

MTAC 101st Annual Convention, Oakland, July 1-5, 2011

Phrase and Phrasing in Flute Performance

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Teaching phrasing helps promote creativity by revealing the character of the music, discovering the musical elements of the scores, and incorporating musical phrasing as a teaching fundamental in private lessons.

My combined suggestions are for flute teachers and their students in working toward making informed musical decisions. A performer's ability to articulate expressive musical thoughts and ideas is the ideal. Musical analysis undoubtedly helps one clarify an understanding of the piece. This intellectual ability is enhanced by early training on the instrument, as well as an emphasis of the key elements of musical phrasing. The informed musician utilizes musical analysis as a way to outline or conceptualize the score for a more effective performance. Ideally, the students' ability to make informed musical decisions should be well supported from an analytical standpoint.

Outline

I. Phrase and Phrasing – What's the difference?

- 1) Define *phrase*, *cadence* and *phrasing*.

II. Getting Control of Your Instrument: Flute Fundamentals

- 1) Shaping the "Note Envelope"
 - a. The beginning, middle and end of each note examined within the context of the musical line.
- 2) Tone Quality
- 3) Inflection: How to Shape a Musical Line
- 4) Articulation: Imitate vocalists' soft palate placement and observe string bowings for inspiration on sound and articulation.
- 5) The Art of Breathing
 - a. The "Musical" breath
 - b. The "Necessary" breath

III. Preparatory Work on Learning Phrasing: Mental Exercises

Overcoming various conceptual challenges is a process. Interpretation of music is based on score analysis.

- 1) Take the "Scholarly Approach"
 - a. Quotes from Peter Hill, John Rink and Jonathan Dunsby
- 2) Perspectives of Analysis and Performance by Janet Schmalfeldt
- 3) Internalize Music Through Score Analysis
- 4) Schenker Analysis in Relation to Performance (clear and concise)

IV. Appendices (free download available from website)

- (1) A selected list of pedagogical resources for flute students, beginning to accomplished intermediate level; (2) Further Study: A reference list for the advanced student and professional; and (3) Works Cited from this line of research.