

# Score Preparation Guide

## A. PREPARE BACKGROUND INFORMATION

- Composer biography
- Performance suggestions
- Composition history
- Identify & research information not provided but that you believe is important to understanding the background or interpretation of the work, e.g., performance practice, title meaning, origin of themes.

## B. SCORE OVERVIEW

- Mark large structural sections.
- Mark chromatic harmonies.
- Note orchestration density.
- Identify subject of choral texts.

## C. SCORE MARKS

- Translation of foreign terms including expression terms & choral texts
- Overall form of the whole work or movement (identify form with measure demarcation points)
- Score notations:
  - Phrase labels
  - Phrase lengths: Identify length and label symmetry & asymmetry
  - Phrase focal points.
  - Breath marks (')
  - String bowings
  - Diction 1 (Vowels): Note sustained vowels, diphthongs, etc. (Mark as necessary.)
  - Diction 2 (Consonants): Mark ending consonants on first appearance of text
  - Line balances: Foreground (FG), Middleground (MG), and Background (BG) lines
  - Major Musical Moments
  - Cues
  - Metronome mark
  - Large tonal movement
  - Unique chords & chord progressions
  - Score errors, inconsistencies

## D. INTERPRETATIVE SUMMARY VIEWS

- Identify any extramusical bases of the work and determine how these bases affect interpretation.
- Are there historical performance practices that will inform your interpretation of this work?
- Overall, what message is the composer trying to convey to the listener, i.e., what does the composer want to accomplish with this piece?
- How do you intend for the listener to react emotionally to the work as it unfolds?

## E. ANTICIPATED ENSEMBLE & PLAYER DIFFICULTY

Difficulty and Measure Location	Anticipated Solution

## F. COMPREHENSIVE MUSICIANSHIP TOPICS

Select issues you believe to be important for this score from the following Topic options (in bold). In the 'Purpose' section of the table, check ONLY those items that support the intended objective of your 'Content' discussion.

- **Performance & Production**, e.g., technical challenges beyond notes, interpretation, composition type, form type, composer suggestions on performance (Nat'l Std 1, 2, 3, 4, 5; PA Std 9.1)
- **History & Culture**, e.g., composer information, performance practice for the style, background information that generates a more complete intellectual and emotional understanding of the work (Nat'l Std 8, 9; PA Std 9.2)
- **Critical Response**, e.g., characteristics of a good composition, assessment of a performance (Nat'l Std 7; PA Std 9.3, 9.4)
- **Aesthetic Response**, e.g., emotional effects created by the compositional process, anticipated listener response (Nat'l Std 6, 7; PA Std 9.4)

Topic (items in bold above):

Content (For each Topic selected, provide the details of what you will present to the students):

Purpose (For each Topic selected, check ONLY items that are the focus of this Content):

- Simple interest to motivate attention & learning
- Objective information that impacts interpretation
- Emotional understanding that affects interpretation
- Contributes to music knowledge base
- Develops aural skill
- Develops performance skill
- Develops critical judgment
- Understanding listener's aesthetic response
- Interdisciplinary connection
- Other \_\_\_\_\_