

How Can I Keep from Singing - Rehearsal Techniques

This is the easiest selection both rhythmically and melodically of the program. Rhythmically it is nearly all ta & titi. Thus, it is a good number to practice rhythm names. (The melody is particularly excellent to learn the difference between the quarter note and the dotted quarter.)

Melodically it is entirely in G major.

Try singing the opening tune in solfa. On the board write the G scale w do, re, mi next to each note. Ask your students to put the appropriate d r m f s l t d' over each note in bars 4-12. Please be careful of the intonation in bar 7-8.

All I've highlighted, on the worksheet attached, is the last, imitative moment on page 13 (bar 83) marked Slower in solfa to assist in tuning the four part divisi. Though Ms Walker continues this forte, let's place a mezzo piano (mp) at Slower to contrast the rest of the work's loud, driving moments.

The tarantella or dance sections sung on the text "la la" (there are three repetitions of these, the first one on page 8), is a phrase of eight bars w many repeated notes. This is a good section to memorize early on, especially the S II who only have two pitches. I have not written that part below. Just the S I & A.

Here it is in solfa if you want to put it on the board.

Square D - Soprano I

d d d | d r r r r d d d | d d d d d d d d |

d d d | d r r r r d d d | d d d d d m m m |

m f f f f m m m | m f f f f s s s | s s s s s s s s s s s s when |

Square D - Alto

1 2 3 4 | 1 d, r m f s s | s s s s s s s s | s s d, r m f s s |

3X repeat

||: s s s s s s s s :|| s s s s s when

The composer seems to ask for this whole dance (whole page) to be sung in one breath which is difficult. One solution is to have the S I breath whenever they are in unison G w the S II. For the Alti a solution is to breath before the low G (bar 47), leaving out the eighth note just prior.

Lastly, this piece will be our dynamic study. Concentrate on crescendo and diminuendo (decrecendo) throughout.

See if you can use this acoustical, science term: the Doppler Effect, in the tarantella section's < > (cresc. / dim.) as a descriptor.

Can your students tell you why?