

FINAL INFORMATION

Your final will be Tuesday, April 28, 2020 (5:30-7:30 via Zoom). You should expect the following components:

Listening Identification

(50%)

Identify the composer and show for each excerpt you hear and describe why it is interesting and/or important. As specifically as possible, address the particular excerpt played (e.g., a style it exemplifies, a compositional feature that it includes, its location in the song's overall form, how it depicts the current scenario or refers back to earlier portions of the show or foreshadows later events, etc.). Naming the song title would be helpful but is not required. You will hear each excerpt twice.

Please be aware that naming the composer and show are only worth 2 points total; discussing the musical excerpt is worth 10 points.

- Relatively easy factual information is worth 1-2 points. Examples: naming the character who sings, or naming the song title.
- More musically demanding information is worth 3-4 points. Examples: pointing out a particular analytic feature within the excerpt, such as a sentence, a sequence, a deceptive cadence, or a dominant expansion.
- You may earn 5 points with information that not only addresses the excerpt played but relates it specifically to other parts of the show. Examples: identifying a Leitmotive and indicating what it seems to stand for, or indicating where the excerpt falls in the overall form of a song (e.g., "this is the second A section of an AABA form").

It is possible to earn extra credit for any given excerpt by exceeding the 10-point standard with a very thorough and/or especially insightful answer.

Analysis

(20%)

Any musical excerpts will be drawn from the shows we have studied. They will probably be passages that we did not specifically study in class, but they will include features that we addressed in other contexts. Be prepared to analyze:

- Harmony — representing chords with appropriate Roman numerals and figures
- Phrase structure — identifying cadences, depicting phrase structure in a clear diagram, and describing phrase structure using standard technical vocabulary
- Form — representing form with letters (e.g., ABA') and describing formal components using standard technical vocabulary when it exists

You will be provided with both a score and a recording for any analysis question.

Short Essay

(25%)

There will be a fairly broad question that will provide ample opportunity for you to display your knowledge of the libretto, the literary background, and/or the music of one or more of the shows we have covered. Sample questions:

- The main couples in all seven of the musicals we have studied are mismatched in some way. Addressing at least five of the shows we studied this semester, summarize the differences for each couple (based on information contained in the libretto) and describe how this mismatch is either emphasized or downplayed musically.
- In some shows, entire songs (or at least significant portions of songs) are repeated later in the show. Cite a song from at least five shows that we studied this semester that recurs. In each case, explain why the song is repeated and whether its meaning has changed in this new context.
- As we have seen, AABA form is very commonly used in Broadway shows. Sometimes the form is very straightforward, sometimes it is embedded in a larger form, and sometimes the composer alters or disguises the form. Citing examples from at least four shows that we have studied this semester, describe songs that represent a variety of AABA forms. (Be as specific as possible to clarify the AABA form; if possible, quoting lyrics would be helpful.)
- Sometimes different songs within a show share motives. Identify songs from at least three shows we have studied this semester and describe the motive that they share.

Name Recognition

(5%)

You should be sufficiently familiar with the major figures we have learned about this semester (composers, librettists, choreographers, authors, etc.) that you can match their names with significant facts about their professions.