



# Inspiring Artistry Repertoire Project

A Piano Magazine subscriber-exclusive digital resource

**Aline Boyd presents:**

**“Waltz” from *Children’s Notebook*, Op. 69 by Dimitri Shostakovich**

## Preparation and Presentation

**Context:** pieces that are helpful to have experienced or played before approaching this one

- Dimitri Kavalevsky: *24 Pieces for Children*, Op. 39 (early pieces)
- Gretchaninoff: “A Boring Story,” Op. 98, No. 8
- Leopold Mozart: Minuet in F Major
- Maykapar: Waltz, Op. 28, No. 5

**Get Ready:** creative activities to explore before the first encounter with the score to prepare a student for deeper engagement and more immediate success

- Experience the waltz meter of one pulse per bar by clapping.
- Create lyrics to match the melody and help shape the phrases.
- Ask the student to identify the melody while the teacher plays.
- Ask the student to sing the melody only.

**Initial Focus:** features to pay attention to first; priority steps in reading and absorbing the music

- Identify patterns visually and aurally.
- Work hands separately to hear individual lines.
- Sing individual lines.
- Find moments to breathe.

**Coordination Essentials:** physical skills and drills for common technical challenges in the piece

- Change the articulation for practice.
- Divide the piece into small sections that fit the melodic phrasing.
- Develop balance between hands by ghosting one hand and allowing the other hand to sing out.

**Expressivity:** ideas to connect with the expressive and musical nature of the piece

- Sing the melody and breathe between phrases to hear and feel the melodic contour and phrase lengths.
- Identify surprising harmonic changes.

**Look Forward:** approaches to set up for success with refinements that will need attention a few weeks down the road

- Analyze repeated patterns and discuss how these contribute to the narrative of the larger sections.
- Identify the melody throughout and listen for balance.
- Identify phrase starts and endings, being sure to physically breathe between phrases.