

AWAKE 2020 Preparation Notes

“Play For Me a Simple Melody”

- Starts out in 2 parts, then splits into 3 at C
- Evenly split your students between descant, part I, and part II
 - For mine, I have half of them on part I and the other half on part II. At C, I have about $\frac{2}{3}$ of part I moving up to the descant, $\frac{2}{3}$ of part II staying put, and the remaining $\frac{1}{3}$ of part I and $\frac{1}{3}$ of part II singing the part I line (“Won’t you play...”).
- Pronunciation note for students
 - “Won’t you,” not “won’tchew”
- Note the scoops and glissandos
- Range



“Dona, Dona”

- Anacrusis to final note: 3-part split (evenly split as in “Play For Me”)
- Pronunciation note for students
 - “Wagon” - recording has a short A as in “cat,” not Wisconsin A as in “way”
 - “Who told you” (m. 32) - not “who toldjou”
- Range



“Hine Ma Tov”

- mm. 19-28: Hebrew first time, English second time
- mm. 47-62: 2 parts
- Pronunciation guide and program notes on inside cover
- Range



“When I Am Silent”

- Range



“Birdsong”

- All sing “optional solo” parts in middle section
- Make sure the F natural in m. 20 from part II carries through the measure
- Range



General Notes

- [Recordings](#)
 - Contains a director folder with all recordings, as well as folders by parts for you to share with your students/parents.
 - Suggested part division for your students is below. This splits them into three equal groups, if you have enough participants to do so. This will be how the group is arranged for rehearsal/performance when we get to Kewaskum for the festival too.

When I share these with my kids and their parents, I share only their part folder so they don't get mixed up with anyone else's parts. I tell them to start with the “only” recordings - that's just their part with accompaniment. Once they're feeling solid on those, they can move to the “louder” recordings - that has the other part(s) in the background so they can get used to hearing them, but hopefully soft enough that they don't accidentally jump ship. If they're ready for a challenge, they can do the “equal levels” recording, where all parts are at equal volume. When I'm leading part rehearsals, if they're really ready for a challenge, I'll pick a different part as the “louder” part, or have my part I students sing with the “part II only” recordings.
 - [Part I](#) (including descant at C in “Simple Melody” and top split at end of “Dona, Dona”)
 - [Part I with middle split](#) (stays on Part I at C in “Simple Melody” and sings middle notes at end of “Dona, Dona”)
 - [Part II with middle split](#) (jumps to part I at C in “Simple Melody” and sings middle notes at end of “Dona, Dona”)

- [Part II](#) (stays on Part II at C in “Simple Melody” and sings bottom notes at end of “Dona, Dona”)