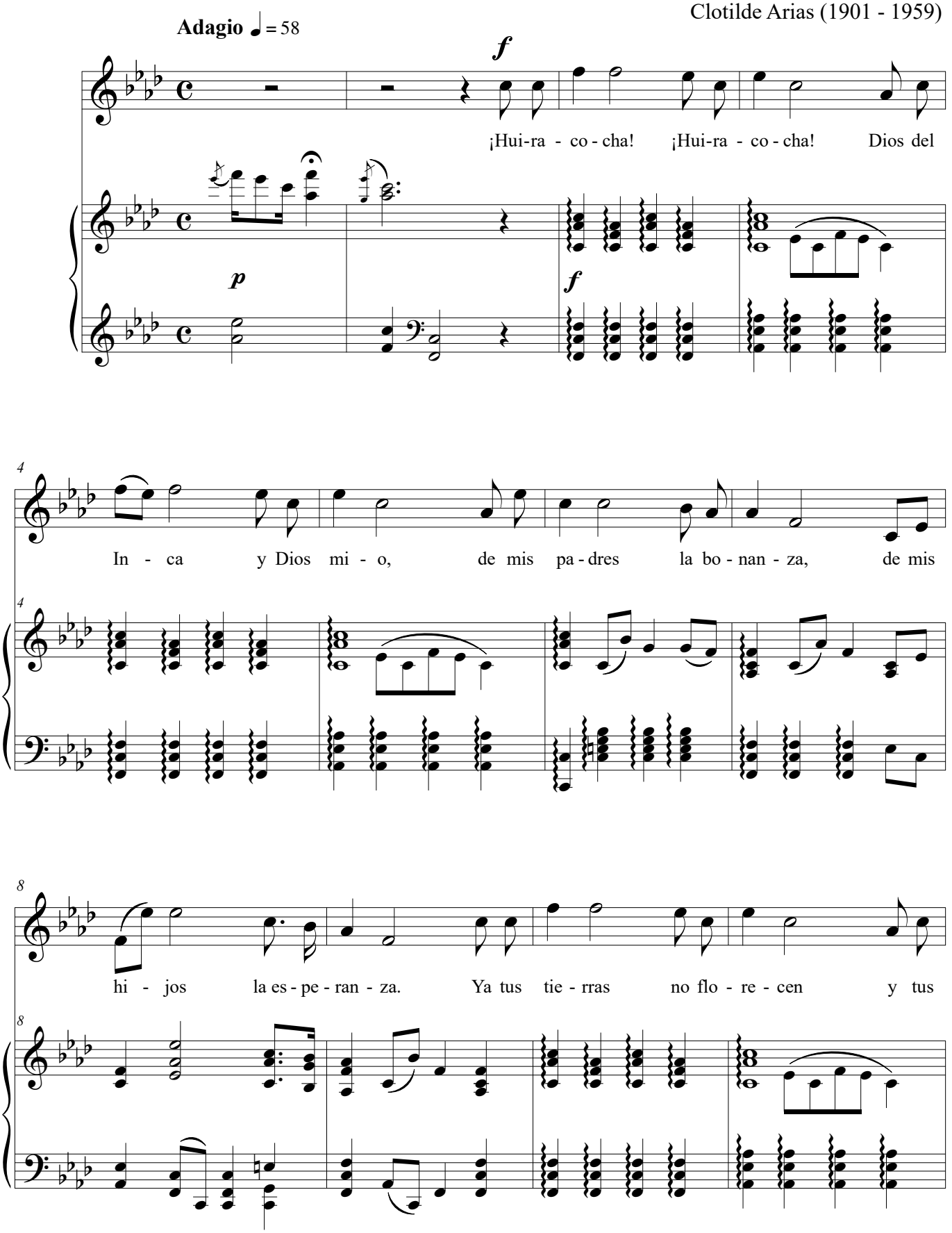
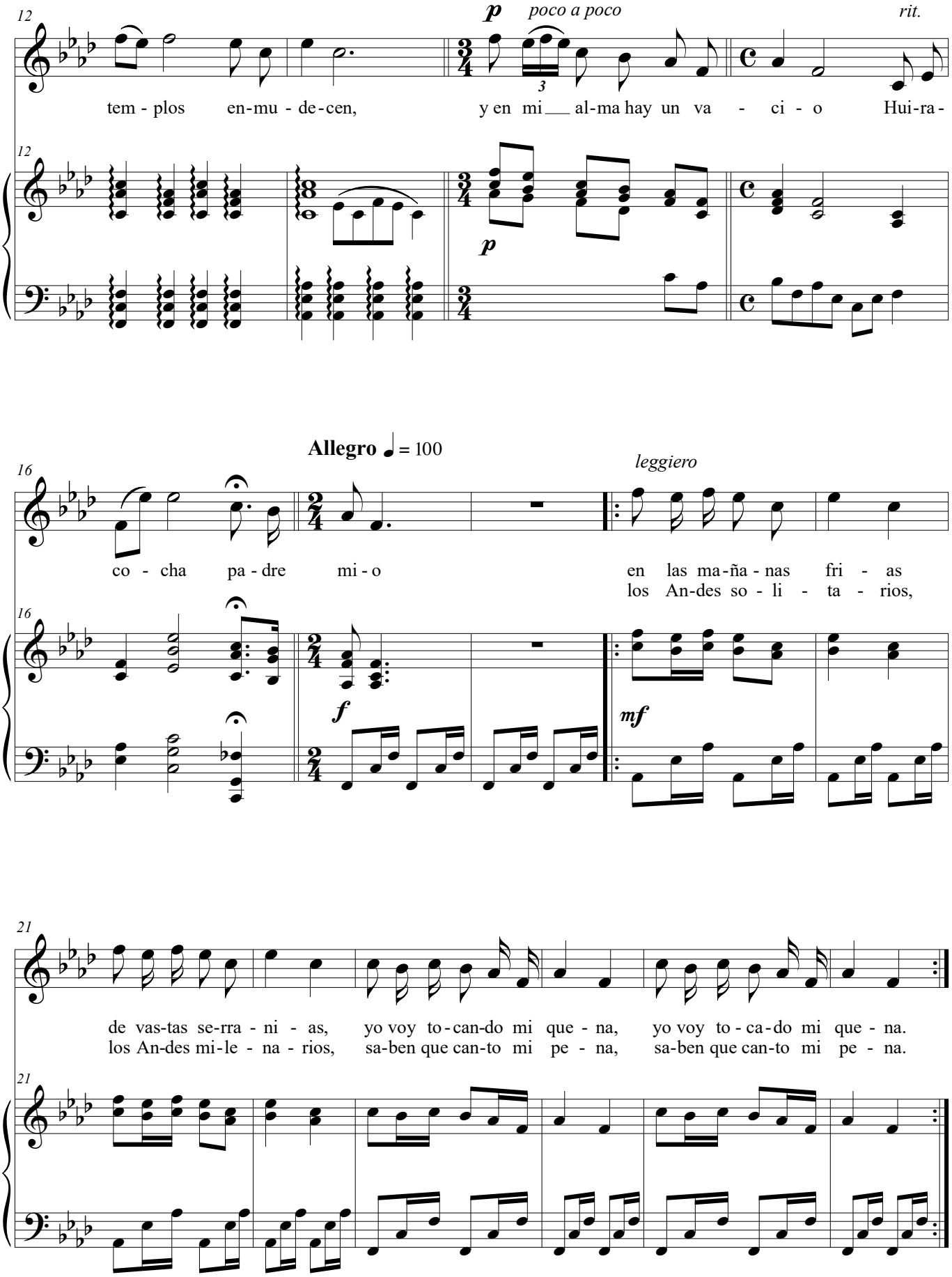
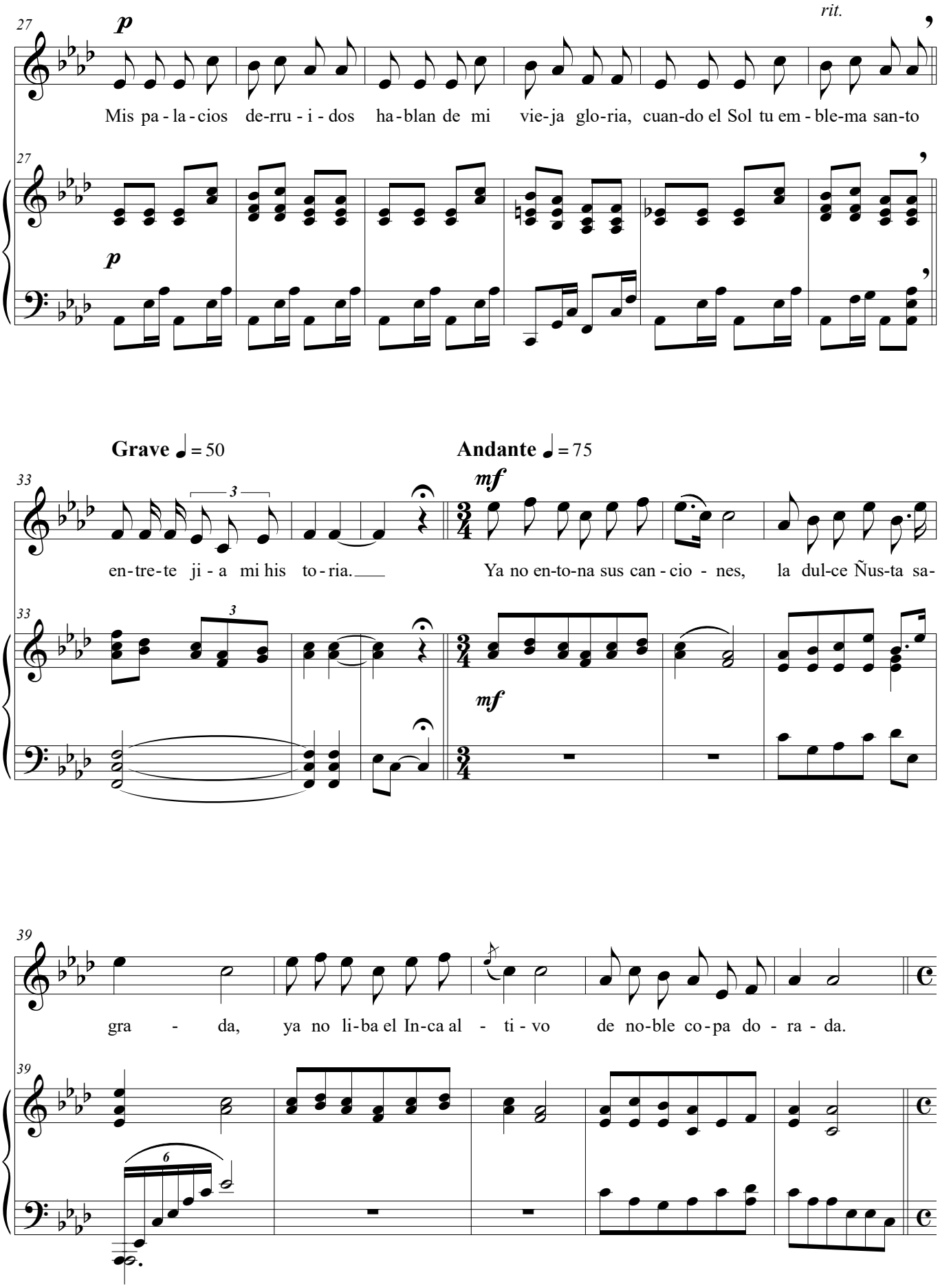
HUIRACOCHA

Clotilde Arias (1901 - 1959)




12
p
poco a poco
rit.
tem - plos en-mu - de-cen, y en mi al-ma hay un va - ci - o Hui-ra-
p
Allegro ♩ = 100
16
leggiero
co - cha pa - dre mi - o en las ma-ña - nas fri - as
los An-des so - li - ta - rios,
f
mf
21
de vas-tas se-rra - ni - as, yo voy to - can-do mi que - na, yo voy to - ca - do mi que - na.
los An-des mi-le - na - rios, sa-ben que can-to mi pe - na, sa-ben que can-to mi pe - na.

HUIRACOCHA


27
p
rit.
Mis pa - la - cios de-rru - i - dos ha - blan de mi vie-ja glo-ria, cuan-do el Sol tu em - ble-ma san-to
Grave ♩ = 50
Andante ♩ = 75
33
mf
en-tre-te ji - a mi his to - ria.
Ya no en-to-na sus can - cio - nes, la dul-ce Ñus-ta sa-
39
gra - da, ya no li-ba el In-ca al - ti - vo de no-ble co-pa do - ra - da.

Lento *molto espressivo*

44

¿Dón - de es - tás que no me es - cu - chas?

44

47

¡Y no sa - bes de mis lu - chas! ¡Wi-ra - co - cha! !Hui-ra -

Tempo primo

f

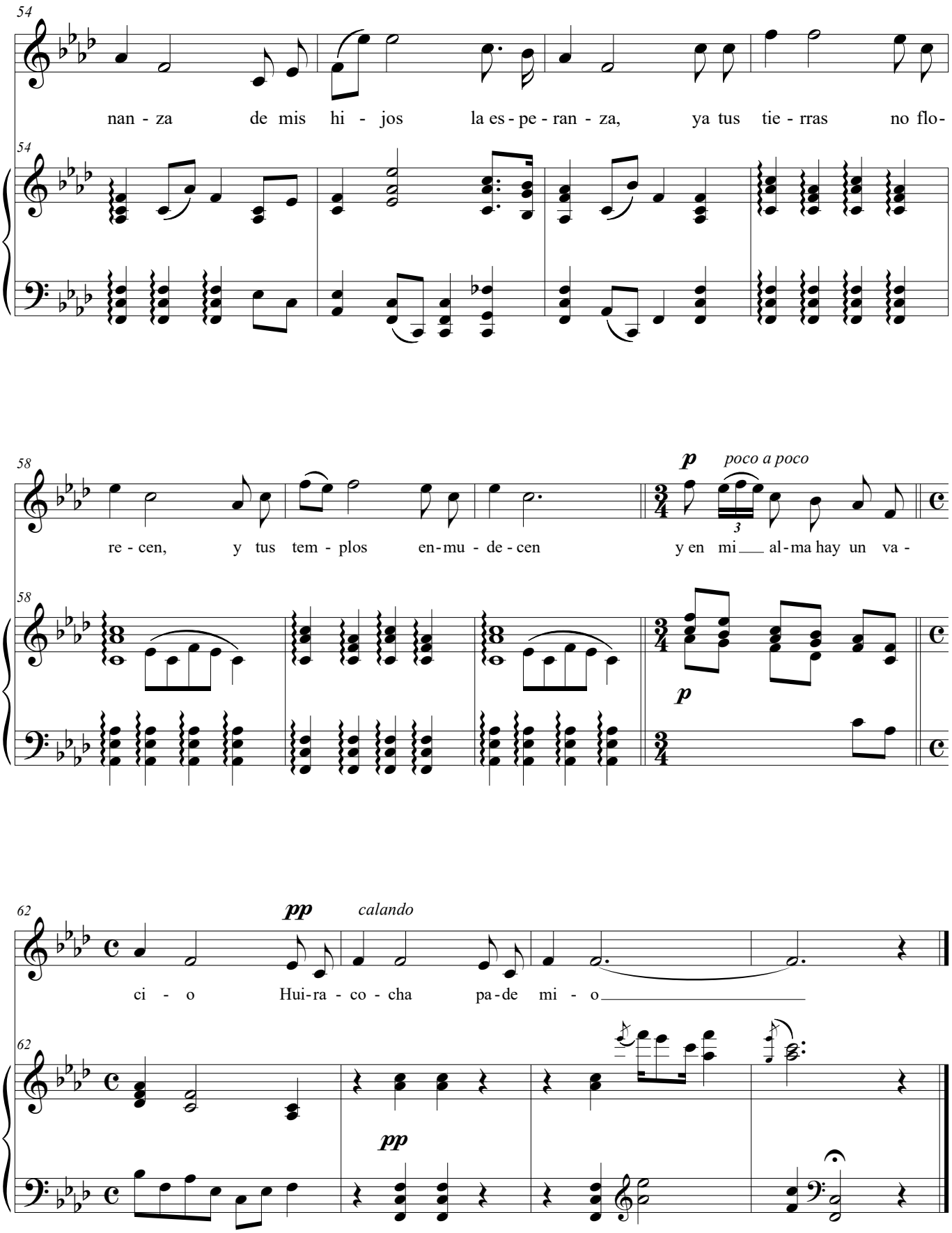
47

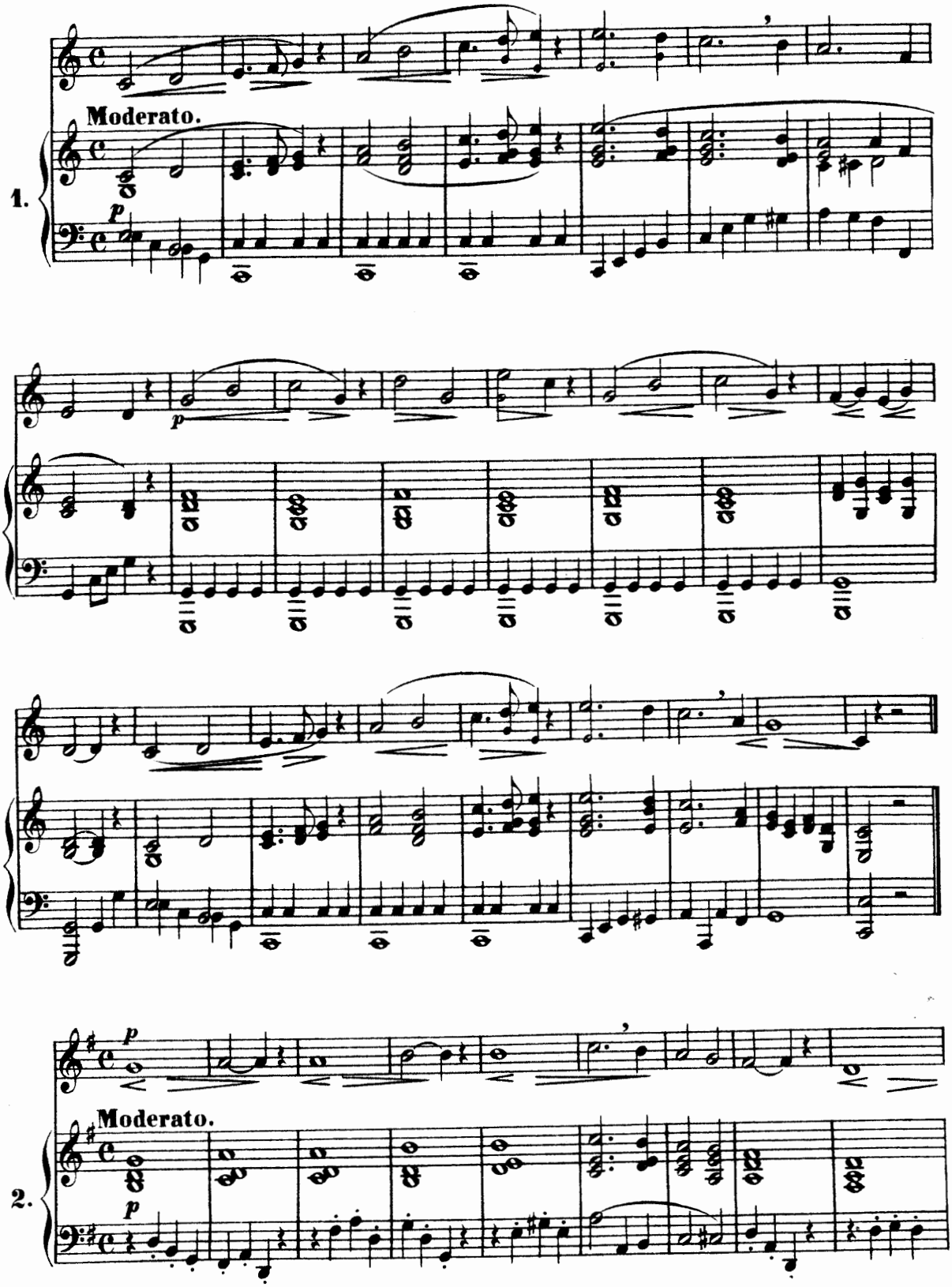
f

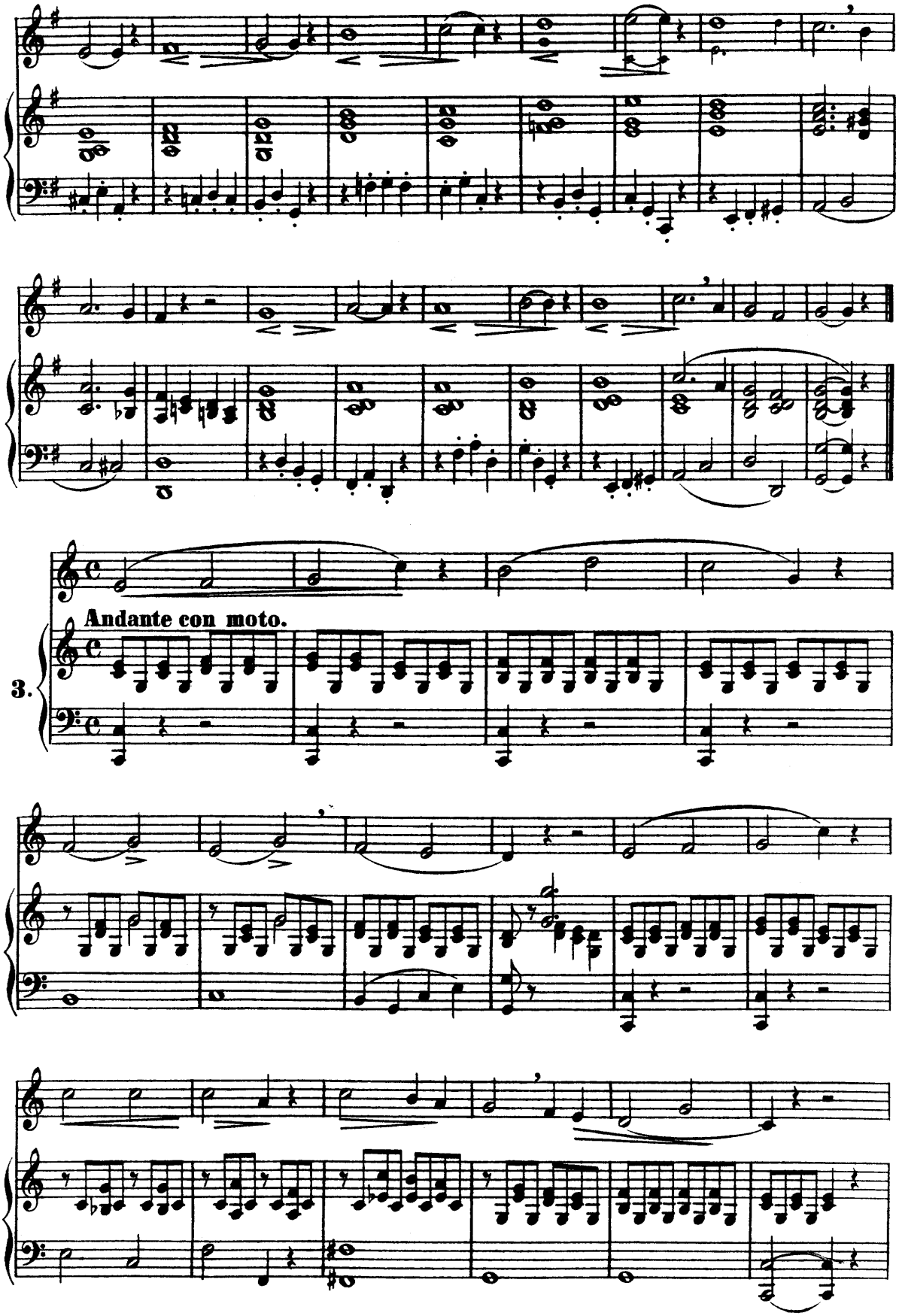
50

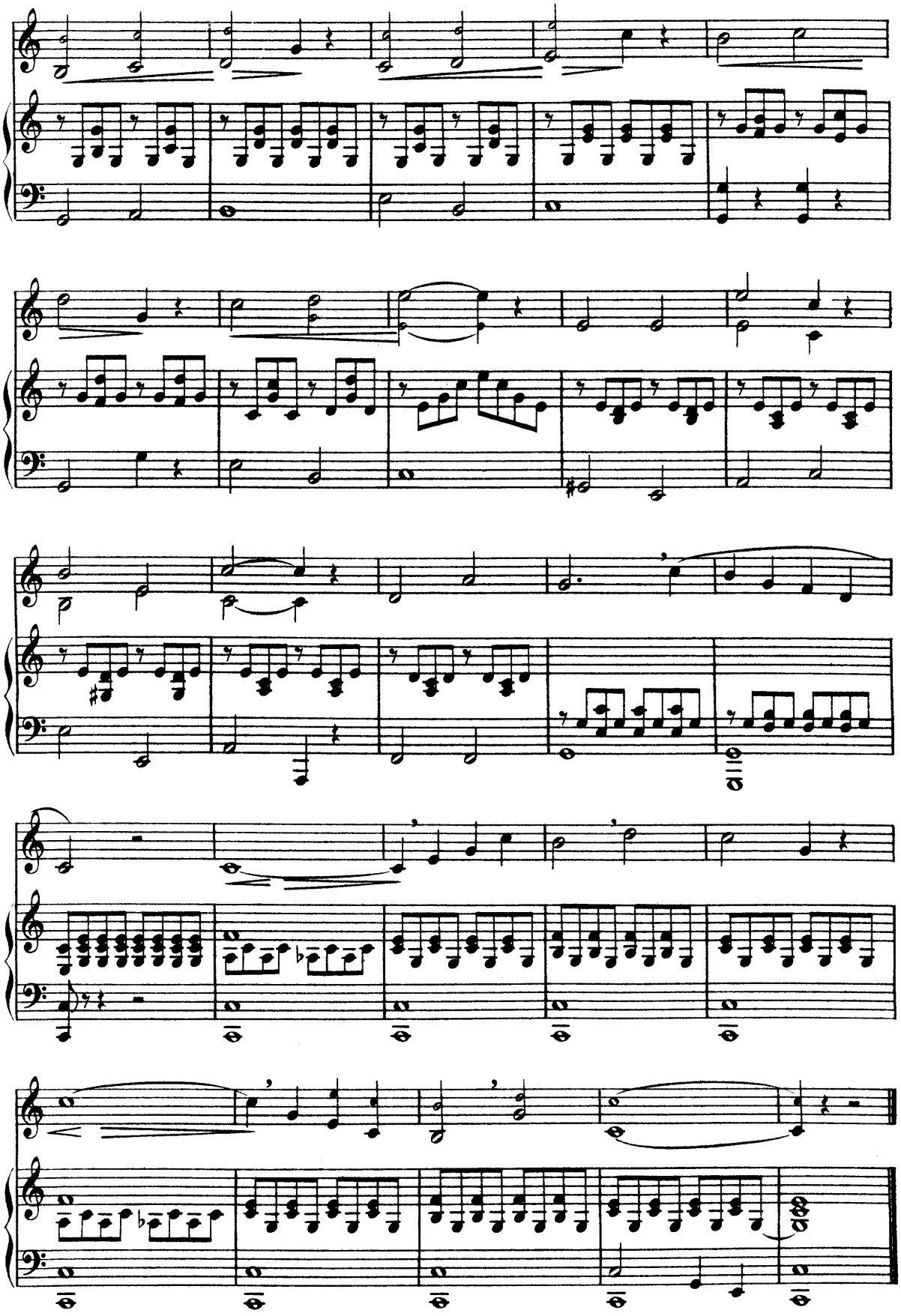
co - cha! Dios del In - ca y Dios mi - o de mis pa - dres la bo-

50


54
nan - za de mis hi - jos la es - pe - ran - za, ya tus tie - rras no flo-
58
re - cen, y tus tem - plos en-mu - de - cen
p
poco a poco
y en mi al-ma hay un va -
p
62
pp
calando
ci - o Hui-ra - co - cha pa-de mi - o
pp


Moderato.
1.
p
p
Moderato.
2.
p
p


Andante con moto.
3.



LEZIONE I.

La divisione delle sillabe in questa prima lezione è fuori dell' ordinario per dare più che è possibile un' idea della maniera di pronunciare cantando; come si debba consumare colla vocale l'intero valore di una o più note, ed unire la consonante alla sillaba susseguente. Con ciò sarà più facile l'apprendere il Canto legato; cosa che non si può perfettamente insegnare che colla voce di un perito maestro.

LA SCALA.

LEKTION I.

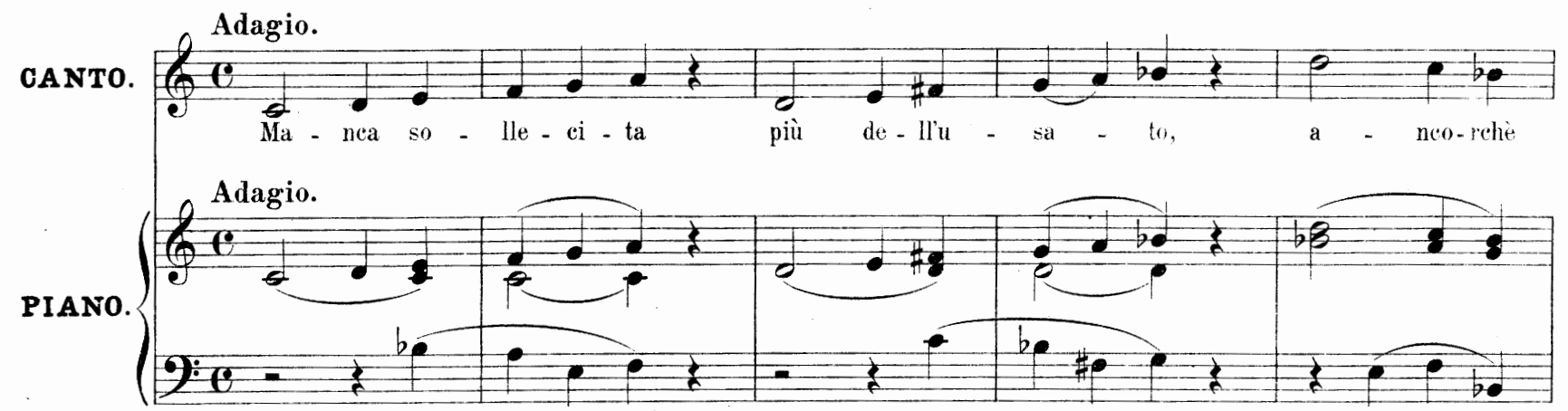
In dieser Lektion soll durch Einstellung aussergewöhnlicher Silbenteilungen *) zur richtigen Aussprache beim Singen angeleitet werden: Der Vokal behauptet den vollen Zeitwert einer oder mehrerer Noten, der Konsonant ist zur folgenden Silbe zu ziehen. Dies erleichtert das Erlernen des Legato im Gesange; doch nur der erfahrene Meister kann durch Vorsingen dem Schüler zum vollen Verständnisse helfen.

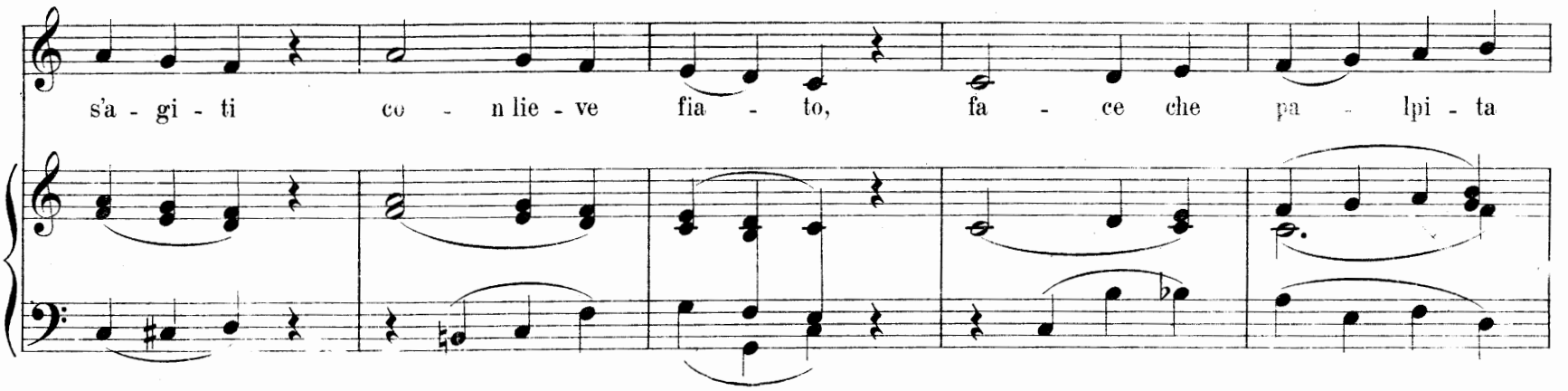
DIE TONLEITER.

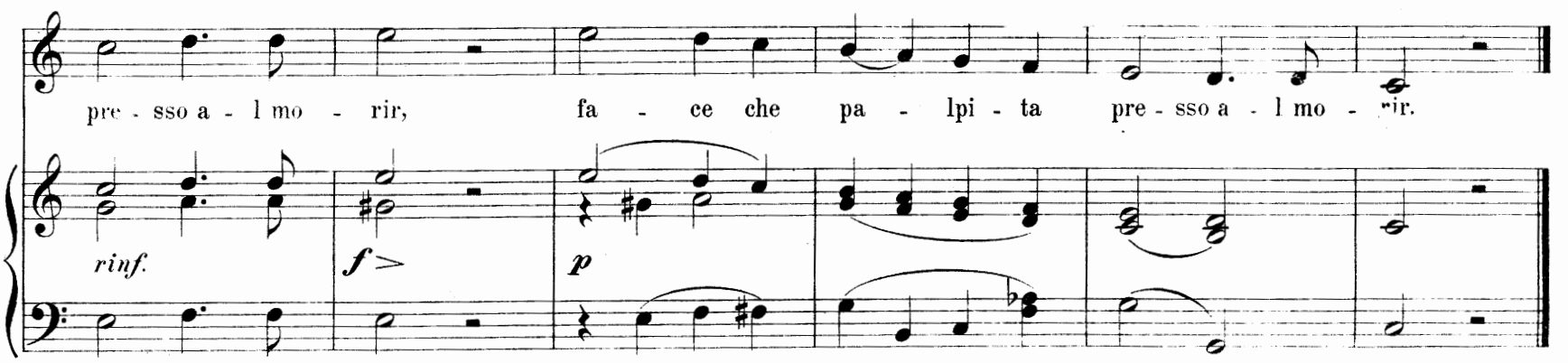
LESSON I.

In this lesson, the presentation of unusual syllable-combinations,) is given, to be a guide to the pupil in the proper pronunciation. The vowel receives the full time-value of one or more notes, the consonant is to be drawn over to the succeeding syllable. This facilitates the acquiring of the legato in singing. Still, an experienced teacher alone, will be able to make it fully understood by singing it before the pupil.*

THE SCALES.







*) In sämtlichen Lektionen wurden die Texte betreffs der Silbenteilung genau nach der italienischen Originalausgabe unterlegt.

*) *In all these exercises the Italian words, as regards division of the syllables, have been used exactly in conformity with the Italian, original edition.*

Noch mit schwachem Hauche sich regend, verglüht, schneller als Du es ahnst, die flackernde, dem Erlöschen nahe Fackel.

Anon rising, a trembling breath, e'en sooner than one had thought, the flittering, almost dying torch expires.