Dance Upon the Moon

I. Musicians ANALYZE: Rehearsals and performances are enhanced through understanding the structure and context of a work.

A. This work’s form is introduction, A, B, interlude, A’, and coda. The introduction is present in measures 1-10.
   1. Which measures present the interlude? Coda? How do each of these sections relate to the introduction? Explain and support.
   2. The form includes A and an A’. Describe, compare and contrast these two sections. How are they similar? Different? Explain.

B. Use musical terms and describe the B section. In which measures is it presented?
   1. What are some of its musical characteristics? Identify and describe.
   2. How does it relate to other sections of the work? Compare and describe.

EXTEND: Some musical characteristics of a section are very obvious. Others are more hidden. Why is it helpful for a musician to be aware of and understand the characteristics of a work? How is this helpful when performing? Explain.

II. Musicians INTERPRET: Rehearsals and performances of a work reflect a process of searching and experimenting with sound to understand and present creative intent.

The term timbre describes the quality of sound produced by a musician when performing.
   1. In which sections of the work might the vocal timbre be similar? Different? Explain.
   2. Why would a musician change their vocal timbre when performing this work? Justify.

EXTEND: The terms dark, bright, thick, thin, husky, shallow, and breathy are among those used to describe vocal timbre. Performers can change the ‘color’ of timbre to help their interpretation of a work. What changes in ‘color’ could be used when interpreting this work? Describe and demonstrate.

Musicians EVALUATE: The judged quality of a work or performance is personal, based on informed analysis, interpretation, and established criteria.

How can changes in vocal timbre influence the response of an audience? Describe and explain.

EXTEND: In rehearsal, explore a wide variety of vocal timbre changes within the work. Perform for classmates. Decide which are most appropriate for a section(s) of this work.

KEY VOCABULARY
Form, Introduction, Interlude, Coda, Sections, Musical characteristics, Timbre
May Clarissa Jean always dance!

Dance Upon the Moon
Two-part and Piano

Words and Music by
Michael Jothen

Performance time: ca. 2:45

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I want to dance, to dance
up - on the moon!
I want to dance, to dance
up - on the moon!
To dance, to dance,
To leap and soar each
day forevermore!

I want to dance, to dance,

to dance, to dance!

If I were dancing, dancing on the moon,

If I were dancing, dancing on the moon,

if I were dancing, dancing on the moon,
I’d float ________
I’d float ________

on the moonlight,
on the moonlight,