

Attas, "Engaging the Whole Musical Self"
Anonymous responses from first assignment, MUS 211 Fall 2016

7 responses (of 15 students)

In the design of this assignment, I tried to get you to listen to the piece before completing the analysis.

1. Did you actually follow these directions and listen to the piece before completing the analysis?

6 yes, 1 no

*2. If **yes**, did it change your analysis in any way? (make it easier/harder, clarify a specific passage or question, make the task more/less enjoyable...)*

- more enjoyable x2
- helped answer questions on assignment x3 (e.g. cadence locations x2, the why of composer's choices)
- musical features easier to hear x2 (rhythm, key, tonic, phrases)
- helped with RN analysis
- made me pay more attention/feel "paranoid"—but this seemed to be a good thing, like it held the student more accountable or kept them focused

*3. If **no**, why didn't you?*

-only free time to do assignment was when student couldn't use headphones

4. Please circle the description below that best matches your typical approach to listening in music analysis:

I rarely listen to the piece I have to analyze 1

I sometimes listen to the piece I have to analyze 3

I often listen to the piece I have to analyze 2

I almost always listen to the piece I have to analyze 1

5. Any additional comments?

student struggles to hear some musical concepts; easier to see them in the music