



# LEARNING GUIDE

## DISCOVER

**THE ARTIST: MARC-ANDRÉ HAMELIN**  
**THE MCO FEBRUARY 20/21 REPERTOIRE**  
**THE INSTRUMENT: PIANO**  
**THE CREATIVE POSSIBILITIES**

20/21 FEBRUARY 2018  
**MARC-ANDRÉ HAMELIN**





# DISCOVER

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LEARNING GUIDE



**THE ARTIST: MARC-ANDRÉ HAMELIN - THE MCO FEBRUARY 20/21 REPERTOIRE - THE INSTRUMENT: PIANO - THE CREATIVE POSSIBILITIES**

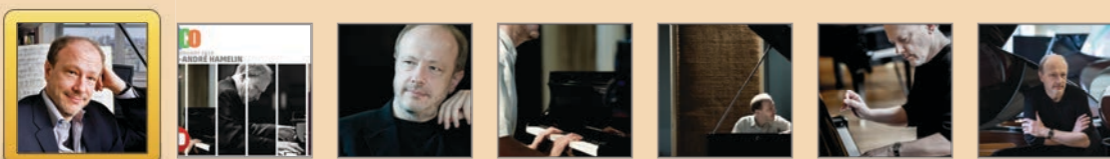


# DISCOVER

## MARC-ANDRÉ HAMELIN, THE ARTIST



Marc-André Hamelin is a chamber musician, a soloist and a composer.



### WHO IS MARC-ANDRÉ HAMELIN?

*Click on the questions for answers.*

1. Where was he born?

2. When did he first begin playing piano?

3. Why is he famous?



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## MARC-ANDRÉ HAMELIN, THE ARTIST

### Marc-André Hamelin Website



Hamelin recorded 84 discs by 2011, most with the Hyperion label. Here are some examples :



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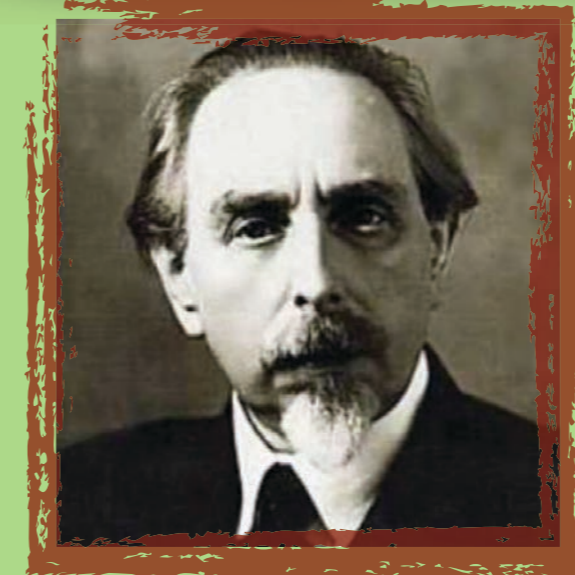
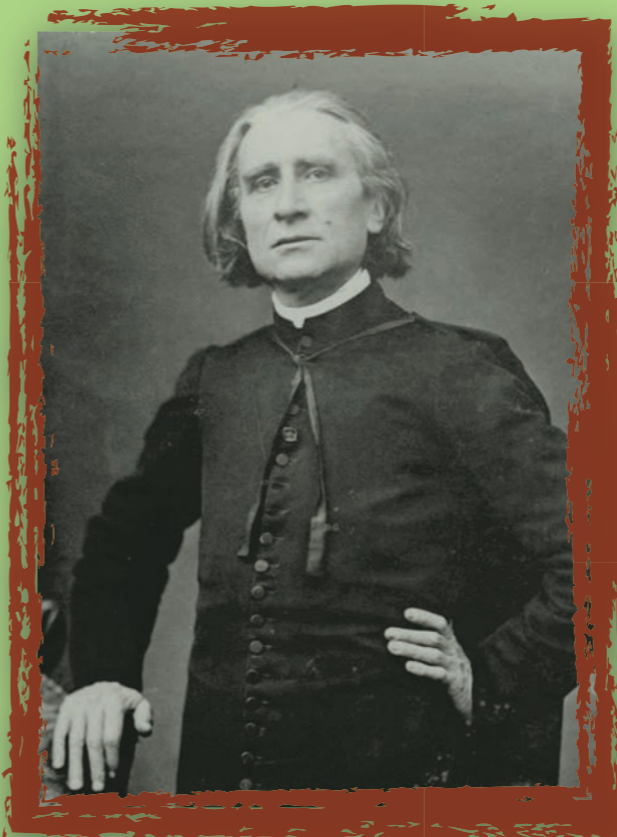
# DISCOVER



MCO FEBRUARY 20/21 REPERTOIRE

CLICK ON THE PICTURES TO DISCOVER THE COMPOSERS AND THEIR WORKS

WHO ARE THEY?  
WHERE AND WHEN WERE THEY BORN?  
WHAT KIND OF MUSIC DID THEY WRITE?  
*TO ANSWER THE QUESTIONS, SEE THE FOLLOWING PAGES*



## Manitoba Music Curricular Links

### Understanding Music in Context (K to 8)

M-U1 students experience and develop awareness of music from various times, places, social groups, and cultures.

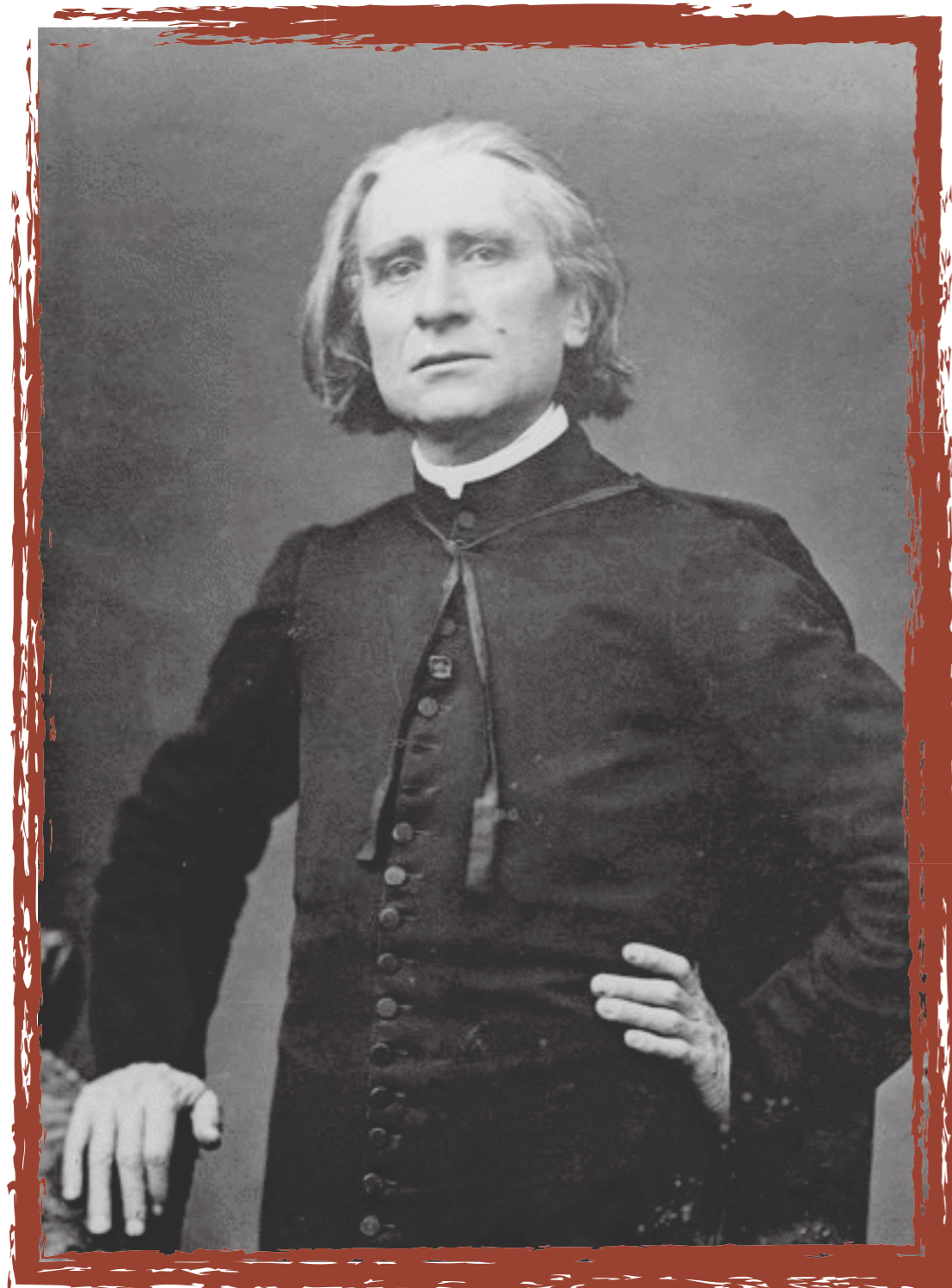
M-U2 students experience and develop awareness of a variety of music genres, styles, and traditions.

### Connecting (9 to 12)

M-C1 The learner develops understandings about people and practices in music.

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## MCO FEBRUARY 20/21 REPERTOIRE

*Click on the questions for answers.*

1. Who is Franz Liszt?

2. Where and when was he born?

3. What kind of music did he write?



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## FRANZ LISZT

### Choose a musical work, listen...

1. What is your initial response to this musical work?

*Imagine* a scene, a decor, characters, what is happening? Reimagine a title, what would it be?

2. Choose some musical **elements** that you hear,

describe them: **form, tempo, rythm, melody,**

**harmony, texture, expressive elements...**

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# DISCOVER





# DISCOVER

*Click on the questions for answers.*

1. Who is Claude Debussy?

2. Where and when was he born?

3. What kind of music did he write?



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## MCO FEBRUARY 20/21 REPERTOIRE



**THE ARTIST: MARC-ANDRÉ HAMELIN - THE MCO FEBRUARY 20/21 REPERTOIRE - THE INSTRUMENT: PIANO - THE CREATIVE POSSIBILITIES**



# DISCOVER

Claude Debussy  
Images, Book I

## Choose a musical work, listen...

1. What is your initial response to this musical work?

*Imagine* a scene, a decor, characters, what is happening? Reimagine a title, what would it be?

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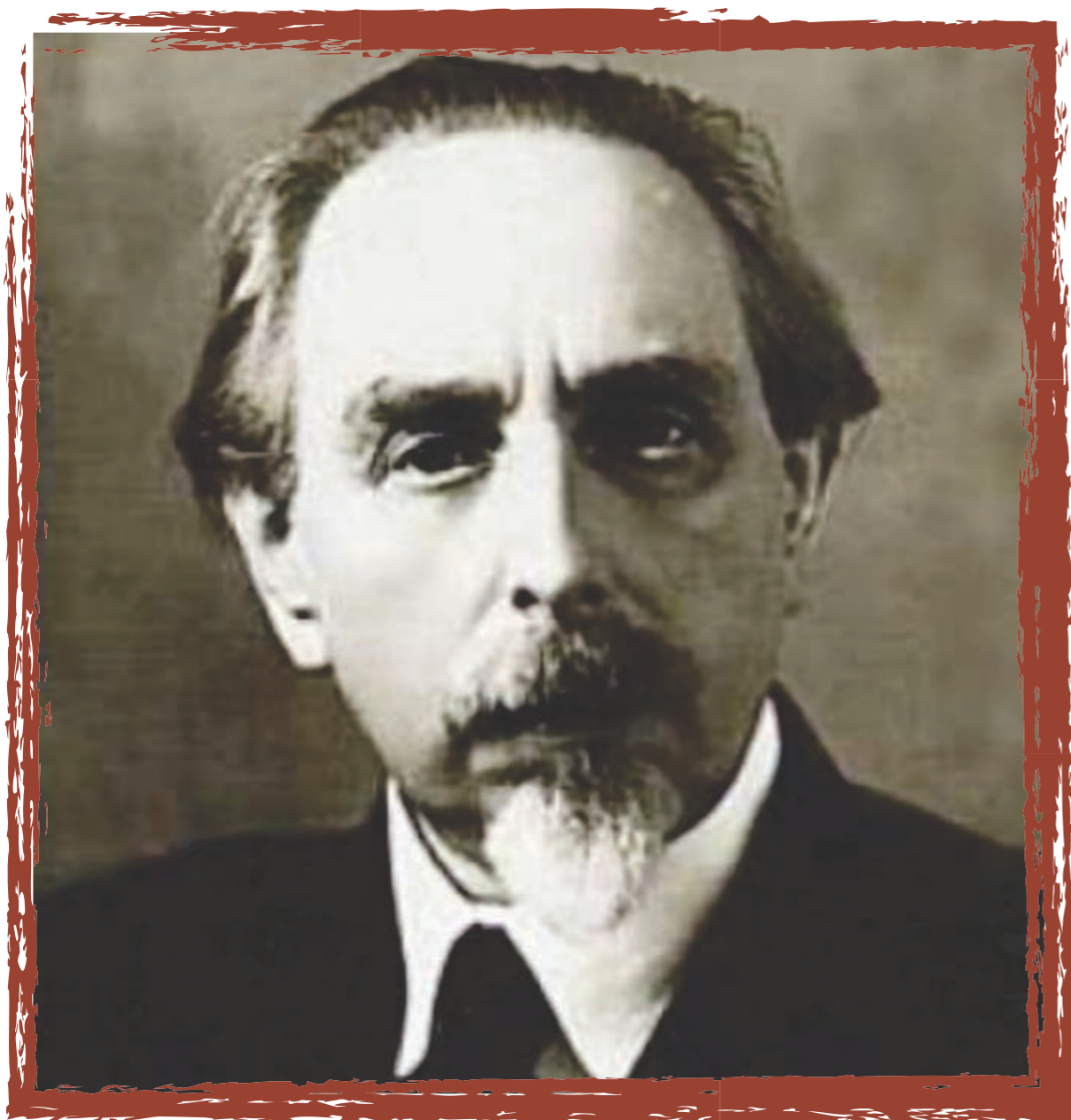
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# DISCOVER

## MCO FEBRUARY 20/21 REPERTOIRE

*Click on the questions for answers.*



1. Who is Samuil Feinberg?

2. Where and when was he born?

3. What kind of music did he write?



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SAMUIL FEINBERG

## Listen to the musical work...

1. What is your initial response to this musical work?

*Imagine* a scene, a decor, characters, what is happening? Reimagine a title, what would it be?

2. Choose some musical **elements** that you hear, describe them: **form, tempo, rythm, melody, harmony, texture, expressive elements.**



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# DISCOVER

Click on the questions for answers.

1. Who is Leopold Godowsky?

2. Where and when was he born?

3. What kind of music did he write?



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# DISCOVER

LEOPOLD GODOWSKY

WINE, WOMEN AND SONG, FROM THREE SYMPHONIC  
METAMORPHOSES ON THEMES OF JOHANN STRAUSS II

## Listen to this musical work...

1. What is your initial response to this musical work?

*Imagine* a scene, a decor, characters, what is

happening? Reimagine a title, what would it be?

2. Choose some musical **elements** that you hear,

describe them: **form, tempo, rythm, melody,**

**harmony, texture, expressive elements.**



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# DISCOVER

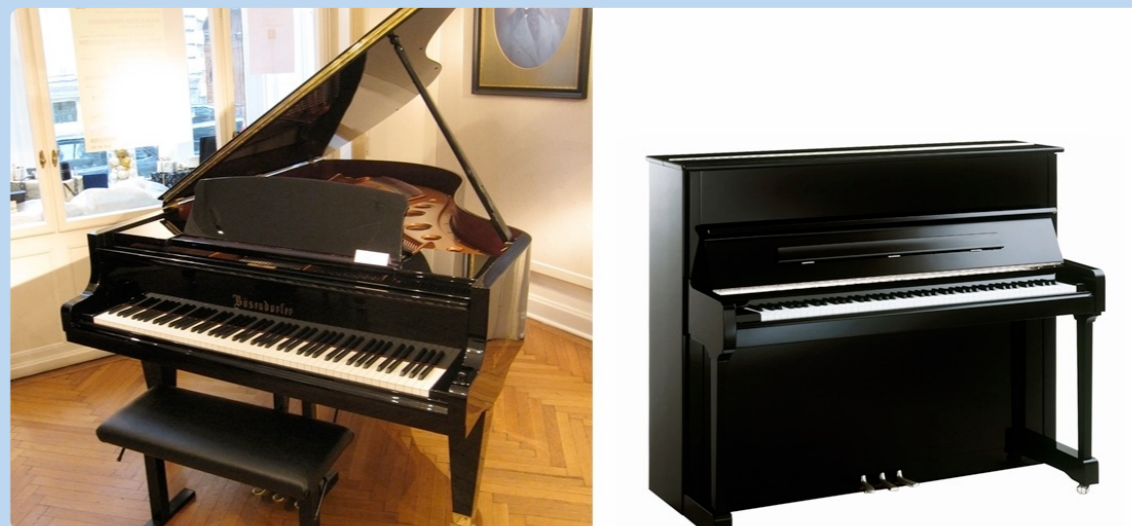
## THE INSTRUMENT

### PIANO

1. Describe the piano.
2. What is your favorite piano piece? Why?
3. Could you find and share two or three interesting facts about the piano?
4. Could you find and share two or three interesting facts about the piano?

The piano is a musical instrument played using a keyboard, which is a row of keys (small levers) that the performer presses down or strikes with the fingers and thumbs of both hands. Invented in about 1700, the piano is widely used many different styles and types of music. The piano comes in many different sizes, ranging from the large concert grand piano to small electric keyboards. It is one of the world's most familiar musical instruments.

### PIANO



File:Boesendorfer Vienna 006.JPG and File:Pianodroit.jpg  
Author User:Gryffindor and User:Megodena



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# DISCOVER



## CREATING YOUR OWN MUSIC

All the composers chosen for the February 20 and 21 concerts were known for their expressive writing. Many composers have been inspired to write expressively by viewing works of visual art. For example, Debussy's work "**La Mer**" was said to be inspired by a Japanese artwork called *The Great Wave off Kanagawa*.



## THE CREATIVE POSSIBILITIES

### K-8 Music Curriculum Framework Creative Expression

GLO 1 Students generate and use ideas from a variety of sources for creating music.

GLO 2 Students develop ideas in music, creatively integrating music elements, techniques, and compositional tools.

One of Liszt's famous **symphonic tone poems** was inspired by and named after a work of art called *Die Hunnenschlacht*.



How could you use **artwork** as inspiration to create your own music composition?

## K-8 Music Curriculum Framework Valuing

GLO 2 Students analyze their own and others' musical excerpts, works, and performances.



For example, do an internet search for a work by **Henri Matisse** called **Icarus** from his collection "**Jazz.**" Icarus depicts a character from Greek mythology who flies too close to the sun and melts his wings of wax. Can you find a description of the Greek myth about Icarus?

Matisse was born around the same time as Debussy and Godowsky and was known for his groundbreaking approaches to art. Icarus is an expressive work composed of pasted paper cut-outs that Matisse began working with late in life.

## K-8 Music Curriculum Framework Valuing

GLO 3 Students form personal responses to and construct meaning from their own and others' music.

- First examine the Icarus character. What do you think is happening in this artwork? **How could that be represented through sound?**
- Now look closely at the 6 yellow objects around Icarus. What do you think that they are? If you think they are stars, how could they be represented through sound? Would you use finger cymbals, triangles, or glockenspiels?
- What colours are used for Icarus? How would you represent the colour blue? The colour yellow? The black figure? How would you represent the red colour within the body of Icarus?
- What do you think the red circle shape represents? If you think it might be Icarus' heart, what instrument could you use to show a heart beating faster and slower as Icarus flies too close to the sun and then falls to earth?



# Baroque

The Baroque is often thought of as a period of artistic style that used exaggerated motion and clear, easily interpreted detail to produce drama, tension, exuberance, and grandeur in sculpture, painting, architecture, literature, dance, theater, and music. The style began around 1600 in Rome, Italy, and spread to most of Europe.[1]

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## Termes connexes du glossaire

Faire glisser ici les termes connexes

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Rechercher le terme

# Cadenza

In music, a cadenza (from Italian: *cadenza*, meaning cadence; plural, *cadenze*) is, generically, an improvised or written-out ornamental passage played or sung by a soloist or soloists, usually in a "free" rhythmic style, and often allowing for virtuosic display. Indicated by a fermata in all parts if improvised, a cadenza is usually over a final or penultimate note in a piece or important cadence and the accompaniment rests or sustains a note or chord.[2] Thus it is often before a *finalcoda* or *ritornello*.<sup>[2]</sup>

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## Termes connexes du glossaire

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# Concerto

A concerto (from the Italian: concerto, plural concerti or, often, the anglicised form concertos) is a musical composition usually composed in three parts or movements, in which (usually) one solo instrument (for instance, a piano, violin, cello or flute) is accompanied by an orchestra or concert band.

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Rechercher le terme

# Dynamics

In music, dynamics normally refers to the volume of a sound or note, but can also refer to every aspect of the execution of a given piece, either stylistic (staccato, legato etc.) or functional (velocity). The term is also applied to the written or printed musical notation used to indicate dynamics. Dynamics are relative and do not refer to specific volume levels.

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## Termes connexes du glossaire

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# Melody

A melody is a linear succession of musical tones that the listener perceives as a single entity. In its most literal sense, a melody is a combination of pitch and rhythm, while more figuratively, the term can include successions of other musical elements such as tonal color. It may be considered the foreground to the background accompaniment. A line or part need not be a foreground melody.

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# Musicologists

Musicology (from Greek μουσική (mousikē), meaning "music", and -λογία (-logia), meaning "study of-") is the scholarly analysis and research-focused study of music, a part of humanities. A person who studies music is a musicologist.[1] For broad treatments, see the entry on "musicology" in Grove's dictionary, the entry on "Musikwissenschaft" in Musik in Geschichte und Gegenwart, and the classic approach of Adler (1885).[2]

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## Termes connexes du glossaire

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# Opera

An opera is an art form in which singers and musicians perform a dramatic work combining text (libretto) and musical score, usually in a theatrical setting.

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# Oratorio

An oratorio (Italian pronunciation: [ora'tɔːrjo]) is a large musical composition for orchestra, choir, and soloists.[1] Like an opera, an oratorio includes the use of a choir, soloists, an ensemble, various distinguishable characters, and arias. However, opera is musical theatre, while oratorio is strictly a concert piece—though oratorios are sometimes staged as operas, and operas are sometimes presented in concert form. In an oratorio there is generally little or no interaction between the characters, and no props or elaborate costumes. A particularly important difference is in the typical subject matter of the text. Opera tends to deal with history and mythology, including age-old devices of romance, deception, and murder, whereas the plot of an oratorio often deals with sacred topics, making it appropriate for performance in the church. Protestant composers took their stories from the Bible, while Catholic composers looked to the lives of saints, as well as to Biblical topics. Oratorios became extremely popular in early 17th-century Italy partly because of the success of opera and the Catholic Church's prohibition of spectacles during Lent. Oratorios became the main choice of music during that period for opera audiences.

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# Pitch

Pitch is a perceptual property that allows the ordering of sounds on a frequency-related scale.[1] Pitches are compared as "higher" and "lower" in the sense associated with musical melodies,[2] which require sound whose frequency is clear and stable enough to distinguish from noise.[3] Pitch is a major auditory attribute of musical tones, along with duration, loudness, and timbre.[4]

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## Termes connexes du glossaire

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# Renaissance

The Renaissance is a period in Europe, from the 14th to the 17th century, considered the bridge between the Middle Ages and modern history. It started as a cultural movement in Italy in the Late Medieval period and later spread to the rest of Europe, marking the beginning of the Early Modern Age.

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## Termes connexes du glossaire

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# Rhythm

Rhythm, in music, the placement of sounds in time. In its most general sense rhythm (Greek *rhythmos*, derived from *rhein*, “to flow”) is an ordered alternation of contrasting elements.

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## Termes connexes du glossaire

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# Solo

In music, a solo (from the Italian: solo, meaning alone, although assolo is now used in Italy when referring to the musical solo) is a piece or a section of a piece played or sung by a single performer.

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## Termes connexes du glossaire

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# Sonata

from Latin and Italian: sonare, "to sound"), in music, literally means a piece played as opposed to a cantata (Latin and Italian cantare, "to sing"), a piece sung. The term evolved through the history of music, designating a variety of forms until the Classical era, when it took on increasing importance, and is vague. By the early 19th century it came to represent a principle of composing large-scale works. It was applied to most instrumental genres and regarded—alongside the fugue—as one of two fundamental methods of organizing, interpreting and analyzing concert music. Though the musical style of sonatas has changed since the Classical era, most 20th- and 21st-century sonatas still maintain the same structure.

The term sonatina, pl. sonatine, the diminutive form of sonata, is often used for a short or technically easy sonata.

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## Termes connexes du glossaire

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# Tempo

In musical terminology, tempo ("time" in Italian; plural: tempi) is the speed or pace of a given piece.

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# Timbre

In music, timbre (/ˈtæmbər/ tam-bər, also known as tone color or tone quality from psychoacoustics) is the quality of a musical note, sound, or tone that distinguishes different types of sound production, such as voices and musical instruments, string instruments, wind instruments, and percussion instruments.

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## Termes connexes du glossaire

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