

CMP Song Analysis Template

Name

Sarah Parker

See page 281-291 as an example in *Shaping Sound Musicians*

Basic Information

Title La Horona

Composer Adrián A. Cuello Parraquibó

Arranger Ramón Noble

Publisher _____

Copyright Date _____

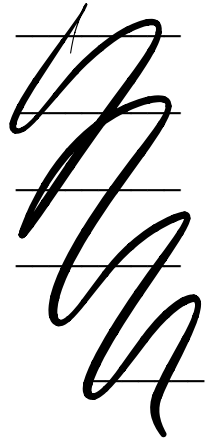
Voicing, Ranges, Tessitura (for example, SATB or SSA, etc. – label a separate staff for each voice, put the range & tessitura on the staff for each voice) - There may be more staves than parts in your song. Leave any extras blank.

Part: S1

G5-D4
Bb4-F5

S2

C#4-D5
D4-A4



Part: MS/A1
A3-Bb4
D4-F4

A/A2
F3 F4
G3-Bb3

Background

Historical: *Lullayna* was popularized by Andrea Venetrona in 1941

Cultural:

Used in Dia de los muertos celebration

Contextual:

Lullayna, the weeping woman, is a vengeful spirit. She mourns her children who drowned.

Function Information:

Notes on Musical Elements – be sure to consider how each element will affect how you teach it or how students will learn (or struggle) with it.

Melody: Soprano note from m. 120-123 will likely get flat as they hold it out
 Also getting melody at m33
 m 31-33 will need alot of counting
 m 29 - soprano starts a 6th-3rd-6th pattern

Harmony: moving parts contrary motion
 52. m 122-123, G4-G4

ms/A1 m 123, double sharp C#E#D

Rhythm: hemiola pattern

Counting

Texture:

travelling melody
 all parts are moving independently
 almost constantly

Timbre:

Not a super bright tone since this is a folksong exception high notes in S1 to keep tone bright tone, may need to be taught out of nasal bright.

Form: A2 part 2

AA2 SABAC

Expressive Elements:

Dynamics:

mostly mezzo forte, but many crescendos and decrescendos

Articulation:

lots of ties

Tempo:

180 tempo. but I would take it slower to highlight the melancholy feeling

Phrasing:

alot of breaths. The phrasing is different for all parts since they're so independent

Other Musical Notes (other factors about his piece that will impact teaching/learning):

Essence of the Piece:

a little melancholy and spooky

Learner objectives (Students will be able to. . .):

Knowledge outcomes or objectives

Students will understand a Mexican folk song.

Skill outcomes or objectives

Students will be able to count sing.

Aesthetic outcomes or objectives

Students will observe dynamic markings.

State &/or National Standards you might use when you teach this song:

perform - this piece is ready for artistic expression

Connect - sing this is a cultural piece, some students may have some experience with it. Other may find a new way to interpret it.