Marcelo Rauta

(1981)

Obras para a juventude

(Works for the young)

12 obras para quarteto de flautas-doce (2015)

(12 works for recorder quartet)

MUSICA BRASILIS

Marcelo Rauta (1981)

Obras para a juventude
12 obras para quarteto de flautas-doce

(recorder quartet)

Apresentação
A coleção *Obras para a juventude* / The collection *Works for the young*
Sugestões de uso / Suggestions for use
Primavera
Verão
Outono
Inverno
Felicidade
Noite
Dia
Adeus
Berceuse
Triste canção
Coral
Dobrado

Partes:
- Flauta soprano
- Flauta contralto
- Flauta tenor
- Flauta baixo

41 p.

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MUSICA BRASILIS

Apresentação

Essa coleção de obras e atividades, denominada Obras para a Juventude, foi escrita com a melhor das intenções, não se apresentando como a solução de todos os problemas musicais, mas apenas uma contribuição às áreas de Performance e Educação Musical em propostas multiculturais.

Dividida por temática para melhor atender as necessidades de professores e alunos, utiliza em sua elaboração vários instrumentos e técnicas/estéticas composicionais (modalismo, tonalismo, procedimentos composicionais do século XX, pós-modernismo etc.), fazendo uma viagem ao tempo por meio de obras autorais, arranjos e releituras.

O material pode ser adaptado, se necessário, sendo útil para as aulas individuais, aulas coletivas e para as apresentações musicais.

Gostaria de parabenizar o autor pelo cuidado e dedicação na elaboração da coleção Obras para a Juventude, fruto da importante contribuição originária de sua tese de doutorado no PPGM da UNIRIO, contemplando o maior número possível de linguagens musicais e meios sonoros, mesmo sabendo que seria impossível utilizar na mesma todo o material musical/composicional já desenvolvido durante os séculos.

Seu trabalho utilizando as linguagens modal e moderna na música para violão e para o piano (conteúdos praticamente inexistentes nos métodos tradicionais dos citados instrumentos) de forte teor artístico e didático veio para ficar, pois supre uma importante lacuna no ensino de música no Brasil.

Eu recomendo,

Ermelinda A. Paz

A coleção
Obras para a juventude

As obras deste caderno fazem parte de uma coleção denominada *Obras para a Juventude* (inspirada no *Álbum para a Juventude* de Schumann).

Nossa coleção está organizada por temática e instrumentação, contempla obras e atividades que incluem o ensino coletivo de música (diversas formações desde duo à orquestra sinfônica), ensino individual de piano e violão, além de oficinas de criação musical.

Os meios sonoros utilizados são cordas friccionadas, madeiras, metais, piano, percussão, violão e vozes. Assim, as ferramentas constantes em *Obras para a Juventude* contribuem ao cotidiano musical de professores e alunos em diversos meios sonoros, artísticos e sociais.

Essas ferramentas, distribuídas em obras e atividades musicais educacionais, contém diversos elementos, tais como: modalismo, tonalismo, paisagem sonora, procedimentos composicionais do séc. XX, notação analógica, notação convencional, tablaturas e cifras alfabéticas, recursos expressivos, música popular urbana, música de tradição oral brasileira e estrangeira (folclore), parlendas, tecnologia musical e criação musical.

Neste caderno, as doze obras para *Quarteto de Flautas-doce* adotam como linguagem o tonalismo. São pequenas peças que podem ser tocadas como um ciclo ou independentes, em qualquer ordem.

O autor.

The collection
Works for the young

The works of this album belong to a collection titled *Works for the Young* (inspired on Schumann´s *Album for the Young*).

This collection is organized according to its themes and instrumentation. It comprehends musical works and activities that include group teaching (for various types of groups, from duos to symphonic orchestra), individual teaching of piano and guitar, besides activities of music creation.

The musical resources applied contain bowed strings, woodwinds, brass, piano, percussion, guitar and voice. Therefore, the tools available at *Works for the Young* may enrich the musical experience of students and teachers alike on a daily basis, since it provides several options that cover sonorous, artistic and social aspects.

Such tools, delivered in musical works and educational musical activities, contain several elements, such as: modalism, tonalism, soundscape, materials and techniques of twentieth-century music, analog musical notation, traditional musical notation, tablatures and musical charts, expressive resources, urban popular music, oral tradition music (brazilian and foreign), Parlendas (Nursery Rhymes), Music technology and musical creation.

At this book, the twelve works for *Recorder Quartet* adopt a tonal language. It contains small pieces that can be performed as a cycle or independently, in any order.

The author.

(Translated by Fernando Vago)

Sugestões de uso

Não é nosso intuito que este caderno seja utilizado como um método rígido e sequencial, sendo as obras propostas repertório adicional ao ensino de música. Assim, não pensamos em fazer ordenações, pois consideramos que não existe uma obrigatoriedade em se estudar progressivamente as obras da coleção.

Fica a critério do professor adotar/escolher a sequência de uso/ensino das obras, considerando as particularidades didáticas destinadas a cada aluno.

Em relação aos recursos expressivos (agógicas, articulações e dinâmicas), achamos importante que eles possam ser disponibilizados desde o início da aprendizagem musical quando o professor verificar tal possibilidade.

Incentiva-se a improvisação utilizando o material das obras ou releitura das obras propostas, além de reformulações nas agógicas, dinâmicas e outros meios expressivos.

A apreciação pode ser conduzida na codificação das técnicas e procedimentos estéticos em cada obra interpretada, além da utilização das obras de compositores diversos (inclusive obras dos alunos) que adotam procedimentos similares.

Além do ensino coletivo, as obras podem ser orquestradas/transcritas e/ou reduzidas para outros meios sonoros, bem como utilizadas nas leituras à primeira vista, em aulas de orquestração, regência, transposição e acompanhamento.

Reforçando o exposto, não desejamos que as peças propostas sejam as únicas a serem adotadas pelo professor, e de forma alguma venham a ser encaradas como imutáveis, sendo importante que o

Suggestions for use

It is not our intent to suggest that this collection should be used as a rigid and sequential method. The works are recommended as supplementary repertoire for music teaching. Hence, there is no exact order. In other words, it is not mandatory to study progressively all the works.

The teacher should feel free to adopt the order of the pieces that reach his intentions, considering the pedagogical needs of each student.

Expressive resources (agogics, articulations and dynamics) should be presented since the very beginning of musical learning, as soon as the teacher verifies the opportunity for introducing those concepts.

Improvisation is encouraged using the material of the pieces or arrangements based on it, as well as reformulation on agogics, dynamics and other expressive resources.

Musical appreciation can be included in the codification of techniques and aesthetical procedures in each piece performed, besides the use of a variety of works by other composers (including pieces by the students) that adopt similar procedures.

Beyond group teaching, the works can be orchestrated/transcribed and/or reduced to other musical possibilities, as well as used for sight reading activities in classes such as conducting, piano accompaniment and orchestration. As already stated, there is no intention to make these pieces the only ones adopted by the teachers, and also they should not be considered as changeless. The teacher must use further works, considering his

professor utilize além do material proposto, outros repertórios, considerando o perfil da turma ou do aluno particular. Deste modo, fica a critério de cada professor escolher e adotar as obras e atividades da coleção *Obras para a juventude*, adaptando-as se necessário, seguindo a proposta de ensino que achar mais adequada.

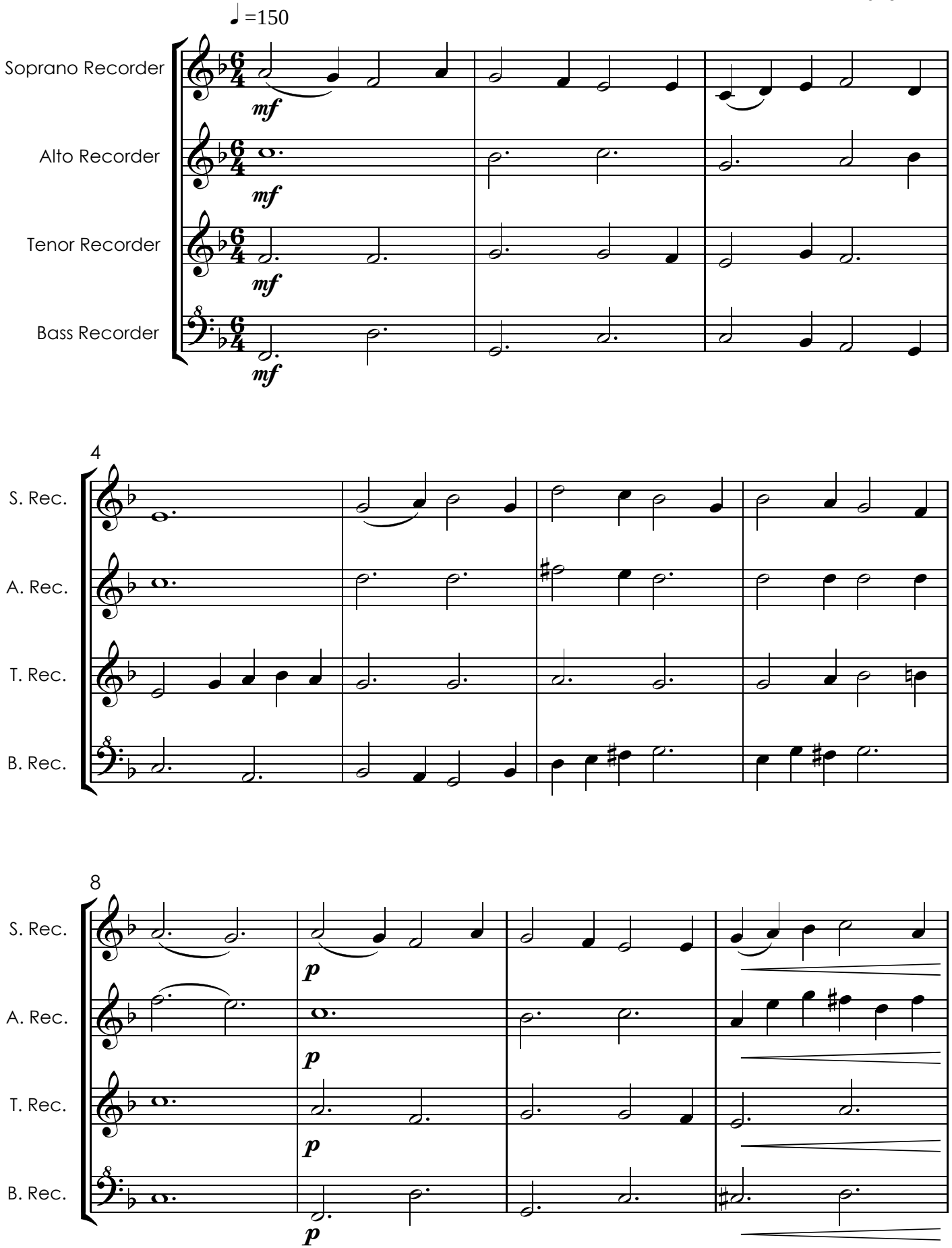
pedagogical intentions, the student´s needs and their personality.

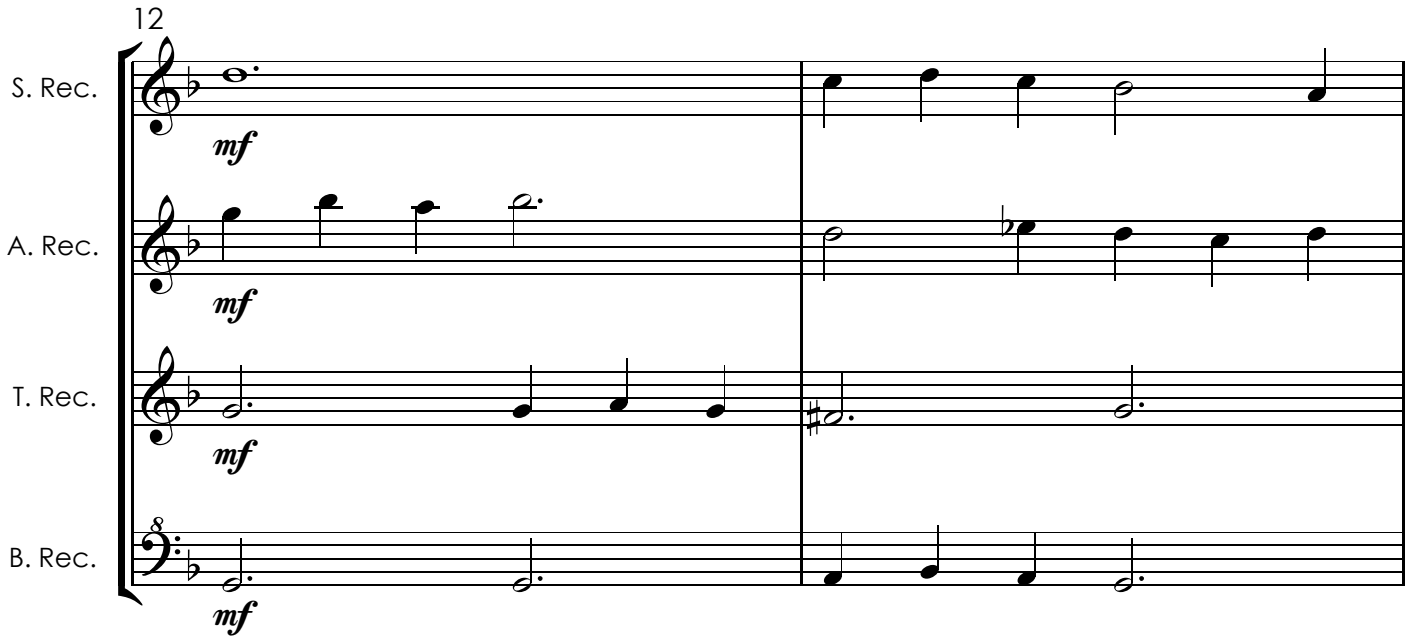
Thus, it´s at the teacher´s discretion to choose and adopt the works and activities of the *Works for the Young*, adapting them if necessary, following the teaching proposal that he considers more efficient.

(Translated by Fernando Vago)

01 - Primavera

Marcelo Rauta
2015

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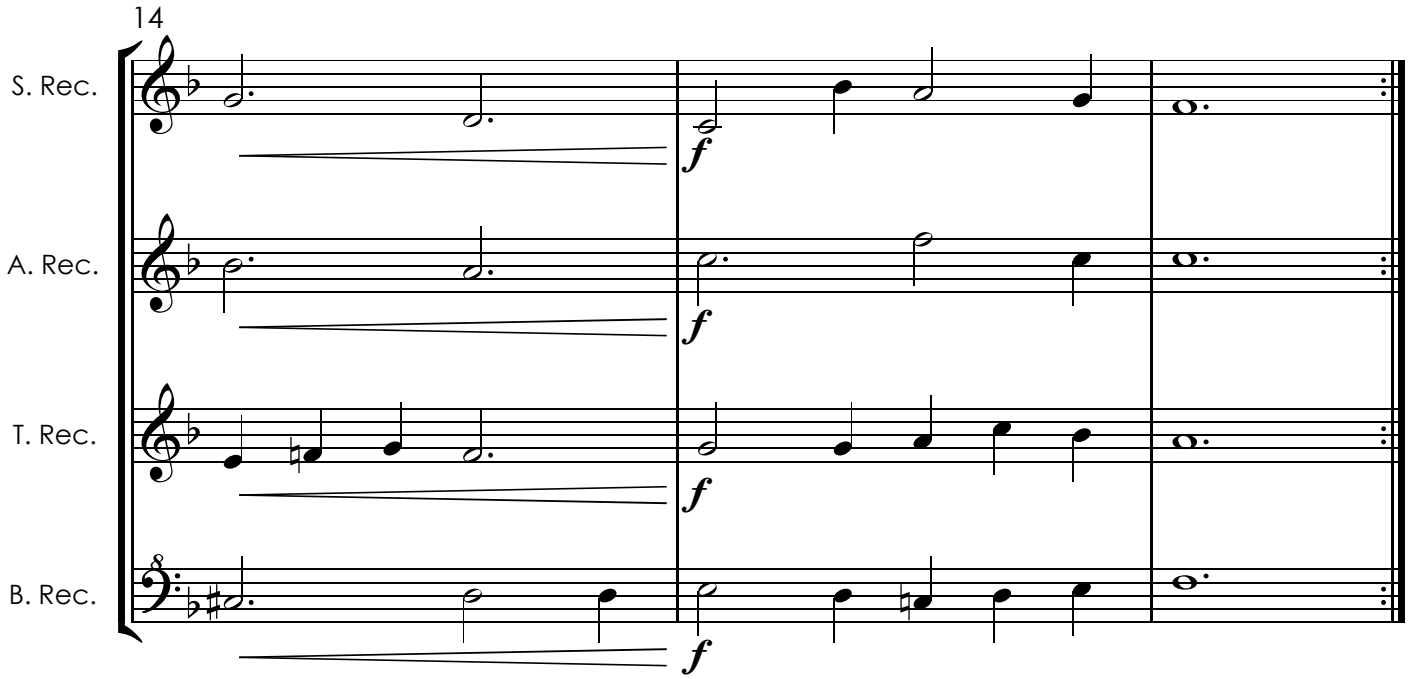
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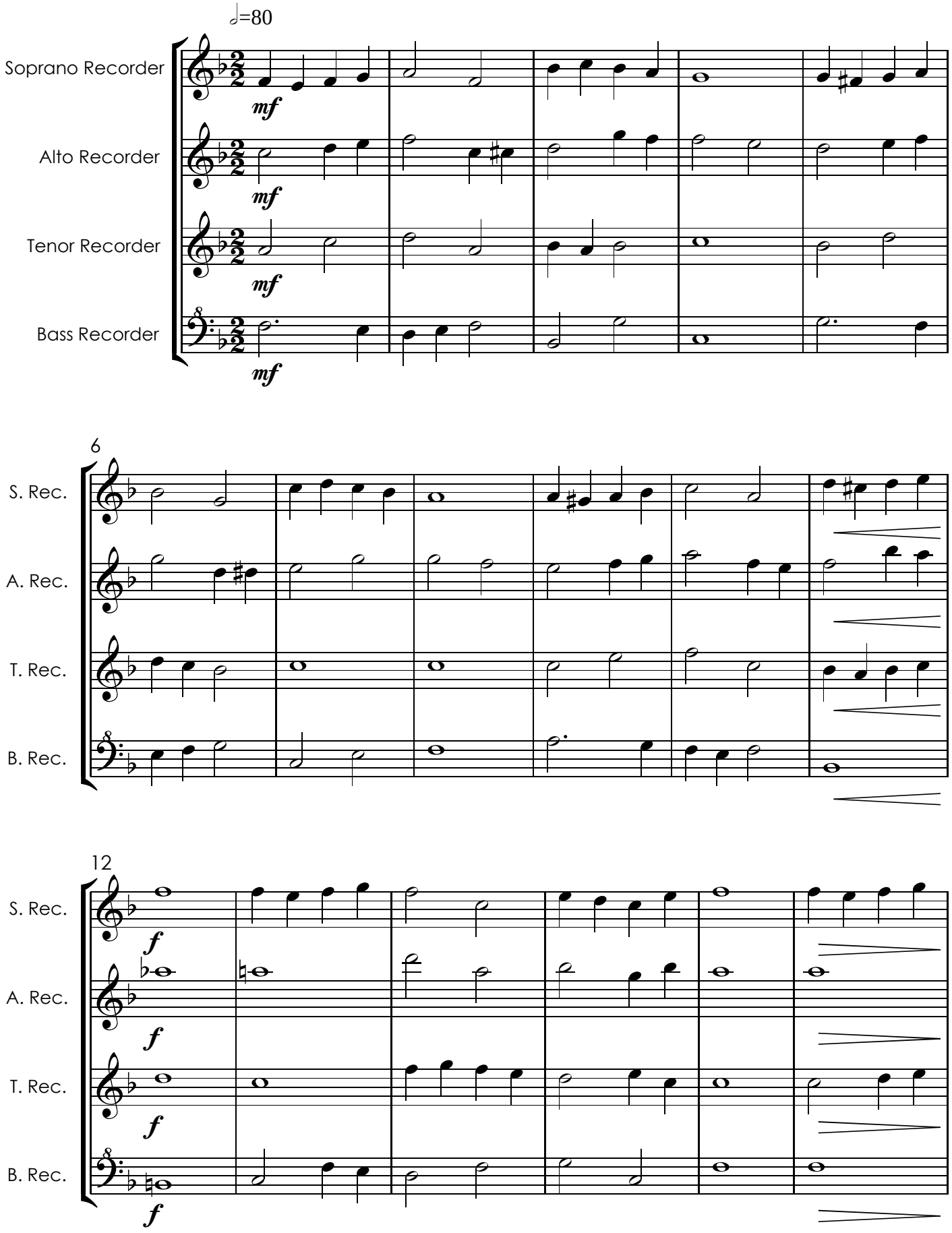
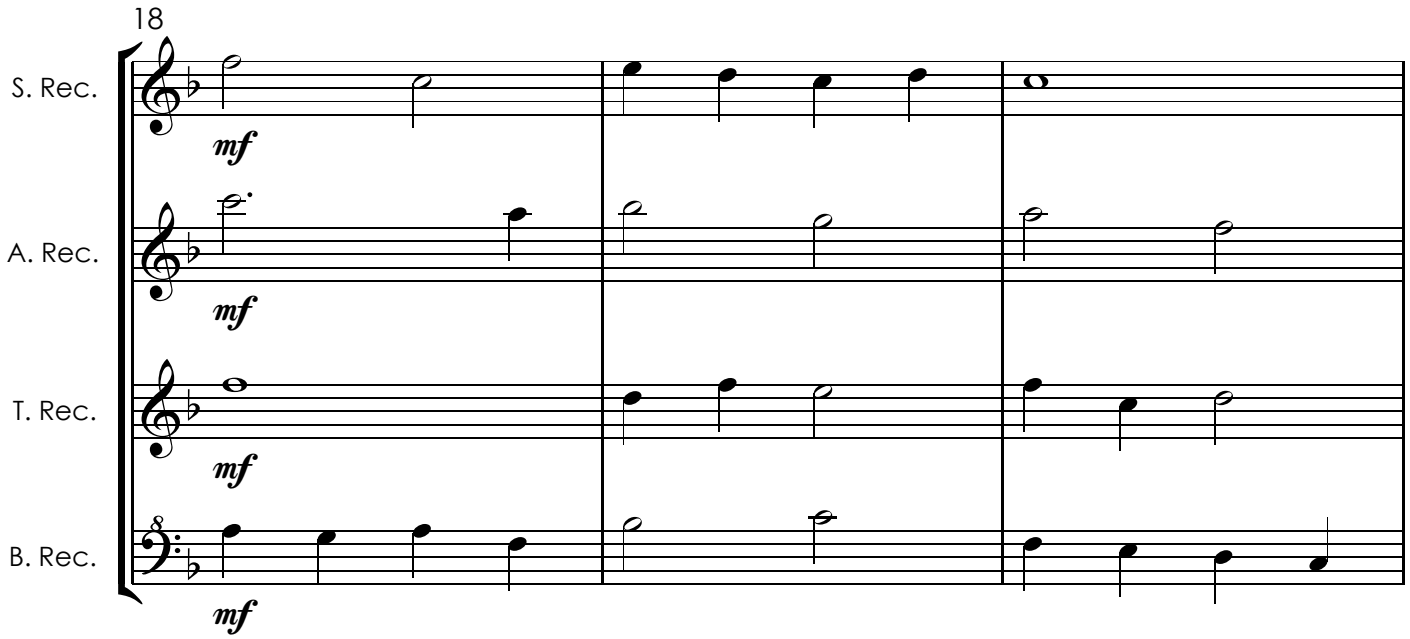
02 - Verão

Marcelo Rauta
2015

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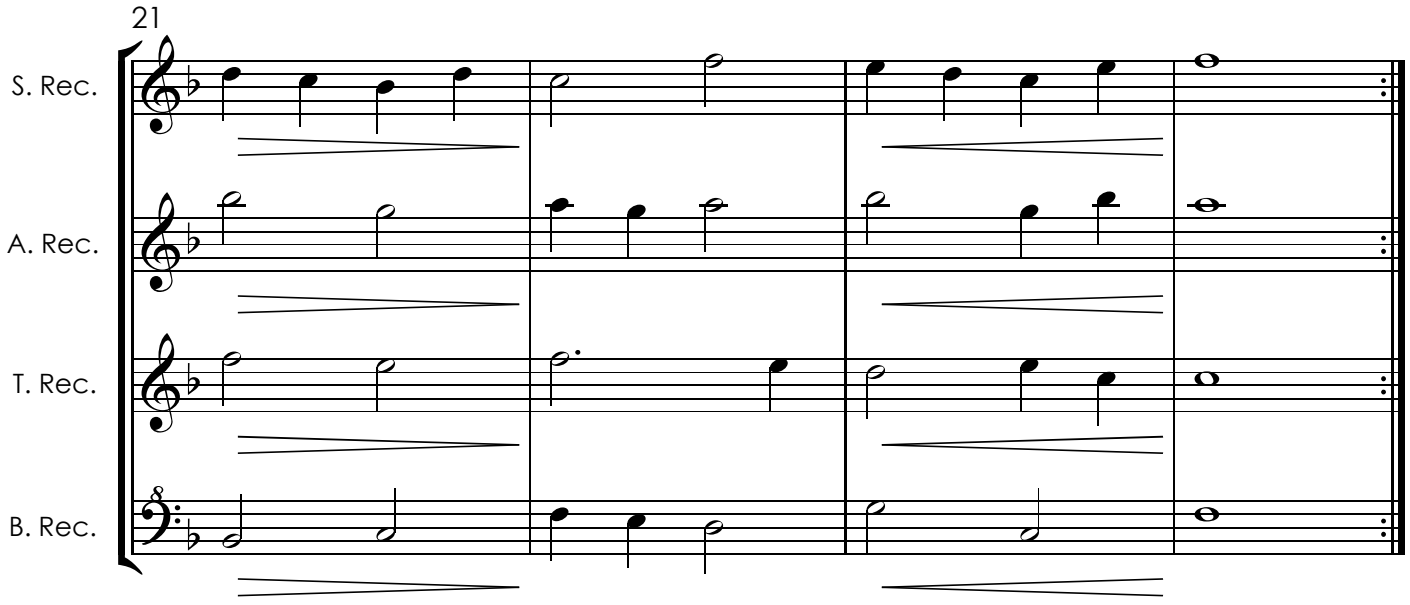
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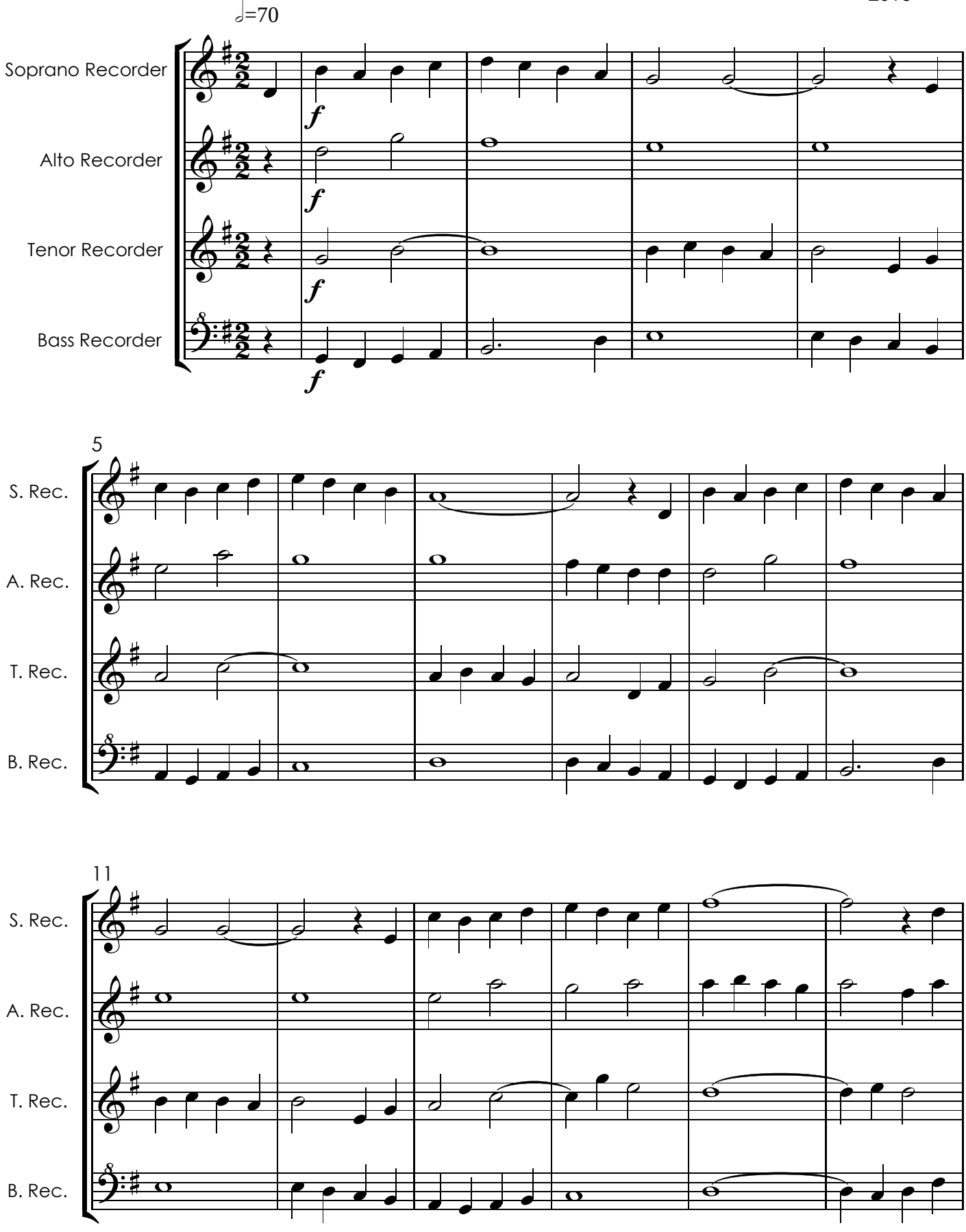
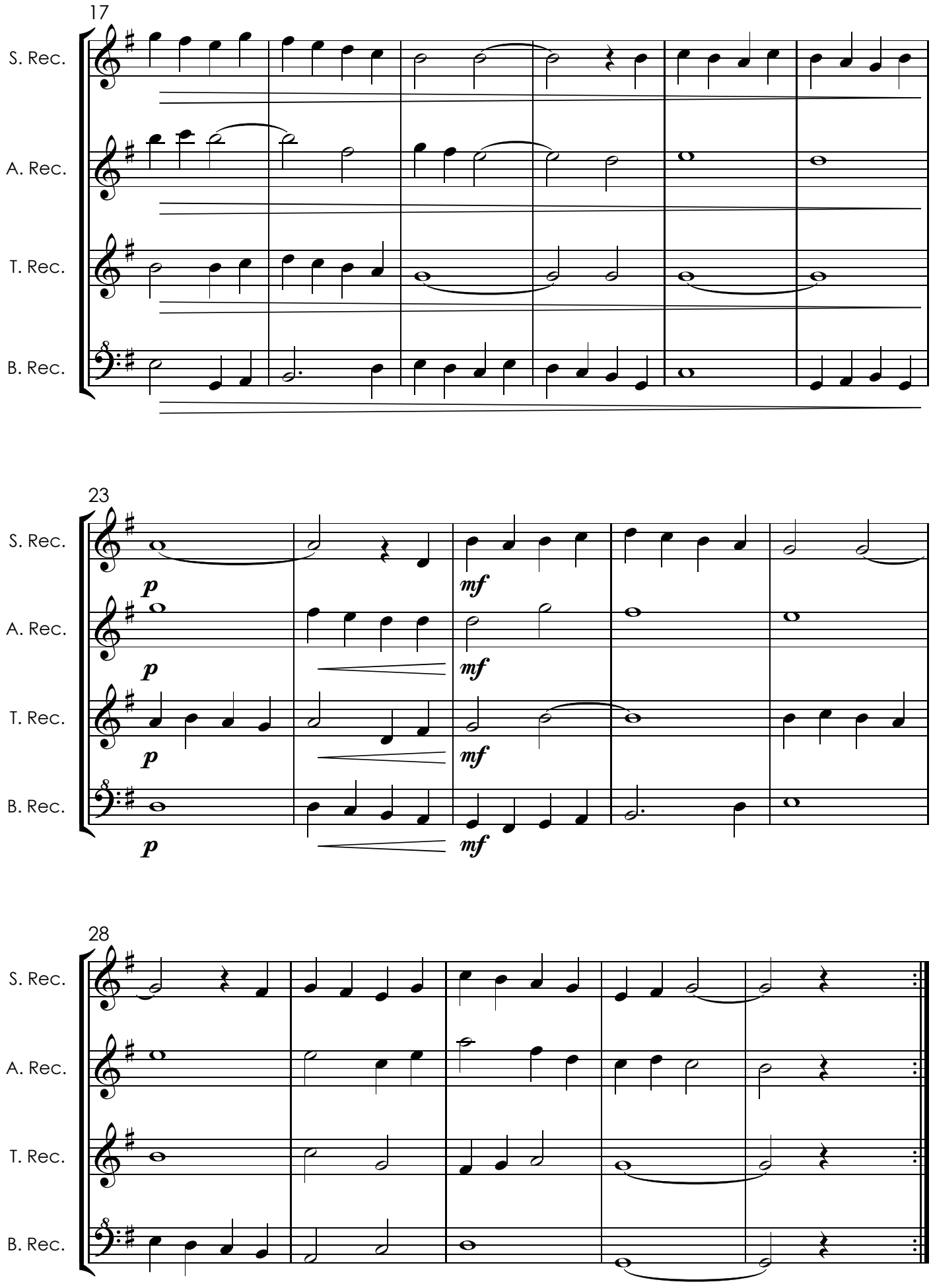
03 - Outono

Marcelo Rauta
2015

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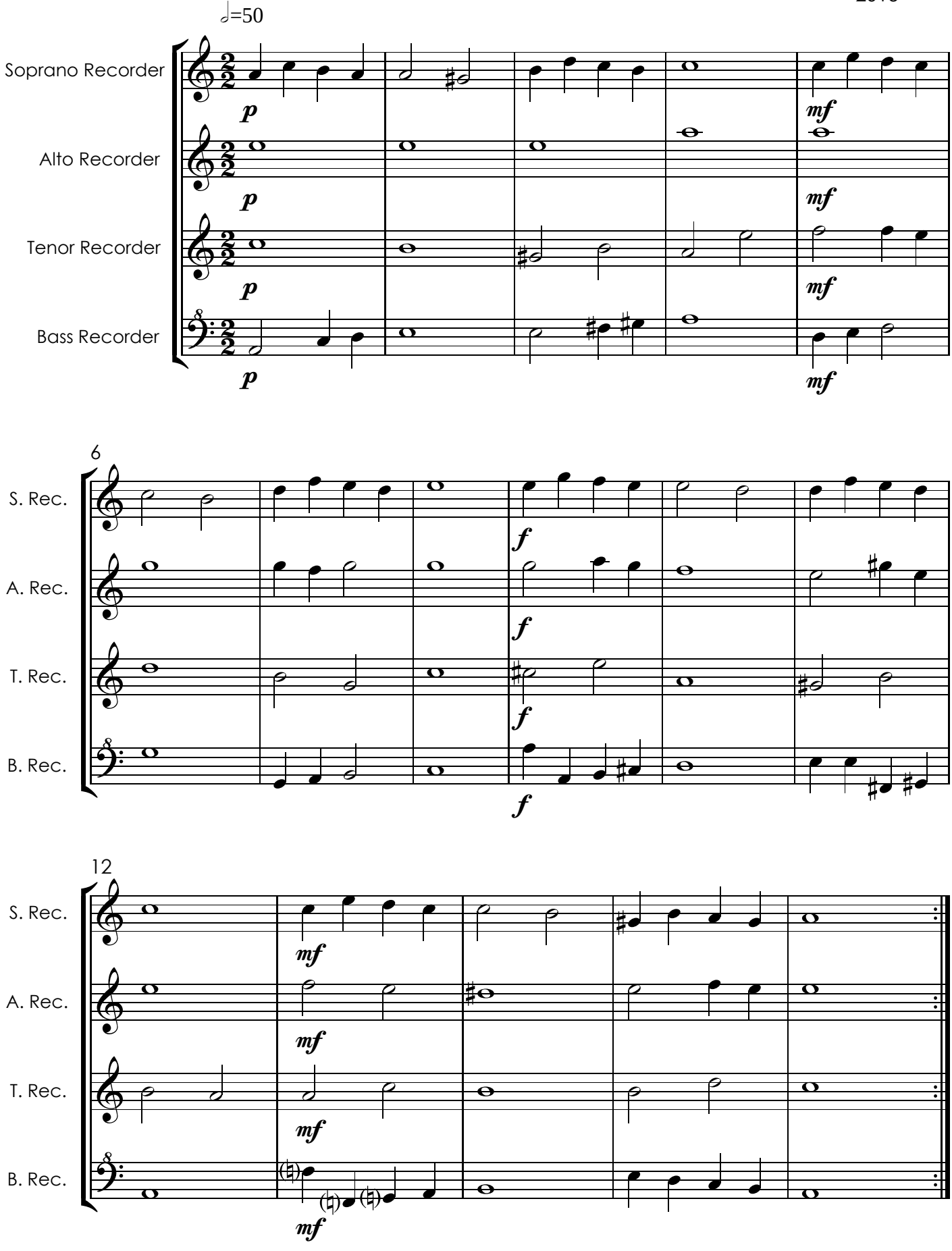
04 - Inverno

Marcelo Rauta
2015



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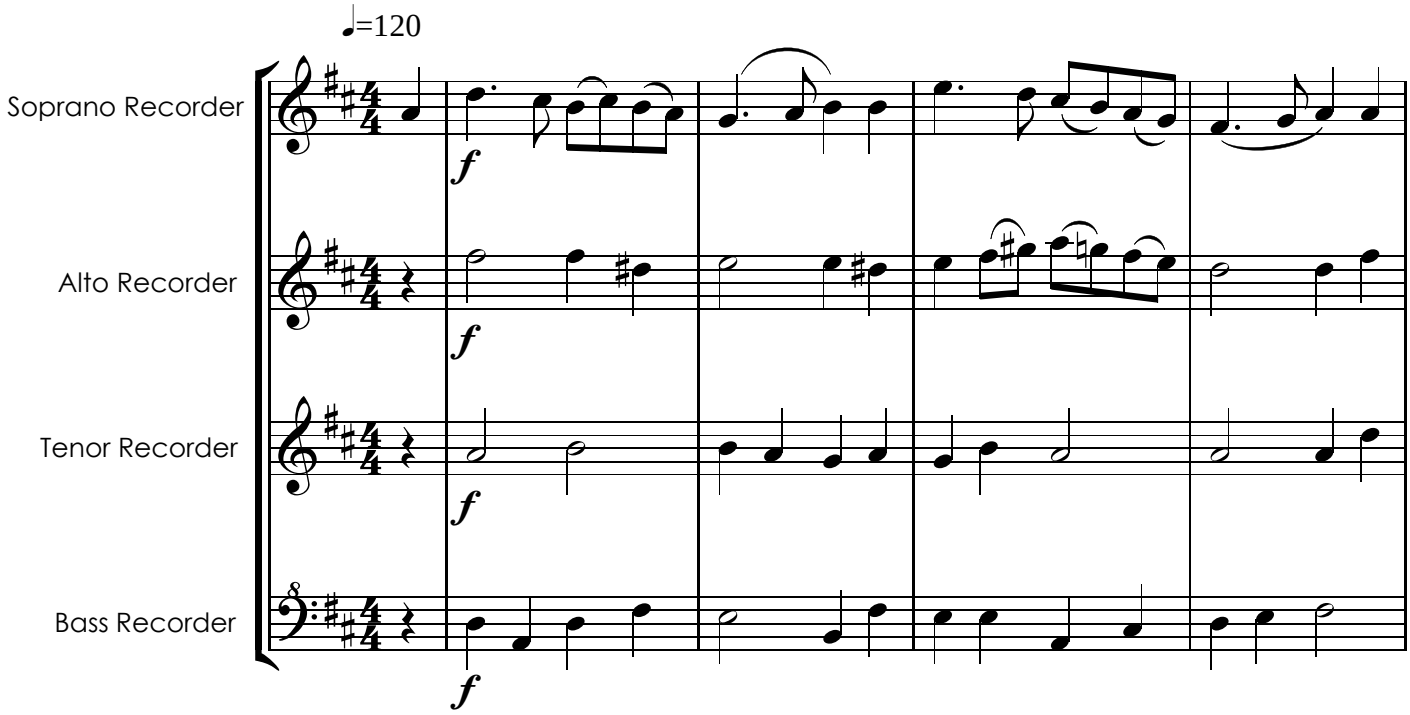
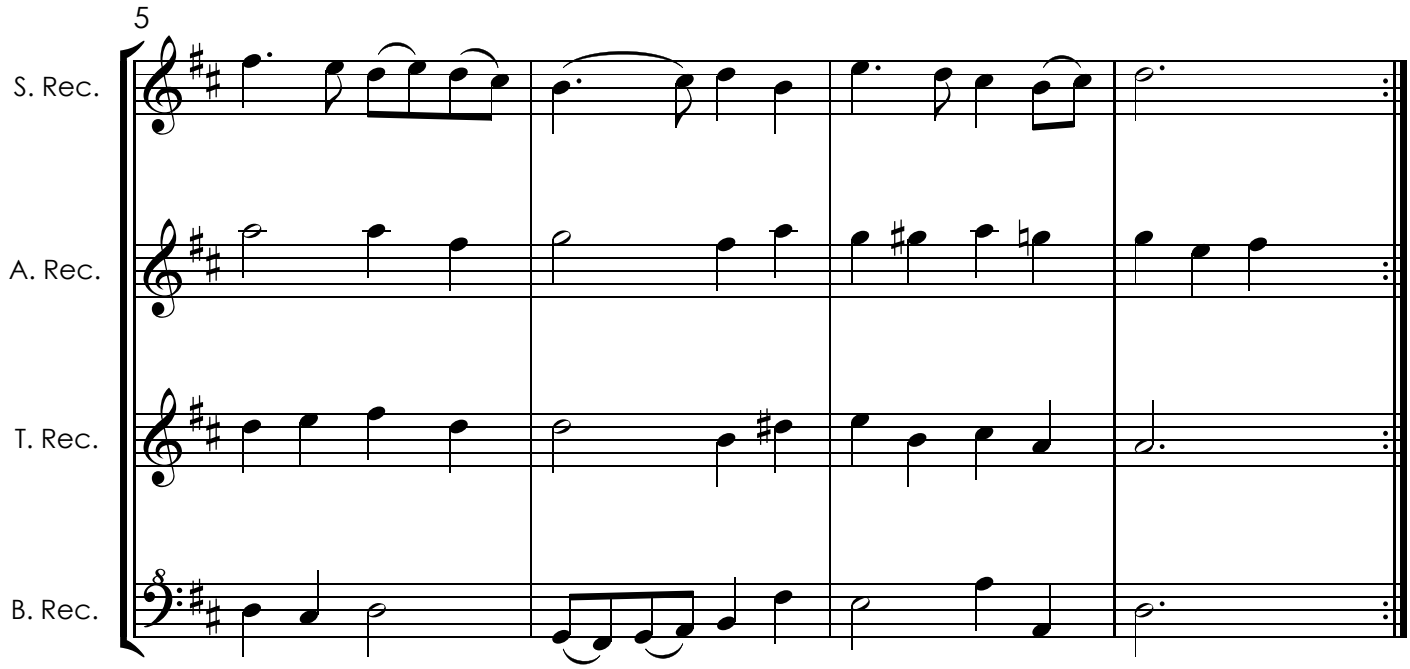
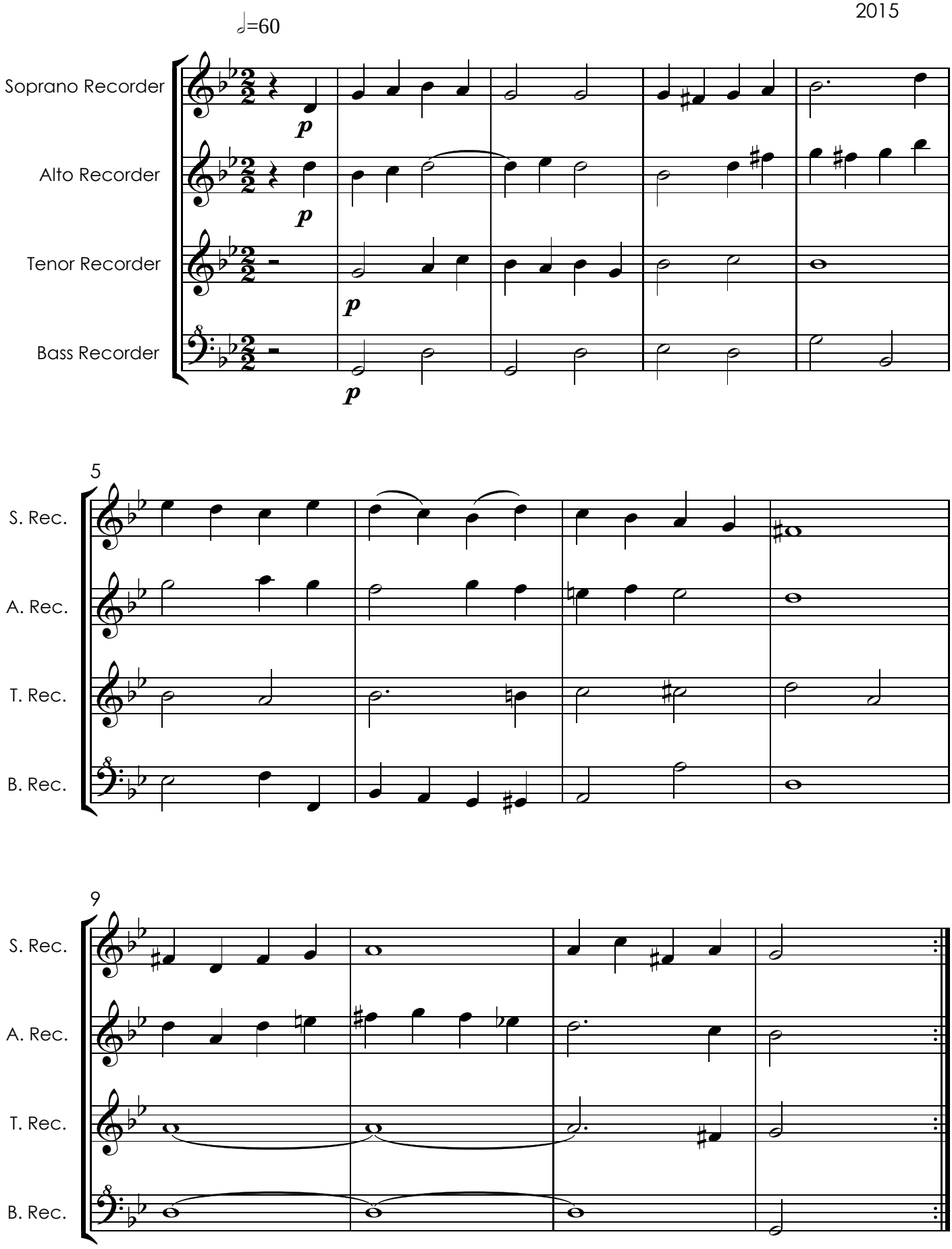
Marcelo Rauta
2015





06 - Noite

Marcelo Rauta
2015



07 - Dia

Marcelo Rauta
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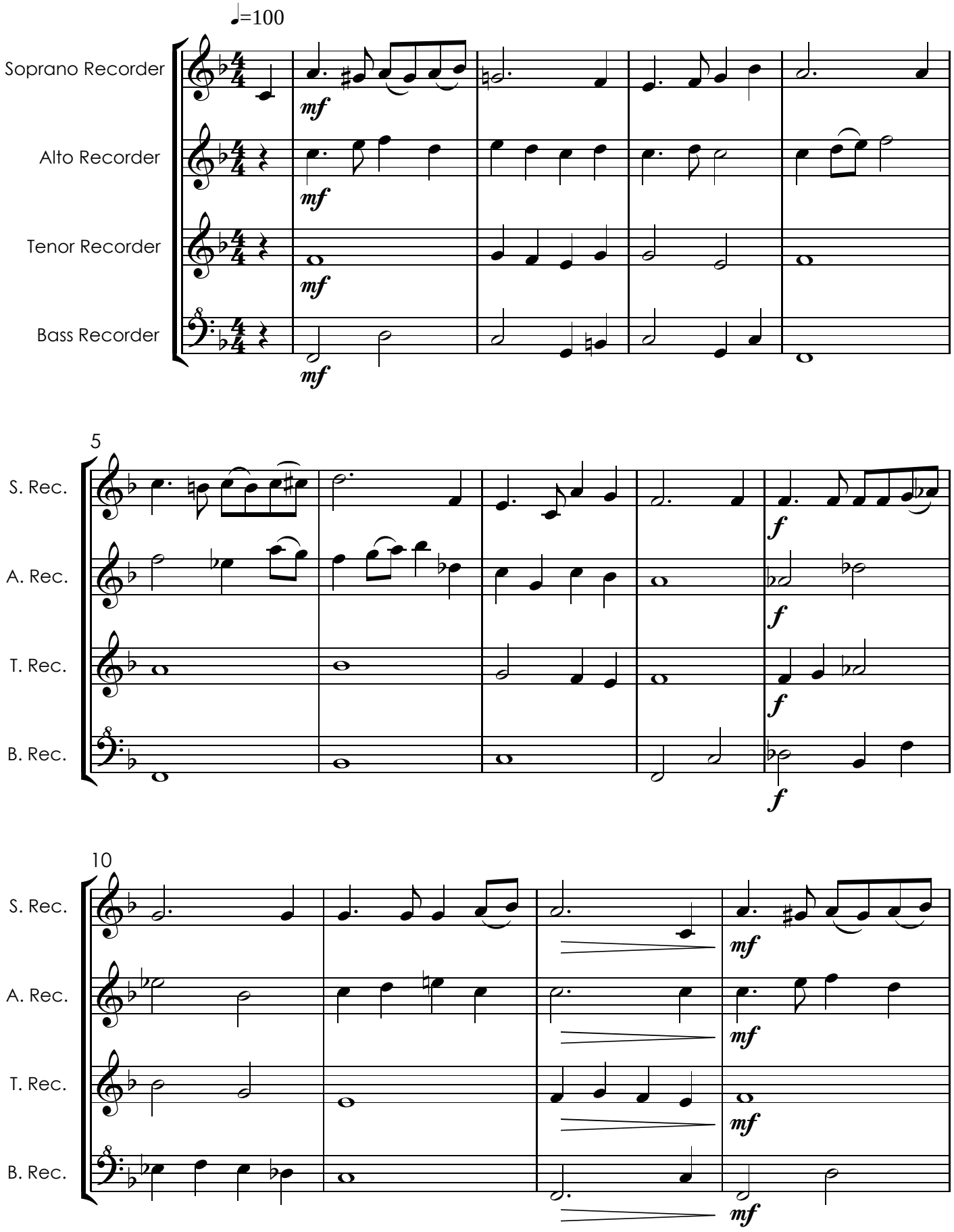

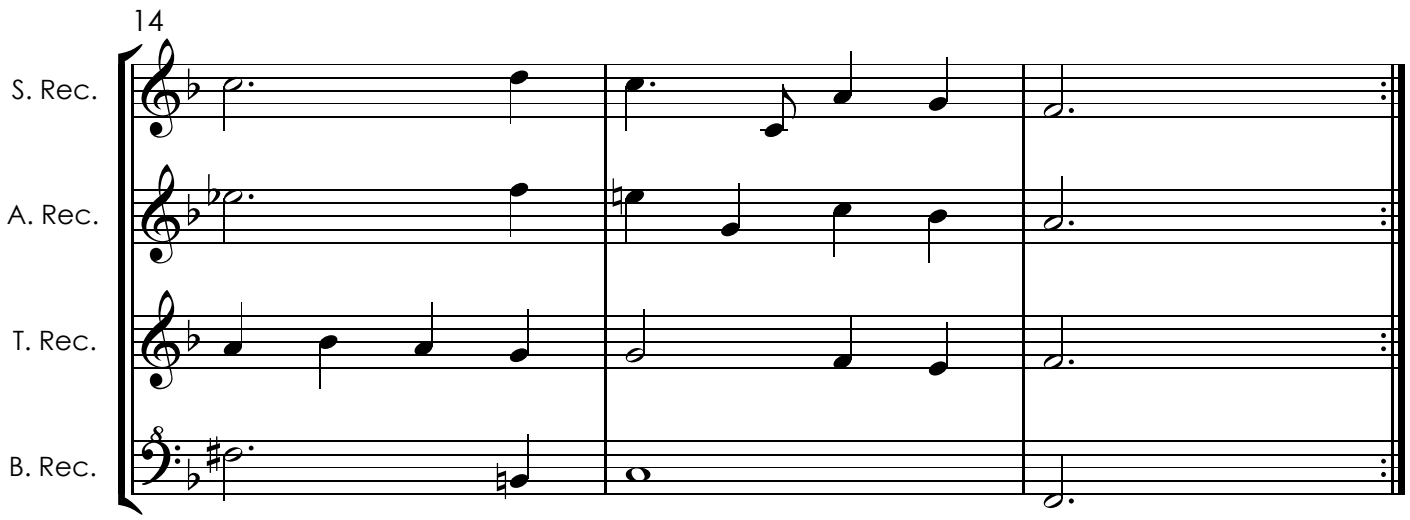
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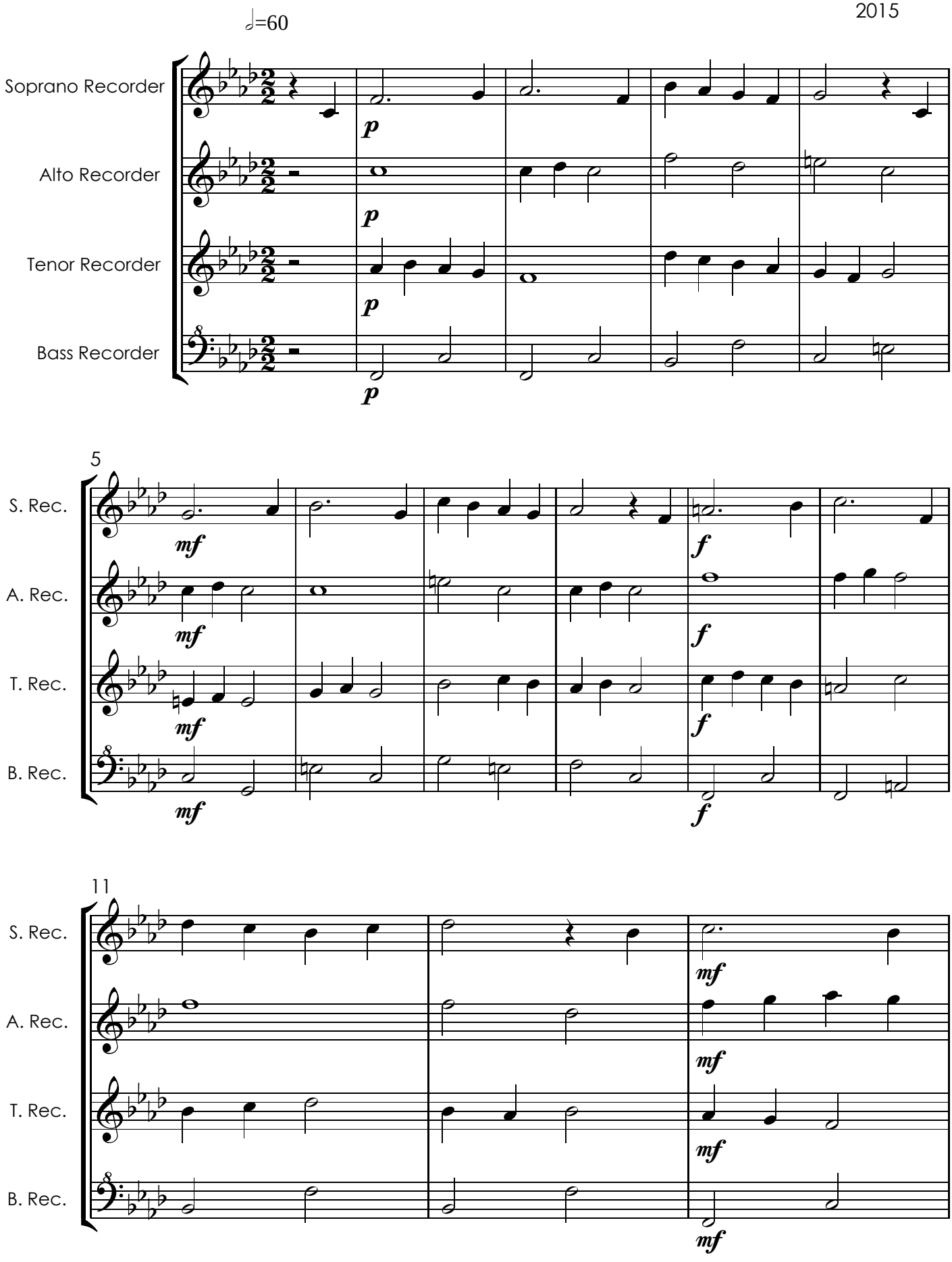
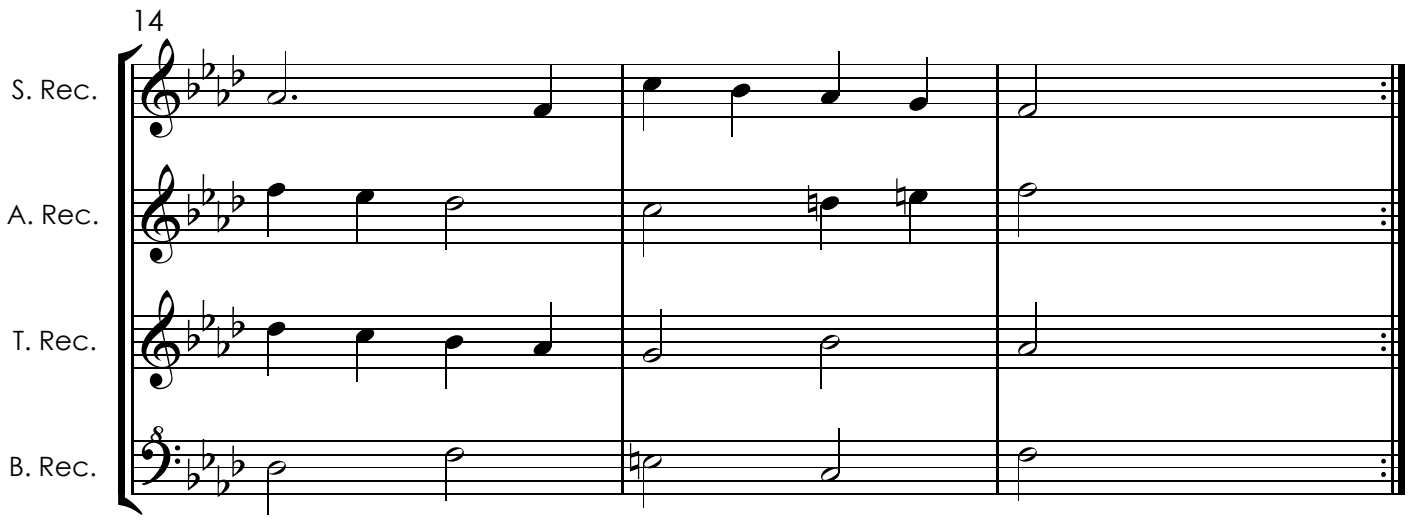
08 - Adeus

Marcelo Rauta
2015

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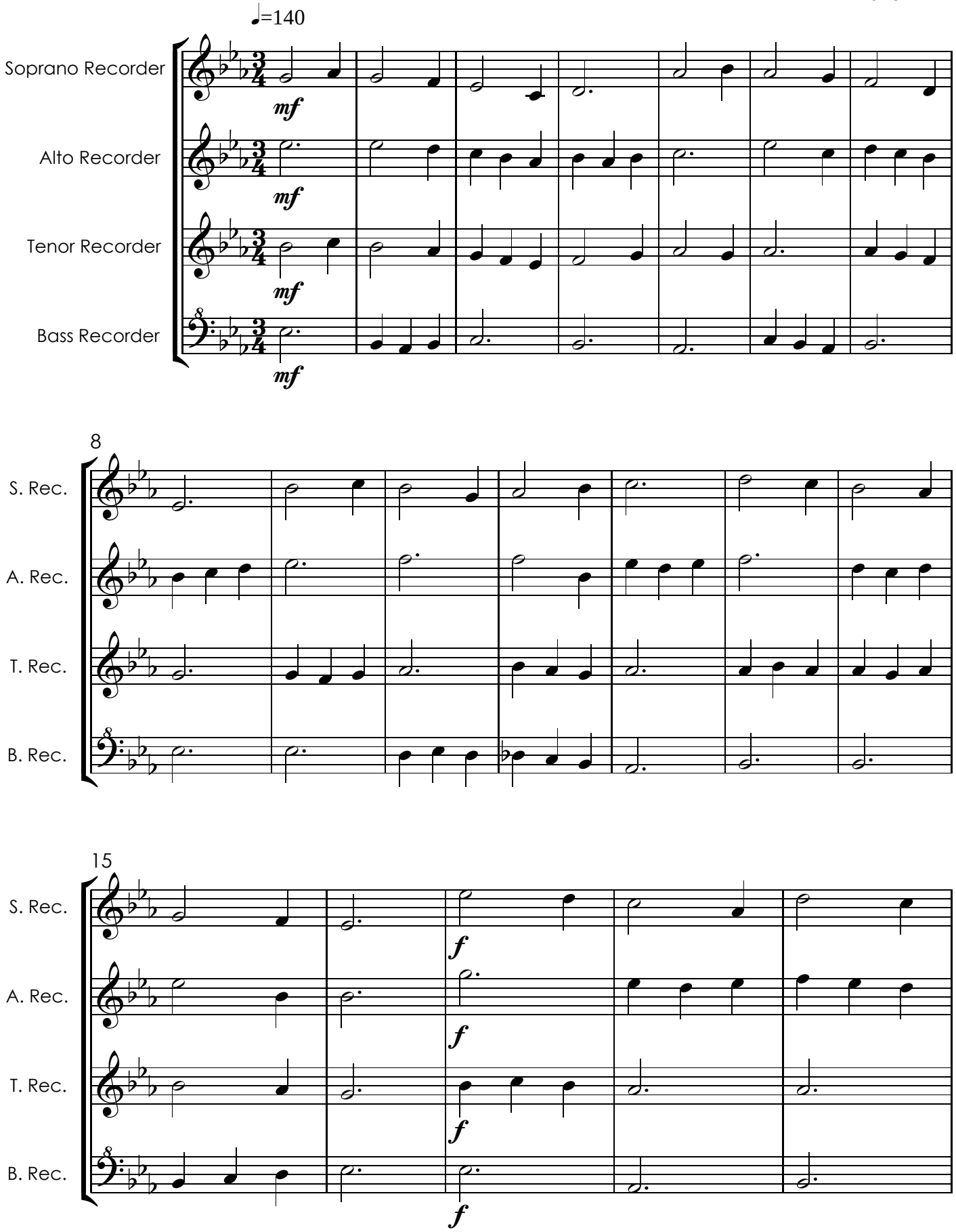
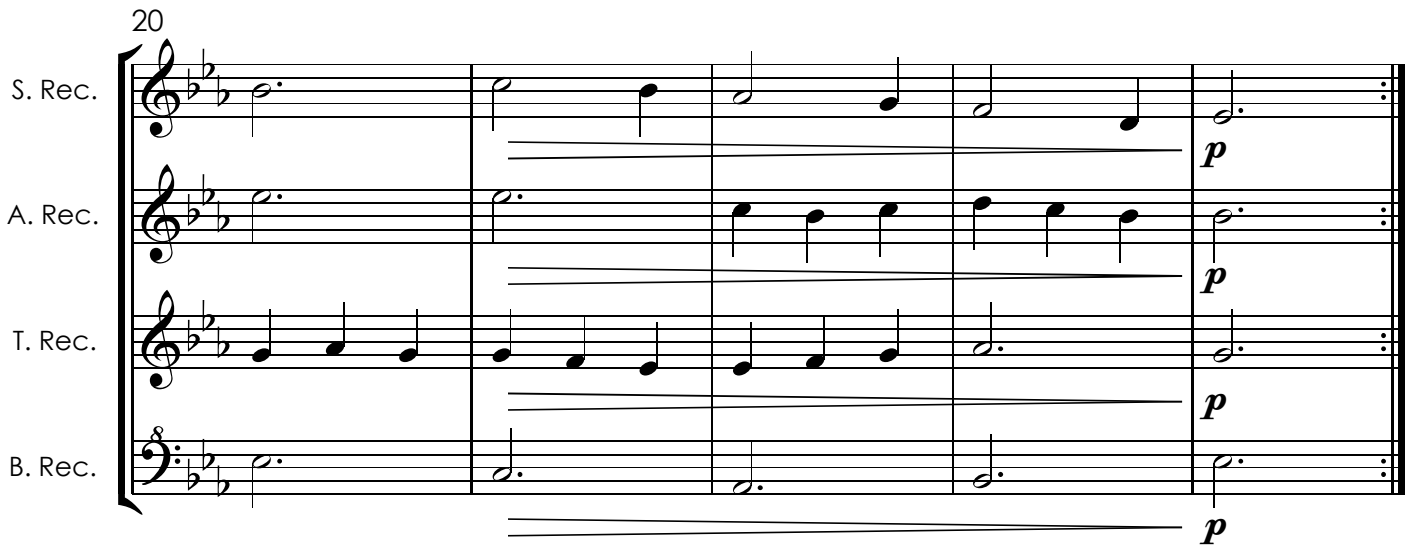
09 - Berceuse

Marcelo Rauta
2015

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Marcelo Rauta
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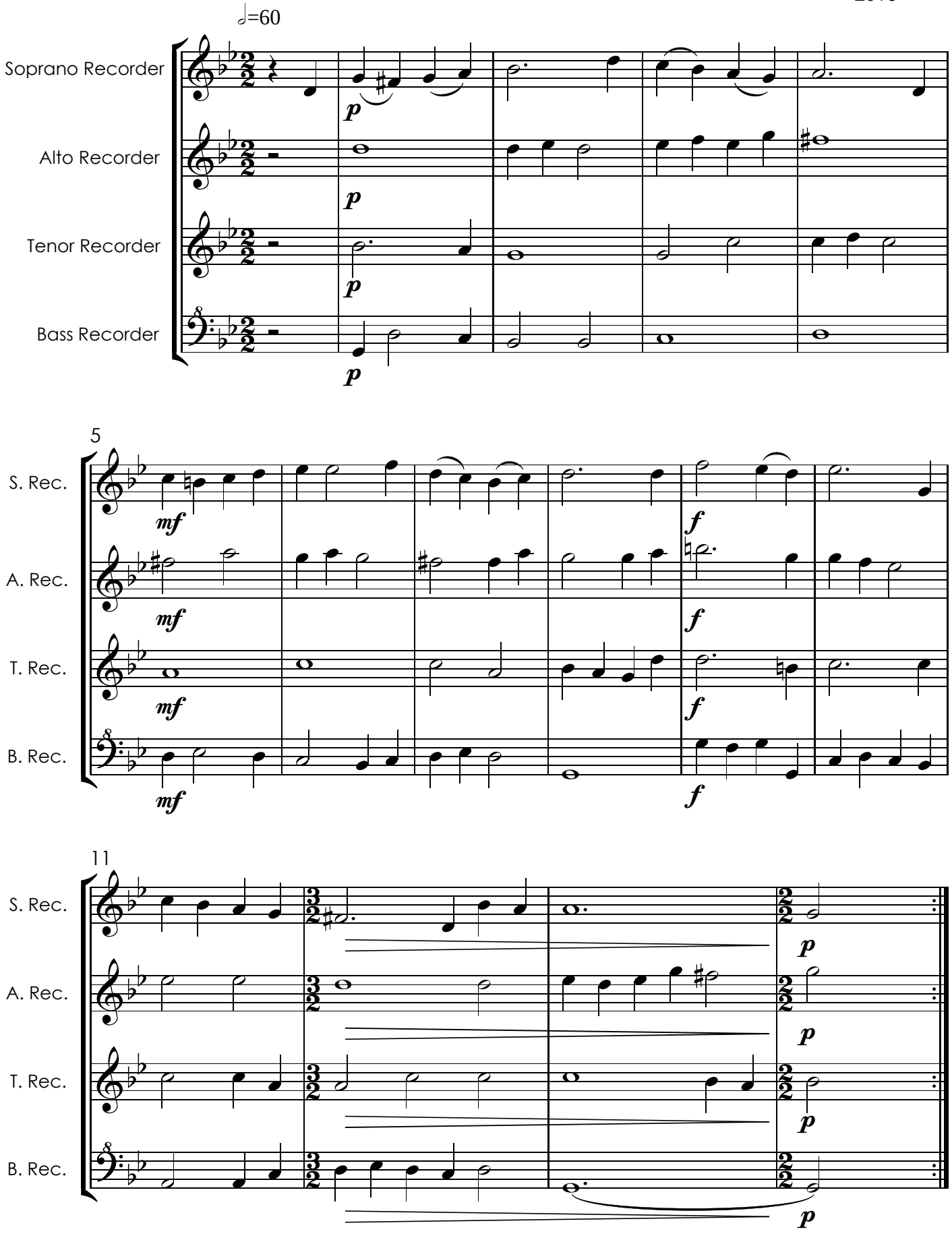

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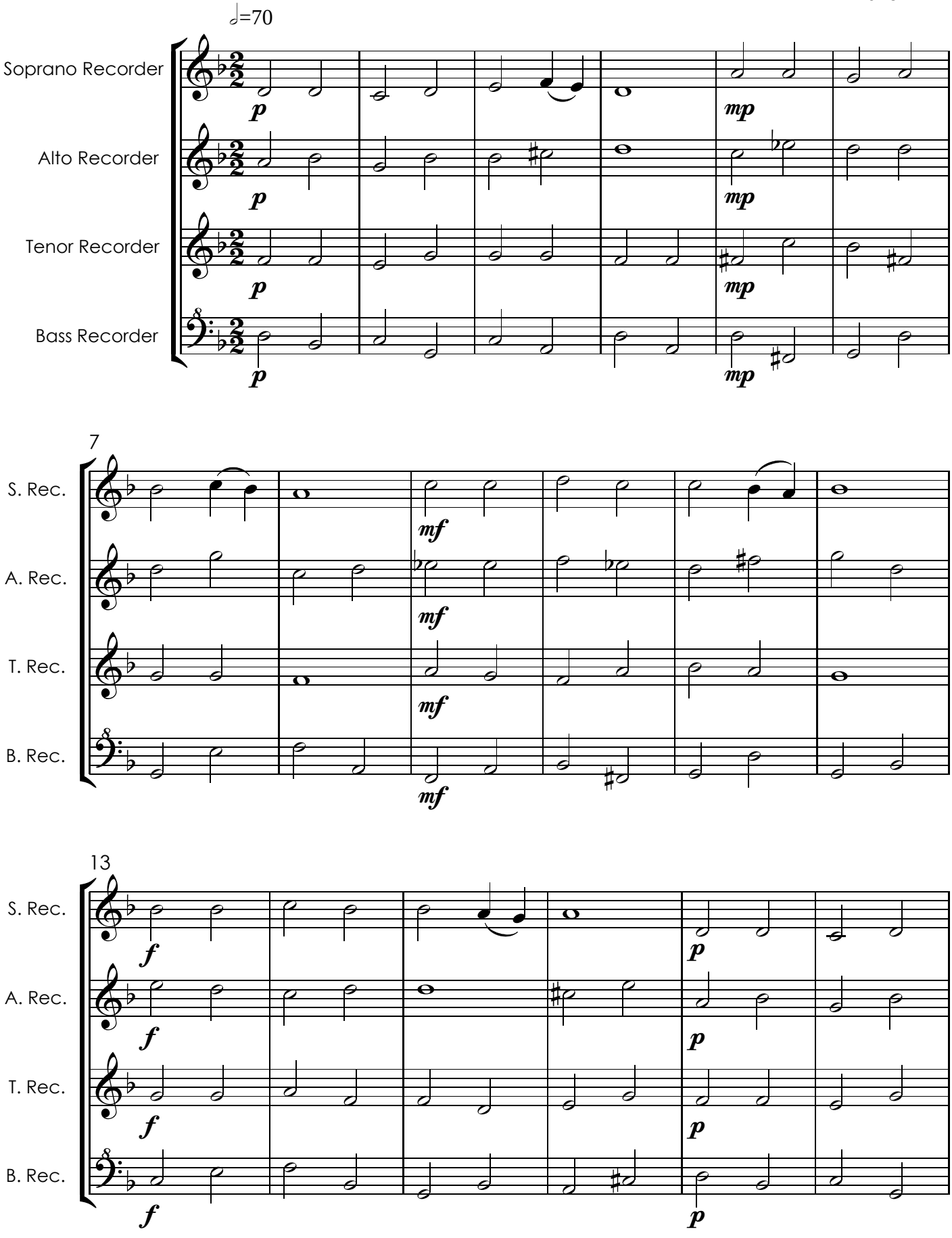
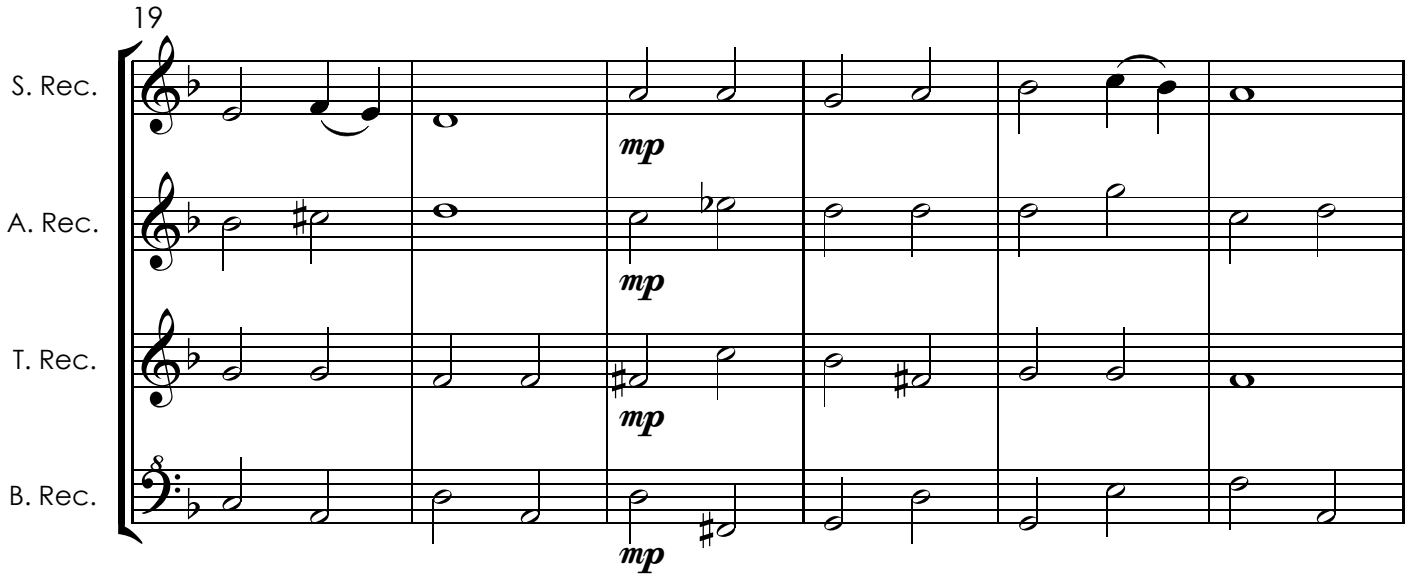
Marcelo Rauta
2015

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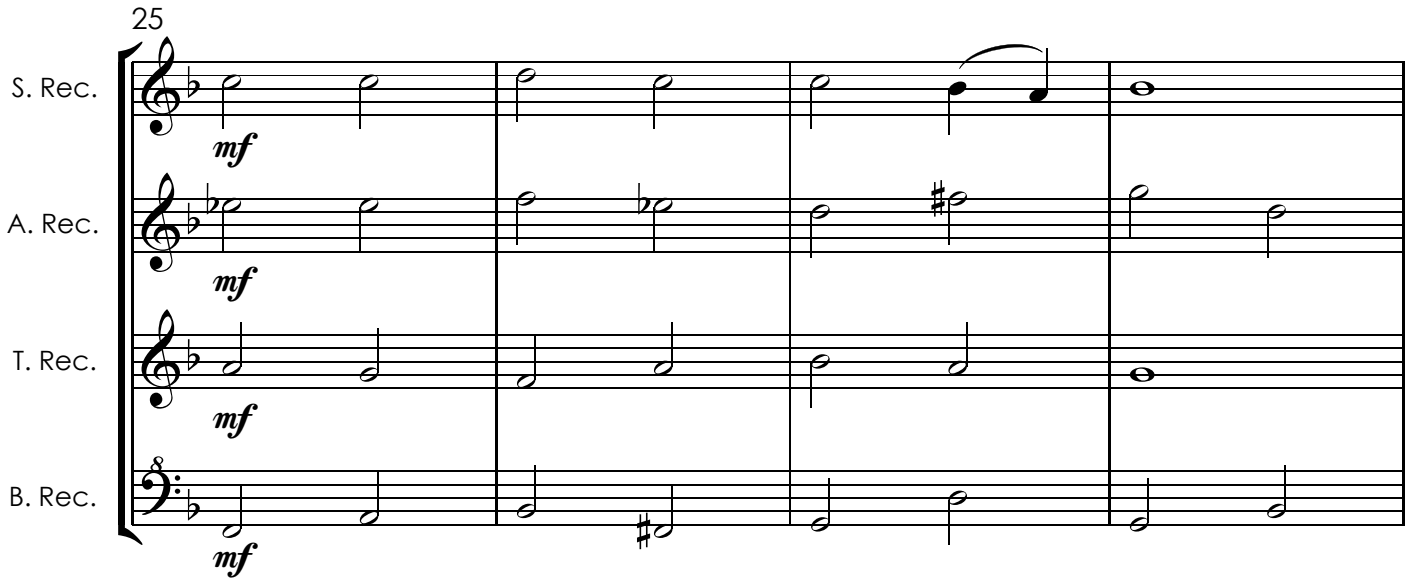
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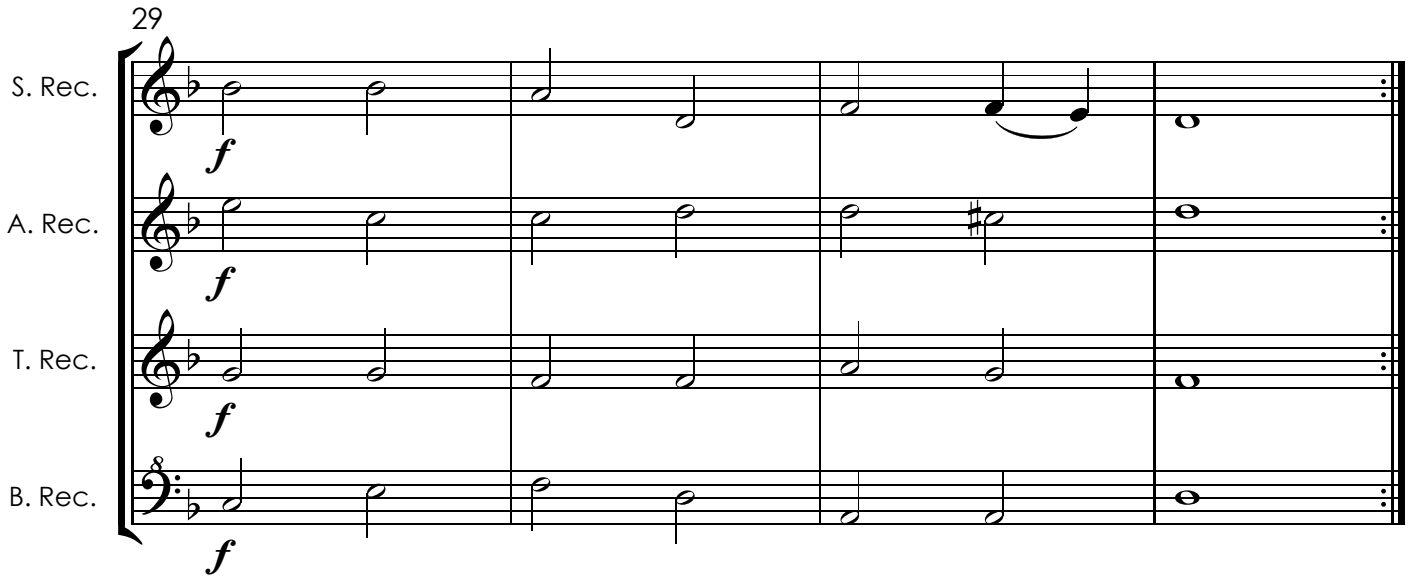
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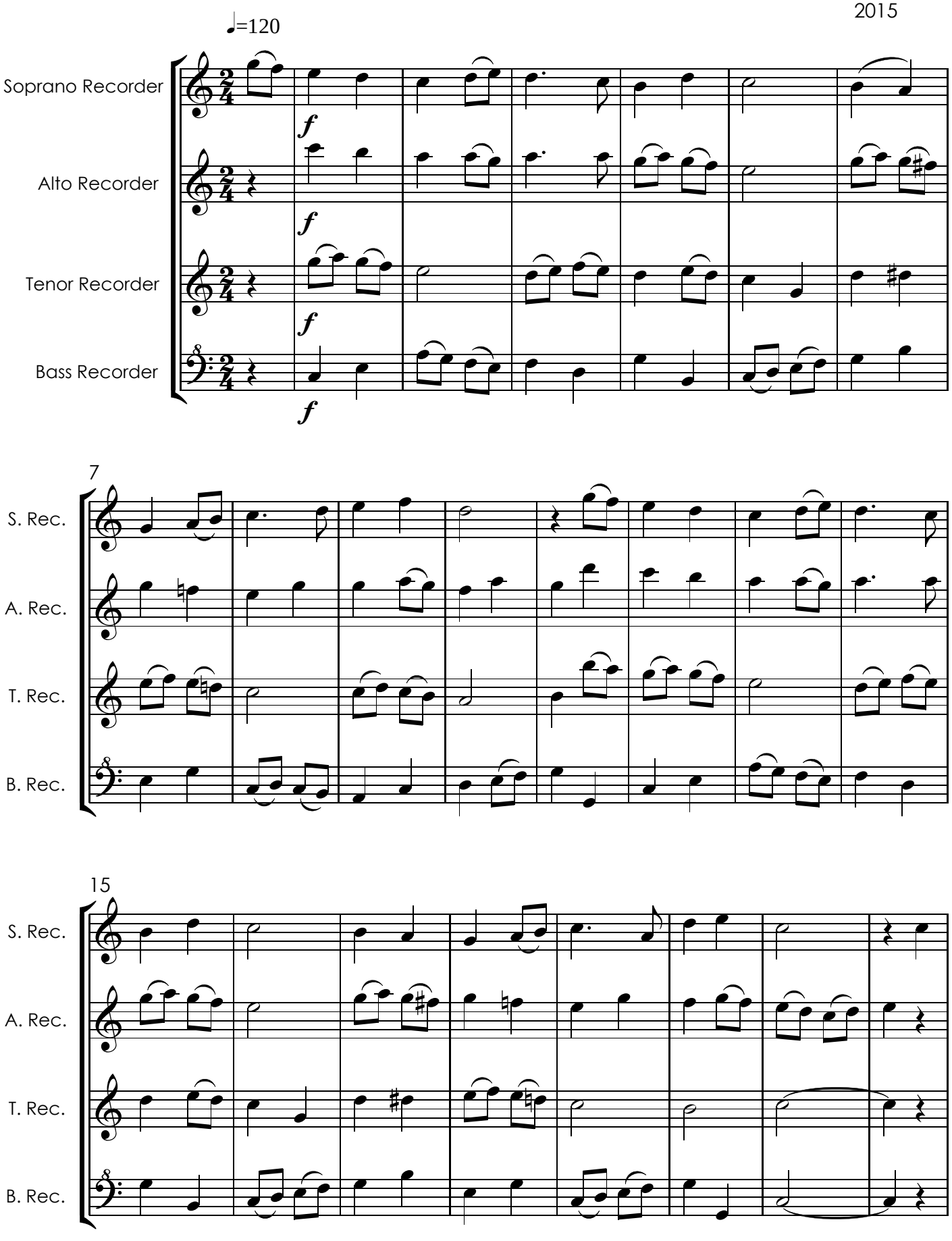
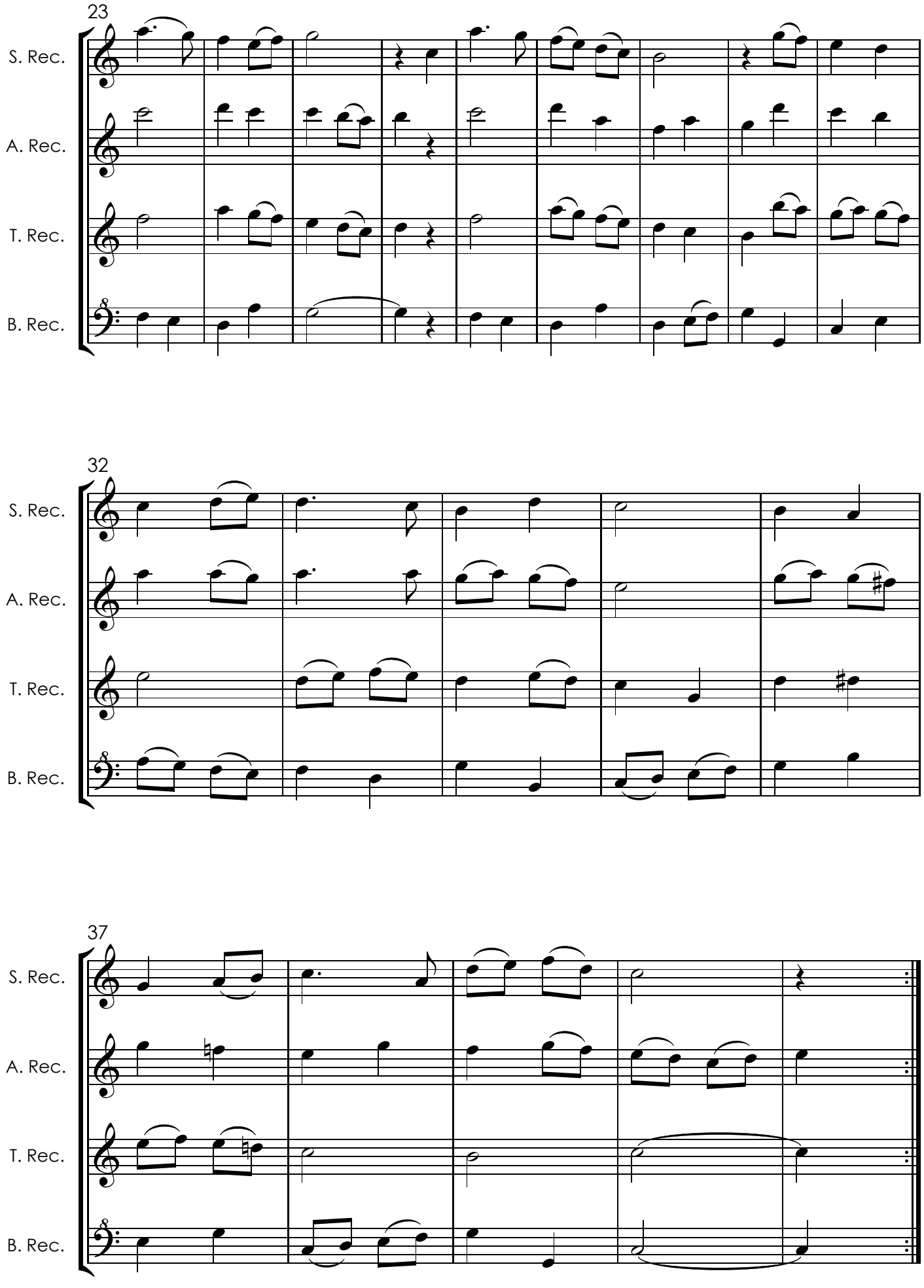
12 - Dobrado

Marcelo Rauta
2015

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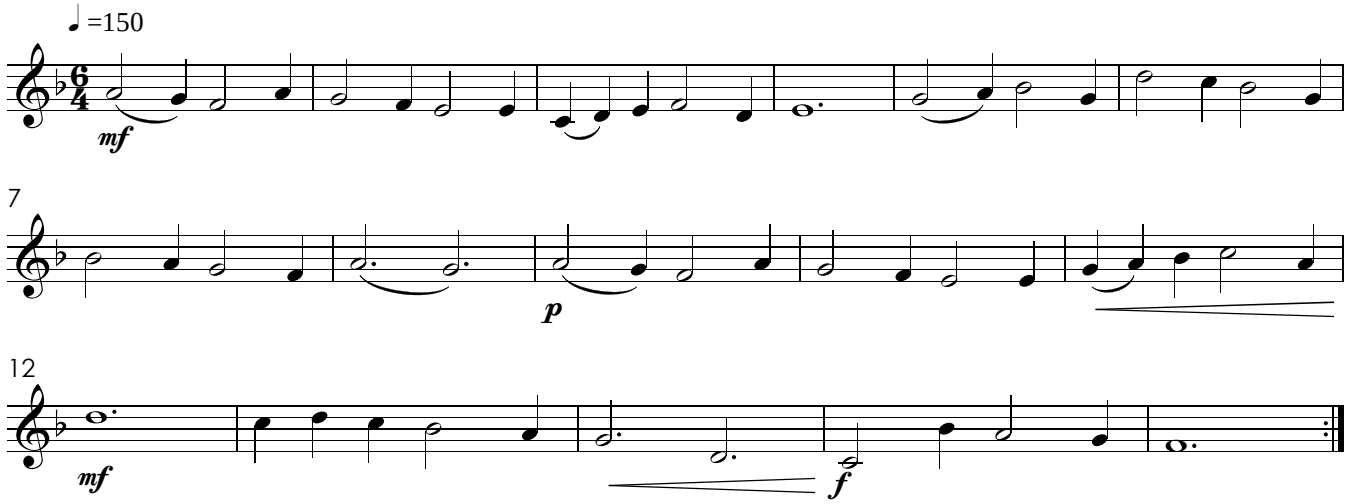
01 - Primavera

Soprano Recorder

Marcelo Rauta
2015



02 - Verão

Marcelo Rauta
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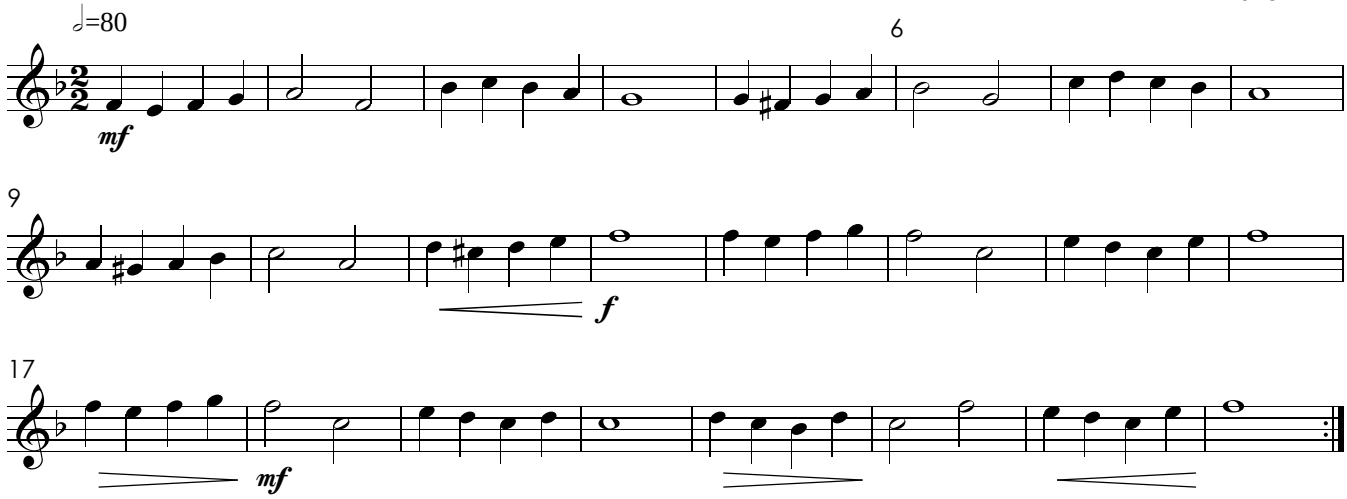
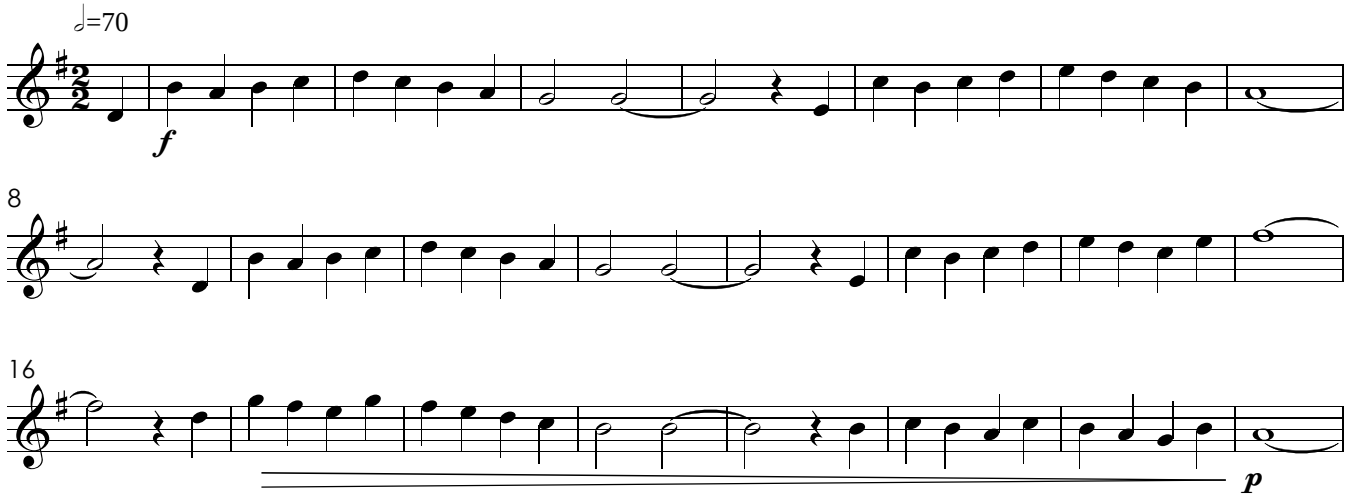
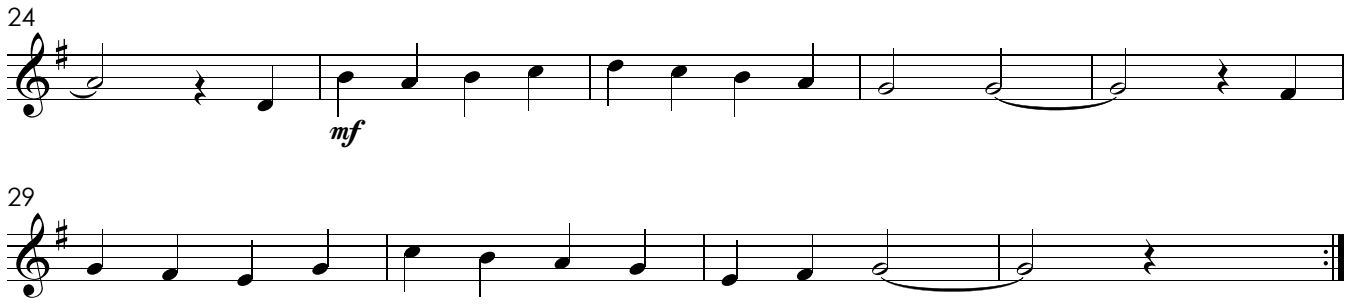


03 - Outono

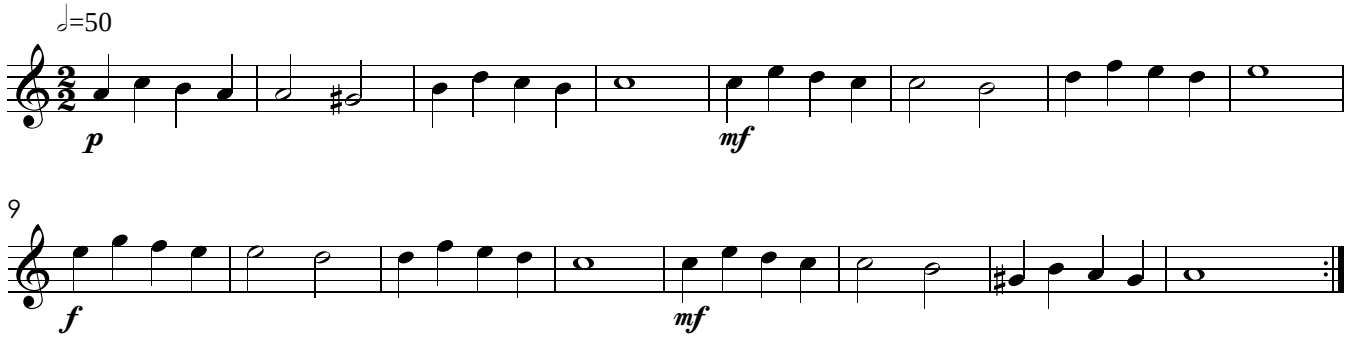
Marcelo Rauta
2015





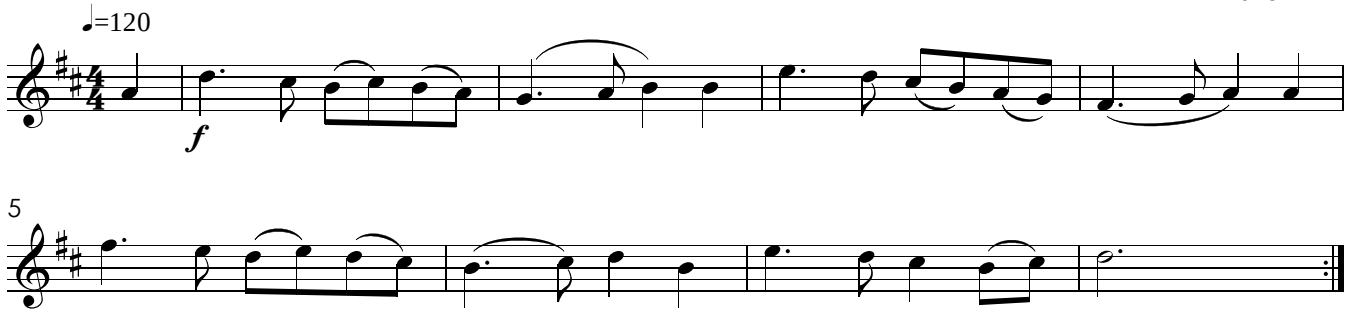
04 - Inverno

Marcelo Rauta
2015



05 - Felicidade

Marcelo Rauta
2015



06 - Noite

Marcelo Rauta
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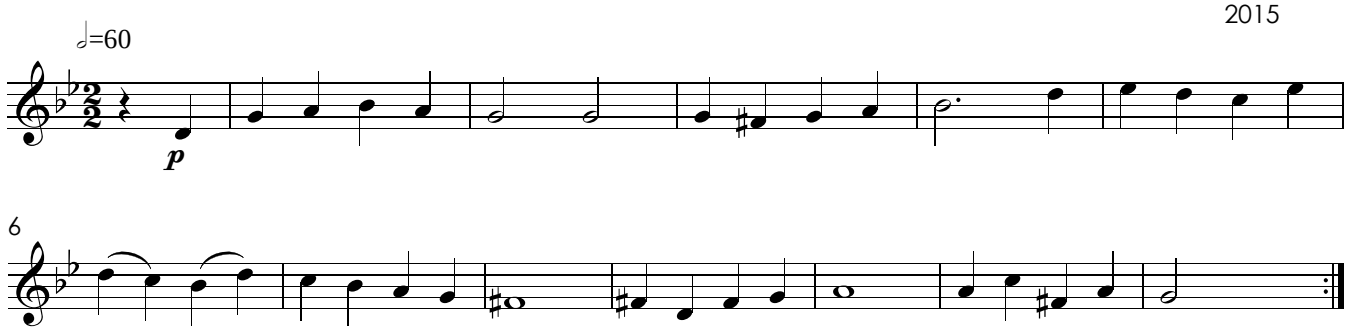

07 - Dia

Marcelo Rauta
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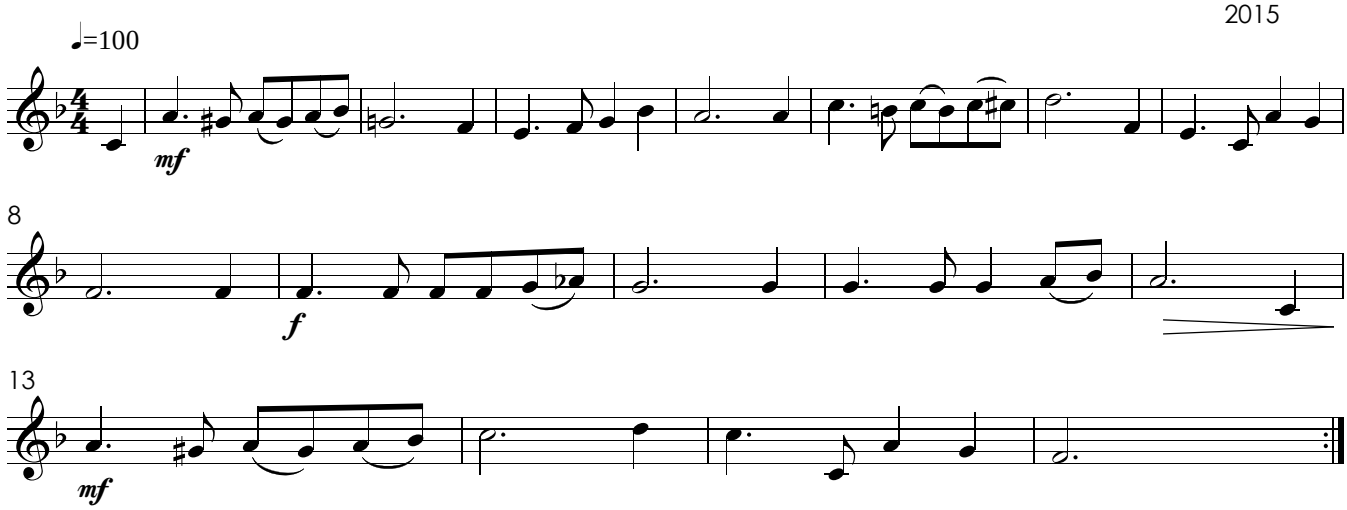

08 - Adeus

Marcelo Rauta
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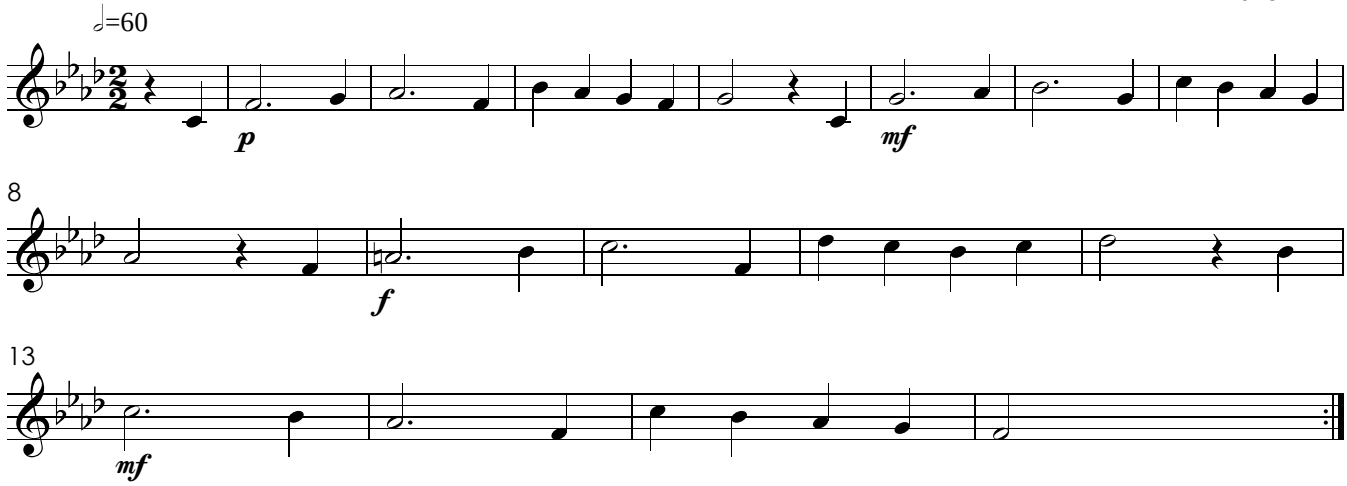
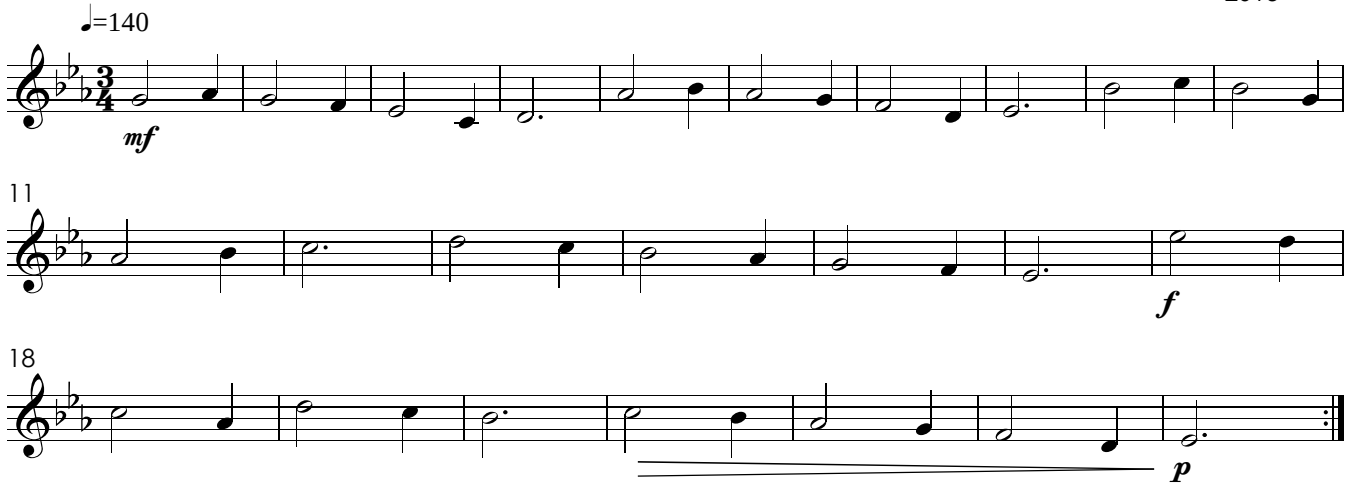


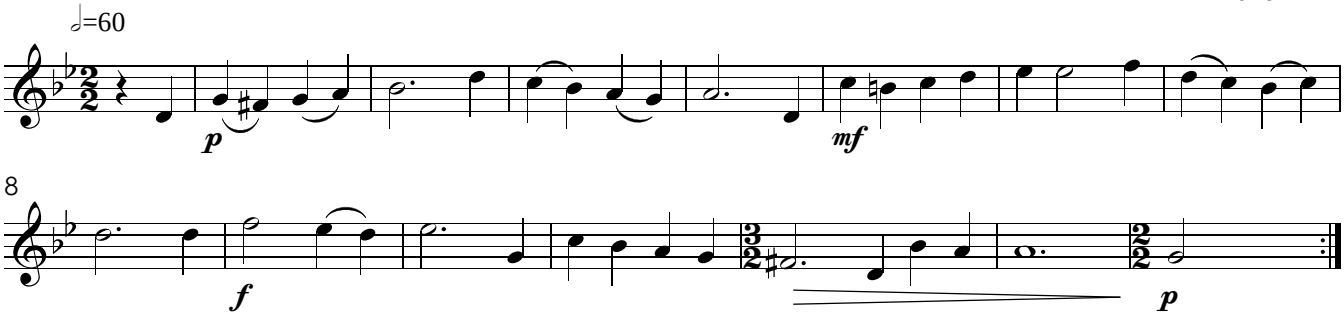
09 - Berceuse

Marcelo Rauta
2015



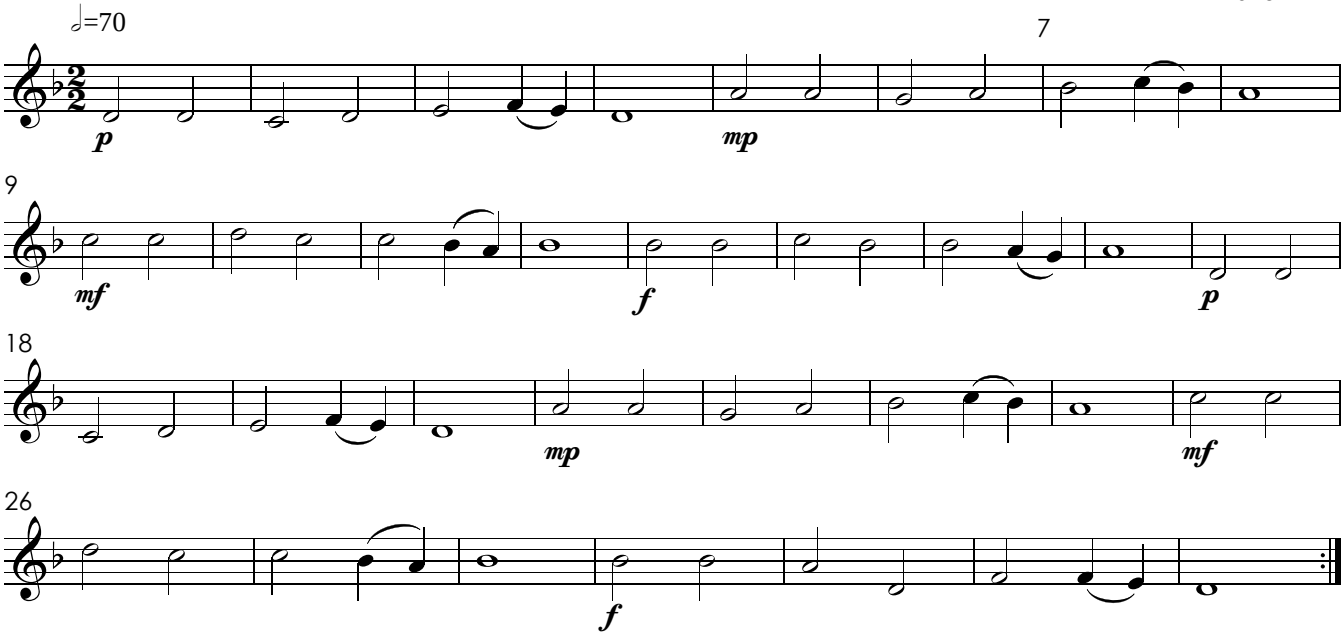
10 - Triste canção

Marcelo Rauta
2015



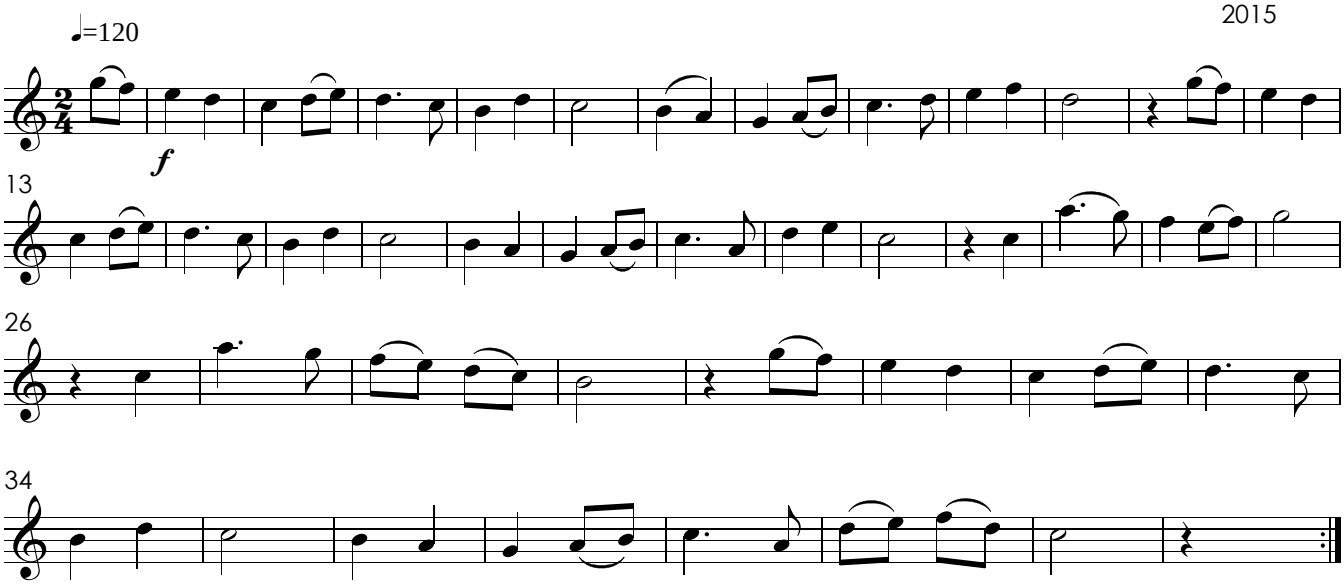
11 - Coral

Marcelo Rauta
2015



12 - Dobrado

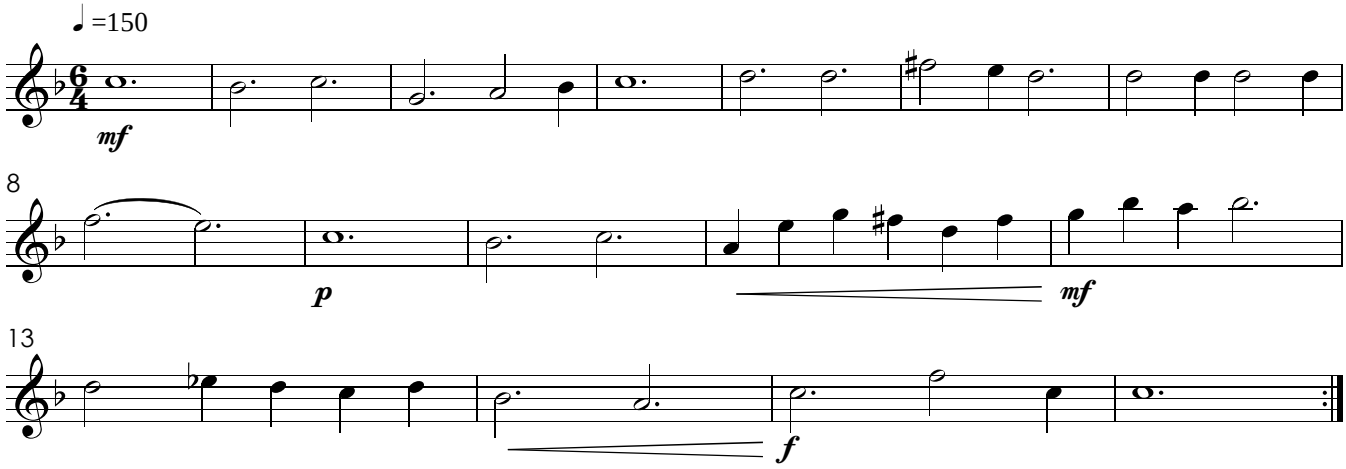
Marcelo Rauta
2015



01 - Primavera

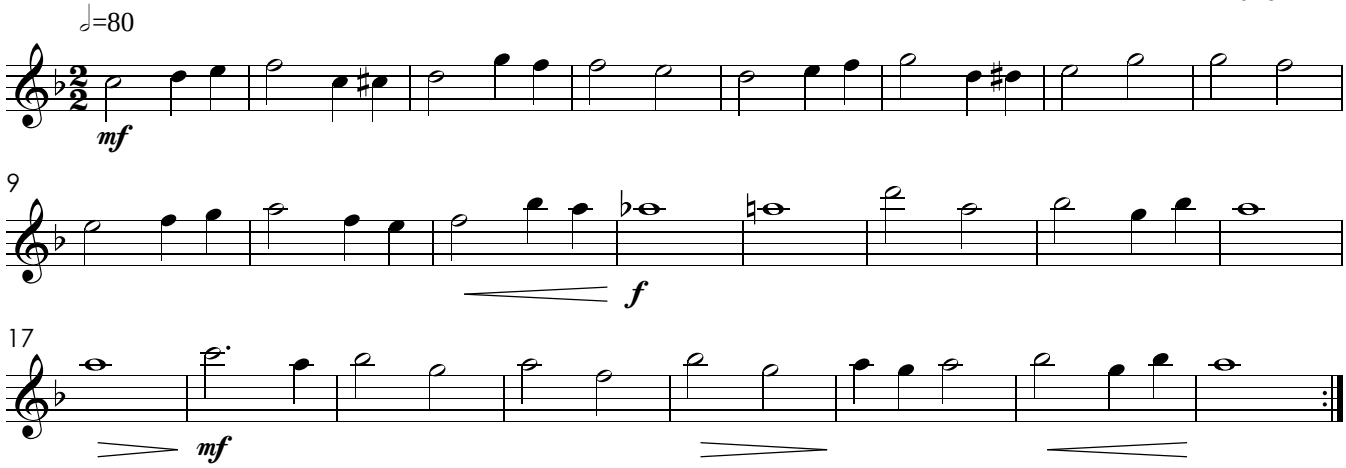
Alto Recorder

Marcelo Rauta
2015



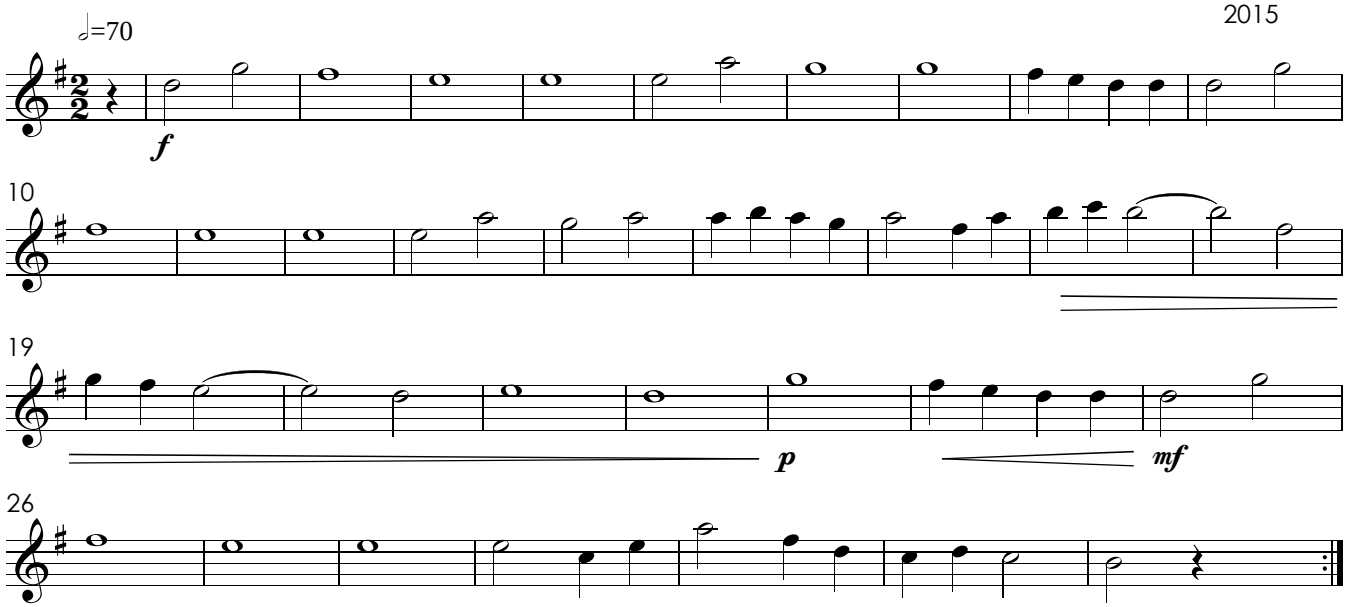
02 - Verão

Marcelo Rauta
2015



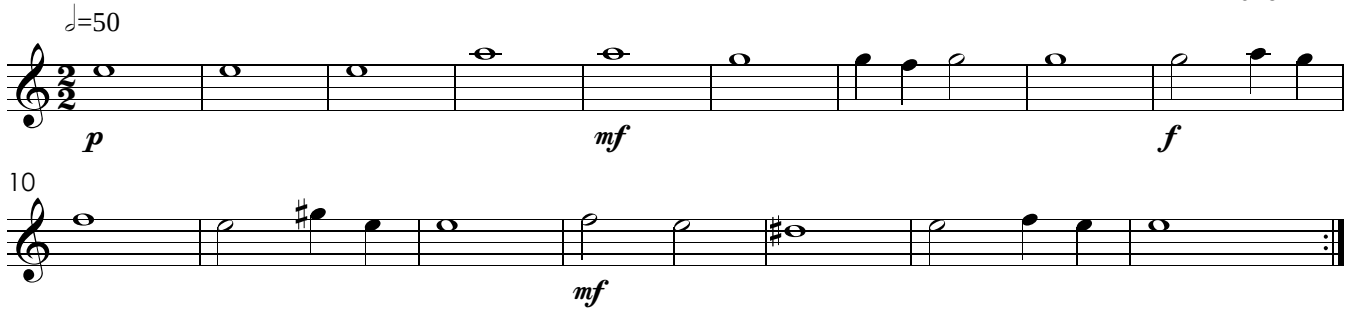
03 - Outono

Marcelo Rauta
2015



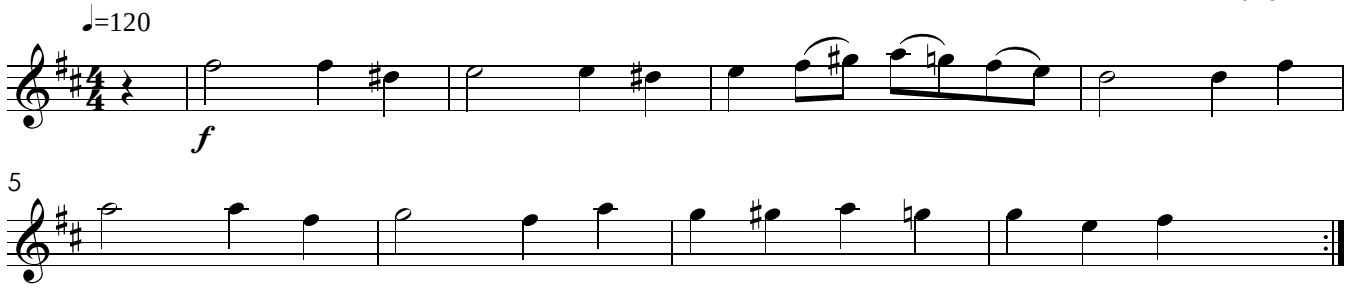
04 - Inverno

Marcelo Rauta
2015



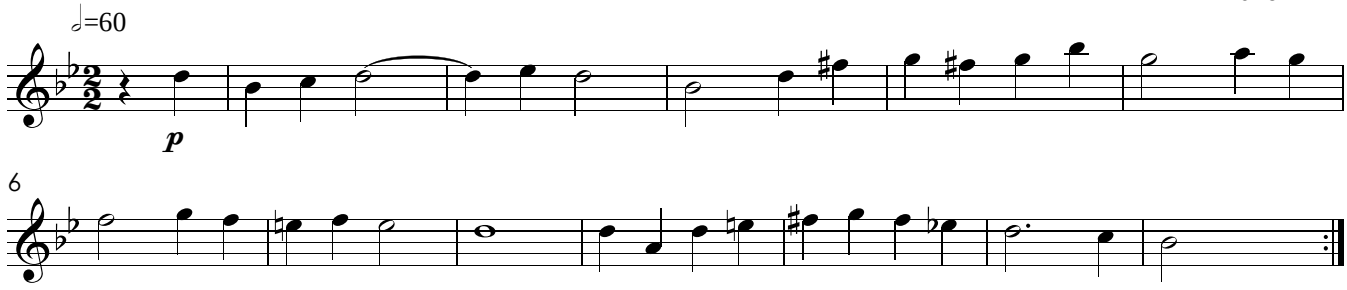
05 - Felicidade

Marcelo Rauta
2015



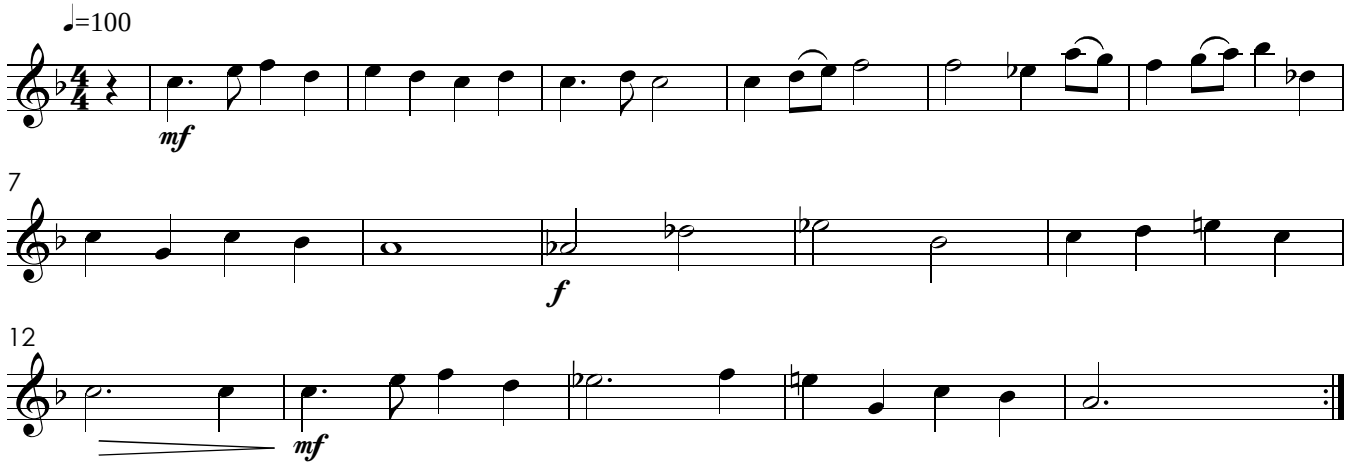
06 - Noite

Marcelo Rauta
2015



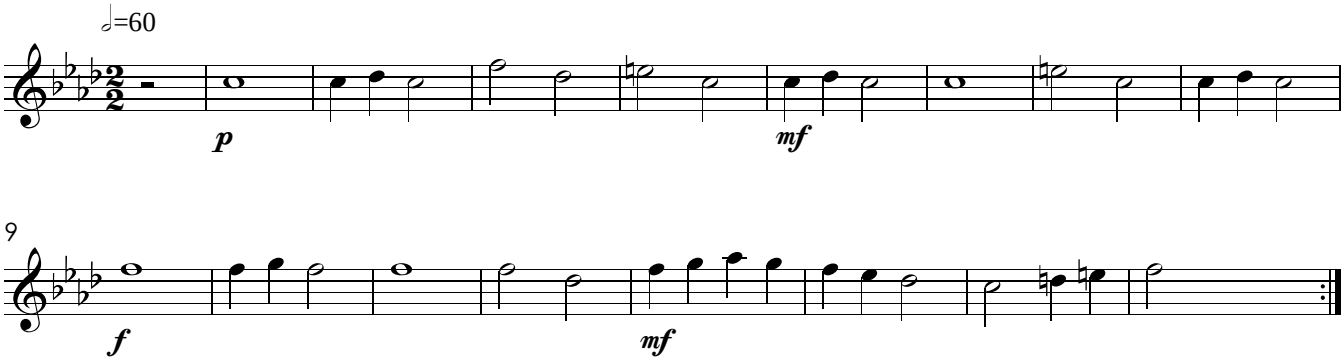
07 - Dia

Marcelo Rauta
2015



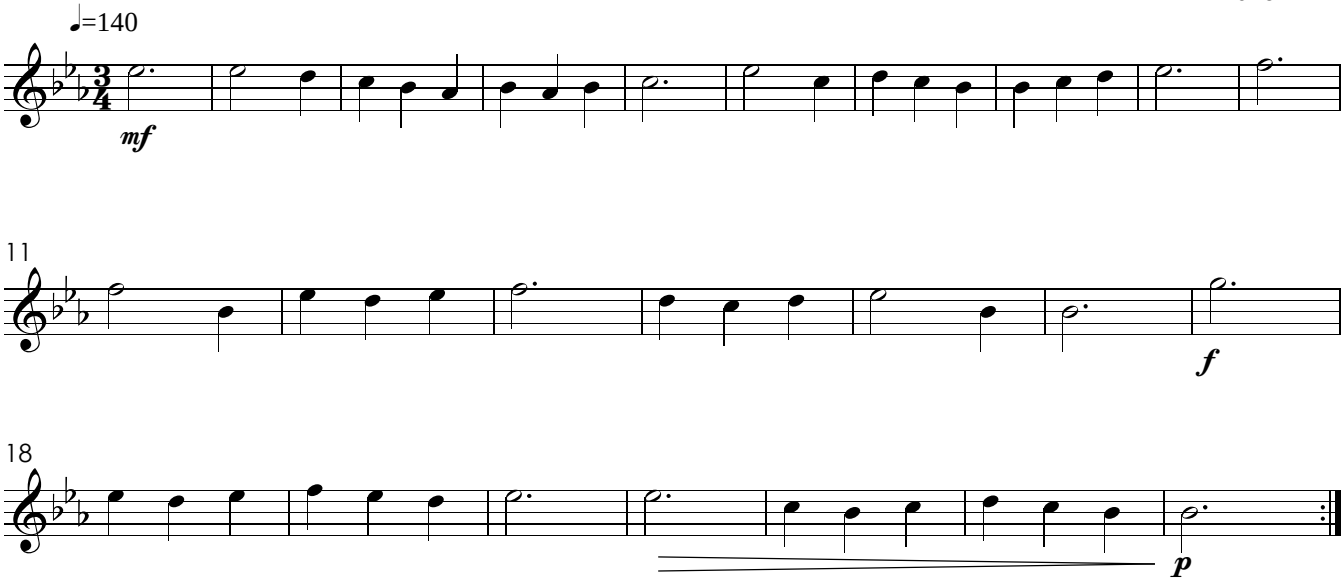
08 - Adeus

Marcelo Rauta
2015



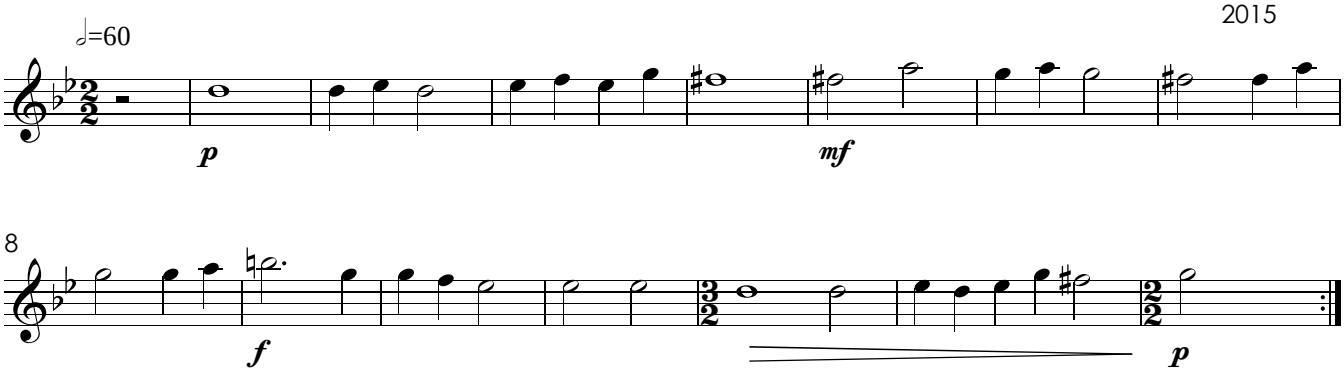
09 - Berceuse

Marcelo Rauta
2015



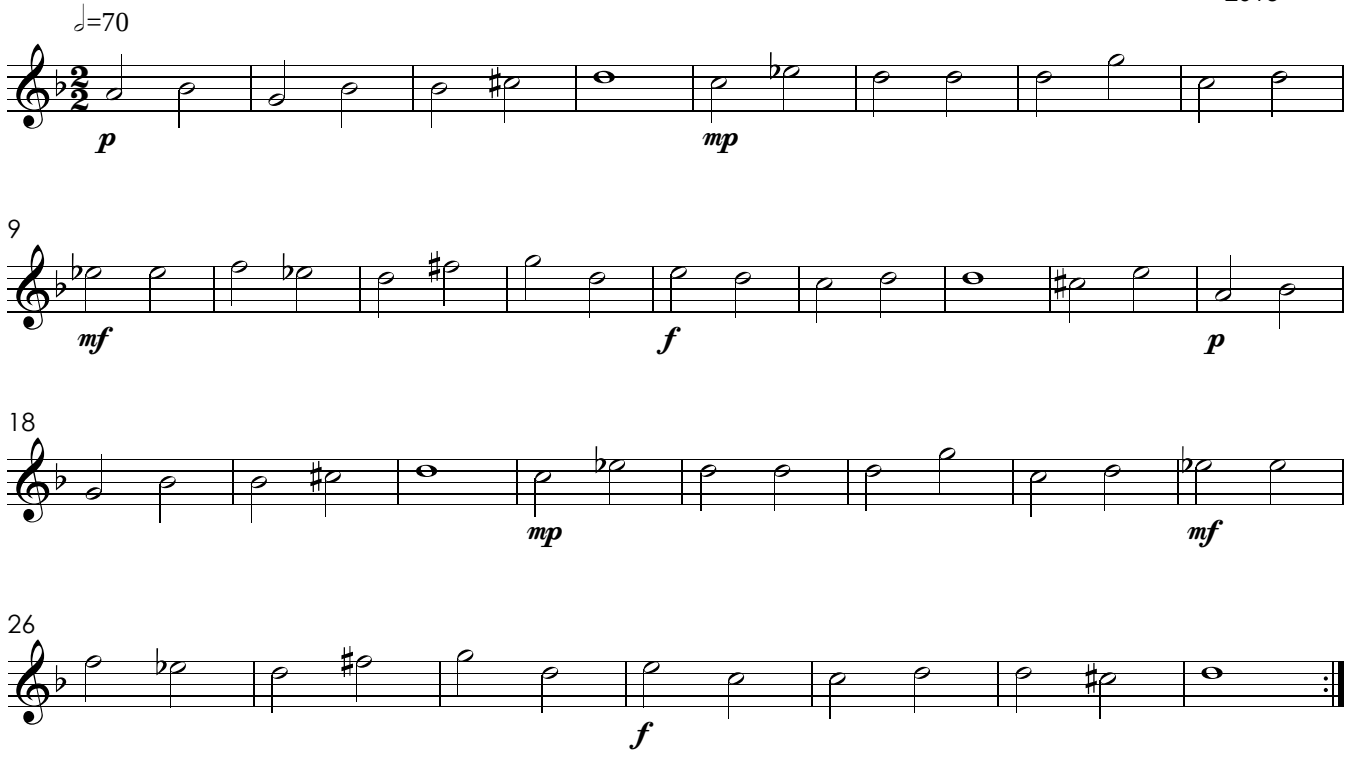
10 - Triste canção

Marcelo Rauta
2015



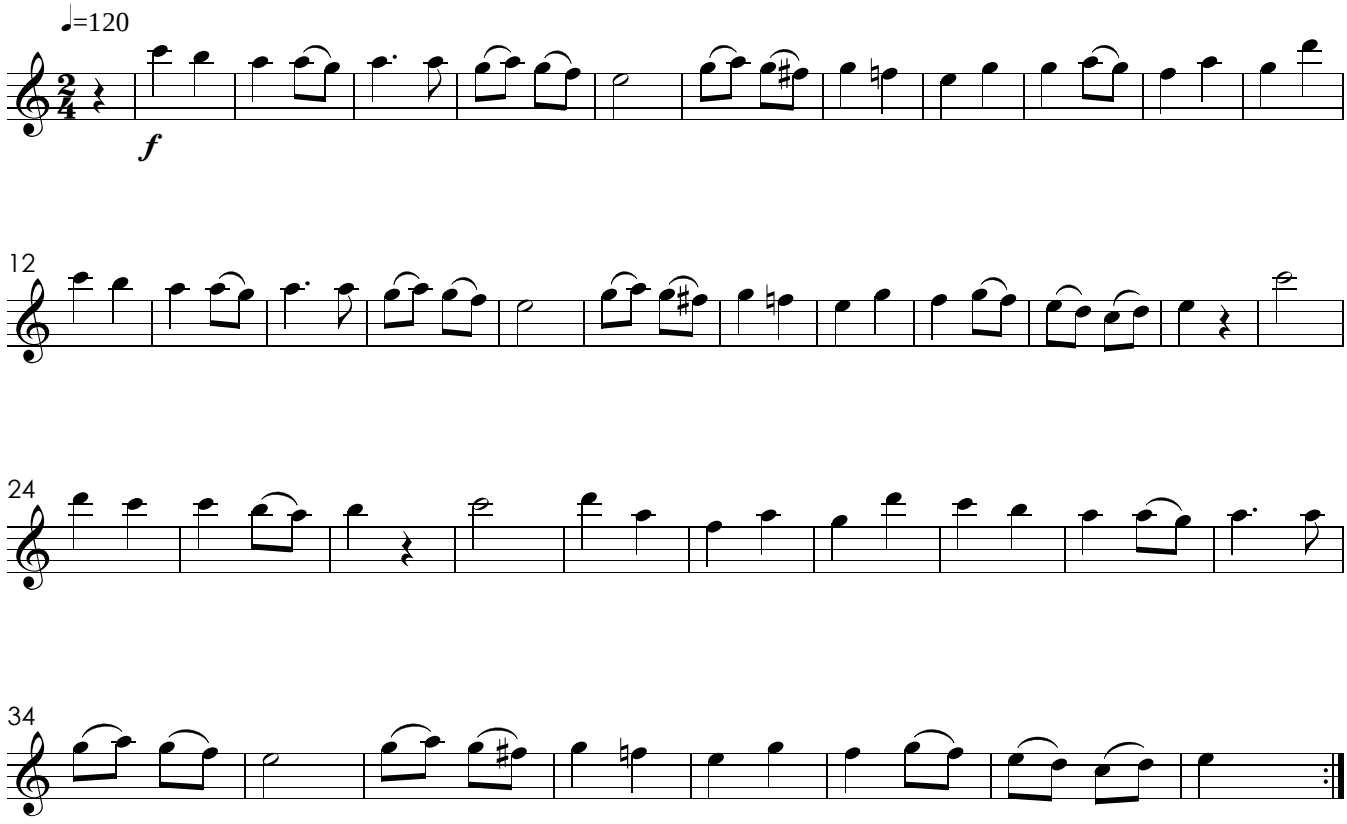
11 - Coral

Marcelo Rauta
2015



12 - Dobrado

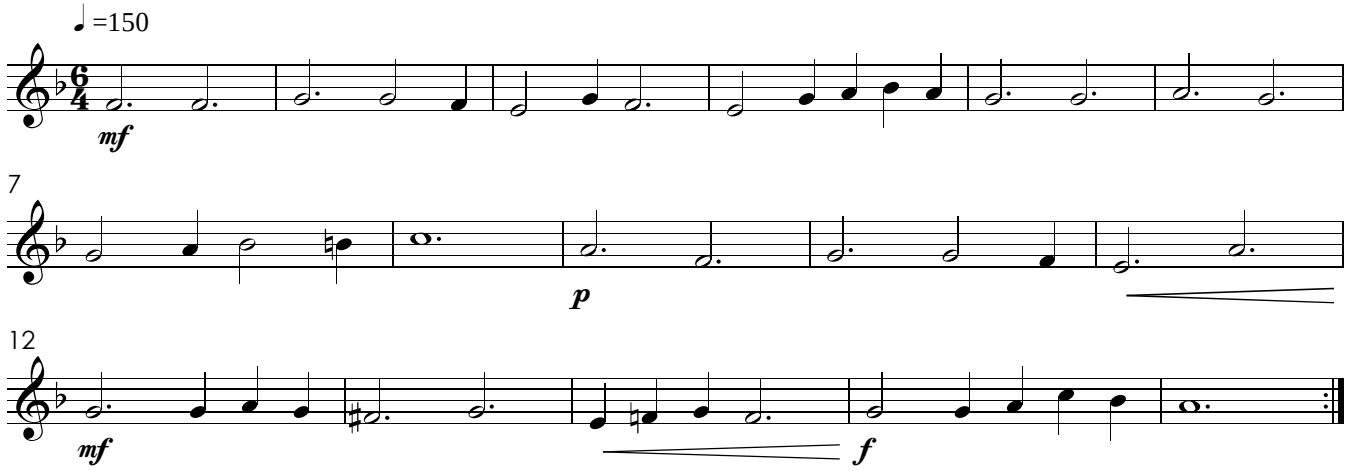
Marcelo Rauta
2015



01 - Primavera

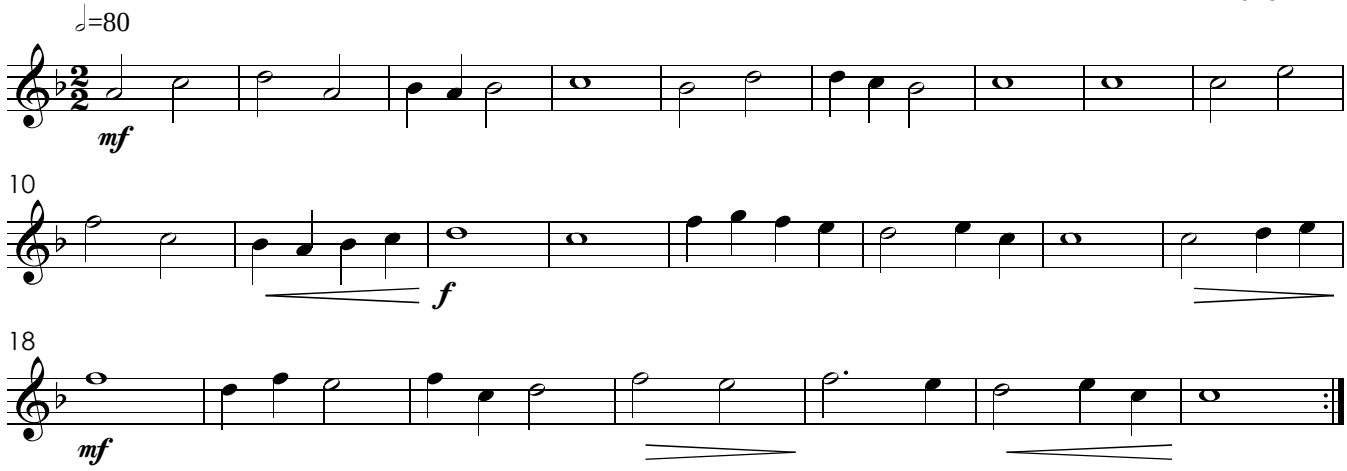
Tenor Recorder

Marcelo Rauta
2015



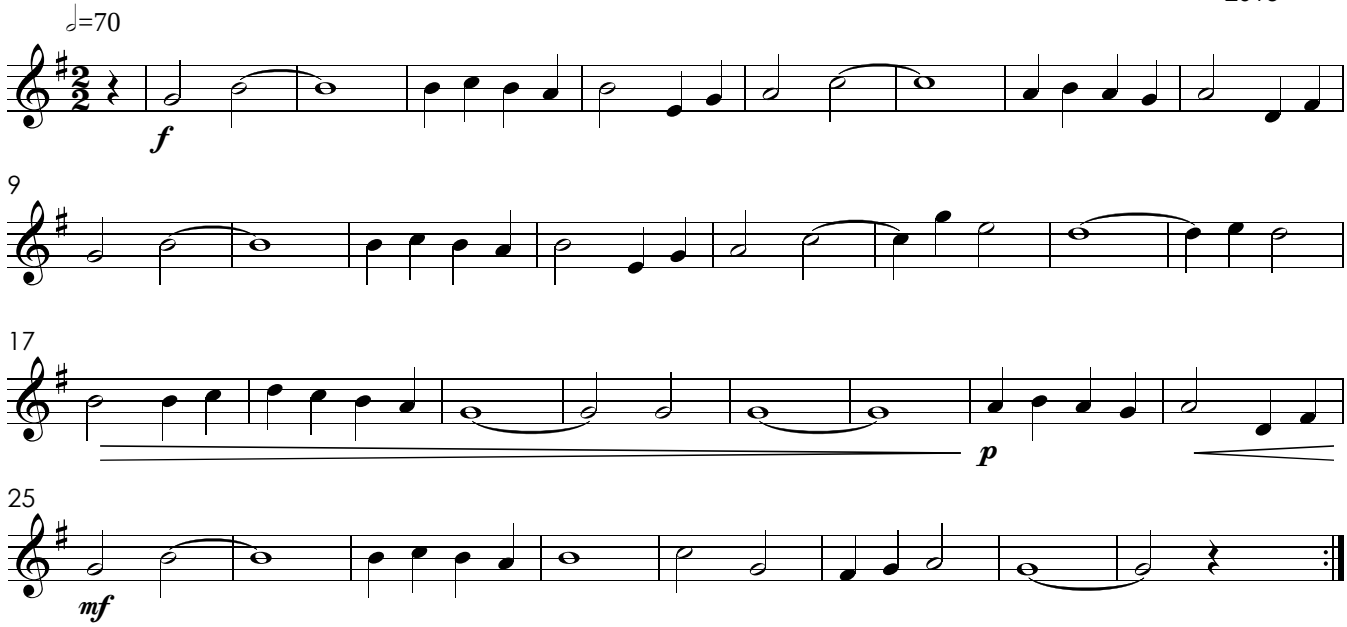
02 - Verão

Marcelo Rauta
2015



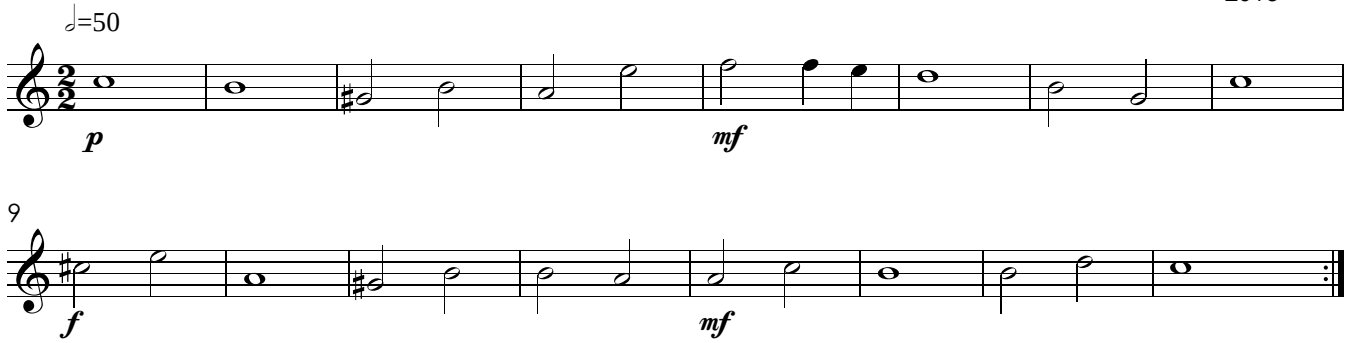
03 - Outono

Marcelo Rauta
2015



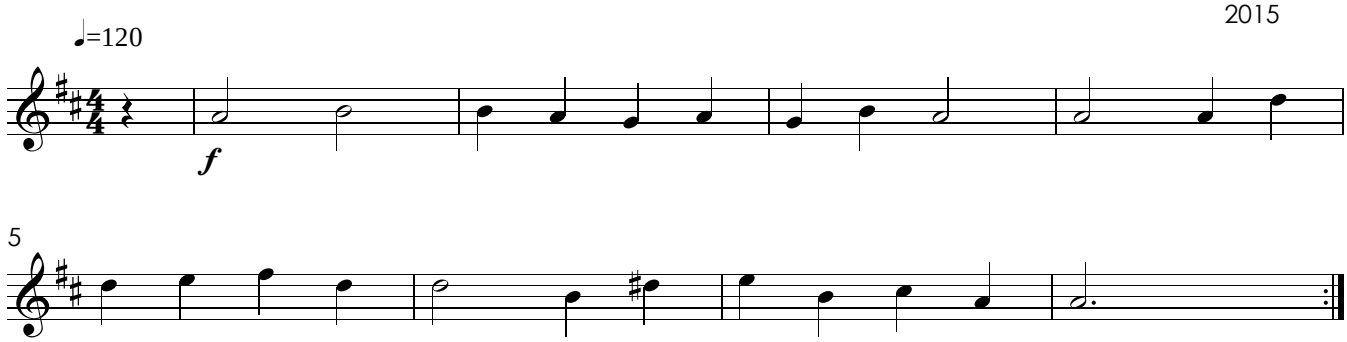
04 - Inverno

Marcelo Rauta
2015



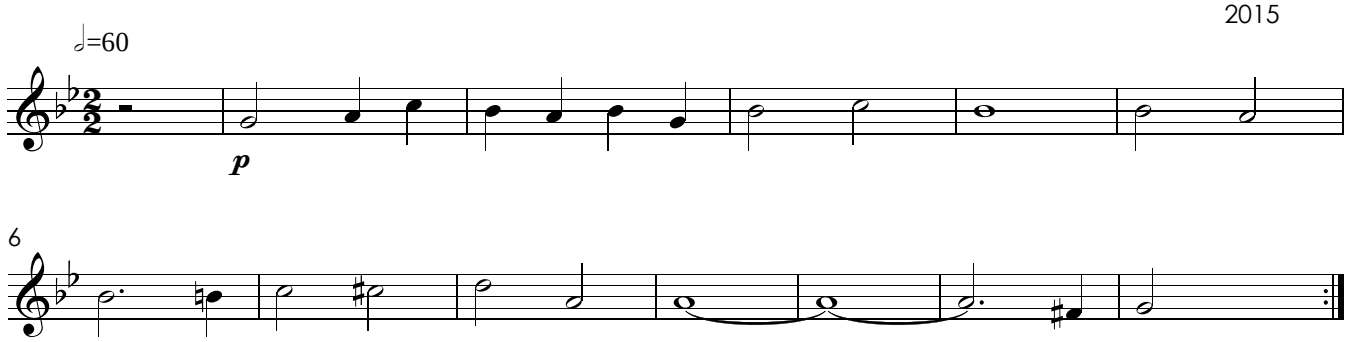
05 - Felicidade

Marcelo Rauta
2015



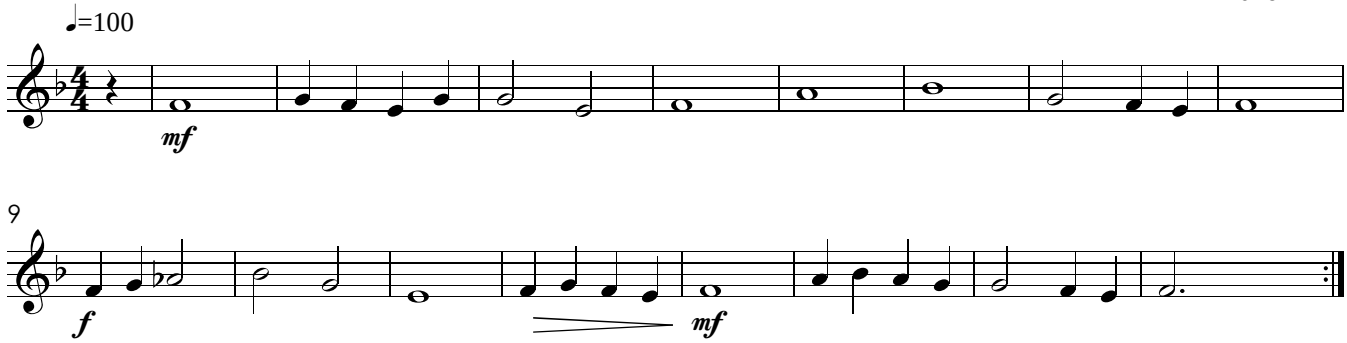
06 - Noite

Marcelo Rauta
2015



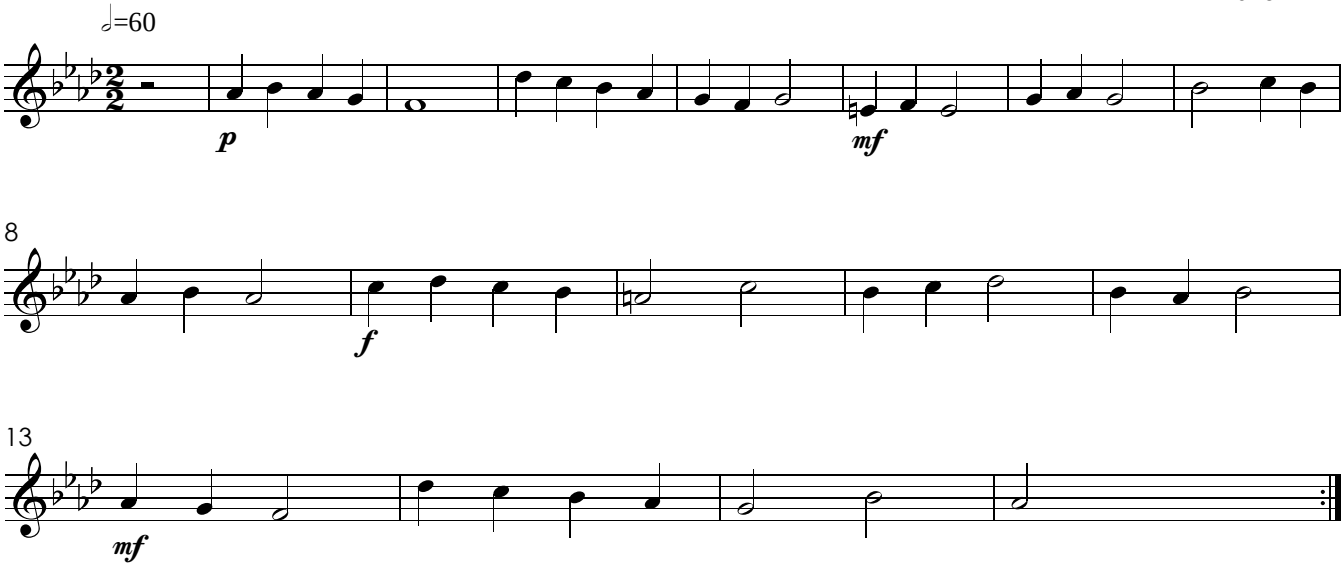
07 - Dia

Marcelo Rauta
2015



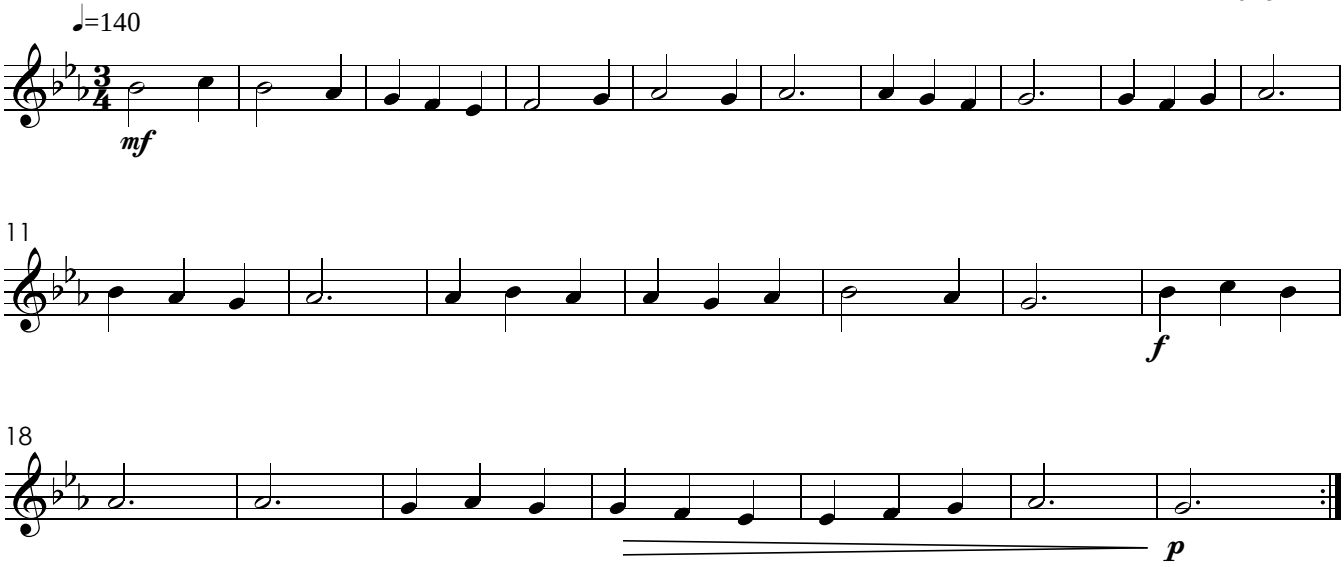
08 - Adeus

Marcelo Rauta
2015



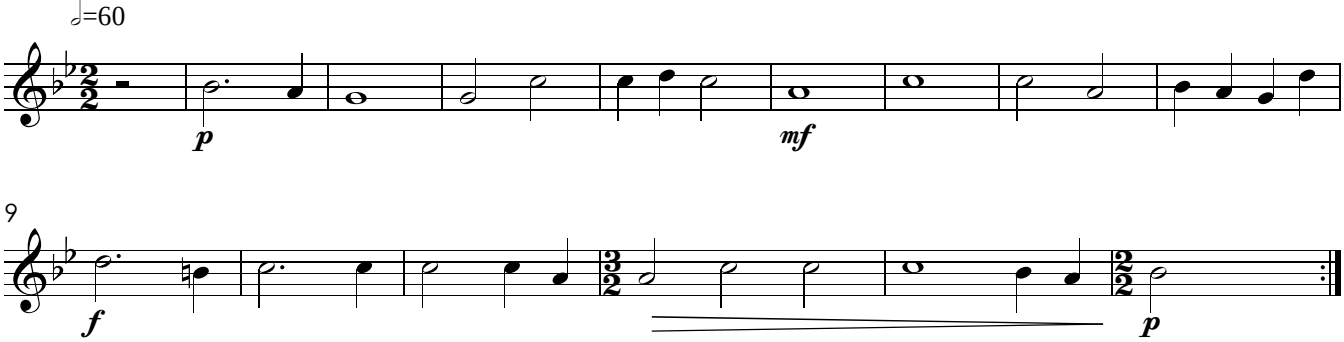
09 - Berceuse

Marcelo Rauta
2015



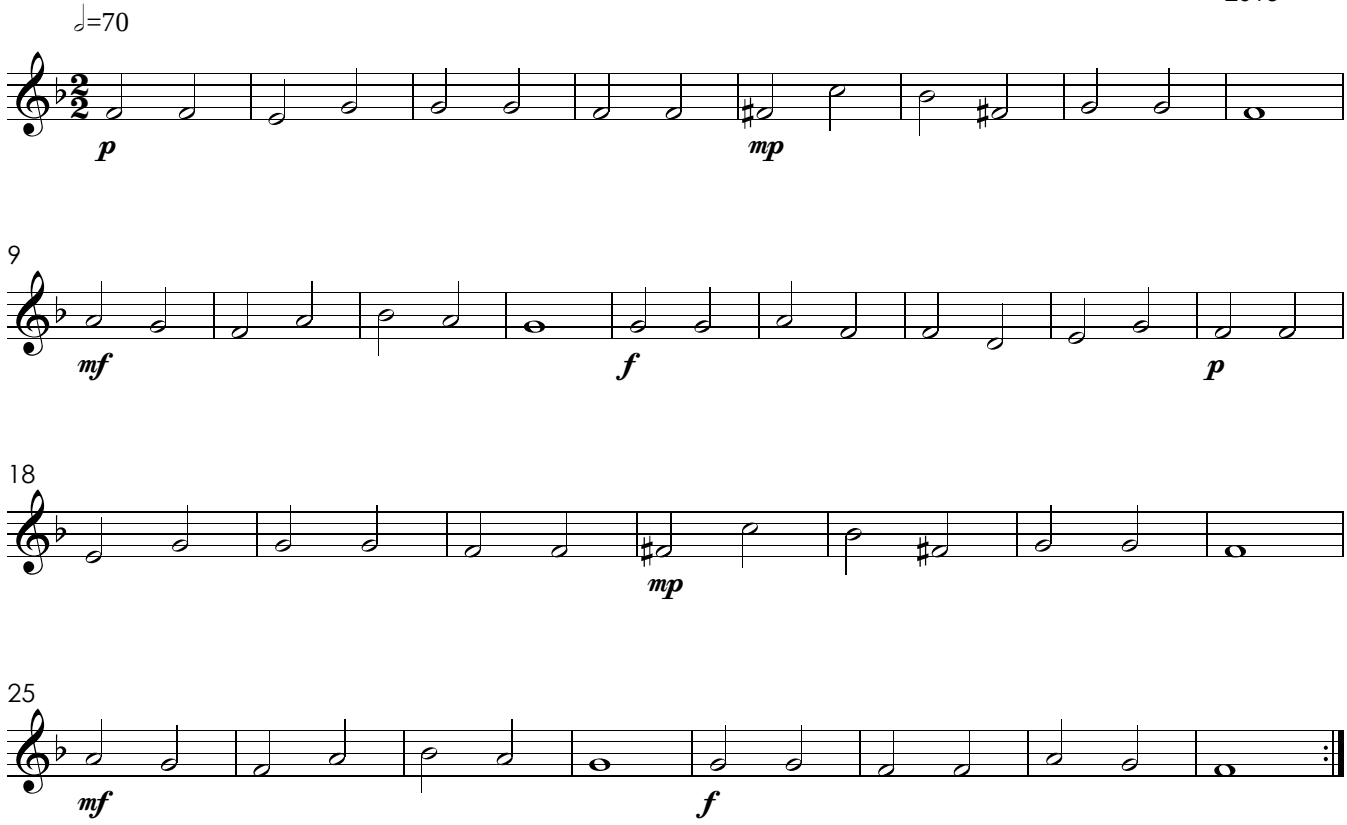
10 - Triste canção

Marcelo Rauta
2015



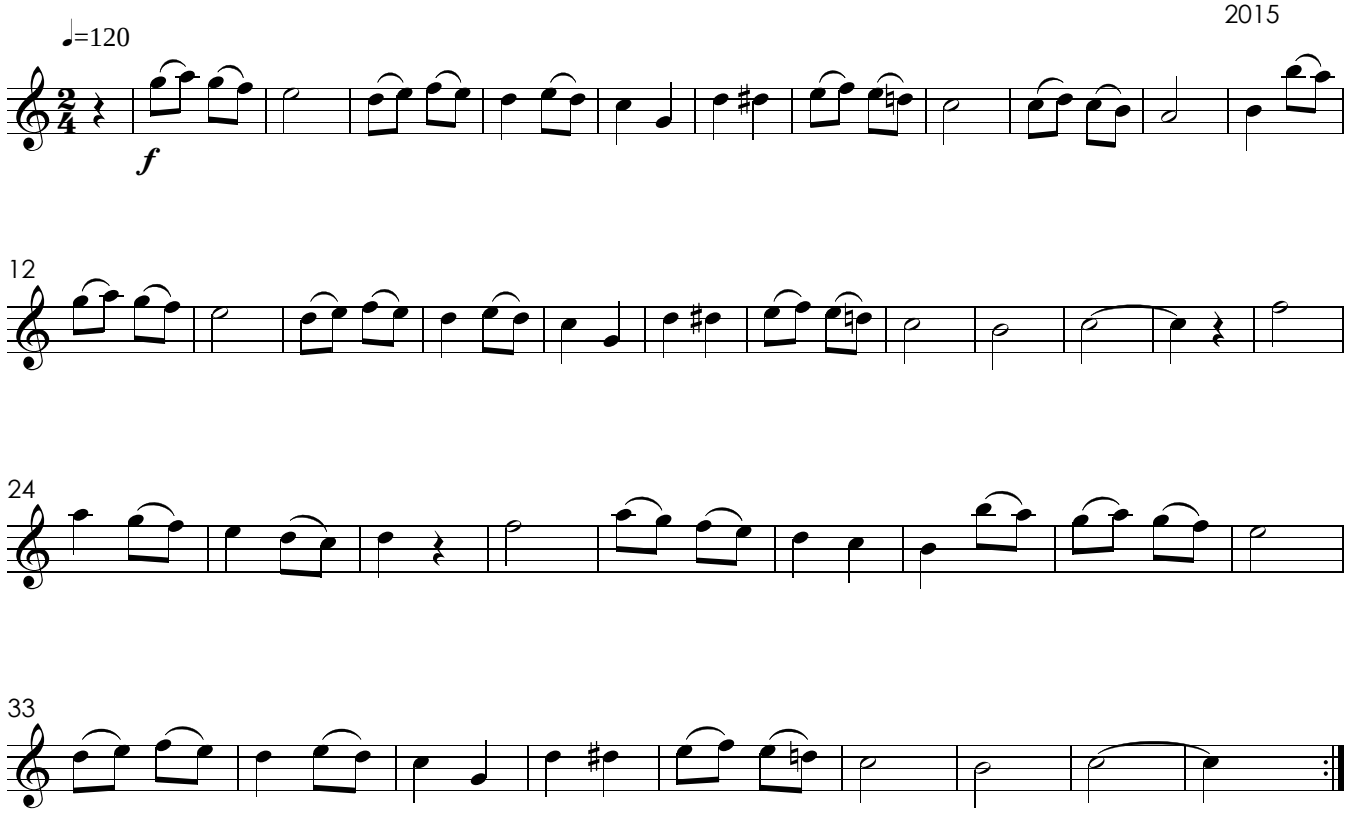
11 - Coral

Marcelo Rauta
2015



12 - Dobrado

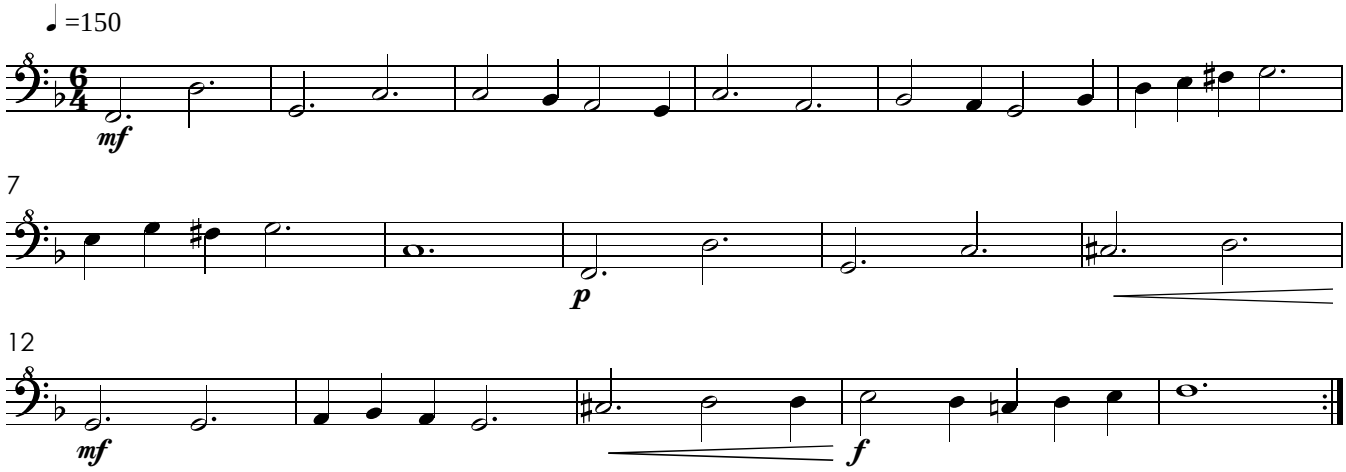
Marcelo Rauta
2015



01 - Primavera

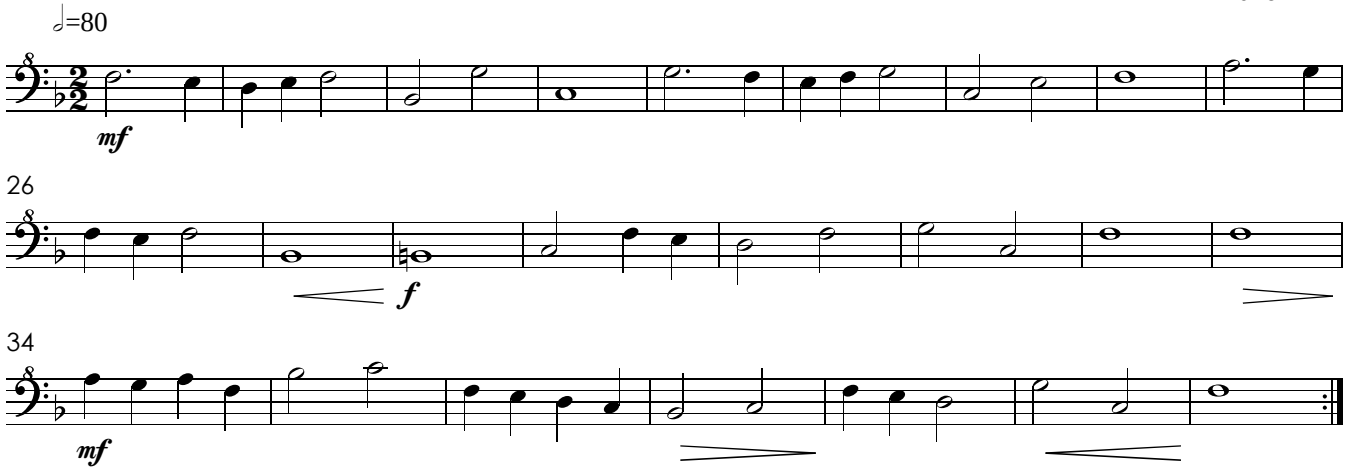
Bass Recorder

Marcelo Rauta
2015



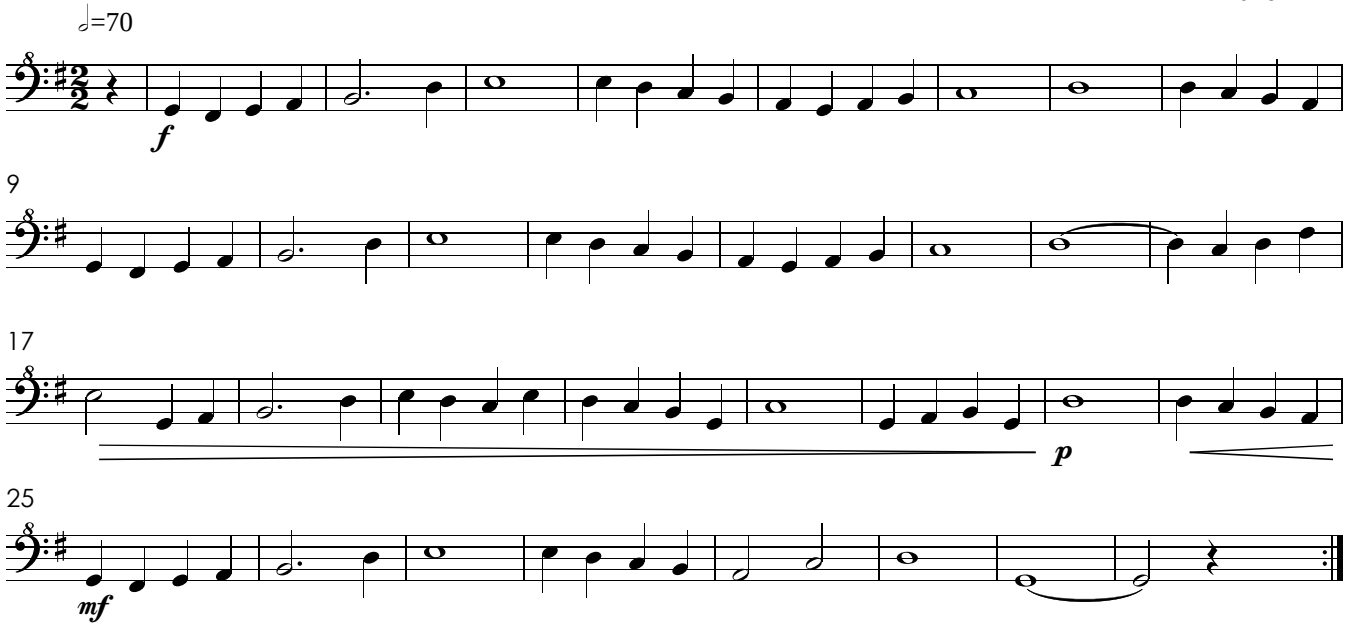
02 - Verão

Marcelo Rauta
2015



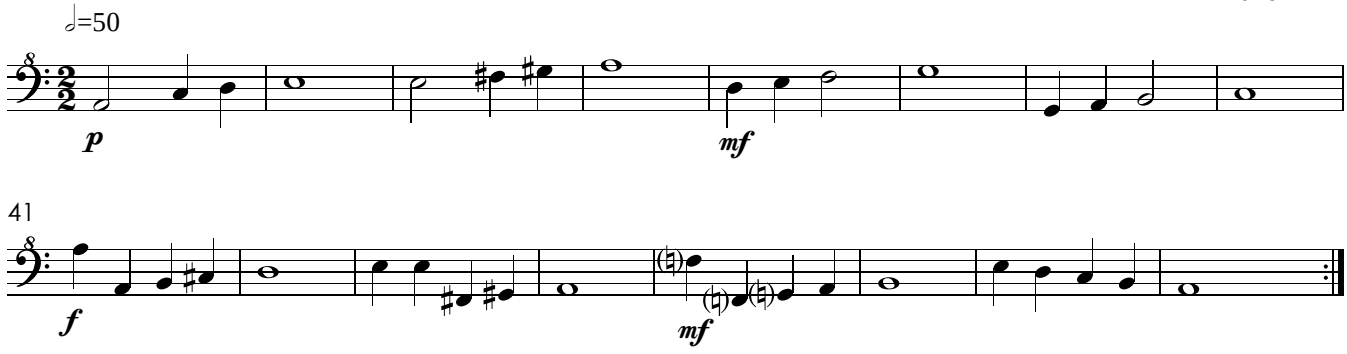
03 - Outono

Marcelo Rauta
2015



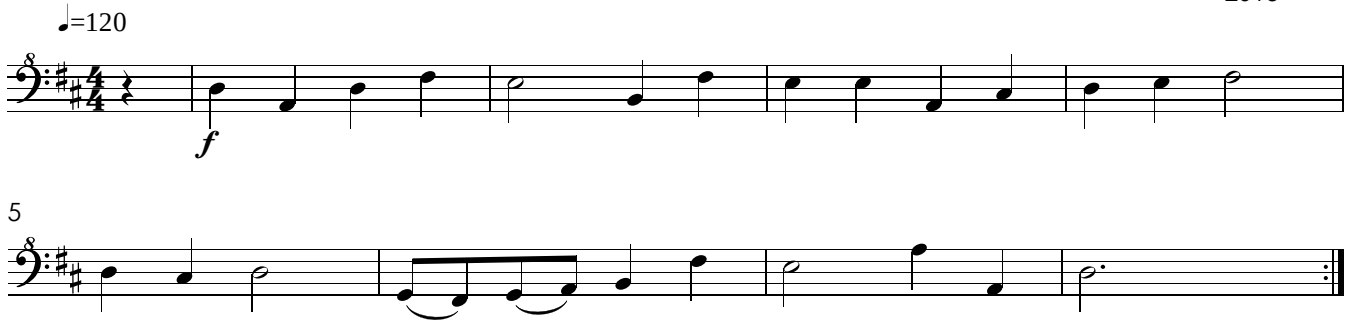
04 - Inverno

Marcelo Rauta
2015



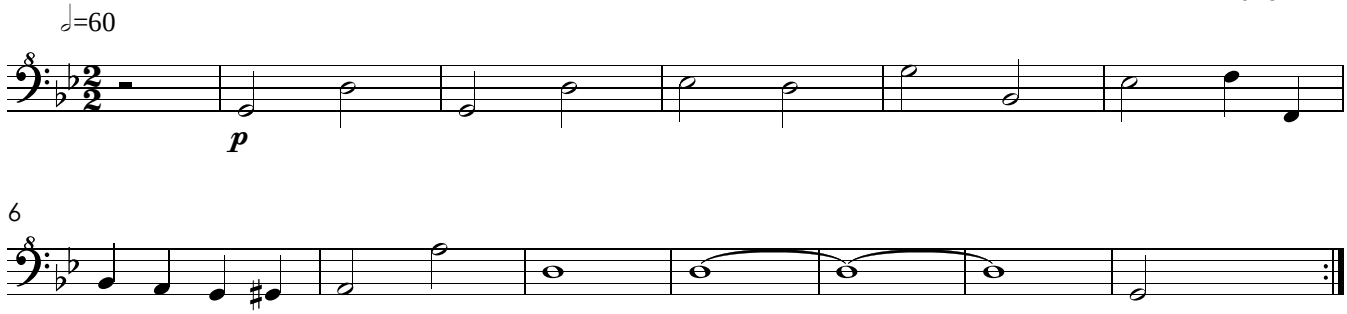
05 - Felicidade

Marcelo Rauta
2015



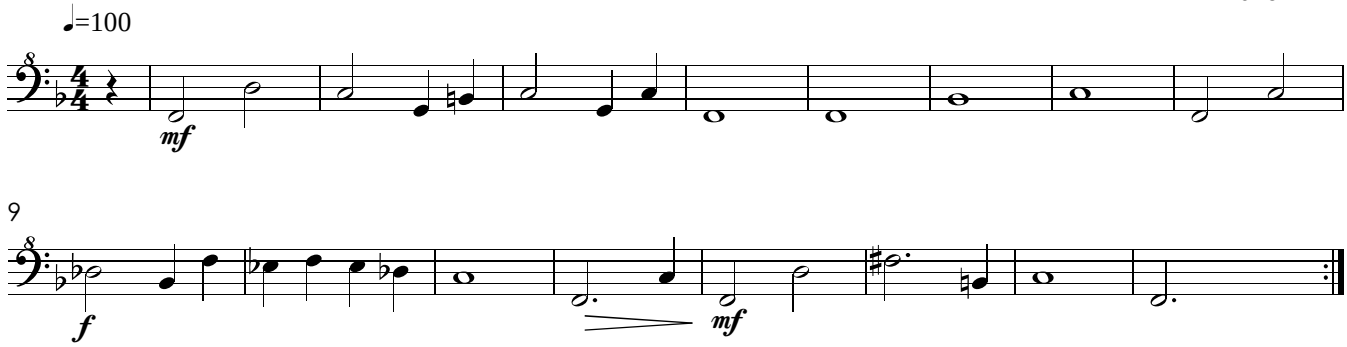
06 - Noite

Marcelo Rauta
2015



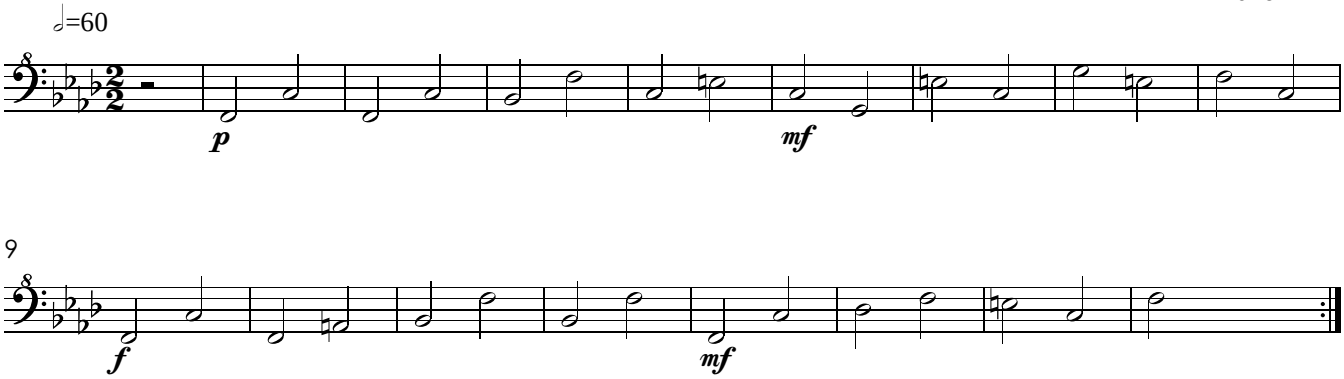
07 - Dia

Marcelo Rauta
2015



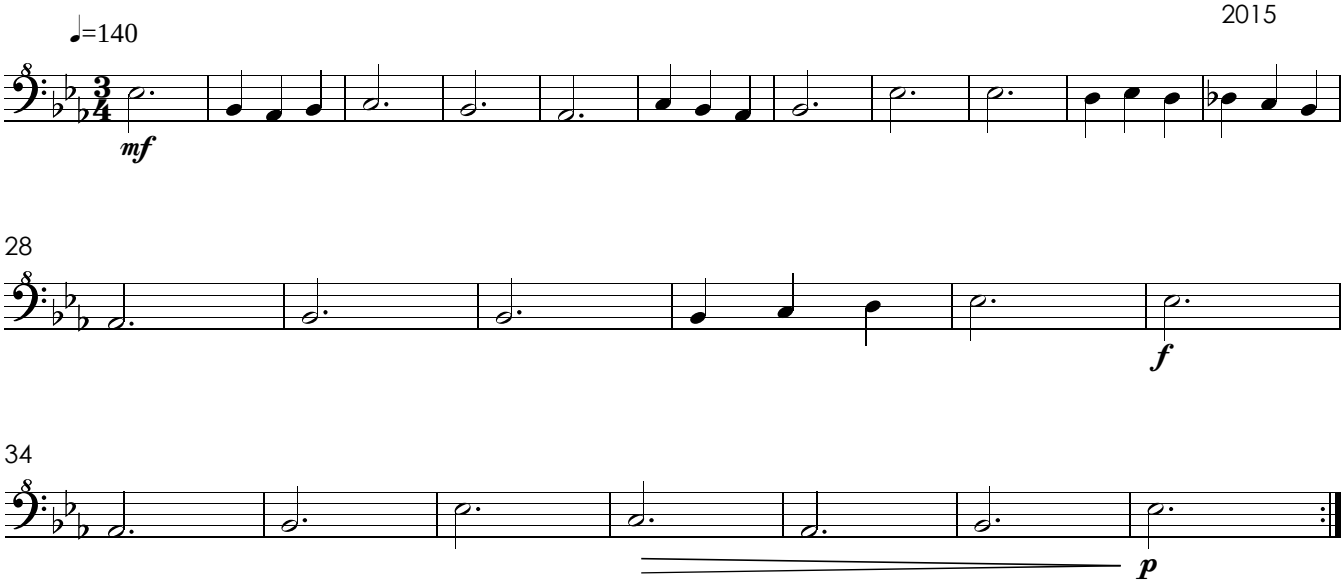
08 - Adeus

Marcelo Rauta
2015



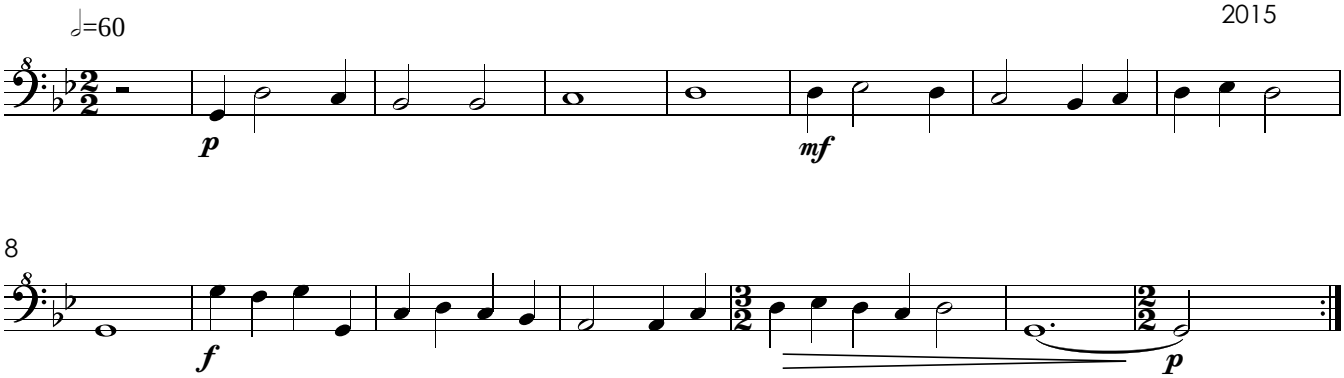
09 - Berceuse

Marcelo Rauta
2015



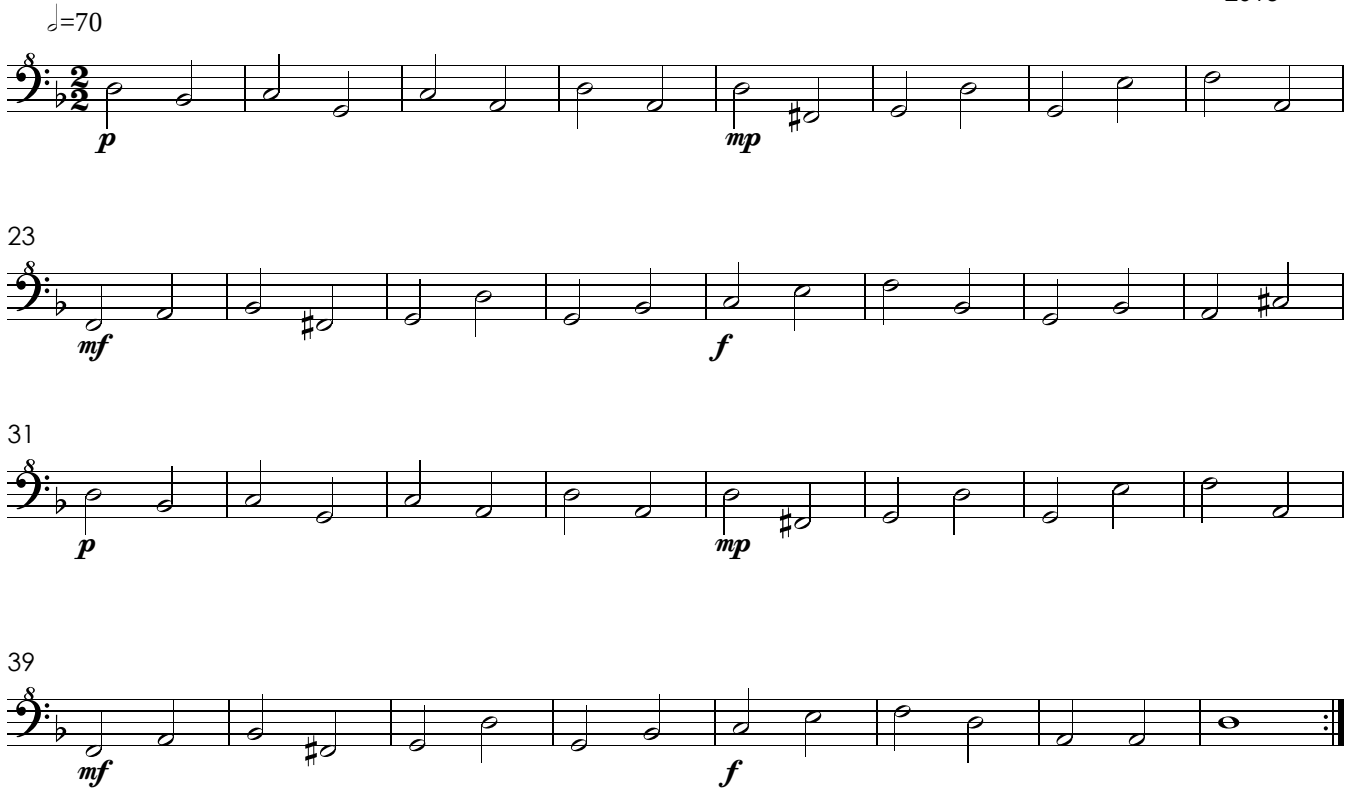
10 - Triste canção

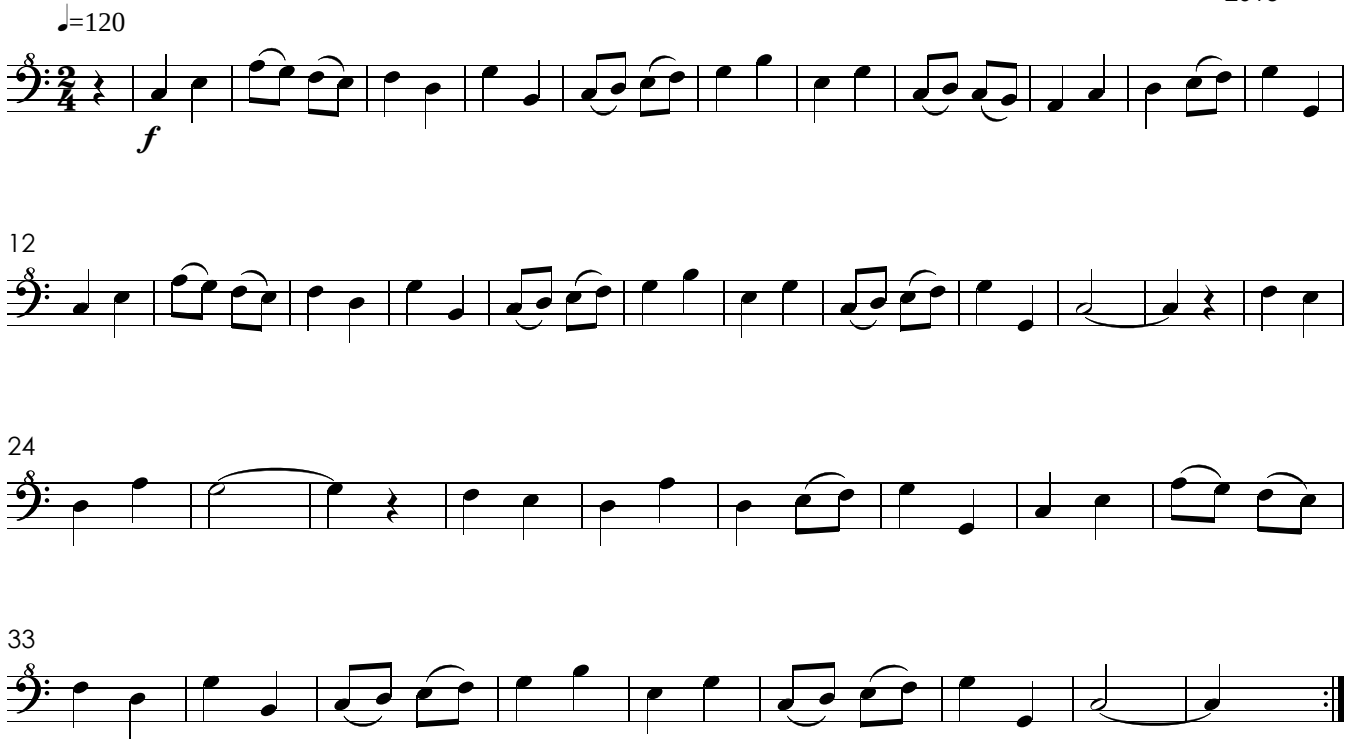
Marcelo Rauta
2015



11 - Coral

Marcelo Rauta
2015



12 - Dobrado

Marcelo Rauta
2015