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3

91422



914220



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 3 Music Studies, 2015

91422 Analyse a substantial music work

2.00 p.m. Monday 16 November 2015
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse a substantial music work.	Critically analyse a substantial music work.	Perceptively analyse a substantial music work.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the question in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Low Achievement

TOTAL

3

ASSESSOR'S USE ONLY

In this paper you are to analyse ONE substantial music work that you have studied. Read all parts of the question carefully before you begin.

Do NOT repeat the same material in your answers to different parts of the question.

Work title: Braunenburg Concerto No. 5 Allegro (Mvt. 1)

Composer/performer: Johann Bach Sebastian

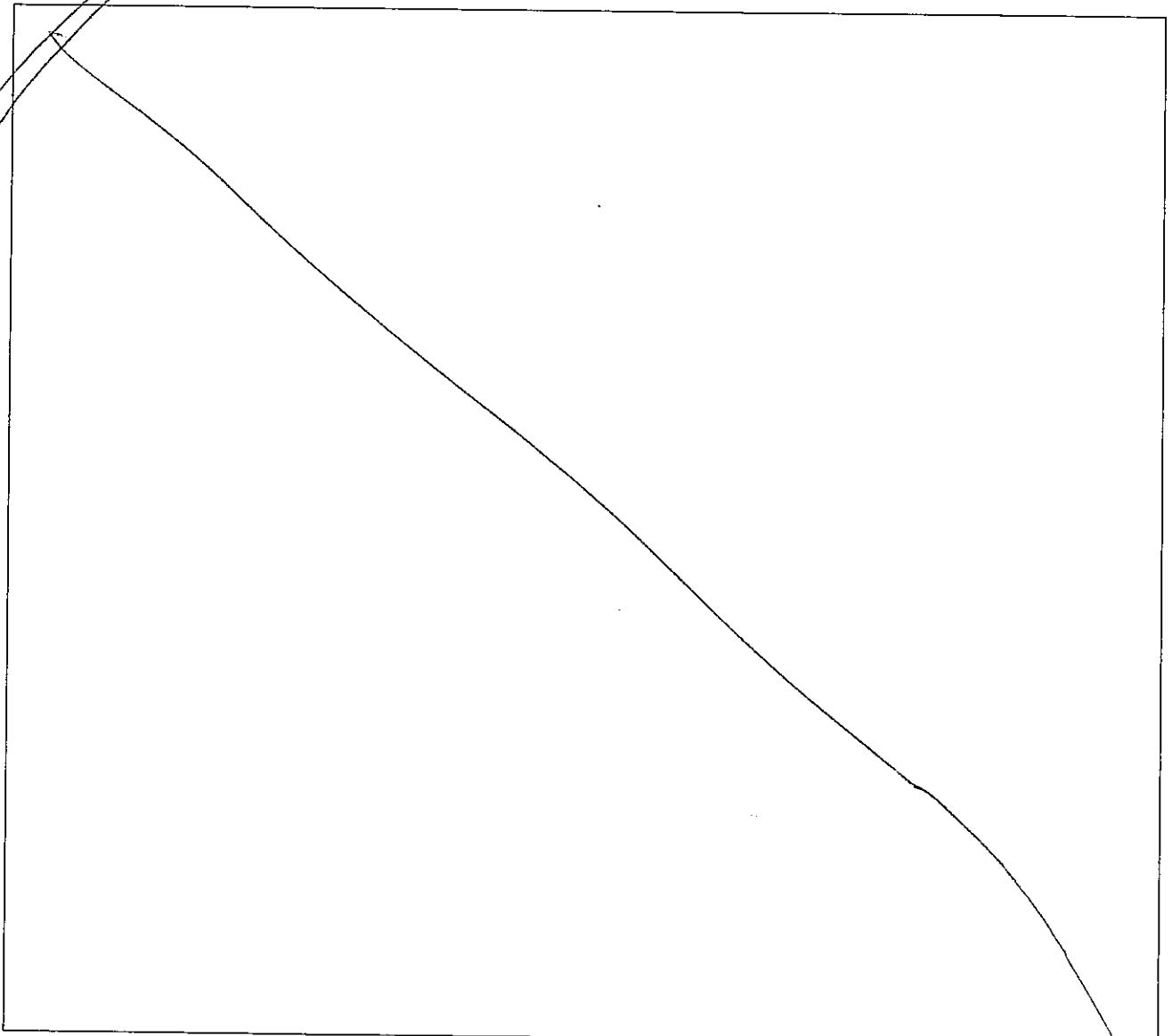
Genre/style/period: Baroque period / Concerto Grosso

QUESTION

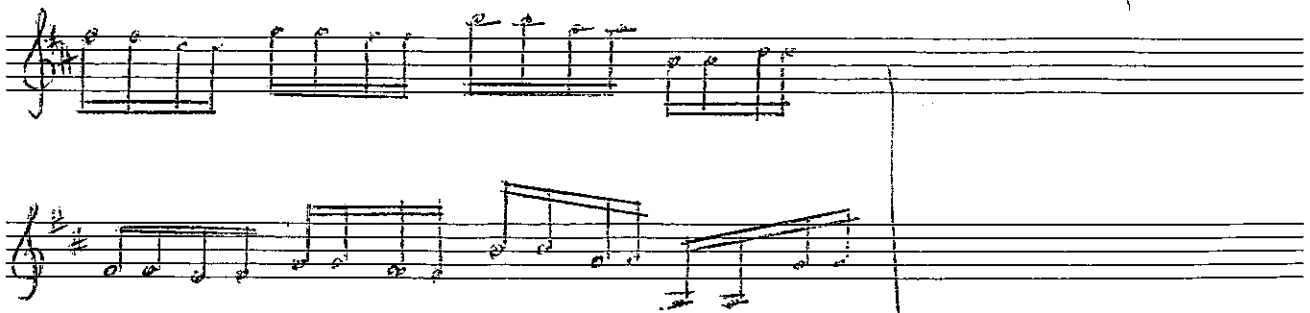
(a) **The structure, and the style and expressive quality of the work**

- (i) Analyse the form or structure of the work. You should refer to:
- the main sections of the work
 - any sub-sections of these main sections.

It may help to draw a diagram in the space below.



Brandenburg is written in a ritornello form. It has 8 ritornellos (statements of theme full at the beginning, middle and end) of the ~~song~~ ^{piece}. ~~The episodes of the~~ There are 7 episodes that are altered. The ritornello is played by the ripieno and accompanying orchestra. However ~~the~~ ^{here} the melodic content is not ~~extended~~ ^{developed}. Episodes are played by continuo or solo instruments such as harpsichord, violin and flute. The theme is developed in ritornelli at the first 4 episodes. After that the episode is more free. Display of soloist virtuosity is played. The episode lengths over the work progresses and leads to a 62 bar harpsichord cadenza in the ritornello //



Select (✓) ONE of the following features of the work.

Tonality (key relationships)

Harmony

Development of motifs

(ii) How is this feature related to the style of the work?

Support your response with specific musical evidence.

The ritornelli always establishes a new key but never develops it. For example the new key centre can be related through the development of episodes in the ritornelli. The ritornelli always starts and begins in the same key. The ground work is shown in the harmonic stages. The development of tonality (epi 1) with the stable ^{stable} ~~stability~~ ~~clear~~ ~~clear~~ in the the episode is ~~clear~~ the ~~clear~~ ~~clear~~ ~~clear~~ the Episode 1 passes through the dominant key and when we 2 re-^{establish} ~~establish~~ the D major key. In Episode 2 it dictates the new key with ritornello 2. Episode starts and finishes in D major.

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(iii) How important is this feature in communicating the expressive qualities of the music?

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Support your response with specific musical evidence.

Tonality is important because it brings out the ground work in the harmonic stages. It also develops a tone throughout the piece. It has diatonic harmonies for example D major Episode 1 Bar 2 and no dissonance. The ritornelli is able to establish a new key which makes the piece more interesting in the passages as it is tonally centered around D major while the other ~~notes~~ ^{notes} can be played freely. Tonality is ^{an} important feature to Brandenburg as bar 1 in bar 1 it begins with a D major ~~major~~ in co-operation with an arpeggio style then shift to an A major ~~at~~ the first movement. //

D major to arpeggio

Shift to A maj (1 mv+)

(b) A use of a musical element, and the style and expressive quality of the work

Select (✓) ONE of the following elements of the work.

 Melody Instrumentation/timbre Texture

(i) Describe how the element has been used in the work.

Support your response with specific musical evidence.

Instrumentation and timbre is one other feature of the Brandenburg piece. Bach was the first to create a two solo instrument and a cadenza. Though ~~these~~ ~~the~~ solos weren't common around Baroque period, Bach had created a harpsichord solo as well as the use of violin and flute in one episode.

(ii) How is this element related to the style of the work?


Support your response with specific musical evidence.

This element is related to the style of work as solo instruments weren't common during Baroque period. Therefore having first solos made the episodes more interesting for the listener to hear. Also Bach's concerto was considered backwards which made the piece seem different with the different use of instruments. We can see a solo in Bar 9 where the harpsichord has it's solo. //

Bar 1



Bar 9 Harpsichord solo



(iii) How important is this element in communicating the expressive qualities of the music?

Support your response with specific musical evidence.

Instrumentation is important in communicating the expressive qualities of music as it brings a different different sound. Since the polyphony success I appreciate the different instrumentation brings out this sound. Also in episode 1 more notes are added to allow the melody to ~~be~~ sound developed. With the compositional theme the melody is developed more with the use of instruments such as harpichord, violin and flute. This can be seen in episode 1 bar 2 of the piece.

Low Achievement exemplar for 91422 2015	Total score	03
Annotation		
<p>(a) (i) A basic description of the structure with some evidence offered.</p> <p>(a) (ii) Some grasp shown of the key relationships but little to relate to the style.</p> <p>(a) (iii) An attempt to relate tonality to expressive qualities.</p> <p>(b) (i) One specific example given of the use of timbre.</p> <p>(b) (ii) Some success in relating timbre to the style of the work.</p> <p>(b) (iii) An attempt to relate timbre to expressive qualities.</p> <p>This candidate showed just enough evidence to Achieve. A number of quotes were offered as evidence but these generally did not relate to the responses.</p>		

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High Achievement

TOTAL

4

ASSESSOR'S USE ONLY

In this paper you are to analyse ONE substantial music work that you have studied. Read all parts of the question carefully before you begin.

Do NOT repeat the same material in your answers to different parts of the question.

Work title: Romeo & Juliet

Composer/performer: Tchaikovsky

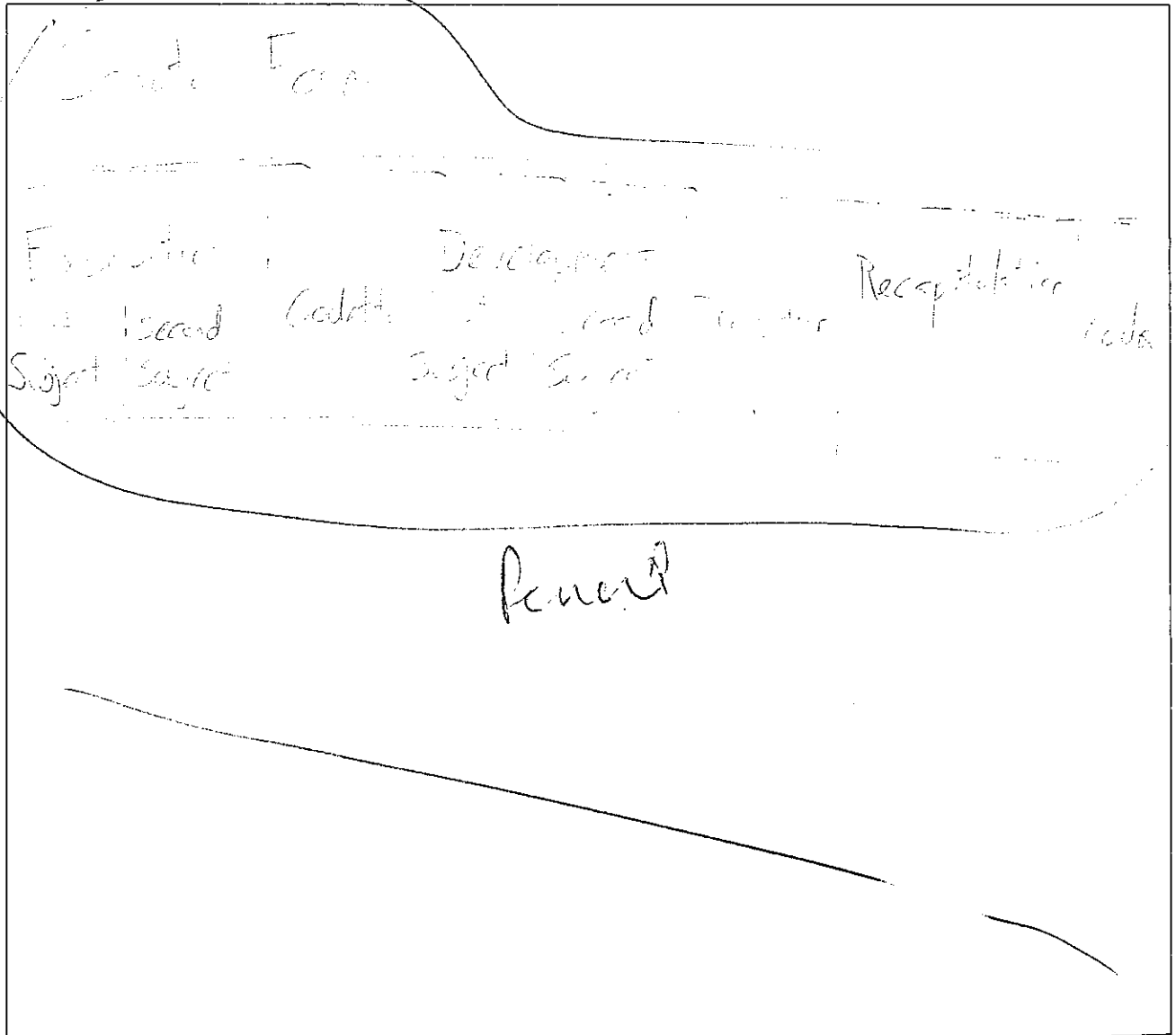
Genre/style/period: Romantic

QUESTION

(a) The structure, and the style and expressive quality of the work

- (i) Analyse the form or structure of the work. You should refer to:
- the main sections of the work
 - any sub-sections of these main sections.

It may help to draw a diagram in the space below.



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Romeo & Juliet, composed by Tchaikovsky, uses a slightly modified ~~the~~ version of sonata form. It begins with an Introduction/Exposition which holds two subjects, or motifs, simply labelled subject 1 & subject 2.* The Exposition ends with a codetta which leads into the development section of the song. The development section has its own 1st and second subject, and contains various developments on motifs that appeared throughout the exposition. It also holds new motifs, some which are almost immediately developed. The development section includes the 'Love Theme' which represents Juliet's & Romeo's love for each other. At the end of the development phase, there is a transition which leads to the recapitulation, which goes over many previously heard motifs. The ~~cap~~ recapitulation captures & represents the feud between the Montagues & the Capulets. The song ends on a slow coda which represents the death of the two lovers.

*The Exposition is ~~present~~ ~~the~~ describes the character Friar Lawrence.

Select (✓) ONE of the following features of the work.

Tonality (key relationships)

Harmony

Development of motifs

ASSE
USE

(ii) How is this feature related to the style of the work?

Support your response with specific musical evidence.

During the Classical period, there were rules in music which were strictly followed.

Sonata Form for instance was ~~an~~ only Exposition Development Recapitulation, no extras.

When the Romantic Period came, composers started to leave the rules behind. This is evident in Romeo & Juliet, as Tchaikovsky starts developing motifs throughout the piece as opposed to only in the development section of the work.

For example, the Love theme (Below) is played sweetly in its first run, but bars later at the end of the ~~exposition~~ Development it is seen with a massive crescendo, as well as grace notes and inversions, while still obviously the same motif. //

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1st time



2nd time



Crescendo

(iii) How important is this feature in communicating the expressive qualities of the music?

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USE ONLY

Support your response with specific musical evidence.

Development is very important when communicating expressive qualities of the music. you could play the same 4 notes 40 different ways to convey 40 different meanings. This is obvious during Romeo & Juliet where the First subject of the exposition (AI) is played. To begin with, it is played on the wind instruments, depicting Friar Lawrence as a sweet/nice character. But later on in the score, the same motif is used in tutt. & unison. Nearly every instrument plays AI, loudly & fiercely, depicting the same man but showing his sour/angry side.



(b) A use of a musical element, and the style and expressive quality of the work

Select (✓) ONE of the following elements of the work.

 Melody Instrumentation/timbre Texture

(i) Describe how the element has been used in the work.

Support your response with specific musical evidence.

Tchaikovsky has used a fairly generic romantic style orchestra. He uses these instruments well, & to their full advantage. Tchaikovsky changed the timbre to help convey the emotion of the story of Romeo & Juliet. For instance when tension arises, Tchaikovsky successfully changes the timbre so that the strings are the prominent section lying underneath the melody to create tension with fast semiquavers. Or, during a lighter part of the song, e.g. the first love theme, there are less instruments playing to get that sweeter sound.

(ii) How is this element related to the style of the work?

ASSESSOR'S
USE ONLY

Support your response with specific musical evidence.

The instruments used in Romeo & Juliet represent the Romantic time period very well. The Harp & the Cor Anglais are two instruments used in many pieces throughout this era, more than at any other time. The harp for instance using its rising arpeggios ~~over~~ over the second theme in the exposition & the Cor Anglais taking the lead role in the love theme. Also, the use of varying timbre throughout each section as opposed to one select timbre per section further implies & relates to the Romantic era.

(iii) How important is this element in communicating the expressive qualities of the music?

Support your response with specific musical evidence.

Different instruments succeed better than others at conveying specific emotions. Strings are normally associated with tense fast lines whilst the Wind section are more seen as sweet legato. Horns are a sharp piercing sound, and the harp is a calming butters sound. Each of these different instruments are the reason for the music's expressiveness, and therefore instrumentation is extremely important in communicating the expressive qualities of music. After all, if the ~~trance~~ recapitulation part that displays the intense fight between the two families was played on only the piccolo, it wouldn't be very intense, would it? Instead it is tutti, and a very powerful & memorable section.

High Achievement exemplar for 91422 2015	Total score	04
Annotation		
<p>(a) (i) A sound description of the structure with some reference to the actual themes as evidence.</p> <p>(a) (ii) Attempts the question quite well and gives some specific evidence.</p> <p>(a) (iii) Gives a specific example of thematic development to justify the answer.</p> <p>(b) (i) An attempt, with an example that relates more to (b) (iii).</p> <p>(b) (ii) An attempt giving specific instruments as examples.</p> <p>(b) (iii) A rather generic answer but does relate somewhat to the specific work.</p> <p>Most parts of the task attempted quite well with references to simple examples from the work. This candidate achieved comfortably but did not discuss in enough detail to reach the standard of Merit.</p>		