

**Are you new to class today?** Pick up a syllabus and fill out a student information sheet

**Attendance/Reading Quiz!**

# Mu 101: Introduction to Music

Instructor: Dr. Alice Jones

Queensborough Community College

Fall 2017

Sections J2 (Tuesdays 3:10-6) and C3A (Wednesdays (9:10-12))



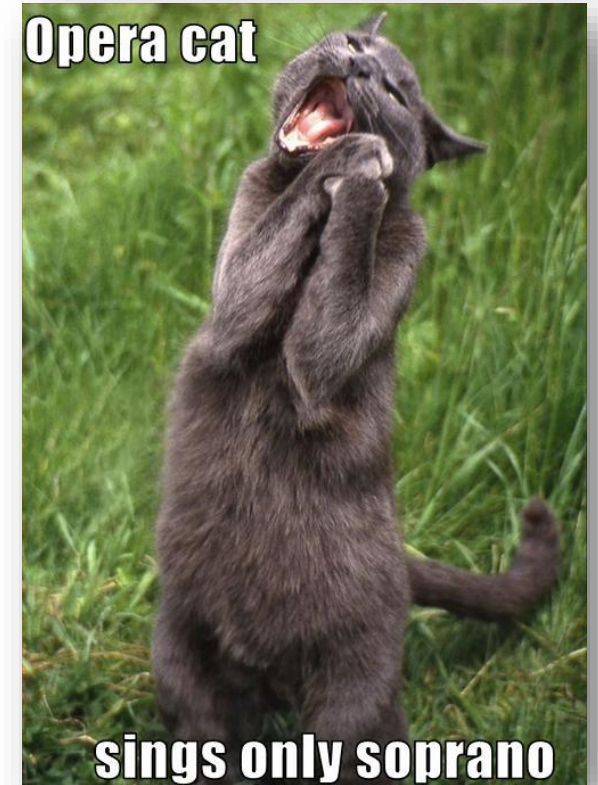
# Recap

- Musical meaning =
  - What you hear and how you interpret it
  - The listening experience you have and everything that experience entails (your memories, intentions, physical sensations, broader associations)
- Primacy of recorded music in your lives
- Comments on informal writing = ways to keep pushing your thought process
- Daily grade = in-class writing, discussion participation, and quizzes averaged together

# Melody

- Line or tune of music
- Often the highest or most prominent line in a musical texture
- Guides a listener through a piece of music like a story

1. Recognize the melody
2. Remember the melody
3. Follow the melody



# Melody

Joseph Haydn, Symphony No. 100,  
“Military”, II. Allegretto (1794)



- Group of notes played one after another that are heard as a coherent, complete unit
- Horizontal element of music
  - One note after another
- Plays a central role in most musics around the world
- Variety of melodic shapes, contours, characteristics contribute to a piece’s emotional quality
  - Ascending, descending, static, wave-like
  - Conjunct motion, disjunct motion
- The end of a phrase is called a cadence
  - A cadence is a point of rest
  - The end of a phrase can be weak (like a comma) or strong (like a period or exclamation point)

***“It is the melody which is the charm of music, and it is that which is most difficult to produce. The invention of a fine melody is a work of genius.”***

***–Joseph Haydn (1732-1809)***

# Melody

Anonymous, *Kyrie eleison*

Claude Debussy, *Prelude to the Afternoon of a Faun* (1894)



Frédéric François Chopin (1810-1849),  
Mazurka Op. 17 No. 2 in E minor (1833)

Motive

Repeated lower  
and embellished

Contrasting  
idea

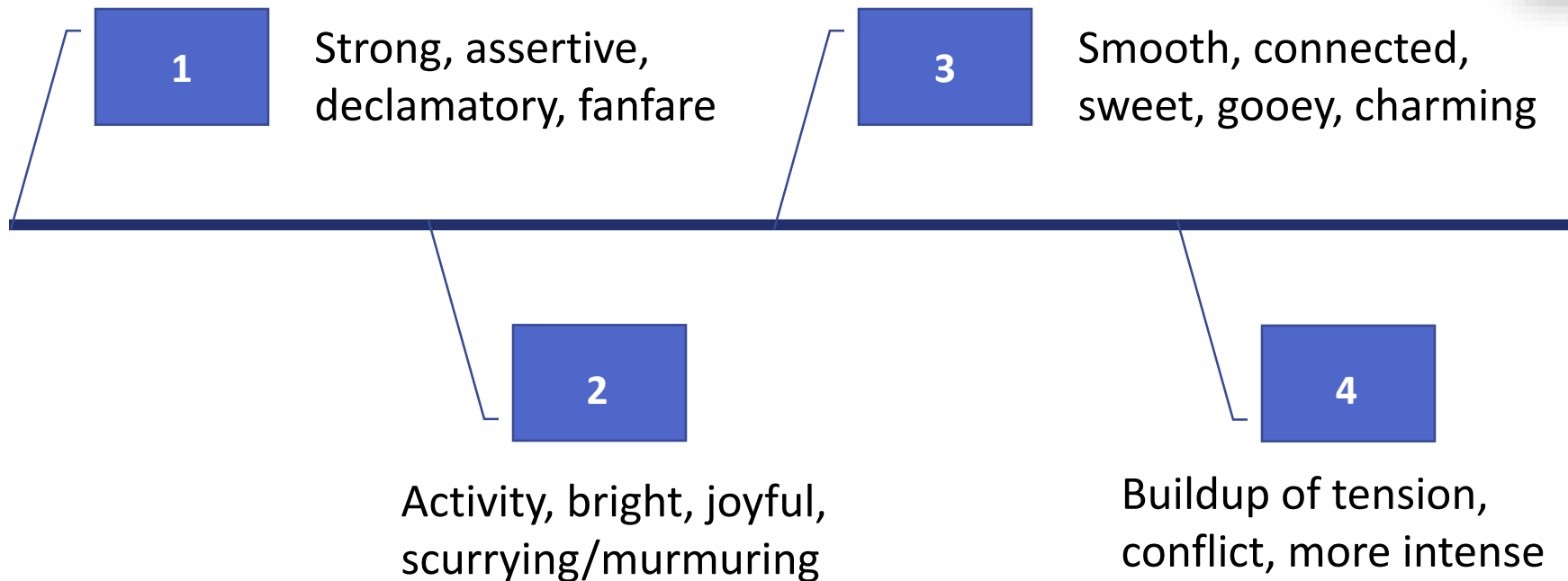
Contrasting  
idea, extended

# Texture

- Composite musical sound: the “fabric”
- Different layers interacting
  - Melody, inner voices, bass line, countermelody, accompaniment
- Instrumentation – what kind and how many instruments or voices are playing
  - How many instruments (voices) are playing?
  - What kind of instruments (voices) are playing?
  - What is each instrument (voice) doing?
  - With what kind of style are they playing?

# Texture – changing textures

- Different textures produce different feelings
- Some lines become more or less active
- Wolfgang Amadeus Mozart, *Eine Kleine Nachtmusik*, I. Allegro (1787)



# Texture

Monophonic

Homorhythmic

Homophonic

Polyphonic

Anonymous, *Kyrie eleison*

Ke\$ha, *We R Who We R*  
(2010)



The Weeknd, *The Hills*  
(2015)

Franz Schubert, *Die Forelle*  
(1817)



Simon and Garfunkel,  
*Scarborough Fair*  
(1966)



# Texture

Monophonic

Homorhythmic

Homophonic

Polyphonic

Orlando di Lasso, Kyrie  
eleison from *Missa Bell'  
Amfitrit, altera* (1610)



Wolfgang Amadeus Mozart,  
Duets for Flute and Oboe,  
“Der Volgefänger bin ich ja”  
(1791)

Ahmet Kuşgöz & Ensemble, *Hasan 'im*

# Antonio Vivaldi, Violin Concerto in E Major, *La Primavera*, Op. 8 No. 1 (1725)

- *The Four Seasons*, Op. 8: a collection of 4 violin concerti, each based on a sonnet that describes a season
  - 1. Spring
  - 2. Summer
  - 3. Autumn
  - 4. Winter
- Program music – instrumental music that is expressly about something non-musical



# Antonio Vivaldi, Violin Concerto in E Major, *La Primavera*, Op. 8 No. 1, I. Allegro (1725)

Spring has come, and birds greet it  
Festively with a cheerful song;  
And with the breath of gentle breezes  
Springs trickle with a sweet murmur.

Spring: bouncy, short notes

Birds: trills, repeated notes

Breezes, springs: smooth  
and conjunct motion

Lightning and thunder, elected to announce it,  
Come and cover the air with a black cloak.  
Once they are quiet, the birds  
Return to their enchanting song.

Storm: fast scales, minor key

Birds: trills, repeated notes

“Spring” also comes from the key (major), tempo (allegro),  
and instrumentation (high pitched strings)

# Antonio Vivaldi, Violin Concerto in E Major, *La Primavera*, Op. 8 No. 1, I. Allegro (1725)

- *Ritornare* (Italian) – to return
- *Ritornello* – a block or chunk of music played by the *tutti* that returns throughout a concerto movement

A	A	B	B
<i>forte</i>	<i>piano</i>	<i>forte</i>	<i>piano</i>

# Intro to musicology: Music can tell us about the world

- Who made it
- Why they made it
- How they made it
- Who listened to it
- Why they listened to it
- Broader trends in aesthetics, philosophy

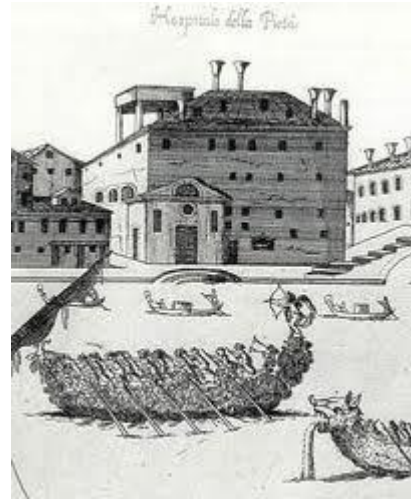


Antonio Vivaldi (1678-1741)

*Del Sig. D. Antonio Vivaldi*

# Intro to musicology: Music can tell us about the world

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- Vivaldi taught at Ospedale della Pietà (Venice, Italy)
  - Wards learned to play instruments and performed to support the orphanage
- Vivaldi composed over 500 concerti (230 for solo violin)



# Intro to musicology: Music can tell us about the world

- Who made it
  - Why they made it
  - How they made it
  - Who listened to it
  - Why they listened to it
  - Broader trends in aesthetics, philosophy
- Concerto is a genre of music
    - Genre = style + function
    - New, popular genre in the Baroque era
  - *Concertare* (Latin) – to contend with, to fight with, or to debate against
    - Soloist vs. ensemble (*tutti* – Italian for “all”)
    - Soloist plays more difficult and more interesting musical material than the *tutti*



# Intro to musicology: Music can tell us about the world

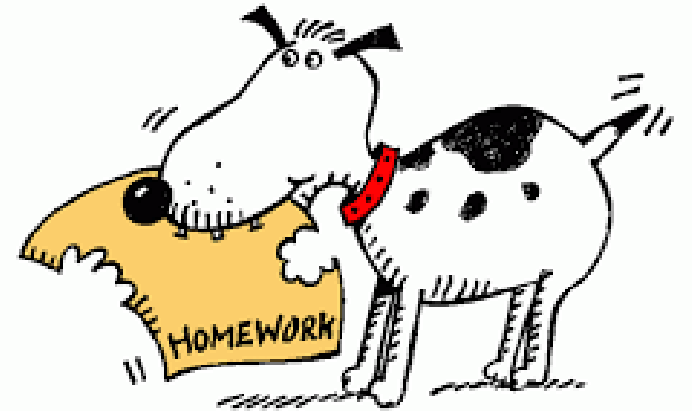
- Who made it
  - Why they made it
  - How they made it
  - Who listened to it
  - Why they listened to it
  - Broader trends in aesthetics, philosophy, and society
- Public performances in the Baroque era usually featured new music (not dead composers)
  - Baroque period: emergence of idiomatic writing for soloists, especially string instruments like violin, often written by virtuosi
  - Baroque period: new celebration of individualism (Enlightenment)

Idiomatic – suited to a particular instrument in terms of its sound and its technique



# Homework and reminders

- Online Discussion #2 (How is music learned?) is happening this week!
  - Ends September 11
  - Have you emailed me your username yet?
- Online Discussion #3, September 12-18
- Assigned reading for next class is available online
  - Rhythm
  - Harmony
  - Introduction to the Romantic period
- Course Intro Essay first draft due via email, September 20
- Have a great weekend!



# End quiz

1. If you hear more than one melody at the same time, you are hearing a polyphonic texture.

- a) True
- b) False

2. What kinds of documents do musicologists use to study the world of music?

- a) Printed sheet music
- b) Written descriptions of events
- c) Paintings
- d) All of the above
- e) None of the above

3. Give an example of how melodic contour can convey an emotion or attitude.