



Designed by Natalie Oshukany

MUSHL 107, Section 05 - F18

## Listening Journal - Instructions

### Overview

Beginning Thursday, Sept. 13th, you will be listening to 1-3 musical examples in preparation for each class this semester (i.e. *before* each class session). These listening examples correspond to assigned readings from the textbook. You will find all required listening examples on Blackboard, uploaded either as audio files or YouTube links.

### Expectations

For each listening example, compose a brief journal entry (3-5 sentences). Record your impressions, thoughts, and questions. *Some* entry points you may consider:

- Do you recognize any instruments, scales, meters, forms, or other elements in this musical performance? Expand.
- Does it sound like anything you know? How so?
- What is the most striking thing about this example? Why?
- Is there anything about the musical performance that seems difficult to understand? What would you like to know about it?
- How would you describe this musical performance to someone who has never heard it? Try to use technical musical terminology as well as adjectival or metaphorical descriptions, if you can.
- Can you imagine this musical example being used for a certain kind of movie scene, or some other audio-visual context? What is it about the musical example that lends itself to this interpretation? Be specific.

### Purpose

These journal entries are meant to:

- Get you listening to - and listening closely to - representative examples from the musical practices we'll be studying this semester.
- Develop your interest in and curiosity about musical aesthetics.
- Serve as springboards for in-class discussions.
- Prepare you for the listening recognition portion of the midterm and final exams.
- Make up part of your participation grade. I may call on individuals in class to share their entries - be prepared to do so, and to expand on any statements, thoughts, or questions you record (in the spirit of good discussion).

### Tips

- Listen to the musical examples and write your journal entries *before* you do the textbook readings. I'm interested in your thoughts and questions - not what the textbook has to say.
- Avoid value judgments - "this song is pretty," "I don't like this song" - and keep an open mind about each listening example.
- Compare and contrast listening examples throughout the semester - this can be a useful method of reviewing and solidifying material.