21M.220 Fall 2010 Class 21

## VENICE 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 vo misurando a passi tardi e lenti, e gl'occhi porto per fuggir intenti dove vestigio human l'arena stampi. Alone and pensive I measure the fields the most deserted with tarrying and slow steps, and turn my eyes to try to elude 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)
    - 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

MIT OpenCourseWare http://ocw.mit.edu

21M.220 Early Music Fall 2010

For information about citing these materials or our Terms of Use, visit: http://ocw.mit.edu/terms.