

Chapter 11 Assignment 1

For each of the following examples, identify the primary motive and its transformations. Then determine how repetition and transposition of this motive create surprise.

9

Example 1. Felix Mendelssohn, *Cello Sonata No. 1 in B^b Major*, Op. 45, II, mm. 9-12 (1838).

<https://www.youtube.com/watch?v=tVr00lOH1PI>

Example 2. John Coltrane, “Countdown,” mm. 1-16 (1960).

<https://www.youtube.com/watch?v=IJ7QTRzV9RM>

Andantino (♩ = 116.)
B♭ con espress. *F7* *B♭* *F*

Ce - le - ste A i - da, for - ma di - vi - na,

5 *E♭* *D dolce* *D/A pp* *A7* *D*

mi - sti - co ser - to di lu - ce e fior,

Example 3. Giuseppe Verdi, “Celeste Aida” from *Aida*, mm. 1-8 (1871).

https://www.youtube.com/watch?v=XP1vp_G9mLc

G *D7/F#*

Just give me a rea - son, just a lit - tle bit's e - nough, just a

3 *Em* *Bm/D* *C* *Bm* *D7*

sec - ond we're not bro - ken just bent and we can learn to love a - gain.

Example 4. Alecia Moore (Pink), Jeff Bhasker, and Nate Ruess, “Just Give Me a Reason” from *The Truth About Love*, chorus, mm. 1-4 (2012).

<https://www.youtube.com/watch?v=OpQFFLBMEPI>

5 *Fm*

Ah, ha, ha, ha stay-in' a - live, stay-in' a - live. Ah, ha, ha, ha,

8 *E♭* *Fm* *Cm7*

stay - in' a - live.

Example 5. Barry Gibb, Maurice Gibb, and Robin Gibb, “Stayin’ Alive,” chorus, mm. 5-11 (1977).

<https://www.youtube.com/watch?v=fNFzfwLM72c>

Chapter 11 Assignment 2

For each of the following examples, determine how intervallic expansion contributes to tension.

C Bm⁷ E⁷

It seems to me I've heard that song be - fore; it's from an

4 A⁷ D⁷

old fa - mil - iar score, I know it well that mel - o - dy.

Example 1. Jule Styne and Sammy Cahn, “I’ve Heard That Song Before,” mm. 1-8 (1942).

<https://www.youtube.com/watch?v=FRyuRfj8KXc>

Em E⁷ Am B⁷ Em B⁷ Em

Se es-cu cha el ru mor, se es-cu - cha el so - nar del se - co tam bor de las ma - ra - cas y el tim - bal, el

Example 2. Ernesto Lecuona, “La Comparsa,” mm. 1-8 (1929).

<https://www.youtube.com/watch?v=ZqOUBNkGvR8>

Andante teneramente.

p *p dol.*

Example 3. Johannes Brahms, *Intermezzo in A Major*, Op. 118, No. 2, mm. 1-4 (1893).

<https://www.youtube.com/watch?v=20Gb0JcviRA>

Am⁷ Dm⁷ Am⁷ D⁷ Gmaj⁷ C⁷ Bm⁷

You'd be so ea - sy to love, so ea - sy to i - dol - ize, all oth - ers a -

8 E⁷ Am⁷ D⁷ Gmaj⁷ Bm⁷ E⁷

bove, so worth the yearn - ing for, _____

13 Am⁷ D⁷ D⁷/C Bm⁷ E⁷

so swell to keep ev - 'ry home fire burn - ing for. _____

Example 4. Cole Porter, “Easy to Love” from *Born to Dance*, mm. 1-16 (1936).

<https://www.youtube.com/watch?v=OaZQKbSWtIQ>

C G D Em C G D

Hey, I just met you, and this is cra - zy, but here's my num - ber, so call me may - be.

Example 5. Carly Rae Jepsen, Joshua Ramsay, and Tavish Crowe, “Call Me Maybe” from *Curiosity*, chorus mm. 1-4 (2011).

<https://www.youtube.com/watch?v=fWNaR-rxAic>

F D⁷ Gm⁷ C⁷ F D⁷ Gm⁷ C⁷ F D⁷ Gm⁷ A⁷ Dm⁷ G⁷ Gm⁷ C⁷

My ship has sails that are made of silk, the decks are trimmed with gold. And of jam and spice there's a par - a - dise in the hold. _____ My

Example 6. Kurt Weill and Ira Gershwin, “My Ship,” mm. 1-8 (1941).

<https://www.youtube.com/watch?v=Y5JvKoj-fPc>

Chapter 11 Assignment 3

For each of the following examples, determine how shortening, lengthening, diminution, and augmentation contribute to tension and closure.

The musical score is presented in two systems. The first system covers measures 5 through 8, and the second system covers measures 9 through 12. The instruments are arranged in the following order from top to bottom: Oboes, Horn in Bb, Horn in G, Violin I, Violin II, Viola, and Violoncello e Basso. The key signature is G minor, indicated by three flats (Bb, Eb, Ab). The score is characterized by a dramatic and stormy atmosphere, achieved through the use of rapid sixteenth-note passages in the strings and woodwinds, and sustained, powerful chords in the horns. The dynamics are marked with a forte (f) in the first system. The score is divided into two systems, with measures 5-8 in the first system and measures 9-12 in the second system.

Example 1. W. A. Mozart, *Symphony No. 25 in G Minor, K. 183*, I, mm. 5-12 (1773).

<https://www.youtube.com/watch?v=GIHQivolSco>

What a feel - ing, be - ing's be - liev - ing, I can have
 it all now I'm dan - cing for my life. Take your pas -

Example 2. Giorgio Moroder, Irene Cara, and Keith Forsey, “Flashdance...What a Feeling” from *Flashdance*, chorus, mm. 1-8 (1983).

<https://www.youtube.com/watch?v=ILWSp0m9G2U>

Lento quasi Larghetto.
pp
dim.
p
cresc.
p

Example 3. Josephine Lang, “Heimweh” from *Drei Klavierstücke*, mm. 1-12 (ca. 1890).

<https://www.youtube.com/watch?v=rKt4x43tOdI>

For each of the following examples, determine how motive denies expectations and creates tension. Then listen to two different performances of one of the examples. How does each performer accentuate the motivic structure and its effects?

<https://www.youtube.com/watch?v=SLyQxfG9ktQ>

<https://www.youtube.com/watch?v=ISoSVmXXJuc>

201 **un peu plus lent** **rall.** **jusqu'a la fin.**

Violin I *pp* *mp* 3 3

206 *mf* **Lent** *pp*

210 **rall.** *pp* *ppp*

Example 3. Maurice Ravel, Violin I part from *String Quartet in F Major, I*, mm. 201-213 (1903).

<https://www.youtube.com/watch?v=ieRQyyPowH0>

29 **Etwas bewegter.**

Violin I *cresc.* 3 3

Violin II *steigernd* *cresc.* 3 3

Viola I *p* *steigernd* *cresc.* 3

Viola II *cresc.* *cresc.* 3

Violoncello I *pp* *cresc.*

Violoncello II *pp* *cresc.*

Example 4. Arnold Schoenberg, *Verklärte Nacht*, Op. 4, mm. 29-33 (1899).

<https://www.youtube.com/watch?v=0DR3bvkUCBA>

Allegro

Example 5. George Frideric Handel, *Concerto Grosso in B^bMajor, HWV 312, I*, mm. 1-9 (ca. 1710).

<https://www.youtube.com/watch?v=z8yl2wYHRc0>

Andante espressivo: molto rubato ♩ = c.56

Example 6. Thea Musgrave, *Narcissus for flute and digital delay*, mm. 1-5 (1987).

<https://www.youtube.com/watch?v=SWryx8egdoY>

Look - ing in your eyes I see__ a par-a-dise, this world_ that I found is too good_ to be true. Stand

- ing here be-side you, want_ so much to give you this love__ in my heart that I'm feel - ing for you_.

Example 7. Diane Warren and Albert Hammond, “Nothing’s Gonna Stop Us Now,” 0:22-0:42 (1987).

<https://www.youtube.com/watch?v=3wxyN3z9PL4>

And I don't wan-na talk a-bout a - ny-thing, I don't wan-na talk a-bout a - ny-thing, I wan-na

kiss, kiss, your eyes__ a - gain, wan-na wit - ness your eyes__ look - in'. And I don't

Example 8. Adrianne Lenker, “Anything” from *songs*, chorus, mm. 1-4 (2020).

<https://www.youtube.com/watch?v=Bs4MffKz9rk>

Each time I hold some-bod-y new_____ my arms grow cold ach-ing for you, No one can

take your place,____ dar-ling in my em - brace,____ I'll nev - er be free._____ And when my

Example 9. Bennie Benjamin and George Weiss, “I’ll Never Be Free,” mm. 1-8 (1950).

<https://www.youtube.com/watch?v=nkHfTkUZiko>