

# WORKSHEET 1: MUSICAL IDENTITY

1. *In what ways has the music you listen to shaped your identity?*
2. *Who are your favorite artists or bands? What styles of music do you like?*
3. *Are there any musical groups or styles you secretly like but would never admit?*
4. *When, where and how do you listen to music? At home? In the car? With headphones?*
5. *What do the songs you listen to say about who you are? What do you hope it says? Is there a sub-culture with which you identify?*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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# Day 2 - Choir/Band/Music

## ALL GRADES

### WORKSHEET 2: REPRESENTATIVE SONG

Choose a song that represents your identity and use it to complete the following worksheet.  
Remember, to choose a song that has school appropriate lyrics, absolutely NO profanity. All short answer questions should be written in COMPLETE SENTENCES.

Song Title: \_\_\_\_\_

Artist/Band: \_\_\_\_\_

Genre/Style: \_\_\_\_\_

What do you hear in the song that tells you it is part of this style? Be specific, and use the word bank below to help guide your thoughts:

Dynamics	Tone Color/Texture	Melody	Rhythm/Beat/ Tempo
Soft, Loud Powerful, Delicate Intense, Subdued	Dark, Light Pleasant, Unpleasant Heavy, Mellow, Lush Pure Clean, Bright Aggressive, Harsh Dense, Sparse	Step-wise motion Smooth, Flowing Leaps, Jagged Constantly Changing Fragmented	Strong, Weak Steady, Free Fast, Moderate, Slow

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Why do you consider this song to be representative of your identity? What in the song makes you feel this way? Be specific; include details or relative examples if needed.

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# Day 3 - Choir / Band / Music

## ALL GRADES

### WORKSHEET 3: SONG ANALYSIS

*Using the song you chose as your representative song, complete the following song analysis questions. All short answer questions should be written in COMPLETE SENTENCES. Use a separate sheet of loose-leaf paper if you need more space.*

Song Title: \_\_\_\_\_

Artist/Band: \_\_\_\_\_

1. What is the form of the song? Use the letter "A" to represent verses, "B" to represent the chorus, and "C" to represent the bridge.

\_\_\_\_\_

2. What strategies does the song writer use to make this song memorable?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What instruments are used in this song? Are they acoustic or electronic? What effect does instrument choice have on how the song is perceived?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the message of this song? Who do you think is the intended audience for this song?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is the mood of the lyrics of this song? How does it make you feel? Does the mood change?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Day 3 pg. 2

6. Does the music match the mood of the lyrics? Why or why not?

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7. Why do you think the artist/song writer chose to write/perform this song?

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8. What is the overall theme of your song? (ie, growing up, love, friendship, loss, overcoming a challenge, etc.)

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9. Write the words or phrases in the lyrics of your song that help support the theme you have chosen.

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10. Go back and re-read the title and re-listen to your song. Does the title or song have a deeper meaning now? In what ways?

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# Day 4 - Choir/Band/Music

## ALL GRADES

### WORKSHEET 4: WHAT MAKES A GREAT PERFORMANCE?

*Why are some performances better than others? Working in small groups, use your musical knowledge and personal preferences to create a list of 10 elements that could be considered to make a great performance.*

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

*Choose your top 5 MOST IMPORTANT elements and write them in the space below. Next to each element, write a brief description of what an exemplary performance would sound/look like. When you have finished, look up a performance of your piece on [www.youtube.com](http://www.youtube.com) and score it using the criteria you have created with 1 as the lowest score and 4 as the highest score.*

Element:	Description:	Score:

*What was the weakest area for this artist's performance? Describe how they could improve that area.*

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# Day 5 - Choir/Band/Music

## ALL GRADES

### WORKSHEET 5: CREATE AN ORIGINAL PIECE

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*Working with your group, create an original work that represents the theme of your selected songs. You may use voices, and pitched and/or non-pitched instruments to create your song.*

*Your song lyrics should convey the theme, and include at least 4 sections. For this part of the assignment, a section is considered one verse, chorus, or bridge. You can perform the lyrics of your piece by singing or rapping, and the music you create to accompany your piece should match your theme (examples: a soft, free-flowing piece for a song about love, or an upbeat, cheerful piece for a song about friendship).*

*Your lyrics should be NEATLY written or typed. Use the checklist below to help you complete your work.*

- ✓ Our piece has at least 4 sections.
- ✓ Our piece has lyrics that convey the theme of our selected songs.
- ✓ Our lyrics make sense.
- ✓ Our piece has an accompaniment that makes sense and is appropriate for our theme.
- ✓ Our piece is performed by singing or rapping.
- ✓ Each person in the group has a part and knows what to do.
- ✓ We have rehearsed our piece.