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## ***FIXING BROKEN BAROQUE – APPROACHING THE BAROQUE IN THE BEGINNING & INTERMEDIATE STRING CLASS***

Music of the Baroque era represents the Golden Age of string playing. All intermediate string players learn Baroque solos and perform Baroque string orchestra repertoire. But contemporary string teaching and playing often neglects or ignores those very stylistic, aesthetic, and historical practices that make the Baroque compelling, both to students and audiences. Attention these elements can change the performance of beginning and intermediate string students.

### **The Problem**

Perpetuation of mono-dimensional Romantic style of playing, i.e., J.S. Bach - Sheep May Safely Graze

- Ormandy – Philharmonia Orchestra – Romantic interpretation of 60's-70's <http://www.youtube.com/watch?v=ZIUcRXMM4pE>
- Barry Wordsworth – Royal Philharmonic – More authentic, still Romantic <http://www.youtube.com/watch?v=TYjgnlc7MRw>
- San Francisco Early Music Ensemble – Authentic Baroque interpretation, typical of today's sensibilities [http://www.youtube.com/watch?v=VzaCZH1zGvw&feature=results\\_video&playnext=1&list=PL396EBDBF8C2A96AD](http://www.youtube.com/watch?v=VzaCZH1zGvw&feature=results_video&playnext=1&list=PL396EBDBF8C2A96AD)

Over-emphasis on square right-arm technical development – what I call the “Suzuki Hammer”

Primary focus of teachers and students is on correct notes over correct sound

Lack of focus on musical meaning and historical context

***Result: students' lack of appreciation for and motivation by Baroque music, arguably the bastion of string literature.***

### **Solution**

A re-shaping of the way we approach Baroque music for enhanced student success

### **What do we mean by “Baroque?” What is the Baroque Aesthetic?**

Generally considered the era of European art music roughly between 1600 and 1765 – violin standardized after 1550

Distinct stylistic differences according to nationality – especially French, German, Italian styles – but we can generalize

The Doctrine of the Affects (or Passions) – there are pairs of real-life “affections” or “passions.”

- Generally six: love/hate, joy/sorrow, wonder/desire (sometimes cited: sadness, anger, and jealousy)
- Lorenzo Jacomini (1552–1598), poet/philosopher – affections are “a spiritual movement or operation of the mind in which it is attracted or repelled by an object it has come to know as a result of an imbalance in the animal spirits and vapours that flow continually throughout the body”
- Affects are not the same as emotions, but are analogous to them
- Internal and external sensations (music, art) stimulate the body mechanisms to alter the state of the spirits into a state of imbalance, the movement of the affections or passions, that yields to a particular affect/passion
- Musical compositions (or sections of compositions) and individual instruments were thought to be able to convey – or be responsible for – only one affect at a time, otherwise confusion and dysfunction would arise.
- Musical gestures – ornamentations, melismas, melodic movement – were directly responsible for movement of specific affects

An era of extremes, of extraordinary self-consciousness, of tension/release, of over-statement and ornate ornamentation

Music was subservient and served the function of words/text – not vice-versa. Hence, music's basis upon rules of rhetoric (the musician is expected to have the skills of the orator in moving his audience).

### **Interdisciplinary Context – Comparing to Art and Architecture**

Art, architecture, literature reflected the same Baroque principles – appealing to the senses and the affects

Characterized by grandeur, emotion, color, light, drama, vitality, movement, tension, emotional exuberance.

Associated with the Catholic counter-Reformation – expressing eloquence and dynamic movement, self-confidence

- Rubens – Protestant interpretation, color/light, emotion, drama – Daniel in the Lion's Den - <http://www.ibiblio.org/wm/paint/auth/rubens/daniel-lions-den.jpg>
- Caravaggio – Rome, vivid colors, emotional interpretation of scripture – Supper at Emmaus – <http://www.ibiblio.org/wm/paint/auth/caravaggio/emmas.jpg>
- Ittar – Curvilinear lines, domes, ornamentation, dramatic scope, balance – Basilica della Collegiata, Catania, Italy – [http://en.wikipedia.org/wiki/File:Catania\\_Santa\\_Maria\\_dell%27Elemosina.jpg](http://en.wikipedia.org/wiki/File:Catania_Santa_Maria_dell%27Elemosina.jpg)

## Technique

Baroque string music is all about the bow

- A wide variety of bow grips existed throughout Europe in the 17<sup>th</sup> Century, French bows were shorter than Italian
- Most universal: hold the bow at the balance point (perfect for beginners) in the Italian style
- Alternate French style: hand on the frog, thumb on hair (modified Suzuki grip), little finger under stick in opposition

Less tension – in the instrument, the bow, the player (A=415)

Loose neck muscles (lower violin on neck)

## Problem of “Authenticity”

Currently – a motion toward emphasis on authentic instruments and performance practice

Still – there are a wide variety of justifiable, authentically accurate, beautiful interpretations -- avoid being dogmatic!

Smaller, less tension, natural strings, no chin rests, etc.

Instruments can be modified, bows bought relatively inexpensively, but usually a practical impossibility

Students should know how the instruments are different, how to emulate their sound – a valuable skill

## Basic Principles

Rhythmic/agogic stress based on speaking (albeit in French, German, Italian!)

English phrasing, choral principles can be employed to discover the “syllablization” of music

- Handel, ‘He Was Despised’ – Trinity Church Choir and Orchestra – <http://www.youtube.com/watch?v=RPd-QeBeysz>

## Bowing

It’s all about the bow

Experiencing the resistance and friction of the bow

- “Sink” into the strong note (emphasis on “milking the right thumb” on the down bow)

Down beat = Down bow

- Retake down bows at the bar line, not within the measure
- Bach Brandenburg #4 – Claudio Abbado, Orchestra Mozart Bologna – <http://www.youtube.com/watch?v=uRoojYH0GbQ&feature=related>

Avoid slurs for bowing convenience, rather, use slurs for expression

- Telemann, Largo – Carla Moore, S.F. Early Music Ensemble – <http://www.youtube.com/watch?v=anM6UObZLLg>

The smaller the interval, the more legato the stroke (i.e., scalar lines = legato)

- Bach Brandenburg #3 – Freiburg Baroque Orchestra – <http://www.youtube.com/watch?v=4z58CKQ3QtM&feature=related>

The larger the interval, the more articulate the stroke –

- Purcell “Fairy Queen,” Parley of Instruments - [http://www.youtube.com/watch?v=JEYnoH\\_Wejo](http://www.youtube.com/watch?v=JEYnoH_Wejo)

## Phrasing

Follow the contour of the phrase – crescendo on ascending lines, diminuendo on descending

Think “strong/weak” when playing conjunct/scalar lines, as opposed to thinking “long/short” (almost like swing)

Double-dotting is probably excessive

- Purcell Chacony – Parley of Instruments - <http://www.youtube.com/watch?v=TRZqfkiXftU>

## Ornaments/Vibrato

Trills/ornaments are expressive, shouldn’t overshadow the musical line

The longer the trill, the slower the beginning (not “machine-gun” trills)

Be content with mordents and grace notes

Vibrato is for color – the bow is the expression

Vibrate on the dissonance (tension note) rather than the release

Alex Woods (BYU): “Vibrato brings attention to the performer; when we don’t use it, we bring attention to the pitch (the notes, the music).”

- Tarling, Judy. (2001) Baroque String Playing for Ingenious Learners. St. Albans, U.K.: Corda Music Publishers.
- Palisca, Claude. (1981) Baroque Music. Englewood Cliffs, NJ: Prentice Hall.
- Emily Davison -- Baroque Cello/String Bow Technique Lesson <http://www.youtube.com/watch?v=QIYN-Tdr-Xo>

