):

From: (Song Cycle, opera, musical)

Premiere: (Where/When?)

Poet/Librettist (dates):

Part II: Translations/interpretations

1. Type out the text of your song line by line
2. Provide the following translations:
 - a. IPA (after taking Diction I and/or Diction II)
 - b. Word by Word (for foreign languages everyone!)
 - c. Subtext (What is your character REALLY saying Everyone!)

Part III: Back Ground Information

1. Give background information about the composer paying attention to the composer's contribution to vocal music. Give background information on the librettist/poet/book writer.
2. Is this piece based upon another work? (play, story, historical event, or person, etc) Briefly discuss/describe/explain.
3. From which musical historical period does this work stem? Give brief descriptions of characteristics of this musical period. Does this song display any of those characteristics? Cite other famous composers who wrote during that period.

Part IV: The Music

1. What key is the piece in? Does it visit any other keys either by modulation or by key signature change?
2. What is its meter/tempo? Does it change? Does it have rubato?

Continued...

3. What form does the song take? Here are some common song forms to help.

Chorus/verse/chorus/verse/chorus/ (a-b-a-c-a-d-a = Rondo form)

Through Composed

Verse/verse/verse (i.e. variation form a – a' – a''--a''')

Da Capo (ABA)

2 part form (AB)

n.b. These are not ALL the song forms. Do NOT limit yourself to these only.

4. Describe the melody. (jagged, connected, arpeggiated, scale-like, dissonant, predictable, surprising, etc.) How does the melody enhance the expression of the poetry?

5. Describe the accompaniment. (Some examples: left hand plays chords, right hand doubles the melody; accompaniment and melody VERY independent of each other; boom chuck chuck; broken chords; dissonant to the melody; a verse song with altered accompaniment for each verse; improvised accompaniment; etc.) Does the accompaniment change styles during the course of the song? Why would the composer/arranger have done that? Where does this change take place? Why? How does the harmony/accompaniment enhance the expression of the poetry? Does the accompaniment comment on the text/character? Is the accompaniment a character itself? Does the accompaniment paint the mood? How?

n.b. This is not a harmonic analysis assignment. You do not need to analyze chords or use roman numerals to answer these questions. You do not need to play the piano to answer these questions. Just think about it and write in general terms.

Part V Song's meaning/Singer's Character/Poetic Interpretation

1. Describe the character. Give a complete description including age, personality, occupation, nationality, marital status, education level, economic and social status, condition of health, relationship to other characters and basic physical traits.

2. What journey does the character take in the story? How different is he/she at the end of the song as compared to the beginning? What happens to her/him at the end of the entire story/show/opera/song cycle?

3. What is the character's main goal/purpose/objective in each scene? In other words, what does the character want? Take some time to think about this one. Does the character get what he/she wants? What new objective is created at the end of this song?

Be sure to list all your sources when you turn in this document.