



Audio Repertoire

Written by Laurel McAfee, Presented at JA Workshop 2009

PART 1 - THE IMPORTANCE OF MUSIC

- A. Music has the greater impact on the show. **Choice is important.**
- B. The audience tires of repetition, constant beat, and poor sound quality. **Editing is important.**
- C. Effect is greatly influenced by variety of mood and types of sound. **Sequencing is important.**
- D. How the music is used impacts Content & OE. **Listening is important.**

PART 2 - HEAR THE MUSICAL MOOD

- A. Use your first **IMPRESSION** to hear the musical quality
 - 1. Mood has more influence than words.
 - 2. Musical Quality: the musical mood, instrument character; the emotional aspect of the sound.
 - 3. Musical quality can correspond with formations and movement quality.
 - 4. Identify **MUSICAL QUALITY** as:
 - a. Mood and emotion
 - b. Solo instruments or orchestra
 - c. Melody and background
 - d. Vocals and instrumental
 - e. Pulse and accents
 - f. Tempo and key changes
 - g. Dynamics, changes, transitions
- B. Impression of Music Exercise
 - 1. .
 - 2. .
 - 3. .

PART 3 - IDENTIFY THE ELEMENTS OF MUSIC

- A. Use **ANALYSIS** to identify all the different parts that make up music.
 - 1. **Down Beat:** First beat of the measure, the strongest in any meter. (1 - 2 - 3 - 1 - 2 - 3).
 - 2. **Rhythm/Beat Patterns:** The pattern of regular or irregular pulses.
 - 3. **Meter:** Organization of rhythm in time; the grouping of beats into larger, regular patterns, notated as measures. (4/4 2/4 3/4 6/8)
 - 4. **Measure:** A rhythmic grouping or metrical unit that contains a fixed number of beats; in notated music, it appears as a vertical line through the staff. (4/4 2/4 3/4 6/8)

5. **Bridge:** Transitional passage connecting two sections of a composition.
 6. **Coda:** The last part of a piece, usually added to a standard form to bring it to a close.
 7. **Crescendo:** The dynamic effect of gradually growing louder, indicated in the musical score by the marking "<".
 8. **Decrescendo:** The dynamic effect of gradually growing softer, indicated in the musical score by the marking ">".
 9. **Tempo:** Rate of speed or pace of music. Tempo markings are traditionally given in Italian; common markings include largo (broad; very slow); adagio (quite slow); andante (a walking pace); allegro (fast; cheerful); vivace (lively); presto (very fast); accelerando (getting faster); ritardando (getting slower).
 10. **Dynamics:** Element of musical expression relating to the degree of loudness or softness, or volume, of a sound.
 11. **Melody:** Succession of single tones or pitches perceived by the mind as a unity.
 12. **Countermelody:** An accompanying melody sounded against the principal melody.
 13. **Orchestration:** The technique of setting instruments in various combinations.
 14. **Also:** genre, form/structure, meter, dynamics, mood, melody, harmony, instrumentation, contrast, dissonance, texture, regular/irregular accents, syncopation.
- B. Analysis of Music Exercise
1. .
 2. .
 3. .

PART 4 - RELATE THE AUDIO TO THE VISUAL

- A. Planned 'memorable' effect for each musical section
- B. Pacing and interest also created by visual variety, contrast, and change of intensity
- C. Audio enhanced by creative visual interpretation
 1. Musical dynamics enhanced by form, staging, movement quality, gesture, character projection, props/floors/sets
- D. Imagery used to design formations
- E. Choreography integrated within formation
- F. Focus manipulated by design
 1. Block Forms = big impact, unison, *don't overuse*
 2. Lines = manipulate focus, relaxing
 3. Geometric = hard lines, structured
 4. Organic = softer natural lines

5. Symmetrical = formal, single focus
 6. Asymmetrical = intriguing, multiple focus
 7. Texture = offers interest, audio depth
 8. Group = enhances music structure
 9. Layering = adds visual & audio depth
 10. Soloist = creates focus, intimate moments
 11. Ripple = animates motion in music
 12. Progression = develops the idea
 13. Transition = changes the idea
 14. Stationary = emphasizes the idea
 15. Motion = energizes the idea
- G. Interpretation of Music Exercise
1. .
 2. .
 3. .

4.2 JUDGING PROCESS

- A. **Impression:** emotional listening; identify the mood(s) within each piece and give some sort of reasoning behind your impressions
- B. **Analysis:** systematic listening; break apart and identify the musical elements you are hearing
- C. **Comparison:** visual listening; determine the level of relationship between the audio and visual interpretation
- D. How is the soundtrack (as a whole) measured **without** visual interpretation?
 1. Determine the consistency in that selection process
 2. Determine the effect of sequencing and pacing (and editing)
 3. Determine the potential to develop ideas
 4. Determine the level of contribution to the program
- E. What are (more detailed) questions to ask about the music:
 1. Does it have HIGHS & LOWS?
 2. Does it have IMPACT & EFFECT built in?
 3. Does it provide CONTRAST?
 4. Do the students RELATE to it?
 5. Does it have a GREAT ENDING?
 6. Does it have a VISUAL interpretation?
 7. Does it help the team to STAND OUT from the crowd and be remembered?
 - a. Does one sub-caption (audio or visual) contribute more to the overall success of the program?