






# La Mourisque, Susato, arr. White

## Piano 2017 & 2018: Grade 2, A:3

|   | PRACTICE ACTIVITIES   |
|---|---|
|  <p><b>PITCH</b><br/>Accuracy, clarity and definition of notes and/or intonation</p>                             | <ul style="list-style-type: none"> <li>• What key is this piece in?</li> <li>• Play the scale, an arpeggio and a broken chord in C. Does the key of C major make you feel happy or sad?</li> <li>• What other chords can you find? Try playing arpeggios and broken chords in these keys too. Do these chords sound happier or sadder than C major? If these chords were each a colour, what would they be?</li> <li>• Now use these chords to make up your own dance piece. Show it to your friends and see if you can make a Fanfare-style piece for several hands at one piano.</li> </ul> |
|  <p><b>TIME</b><br/>Suitability of tempo, stability of pulse, sense of rhythm</p>                                | <ul style="list-style-type: none"> <li>• Tap the rhythm of the left hand in the opening bar and repeat as if on a loop.</li> <li>• Now try adding the rhythm of the right hand.</li> <li>• Try making up your own rhythms to go with this left hand figure - you can have fun with this on the fallboard (the name given to the lid that covers the piano keys), on a table, or with a saucepan and wooden spoon! Also try it with your friends at break time in school.</li> </ul>   |
|  <p><b>TONE</b><br/>Control and projection of the sound, sensitivity and awareness in use of tonal qualities</p> | <ul style="list-style-type: none"> <li>• Find a recording on YouTube of this tune.</li> <li>• What kinds of instruments are used? Are these modern instruments or old?</li> <li>• Do they make gentle or bold sounds? Warm or raspy?</li> <li>• Experiment with producing sounds that match what you have heard. What kinds of physical movements do you need to make these sounds?</li> <li>• Think about balance - try making the left hand loud and right hand soft, and vice versa.</li> </ul>  |
|  <p><b>SHAPE</b><br/>Effectiveness and clarity of musical shaping and detailing</p>                             | <ul style="list-style-type: none"> <li>• This piece has strong 4-bar phrases. Think what a phrase is. Is it like a sentence? Could this tune have words? Try making some up.</li> <li>• There is a slurred figure at the start of each phrase. Practise dropping into the key and lifting to get the stresses correct. Have fun playing this figure up and down the piano.</li> </ul>   |
|  <p><b>PERFORMANCE</b><br/>Overall command, involvement with the music, musical communication</p>              | <ul style="list-style-type: none"> <li>• What is the character of this piece? What does it make you feel?</li> <li>• As an experiment, see if you can make it sound sad (play it slowly and expressively), then try making it fluffy (bouncy and light), and then stately (grand and bold).</li> <li>• This is not just a dance, but a stately fanfare - try finding other music from the same era. Listen to <i>Te Deum</i> by Charpentier - it has a similar feel and is used as the anthem for the Eurovision Song Contest.</li> </ul>   |