


13

d (r) m s (l) 

INTRODUCE

re
la
major second (whole tone)

SING the practice example above the music in the Vocal Edition.

See page 179 in the Teacher's Edition for an activity to memorize the interval of a major second.

PREVIEW TIP: Have the singers check the key signature in Exercise 13:

Slowly



14

13

re almost home



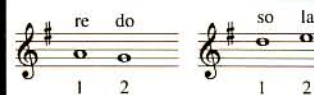
mi re do mi re do
(between mi and do)

la just above so



do so la do so la

major second



re do so la
1 2 1 2

whole tone

Sing on "dah":



Exercise 13

Slowly *mf*

Part 1  Slow-ly I turned to the oth-er man's ta-ble to

Part 2  Slow - ly I turned to the

 see what he want-ed to eat.

 man to see what he would like to eat.

IN REHEARSAL

New Terms: homophonic/harmonic, polyphonic/contrapuntal, unison/monophonic, tempo and expression markings

New Concepts: marking texture changes, checking the texture for signposts

TIPS:

- i) Encourage the singers to know what is happening in the full score rather than just following their own part.
- ii) Introduce the terms for new tempo or expression markings as they appear in the repertoire. The singers will understand and remember their meanings better if they connect them with specific pieces of music rather than a list of terms.

39

f-p dib-ble dib-ble dab-ble dab-ble dib-ble dab-ble dee,

f-p dib-ble dib-ble dab-ble dab-ble dib-ble dab-ble dee,

f-p dib-ble dib-ble dab-ble dab-ble dib-ble dab-ble dee,

dib-ble dab-ble dee.


dib-ble dab-ble dee.

dib-ble dab-ble dee.

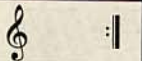
f-p **forte the first time; piano on the repeat**

40


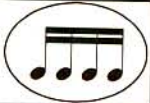
ti **just below do**

minor second  **semi-tone (half-step)**

"Ti" is a leading tone. It leads towards "do."

 **repeat back to the beginning**

39

l₁ d r m s  

INTRODUCE



SPEAK the practice example. Ask the singers to emphasize the first sixteenth note in each group:



Have half of the singers say the first line while the rest say the second line. Switch parts.

INTRODUCE

repeat signs

SING Exercise 39:

- Front singers: Part 1
- Middle singers: Part 2.
- Back singers: Part 3.

NOTE: Lesson 39 continued on Page 84.

poco a poco rit.

waltz, mu - sic box wind - ing down. _____

poco a poco rit.

— mu - sic box wind - ing, wind-ing down.

poco a poco rit.

slow mo-tion waltz, wind - ing down.

C

SING Exercise 91:

- Singers who prefer cherry flavor: Part 3 silently.
- Singers who prefer orange flavor: Part 2 silently.
- Singers who prefer lemon flavor: Part 1 silently.

REPEAT Exercise 91:

- i) Aloud. Scan the eyes over the full score.
- ii) Switch parts. Sing the vowel sound on the beat.

88

Spin-ning with a gold-en thread, she filled the room with soft hum-ming sounds.

Spin-ning with a gold-en thread, she filled the room with soft hum-ming sounds.

spin - ning her soft sounds...

91

major sixth

"do" to "la"

Exercise 91

In waltz time *mf*

Part 1 Slow mo-tion waltz, slow mo-tion

Part 2 *mf* Slow mo-tion waltz, slow mo-tion waltz, _____

Part 3 *mf* Slow mo-tion waltz, _____

poco a poco rit.

waltz, mu - sic box wind - ing down. _____

poco a poco rit.

— mu - sic box wind - ing, wind-ing down.

poco a poco rit.

slow mo-tion waltz, wind - ing down.