

1. Vi - va, vi - va la mu - si - ca!

2. Vi - va, vi - va la mu - si - ca!

3. Vi - va la mu - si - ca!

choir



VIVA LA MUSICA

USING THIS CANON

Compiled for the Presto project
by Dr Róisín Blunnie

Dublin City University, 2023

FOR DEVELOPING YOUR POLYPHONIC SKILLS

While phrase 1 and phrase 2 have identical rhythm, the differing rhythm of phrase 3 provides a challenge in the sing-and-play task as we must take care of the dotted rhythm in one part while singing or playing an un-dotted pattern in the other.

After mastering the sing-and-play task outlined in the Presto learning process, try some new two-part challenges: play both Voice 1 and Voice 2 on the keyboard, using only your right hand. Then, play Voice 1 with your right hand and Voice 2 with your left hand (in separate octaves), and vice versa. These tasks help develop your capacity to perceive the independent parts, improving your overall polyphonic abilities. If you master these new challenges, try a further step of complexity: sing Voice 1, play Voice 2 with one hand, and play Voice 3 with the other. Practise at a slow tempo, breaking the task down into short sections, before putting the whole exercise together.

WITH YOUR CHOIR OR SINGING GROUP

Carefully teach the rhythmic similarities and differences between the phrases, so that the singers sing with security and confidence, clearly articulating the un-dotted rhythm of phrase 3 in particular.

When singing with text, use the consonants 'v', 'l', 'm', 's' and 'c' to create an energetic character in this happy piece, but without causing any negative impact on the ensuing vowels.

IN THE MUSIC LESSON

Viva La Musica is ideal for learning about the concept of the dotted crotchet, and particularly the dotted crotchet-quaver rhythm pattern. Guide your singers to discover this common pattern through comparison with the pulse/steady beat and by using active rhythmic exercises in conjunction with music notation, building on what they have learned previously.

Continue with music literacy development by asking students to complete a dictation exercise in pairs, using a partially prepared staff that leaves just a small number of details to fill in. Use their knowledge of the rhythmic similarities between phrase 1 and phrase 2, and help further by demonstrating that phrase 1 and phrase 2 contain only stepwise movement, while phrase 3 features a leap from do down to fa. Note also that the respective phrases begin with the notes so, mi, and do, the notes of the tonic triad.

LEARN MORE

Learn about consonants impacting vowels in the 'Visualising Vocal Sound Using Spectrogram Technology' section of the Presto Choral Resources.