

Third Edition

STUDYING RHYTHM

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Upper Saddle River, New Jersey 07458

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to the memory of Wallace Berry

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26. QUINTUPLETS AND SEPTUPLETS

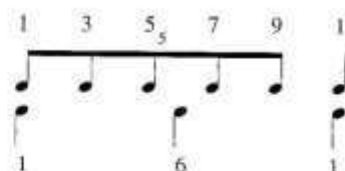
Counting the notes helps us put the five notes of a quintuplet onto a beat, especially in a context of other divisions of the beat:



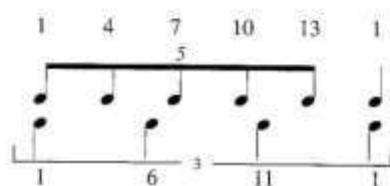
To sing five equal notes in two beats, we need to think the quintuplet beat:



The common denominator of five and two is ten, but to perform five against two we need think only of the second note of the duplet dividing the third note of the quintuplet:

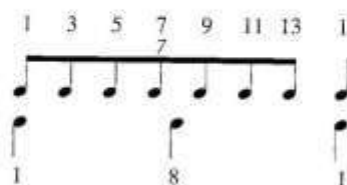


The common denominator of five and three is fifteen, so the second note of the triplet sounds a fifteenth of a beat before the third note of the quintuplet, and the third note of the triplet sounds a fifteenth of a beat after the fourth note of the quintuplet:



When an eighth-note quintuplet begins on the last quarter-note beat of a measure, its fourth note, which may look as if it falls on the following downbeat, actually sounds after the downbeat, as in the last phrase of Study 26.E.

Septuplets may be learned in the same way as quintuplets. When septuplet eighth-notes sound against two quarter-notes, the common denominator is fourteen, and the second quarter falls between the fourth and fifth notes of the septuplet:



As with all cross-rhythms, learning must begin with careful counting, proceed to slow performance where the subdivisions can be imagined and the composite rhythm heard to be accurate, and arrive at the stage where the patterns are performed and heard simultaneously and independently.

26. 1) $\text{♩} = 48-76$



26. A) *Larghetto* ($\text{♩} = 52$)



26. B) *Andante* ($\text{♩} = 76$)



26. 2) $\text{♩} = 48-76$



26. C) Andante (♩ = 63)



26. D) Allegro (♩ = 80)



26. 3) ♩ = 54-80



26. E) Allegretto (♩ = 76)



26. F) Andante (♩ = 60)



26. 4) ♩ = 44-54



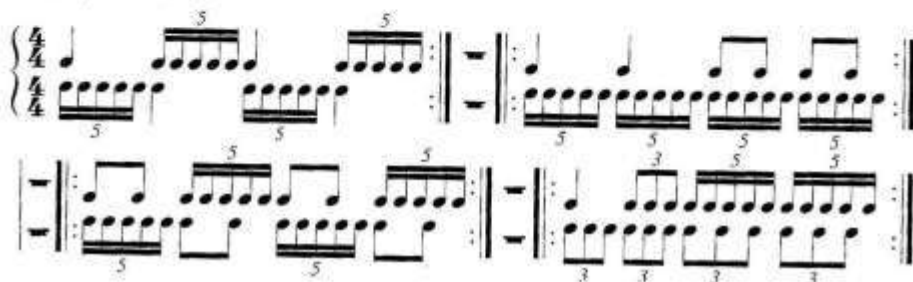
26. G) Largo ♩ = 46



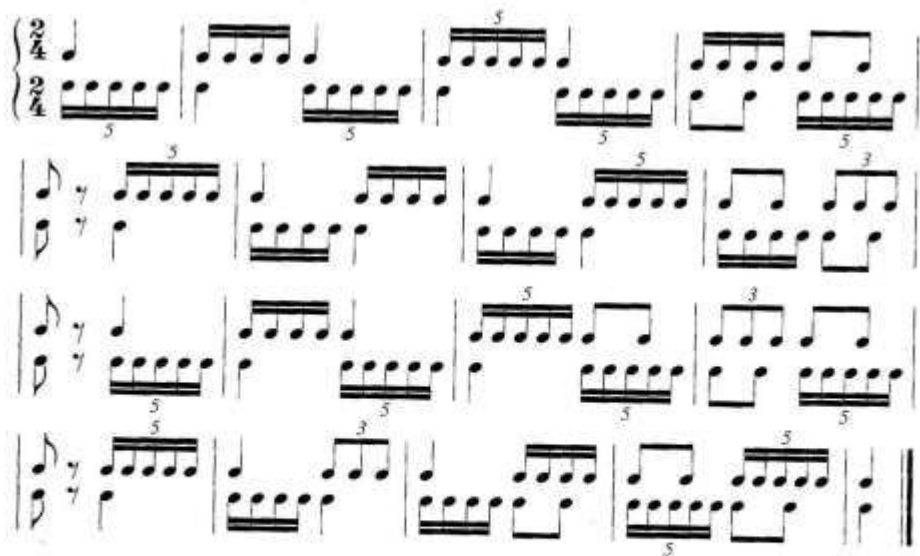
26. H) Largo molto (♩ = 40)



26. 5) ♩ = 40-69



26. I) Allegretto (♩ = 63)



26. J) Moderato (♩ = 72)

26. K) Andante (♩ = 60)

26. 6) ♩ = 40-54

26. L) Adagio (♩ = 40)

26. M) Andante (♩ = 60)

26. N) Langston Hughes (1902–1967), from “Daybreak in Alabama”¹

Andante (♩ = 60)

mp

When I get to be a com-po-ser I'm gon-na write me some mu-sic a-bout

Day-break in Al-a-ba-ma And I'm gon-na put the pur-ti-est songs in it

mf Ris-ing out of the ground like a swamp mist *p* And fal-ling out of heav-en like

soft dew. *mf* I'm gon-na put some tall trees in it And the scent of

pine need-les And the smell of red clay af-ter rain... *mp* In that dawn of mu-sic when I

Get to be a com-pos-er And write a-bout day-break in Al-a-ba-ma.

NOTE

¹From COLLECTED POEMS by Langston Hughes. Copyright © 1994 by the Estate of Langston Hughes. Reprinted by permission of Alfred A. Knopf Inc.

27. FIVE-EIGHT METER

Five-eight measures may usually be understood as consisting of 2 + 3 or 3 + 2 eighths. Where the grouping is consistent, the meter signature will indicate it, as in the first two studies. Where the grouping is not consistent, as in the next three studies,

beams will make the groups visible: is 3 + 2, whereas is 2 + 3. Because quarter-eighth is a more normal pattern than eighth-quarter, an eighth

between two quarters may be assumed to belong to the first group— is 3 + 2—when there is no contrary indication.

One standard pattern for conducting five beats is a modification of the pattern for conducting four, with an extra motion to the right (as in conducting six) before the

upbeat when the pattern is 2 + 3, and an extra motion to the left when the pattern is 3 + 2. When approaching the rhythms in this chapter, it will be simpler to beat 3 followed by a smaller pattern for 2, or vice versa, depending on the structure of the measure.

While slow quintuple meter (as in Study 27.C) may be understood as having five beats in a measure, five-eight meter is most often not quintuple meter, but duple meter with two unequal beats, one a quarter-note and the other a dotted quarter. When the tempo of the eighth-note is 240 (as in Study 27.A), the quarter is 120 and the dotted quarter is 80, and these slower values are the effective tempo. Most of these studies should be understood, and conducted, not with five, but with two unequal beats in a measure. After striving to keep the beat steady, conducting unequal beats may seem strange, but we need to feel these beats physically. The other hand or a foot or metronome may mark the underlying quick pulse to keep the beats in their proper ratios.

27. 1) ♩ = 144–208



27. A) Allegro (in 2) (♩ = 240, ♩ = 120, ♩ = 80, ♩ = 48)



27. B) Vivace (♩ = 330)



27. C) Adagio ($\text{♩} = 80$)



27. D) Allegro ($\text{♩} = 192$)



27. E) Andante ($\text{♩} = 160$)



27. 2) $\text{♩} = 100-176$



27. F) Presto (♩ = 264)



27. G) Andante (♩ = 108)



27. H) Allegretto ($\text{♩} = 132$)

27. H) Allegretto ($\text{♩} = 132$)

27. I) Vivace ($\text{♩} = 208$)

27. I) Vivace ($\text{♩} = 208$)

27. J) Emily Dickinson (1830–1886), “Heart, not so heavy as mine”

Andante (♩ = 108)

p



Heart, not so hea-vy as mine, Wend-ing late home— As it passed my win-dow Whis-tled it-self a tune — A care-less snatch, a bal-lad, A dit-ty of the street — Yet to my ir-ri-ta-ted Ear An An-o-dyne so sweet — It was as if a Bo-bo-link Saun-ter-ing this way Ca-rolled, and paused, and ca-rolled — Then bub-bled slow a-way! It was as if a chirp-ing brook U-pon a dust-y way Set bleed-ing feet to mi-nu-ets With-out the know-ing why!

28. MORE METERS WITH UNEQUAL BEATS

The meters in this chapter combine quarter-note and dotted-quarter beats just as five-eighth meter does. Here, in each case, the meter signature makes the sequence of beats explicit. For example, $\frac{2+2+3}{8}$ is $\frac{7}{8}$, but with three beats of which the first two are quarters and the third is a dotted quarter. Conducting again helps us become comfortable with patterns of unequal beats, and tapping the underlying eighth-note helps us keep the proportions accurate.

28. 1) ♩ = 160–288

$\frac{2+2+3}{8}$



28. A) Allegro (♩ = 138, ♩. = 92)



28. 2) ♩ = 160–208



28. B) Allegretto (♩ = 192)



28. 3) ♩ = 160–208



28. C) Allegro (♩ = 208)



28. 4) $\text{♩} = 160-224$



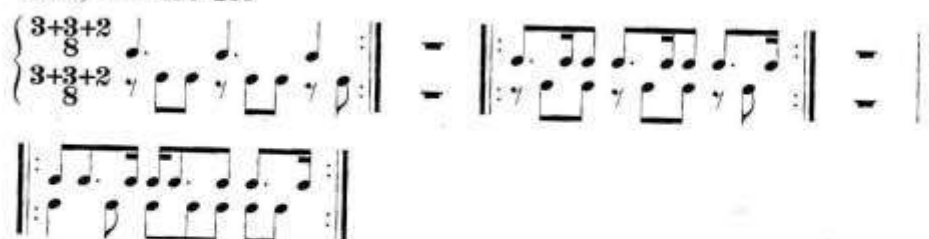
28. D) Andante con moto, in 4 ($\text{♩} = 160$)



28. E) Vivo ($\text{♩} = 162, \text{♩} = 108$)



28. 5) $\text{♩} = 120-200$



28. F) Allegretto (♩ = 184)

28. 6) ♩ = 144-224

28. G) Allegro (♩ = 216)

28. H) Grazioso (♩ = 116)

28. I) Allegro (♩ = 240)

28. J) Samuel Taylor Coleridge (1772–1834), from *Rime of the Ancient Mariner*
Allegro (♩. = 80, ♩ = 120)

mf
 3+3+2
 8
 A-round, a-round, flew each sweet sound, Then dart-ed to the
p
 Sun; Slow-ly the sounds came back a-gain, Now mixed, now one by
mf
 one. Some-times a drop-ping from the sky I heard the
p
 sky-lark sing; Some-times all lit-tle birds that are,
poco crescendo *mf*
 How they seemed to fill the sea and air With their sweet jar-gon-ing!
p
 And now 'twas like all in-stru-ments, Now like a lone-ly flute;
fp
 And now it is an an-gel's song, That makes the heav-ens be mute.

29. CHANGING METERS WITH UNEQUAL BEATS

The best preparation for these studies is counting the eighths on each beat aloud while conducting the larger beats, thereby becoming familiar with the metrical patterns before attempting the actual rhythms. Thus, while conducting seven-eight in three and five-eight in two, we would count:

7/8 1 2 1 2 3 1 2 | 5/8 1 2 1 2 3

Tapping the eighth while singing the rhythm is especially important for studies such as 29.C where there are many notes and rests longer than eighths.

Studies 29.E and 29.G, and the exercises that immediately precede them, include three-sixteen and five-sixteen measures. The sixteenth-note rather than the eighth-note is the basic division of the beat, and beats are eighths and dotted eighths. In these studies, therefore, two-eight and five-sixteen measures have two beats, three-eight and seven-sixteen measures have three beats, and a three-sixteen measure is a single dotted-eighth beat.

29. 1) $\text{♩} = 176-240$



29. A) Allegretto, $\text{♩} = 176$



29. B) Allegro ($\text{♩} = 208$)



29. C) Vivace (♩. = 96, ♩ = 144)

29. D) Allegro (♩. = 72, ♩ = 108)

29. 2) ♩ constant, ♩ = 176-300

29. E) Presto, ♩ constant (♩ = 144)



29. 3) $\text{♩} = 152-208$



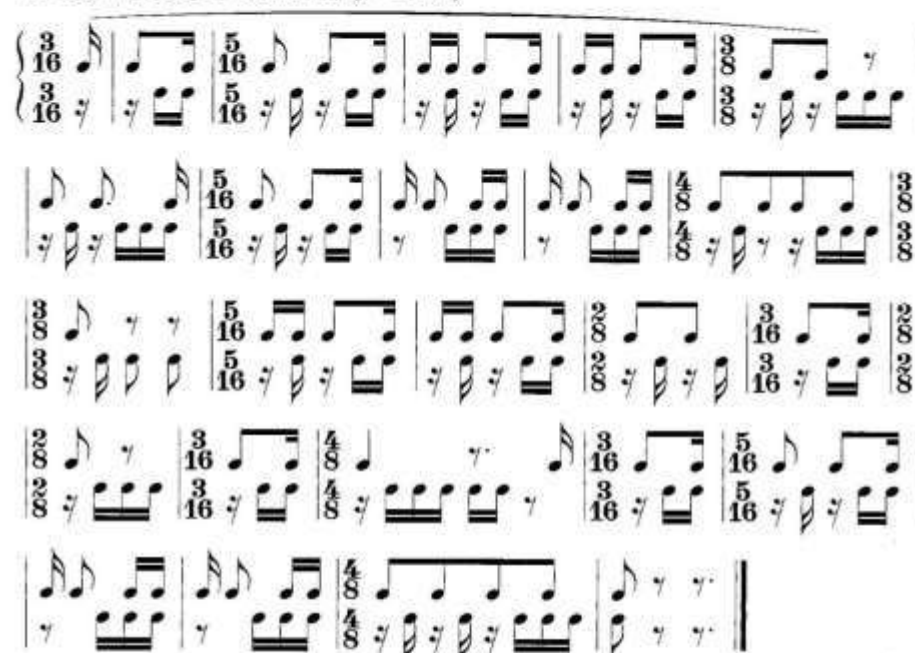
29. F) Allegretto ($\text{♩} = 208$)



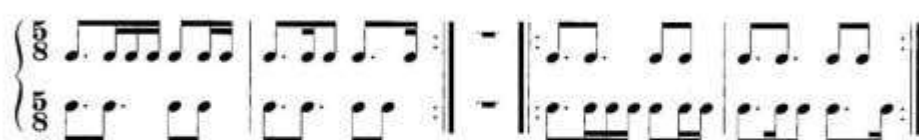
29. 4) ♩ constant, $\text{♩} = 184-240$



29. G) Vivace, ♩ constant ($\text{♩} = 240$)



29. 5) $\text{♩} = 120-184$



29. H) Grazioso (♩ = 160)

29. H) Grazioso (♩ = 160)

First system: Piano part (mf), Vocal part (mp)

Second system: Piano part (pp), Vocal part (pp)

Third system: Piano part (f), Vocal part (f)

29. I) Presto (♩ = 200)

29. I) Presto (♩ = 200)

First system: Piano part (p), Vocal part (mp)

Second system: Piano part (mp), Vocal part (f)

Third system: Piano part (f), Vocal part (f)

29. J) Elizabeth Barrett Browning (1806–1861), from *Sonnets from the Portuguese*

Allegretto (♩ = 208)

Quick-lov-ing hearts, I thought, may quick-ly loathe; And, look-ing on my self, I
seemed not one For such man's love! more like an out-of-tune Worn
viol, a good sing-er would be wroth To spoil his song with, and
which, snatched in haste, Is laid down at the first ill-sound ing-note.

30. MORE CROSS-RHYTHMS

The studies in this chapter are based on rhythmic patterns, combinations of rhythmic patterns, and the principle of ostinato found in music of West Africa.¹ In addition to the conflicting divisions of the beat (2 against 3 and 3 against 4) already studied, these rhythms involve different divisions of the measure in the two parts. The division of 6 into 2 groups of 3 and 3 groups of 2 (Studies 30.A and 30.B) is familiar from Chapter 23. New here is the grouping of twelve equal divisions of a measure into 5 plus 7, or 7 plus 5, against the normal 6 plus 6 or 4 groups of 3 or 3 groups of 4. Two studies (30.F and 30.G) involve cross-meters in ways that our conventional notation obscures, because, in order to show the equivalence of note-values in the

two parts, one of them is notated with a ♩. ♩. ♩. pattern. The notation is that of compound meter, but we hear the pattern in simple meter.

As with all cross-rhythms, we first focus on the way the two parts fit together and then proceed to perform the two parts independently at the same time.

NOTE

¹See, for example, John Miller Chernoff, *African Rhythm and African Sensibility* (Chicago and London: University of Chicago Press, 1979); A. M. Jones, *Studies in African Music* (London: Oxford University Press, 1959); and J. H. Kwabena Nketia, *African Music in Ghana* (Evanston: Northwestern University Press, 1963).

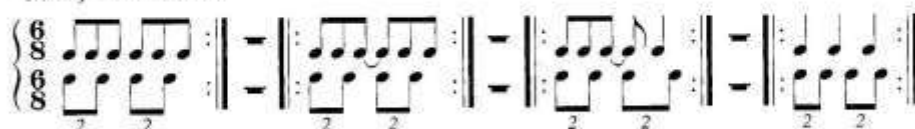
30. 1) ♩. = 56-92



30. A) Allegro (♩. = 76)



30. 2) ♩. = 56-92



30. B) Allegro (♩. = 88)



30. 3) ♩. = 40-60



30. C) Allegretto (♩. = 52)

5/16 *mf* *mp* *p*

30. 4) ♩. = 50-96

30. D) Allegro (♩. = 92)

12/8 *pp* *p* *mf* *f*

30. 5) $\text{♩} = 44-80$

30. E) Adagio ($\text{♩} = 54$, $\text{♩.} = 72$)

30. F) Allegro ($\text{♩} = 72$, $\text{♩.} = 96$)

30. 6) $\bullet = 50-100$

The first system of the musical score for 'The Little Boat' consists of two staves. The upper staff is in treble clef with a key signature of one flat (B-flat) and a 3/4 time signature. It contains a melody of eighth and quarter notes. The lower staff is in bass clef with a key signature of one flat and a 3/4 time signature. It contains a bass line of eighth and quarter notes. The system concludes with a double bar line and repeat dots.

30. G) Moderato (♩ = 96)

The musical score for 'The Rose Tree' is presented in three systems. The first system begins with a treble and bass clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody is written in the treble clef, and the accompaniment is in the bass clef. The second system continues the melody and accompaniment. The third system concludes the piece with a final measure containing a double bar line and a repeat sign.

30. H) Allegro (♩ = 144, ♪ = 72, ♩. = 96)

The musical score for 'The Rose Tree' is presented in three systems. The first system includes a treble clef with a key signature of one sharp (F#) and a 7/8 time signature. The melody is written in the treble staff, and the accompaniment is in the bass staff. The second system continues the melody and accompaniment. The third system concludes the piece with a final cadence. The score is written in a clear, legible font, and the musical notation is accurate and well-formatted.



30. I) Arthur William Edgar O'Shaughnessy (1844–1881), from “Ode”

Allegro (♩ = 144, ♪ = 96)

f

5+7
8

We are the mu-sic-mak-ers, And we are the dream-ers of dreams,

12
8

Wan-der-ing by lone sea-break-ers, and sit-ting by de-so-late streams;

mp

World-los-ers and world - for-sak-ers, On whom the pale moon gleams: Yet

f

p

we are the mo-vers and shak-ers Of the world for-ev-er, it seems.

31. TEMPO MODULATION

In these studies, tempo is changed in two different ways. The same note-value may have the same speed in meters with different numbers of that value on the beat, so the beat becomes longer or shorter. For example, as we saw in Chapter 21, when the

eighth-note stays the same in moving from simple to compound meter, the beat becomes longer and the tempo slower. Alternatively, different note-values may be given the same speed. For example, when a quintuplet sixteenth is equated to a preceding normal sixteenth, the beat, now consisting of five sixteenths, becomes longer. The terms *metric modulation* and *tempo modulation* have both been applied to these procedures for changing tempo, but the latter is more accurate.

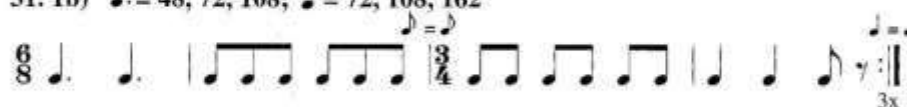
Each of the preparatory exercises in this chapter should be performed three times in succession, beginning at the first of the indicated tempi; we will arrive at the other tempi during the course of the exercise. In the first exercise, 31.1a, if the quarter-note is initially 162, the eighth is 324, and the dotted quarter is 108; at the return to two-four, the 108 beat is kept; beginning again at 108, the eighth is 216, and the dotted quarter is 72; the third time we begin at 72, the eighth is 144, and the dotted quarter is 48, which is the speed of the final quarter-note.

It will be helpful to figure out the tempo at each point during the exercises and studies where values are marked as equivalent. As always, conducting will make us physically aware of the changes of tempo.

31. 1a) ♩ = 162, 108, 72, 48



31. 1b) ♩ = 48, 72, 108; ♩ = 72, 108, 162



31. 1c) ♩ = 48, 72, 108, 162



31. A) Beginning Vivace (♩ = 144, 96, 64)



31. B) Beginning Andante (beat = 48, 72, 108)



31. 2a) ♩ = 54, 72, 96, 128



31. 2b) ♩ = 128, 96, 72, 54



31. C) Beginning Andante (beat = 63, 84, 112, 84, 63)



31. D) Beginning Allegro (♩ = 128, 96, 72, 96, 128)



31. 3a) ♩ = 48, 60, 75, ca. 94



31. 3b) ♩ = 100, 80, 64, ca. 51



31. E) Beginning Moderato (♩ = 64, 80, 100, 80, 64)



31. F) Beginning Lento (♩ = 40, 60, 90)



31. G) Beginning Adagio (beat = 50, 60, 72)

31. H) Beginning Andante (♩ = 63, 84, 112)

31. I) Beginning Presto (beat = 144, 96, 64)

The musical score is written for three staves. The first system consists of three measures in 2/4 time, marked with a forte (*f*) dynamic. The second system also consists of three measures, marked with a mezzo-piano (*mp*) dynamic. The third system consists of three measures, marked with a piano-piano (*pp*) dynamic. The fourth system consists of three measures, marked with a piano-piano (*pp*) dynamic. The score includes various musical notations such as eighth notes, sixteenth notes, and rests, as well as dynamic markings and time signatures.

31. J) Lewis Carroll (1832–1898), from *Alice in Wonderland*

Beginning Allegro (♩ = 108, 72, 48)

f *p* *f* *mf* *p* *f* *mf* *p* *mf* *ff*

2/4 9/8 6/8 3/4 9/8 6/8 2/4 6/8 2/4 6/8 2/4 6/8

"If you knew Time as well as I do," said the Hat-ter,
 "you would-n't talk a-bout wast ing it. It's him." "I don't
 know what you mean," said Al-ice. "Of course you don't!" the Hatter said,
 toss-ing his head con-temp-tu-ous-ly. I dare say you
 nev-er e-ven spoke to Time!" "Per-haps not," Al-ice
 cau-tious-ly re-plied, "but I know I have to beat time
 when I learn mu-sic." "Ah! That ac-counts for it," said the
 Hat-ter. "He won't stand beat-ing."

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Chapter VII

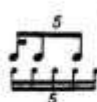
Dividing the Beat into Five and Seven Equal Parts

When the beat is divided into five or seven equal parts no partial subdivision is possible. No combination of twos and threes will divide the beat into segments of equal duration.

Preliminary exercises



When more intricate figures are encountered, such as  or  the underlying beat itself must

be subdivided, as explained in earlier chapters.  and 

The same applies to patterns involving division into seven  or 

Division into larger prime numbers: 11, 13, 17 etc. are occasionally found in Romantic music where they most often indicate "*rubato*" and do not need to be executed with precision.

♩ = 52

The Quintuplet

60

Handwritten musical score for 'The Quintuplet'. The score is written on four staves. The first staff begins with a treble clef, a key signature of one sharp (F#), and a time signature of 2/4. The tempo is marked as ♩ = 52. The piece features quintuplets (groups of five notes) on the upper staves and single notes or pairs of notes on the lower staves. The notation includes various note values, rests, and dynamic markings. The piece concludes with a double bar line.

♩ = 44 (studs = 35)

The Septuplet

61

Handwritten musical score for 'The Septuplet'. The score is written on four staves. The first staff begins with a treble clef, a key signature of one sharp (F#), and a time signature of 2/4. The tempo is marked as ♩ = 44, and the number of staves is noted as (studs = 35). The piece features septuplets (groups of seven notes) on the upper staves and single notes or pairs of notes on the lower staves. The notation includes various note values, rests, and dynamic markings. The piece concludes with a double bar line.

Mixing divisions of 5 and 7

 $\frac{2}{4}$ meter $\text{♩} = 42$

62

The musical score is written in 2/4 time with a key signature of one sharp (F#). It consists of eight staves of music. The first staff is marked with a '62'. The tempo is indicated as ♩ = 42. The score features a mix of 5 and 7 note divisions, indicated by numbers above the notes. The music is divided into two systems of four staves each. The first system contains staves 1 through 4, and the second system contains staves 5 through 8. The music concludes with a double bar line on the eighth staff.

63 $\frac{3}{4}$ meter $\text{♩} = 40$

The musical score for exercise 63 is written in 3/4 time with a tempo of quarter note = 40. It consists of eight staves of music. The notation includes various rhythmic figures such as eighth and sixteenth notes, often beamed together in groups. Fingerings are indicated by numbers 3, 5, and 7 above the notes. The piece concludes with a double bar line on the eighth staff.

$\frac{4}{4}$ meter $\text{♩} = 42$

64

falegar

Chapter VIII

Dividing the Beat into Eight or Twelve Equal Parts

with the Half-Note (♩) as Pulse.

Since reading the smaller values is as much a visual challenge as it is a rhythmic one, dividing the beat into 8 or 12 should first be practiced with the half-note as pulse. As in previous chapters, the principle will be to temporarily subdivide the beat.

For instance: $\text{♩} = 40$

1 

or

2 

or

3 

Since the essence of good sight-reading is looking ahead, anticipating the temporary subdivision of the pulse line by at least one beat will avoid sudden upsets and surprises:

1 

2 

3 

Throughout this chapter these temporary subdivisions of the pulse will be indicated. Subdividing *every* beat should be avoided, since it will be no preparation for the succeeding two chapters.

Dividing the beat into 8 $\text{♩} = 40$

65

Dividing the beat into 12, $\text{♩} = 40$

66

Mixing divisions of 8 and 12

$\frac{2}{2}$ meter $\text{♩} = 40$

67

The musical score for exercise 67 is written in 2/2 time with a tempo of quarter note = 40. It consists of eight staves of music. The first staff begins with a treble clef and a key signature of one sharp (F#). The music is written in 2/2 time. The score includes various rhythmic patterns, including eighth and sixteenth notes, and rests. There are several triplet markings (indicated by a '3' over a bracket) and a 12-measure rest (indicated by a '12' over a bracket). The piece concludes with a double bar line.

3/2 meter

 $\text{♩} = 40$

68

12

3

3

3

3

3

3

12

3

3

$\frac{4}{2}$ meter $\text{♩} = 40$

69

The musical score is written for a single melodic line on a grand staff (treble and bass clefs). It begins at measure 69. The time signature is 4/2, and the tempo is marked as quarter note = 40. The key signature has one flat (B-flat). The notation includes various note values (half notes, quarter notes, eighth notes, sixteenth notes), rests, and triplets. The piece concludes with a double bar line and repeat dots.

* $\text{♩} = 4$ beats

Chapter IX

Dividing the Beat into Eight, Twelve, Sixteen or more Equal Parts
with the Quarter-Note as Pulse.

Notation:



Sixteenth-note



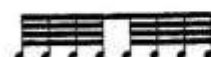
Sixteenth-rest



Thirty-second-note



Thirty-second-rest



Sixty-fourth-note



Sixty-fourth-rest



One-hundred-twenty-eighth-note
(occasionally found)



One-hundred-twenty-eighth-rest



Two-hundred-fifty-sixth-note
(rarely found)



Two-hundred-fifty-sixth-rest

Some slow movements by Mozart and Beethoven are notated in these small values. Very often it is possible to read the entire movement with the eighth-note as pulse, occasionally even with the sixteenth-note. In some movements, however, the basic pulse is the quarter-note. Then, when suddenly thirty-second-notes appear, it becomes necessary to subdivide the beat temporarily. In order to be prepared, it is best to subdivide the beat immediately preceding the thirty-second-notes, as explained in the preceding chapter.

For instance: $\frac{1}{2} = 42$



PRELIMINARY EXERCISE

In this exercise the eighth-note is the pulse. The purpose is to get acquainted with the visual aspect of the smaller rhythmic values.

$\frac{3}{8}$ meter $\text{♩} = 60$

70

The following eight exercises should not be begun without a glance at the smallest rhythmic values. In all music of this kind the maximum speed with which the smallest values can be performed determines the tempo for the entire piece.

$\frac{2}{4}$ meter ♩ = 36

71

$\frac{6}{8}$ meter ♩ = 40

72

$\frac{3}{4}$ meter $\text{♩} = 42$

73

$\frac{9}{8}$ meter $\text{♩} = 40$

74

$\frac{4}{4}$ meter $\text{♩} = 42$

75

3 3 3

$\frac{12}{8}$ meter $\text{♩} = 40$

76

3 3 3

Changing Meters $\text{♩} = 42$

77

Exercise 77 is a single melodic line in G major. It consists of four staves of music. The time signatures change frequently: 5/4, 3/4, 2/4, 3/4, 4/4, 3/4, 2/4, and 3/4. The piece includes several triplet markings (indicated by a '3' over a group of notes) and various rhythmic patterns including eighth and sixteenth notes. The exercise concludes with a double bar line.

Changing Meters $\text{♩} = 40$

78

Exercise 78 is a single melodic line in G major. It consists of four staves of music. The time signatures change frequently: 6/8, 9/8, 12/8, 15/8, 6/8, 9/8, 6/8, and 9/8. The piece includes several triplet markings (indicated by a '3' over a group of notes) and various rhythmic patterns including eighth and sixteenth notes. The exercise concludes with a double bar line.

Chapter X

Changing the Rate of Pulse

So far all the meter changes encountered were different counts of the same pulse. In much 20th-century music, meter change also involves a change in the pulse. For instance $\frac{4}{4}$ may be followed by $\frac{3}{8}$.

In this case the three eighth-notes are not a triplet; the duration of the eighth-note remains the same. This is often indicated in the music in the following manner:



Quarter-note pulse can also be followed by sixteenth-note pulse:



These changes in the pulse are practiced separately in exercises 79 and 80. The principle of anticipating the change of pulse in the beat immediately preceding it will again prove very helpful.

For instance:



or



In both examples given, the quicker pulse was also continued for one beat after the second change of meter in order to re-establish the previous pulse firmly.

From ♩ pulse to ♪ pulse

79

Exercise 79 shows a sequence of rhythmic patterns across four staves. The patterns involve quarter and eighth notes, with some measures containing a pulse symbol (♩ = ♪). The time signatures change across the staves: 4/4, 3/8, 4/4, 5/8, 3/4, 2/4, 3/8, 2/4, 5/4, 4/4, 3/4, 2/4, 3/8, 2/4, 5/4, 4/4.

From ♩ pulse to ♪ pulse

80

Exercise 80 shows a sequence of rhythmic patterns across four staves. The patterns involve quarter and eighth notes, with some measures containing a pulse symbol (♩ = ♪). The time signatures change across the staves: 3/4, 3/8, 7/16, 2/4, 4/4, 3/4, 5/16, 4/4, 3/8, 2/4, 5/16, 3/4, 4/4, 3/8, 2/4, 5/16, 4/4.

From ♩ pulse to ♪ pulse

81

From ♩ pulse to ♪ pulse

82

♩, ♪, and ♫ pulse

83

The musical exercise consists of eight measures, each with a different time signature: 4/4, 3/8, 4/4, 3/8, 4/4, 5/16, 2/4, and 3/16. The music features a variety of rhythmic patterns, including eighth notes, quarter notes, and sixteenth notes, often grouped in beams. Some measures contain triplets, indicated by a '3' over the notes. The exercise concludes with a double bar line.

84

3/4 16/8 4/4 2/4 3/8 5/4 7/8 2/2

85 $\text{♩} = \text{♩}$ 73

85 $\text{♩} = \text{♩}$ 73

Chapter XI

SUMMARY AND REVIEW

In this chapter all previously practiced materials are mixed. The pulse and its suggested subdivisions are no longer given.

86

87







Chapter XII

Two Rhythms

Every pianist has to be able to perform two independent rhythmic lines simultaneously. In chamber music and ensemble playing this ability is of equal importance to performers of single-line instruments and singers.

In each of the preliminary exercises stage 1 (with subdivisions) should be practiced with increasing velocity until stage 2 (on a single beat) can be performed.

Preliminary Exercises:

	Stage 1	Stage 2
1 2 against 3		
2 3 against 2		
3 4 against 3		
4 3 against 4		
5 2 against 5		
6 3 against 5		

(Nos. 94 and 95 are rhythmic canons.)

94

2/4

3

3

3

3







98

System 98, measures 1-4. Treble and bass staves. Time signatures: 2/4, 5/8, 4/4, 3/4. Includes triplets and a 5-note run.

System 99, measures 1-4. Treble and bass staves. Time signatures: 3/4, 3/8, 5/4, 2/4. Includes triplets.

System 100, measures 1-4. Treble and bass staves. Time signatures: 2/4, 5/8, 2/4, 2/4. Includes triplets and a 5-note run.

System 101, measures 1-4. Treble and bass staves. Time signatures: 2/4, 3/8, 2/4, 2/4. Includes a triplet.

99

Measures 99-100. The key signature has two sharps (F# and C#). The time signature is 3/4. Measure 99 features a triplet of eighth notes in the right hand and a quarter note in the left hand. Measure 100 features a quintuplet of eighth notes in the right hand and a quarter note in the left hand.

Measures 101-102. The key signature has two sharps (F# and C#). The time signature is 3/4. Measure 101 features a triplet of eighth notes in the right hand and a quarter note in the left hand. Measure 102 features a triplet of eighth notes in the right hand and a quarter note in the left hand.

100

Measures 103-104. The key signature has two sharps (F# and C#). The time signature is 3/4. Measure 103 features a quarter note in the right hand and a quarter note in the left hand. Measure 104 features a quarter note in the right hand and a quarter note in the left hand.

Measures 105-106. The key signature has two sharps (F# and C#). The time signature is 3/4. Measure 105 features a quarter note in the right hand and a quarter note in the left hand. Measure 106 features a quarter note in the right hand and a quarter note in the left hand.

SIGHT SINGING

PITCH ◦ **INTERVAL** ◦ **RHYTHM**

SECOND EDITION

Samuel Adler

Professor Emeritus

Eastman School of Music



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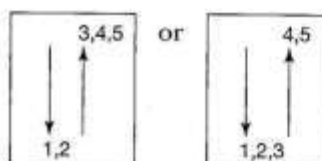
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1 2 3 4 5 6 7 8 9 0

COMPOSITE METERS

Quintuple Meter: $\frac{5}{8}$, $\frac{5}{16}$, $\frac{5}{4}$



$\frac{3}{8}$ is made up of two plus three eighth notes (in $\frac{5}{16}$ or $\frac{3}{4}$, substitute sixteenths or quarters for eighth notes; in rare instances one will find the signature $\frac{3}{2}$) and is conducted in two, with one short and one elongated beat to each measure. Usually the composer indicates what division of the measures she desires, whether 2 + 3 or 3 + 2; some measures may be ambiguous as to their division. Special attention must be paid to assuring that all eighth, quarter, or sixteenth notes within a measure of composite meter are absolutely equal, so that $\frac{3}{8}$  does not sound like .

Perform these exercises slowly and carefully, conducting each one as you go through it. $\frac{8}{8}$ will look like or ; $\frac{7}{4}$ will be notated or ; and $\frac{16}{16}$ will look like or . Repeat each until it feels natural before you proceed to the regular exercises. It will be helpful at first if you accent the first note in each group slightly when you practice these exercises.





REGULAR EXERCISES

Practice each exercise slowly, beginning at 100 for the basic unit. Then increase the speed gradually until it reaches about 156 for the basic unit. Be certain that all units, whether quarter, eighth, or sixteenth, remain equal throughout each exercise.

The eighth note gets a beat.

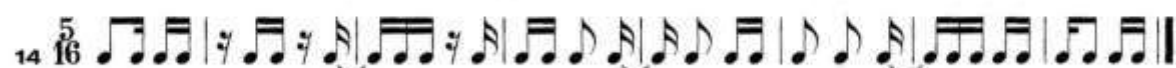
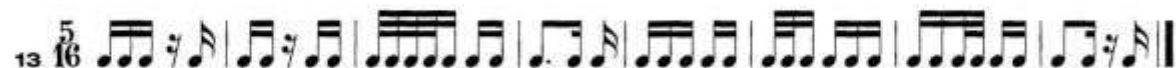




The quarter note gets a beat.

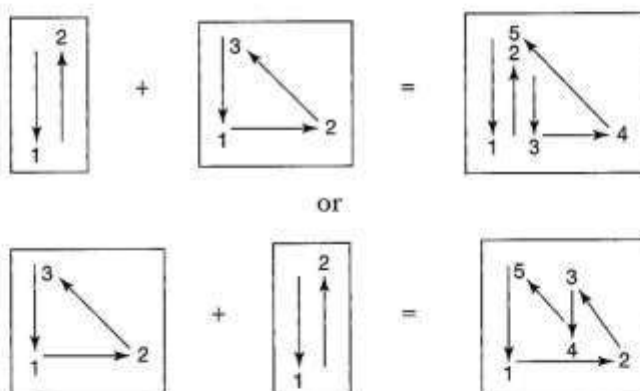


The sixteenth note gets a beat.



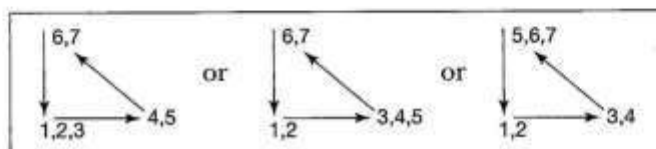


Before proceeding to the next section, do these exercises again slowly. Instead of conducting each measure in two, beat each eighth, quarter, or sixteenth note as a separate beat, as if the tempo were marked $\text{♩} = 60$, $\text{♩} = 60$, or $\text{♩} = 60$. To conduct these measures, combine the two- and three-beat conducting patterns that you already know:



Make beats one and three of the 2 + 3 pattern, and beats one and four of the 3 + 2 pattern, more pronounced than the rest.

Septuple Meter: $\frac{7}{8}$, $\frac{7}{16}$, $\frac{7}{4}$



$\frac{7}{8}$ is made up of two plus two plus three eighth notes (substitute sixteenths or quarters for eighths in $\frac{7}{16}$ or $\frac{7}{4}$) and is conducted in three, with two equal beats and one elongated beat. Three combinations are possible: 2 + 2 + 3, 3 + 2 + 2, and 2 + 3 + 2. Once again, pay close attention to the length of the beats, so that the durations of all sixteenths, eighths, or quarters are absolutely equal throughout each exercise.

PREPARATORY EXERCISES

Perform these exercises slowly and carefully, conducting each one as you go through it. Repeat each until it feels comfortable before you proceed to the regular exercises.

1 $\frac{7}{8}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

2 $\frac{7}{4}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

3 $\frac{7}{16}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

4 $\frac{7}{8}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

5 $\frac{7}{4}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

6 $\frac{7}{16}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

7 $\frac{7}{8}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

8 $\frac{7}{8}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

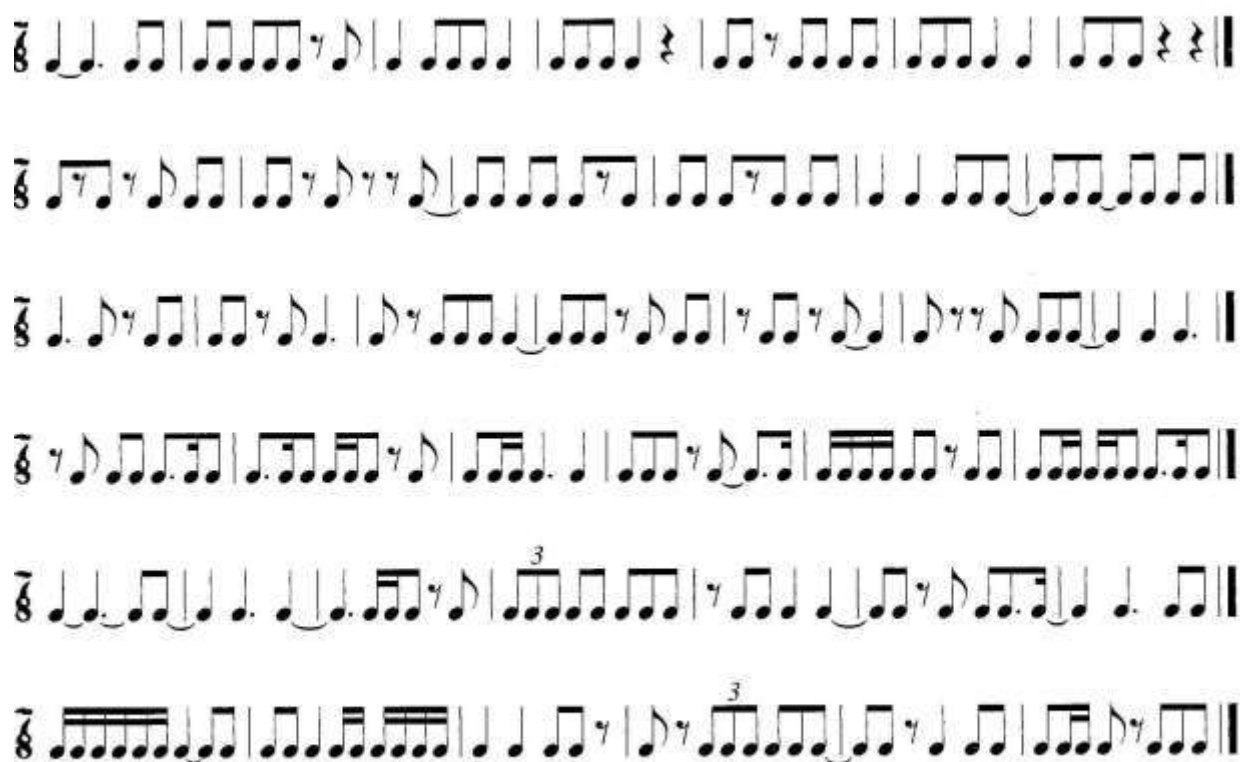
REGULAR EXERCISES

Practice each exercise slowly, beginning at 100 for the basic unit. Then increase the speed gradually until you reach about 156 for the basic unit. Be certain that all units, whether quarters, eighths, or sixteenths, remain equal throughout each exercise.

The eighth note gets a beat.

1 $\frac{7}{8}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||

2 $\frac{7}{8}$ $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ | $\text{♩} \text{♩} \text{♩} \text{♩} \text{♩}$ ||



The quarter note gets a beat.



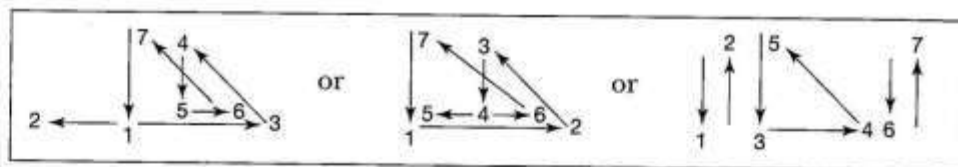
The sixteenth note gets a beat.



[illegible][illegible]

16 $\frac{7}{16}$ 

Once again, go back and do the above sixteen exercises in a slow tempo with the ♩, ♪, or ♫ equalling ca. 60. You will have to conduct a quadruple plus a triple pattern, a triple plus a quadruple pattern, or a duple plus a triple plus a duple pattern. In these varied patterns, you accentuate either beats one and five: ; beats one and four: ; or beats one, three, and six: .



Division of Compound Meters into Irregular Patterns

As we have already seen in the case of $\frac{3}{8}$ or $\frac{6}{4}$ meter, composers often divide measures into somewhat irregular patterns in order to create new accentuations within an established rhythm. The most familiar example of this practice is the *hemiola* (discussed on pages 202–203):

$\frac{6}{8}$  is often divided $\frac{6}{8}$  (actually $\frac{3}{4}$);

$\frac{6}{4}$  is often divided $\frac{6}{4}$  (actually $\frac{3}{2}$).

The ♪ or ♫ measure may appear in several configurations, and usually the composer specifies how it is to be “felt” and conducted if it deviates from the norm. He may place accents at certain points, or bar the eighth notes, or put

"in 4" at the beginning of the phrase. Conducting will become a bit more complex in these situations, since one of the beats must be elongated. Here is the way it is usually done:

Conducted in 4

REGULAR EXERCISES

Practice each of the four patterns above separately until each one feels natural. Then go on to the following exercises, which feature $\frac{6}{8}$, $\frac{3}{4}$, $\frac{3}{8}$, and $\frac{3}{4}$ meters in regular and irregular accentuations within the measure. Measures which divide into $\frac{3}{4}$ or $\frac{3}{8}$ should be conducted in 3, making sure the eighth notes or quarter notes remain constant. To assist you in getting started, triple subdivisions of the measure have been added in parentheses to the first two exercises. In exercises 7–10, hints about how to conduct the irregular subdivisions have been placed above the notes.

9 $\frac{9}{4}$ ⁽⁴⁾  ⁽³⁾ ⁽⁴⁾ ⁽³⁾ 

10 $\frac{9}{4}$ ⁽³⁾ ⁽⁴⁾ ⁽³⁾ ⁽⁴⁾ ⁽³⁾ 

Now you are on your own. Figure out the divisions of each measure before you attempt to perform the exercises.

11 

12 

Additional Composite Meters

Other composite meters with elongated beats may be encountered in configurations of measures in $\frac{8}{4}$, $\frac{8}{4}$, $\frac{8}{16}$; $\frac{10}{4}$, $\frac{10}{4}$, $\frac{10}{16}$; and $\frac{11}{8}$, $\frac{11}{4}$, $\frac{11}{16}$. Practice the given patterns carefully, then do the exercises using these rhythmic patterns, always keeping the quarter, eighth, and sixteenth values equal.

BASIC PATTERNS

Conduct $\frac{8}{8}$, $\frac{8}{4}$, and $\frac{8}{16}$ in 3.

1 2 3

4 (in 4) (in 3) (in 4) (in 3) (in 4)

Conduct ${}^{10}_8$ in 4.

10 8/8

1 2 3 4

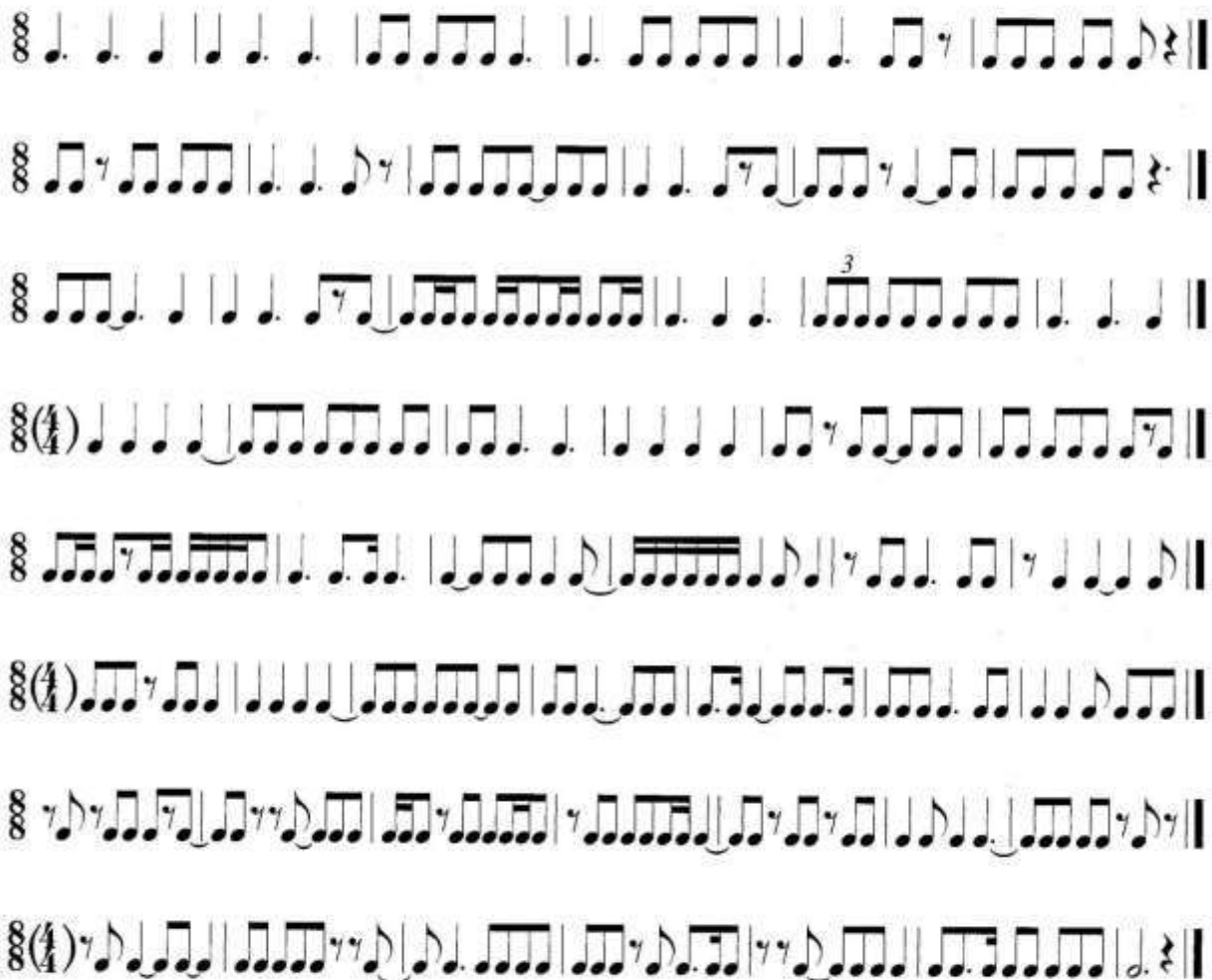
Conduct $\frac{11}{8}$ in 4.



REGULAR EXERCISES

Conduct $\frac{8}{8}$, $\frac{10}{8}$, and $\frac{11}{8}$ in either 3 or 4, with elongated beats. Some of these will alternate between $\frac{4}{4}$ and $\frac{8}{8}$, $\frac{4}{4}$ and $\frac{10}{8}$, or $\frac{4}{4}$ and $\frac{11}{8}$, stressing quarter notes on the one hand, eighth notes on the other.

Conduct $\frac{8}{8}$ in 3: 3 + 3 + 2; 2 + 3 + 3; 3 + 2 + 3.

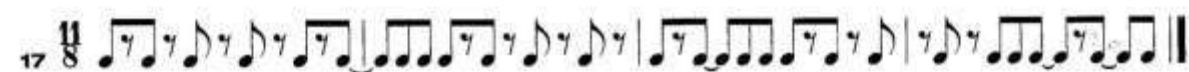


Conduct $\frac{10}{8}$ in 4: 3 + 2 + 2 + 3; 3 + 2 + 3 + 2; 3 + 3 + 2 + 2; 2 + 2 + 3 + 3.





Conduct $\frac{11}{8}$ in 4: 3 + 2 + 3 + 3; 2 + 3 + 3 + 3; 3 + 3 + 2 + 3; 3 + 3 + 3 + 2.



There are occasions when $\frac{8}{16}$, $\frac{12}{16}$, $\frac{11}{16}$ time signatures will occur. Therefore, practice the next seven exercises to accustom yourself to the smaller note values. Conduct in 3 or 4, as above.

Conduct $\frac{8}{16}$ in 3.



Conduct $\frac{12}{16}$ in 4.



Conduct $\frac{11}{16}$ in 4.



Mixed (Changing) Meters

This chapter presents mixed meters as they are frequently used in music of today. Unless otherwise specified, the basic unit remains constant, even though the number of units in each measure changes. In the sequence of measures marked $\frac{2}{4} \frac{3}{4} \frac{4}{4} \frac{4}{4}$, the quarter note remains constant in each measure, while the sequence $\frac{4}{8} \frac{8}{8} \frac{6}{8} \frac{7}{8}$, the eighth note is the constant factor. When measures of eighth-note units are mixed with higher-value units, it is best to feel the smallest unit as the constant factor; for instance, in the sequence $\frac{4}{8} \frac{5}{8} \frac{7}{8} \frac{3}{4} \frac{2}{4} \frac{3}{8}$, the eighth note should be established as the common unit.

Practice each exercise slowly, conducting while performing. Then try to increase speed, never reaching a tempo that would make the smallest units seem rushed. Be certain throughout these exercises that the eighth note remains constant.

[illegible]



The eighth note gets the beat.



15 $\frac{9}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{9}{8}$

16 $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$

17 $\frac{9}{8}$ $\frac{8}{8}$ $\frac{7}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$ $\frac{3}{8}$ *(in 3)*

18 $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$ $\frac{3}{8}$

19 $\frac{7}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ $\frac{6}{8}$

20 $\frac{8}{8}$ $\frac{7}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$ $\frac{3}{8}$ $\frac{2}{8}$ $\frac{1}{8}$

Mixed quarters and eighths as the basic unit of a measure; make certain that the eighth notes stay constant through the meter changes.

21 $\frac{4}{4}$ $\frac{5}{8}$ $\frac{3}{4}$ $\frac{5}{8}$ $\frac{4}{4}$ $\frac{5}{8}$ $\frac{3}{4}$

22 $\frac{6}{8}$ $\frac{3}{4}$ $\frac{6}{8}$ $\frac{3}{4}$ $\frac{5}{8}$ $\frac{3}{4}$ $\frac{5}{8}$

23 $\frac{3}{4}$ $\frac{9}{8}$ $\frac{4}{4}$ $\frac{8}{8}$ $\frac{5}{8}$ $\frac{3}{4}$ $\frac{5}{8}$

Mixed quarters and half notes.

24 *Slow* $\frac{4}{4}$ $\frac{6}{4}$ $\frac{3}{2}$ $\frac{4}{4}$ $\frac{3}{4}$ $\frac{5}{4}$

The eighth note as the basic unit.

25 $\frac{5}{8}$ $\frac{4}{8}$ $\frac{7}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$

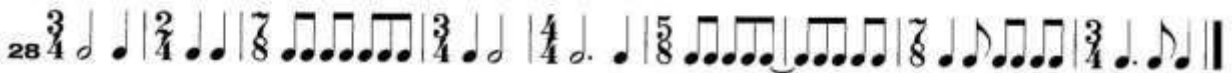
Mixed quarters and eighths.



Mixed sixteenths and eighths as basic units.



Mixed quarters and eighths.



Complex Divisions of the Beat

Thus far, we have divided the individual beats into triplets, quadruplets, quintuplets, sextuplets, septuplets, and others. Now we will practice situations where a different number of notes replaces the normal number of notes over more than one beat or a whole measure.

	Normal Division	Different Divisions	
Examples			four quarters in the space of three
			five quarters in the space of three
			five quarters in the space of four
			four eighths in the space of three

These examples abound, especially in twentieth-century music. Practice the exercises slowly and carefully, once again giving special attention to evenness in all the complex divisions of the beat or beats.

*Sometimes the designation is simply $\frac{4}{3}$ or $\frac{5}{3}$ rather than a ratio. It is less specific, but still signifies the same idea—that of having four or five notes in the space of the normal number of notes.

REGULAR EXERCISES

The first three exercises are in $\frac{4}{4}$.

1 $\frac{4}{4}$ 

2 $\frac{4}{4}$ 

3 $\frac{4}{4}$ 

The next three exercises are in $\frac{3}{4}$.

4 $\frac{3}{4}$ 

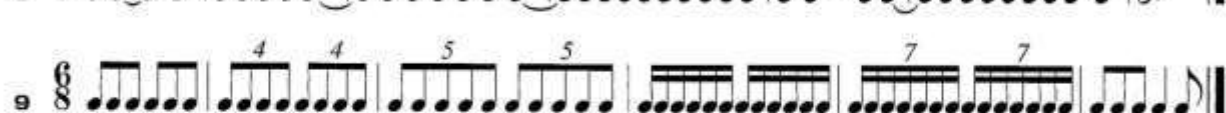
5 $\frac{3}{4}$ 

6 $\frac{3}{4}$ 

The next three exercises are in $\frac{6}{8}$.

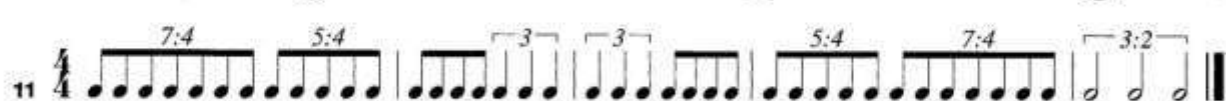
7 $\frac{6}{8}$ 

8 $\frac{6}{8}$ 

9 $\frac{6}{8}$ 

Now to the most difficult examples: one in $\frac{3}{4}$, another in $\frac{4}{4}$, and the final one in $\frac{6}{8}$.

10 $\frac{3}{4}$ 

11 $\frac{4}{4}$ 

12 $\frac{6}{8}$ 

Exercises for Performance

THIRTY-FOUR DUETS

The top line of these duets should be sung or spoken on a convenient syllable similar to those used in previous chapters ("la," "ta," "doo," "loo," "da," etc.). The bottom part should be tapped or clapped. These duets may be performed by two people or two parts of a class, but they should also be practiced and performed by a single individual doing both parts simultaneously.

1. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

2. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

3. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

4. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

5. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

6. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

7. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

8. $\frac{3}{4}$ 4/4. The top line consists of eighth and quarter notes. The bottom line consists of eighth and quarter notes.

The musical score consists of eight staves, numbered 9 through 16. The time signature changes from 3/4 to 2/4 at measure 11 and back to 3/4 at measure 16. The notation includes various rhythmic devices such as triplets, sixteenth notes, and eighth notes. Measure 9 is in 3/4 time and features several triplet markings. Measure 10 continues in 3/4 time. Measure 11 changes to 2/4 time and includes a triplet. Measure 12 is in 2/4 time. Measure 13 is in 2/4 time. Measure 14 is in 2/4 time. Measure 15 is in 2/4 time. Measure 16 changes back to 3/4 time and features a triplet. The score ends with a double bar line at the end of measure 16.

The image displays a page of musical notation for guitar, organized into six systems, each consisting of two staves. The notation is complex, featuring a variety of rhythmic patterns, including triplets, quintuplets, and sextuplets, as well as complex fingerings and dynamic markings.

- System 1:** 4/4 time. Features eighth and sixteenth notes with triplets and rests.
- System 2:** 4/4 time. Continues the rhythmic patterns with eighth and sixteenth notes and triplets.
- System 3:** 4/4 time. Includes eighth and sixteenth notes with accents and triplets.
- System 4:** 4/4 time. Features eighth and sixteenth notes with triplets and rests.
- System 5:** 4/4 time. Includes eighth and sixteenth notes with triplets and rests.
- System 6:** 6/8 time. Features eighth and sixteenth notes with triplets and rests.

22 $\frac{6}{8}$

23 $\frac{6}{8}$

24 $\frac{9}{8}$

25 $\frac{9}{8}$

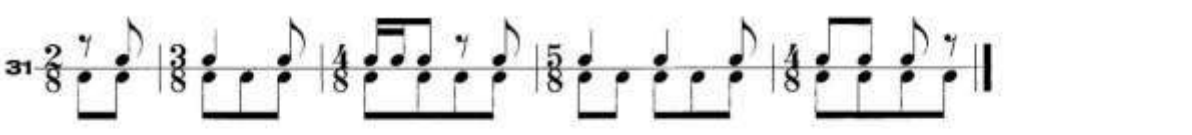
26 $\frac{5}{8}$

27 $\frac{5}{8}$

28 $\frac{5}{8}$

29 $\frac{7}{8}$ 

30 $\frac{7}{8}$ 

31 $\frac{2}{8}$ 

32 $\frac{4}{4}$ 

33 $\frac{6}{8}$ 

34 $\frac{2}{4}$ 

MUSIC FOR SIGHT SINGING

Fifth edition

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21

TWENTIETH-CENTURY MELODY

Presented in this chapter is a short introductory study of rhythmic and melodic writing in the twentieth century. During that time and into the twenty-first century, most composers of “serious music” have turned away from the precepts and methods of the preceding 300 years (Bach through Wagner), and instead have explored many new ways of expressing themselves in melody, harmony, and rhythm. The result has been a large catalogue of varying compositional styles, in contrast to the single “common practice” style featured in earlier chapters. The music examples that follow illustrate many of the new concepts that many such composers have developed in order to achieve basic characteristics differing from those of earlier periods.

When singing tonal lines, as in previous chapters, you have probably noticed how the melodic line can suggest an accompanying harmony. Simple examples are $\hat{7}-\hat{1}$ (*ti-do*) suggesting V-I, or $\hat{1}-\hat{6}$ (*do-la*) suggesting I-IV. In contrast, much of twentieth-century writing offers few such suggestions. Only when the remaining notes in the score are heard can the composer’s intent be more readily ascertained. Thus, without the advantage of implied tonal harmony, and often with little or no sense of a tonic key, your sight singing will depend upon your accumulated knowledge of intervals, both by sight and by sound. The melodies in this chapter are presented with the expectation that studies from previous chapters will have developed your rhythmic and melodic skills to the point where you can confidently explore the many features of the new music.

Section 1. Meter and rhythm. Rhythmic reading.

Meter in music is no longer bound to a system of regular recurring accents and an equal number of beats in each measure. As an example, changing meters and less common meter signatures, similar to those seen in Chapter 17, are widely used. In any meter, bar lines no longer necessarily imply regularly recurring strong and weak beats, nor do meter signatures necessarily indicate the location of primary accents. Rhythmic patterns can be indicated by beaming of note values, phrase marks, and other notational devices. Bar lines, then, often function simply as a guide to the eye.¹

The rhythmic-reading examples following are typical of some of the more complex patterns to be expected in twentieth-century music, and not the body of music as a whole, where rhythmic patterns are often simpler and occasionally more complex.

1105  Stravinsky

1106  Bartók

1107  Dallapiccola

1108  Stravinsky

¹This rhythmic freedom recalls a similar freedom in sixteenth-century practice as discussed in "Another Metrical Concept" in *Elementary Harmony*, 5th edition, pages 343–346.



1109 $\frac{4+2+3}{8}$ Bartók

1110 $\frac{6}{8}$ Carter

1111 Messiaen

* No meter signature

1112 Copland

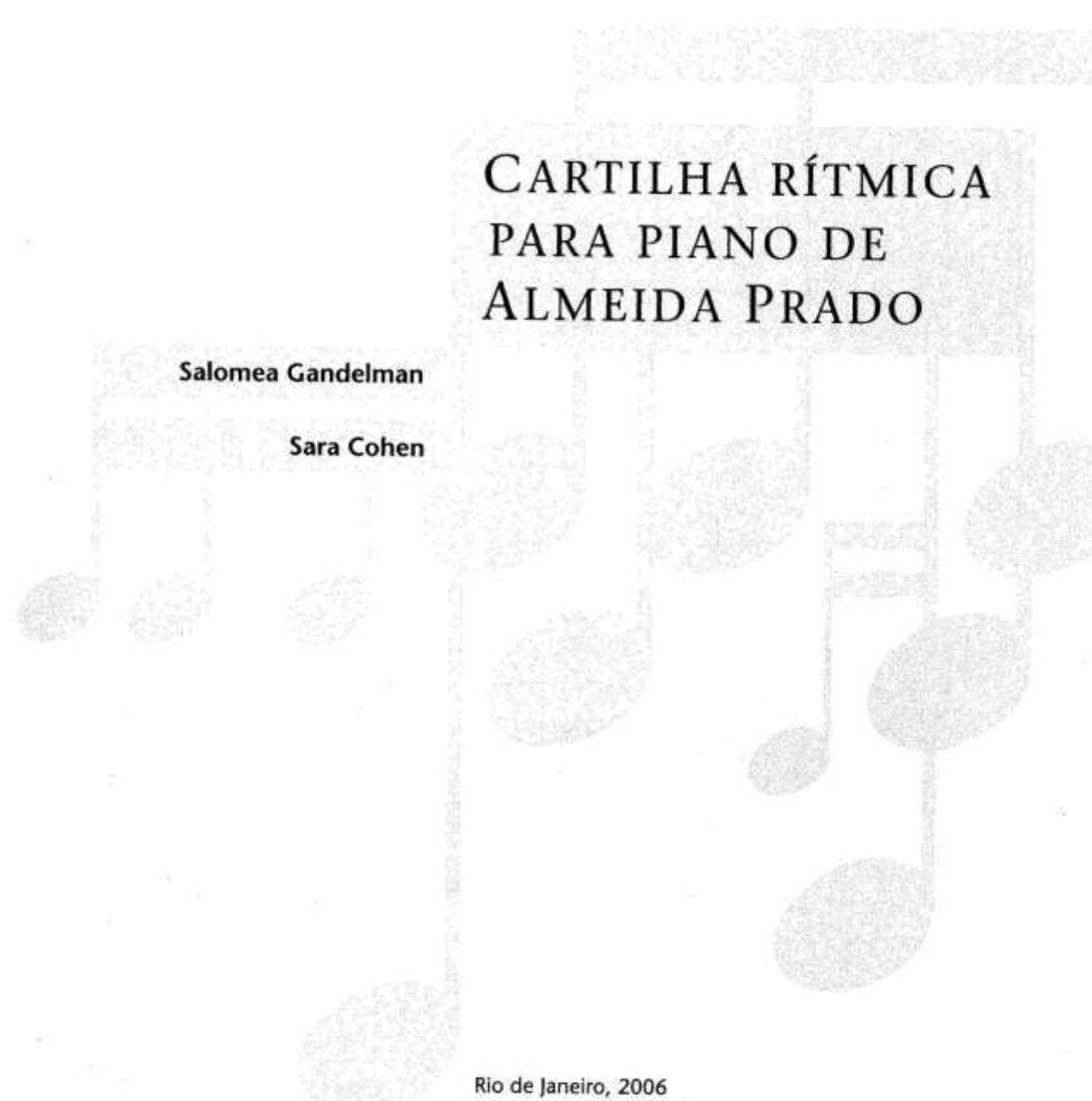
1113  Berg

1114  Carter

1115  Schoenberg

Section 2. Melody. Singing nontonal lines.

The intervallic structure of melodic lines in the new music is often no longer influenced by an implied harmonic background. Without this implication, many individual melodic lines extracted from a composition often have little or no apparent meaning other than as a series of intervals. The musical effect of such a line is obvious only in the context of its setting with the other voices. Thus, singing such lines out of context depends upon instant recognition and performance of each melodic interval.



CARTILHA RÍTMICA PARA PIANO DE ALMEIDA PRADO

Salomea Gandelman

Sara Cohen

Rio de Janeiro, 2006

CARTILHA RÍTMICA
PARA PIANO DE
ALMEIDA PRADO

A querida amiga Adriana,
muito grande intérprete
e grande amiga, oferece
com admiração e
carinho fraternal

Almeida Prado
São Paulo, 20/03/2006

Batucada
A festa de todos os ritmos

Almeida Prado

de $\text{♩} = 112$ a $\text{♩} = 120$

II.51

p

cresc.

cresc.

3

This page of musical notation consists of five systems, each with a grand staff (treble and bass clefs). The music is written in a key with one flat (B-flat) and one sharp (F-sharp), and a 2/4 time signature.

- System 1 (Measures 16-17):** The right hand features a continuous eighth-note pattern with slurs. The left hand has a triplet of eighth notes in measure 16, followed by a single eighth note in measure 17. A dynamic marking of *f* (forte) is present in measure 16.
- System 2 (Measures 18-19):** The right hand continues the eighth-note pattern. The left hand has a triplet of eighth notes in measure 18, followed by a single eighth note in measure 19. A dynamic marking of *f* is present in measure 18.
- System 3 (Measures 20-21):** The right hand continues the eighth-note pattern. The left hand has a triplet of eighth notes in measure 20, followed by a single eighth note in measure 21. A dynamic marking of *f* is present in measure 20.
- System 4 (Measures 22-23):** The right hand continues the eighth-note pattern. The left hand has a triplet of eighth notes in measure 22, followed by a single eighth note in measure 23. A dynamic marking of *f* is present in measure 22.
- System 5 (Measures 24-25):** The right hand continues the eighth-note pattern. The left hand has a triplet of eighth notes in measure 24, followed by a single eighth note in measure 25. A dynamic marking of *ff* (fortissimo) is present in measure 24.

26 *pp sub.*

28

30

32 5 5 6

35 7 9 8^{tra} *ff* 3

38 *ff* *intenso sonoro*

41

44

47

49

The musical score consists of five systems, each with a treble and bass staff. The first system (measures 38-40) is marked *ff* and *intenso sonoro*. The notation features dense, arpeggiated chords in the right hand and more sparse, rhythmic accompaniment in the left hand. Measures 41-43 continue this texture. The fourth system (measures 47-48) shows a change in the right-hand texture with more sustained chords. The fifth system (measures 49-50) concludes the piece with a final chord in the right hand and a melodic line in the left hand.

51 *ff* *in loco*

53

55 *p*

58 *f* *p* *f*

62 *pp sub.* *cresc.*

66

cresc.

69

f

73

accel.

ff

Campinas, fev/1992

Comece a estudar em andamento bem lento. Acelere pouco a pouco.

Elliot Carter

SONATA FOR VIOLONCELLO AND PIANO

Third Movement

Elliot Carter's (b. 1908) music is characterized by long, contrapuntal lines, complex and fluid rhythms, free chromaticism, difficult instrumental parts and meticulous attention to detail. Among his compositional concerns is the "personalization" of the individual instruments. To this end, he typically endows each instrumental part with unique melodic and rhythmic characteristics and the subject of his works becomes the confrontation of these forces.

The above features are present in the *Sonata for Violoncello and Piano*, composed in 1948. This work was the first in which Carter explored the technique of metric modulation which was to appear in most of

his subsequent music. By this process, the music moves gradually and accurately from one basic durational value to another. Trace the changing duration of a given note value—say the eighth note—through the course of this movement. How are the changes smoothly effected? Where is the *beginning* of the metric modulation which takes place at m. 28? On the formal level, what elements of return are present in the movement? Are these repetitions exact or varied? Several important pitch patterns introduced on the first page are heard throughout the movement. Identify these patterns and locate some additional appearances.

Adagio (♩ = 35, ♪ = 70)

arco

Adagio (♩ = 35, ♪ = 70)

(non troppo)

f legato

4

p

mf

Handwritten musical score for piano, measures 6 through 12. The score is written on grand staves (treble and bass clef). Measure 6 is marked with a circled '6' and a pink hairpin. Measure 7 has a tempo marking of mp 6. Measure 8 has a tempo marking of p and a tempo marking of $\text{♩} = 70$. Measure 9 has a tempo marking of p and a tempo marking of $\text{♩} = 60$. Measure 10 has a tempo marking of p and a tempo marking of $\text{♩} = 60$. Measure 11 has a tempo marking of p and a tempo marking of $\text{♩} = 60$. Measure 12 has a tempo marking of p and a tempo marking of $\text{♩} = 60$. The score includes various musical notations such as notes, rests, and dynamic markings. There are also handwritten pink annotations above the staves, including a circled '6' and a circled '10'.

6

mp 6

p $\text{♩} = 70$

p

simile

10

$\text{♩} = 60$

$\text{♩} = 60$

p

12

p molto espr.

f p

18 *mf* *molto sost.*

(p) *f* *sf*

22 *p sub.* *espr.*

p sub.

Bring this line out: *o/c.*

26 *quáltera* *4* *mf* *p* *sost.* *pp*

4 *3*

32

35 *cresc.*

38

f

7

42

43

80 80
♩ = 80

mf

45

cresc.

♩ = 80

47

♩ = 70

cresc.

♩ = 70

49

♩ = 70

marcato.

f legato

51

cresc.

54

molto espr.

58

sf sub. *sf* *sf sub.*

61 *p tenero* *p tenero* *(2.)* *♩ = 40*

64 *♩ = 40* *mf* *mf* *6* *7*

67 *♩ = 40* *mf espr.* *fp* *p* *simile* *cresc.* *p sub.*

Handwritten musical score system 1, measures 70-73. The system includes a vocal line and a piano accompaniment. The vocal line starts with a circled measure number 70. Above the staff, there are handwritten annotations: a pink bracket with a '+' sign over measures 70-71, and two pink brackets with '5' over measures 72-73. The vocal line has markings 'cant.' and 'molto espr.' below it. The piano accompaniment has a 'cresc.' marking. Above the piano staff, there are handwritten annotations: a yellow bracket with '48' over measures 72-73, and a '5' over measure 73. The system ends with a double bar line.

Handwritten musical score system 2, measures 74-77. The system includes a vocal line and a piano accompaniment. The vocal line starts with a circled measure number 74. The vocal line has markings 'ff' and 'sf' below it. The piano accompaniment has a 'sf' marking. The system ends with a double bar line.

Handwritten musical score system 3, measures 78-81. The system includes a vocal line and a piano accompaniment. The vocal line starts with a circled measure number 78. The vocal line has markings '5' and '5' over measures 80-81. The piano accompaniment has markings '5' and '5' over measures 80-81. The system ends with a double bar line.

80

The musical score is written for Violoncello and Piano. The key signature has four sharps (F#, C#, G#, D#). The time signature is 3/4. The score shows measures 80, 81, and 82. In measure 80, the cello has a highly chromatic line with many sharps, and the piano accompaniment consists of sustained chords. In measure 81, the piano accompaniment continues with sustained chords. In measure 82, the cello plays a descending line, and the piano accompaniment remains sustained.

VI. Danse de la fureur, pour les sept trompettes

Décidé, vigoureux, granitique, un peu vif

VIOLON *ff*

CLARINETTE
en Si b *ff*

VIOLONCELLE *ff*

PIANO *ff (non legato, martelé)*

A *Décidé, vigoureux, granitique, un peu vif (♩ = 176 env.)*

von

Clar.

veille

von

Clar.

vclle

B

von

Clar.

vclle

C

(8^{va} réelle)

von

Clar.

vclle

(8^{va} réelle)

von

Clar.

vcllo

dim.

dim.

dim.

dim.

This system contains the first four staves of a musical score. The top staff is for voice (labeled 'von'), the second for clarinet ('Clar.'), the third for violin ('vcllo'), and the fourth for piano. All staves show a melodic line with a 'dim.' (diminuendo) marking. The key signature has one sharp (F#) and the time signature is 4/4.

von

Clar.

vcllo

D

p

This system contains the next four staves. The top three staves (voice, clarinet, violin) continue with a melodic line. The piano part (bottom staff) begins with a 'D' in a box, indicating a key change to D major. A 'p' (piano) dynamic marking is present. The key signature changes to two sharps (F# and C#).

von

Clar.

vcllo

ff

ff

ff

ff

This system contains the final four staves. All staves (voice, clarinet, violin, and piano) show a more active melodic line with a 'ff' (fortissimo) dynamic marking. The key signature remains two sharps (F# and C#).

von

Clar.

vclle

E

von

Clar.

vclle

von

Clar.

vclle

Pressez un peu *Pressez encore*

f cresc. *cresc. sempre*

f cresc. *cresc. sempre*

f cresc. *cresc. sempre*

f cresc. *cresc. sempre*

Au mouvt

Von. *cresc. molto* *pp (lointain)*

Clar. *cresc. molto* *pp (lointain)*

Velle *cresc. molto* *pp (lointain)*

F **Au mouvt**
(lointain)
pp (legato)

Von.

Clar.

Velle

Von.

Clar.

Velle

G

von
Clar.
vclle

von
Clar.
vclle

Pressez
cresc.

Pressez
(non legato, martelé)
cresc.

von
Clar.
vclle

Un peu plus vif
ff

[H] Un peu plus vif ($\text{♩} = 200 \text{ env.}$)
ff non legato, martelé

Von

Clar.

velle

Au mouvt

Von

Clar.

velle

Au mouvt ($\text{♩} = 176 \text{ env.}$)

Un peu plus vif

Von

Clar.

velle

I Un peu plus vif ($\text{♩} = 200 \text{ env.}$)

ff non legato, martelé

(bronzé, cuiré)

Musical Score for "L'Enfermé"

Vocal Parts:

- Tenor (Ténor): Lyrics include "on", "(bronze, cuivre)", "lar.", "elle".
- Baritone (Baryton): Lyrics include "on", "(bronze, cuivre)", "lar.", "elle".
- Bass (Basse): Lyrics include "on", "(bronze, cuivre)", "lar.", "elle".

Piano Accompaniment:

- Dynamic markings: *fff*, *ff*.
- Rehearsal mark: **K**.

Musical score for the opera *Les Cloches de Corneville*. The score is written for four parts: *Chœur* (Chorus), *Clairon* (Trumpet), *Solo* (Soloist), and *Piano*. The key signature is one sharp (F#) and the time signature is 2/4. The score is divided into measures, with some measures containing rests. The *Clairon* part includes the instruction *(bronzé, cuivré)*. The *Solo* part includes the instruction *(bronzé, cuivré)*. The *Piano* part includes the instruction *(bronzé, cuivré)*.

Von

Clar.

celle

Plus vif

Von

Clar.

celle

L Plus vif (♩ = 108 env.)

ff non legato, martelé

Von

Clar.

celle

(8^{ve} réelle)

Voix *ff* *f cresc.*

Clar. *ff* *f cresc.*

Vclle *ff* *f cresc.*

[M]

Piano *ff* *f cresc.*

Voix *fff*

Clar. *fff*

Vclle *fff* (8^{ve} réelle)

Piano *fff*

Voix *fff* *cresc.*

Clar. *fff* *cresc.*

Vclle *fff* *cresc.*

[N] Pressez Insensiblement

Piano *fff* *f non legato, martelé cresc.*

[illegible]

Von

Clar.

vielle

fff cresc. sempre

fff cresc. sempre

fff cresc. sempre

fff cresc. sempre

The image shows a page from a musical score for 'Les cloches de Bierville'. It features three staves: Violoncelle (Vcl.), Clarinette (Clar.), and Violoncelle (Vcl.). The music is in 2/4 time and consists of two main sections. The first section is marked 'Pressez beaucoup' and the second is marked 'Un peu moins vif'. The tempo is indicated as 108 bpm. The score includes various musical notations such as notes, rests, and dynamic markings like 'cresc. molto' and 'f'. The key signature has one flat (B-flat).

Violoncelle (Vcl.)

Clar. (Clarinette)

Vcl. (Violoncelle)

Pressez beaucoup

Un peu moins vif

cresc. molto

f cresc. molto

(8ve suelle)

Pressez beaucoup

Un peu moins vif (♩ = 108 env.)

f cresc. molto

Rall.

von *fff* *pp* *cresc. molto*

Clar. *fff* *pp* *cresc. molto*

vclle *pp* *cresc. molto*

Rall.

fff *pp* (trille) *cresc. molto*

(*)

Presque lent, terrible et puissant

von *fff* *ffff*

Clar. *fff* *ffff*

vclle *fff* *ffff* (8^{ve} réelle)

Presque lent, terrible et puissant (♩=76 env.)

fff *ffff*

8^a bassa

8^a hausa

1^{er} Mouvt

Un peu plus vif

Vcllo

Clar.

Vcllo

P 1^{er} Mouvt (♩ = 176 env.)

Un peu plus vif (♩ = 200 env.)

pp (legato)

fff non legato, martelé

Moins vif (♩ = 160 env.)