



# Inspiring Artistry Repertoire Project

*A Piano Magazine subscriber-exclusive digital resource*

## **Ka Man “Melody” Ng presents: Elegy, Op 183, No. 2 by Carl Reinecke**

### **Process and Practice**

**Fully Present:** tips for maintaining focus and engagement over time

- Ask students to make a video recording of different 4-bar segments and then evaluate the clip as if they were the teacher.
- Practice all staccato, hands separately first, then hands together.
- Play the LH only and sing the RH melody, starting with small 2-bar segments then building to the entire piece.

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

- Create short segments with just 2 measures at a time, expanding it to 4-bar and 8-bar phrasing.
- Practice the end of a musical phrase going into the new one. E.g. m. 3-5
- Add on pedaling practice that focuses on the transition of phrases. E.g. play only m. 4-5, m.12-13 with pedal

**Layers and outlines:** tips for focusing on how the parts makeup the whole

- Discover the purpose of the downbeat rest in the beginning of each phrase from m.1-12, and how it fosters the meaning of the composition title ‘Elegy’ with the eventual appearance of the downbeat of m. 13-16.
- Identify the chords and notes that do or do not belong to the implied harmony of each measure.
- Recognize the rise and fall of the LH chords and how it shapes against the LH melody.

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

- Ask students to indicate the breath marks on the score as if they were a woodwind player or a vocalist
- Practice with various tempi

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

- Create lyrics that can go with the RH melody
- Silently play the piece on the keyboard without pressing down the keys to purely imagine the shaping of phrases and various breathing time in between the musical lines.

**Deep knowing:** tips for securing memory

- Beginning with a 2-measure segment, silently play the RH while the LH plays the chords, and vice versa. Then challenge the students to silently play with alternating hands going from 2 measures at a time to the entire piece.
- Alternating playing and singing of the melody - e.g. m. 1 sing the RH line then m.2 play the melody.

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

- Create a variety of rhythmic patterns on the melody while adding LH accompaniment.
- Run through the whole piece by challenging students to close their eyes and play through it.
- Encourage mental practice techniques such as visualizing the student's own performance as an audience member.
- Write out the melodic phrases and accompaniment for as little as one measure at a time on staff paper without using the score.