



Inspiring Artistry Repertoire Project

A Piano Inspires digital resource

Grace Huang Presents:

"No. 3: Scherzo" from 23 Short Pieces for Piano, EG 104 by Edvard Grieg

Process and Practice

Fully present: tips for maintaining focus and engagement over time

- Mental cues: draw eyeballs above/before measures with tricky leaps as a reminder to look ahead. Draw exclamation points to spotlight an interesting or surprising harmonic or dynamic change.
- Can the student perform the piece in slow motion, with ALL musical details in place?

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

- Isolate the 1) scale passages, 2) staccato leaps and two-note slurs, and 3) chordal textures. Then gradually link them together, section by section.

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

- Note how the scales (m.1, 13, 39, 52) signal the start of a new phrase/section

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

- Choose two different tempi to play in. Can the student still capture the piece's humor, charm, and/or gravitas regardless of the tempo?

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

- What images or story does the student envision?
- Tempo is personal—have the student weigh in on the tempo that allows them to fully embody the character of the piece.

Deep knowing: tips for securing memory

- Mental script: take a clean copy of the score and mark (in colors) important items to remember: expressive cues, a particular important fingering, a structural change.
- Practice LH alone from memory; RH alone from memory.

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

- The student gives an informal performance for peers; afterward the audience describes the moods/characters they hear in the performance.
- The student shares with the audience the personal story/joke that inspires their own musical interpretation, either before or after the performance.