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ENSEMBLE CRITERIA QUESTIONNAIRE

Use this questionnaire to help identify **qualitative** and **suitability** factors for a certain piece of music.

Suitability Factors: *For Which* Group(s) Can Play This Piece of Music?

- ☐ What is the title of this piece?
- ☐ Who composed this piece?
- ☐ Is there an arranger/transcriber/editor? If so, what is their name?
- ☐ What company published this piece?
- ☐ What year was this piece composed?
- ☐ What time period is this piece attributed?
Medieval
Renaissance
Baroque
Classical
Romantic
Post-Romantic
Modern
Other
- ☐ What is the style of this piece?
- ☐ What is the grade level of this piece based on the publisher, composer, reseller, and/or state music lists?
- ☐ What is the duration/length of this piece (time)? *(please indicate in HH:MM:SS)*
- ☐ What ensemble is this piece designed for? *(Band, Orchestra, etc.)*
- ☐ What is the instrumentation of this piece? Please **bold** any instruments that are not found in the standard orchestral or band score.
- ☐ Does this piece require a soloist(s)? If so, what instrument(s)?
- ☐ Is there divisi in this piece? If so, in what instruments do they occur?



- ☐ Does this piece have any unique instruments/instrumentations/equipment/extended techniques? (for example, “This piece is performed with an audio and/or video accompaniment.” “This piece requires piano accompaniment.” “This piece requires 3 independent English horn parts.” “This piece requires flutter tongue.”)
- ☐ What are the ranges (highest and lowest notes) of each instrument within this piece?

Piccolo
Flute
Oboe
English Horn
Bassoon
Contrabassoon
E♭ Clarinet
B♭ Clarinet
B♭ Bass Clarinet
B♭ Contrabass Clarinet
Soprano Saxophone
Alto Saxophone
Tenor Saxophone
Baritone Saxophone
French Horn
Trumpet
Cornet
Trombone
Baritone/Euphonium
Tuba
Pitched Percussion
Non-Pitched Percussion
Violin
Viola
Cello
Double Bass

- ☐ What is the overall difficulty of the ranges?
 1 = within the first five notes (either do, re, mi, fa, sol or a pentatonic scale)
 2 = within an octave
 3 = within an octave and a half
 4 = within two octaves
 5 = within three octaves
 6 = within the entire range of the instrument
- ☐ Are there any instruments where the tessitura is difficult? If so, list the instrument(s) and the tessituras.
- ☐ What key signature(s) is this piece?
- ☐ What meter(s)/time signature is this piece?

- ☐ What tempo(s) is this piece? Put in order from *slowest* to *fastest*, and please put *note value* = # *bpm*.
- ☐ What is the fastest rhythm?
- ☐ What is the most complex rhythm?
- ☐ Is there syncopation?
- ☐ What articulation(s) are found in this piece?
- ☐ Is this piece highly programmatic, absolute, or other?

Qualitative Factors: Is This Piece a “*Good*” Piece of Music?

Rating Category  	4 <i>Difficult</i>	3 <i>Somewhat Hard</i>	2 <i>Moderate</i>	1 <i>Easy</i>	Additional Comments/ Questions
Melodic and Harmonic Complexity <i>Does the melody move in a scalar motion or does it have lots of leaps/arpeggiation?</i>	<i>Melody is well-developed and transitions smoothly between many voices. Harmony is extensive and adds meaningful expression to the piece.</i>	<i>Melody develops smoothly between 1-2 voices. Harmony is mostly all-encompassing.</i>	<i>Melody is present but stays only within one voice. Harmony is simple and is structured in a basic chord progression.</i>	<i>There is barely a melodic line, nor does it make sense within the context of the piece. Little to no harmony present.</i>	
Structure/Form <i>Does it make musical sense?</i>	<i>Does not have a definable or logical form that can be easily followed.</i>	<i>Has a form but is not fluidly executed through transitions or is very disjunct.</i>	<i>Has a clear or mostly defined form, but one of the components of the structure does not match.</i>	<i>Has either a well-defined, logical form with a clear beginning, middle, and end, or instead, a formal structure that is intriguing and can be followed.</i>	
Rhythmic Diversity/Vitality	<i>A wide assortment of complex rhythms used with lots of syncopation and a shifting of the rhythmic patterns.</i>	<i>Rhythms are more complicated with some syncopation and drives the piece forward.</i>	<i>Rhythms are developing with different voices carrying many rhythmic ideas.</i>	<i>There is little rhythmic variety. Mostly simple rhythms are used and repeated throughout the piece.</i>	
Orchestration	<i>Piece calls for a very specific orchestration.</i>	<i>Piece uses standard band or orchestral orchestration with 4 or more additional</i>	<i>Piece uses standard band or orchestral orchestration with 1-2</i>	<i>Piece uses the standard band or orchestral orchestration with no</i>	

		<i>instruments required.</i>	<i>additional instruments required.</i>	<i>additional instruments required.</i>	
Originality <i>Does the piece incorporate original ideas and motifs? If so, what are they?</i>	<i>A completely original piece, incorporating original ideas and motifs well throughout.</i>	<i>The piece mostly incorporates original ideas using melodic and harmonic content.</i>	<i>The piece incorporates some original ideas, but it is difficult to identify them.</i>	<i>The piece is not original.</i>	
Expressive Elements/ Emotional Substance <i>Do the expressive elements clearly convey the emotional substance of the piece?</i>	<i>Expressive elements used throughout the entire piece, including tempo changes, articulations, phrasing, and dynamics that dramatically convey the emotion(s) of the piece. The score allows musicians to be creative with their expressiveness.</i>	<i>Expressive elements used mostly throughout the piece and are indicated with score markings.</i>	<i>Basic expressive elements like dynamics and articulations are used.</i>	<i>Little to no expressive elements used.</i>	

☐ If this piece is an arrangement, does it stay true to the original style and the composer's intent?

☐ Is there historical significance of this piece? If so, explain.

☐ Does this piece of music connect to other subject areas? If so, explain.

☐ What musical elements and/or musical concepts can you teach from this piece?

Other Factors to Consider:

☐ Is there anything else that you should know about this piece?

☐ If you had to program this piece in a concert, what could be a potential concert theme?

☐ Where would this piece go in a concert order?