

Carl Bohm

Carnaval Suite de Morceaux caractéristiques pour le Piano

Op. 372.

ЦѢНА

№1. Défilé des Masques. Polonaise.....	" 30
" 2. Bergers Watteau. Gavotte.....	" 30
" 3. Csikos et Bohémienne. Csardas.....	" 30
" 4. Domino rose. Valse.....	" 30
" 5. Etudiants espagnols Sérénade des Mandolines.....	" 30
" 6. Pierrot et Colombine. Scène de Ballet.....	" 30
" 7. Les Lansquenets. Marche militaire.....	" 30
" 8. Cosaque et Paysanne russe.....	" 30
" 9. Zephirettes. Fragment de Valse.....	" 30
" 10. La Varsoivienne. Mazurka.....	" "



МУЗЫКАЛЬНЫЙ И ИНСТРУМЕНТАЛЬНЫЙ МАГАЗИНЪ

В. КАСТНЕРА
въ ВОРОНЕЖѢ.

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Лит. В. Гурск. Москва. Южная Славяна ул. см. 2.

DOMINO ROSE.

(Valse.)

Carl Bohm, Op. 372. N^o 4.

Introduction.
Moderato.

Piano.

Tempo di Valse.

First system of the piano score. The right hand features a melodic line with slurs and fingerings (5, 3, 4, 2, 1, 2). The left hand provides a steady accompaniment. The dynamic marking is *p grazioso*. The system concludes with a double bar line and repeat signs.

Second system of the piano score. The right hand continues the melodic theme with various slurs and fingerings (4, 2, 1, 4, 2, 5, 3, 4, 1, 3, 2, 5, 4, 2, 1, 5, 4, 2, 1, 5, 3, 2). The left hand accompaniment remains consistent. The dynamic marking changes to *f* towards the end of the system.

Third system of the piano score. The right hand features a melodic line with slurs and fingerings (5, 4, 3, 2, 5, 1, 5, 3, 4, 2, 1, 5, 3). The left hand accompaniment is steady. The dynamic marking is *p a tempo*. The system concludes with a double bar line and repeat signs.

Fourth system of the piano score. The right hand continues the melodic theme with slurs and fingerings (5, 3, 4, 2, 2, 5, 3, 4, 2, 1, 5, 3, 4, 1, 3, 2). The left hand accompaniment is steady. The system concludes with a double bar line and repeat signs.

Fifth system of the piano score. The right hand features a melodic line with slurs and fingerings (5, 4, 2, 1, 5, 4, 5, 4, 1, 2, 1, 5, 3, 1, 5, 2). The left hand accompaniment is steady. The dynamic marking is *p* and the tempo marking is *rit. a tempo*. The system concludes with a double bar line and repeat signs.

First system of musical notation. Treble clef, key signature of two sharps (F# and C#), 4/4 time signature. The right hand features a melodic line with slurs and fingerings (2, 1, 2, 4, 4, 4, 5, 1, 3, 4, 2, 2, 1, 4, 5, 1). The left hand provides a harmonic accompaniment. The system concludes with a fermata over the final chord.

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

Second system of musical notation. The right hand continues the melodic line with slurs and fingerings (3, 2, 1, 4, 5, 4, 2, 5, 3, 4, 2, 3, 2, 1). The left hand accompaniment includes a *p* dynamic marking. The system ends with a fermata.

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

Third system of musical notation. The right hand features a melodic line with slurs and fingerings (5, 3, 4, 2, 1, 4, 2, 1, 4, 5, 1, 3, 4, 2, 2, 1, 4, 5, 1). The left hand accompaniment includes a *p* dynamic marking. The system ends with a fermata.

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

Fourth system of musical notation. The right hand continues the melodic line with slurs and fingerings (4, 5, 1, 3, 5, 4, 5, 4, 1, 4, 2, 3, 1, 5, 4, 5, 4, 2, 1). The left hand accompaniment includes a *p* dynamic marking. The system ends with a fermata.

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

Fifth system of musical notation. The right hand features a melodic line with slurs and fingerings (5, 1, 5, 3, 4, 2, 2, 1, 2, 3, 5, 5, 3, 4, 2, 2, 1). The left hand accompaniment includes a *poco rit.* marking and a *p* dynamic marking. The system ends with a fermata.

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

Sixth system of musical notation. The right hand continues the melodic line with slurs and fingerings (2, 3, 4, 2, 1, 4, 2, 5, 4, 2, 1, 4, 2, 5, 4, 5, 4). The left hand accompaniment includes a *f* dynamic marking and a *p* dynamic marking. The system ends with a fermata.

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

2 1 4 *a tempo* 2 2 2 2 2 2 2 2

rit.

Ped. * 2 3 Ped. * Ped. * Ped. * Ped. *

mf

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

1. 2. *a tempo*

f *poco rit.* *rit.* *poco. rit.* *p*

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

cresc.

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

f crescendo molto *ff Breit.* *p poco rit.*

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

a tempo *poco rit.*

poco rit.

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

a tempo

f *poco rit.* *mf*

Red. * Red. * Red. * Red. *

Red. * Red. * Red. * Red. * Red. * Red. * Red. * Red. *

cresc. *rit.* *p* *a tempo*

ri - ten - to

Red. * Red. * Red. * Red. * Red. * Red. * Red. * Red. * Red. *

cresc. *facceler. con fuoco*

Red. * Red. * Red. * Red. * Red. * Red. *

cresc. *ff* *ff*

* Red. * Red. * Red. * Red. *