

5

Compositions

FOR THE
PIANOFORTE

BY

Arthur Foote

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|------------------------|------|
| Op. 60. N°1. Reverie | .40. |
| N°2. A May Song | .60. |
| Op. 61. Meditation | .40. |
| Op. 62. N°1. Whims | .60. |
| <u>N°2. Exaltation</u> | .60. |

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To Miss Gertrude Peppercorn.

Exaltation.

Moderato espressivo. (♩)

Arthur Foote, Op. 62 N^o 2.

f legato

cantando
p

Pedal

f *p*

f

First system of musical notation. The right hand (treble clef) features a melodic line with a slur and fingerings 4 and 2. The left hand (bass clef) has a rhythmic accompaniment starting with a forte (*f*) dynamic, transitioning to piano (*p*) in the second measure.

Second system of musical notation. The right hand continues the melodic line with fingerings 2, 4, and 5. The left hand features a complex rhythmic pattern with fingerings 2, 1, 3, 5, 3, 3, 3, 3, 3, 2. Dynamics include *espress.* and *pp*.

Third system of musical notation. The right hand has a melodic line with a slur and the tempo marking *tempo*. The left hand continues the rhythmic accompaniment.

Fourth system of musical notation. The right hand has a melodic line with fingerings 1, 3, and 2. The left hand continues the rhythmic accompaniment with fingerings 2, 1, 3, 5.

Fifth system of musical notation. The right hand has a melodic line with a slur. The left hand continues the rhythmic accompaniment with a forte (*f*) dynamic.

First system of musical notation. The right hand (treble clef) features a melodic line with a slur over the first two measures. The left hand (bass clef) has a complex rhythmic pattern with triplets and fingerings 2 and 3. A piano (*p*) dynamic marking is present in the second measure.

Second system of musical notation. The right hand continues the melodic line with slurs and fingerings 2 and 3. The left hand has a steady eighth-note accompaniment. A forte (*f*) dynamic marking is present in the second measure.

Third system of musical notation. The right hand features a melodic line with slurs and fingerings 2 and 3. The left hand has a simple accompaniment with a first finger (*1*) marking in the second measure. A piano (*p*) dynamic marking is present in the first measure.

Fourth system of musical notation. The right hand has a melodic line with slurs and fingerings 2 and 3. The left hand has a simple accompaniment with fingerings 1, 4, 1, and 3. A piano (*p*) dynamic marking is present in the second measure.

Fifth system of musical notation. The right hand has a melodic line with slurs and fingerings 2 and 3. The left hand has a simple accompaniment with fingerings 2 and 3. A forte (*f*) dynamic marking is present in the first measure, and a piano (*p*) dynamic marking is present in the second measure.

mf

2 21 1

1 4 1 3

cresc. *ff rit.*

2 5 3 3

tempo

3 5 3 1 2 2 2

2

First system of musical notation. The right hand (treble clef) features a melodic line with a trill on the final note, marked with fingerings 4 and 1. The left hand (bass clef) plays a rhythmic accompaniment with fingerings 3, 4, 3, 2, 1, 4, 1. A dynamic marking of *f* (forte) is present in the right hand.

Second system of musical notation. The right hand continues with a melodic line, including a trill. The left hand features a complex rhythmic pattern with fingerings 1, 3, 1, 4, 5, 1, 3, 1. A dynamic marking of *f* is present.

Third system of musical notation. The right hand has a melodic line with a trill. The left hand has a rhythmic accompaniment with fingerings 3, 1, 4, 1, 1. A dynamic marking of *f* is present.

Fourth system of musical notation. The right hand has a melodic line with a trill. The left hand has a rhythmic accompaniment with fingerings 4, 4, 4, 4. A dynamic marking of *f* is present.

Fifth system of musical notation. The right hand has a melodic line with a trill. The left hand has a rhythmic accompaniment with fingerings 5, 1, 4, 1, 4. A dynamic marking of *cresc.* (crescendo) is present.

ff

p dim. sempre

rit.

una corda al fine

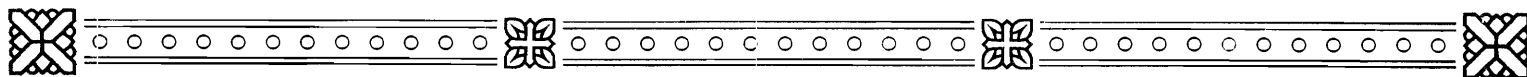
pp tempo

rit.

tempo

ppp

Ped.



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The grading is from 1 a, easiest to 6 c, most difficult, with subdivisions of the grades as follows: 1 a, 1 b, 2 a, 2 b, 3 a, b, c, etc.



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