



Inspiring Artistry Repertoire Project

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Amy Glennon presents:

Sonatina in C, op. 36, no. 1, I. Allegro by Muzio Clementi

Process and Practice

Fully Present: Tips for maintaining focus and engagement over time

- Performance opportunities (group lessons, etc.) provide concrete goals and enable students to become more confident performers.
- Self-evaluation: students record their own performances and evaluate, making note of what is going especially well, and what specific goals they have for future practice.
- Creative practicing techniques: a variety of speeds, selected rhythms, and mixing up the order of phrases/sections in the piece.

Break it Up: Useful practice segments; how to connect them and plug them back into the whole

- To build speed in mm. 8-16, 31-38: play at a faster tempo than the current performance tempo, pausing at each downbeat; follow by chaining two measures together, pausing at the downbeat of every other measure.

Layers and outlines: Tips for focusing on how the parts make up the whole

- Structural analysis can help with interpretation and memorization.
- Detail how the first theme is modified in the recapitulation, how the development section makes use of the first theme to create a different mood.

Achieving flow: Ideas for finding and maintaining tempo, managing modifications artistically

- Sing and conduct the piece "in 2" to help with flow and breathing.
- Though metronome practice can be very useful, also play without the metronome and experiment with physical breathing and pacing between sections.

Make it mine: Tips for developing and refining a personal, internal sense of the piece

- Develop a story about the piece: associate extra-musical ideas and/or assign descriptive words to each contrasting section.
- If student can vocalize or sing phrases in an expressive way, use this as a model for a more expressive and personal, organic interpretation; this works especially well with the development section, mm. 16-23.

Deep knowing: Tips for securing memory

- Harmonic analysis: label the scales in mm. 8 and 31; block and label LH chords in mm. 9, 11, 32, 34; block and label RH chords in mm. 1, 16, 17, 24, 28, 20.
- Play only the downbeats of mm. 8-12 and mm. 32-38 hands together; alternate between these sections, with the music and from memory.
- Keep playing with the score each day, even after memory is secured.
- Memory checkpoints: be able to start with and without the score from the following measures: 1, 5, 8, 12, 16, 24, 28, 31; before playing, verbally state the LH and RH starting notes, chord, etc.

Final stages: Tips for ensuring performance readiness, maintaining freshness and spontaneity, and reinforcing an expressive personal connection

- Continue with very slow practice, exaggerating every musical intention.
- Practice performing, even when alone: walk to the piano, take time, perform the piece in its entirety, do not stop even if not fully satisfied with the performance.
- Continue starting at a variety of spots in the music, with the score and from memory.
- Study the score without playing, imagining an "ideal" performance.