






Romance from the Gadfly, Shostakovich

Violin 2016-2019: Grade 5, B:2

	PRACTICE ACTIVITY
 <p>PITCH Accuracy, clarity and definition of notes and/or intonation</p>	<ul style="list-style-type: none"> • Explore the keys of D major and minor in three octaves with scales, arpeggios, dominant and diminished 7ths. Try slurred and separate bowing patterns. • Experiment with width and speed of vibrato on the G string and high on the E string – how does it affect the pitch? • Practise shifting smoothly – can some slides be added to create a romantic style? • Try using the upper finger to slide – what effect does it project?
 <p>TIME Suitability of tempo, stability of pulse, sense of rhythm</p>	<ul style="list-style-type: none"> • Work out the bow divisions on open strings – how might the bow distribution create clear rhythm? • Are the changes from slurred to separate bows rhythmic? • Where might it be good to take time musically? Note the ensemble with the piano. Who is going to lead? • Decide how much to slow down in the final phrase – what is the intention of the two 'rit' bars?
 <p>TONE Control and projection of the sound, sensitivity and awareness in use of tonal qualities</p>	<ul style="list-style-type: none"> • Think about making the sound sing and creating long phrases. • Slow bows can be played closer to the bridge, quick ones closer to the fingerboard – what effect does this create? How much can the tone vary? • Explore the effect of varying the vibrato – faster and narrower high on the E string, or slower and bowing closer to the bridge on the lower strings? • How might this vary even in the first two bars while still keeping the overall shape?
 <p>SHAPE Effectiveness and clarity of musical shaping and detailing</p>	<ul style="list-style-type: none"> • Play a D scale with the rhythm of the two bars on each note – vary the weight of the bow to keep the phrases moving along. • Add clear shaping, keeping the overall phrases long but adding small 'hairpins' on every long note. • Turn the bow upside down and hold the 'tip' in the hand. How does this affect the tone? How much does the weight of the stick affect our control? • Notice where the vibrato needs to speed up to help <i>crescendo</i> – which comes first?
 <p>PERFORMANCE Overall command, involvement with the music, musical communication</p>	<ul style="list-style-type: none"> • Listen to the piece in its original orchestral format – how does it differ? What is the character of the Russian hero in the film? • Listen to Rachmaninov's 2nd piano concerto, slow movement and Tchaikovsky's violin concerto, 2nd movement. • Decide how to stand for the two bar introduction. How slowly can the final note fade and stop when the piano sound disappears?