



Take a pencil and mark the definitions in the score.

III. Language/Text/Diction

What is the language of your piece? _____

If the song is in English, are there any words you don't understand? _____

Is this piece from a larger work (musical, opera, song cycle or collection)? _____

If so, who is my character? _____

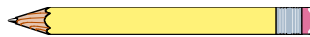
What is the general plot of the larger work? _____

In the overall plot what happened right before this piece? _____

In the overall plot, what will happen right after this piece? _____

What is the translation? _____

Use translation resources or language dictionaries to find a word-by-word translation.



*Mark the word-by-word translation/word definitions in the score,
above the measures.*

Do you know how to pronounce your words properly? If not, who can you go to for help?
(Hints: your choir director, voice teacher, school language teacher, a native speaker, etc.)

IV. Melody/Phrasing

What is the highest note? _____

For how many counts is the highest note held? _____

What is the lowest note? _____

For how many counts is the lowest note held? _____

Are there any difficult intervals? (Isolate and practice these.) _____

What is the tessitura (average range)? _____

High

Medium

Low

What is the general contour of the melody?

Mostly Steps

Mostly Skips

Combination

How are the phrases constructed?

Short Medium

Long

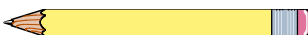
Regular

Irregular

**Many rests,
opportunities to breathe**

**Few rests, opportunities
to breathe**

What is the primary goal-point of each phrase? Hint I: look at the text and find the important word or words of each phrase. Hint II: look at the strong rhythmic beats of each phrase. Hint III: Look at accents that the composer might have written: accents of strength (>), pitch (high, low), or length (long notes).



Mark the phrases and phrase goal-points in the score. After you have done this, mark your breaths. Be careful not to mark breaths in awkward places (in the middle of a word, in the middle of a note, breaking up the flow of a phrase, etc.)

What is the most dramatic moment of the piece?

V. **Harmony/Accompaniment**

What is the key of the piece? _____

Does that key change? _____

Are there many accidentals/chromatic notes? _____

Is the accompaniment supportive? Does it double the melody? _____

Does the accompaniment help you to find your entrance notes? _____

Does the accompaniment provide harmonic support for your melody? _____

Does the accompaniment help set the scene, or contribute to the drama of the piece (e.g., word painting)? _____

VI. **Form/Structure**

Study the score and circle the structure that best fits the piece:

Strophic

Modified Strophic

AB

ABA/Da capo

Rondo

Through-composed