

AN INTRODUCTION
TO THE
PERFORMANCE OF BACH

*A progressive anthology of keyboard music
edited, with introductory essays, by*

ROSALYN TURECK

IN THREE BOOKS — BOOK II

OXFORD UNIVERSITY PRESS
LONDON · NEW YORK · TORONTO

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28.9

The music contained in the three books of this anthology has been recorded by Rosalyn Tureck on a 12" L.P. record entitled *An Introduction to Bach* for E.M.I. (His Master's Voice ALP 1747).

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Music Department

OXFORD UNIVERSITY PRESS
44 CONDUIT STREET • LONDON • W.1

PRINTED IN GREAT BRITAIN

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* The authenticity of the *Fantasia in G minor* is open to question. It may be a youthful composition or a copy of another composer's work, possibly touched up by Bach. However, the name of J. S. Bach is on the manuscript of this work.

** Here again the name of J. S. Bach appears on the manuscript. The authenticity has been questioned but this work seems to me almost certainly his own composition or, at the least, another composer's work which was used as a germinal idea and fully re-worked by Bach.

GLOSSARY OF NOTE VALUES

English

Semibreve

Minim

Crotchet

Quaver

Semiquaver

Demisemiquaver

Hemidemisemiquaver

American

Whole note

Half note

Quarter note

Eighth note

Sixteenth note

Thirty-second note

Sixty-fourth note

PREFACE

IT SHOULD be stated at the outset that music, the most abstract and intangible of the arts, does not lend itself to the notation of many nuances of phrasing, dynamics, harmonic implications, and sense of form, nor of the feeling about all these things, which an artist expresses in actual performance. It is also confusing and stifling to the imagination of those who wish to learn, to attempt to note everything down in black and white. Besides, my performance of the pieces in the recording for E.M.I. (His Master's Voice—ALP 1747), which illustrates the edition of the music contained in these books, may not match every dot or phrase mark indicated in my editing. This is desirable, for it will show that musical performance is not a mechanical imitation of an approved model. I do not wish to prescribe a precise and unalterable formula in this edition, to be carried out by every individual with the repetitiveness of a duplicating machine. For as long as one remains human there will remain nuances of all sorts, and as long as music remains an art and not a mechanical reproduction, there will always be more than one possibility in details of phrasing, dynamics, tempi, etc., and sometimes possibilities of marked difference in conception, all of them good. But they must adhere to the frame and idiom of the work itself; a valid, living, and communicative performance is the result not of licence but of information, experience, and insight. These books contain potential elements in Bach interpretation which will expand greatly on the advanced and professional level, but it is by no means possible to present all the aspects of Bach interpretation here, nor is it desirable. The full exposition will be dealt with in future and more technical books. The interpretations given in these books are types rather than models to be copied in a superficial sense. They are meant to be played as written, but I hope that the student will also learn basic principles from them and how to apply these principles to other works of the same type. For the interpretative suggestions are founded on deep structural principles which grow out of the music itself and on the concepts of form and the performing practices of musicians of Bach's time. Many of my comments and musical ideas contained in these books are not limited to keyboard application and should also be of use to musicians other than pianists.

The pieces are selected from a range of works, some well known, some little known. Each piece represents a particular facet of study—fingering, various kinds of phrasing, dynamics, ornamentation, forms, etc. Book I is elementary and the increase of difficulty within it is gradual. Book II continues with and extends the ideas presented in Book I but its main content deals with the basic needs of contrapuntal and fugal performance in music of medium difficulty. Book III extends the ideas of the previous books and presents a wider view as applied to Suite and Variation Form. These longer works with their varied demands will help to develop more intensive and sustained concentration in performance. The music, however, being made up of short movements, is not too demanding, and the Suites prepare the ground for the interpretation of dance movements.

In choosing which manuscripts should be represented in this edition no great problems arise, for in most cases few manuscripts or early editions exist. The *Aria and Ten Variations* in Book III presents the widest choice, for there are more manuscripts of this composition than of the other works included here. On the whole the latter are based on the Bach Gesellschaft edition except for the *Invention in C major* which is modified according to Landshoff's research. But in the case of the *Aria and Ten Variations* it has been necessary for me to make selections from several sources (indicated in the notes on this work), none of them being wholly adequate in themselves since they present confusing problems and would not be clear enough as they stand, for performers today (see *Manuscripts and Editions* in Book III). Where a characteristic indication such as the phrasing of a figure is noted in the original, I follow this phrasing as a model and retain or develop it according to the requirements of the music in corresponding figures. I apply this as a general rule to all the works represented in this edition.

I hope that this work may open the way to a wider understanding of Bach's music and its performance and that it may clarify some of the problems with which many musicians have been so sincerely concerned.

ROSALYN TURECK

FURTHER NOTES ON ORNAMENTATION

Bach included the following little table of ornaments in the work of elementary musical instruction, known as the *Wilhelm Friedemann Bächlein*, which he compiled for his ten-year-old son.

"Explanation of divers signs, showing how to play certain ornaments neatly."

Trillo Mordant Trillo und Mordant

Cadence Doppelt-Cadence Idem

Doppelt-Cadence und Mordant Idem Accent steigend

Accent fallend Accent und Mordant Accent und Trillo Idem

[steigend = ascending]

[fallend = falling]

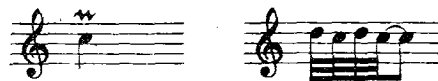
This table contains Bach's only written instructions about certain ornaments, and the fact that it is contained in a beginner's book is proof that he considered ornamentation a fundamental branch of knowledge, and instruction in it essential from the very first stages of musical education. For these reasons this table has value. It forms an excellent introduction to the notation of ornamentation and a good guide to the correct playing of certain ornamental types. It achieves no more, no less. Naturally everyone who studies music even in the most elementary way should know this table.

However, it must not be supposed that knowledge of this table equips a performer to handle all matters of ornamentation in Bach. It is only a beginner's chart constituting a first step towards literacy in this field. Actually, there are an enormous number and variety of symbols, rules and exceptions in the music of the seventeenth and early eighteenth centuries. The symbols and their names vary from one composer to another despite the fact that the performance of the ornament under each name may sometimes be alike. Observe the realisation of the last two ornaments in Bach's own table. The

symbols are different, but their performance is alike. It is not possible to standardise the field of ornamentation but it is possible to clarify the ways of performing basic symbols. To complete the requirements for the music in Book II the following explanations, and additions to Bach's table, are necessary. They constitute gradual steps in expanding one's knowledge of ornamentation.

Basic ornaments:

Short trill



This ornament is built on pairs of notes. The number of notes employed must vary, necessarily, according to the musical context. In actual practice, ♯ calls for four notes more often than six. See Invention in C major, where six notes are out of place melodically and rhythmically. Especially in cadences, this symbol may also be treated as a long trill, which contains any number of notes above four; Bach employs ♯ for long and short trills.

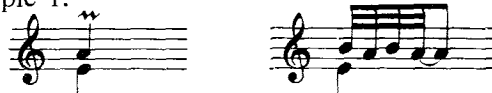
Long trill: ♯, ♯, tr., t.

Although ♯ and tr. are fairly well standardised in modern editing to symbolise a long trill, and ♯ short trill, Bach used all of these signs for long trills. Their performance is based on the same principle of pairs of notes and may be any number from six notes upwards, depending on the musical context. All trills are measured, that is, performed on the basis of pairs of notes; they are never played as a haphazard whirl of speed and sound. Observe that all of Bach's realisations in his table are in measured notation. This does not signify nor suggest a mechanical or pedantic performance. On the contrary, it provides more expressive and varied possibilities. It was standard practice in Bach's time to play trills which extended through several beats or bars with expressive freedom and actual rubato, particularly in slow movements. But freedom, whatever its degree, was founded on the two-note framework.

Ornaments in combination with another voice:

Where ♯, ♯, or a long trill occurs simultaneously with another voice, the first note of the ornament is always played together with the down-beat of the other voice.

Example 1.



Example 2.



Here six notes are most fitting for tr. Note how the ornament joins with the lower voice. See Prelude and Fugue in A minor for specific examples.

The symbols listed here are those most often indicated by Bach for these ornaments. Others appear in manuscripts and early editions but it would only confuse the student to list them all here.

FURTHER NOTES ON FINGERING

The employment of overlapping and underlapping fingering really begins with the music in this volume and is extended even more in Book III. It will be seen that as part-writing becomes more independent, even in only two voices and certainly where the parts increase in number and complexity, this type of fingering becomes more and more necessary in order to perform each part with clarity and unbroken line. Some of the fingering changes on one note, which always take place silently, are recommended with small hands in mind. Large hands may not require certain changes in order to achieve unbroken lines in legato, and if the 3rd, 4th and 5th fingers are strong the frequent use of 31 may be disregarded, especially in the performance of ornaments. However, the musical shapes

in phrasing may not be disregarded because of lazy fingers or old muscular habit. Frequent changes of fingering fit the style of this music because they are often indispensable in realising purely musical demands, and overlapping, underlapping fingering, which is also implied in changes of fingers on one note, introduces a smoothness of connection beyond any other means. When the occasion arises to choose between tenor or bass for legato playing, (if the tenor does not carry indispensable motivic or harmonic material) give primary consideration on the whole to maintaining legato in the bass. If successive thumbs cannot be avoided, slide as smoothly as possible from one to another, unless the phrasing calls for a distinct break.

FURTHER NOTES ON PHRASING

An inevitable accessory to developing contrapuntal thinking is the growth of one's capacity to phrase musical figures in different shapes simultaneously. This ability is required, and will extend itself, in two directions: horizontally and vertically. The horizontal refers to building the inner phrasing up in one part to its largest period, within which there may be from two to half-a-dozen sub-phrases. The third motive of the Fantasia in G minor aptly illustrates these needs in a long phrase, as do indeed, the Fantasia in its entirety, and the Fugue in A minor. The vertical

applies to simultaneous performance of different phrasings in different parts. Both will be developed greatly through the study of contrapuntal thinking which is based necessarily on the actual structure of Bach's music. Two-part music being naturally limited in the vertical demand, the Invention in C major requires a comparatively small effort in this respect. The Fantasia and the Fugue make substantial demands and provide a strong foundation for the development of facility in both vertical and horizontal phrasing.

PRACTICAL USES OF THE SUSTAINING PEDAL

(See Book I for The Functions and Use of the Pedals)

The works in Books II and III require the use of the sustaining pedal. I have not indicated its use in the musical scores because the pedal is employed so differently in Bach performance that were its use noted in the score the student would no doubt find the indications confusing. The most outstanding distinction between conventional piano pedalling and that required for Bach's music consists in *not* employing the sustaining pedal through long passages even when the harmony may appear to permit it. It usually detracts rather than adds brilliance in fast, forte passages, and is never used for lavish colour effects. On the whole, this pedal is employed sparingly, not for reasons of theoretical purism but simply because its function as a continuous sustaining device is less valuable for Bach's structures than for other kinds of music.

However, it is of great value as a final aid to legato where the complexity of parts or weaving of lines makes it impossible for the fingers to manage a true connection.

To achieve legato with the pedal, press the right pedal down momentarily *between* the notes, that is, catching with the pedal the end and beginning of the two sounds to be connected. This must be done, on the whole, with so brief a duration that the quality of sound in the line(s) is not changed by its use and its employment cannot be discerned by the listener. Connecting chords may be treated in this way as well. The right pedal may also be used to enhance quality, viz. on long-valued sustained tones or in melodic passages. This change of quality from the damped drier tone also gives the performer a valuable and subtle addition to his tonal palette by contributing exquisite possibilities of play in tone colours between singing and varied dry, detached or staccato effects. The practice of quality changes is entirely in keeping historically with the subtle changes of colour possible on the clavichord through touch, and the harpsichord through its registrations.

I

HOW TO THINK CONTRAPUNTALLY

(TWO-PART INVENTION IN C MAJOR)

In order to play works of Bach which go beyond the simplest level, as in Book I of this series, one must learn to think and play contrapuntally. By contrapuntal thinking I mean the following: firstly, the ability to think simultaneously in two or more parts; secondly, the ability to envisage motives continually shifting in the parts; and thirdly, the ability to preserve the relation of the parts to each other successively as well. These are a few instances of contrapuntal thinking; there are more, but these will provide the foundation and will suffice for the music in this book.

Contrapuntal performance—the technique of playing lines as lines and not as inner or outer parts of chordal masses—requires first, clear contrapuntal thinking, second, a finger technique wherein each finger is independent in touch and tone of every other finger, and third, rhythmical and tonal independence of each hand. Contrapuntal thinking and performance call for approaches to musical study and instrumental techniques, tonal and otherwise, which are different from traditional nineteenth-century methods of piano playing and musical instruction. The basic principles should be helpful to other instrumentalists as well.

I have selected the C major Invention in two parts as the simplest piece with which to begin. The second version of the Invention is a study which I have devised for the development of flexible thinking in two parts. The voices are inverted so that the line which formerly appeared in the soprano is now in the bass, and vice versa. Since Bach uses this device constantly it is essential that the performer learn to think naturally in this idiom. This is the first step in contrapuntal thinking. Try to learn both versions by memory and play them alternately with phrasings and dynamics as shown. Learn to play them not mechanically, which is a temptation, but thinking each part as a musical line, in its own shape, simultaneously and successively in relation to the other part. This will require in performance not only envisioning both lines in the original and the inverted positions, but also independent phrasing of each line in both the original and the inverted version. It is an excellent study in preparation for understanding Bach's music when listening as well as when performing, and it is a fascinating game if accomplished through the mind and the fingers, rather than through muscular habit. The next step in the study of contrapuntal thinking and performance is taken in the three-part Fantasia in G minor followed by another step forward in the A minor Fugue, which requires all the basic principles for fugal playing, though on a comparatively simple level.

The ornaments in the original manuscript of the Inventions form its most problematic issue since it is uncertain as to which ones were prescribed by Bach himself. As usual, no interpretative indications are given in the score. Explanation of Ornaments with asterisk, in order of appearance:

Page 12, bar 8:

A short trill, ✱, appears here but its inclusion would necessitate its repetition in all the following sequential phrases despite the fact that the ornament does not reappear. This is somewhat too complicated for the present stage of study, therefore I do not prescribe it. The omission does not violate the score in any way.

Page 13, bar 4:

The model for its inclusion appears in bar 6. Besides the ending, these are the two important cadences of this Invention and the figure  is identical each time.

Page 13, bar 10:

Again I add this ornament because of the final cadence.

Page 13, last bar:

My addition of ✱ follows the practice in ornamentation of its combination with a final arpeggiated chord where suitable.

INVENTION IN C MAJOR

S. 772

The short phrases of two notes and four notes within long lines, as at bar three, should be felt, but only slightly indicated as inner phrasing. They should not intrude upon the longer phrase; if the breaks between the shorter inner phrases become obvious, the lines will be choppy.

Note the inversion of the exposition at bar seven. In bar nine, as in bar three, the opening figure is inverted, forming a pattern for the contrapuntal development used in this Invention.

$\text{♩} = \text{about } 66$

mf (singing tone)

a)

b)

c)

or

*

a)

b)

c)

Performing models:

First system of a musical score, featuring two staves (treble and bass clef) with complex melodic lines, including slurs and ties. The key signature has one sharp (F#).

Second system of the musical score. It includes a first ending bracket labeled ** c)* and a second ending bracket labeled *b)* with the word *or* above it. A dynamic marking *p* (piano) is present. The system concludes with a repeat sign.

Third system of the musical score, consisting of two staves with melodic lines. A dynamic marking *p* (piano) is indicated at the beginning of the system.

Fourth system of the musical score. It features two staves with melodic lines. Dynamic markings *mp* (mezzo-piano) are present on both staves.

Fifth system of the musical score. It includes a first ending bracket labeled ** c)* and a second ending bracket labeled *d)*. Dynamic markings *mf* (mezzo-forte) are present. The system concludes with a repeat sign. A small inset musical score is located at the bottom right of the page.

CONTRAPUNTAL STUDY

mf (singing tone)

a)

or.

b)

c)

b

b)

c)

mp

mf

e)

II

HOW TO LEARN TO PLAY CONTRAPUNTAL STRUCTURES

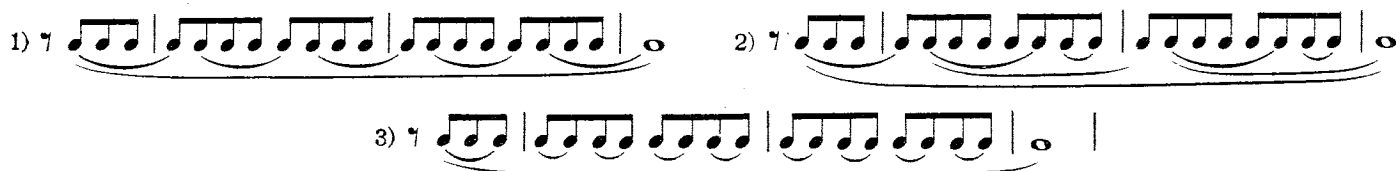
(FANTASIA IN G MINOR)

- (a) Memory
- (b) Constant motives

Having learned to think and perform consciously in complete inversion of voices in the C major Invention, the student will perceive more easily how Bach changes the position of the three motives in the Fantasia. I recommend isolating all those sections which present the three complete motives, studying and playing them quite apart from the rest of the piece. The quickest and soundest development in contrapuntal thinking will be gained by learning these sections mentally, away from the instrument. This method will also develop a dependable memory for contrapuntal music, which, as everyone knows, is the most difficult for musicians to memorise. Since the sections containing the three motives form the body of the work, it will be fairly easy to learn the bridge passages which connect them, thus completing the study of the whole. To facilitate the study of the form in this work, each motive is numbered 1, 2, 3 in the order of its entry; the sections are marked off by the reappearance of these numerals. The Fantasia in G minor forms a keystone in this *Introduction* for it contains, in clear and simple form, the elements of contrapuntal phrasing which are required for more complex forms in three or more parts, and fugues.

- (c) Varying possibilities of phrasing and how to make decisions about them.

Phrasing depends on structure, and although the structure of a motive may be generally agreed upon, the phrasing within that structure often admits of several possibilities. A great deal of experience is required to understand how to phrase Bach, therefore at this stage I propose definite suggestions for individual choices. In the first motive I have suggested an alternative in one detail. The second motive, being chromatic, can hardly be treated in any other way than sustained legato. The third motive presents wider alternatives. This is the first example of a long motive which can be phrased in different ways, all suitable and good. Here are three possibilities; the third is printed in the score.



They all have in common the long phrase beginning on the upbeat and ending on the long-valued downbeat. This shape is inevitable because it is based on the rhythmic direction of the music. But the inner phrasing admits of variation in shape. The first example above presents a straightforward and constant shape of upbeat-to-downbeat; the third example emphasises a two-note phrase, which, however, does not destroy the upbeat-to-downbeat shape of the large phrase. The second example combines both inner patterns. The final choice depends on personal conviction and success in execution. The latter is usually dependent on the former. In making a choice, select that phrasing which feels natural to you, because good execution is hampered if one's musical feeling is not taken into account. However, do not confuse technical limitations or half-formed musical conceptions with strong inner convictions; these grow strong only after experience and skill have been acquired.

The final choice of inner phrasing can be made only after one knows the piece as a whole and can understand and feel the relationship of inner parts:

- (a) to the whole motive as it appears throughout the work;
- (b) to the other motives as they appear throughout the work;
- (c) to the subsidiary material as it appears throughout the work.

If a choice is made of either example (1) or (3), there is the danger of monotony through a feeling of repetitiveness, but the avoidance of this effect depends on each individual's performance. Example (2) is rather complex and substantially more difficult. I recommend it for more developed performers. One more point remains to be considered: whether the interval of the fourth in the first motive will be played detached or slurred. Familiarity with the way the whole work develops will be of great help in the final decision. *Do not try to decide solely according to the motives themselves but consider their entire treatment as well.* All other phrasings indicated in the score will fit with any one of the three suggested shapes for the third motive and, all the phrasing suggestions being suitable, I leave the final subsidiary choices to the individual, and I believe that short of total insensitivity there can be no danger of going wrong.

Final choices of phrasing in the motives *must be maintained throughout the whole piece.* This is a fundamental rule. If this rule is carefully observed, one can move naturally into the realm of fugue.

FANTASIA IN G MINOR

S. 917

The opening figure, a brilliant flourish in the old style of embellishment, is an excellent example of the ancestor of the Prelude or opening Toccata. Short as it is, it suffices to establish the key with great forcefulness. Note the three pronouncements of G minor, each in a different figuration—(1) emphasis on dominant tonic, (2) scale passage in tonic with a half cadence, (3) final confirmation of key in a straight scale passage. The opening note is typical of one requiring ornamentation, and I therefore recommend the mordent.

The Fantasia is constructed on three distinct motives worked through in double counterpoint. The bridge passages in simple imitation serve for purposes of modulation and relief from the concentration of the other sections, although their figures derive from the main material. Do not exaggerate the two-note slurs; they must be felt more than heard. Give special attention to the wonderful modulation involving a chromatic bass which is an inversion of the second main motive, from bars 32 to 36, and also to the passage in cadenza style at the end. This short Fantasia contains the germ of the form which Bach employed so imaginatively in more extended instrumental compositions: the Prelude, Fantasia, or Toccata, the fugal body, and the concluding cadenza.

Maintain the dynamic level until a change is indicated.

♩ = about 54-58

t.c. mp

p

p u.c.

t.c. mp

* Change silently to thumb in left hand

First system of musical notation. Treble and bass staves. Treble staff has a melodic line with a slur and a sharp sign. Bass staff has a triplet of eighth notes marked with a '3)' and a piano (*p*) dynamic. The system ends with a mezzo-forte (*mf*) dynamic.

Second system of musical notation. Treble staff has a melodic line with a slur and a forte (*f*) dynamic. Bass staff has a melodic line with a slur and a forte (*f*) dynamic. The system ends with a mezzo-forte (*mf*) dynamic.

Third system of musical notation. Treble staff has a melodic line with a slur and a piano (*p*) dynamic. Bass staff has a melodic line with a slur and a piano (*p*) dynamic. The system ends with a mezzo-forte (*mf*) dynamic.

Fourth system of musical notation. Treble staff has a melodic line with a slur and a mezzo-forte (*mf*) dynamic. Bass staff has a melodic line with a slur and a mezzo-forte (*mf*) dynamic. The system ends with a mezzo-forte (*mf*) dynamic.

Fifth system of musical notation. Treble staff has a melodic line with a slur and a forte (*f*) dynamic. Bass staff has a melodic line with a slur and a forte (*f*) dynamic. The system ends with a mezzo-forte (*mf*) dynamic.

First system of musical notation. Treble and bass staves. Dynamics: *mf*, *mp*. Fingerings: 1, 2, (1), (2). Pedal: t.c. *mp*. L.H. *.

Second system of musical notation. Treble and bass staves. Dynamics: *mp*. Fingerings: 3). R.H.

Third system of musical notation. Treble and bass staves. Dynamics: *mf*, *f*. Fingerings: 1, 2.

Fourth system of musical notation. Treble and bass staves. Dynamics: *f*. Fingerings: 1, 2, 3, 2(4).

Fifth system of musical notation. Treble and bass staves. Dynamics: *f*. Fingerings: 1, 2, 3.

* Change silently to second finger in left hand.

HOW TO PLAY A FUGUE

A fugue subject is a constant motive throughout the work. It does not develop organically as do the themes in sonata form. One arrives at the phrasing of a fugue subject through understanding its structure and the way in which that structure relates to the whole work. Since the basic figure of the subject remains constant, the phrasing of that figure should also remain constant. Thus throughout a fugue, or any composition built on constant motives, the phrasing for the motives remains unchanged. A contrapuntal composition is made up of horizontal lines rather than vertical masses, with the result that these lines must not be broken in rhythm or colour. Now it can be seen how important it is for a keyboard player to be skilled in overlapping fingering, the exercise for which forms the first piece in Book I of this series. Without it, contrapuntal performance on a keyboard is virtually impossible, and fugue-playing cannot be achieved with musically satisfying results.

Constancy of shape is the essential factor in achieving clarity in fugal structures. In order to reproduce this music faithfully, patterns must be preserved and their clarity in relation to each other remain unobscured. The juxtaposition of similar or varied patterns in Bach's contrapuntal writing is one of the greatest wonders of his genius. The Fugue in A minor demands less in terms of simultaneous phrasing of motives than the G minor Fantasia for there is only one main motive—the subject. There are, however, subsidiary figures which reappear and these also must retain their original shape. These are a counter-subject employed very flexibly and shorter motives in the counterpoint. The greatest efforts must always be made to preserve clarity of structure, line, figure, harmonic progressions and so forth. By these devices the intangible and all-important meanings of music shine through, for if performance is to fulfil its function it should illuminate music.

The question many musicians seem to be most concerned about in fugue playing is how much and how often to bring out the fugue subject. This question arises out of nineteenth-century thinking which is so preoccupied with the idea of more important-less important, as in melody-accompaniment. Everyone knows that a fugue is not composed in these terms. But the performer must realise more fully that it is built in depth, rather than on flat planes, with co-operative material rather than with material which simply supports or opposes a single outstanding theme. In fugue, the subject is certainly the main motive, but the development in this form is built by the surroundings of the subject and its situation within them rather than by a melody-accompaniment style or by an organic development such as occurs in sonata form. The "situation" in fugue is created by constantly shifting positions of the material in all the voices, the key changes, and the relationships emerging from the changes which this harmonic and contrapuntal treatment produces. The subject remains a constant—it is the situation which is changing and fluid. But subject and situation relate so inevitably to each other that they are wholly inter-dependent. It is not a question of how much, or how often, a fugue subject should be brought out, but rather one of relationship of parts within the whole form. The subject should be brought out in some cases to call attention to itself, in others to show or clarify its place and relationship to its surroundings. But each situation in which the subject appears cannot be fully understood unless one hears clearly the other parts which create it. The other parts are not simply a support or opposition to the subject. They condition and develop it. Also, although a subject is constant and may not be lost, other parts must be brought out according to their leading characteristics and their relationship to each other, as well as to the subject. These comments will, I hope, serve as a beginning for fugue playing. The consideration of fugue and fugue playing in all its aspects involves, of course, very much more discussion than is possible or necessary at this point.

PRELUDE AND FUGUE IN A MINOR

S. 895

PRELUDE: The two opening bars are an embellishment which should be played freely—that is, without a strict bar line.

But the relationship of demisemiquavers to semiquavers must be strongly preserved. The most common error in "free" playing is made by flattening out all rhythmic values in an effort to broaden the line. The result defeats itself—freedom and breadth occur through variation of rhythmic values rather than equal values. Composers are well aware of this and therefore in all free recitatives and cadenzas the rhythmic values are very carefully varied. The art of playing with freedom in such sections is to give up the mathematical divisions of bar lines but to retain the rhythmic relationships of the note-values. From the *a tempo* indication, the bar line should be observed.

Alternative inner phrasings are indicated in the score, the up-beat shape usually appearing above the line and the down-beat shape below the line. The large phrase shape is always off the beat, following the way the long line is composed. The right hand is recommended for the opening figure because of its superior strength. The following figure may be disposed between the hands according to one's choice of phrasing. For the explanation of the treatment of ω in bar two see Book III, Further Notes on Ornamentation.

FUGUE: The subject is indicated throughout by the part in which it appears—S for Soprano, B for Bass, A for Alto,

T for Tenor. The counter subject appears as a fixed motive only twice with the entry of the second and fourth voices in the exposition. It is composed in two figures: a melodic passage in semiquavers, and a short figure  both built on a rhythmic motive which is based on up-beat to down-beat. The rhythmic design of these motives predominates as counterpoint throughout the fugue, the semiquaver passage varying melodically. The two motives are separated from each other after the exposition and as the fugue develops and approaches its end, the counterpoint increases in freedom with the introduction of a syncopated rhythm which appears with the ending melodic descent of the subject. The variations in the counterpoint should be marked by parallel variation in shape and musical awareness in the performance. Imitation in different voices should be brought out, as well; the most important I have marked thus: []. Note the short stretto in bars 18 and 19. At the sixth and seventh bars from the end [] means bring out bass part *melodically* equally with the soprano and with awareness of contrary motion in these two voices. Do not break the long phrase of the soprano with the entry of the bass line in *forte*. Maintain the dynamic level until a change is indicated.

PRELUDE

broaden

a)

r.h.

1 3 5

or

a tempo ♩ = 80-84
Melodic with singing tone

b) *mf or mp*

c) d) e) f)

(tr) (1)

5 4 5 (4) 5 (4)

(tr) (2)

1 2 3 4 5 2(1)

5 1(4) 5 (4) 5 (4) 5 (4) 5 2 5

2(1)

4 5

1(5)

2 3 1 2

1

h)

g) (w)

a) b) c) d) e) f) g) h)

(tr) (1) (tr) (2)

FUGUE

Musical score for "The Song of the Shrike" by Robert Schumann. The score is in common time (C) and features a treble and bass staff. The tempo is marked "♩ = about 54". The key signature has one sharp (F#). The score is divided into three measures. The first measure contains a treble staff with a melody starting on G4, marked "mp singing tone", and a bass staff with a whole rest. The second measure continues the melody in the treble staff and introduces a bass line starting on G3. The third measure continues both staves. Fingerings are indicated by numbers 1-5. A breath mark (B) is placed above the second measure of the bass line.

Musical score for "The Rose Tree" in G major, 2/4 time. The score is written for voice and piano. The voice part begins with the lyrics "The Rose Tree" and "The Rose Tree". The piano accompaniment features a melody in the right hand and a bass line in the left hand. The score includes a key signature of one sharp (F#) and a time signature of 2/4. The piece is marked with a forte (f) dynamic and a tempo of 1/4. The score is divided into two systems, with the first system ending with a double bar line and the second system continuing the melody. The score is written on a grand staff with a treble and bass clef. The piano part includes a key signature change from G major to E minor (three sharps) in the second system. The score is marked with a forte (f) dynamic and a tempo of 1/4. The piece is divided into two systems, with the first system ending with a double bar line and the second system continuing the melody. The score is written on a grand staff with a treble and bass clef. The piano part includes a key signature change from G major to E minor (three sharps) in the second system. The score is marked with a forte (f) dynamic and a tempo of 1/4.

The musical score for 'The Rose Tree' is presented in two systems. The first system consists of a treble and bass staff. The treble staff begins with a treble clef and a key signature of one sharp (F#). It contains a melody with eighth and sixteenth notes, including a triplet of eighth notes. The bass staff begins with a bass clef and contains a bass line with eighth and sixteenth notes, including a triplet of eighth notes. The second system continues the melody and bass line. The treble staff includes a triplet of eighth notes and a measure with a whole note and a sharp sign. The bass staff includes a triplet of eighth notes and a measure with a whole note and a sharp sign. The score is written in a clear, legible font with standard musical notation.

A musical score for the song 'The Rose Tree'. The score is written for a piano, with a treble and bass staff. The key signature is one sharp (F#), and the time signature is 3/4. The melody is in the treble staff, and the accompaniment is in the bass staff. The score includes fingerings (1, 2, 3, 4, 5) and articulation marks (accents) for the piano part. The lyrics are written below the bass staff.

The musical score for 'The Rose Tree' is presented in two systems. The first system contains the first two measures of the piece. The second system contains the next two measures, with the second measure of this system marked with a 'B' below the staff, likely indicating a repeat or a specific performance instruction. The notation includes treble and bass staves, key signatures, time signatures, and various musical notations such as notes, rests, and fingerings.

a) *f*



a) 2

A musical staff in treble clef showing a sequence of notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (half). The first three notes are grouped by a bracket above them.

First system of the musical score. The right hand (RH) features a melodic line with a trill marked 'b) 1' and a dynamic marking 'p'. The left hand (LH) provides a steady accompaniment. Fingering numbers 1, 2, 3, 4, and 5 are indicated for various notes.

Second system of the musical score. The right hand (RH) includes a trill marked 'b) 2' and a dynamic marking 'mf'. The left hand (LH) continues the accompaniment. Fingering numbers 1, 2, 3, 4, and 5 are indicated.

Third system of the musical score. The right hand (RH) features a trill marked 'b) 3' and a dynamic marking 'mf'. The left hand (LH) includes a trill marked 'A' and a dynamic marking 'mf'. Fingering numbers 1, 2, 3, 4, and 5 are indicated.

Fourth system of the musical score. The right hand (RH) includes a trill marked 'b) 4' and a dynamic marking 'mf'. The left hand (LH) includes a trill marked 'B' and a dynamic marking 'mf'. Fingering numbers 1, 2, 3, 4, and 5 are indicated.

Fifth system of the musical score. The right hand (RH) includes a trill marked 'b) 4' and a dynamic marking 'mf'. The left hand (LH) includes a trill marked 'B' and a dynamic marking 'mf'. Fingering numbers 1, 2, 3, 4, and 5 are indicated.

Small musical notation at the bottom left, showing a trill marked 'b) 1' and a dynamic marking 'mf'.

Small musical notation at the bottom center, showing a trill marked 'b) 2 as b) 1 or:' and a dynamic marking 'mf'.

b) 3 b) 4 as b) 1 or b) 2

First system of musical notation. Treble and bass staves. Fingerings: (5), 3(4), 3, 5, 3(4), 8, 5, 3(4), 3. Dynamics: *mf*, *mp*, *pp*. Performance markings: T, R.H., u.c., 5, 4.

Second system of musical notation. Treble and bass staves. Fingerings: 3(5). Dynamics: *mp*. Performance marking: S, t.o.

Third system of musical notation. Treble and bass staves. Fingerings: 5, 3(5), 5, 3, 2, 3, 4, 5(4), 5. Dynamics: *mf*, *f*, *c/f*. Performance markings: B, R.H., 3, 1, 2, 1, 5, 4, 5, 4, 5.

Fourth system of musical notation. Treble and bass staves. Dynamics: *f*.

Fifth system of musical notation. Treble and bass staves. Dynamics: *f*. Performance markings: R.H., *f*, *c* 2, *d*, *e*, *f*, *g*.

c) 1 (c) 2 as c) 1)

Diagram c) 1 (c) 2 as c) 1). Treble and bass staves showing a triplet of eighth notes.

d)

Diagram d). Bass staff showing a triplet of eighth notes.

e)

Diagram e). Treble staff showing a triplet of eighth notes.

f)

Diagram f). Treble staff showing a triplet of eighth notes.

g)

Diagram g). Treble and bass staves showing a triplet of eighth notes.