

## **Beethoven Scherzo (Symphony 2)**

### **Practical Work - Strings/Winds Ensemble**

#### **Considerations:**

These string/wind arrangements connected to the theme of 'humour' are for the generic music classroom. Students will generally not have their own instrument (& therefore will not practice at home) and performing is limited to the classroom, the objective being merely to make music, not for external reasons such as concerts or school promotion. For that reason, I've limited the range in the winds and use of fingering in the strings.

The idea, as with all educational ensembles, is to provide a platform so that all contribute to the musical product, work together, show discipline, practice performing/listening/theoretical/technical skills and assess their own contributions in relation to the final 'product'. The music is less 'refined', certainly, but it's a democratic way that counteracts the typical flourishing music department based on the excellent results of only a minority of students.

I have worked in schools where a part of the programme for 10-12 year olds was learning a wind instrument collectively during class time. The attached wind band arrangement is based on this idea i.e. beginner students, scant/no individual practice and learning taking place at a collective level. I'm assuming such a programme exists for strings too so, for the sake of argument I've also included a string arrangement though personally I've not come across such a programme.

#### **Instructions for Use**

**Time frame for task** - 1 half term (circa 7/8 lessons of around \*40min each).

**Class size** - average (circa 25 students)

**Budget/department** - a large department and budget together with good timetabling permits class sectionals with 2 or more members of staff. Otherwise, brace yourself and note the following:

- save the headache of lost sheet music by insisting that students stick everything into a book or folder, ideally with lesson dates for record keeping/general good practice.
- get students to establish the highest and lowest note on their sheet music and then be aware of this range on their instrument.
- if rhythm is ever a problem, students should put down their instruments and clap out their part rhythmically, also as a group.
- record/film your class performance and ask for feedback! Compare/contrast your version to the 'original' (in terms of speed, dynamics, articulation).
- managing seats/music stands/instruments/accessories is a nightmare. Try to delegate as much as possible to two students, changing students every half term.



Violin 1

# Scherzo (Symphony 2) - Strings

strings version by  
Stephanie Lewis

L. van Beethoven (1770-1827)

**Allegro**  $\text{♩} = 100$

*p* *p* *ff* *div.*

9

*p* *p* *ff*

Violin 2

# Scherzo (Symphony 2) - Strings

strings version by  
Stephanie Lewis

L. van Beethoven (1770-1827)

**Allegro** ♩. = 100

9

*f* *f* *f* *p* *ff*

Viola

# Scherzo (Symphony 2) - Strings

strings version by  
Stephanie Lewis

L. van Beethoven (1770-1827)

**Allegro**  $\text{♩} = 100$

9

*f* *f* *ff*

div. 2

*f* *f* *p* *ff*

Violoncello

# Scherzo (Symphony 2) - Strings

strings version by  
Stephanie Lewis

L. van Beethoven (1770-1827)

**Allegro**  $\text{♩} = 100$

9

*f* *f* *ff*

*f* *f* *ff*