

SONATA

for
Viola and Piano

Molto moderato

William Horne

molto cantabile; teneramente

1

Vla. *poco f*

Pno. *p*

pp Ped. ** Ped.* ** Ped.* *Ped.*

4

** Ped.* *Ped.* ** Ped.* *Ped.* *Ped.* *Ped.* *Ped.* *Ped.*

8

p *pp*

Ped. *Ped.* ** Ped.* ** Ped.* *Ped.* ** Ped.* *Ped.* ** Ped.*

Handwritten musical score for piano, measures 11 to 20. The score is written on five systems, each with a treble and bass staff. The key signature is B-flat major (two flats). The time signature changes from 11/8 to 7/8, then to 8/8, and finally to 5/4.

Measures 11-13: Treble staff has a melodic line with slurs and ties. Bass staff has a rhythmic accompaniment. Pedal markings: *Ped., *Ped., *Ped., *Ped., *Ped., Ped., *Ped.

Measures 14-16: Treble staff has a melodic line with slurs and ties. Bass staff has a rhythmic accompaniment. Pedal markings: *Ped., *Ped., *Ped., *Ped., *Ped., *Ped., *Ped., *Ped.

Measures 17-19: Treble staff has a melodic line with slurs and ties. Bass staff has a rhythmic accompaniment. Pedal markings: Ped., *Ped., *Ped., *Ped., *Ped.

Measure 20: Treble staff has a melodic line with slurs and ties. Bass staff has a rhythmic accompaniment. Pedal marking: Ped.

Dynamic markings: *p*, *pp*, *cresc. poco a poco*, *f*, *dim.*, *poco rit.*, *pp a tempo*.

Other markings: *11*, *13*, *14*, *17*, *20*.

23

23 24 25

mp *p* *p*

Ped. Ped. Ped. Ped.

26

26 27 28

p *pp* *ppp* *pp* *ppp*

Ped. Ped. *

29

29 30 31 32

p *pp* *ppp*

Ped. *

tasto - - - Andante con moto

molto cantabile

33

33 34 35 36

p

Ped. *

37

p molto cantabile

mf

p

Ped. * Ped. * Ped. * Ped. * Ped. *

42

cresc.

Ped. * Ped. * Ped. Ped. Ped.

46

cresc.

mf

mf

Ped. Ped. Ped. Ped. * Ped. * Ped. * *prima voce*

51

mp

mp

legato Ped.

55

mf prima voce

8va

mp

59

cresc.

Poco ad libitum

sub p

cresc.

sub p

Ped.

63

f

8va

sub p

Ped.

(loco)

67

f

A tempo

sub mf

cresc. poco a poco

sub mp

cresc. poco a poco

Ped.

(loco)

(8va)

73

Ped. Ped. Ped. Ped. Ped.

78

Ped. Ped. Ped. Ped. Ped.

83

Ped. * Ped. * Ped. Ped. Ped. Ped.

88

Tempo I

* Ped. Ped. Ped. Ped. Ped.

92

mp

Ped. Ped. Ped. Ped. legato Ped.

95

Poco rit. -- A tempo

p

pp

Sva-!
Ped.

98

cresc. poco a poco

cresc. poco a poco

Ped. Ped. Ped.

101

Ped. Ped. Ped. Ped.

8

molto allargando - - poco a poco stretto -

104

ff deciso

8va

f

Ped.

Ped.

Ped.

Ped.

Molto piu mosso

poco a poco rit.

f

mf

mp

f

sff

p

sub p

Ped.

Ped.

Ped.

Ped.

*

Ped.

1. The first step is to identify the problem. This involves understanding the current situation and what needs to be achieved.

2. The second step is to define the objectives. These should be clear, measurable, and achievable.

3. The third step is to develop a plan. This involves identifying the resources needed and the steps to be taken.

4. The fourth step is to implement the plan. This involves putting the plan into action and monitoring progress.

5. The fifth step is to evaluate the results. This involves comparing the actual results with the objectives and identifying any gaps.

6. The sixth step is to take corrective action. This involves identifying the reasons for any gaps and taking steps to address them.

7. The seventh step is to review the process. This involves reflecting on the experience and identifying lessons learned.

8. The eighth step is to communicate the results. This involves sharing the findings with others and seeking feedback.

9. The ninth step is to document the process. This involves recording the steps taken and the results achieved.

10. The tenth step is to repeat the process. This involves applying the lessons learned to future projects.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

2. The second step is to gather relevant information and data. This can be done through research, consultation with experts, or by analyzing existing data sets.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable parts and determining the best approach to solve each part.

4. The fourth step is to implement the plan. This involves carrying out the tasks and activities that have been identified in the plan.

5. The fifth step is to evaluate the results. This involves comparing the actual outcomes with the expected outcomes and identifying any areas for improvement.

6. The sixth step is to communicate the findings. This involves sharing the results of the analysis with the relevant stakeholders and providing recommendations for action.

7. The seventh step is to monitor and review the process. This involves keeping track of the progress of the project and making adjustments as needed to ensure that the project is completed successfully.

8. The eighth step is to document the process. This involves creating a record of the steps taken and the results achieved, which can be used for future reference.

9. The ninth step is to reflect on the experience. This involves thinking about what was learned from the project and how it can be applied to future projects.

10. The tenth step is to celebrate the success. This involves recognizing the achievements of the team and celebrating the completion of the project.

1. The first step is to identify the problem. In this case, the problem is that the system is not working as expected.

2. The next step is to gather information about the problem. This includes checking the logs, talking to the users, and looking at the system architecture.

3. Once you have gathered information, you can start to troubleshoot the problem. This involves testing different hypotheses and seeing if they solve the problem.

4. If you are still having trouble, you may need to consult with a specialist or a vendor. They can provide you with more information about the system and help you to solve the problem.

5. Finally, once you have solved the problem, you should document the solution. This will help you to solve similar problems in the future.

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111 *Tempo I*

p *ppp* *lunga* *lunga*

* *Ped.* *

Ped. *

113 *molto teneramente*

p *pp*

Ped. *Ped.* *Ped.*

116

p *ppp*

Ped. *

Ped.

119 *Rit.*

p *pp*

Ped. *