

Cello Standards: Ensemble

ENSEMBLE: A music group that _____ to each other and _____ together

OBJECTIVE OF THE ENSEMBLE: Cooperating with other musicians to convey the _____, _____, _____, and _____ of the music to the audience

Everyone comprehends their role in the ensemble:

BASS: The _____ for rhythm, chord progressions, intonation, the depth of musical space and presence

CELLO: The _____ voice that creates direction and moves the phrase

VIOLA: The _____ voice that expands the harmonies to layer and counter the melodies

VIOLIN: The _____ voice that presents the primary and secondary melodies

Ways of communicating to fellow musician and audience through various forms:

Facial: _____

Body Movements: _____

Making Necessary Adjustment:

Following the _____, _____, and _____

Adjusting individual and sectional _____ to blend, balance, and bring out important melodies, counter melodies, harmonies, counterpoint, chord progressions, emotion

Feeling the _____ of the _____ with accurate _____ and _____

Listening to the _____, rhythm changes, and rhythmic variations

Listening to one's own _____ and to the _____ of the ensemble

Matching _____ and _____

Leading the _____ of the _____

Matching _____ and _____

Matching _____

Being able to _____ one's own part

Knowing the other sections' parts to _____ for _____

Cello Standards: Ensemble

ENSEMBLE: A music group that LISTENS to each other and PLAYS together

OBJECTIVE OF THE ENSEMBLE: Cooperating with other musicians to convey the INTERPRETATION, IMAGERY, FEELING, and PASSION of the music to the audience

Everyone comprehends their role in the ensemble:

BASS: The FOUNDATION for rhythm, chord progressions, intonation, the depth of musical space and presence

CELLO: The TENOR voice that creates direction and moves the phrase

VIOLA: The ALTO voice that expands the harmonies to layer and counter the melodies

VIOLIN: The SOPRANO voice that presents the primary and secondary melodies

Ways of communicating to fellow musician and audience through various forms:

Facial: EYEBROW RAISES, SMILING, BLINKING

Body Movements: BREATHING, NODDING, SWAYING, DOWN BEAT MOTIONS

Making Necessary Adjustment:

Following the CONDUCTOR, CONCERT MASTER, AND SECTION LEADERS

Adjusting individual and sectional DYNAMICS to blend, balance, and bring out important melodies, counter melodies, harmonies, counterpoint, chord progressions, emotion

Feeling the PULSE of the TEMPO with accurate COUNTING and SUBDIVIDING

Listening to the RHYTHMS, rhythm changes, and rhythmic variations

Listening to one's own INTONATION and to the INTONATION of the ensemble

Matching TIMBRE and TONE QUALITY

Leading the DIRECTION of the PHRASE

Matching BOWING STYLES and ARTICULATIONS

Matching BOW DIRECTIONS

Being able to PLAY one's own part

Knowing the other sections' parts to LISTEN for CUES