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Spotify playlist

(link on textbook

website)

**The Phrase, Archetypes,**

**and Unique Forms –  
Analyzing Archetypes and Unique Forms**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INTRODUCTION / INSTRUCTIONS**

1. First, review the traits of the archetypal sentence, period, and unique forms, on this page: <https://viva.pressbooks.pub/openmusictheory/chapter/phrase-archetypes-unique-forms/>
2. For each excerpt on the following pages, on the score itself, do the following:
   1. Identify all cadences.
   2. Perform a segmentation analysis that shows the idea level.
3. *Only if the excerpt is a period, sentence, or compound period*, draw a complete form diagram in the space immediately below that excerpt. If not, leave that space blank.
4. *Only for those excerpts that request it*, provide a harmonic analysis on the score itself.

**ANALYSIS**

**Excerpt #1:** Mozart, Piano Concerto K. 482, III, mm. 1–16







**Diagram Excerpt #1** *if it is a period, sentence, or compound period*. (Otherwise, leave the space blank.)

**Excerpt #2:** Josephine Lang, “Traumbild,” mm. 8–15

Printed excerpt begins at 0:14. Portion to analyze (mm. 8–15) runs 0:24–0:48. Recording is piano-vocal only, no cello.

Provide a harmonic analysis of this excerpt as directed by your teacher. (contains tonicization)







**Diagram Excerpt #2** *if it is a period, sentence, or compound period*. (Otherwise, leave the space blank.)

**Excerpt #3:** Joseph Bologne, String Quartet 4, I, mm. 1–9

Provide a harmonic analysis of this excerpt as directed by your teacher. (all diatonic)





**Diagram Excerpt #3** *if it is a period, sentence, or compound period*. (Otherwise, leave the space blank.)

**Excerpt #4:** Robert W. Smith, The Second Storm, mm. 9–16

**Note:** This audio example is *not* on the worksheet playlist. Instead, use this URL:

<https://youtu.be/c9bT0r95Qj0?t=24> (track time 0:24–0:47)

(Excerpt begins on the following page.)





**Diagram Excerpt #4** *if it is a period, sentence, or compound period*. (Otherwise, leave the space blank.)

**Excerpt #5:** Mozart, Bassoon Concerto, II, mm. 1–3

Provide a harmonic analysis of this excerpt as directed by your teacher. (all diatonic)





**Diagram Excerpt #5** *if it is a period, sentence, or compound period*. (Otherwise, leave the space blank.)