

MusiClon

Methods for Rehearsing with Music Students

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Getting to know each other:

As the group was made up of different instruments and classes, the focus at the beginning was on getting to know the young people. The following questions encouraged the students to talk about themselves and make contact with each other.

Who in the group already knows each other?
Who plays in an ensemble?
Who has sport as a hobby?
Who has a hobby other than sport and music?
etc.

Introductory game:

Semi-circle with instrument standing up; everyone turns to the outside so that they cannot see each other. One pupil is tapped to play a note. A second student is tapped and asked which instrument can be heard and who might have played the note.

- Aim: To get to know all the names; to hear the different timbres of the instruments.

The first song: start with "An hellen Tagen":

As this song is homophonic and does not have a wide range, it is suitable as an introduction to quickly develop an ensemble sound as well as practicing basic points such as articulation and intonation.

Information about the piece: various texts/languages; a dance (Galliard) as a song

Tuning the instruments: with the first chord: structure root - octave - fifth - third

Getting to know the song: play the song a few times until it works at the right tempo and in full bar.

Articulation:

1. the text of the first verse is spoken several times in tempo and with swing.
2. discuss where there are important/unimportant syllables. Collect ideas on how this can be realized on the instrument
3. underlay the text of the first two bars with articulation syllables:

An hel-len Ta-gen > düü-did-did-düü-did

Intonation:

1. build up the most important chords of the piece: Octaves - + fifths - + thirds

2. explanation of the tuning system (mean tone) with which Renaissance music is played. Presentation of tuner apps, which everyone should download to their cell phone to practice at home.

Structure of the song:

consider together how the individual verses can be scored in such a way that many different timbres are used (solos/change of instrumental groups/ instruments entering one after the other, etc.)



The second song: "Une jeune fillette"

The second song "Une jeune fillette" is rehearsed with the same sequence.

La Bergamasca

This piece consists of a simple cadenza over which there are written-out improvisations, but which also allows the students to invent their own little improvisations.

Introduction:

the most important thing when starting the piece is to find a common groove. The following procedure has proven successful for this:

1. the cellist plays the bass plucked on his instrument. Everyone snaps the offbeats to it.
2. the other instruments/voices gradually join in until everyone is playing and the movement is in four voices.
3. repeat this structure, but now without notes and distributed around the room.

Improvisation:

In the course of the MusiClon rehearsals, various successive steps were tried out on the way to improvisation. The following structure proved to be effective:

1. all musicians choose one of the notated improvisations. The order in which the players want to play their improvisations is determined. Then a run-through follows according to these specifications.
2. in a further run-through, the order is not determined, only the first player is named. At the end of their solo, they make contact with the player who is to play next.
3. the pupils are encouraged to improvise on their own. Rhythmic and melodic changes are tried out, ideas are collected and practiced again and again at home.

