



Literature Evaluation Guide

EVALUATE MUSICAL DEMANDS, ENSEMBLE FIT, AND PERFORMANCE VALUE.

Name of Musical Selection: _____

Composer / Arranger: _____ Publisher: _____

Skills and Fundamentals

Key(s): _____ Musical styles: _____

Dynamic markings: _____ Musical terms: _____

Time signatures: _____ Song length: _____

Draw any notable rhythm figures or musical symbols:

Ensemble Fit

Strengths highlighted:

Challenges to address:

Fundamentals that need to be reinforced:

Does this feel right for the available preparation time? ☐ Too Easy ☐ Just Right ☐ Too Hard

Other Considerations

Will the students and community enjoy this piece? _____

Does this expose students to new voices or ideas? _____

Special performance considerations: equipment to purchase, rights to secure, or other logistical needs.

Anything else you want to note? _____





Music Discovery Guide

SELECT MUSIC WITH PURPOSE, FIT, AND STUDENT ENGAGEMENT IN MIND.

Purpose of the Piece

List any goals or needs related to selecting this piece of music.

Examples: learning goals, performance needs, and student engagement.

Where to Look for Music

List sources you can use to find musical arrangements.

Examples: local music libraries, publisher websites, student or colleague suggestions, and favorite composers.

Instrumentation / Voice Fit

What kind of ensemble is this?

Examples: full or string orchestra, concert or jazz band, SATB or TTB choir.

What strengths might we want to highlight?

Examples: strong sections, soloists, or advanced techniques.

What challenges might we need to address?

Examples: missing instrumentation or developing skills.

Difficulty Level & Timeline

When are we performing this piece, and how many rehearsals do we have?

What difficulty level should we be looking for?

Examples: beginner, intermediate, advanced, or publisher grading systems such as Grade 2 or Grade 5.

