

Music 345

Lesson Plan, Winter 2019

Objectives:

Students should be able to...

Use an online reference source to locate basic information

Use the catalog to find a book

Use the ATLA database to find an article

Identify keywords for searching

Evaluate sources using a rubric

Information Literacy Framework areas addressed:

Research as Inquiry—students conduct research across a spectrum of inquiry IN ORDER TO ask increasingly complex questions whose answers develop new questions or lines of inquiry.

Authority is Constructed and Contextual—students weigh markers of authority IN ORDER TO determine whether a source satisfies the information need.

Information is a creation process- students recognize how a source's format is influenced by processes of creation, production, and dissemination IN ORDER TO fully evaluate quality, relevance, and perspective.

Searching as Strategic Exploration—students approach information gathering with a sense of adventure, persistence, and flexibility IN ORDER TO access a broad range of sources that inform the inquiry.

Set Up and Prep

Handout

Library website

Zotero

5 rubrics per student

Greeting/introduction (1-2 minutes)

Quickwrite:

30 seconds- Students quickly write down the steps they take when starting a research project.

Brief discussion on what steps folks follow (depending on answers, engage in research myth-busting if needed)- (2-3 minutes)

Practice Research question and Venn Diagram (7-8 minutes)

Using the practice research question, have students identify the three main concepts and fill those in in spaces 1, 2, and 3 on the Venn diagram (mirror on the board if possible). In this case, it's less of a research question and more: Piece of Music, Genre, and Analysis type.

Brainstorm with students possible keywords from the 3 major concepts

Overview of finding sources using the keywords developed. (10-15 minutes)

Review Library Catalog, I-Share, and Worldcat

Review RILM and Academic Search Complete

Review Google Scholar

Evaluating Sources (walk through the rubric with an example) (10 minutes)

Identify how the source was found

Identify the discipline addressed in the source

Identify any methodologies

Author

Who is the author?

Where do they work?

What credentials do they have?

Are they an expert?

Scholarly Evidence

What evidence does the author use to prove their point?

Timeliness

How old is the source?

Does the age of the source matter?

Is there anything newer on the same topic?

Relevance

How could this source contribute to your assignment?

Does it help answer your research question?

Is it background information?

Audience

To whom is this article source addressed?

Musical Evidence

Does the author call upon music to back up their claims?

Diagrams and Figures

What kinds of examples are provided to help the reader with the analysis?

Other Comments

Closing (2-3 minutes)

End with a question about what they learned today and mention that the librarians are here to help. We don't want this to be the only time we see them, stop by the library/reference desk (mention reference hours) with any questions.

From here, students will locate 5 sources and complete the rubric for each source they find. The rubrics are submitted to both the professor and the librarian for evaluation and comment.

NAME: _____



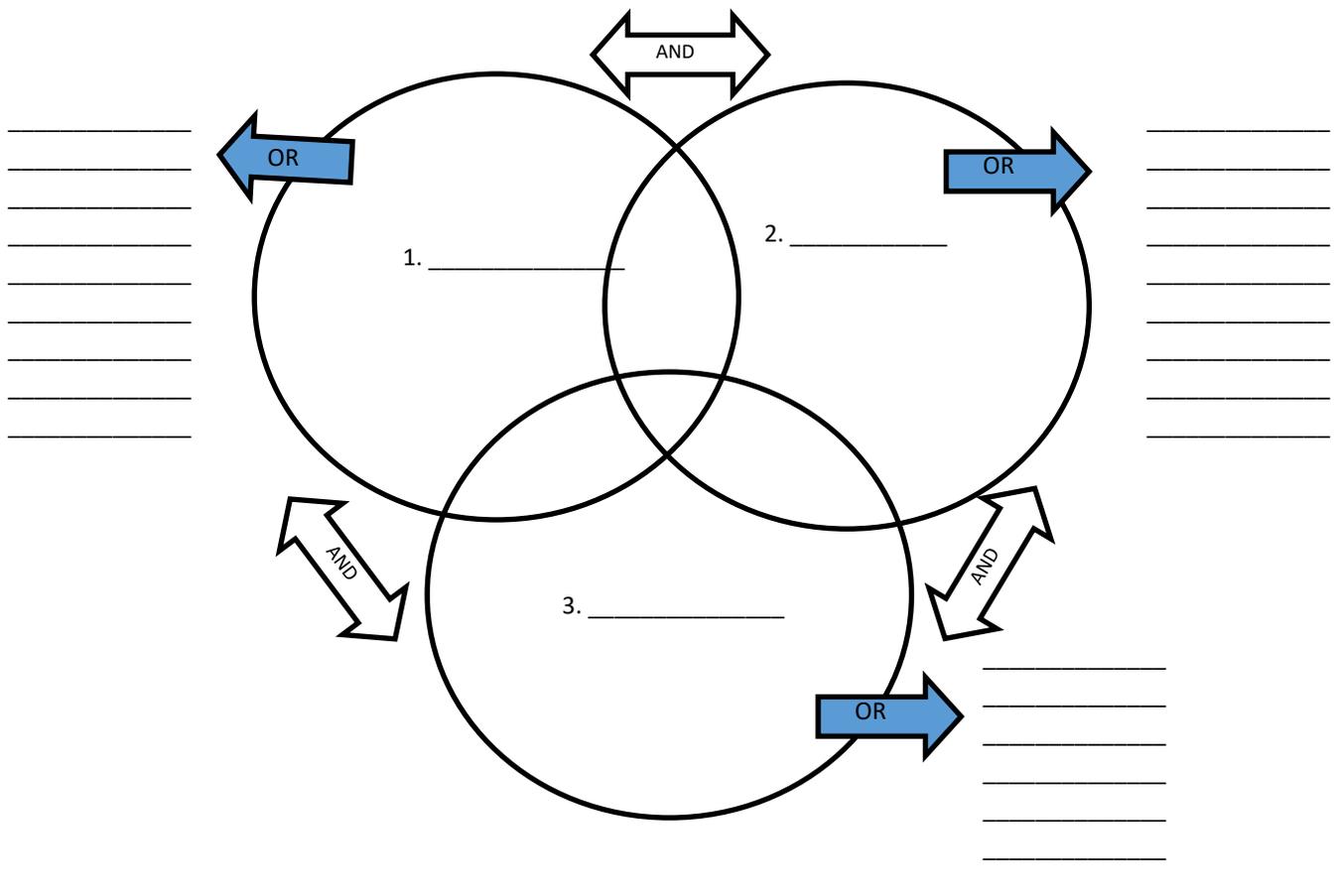
Music 345
Winter 2019

Quickwrite: What steps do YOU take when starting a research project ?

Piece of Music: ___ "You'll be back" from Hamilton ___

Genre: ___ Musical Theatre ___

Analysis Type: ___ Schenkerian ___



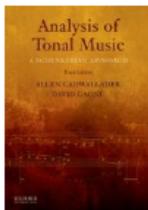
Locating Books: Knox Catalog, I-Share Catalog & WorldCat

Use the Advanced Search Feature and your key words. Remember, you might have to focus only on 2 circles of key words at a time!

Advanced Search

Keyword	<input type="text"/>	
AND	Keyword	<input type="text"/>
AND	Keyword	<input type="text"/>
		<input type="button" value="Reset"/> <input type="button" value="Find"/>

[Cite this](#) [Text this](#) [Email this](#) [Export Record](#) [Save to List](#)



Analysis of tonal music : a Schenkerian approach /

Main Author:	Cadwallader, Allen Clayton.
Other Authors:	Gagné, David.
Format:	Book
Language:	English
Published:	New York ; Oxford : Oxford University Press, 2011.
Edition:	3rd ed.
Subjects:	Schenkerian analysis.
Tags:	No Tags, Be the first to tag this Add Tag record!

Similar Items

- [Instructor's manual for Introduction to Schenkerian analysis /](#)
by: Forte, Allen.
Published: (1982)
- [Introduction to Schenkerian analysis /](#)
by: Forte, Allen.
Published: (1982)
- [Schenker's interpretive practice](#)
by: Snarrenberg, Robert.
Published: (1997)
- [Aspects of Schenkerian theory /](#)
Published: (1983)
- [Trends in Schenkerian research /](#)
Published: (1990)

[Holdings](#) [Description](#) [Table of Contents](#) [Staff View](#)

Knox College

Location: Seymour Library: Main Stacks

Call Number:	MT6.C12 A53 2011
Copy 1	Available

Search hints:

Truncation– finds alternate endings music*

Use OR to search synonyms

Phrases: Keep words together with quotation marks

Locating Scholarly Journals in Articles

Use the research guide for ANSO to get the best results for your searching: <https://knox.libguides.com/music>

EBSCOhost Searching: [RILM Abstracts of Music Literature \(1967 to present\)](#) | [Choose Databases](#)

SW "Schenkerian theory" Select a Field (optional) ▾ Search

AND ▾ Select a Field (optional) ▾ Create Alert

AND ▾ Select a Field (optional) ▾ Clear ?

+ -

 Detailed Record

 Linked Full Text

[Find Similar Results](#)
using SmartText Searching.

[◀ Result List](#) [Refine Search](#) ◀ 1 of 1 ▶

From inspiration to archive: Cole Porter's *Night and day*

Record Type: Main Record

Document Type: [Article in a periodical](#)

Authors: [Shaffel, Matthew R. \(Author\)](#)

Major Topics: [38: Jazz and blues -- General](#)
[67: Theory, analysis, and composition -- Structural analysis](#)

Subjects: [Porter, Cole -- works -- Night and day](#)
[text setting -- Porter, Cole -- Night and day](#)
[creative process -- Porter, Cole -- Night and day](#)
[Schenkerian theory -- Schenkerian analysis -- Porter, Cole -- Night and day](#)

Abstract: **English:** Contrary to popular belief, Cole Porter was well trained in the European art-music tradition. This is evidenced in the careful preparation of his own piano/vocal scores, particularly that of *Night and day*. Originally sung by Fred Astaire in the Broadway musical *The gay divorcé* (1932), this song became one of the most lucrative of all time. Harmonic and linear (Schenkerian) analysis of *Night and day* demonstrates the sophistication of Porter's compositional style and highlights his nearly perfect unification of music and text.

Abstract Source: Author

Publication Date: Fall, 1999

Source: [Journal of music theory](#), 43(2) 315-347.

Country of Publication: United States

Physical Description: Includes: music [examples], bibliography, charts, diagrams

Tools

 Google Drive

 Add to folder

 Print

 E-mail

 Save

 Cite

 Export

 Create Note

 Permalink

 Share

- Repeat this search in other databases
- Keep a list of what search terms/combinations you use
- Save your searches
- Import findings into Refworks, Zotero or another citation manager

Using Google Scholar

Go to scholar.google.com

Make sure that you are signed in through your Knox ID so that it links to Knox resources

Use the same search terms

Google Scholar "Schenkerian analysis" AND Broadway

Articles About 155 results (0.08 sec) My profile My library

Any time
Since 2019
Since 2018
Since 2015
Custom range...

Sort by relevance
Sort by date

include patents
 include citations

Create alert

Modulation as a dramatic agent in Frank Loesser's Broadway songs
M Buchler - Music Theory Spectrum, 2008 - academic.oup.com
Page 1. 35 Modulation as a Dramatic Agent in Frank Loesser's **Broadway** Songs ... Keywords: Frank Loesser, Guys and Dolls, **Broadway**, direct modulation Abrupt key changes are part and parcel of the **Broadway** repertoire, and their dramatic effects range from modest to exciting ...
☆ Cited by 23 Related articles All 4 versions Web of Science: 4

[PDF] oup.com
Find it @ Knox.

[CITATION] Linear intervallic patterns in jazz repertory
S Strunk - Annual Review of Jazz Studies, 1996 - Rutgers University The Institute of ...
☆ Cited by 25 Related articles

[BOOK] Tonality as drama: Closure and interruption in four twentieth-century American operas
E Latham - 2017 - oapen.org
... ranks first on my list, as the only Yale- educated music theorist that I know of that makes a living writing **Broadway** musicals ... 7 If combined with an equally nuanced and flexible mode of dramatic analysis, this expanded form of **Schenkerian analysis** might provide a model for the ...
☆ Cited by 25 Related articles All 5 versions

[PDF] oapen.org

All You Need Is Theory? The Beatles "Sgt. Pepper"
K Gloag - 1998 - JSTOR
... ISBN 0-521-57381-5/0-521-57484-6.) 2 The multiple sources here include songs from **Broadway** ("Till there was you"), 1950s rock ... a fact to which Moore directs attention: "The attentive reader will notice that much of my graphic vocabulary is borrowed from **Schenkerian analysis** ...
☆ Cited by 8 Related articles All 4 versions

[PDF] jstor.org
Find it @ Knox.

Charlie Parker's solo to "ornithology": facets of counterpoint, analysis, and pedagogy
R Hermann - Perspectives of New Music, 2004 - JSTOR
... In a **Broadway** musical number such as "Moon," changes in orchestration and accompanimental patterning can clearly mark B and C parts for listeners; bop?as exemplified in this performance of "Ornithology"?usually makes no such design distinctions for those parts ...
☆ Cited by 6 Related articles

[PDF] jstor.org

[CITATION] Allen Forte. *The American Popular Ballad of the Golden Era, 1924–1950*. Princeton: Princeton University Press, 1995; Steven E. Gilbert. *The Music of Gershwin* ...
S Larson - 1999 - academic.oup.com
... Schenkerian theory, is one specifically adapted for the popular American ballad (understood to be the love song of the "freewheeling **Broadway** musical" of ... In Chapter 2, Gilbert offers a primer on **Schenkerian analysis**, using examples drawn from several Gershwin compositions ...
☆ Cited by 4 Related articles

Find it @ Knox.

Bibliographic Management Software:

Choose a Bibliographic Management software to use for this class– You may choose either Refworks or Zotero.

For information on how to set up Refworks: <http://www.refworks.com/refshare/help/RefWorks2.htm>

To set up Zotero: <https://www.zotero.org/>

Next Steps

1. Start researching your topic– remember that you might not find ANY articles that hit the “Sweet spot” and that is OK!
2. Look in the following places:
 - Library Catalog
 - I-share
 - World Cat
 - RILM
 - Academic Search Complete
 - Other Databases (J-Stor for example)
 - Google Scholar
3. Save your sources using RefWorks or Zotero
4. Create a preliminary bibliography of sources you have found and e-mail it to rayowler@knox.edu by 1-29-19 at 10:00 pm, Becca will return it to you in time for your 2-5-19 work day with helpful comments and ideas for where to search further.
5. Contact Becca if you have any further questions or need help!

Source Evaluation Rubric
MUS 345

Source Title: _____ Source Author: _____

Source Location: _____ Source Type: _____

How did you locate this source? _____

What is its primary **disciplinary** identity? (theory, musicology, etc.) _____

What is its primary **methodological** identity? (analytical, expository, critical, theoretical?) _____

If analytical, what are its primary analytical tools? _____

Does the source introduce any interdisciplinary connections (i.e. linguistics?) _____

	3	2	1	0	Notes
Author Who is the author? Where do they work? What credentials do they have? Are they an expert?	The author's credentials indicate that he / she is an expert on this topic.	The author is a reporter OR a known organization.	The author is named, but is not an expert on the topic. (students, fans, hobbyists).	It is unclear who wrote this information and / or no credentials are given	
Scholarly Evidence What evidence does the author use to prove their point?	Author cites credible sources or shows how they reached their conclusions.	Author mentions other sources, but doesn't cite them directly.	The author has used other sources but it's not entirely clear, or the research process is unclear.	There is no evidence of outside sources or how conclusions were reached.	
Timeliness How old is the source? Does the age of the source matter? Is there anything newer on the same topic?	The age of the source is definitely appropriate for my research.	I can make an argument that the timeliness of this source is appropriate for my research.	The source isn't timely, but there is other information in it that I can use.	This source's information is outdated or the time is inappropriate for my research.	

Source Evaluation Rubric
MUS 345

<p>Relevance How could this source contribute to your assignment? Does it help answer your research question? Is it background information?</p>	<p>This source is very relevant to my assignment and there are at least 5 key ideas that I want to discuss.</p>	<p>This source has one or two key ideas that are relevant to my assignment.</p>	<p>This source doesn't have any direct relevance to my topic but helps with background information.</p>	<p>This source is not relevant to my assignment.</p>	
<p>Audience To whom is this article source addressed?</p>	<p>Experts in a music academic subfield (theory, composition, musicology, ethnomusicology)</p>	<p>Music students and general musicians</p>	<p>Musical enthusiasts and informed concert-goers who may or may not read music.</p>	<p>Non-musicians.</p>	
<p>Musical Evidence Does the author call upon music to back up their claims?</p>	<p>Author provides detailed analysis of one or more pieces that I plan to consider.</p>	<p>Author provides detailed analysis of pieces that are related to my project.</p>	<p>Author provides a general description of the music that I am considering, but no detailed analysis.</p>	<p>No analytical content.</p>	
<p>Diagrams and Figures What kinds of examples are provided to help the reader with the analysis?</p>	<p>Detailed figures, annotated scores, and charts are essential to understanding the analysis.</p>	<p>Figures are sufficiently detailed and helpful, but are inadequately explored in the source's text.</p>	<p>Figures are unhelpful or incomplete (i.e., unannotated score)</p>	<p>No analytical figures.</p>	
<p>Other comments:</p>					