

Versión beta | Beta Version

Nivel 3, Lección 20 | Level 3, Lesson 20

*** | Performance Suggestions for the “New World” Symphony

[Digitaciones](#) | [Fingerings](#) | [Drones](#) | [Métodos de estudio](#) | [Practice Methods](#)

Técnica | Technique

1. Escala y arpeggio | Scale and Arpeggio

mm. 60, 70, 80

81 Andrés Riera Esteban

86

90

Detailed description: This block contains three staves of musical notation in bass clef. The first staff (measures 81-85) shows a scale starting on G2, moving up stepwise with accents (^) on every note. The second staff (measures 86-89) continues the scale up to D4, also with accents. The third staff (measures 90-94) shows a descending scale from D4 back to G2, with accents. Fingering numbers (1-7) are indicated above the notes in the third staff.

2. Articulación | Articulation

1 1 1 1 2 2 2 2 Ewell

3

7

Detailed description: This block contains three staves of musical notation in bass clef, all in 4/4 time. The first staff (measures 3-4) features eighth-note patterns with accents (^) and dynamic markings *f* and *mf*. The second staff (measures 5-6) features quarter-note patterns with dynamic markings *mp*, *p*, *pp*, and *p*. The third staff (measures 7-10) features eighth-note patterns with dynamic markings *mp*, *mf*, and *f*. Fingering numbers (1-5) are indicated above the notes in the first and third staves.

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Antonín Dvořák, “New World” Symphony, Op.95, IV

259 Solo *mf marc.*

4 444 5 455 55 5 4 22 222 4 5 4 55 55 5

Use cuatro formas de articular: 1) estacato simple 2) estacato simple blando 3) estacato blando con la formula TKTT 4) estacato blando con la formula TKTK | Use four methods of tonguing: 1) staccato single tongue, 2) legato single tongue, 3) legato TKTT, 4) legato TKTK

Ewell

5

3. Estudio de vibrato | Vibrato Study

♩ = 60

2 2 3 3 4 4 3 3 2 2

3 3 3 3

p *f* *p*

Ewell

4 2 2 3 3 4 4 3 3 2 2

3 3 3 3

p *f* *p*

4. Tocar en eco | Echo Playing

Escucha la melodía una o dos veces y luego trata de tocarla. En caso no puedas hacerlo, escucha entonces la versión del eco. La melodía está al final de la lección | Listen to the melody once or twice and then try to play it. If unable to play the melody, listen then to the echo playing. The melody is at the end of the lesson.

♩ = 60



Melodía | Melody: [442](#) | [440](#) || Eco | Echo: [442](#) | [440](#)

5. Partimenti

*** | Play in Eb and Ab major by memory.

(712 | 1234 | 3) Furno p. 9, Ewell

5

10

14

19

23



Mi bemol mayor mayor | Eb Major mp3, mm. 60: [A442](#) | [A440](#); mm. 80: [A442](#) | [A440](#); mm. 100: [A442](#) | [A440](#); mm. 120: [A442](#) | [A440](#)

La bemol mayor | Ab Major mp3, mm. 60: [A442](#) | [A440](#); mm. 80: [A442](#) | [A440](#); mm. 100: [A442](#) | [A440](#); mm. 120: [A442](#) | [A440](#)

6. Entonación y sincronización | Intonation and Synchronization

$\text{♩} = 100$

Ewell

mf

8



ESTUDIO N.º 28 (D. AGUADO)

Antonio Manjon



mp3, guitarra (guitar), mm. 80: [A442](#) | [A440](#) || mm. 90 [A442](#) | [A440](#) || mm. 100 [A442](#) | [A440](#)

Ejercicio musical | Etude

Jancourt, p. 32

No. 15. Moderato. (♩ = 92.)

p

f

tr

Melodía | Melody

Humoresque (1912)

Peru

[https://vmirror.imslp.org/files/imglnks/usimg/3/31/IMSLP391099-PMLP632910-Staub -
_46_Humoresque_Op.46_KML.pdf](https://vmirror.imslp.org/files/imglnks/usimg/3/31/IMSLP391099-PMLP632910-Staub_-_46_Humoresque_Op.46_KML.pdf)

♩ = 132

Allegretto scherzando

Victor Staub, arr. Ewell



*** | Steal Away

Espiritual, EE. UU. | Spiritual, USA

♩ = 76

Slowly, with expression

Johnson, pp. 114-115, arr. Ewell



Mangos

Canción folclórica, Trinidad | Folk Song, Trinidad

<https://www.bethsnotesplus.com/2023/11/mangoes.html>

♩ = 60

arr. Ewell



Himno Nacional del Ecuador | National Anthem of Ecuador (1870)

Antonio Neumane , arr. Ewell

$\text{♩} = 100$

f *mf* *f*

4

f *mf* *f*

7

f *mf* *f*

*** | Excerpt from Etude #8 for French Horn, Opus 33 (2021) Argentina

Tiempo de chacarera (mm. 90)

Pablo Llamazares, arr. Ewell

f *mf* *f*

7

f *mf* *f*

13

f *mf* *f*

18

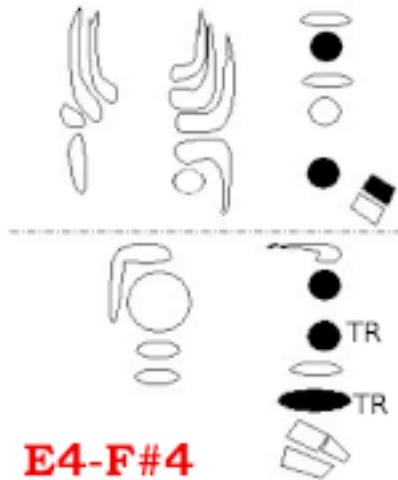
p *mf* *f*

Chanson Gaie (1909)

Peru

[https://vmirror.imslp.org/files/imglnks/usimg/8/8b/IMSLP70844-PMLP142242-Staub -
_Chanson_gaie,_Op._22_\(piano\).pdf](https://vmirror.imslp.org/files/imglnks/usimg/8/8b/IMSLP70844-PMLP142242-Staub_-_Chanson_gaie,_Op._22_(piano).pdf)

*** Use this fingering in Measure 3 for E4-F#4-E4.



Victor Staub, arr. Ewell

$\text{♩} = 70$

mf

p

5

3

p

mf

9

3

14

mf

p

3

20

rall.

a tempo

rall.

a tempo

25

3

3

29

p

cresc.

mf

mf

cresc.

3

6

dim.

35

cresc.

f

cresc.

f

mp3: fagot (bassoon) 1 | fagot (bassoon) 2

Extracto | Excerpt

Antonín Dvořák, “New World” Symphony, Op.95 (1893)

<https://imslp.hk/files/imglnks/euimg/c/cf/IMSLP726217-PMLP8710-Dvorak-Symph9-18-fg1.pdf>

I.

Fl. II *p* 5 *p*

323

329 *cresc.* *fz* *mp* 1

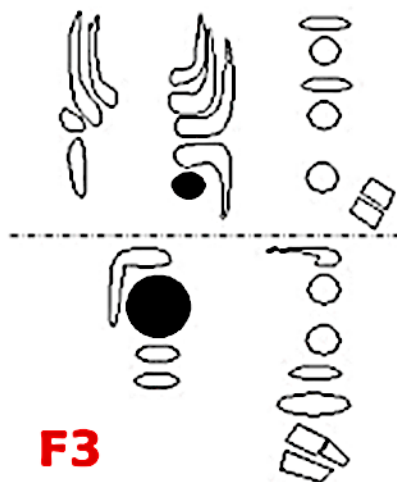
II.

Largo. *ppp* *dim.* *f* 9 Engl. Horn. **F3** Solo. **1**

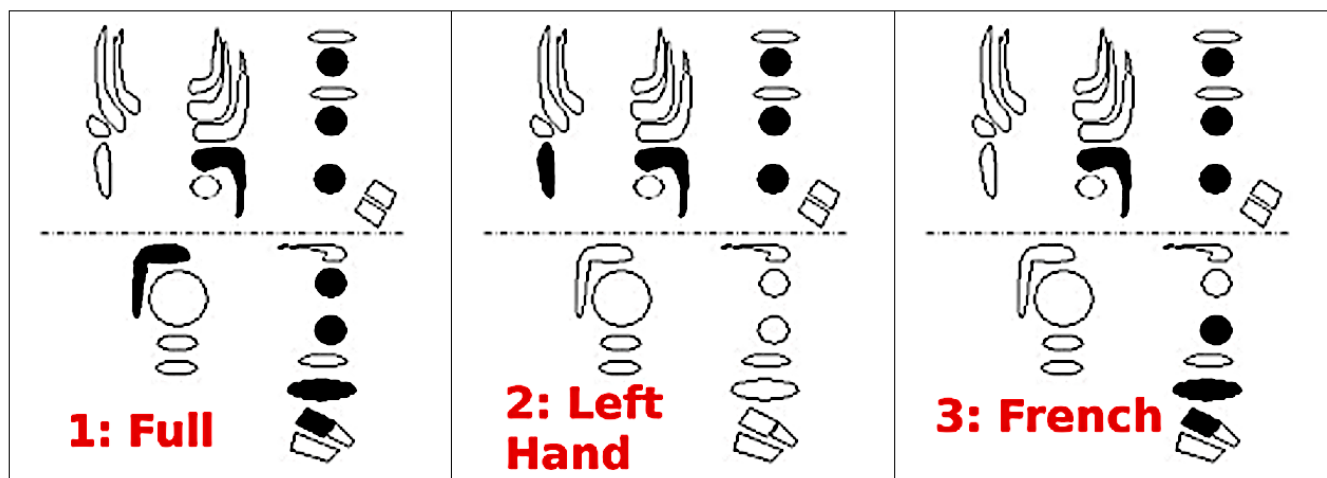
1 1 2 2 2 2 3

f *pp* *pp* *f* *ff* Engl. Horn.

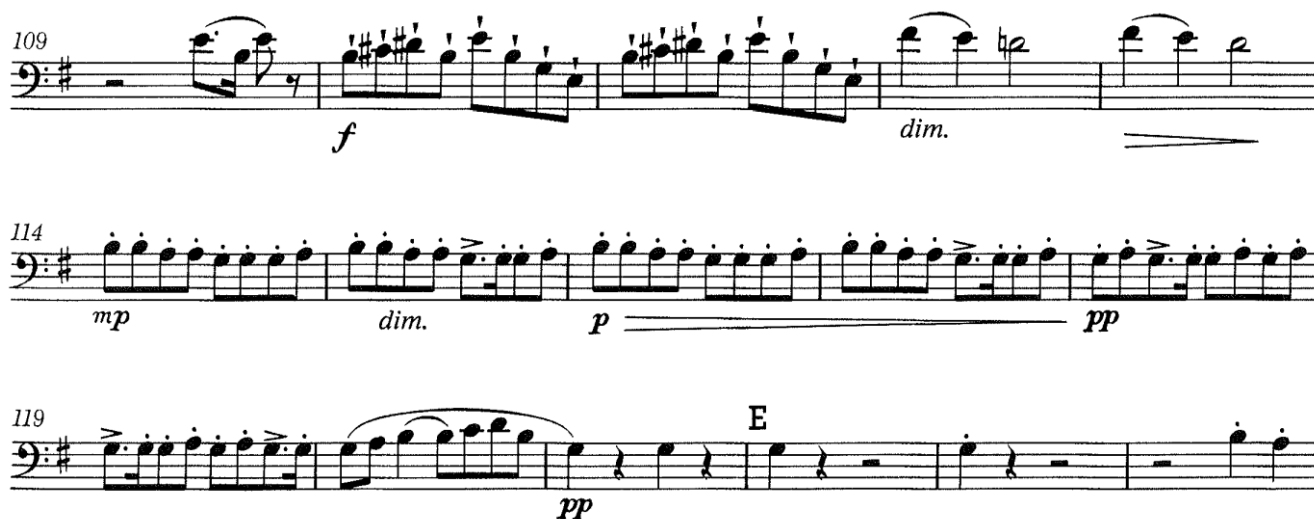
*** | For a Quieter and Better in Tune Entrance:



*** | Use the Different Db4 Fingerings for Changes in Tone Color and Dynamics



IV.



Reproducción de eco | Echo Playing

Jamaican Dances for the Young, Op. 85, Book 4, No. 1



Estudio adicional | Further Study

- [Rubank Advanced Method Duets](#) Part of the "Play Along" series. Students practice duets from this etude book with recordings by Dr. Ewell.
- Satzenhofer, [Praktische Fagott-Schule](#) (Method for the Bassoon), pp. 50-100. Free music available.
- [Weissenborn, Opus 8, No. 1](#). Free music available.
- [Weissenborn, Fifty Advanced Studies, Opus 8, No. 2 \(beginning portion\)](#) Fifty-five instructional videos.
- Weissenborn, [Fifty Advanced Studies](#) Free music available (imslp and alternative link)
- Grade 4 Solo Accompaniments [A-M](#) | [N-Z](#)



Select Videos on Bassoon Solos:

- Hindemith, [Sonata](#) (4 videos)
- Mozart, [Concerto in Bb](#), 2nd and 3rd movements (19 videos in the series)
- Telemann, [Sonata in F Dorian](#) (F Minor, 5 videos)



<https://www.2reed.net/Metodo/>



<https://2reed.net/>

<https://terryewell.com/>

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