## 21M.220 Fall 2010

## $V \in N \mid C \in 1$

## 1. Chromaticism

- a. Justification from Ancient Greeks: rediscovery of non-diatonic music
- b. Nicola Vicentino, mid-16th c. theorist, wanted to bring back the three genera of Greek tetrachords. Built a keyboard to play them.
- c. Integrated well with madrigal's quest for new sounds
- d. Already seen: Orlandus Lassus (Orlando Lasso), Timor et Tremor (motet) (pub. 1564)
- e. Willaert, *Quid non ebreitas* (early! ca. 1524)
  - i. The secret art of chromatic ficta (recording: from 0:22–0:46; 1:40–2:15)
- f. Luca Marenzio, Solo e Pensoso (ninth book of madrigals, 1599)

Solo e pensoso i più deserti campi	Alone and pensive I measure the fields
vo misurando a passi tardi e lenti,	the most deserted with tarrying and slow steps,
e gl'occhi porto per fuggir intenti	and turn my eyes to try to elude
dove vestigio human l'arena stampi.	any human signs imprinted in the sand,

- g. Carlo Gesualdo (Gesualdo da Venosa), "Moro, lasso, al mio duolo" (Book six, 1611)
  - i. Gesualdo's life
  - ii. Murders (Maria d'Avalos (cousin) and Duke of Andria) in Naples
  - iii. Isolation, Study in Ferrara, Isolation
  - iv. Late Compositions, "Moro, lasso"
- 2. Venice as a city and as a musical center
  - a. Geography and history
  - b. Early history: mostly visitors
    - i. Tribute by Marchetto of Padua in the early 14th c.
    - ii. Visit by Francesco (Landini), mid-late 14th c.
    - iii. Compositions by Ciconia after the conquest of Padua (1406–1412)
    - iv. Mostly minor composers in the 15th century.
  - c. Cultural rise in the 16th century
  - d. St. Mark's Basilica (La Basilica di San Marco)
    - i. Il Maestro di Cappella and the Organist
    - ii. Detachment from Rome (stuff it Palestrina and the Counter-Reformation!)
  - e. Other Musical Activities
    - i. Il Doge
    - ii. Le Scuole
      - 1. charitable *confraternities*
      - 2. paid singers and instrumentalists for their services in processions and other celebrations
      - 3. Famed throughout Europe. Used large ensembles (20 singers and 24 instruments not uncommon)
      - 4. Paid huge sums for important composers and performers (Monteverdi: 1 day at a scuola = 1 month as *maestro*)

- 3. Maestri di Cappella
  - a. Adrian Willaert (m.di.c. 1527–62), Cipriano de Rore (m.d.c. only 1562–63)
    - i. Willaert, Aspro Core (mid 1540s)
    - ii. Text by Petrarch meaning? Connected to what movement?
    - iii. harsh = major 3rds and 6ths, improper resolution of the 6th [should go to octave, not 5th]; sweet = minor intervals.
    - iv. Day = Major (C-major); Night = minor (a-minor)
    - v. Every hour = sixteen repetitions
    - vi. No overtly madrigalistic effects (unlike Vecchi); no extreme chromaticism, why?
  - b. Gioseffo Zarlino (m.d.c. 1565–90)
    - i. Important music theorist
    - ii. Le istitutioni harmoniche (1558) united speculative music theory with composition
    - iii. Written based on the compositions based on people such as Willaert
    - iv. First important theory of the use of 3rds and 6ths. (Theory behind practice)
  - c. Minor figures (Donato, Croce, and Martinengo) led up to: Monteverdi 1613-44.
- 4. Organists
  - a. Claudio Merulo (organist 1557–160
    - i. Cansona a 5 (c. 1600)
    - ii. Shows increasing importance of instrumental music
    - iii. Persistent imitation, but not a mechanical canon
    - iv. Few interesting rhythms
  - b. Andrea Gabrieli ("other" organist 1566–90)
  - c. Giovanni Gabrieli (organist 1585–1612)
    - i. nephew of Andrea
    - ii. major composer for voices and instruments
    - iii. Sonata pian e forte a 8 from Sacrae symphoniae (Venice 1597)
      - 1. Early use of the term sonata, but not particularly meaningful
      - 2. Two choirs; each with three trombones and one high instrument (cornetto or violino)
      - 3. One of the earliest purely instrumental pieces to specify particular instruments
      - 4. *Cori spizzati:* Perfectly suited to the divided organ/choir lofts of San Marco.
      - 5. Earliest piece to use dynamic markings; single choir sections tend to be piano; dual = forte
      - 6. As piece progresses, (1) descending scales answered by ascending scales (2) more repeated note passages and finally (3) dotted figures; all serve to increase the tension

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