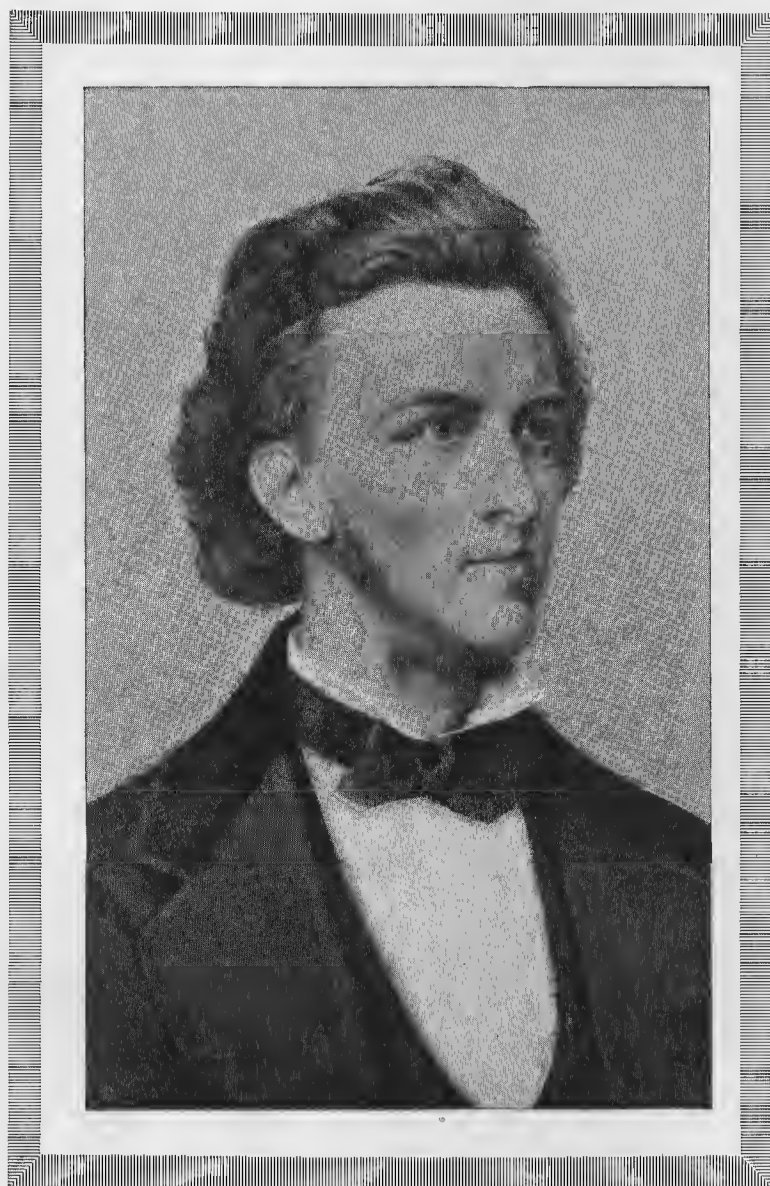


CHANT POLONAIS No. 2

SPRING

By

CHOPIN—LISZT



Saint Louis

London

35 cents

Price 60 Cents

REVISED EDITION WITH FINGERING, PHRASING, PEDALING
AND INSTRUCTIVE ANNOTATIONS ON INTERPRETA-
TION AND METHOD OF STUDY

By **LEOPOLD GODOWSKY**

FORM AND STRUCTURE, AND HARMONIC ANALYSIS

By **EDGAR STILLMAN KELLEY**

BIOGRAPHICAL SKETCH, GENERAL INFORMATION
AND GLOSSARY

By **EMERSON WHITHORNE**

(Old No. 520) New No. 620

PROGRESSIVE SERIES COMPOSITIONS

Catalog No. 620

CHANT POLONAIS No. II.

SPRING

BIOGRAPHICAL SKETCH—FRÉDÉRIC CHOPIN.

Born at Zelazowa-Wola, near Warsaw, February 22, 1810.

Died in Paris, France, October 17, 1849.



HOPIN said of his life that 'it was without a beginning and with a sad end'; in referring to the sad ending he must have considered the cloud cast upon his latter years by George Sand—Madame Dudevant—and yet in spite of this episode and the troubles of his native Poland which weighed heavily upon him, in spite of his knowledge of his affection of the lungs, and the ever-present spectre of death, there were periods of his life which must have been bathed in radiant sunshine.

When only eighteen years of age he met Constance Gladkowska, a singer and pupil of the Warsaw Conservatoire. In his youthful enthusiasm he felt that in her he had found his ideal, and we may assume that she was directly responsible for the seventeen *Chants Polonais*, or Polish songs, which were published after his death as opus 74. They are the only songs that he ever wrote and without doubt they were composed before his twenty-first year. Constance Gladkowska sang at the last of his farewell concerts in Warsaw before he journeyed forth into the world as a piano virtuoso.

We know that his career as a concert pianist was short-lived, for his style of playing was only really effective in the interpretation of his own works. The tour across Germany brought him to Paris, and in that world centre he lived the rest of his days, honored and beloved as a teacher and composer. There he was received as an equal by the most celebrated musicians and artists of the day; there the homes of the aristocracy were always open to him.

Indeed from his boyhood he had never lacked the admiration of the cultured, not alone for his charming and picturesque personality, but also for his undeniable genius. He possessed the fire and *esprit* of his French father and the warmth of temperament of his Polish mother. These inherited traits constitute much of the peculiar fascination of his music.

Frédéric Chopin will long remain in the memory of man as the greatest poet of pianoforte literature. His expansion of the technical possibilities of the instrument was enormous, while in his honest expression of the contrasting moods of his complex nature, he left to the world a legacy of wonderful and exquisite beauty.

BIOGRAPHICAL SKETCH—FRANZ LISZT.

Born at Raiding, Hungary, October 22, 1811

Died at Bayreuth, Bavaria, July 31, 1886.



HE pre-eminence of Franz Liszt did not rest entirely upon his fame as one of the most astounding piano virtuosos who ever lived. He was a composer who discovered a new world in the literature and technic of the pianoforte. As a producer of the works of rising and unacclaimed composers, he acted as a fairy god-father to many of the young creative musicians of the romantic school. Moreover, his transcriptions and arrangements of songs of Schubert and Chopin, as well as his operatic paraphrases, greatly broadened the scope of the average pianist's knowledge.

As a friend who was ready to give material aid and advice, he was almost over-generous, often neglecting his own interests for the welfare of others.

A. 520-3

Born in the little town of Raiding, Hungary, Franz Liszt rose to eminence by the combined force of his personality and his musical genius. All Europe was at his feet—the success of that master violinist, Paganini, was not greater than that of the marvelous Hungarian pianist. And yet at the age of forty, Liszt withdrew from the glare of the concert-room and the world's resounding plaudits, and made his home in Weimar where he was appointed conductor of the Court Theatre Orchestra. There he taught and composed in the little art centre made famous by Goethe and Schiller; there he brought out the operas of Wagner, the orchestral works of Schumann and Berlioz—and finally of Liszt.

Later in life the religious side of his nature manifested itself, and in Rome he was admitted to the Order of St. Francis, receiving the title of Abbé. It is a strange coincidence that his death was caused by exposure in attending a performance of Wagner's *Parsifal* at Bayreuth. The venerable Abbé Liszt departed this world, a believer in the Church as the true salvation, a sincere lover of his fellow-man.

FORM, STRUCTURE, AND HARMONIC ANALYSIS: KEY, G MINOR.

A significant feature of this piece is the constant reiteration of a four-measure phrase wrought into a two-part song-form, with variations or diversifications. After the introduction of two measures the phrase (measures 3-6) in the tonic is repeated in measures 7-10, forming a period (part 1). This period is then transferred to the relative (B flat) major in measures 11-18 forming part 2. From here on to the end these two parts or members continually alternate with ever changing treatment, closing with part 1 in measures 51-58.

The element of reiteration is characteristic of the Slavic music as may be found in many Russian, Polish and kindred folk songs and dances. (See the Mazurkas of Chopin.)

Another phase peculiar to the Slavic folk music is the frequent employment of the church modes. In measure 11 and again at measures 15, 27, 31, 43 and 47, E natural is used instead of E flat in the key of B flat major, thus suggesting the Lydian mode (corresponding to our F major scale with B natural). This trait is imitated in the tonic (G minor) at measures 51 and 55, lending an oriental color to the conclusion. This Saracenic quality is found frequently in Chopin's work.

POETIC IDEA: This transcription retains all the pensiveness of the original song—a song of Spring as mirrored in the soul of the melancholy Polish genius. The melody is naïvely simple in its contour, but already the sad autumn landscape is anticipated; as in the innocent child one often catches glimpses of the sadness of later years, so has Chopin suggested, or rather foreshadowed, the more sombre seasons of the year in this beautiful Polish Song. Then there is the strong personal element as expressed in the following translation from the Polish text:

Through the dew-drenched meadows little brooks meander,
The bells of the cattle are sounding, the larks soar.
The golden sun glows, green are wood and meadow,
Everywhere is the lovely, joyous Spring.

I am lonely and mourn under the blossoming lilac-bush,
The old, sweet days again pass across my vision,
The old, tender songs I sing to the winds,
From my cheeks tears drop slowly!—

Cease your joyous singing, little lark in the sky,
Carry my song with you, heavenwards upwinging;
Fly ever higher to those heights where the angel-choir abides.
To the dear one bring messages, to her who was taken from me,—
Tell her how my song mourns for her in this dark valley.

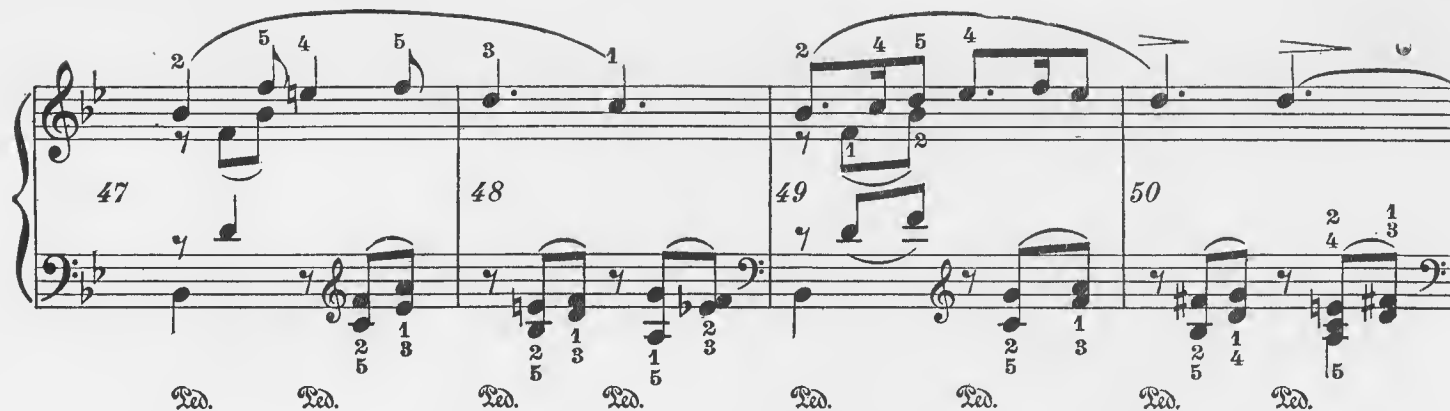
METHOD OF STUDY: The third and fourth notes of measures 1 and 2 (B flat-A) prepare us for the same notes in the melody (measures 4-6-8-10, etc.) The bass should be played expressively throughout the composition—smoothly and softly yet with just a touch of ponderance. The slight *crescendo* in m. 1 and similar instances should be observed. Then the tender melody must enter almost secretly, becoming more prominent as the phrase proceeds to its repetition in measures 7-8. Like a small voice singing sweetly, this rural melody floats forth; for the scene is one of gently sloping meadow-lands, of slim birches, sighing grasses and melancholy peasants.

In the bass a second voice is heard answering the right-hand melody; by observing the notes with downward stems the student will easily give this voice due prominence without letting it disturb the principal melody in the treble. The E natural in measures 11-15-27-31, etc., lends a curious native quality to these measures, for E natural is as unexpected in B flat major—the key of these measures—as in G minor, the key of the composition. The B flat-A occurring in the lower voice of the left-hand part in m. 18 is an exact imitation of the second measure of the voice phrase. (See measures 4, 6, 8, etc.)

Where the octaves are introduced, beginning m. 18, the thumb should be held as long as possible, while the top voice is to be brought out very slightly. The fingering given makes a perfect *legato* possible. The upper voice of measures 35-50 should likewise be given sufficient prominence so that the moving harmonic notes, played in the lower voice of the treble, shall not interfere with the smooth flow of the melody. The *coda* (measures 51-58) is exquisite in its harmonization, the last notes dying in the distance as though wafted away over the rolling meadow-lands.

a) The following distribution of the voices between the hands is more convenient.

The musical score is presented in three systems, each containing two staves (treble and bass). The key signature is B-flat major (two flats), and the time signature is 3/4. The measures are numbered 35 through 46. The right hand (treble clef) plays a melodic line with various ornaments and fingerings. The left hand (bass clef) provides harmonic support with chords and moving lines. Fingerings are indicated by numbers 1-5. Dynamics include piano (p) and accents (acc.). The score ends with a coda in measures 51-58.



b) Attention is drawn to the different interpretation of the following arpeggio marks at the end of this composition.



GLOSSARY

NAMES

Weimar,	pronounced,	<u>V</u> ī-mār.
Chopin,	"	<u>S</u> hō-pān (nasalized).
Zelazowa-Wola,	"	Zě-lā-zō-vū <u>V</u> ō-lā.
Dudevant,	"	<u>D</u> ooē-dě-vānt (nasalized).
Chant Polonais,	"	Shān Pōl-ō- <u>n</u> ā.
Gladkowska,	"	Glād-kōf-skā.
Franz Liszt,	"	Frānts Līst.
Schumann,	"	<u>S</u> hoo-mān.
Berlioz,	"	<u>B</u> ěr-lī-ōz.
Raiding,	"	<u>R</u> īd-ing.

TERMS

andantino malinconico,	pronounced,	ān-dān-tē-nō mā-lēn-cō-nē-cō, a little andante in melancholy style.
una corda,	"	oo-nā cōr-dā, one string (soft pedal).
legato,	"	lē-gā-tō, smooth, connected.
un poco pesante,	"	oon pō-cō pē-zān-tě, a little heavily.
cantando,	"	cān-tān-dō, singing.
poco rall. (rallentando),	"	pō-cō rāl-lēn-tān-dō, gradually a little slower.
a tempo,	"	āh tēm-pō, in time.
espress. (espressivo),	"	ēs-prēs-sē-vō, expressively.
sempre,	"	sēm-prē, always.
più,	"	pē-oo, more.
poco a poco riten. (ritenuto),	"	pō-cō āh pō-cō rē-tē-noo-tō, retarding little by little.
morendo,	"	mō-rēn-dō, dying away.
crescendo,	"	crē-shēn-dō, increasing in tone.
coda,	"	cō-dā, a short section at the close of a composition to make an effective termination.

Chant Polonais No. II

SPRING

Revised and edited by Leopold Godowsky

Song by
Frédéric Chopin, Op. 74, No. 2
Transcribed for the Pianoforte
by Franz Liszt

Andantino malinconico ♩ = 66 - 76 *cantando*

una corda
legato
un poco pesante

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

17 18 *rall.* 19 *a tempo* 20

21 22 23 24

25 26 27 28

29 30 31 32

33 34 *rall.* 35 *a tempo* 36

marc. *espress.* *sempre legato*

37 38 39 40 41

a tempo

42 43 44 45

rit.
smorz.
più p

46 47 48 49

50 51 52 53

rall.
sempre più p
a tempo
p

54 55 56 57 58

poco a poco riten. e morendo

RECITATION QUESTIONS.

1. Whom did Chopin admire at the time he wrote his Polish Songs?
Ans.
2. Give the dates of Chopin's birth and death.
Ans.
3. What position does Liszt occupy in the history of music?
Ans.
4. Name a significant feature of this piece.
Ans.
5. Where does the first statement of the period end?
Ans.
6. What church mode is suggested by the use of E natural in the melody?
Ans.
7. Give the poetic idea.
Ans.
8. How is the voice in the bass to be played?
Ans.
9. Describe how the octaves in the right hand are to be played.
Ans.
10. Where does the *coda* enter?
Ans.

For Teacher's Record

Received _____
Grade (on Scale 100) _____
Teacher _____

Class No. _____

Pupil _____
Address _____

Music Education

vs.

Imitation of the Teacher

Music Education is no longer a luxury. It has become a part of our everyday life, and is of vital importance to every cultured person. But, there is a vast difference between a Music *Education* and the ability to move the fingers over the keyboard to produce a succession of sounds. In one case, there is initiative and musical understanding—the other is mechanical mimicry of the teacher.

A Music Education for a piano student consists of two things:

- (1) A mind trained to understand the fundamentals and construction of music, and the principles which underlie piano playing.
- (2) Hands trained to execute the will of the educated mind.

Equipped with a true Music Education, the student is materially assisted in his own playing—he can draw on his store of accumulated knowledge and make independent progress—he can understand and appreciate the artistry of others.

Lacking a Music Education, the student can only mimic the teacher—there is no musical inspiration—he has no foundation of music knowledge upon which he can build and progress.

This Composition offers the student not only the music score with authoritative pedaling, fingering and phrasing—but also the poetic idea of the composer in writing this particular number, and annotations on proper interpretation. The entire Progressive Series Course is just as complete, just as sound pedagogically and musically as this composition.

Talent in music is not essential to the acquirement of a practical education in music. The *Progressive Series of Piano Lessons* enables the music instructor to impart a Music Education with the same success and results with which academic subjects are taught in the public schools.

For further information, see a *Progressive Series Teacher* or address:

Teachers Department

ART PUBLICATION SOCIETY

Saint Louis, Missouri