

Analysis #2: The string quartet

Name:

Complete this essay on another sheet(s) of paper. Turn in this page with your essay.

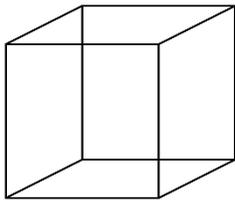
Musical analysis, like all analysis, is made up of two things: Analysis = Description + “So what”

As with all analysis, there are multiple ways to look at and describe a topic—different perspectives yield different interpretations and different insights. The goal with this in-class essay is to flex and strengthen your ability to regard the same idea from multiple perspectives.

In this class, you’ve learned several ways that people think about and understand music:

- Musical elements
- Being an attentive listener of the soundscape
- Music history (style and trends in various periods of music history)
- How music affects the brains of people who play it, create it, and listen to it (physiology and musicking)
- How music is learned and taught (education)
- The skills of executing music (auditions, ensemble skills, singing)
- How music is funded (economics)
- How music is consumed
- How music is used (dance, religion, violence)
- Listener bias (age, gender, background)
- Careers of musicians, especially composers
- Issues of authenticity in various genres
- Ethnomusicology and social context
- Arts administration and teamwork skills

For this in-class writing, you’re going to explore different ways of thinking about a piece of music written for string quartet, George Crumb, *Black Angels* (1970), using a brainstorming technique called “cubing.”



We often think about a topic from only one or two ways, and the more we think about it from those perspectives, the more focused our brain becomes, and we blind ourselves to other ideas because it’s difficult to break out of that rut.

However, a cube has *six* sides—that’s how many distinct ways you’re going to think about this piece of music today. Draw upon the different ideas you’ve learned in this class to add depth and variety to your work today.

You'll be graded on your ability to come up with as many meaningful and varied ideas about this piece quickly (4-5 minutes per "side" of the cube), not your grammar or the completeness of your ideas—don't stop to fix anything, just keep writing!

First, watch the video for this piece of music.

Side 1: Describe

Points: ___/15

Side 2: Compare and Contrast

Points: ___/15

Side 3: Associate

Points: ___/15

Side 4: Analyze

Points: ___/15

Side 5: Apply

Points: ___/15

Watch the video once more before completing side 6.

Side 6: Argue for and against

Points: ___/20

Thesis statement

Points: ___/5

Total points ____/100