

ANALYSIS AND PERFORMANCE OF THE FLUTE SONATAS OF J.S.BACH: A SAMPLE LESSON PLAN

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INTRODUCTION

A recent article by Janet Schmalfeldt closed with an appeal to performers and analysts for greater commitment toward a liaison based upon an increased understanding of shared and separate tasks.¹ Some books and articles listed in the bibliography (at the end of this essay) have taken important steps toward that liaison, most notably those by Cone (1968) and Berry (1989). But because of the tenuous relationship between analysis and performance, this very interesting subject is often ignored. The study of how interpretive decision follows the analysis of form and structure remains subsidiary to other interests of music theorists and performers. One reason *performers* tend to avoid making connections between analysis and interpretation is that many of them view theory as a dull and somewhat abstract exercise; some are even afraid of theory, with memories of unsuccessful experiences in their classes. One reason *theorists* avoid this area of study is the fear of having to make subjective decisions. As Schmalfeldt emphasizes in the above-mentioned article, there is no single, one-and-only performance decision that can be dictated by an analytic observation. This makes study in this area exciting, but a little dangerous.

In this presentation, I propose to offer some practical suggestions on the subject of analysis and performance, much of which can be implemented in the theory class. The first part of the essay shares sample assignments and class projects and offers an introduction to the topic of analysis and performance. Then, it presents a sample lesson in the form of a lecture/performance that demonstrates the direct application of analysis to interpretation in several of Bach's flute sonatas.² A bibliography of books and articles on the subject is provided at the end of the essay.³

Most theory teachers have had the experience, at least once, of hearing the question from a skeptical student: "but what does all of this have to do with music?" In the midst of mastering the fundamentals and learning the

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terminology, the relevance of music theory often eludes the student. Our task is made more difficult if the students' private instructors fail to make any references in lessons to historical or theoretical issues. So it becomes our responsibility to suggest to students the important connection between theory, music history, and performance. The following is a sample list of assignments and class projects I have used to encourage students to apply what is learned in theory class to their own practicing and listening:

1. Assignment: Find an example of _____ in the literature for your own instrument or voice.
 - a. Certain forms—binary, ternary, sonata, rondo, theme & variations.
 - b. Certain chromatic chords—N6, Aug6, mode-mixture chords, etc.
 - c. Certain compositional techniques—sequence, development of rhythm/pitch motives.
2. Assignment: Write a composition in the style of _____, to be performed in class. A few measures in a particular texture, or a complete melody could be given to get them started. A composition in "Mozart style" not only provides a welcome relief from the SATB assignments, but also seems more closely related to their performance repertoire.
3. Class: After analysis of a passage, ask the student how the knowledge gained might affect the performance of that passage.
4. Class: Play several different recordings of a piece or passage studied in class and ask them to evaluate and compare, based on information acquired through analysis.
5. Class: In general, include live performances in class whenever possible, either on the student's major instrument or at the piano;⁴ also have the class sing whenever there is an opportunity.
6. Class: Ask students to bring their instrument to class and hold a masterclass on a piece studied in class; ask the students to contribute ideas toward interpretation and have the instrumentalist try different solutions.

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BERRY'S QUESTIONS

As Berry points out, there are only two broad categories in which a performer has interpretive choice: these are in matters of tempo and articulation.⁵ Within these broad categories, however, are many complex and subtle choices that a performer makes. "Tempo" of course includes acceleration and deceleration (i.e., rubato), while "articulation" includes all adjustments of individual events: dynamics, duration, color, and such idiomatic techniques as pedalling, vibrato, and bowing. Berry also discusses twelve questions that arise in relating analysis to performance and that deal with specific issues that affect the performer's decisions:⁶

1. What note do I play?
2. Assuming I do not get in its way, is the motive self-evident, or does it require some deliberate projection?
3. What about dynamic inflection where none is indicated?
4. Are there not times when deliberate effort is needed to convey the sense of a significant, not necessarily explicit, voice-leading connection?
5. Performance decisions are elucidated at critical times by analytical awareness of place in a formal process.
6. What decisions concerning groupings of events may reasonably follow from the analysis of form and structure?
7. Where a texture may be interestingly complicated by an implicit, relatively disguised imitation, is it possible and desirable for the performer to communicate this?
8. How about the critical issue of tempo in its fundamental, "metronomic" aspect?
9. This question concerns concepts of surface metric fluctuation and primary metric downbeat.
10. Is there anything the performer can or should do about a piece's broadest tonal (background) structure?

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11. Where music is used descriptively, as often in text settings, how do analytical findings concerning descriptive elements condition interpretation?
12. Does not a probing, just analysis reveal to the performer an attitude appropriate to the character of a piece?

Number 10 above represents an often-asked question in a class that introduces Schenkerian principles. Rothstein reveals Schenker's attitude by pointing out that Schenker did not believe that the tones of highest structural significance in a composition are to be given any special emphasis as a general rule. In fact, sometimes just the opposite is the case, and the structural tones are actually to be underplayed.⁷ The subtle relation between the tonal background and performance, however, is an important one, as Berry suggests in the following statement: "The details of an interpretation are conditioned by a grasp of broad lines and of whole. This is a most critical point of relation between analysis and performance, between the cognizance of large-scale structural functions and continuities and reasoned decisions of interpretation."⁸

SAMPLE LESSON

Keeping some of these preliminary questions in mind, I will now turn to the analysis and performance of several excerpts from J.S. Bach's flute sonatas. This presentation could serve as a sample lesson for an advanced theory class, a class in analysis and performance, or Schenkerian analysis.⁹ Some of the analytical decisions lie on the surface and are easy to understand and interpret, such as the recognition of appoggiaturas, sequences, cadences, and rising and falling step progressions. But the more interesting analysis occurs on a deeper level—discovering hidden lines, motivic and structural connections, and hidden repetitions.

Figure 1 is the first page in Bach's manuscript of the Partita in A minor for solo flute. The two circled areas, from measure 17 and measure 41, represent parallel passages in parts one and two of the binary form, but present a problem for the performer—namely, Berry's question #1, "what note do I play?" The F-sharp in the first part is inconsistent with the B-flat in the second part. Does Bach mean to vary the harmony the second time around? Or did he neglect to cancel the F-sharp in measure 17? Or is the B-flat a mistake? Given the fact that Bach is consistent in this MS in canceling

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out accidentals when they appear earlier in the bar, the F-sharp could very well be intended. So we are left with a decision that might better be solved through analysis. Figure 2a is a copy of the two passages in question from the complete works edition; notice that this editor has "corrected" the F-sharp to make it match the B-flat.

My analysis below (Figure 2b) shows two possible ways of viewing the passage in measure 17 (both using the F-natural), based on two different phrasings.¹⁰ Both analyses reveal a series of tonicizations, including a V⁷ of N⁶. Both, however, have problems in my opinion: in the first, the F-natural disrupts the series of falling minor thirds (an F-sharp would maintain the sequence); the second phrasing disrupts the pattern of dominant sevenths to introduce an It+⁶ of I. An F-sharp would substitute the diatonic II for the Neapolitan and continue with a V⁷ onto I. However interesting the F-natural may be, I prefer the sound of the F-sharp (and the corresponding B-natural in bar 41).¹¹ Whatever conclusion the performer reaches, at least the analysis could be helpful in making an informed decision.¹²

The last movement of the B minor sonata is divided into two seemingly unrelated parts, separated by a half cadence. (The beginning of each part is shown in Figure 3a, with an analysis in 3b.) The first part is in cut time; the second part is in 12/16 and differs in texture, character, and thematic material. But a number of subtle relationships exist between the beginnings of each part, linking the two sections. The first seven notes of the flute melody in the second part are all taken (in order) from the first part; the upper line of the compound melody outlines scale degrees 6-5-4-3-2 in the first phrase of the first theme and the second phrase of the second; and the circled notes also reverse roles and reverse direction.

This technique of linking is similar to Bach's technique of inverting the opening motive in the second half of his gigues. The contrasting meters of the two parts, however, are reminiscent of the dance pair, such as Allemande/Courante or Pavanne/Galliard. In addition to the melodic connections, the two passages share a similar harmonic progression.¹³ To underscore the connection, the performer should try to make the compound melody clear, especially by connecting the line from G to C-sharp. Another suggestion is to diminuendo when the line descends and crescendo when the line ascends. Although this is an obvious intuitive response, a deliberate exaggeration of the dynamics results in a clear reversal of the diminuendo/crescendo pattern, thus reflecting the reversal of the theme. Another implication for interpretation relates to tempo: because of the connections between the two parts, it is imperative they share a common pulse, so the half-note in part one is equal to the dotted-eighth in part two.

Figure 1.



Teil des 1. Satzes der Partita BWV 1013. Abschrift (BB Mus. ms. Bach P 968, Bl. 18^v).
Originalgröße: 31 x 26,5 cm

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Figure 2.

a.

Allendale

Flauto traverso

17

41

F#?

Bb?

b.

6 2 6 2 6 2 6 2 6

e: V V IV V III V V V I IV ...

6 2 6 2 6 2 6 +6 6

e: V V IV V III V N Ital. I IV ...

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Figure 3. J. S. Bach: Sonata in B minor (BWV 1030)—last movement.

a. **Part I**

Presto

The musical score is for a piece titled "Presto" in G major, 2/4 time. It consists of two staves. The top staff is for a vocal part, and the bottom staff is for a piano accompaniment. The tempo is marked "Presto". The key signature has one sharp (F#), and the time signature is 2/4. The piano part features a steady eighth-note accompaniment in the right hand and a more complex bass line in the left hand. The vocal part has a melody that is mostly eighth notes with some rests.

Part II

84

Sheet music for 'The Rose Tree' in G major, 2/4 time. The score consists of three staves: Treble, Bass, and Piano accompaniment. The Treble staff contains the melody, the Bass staff contains the bass line, and the Piano accompaniment is shown in the bottom staff. The music is in 2/4 time and G major. The key signature has one sharp (F#). The tempo is marked 'Moderato'. The score includes a repeat sign at the beginning and a double bar line at the end. The number 84 is written above the first measure of the Treble staff.

b. Part I

Part II

The musical notation for Part II is shown on a single staff. It begins with a treble clef, a key signature of one sharp (F#), and a 12/8 time signature. The melody consists of several measures, with some notes circled and connected by lines to the corresponding notes in the Part I staff above. The notation includes eighth and sixteenth notes, as well as rests.

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E-MAJOR SONATA

The last part of this essay is devoted to a more extensive analysis of the first movement of the E-major Sonata. Figure 4 summarizes some of the surface features, by making an analytic point (on the left) and then suggesting possible implications for performance (on the right). Figure 5 offers more detailed observations (that come from further analysis) and their implications for performance. Many of these performance suggestions from Figures 4 and 5 are translated directly into markings on the music (Figure 6).

I'd like to point out that it was the "surface" foreground events that initially inspired me to examine the piece more closely, confident that more detailed analysis would uncover more subtleties relevant to performance. This led to a graph of the piece (see Figure 7a, 7b, and 7c—foreground, middleground, and background, respectively).¹⁴ The reader is encouraged to compare the observations from Figures 4 and 5 with both the music (Figure 6) and the graphs (Figure 7).

The excerpts in Figure 8 illustrate several of the details in Figures 4 and 5 and should be performed in class. Figure 8a takes the first two measures and shows the skeletal arpeggiation of I and V, and marks the double-neighbor figure, marked "DN." As suggested in Figures 4 and 5, the top notes of this arpeggiation should be brought out, either through dynamics, vibrato, or a slight tenuto on the DN motive.

Figure 8b isolates the parallel tenths in measures 6-7 through a simple rhythmic reduction. A comparison between this "skeleton" and the actual music makes the parallel tenths (and the performance suggestions in Figure 4) fairly clear.

Figure 8c illustrates how the V⁷-I at the beginning of the B section (measure 9) reverses the direction of the opening two measures. It also reveals a subtle motivic connection between the flute and continuo line (see first item in Figure 5). The performance suggestions include: 1) the flute and continuo should be aware of the arpeggiation of the chord (perhaps reversing the dynamics of the opening); and 2) flute and continuo should match color, dynamics, articulation, to make the motivic connection apparent.

Figures 8d and 8e show more motivic connections between flute and continuo. In 8d the flute's rhythm is substantially altered from the continuo's but the notes are exact (5-7 over an E dominant-seventh chord). Note that both flute and continuo arrive on the root (E), but the continuo fills the leap with melodic diminution. In 8e, the flute and continuo take turns outlining the V chord; the flute literally "spills" into the continuo line.

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Figure 4. Surface Analysis and Performance Implications.

<u>Surface Features</u>	<u>Performance Implications</u>
Form = A B Coda	new section: pause; contrasting dynamic
cadence in V (m. 8)/3-2-1	slight rall. at cadence
cadence in I (m. 17)/3-2-1	slight rall. at cadence
1st 2 bars/ arpeggiation of I and V chords	bring out chord outlines, especially G#-F#-A-G# (top notes)
eighth-note appoggiatura figure	emphasis on dissonance/dim. to resol.
rising bass (to m. 5)	cresc/accel toward cadence
deceptive cadence	relax at deceptive cadence
parallel 10ths (m. 6-7)	tenuto on 10ths; cresc.
step prg. in flute (m. 6-7; 15-16)	emphasize B-C#-D# in flute
high point in flute at m. 7	cresc. toward D#; linger on D#
beginning of B section (m. 9)	contrasting dynamic (p) & color
V7-I reverses I-V of m. 1-2	bring out outline of chords
inverts outline of V7	
sequence up by step (m. 9-10 = 11-12)	increase intensity 2nd time
falling 10ths (m. 13-16)	bring out 10ths; diminuendo
Coda; "surprise" C-nat. (m. 18)	softer dynamic; "pale" color;
again F-nat. (m. 19)	slight pause before C & F
high point in flute (m. 19)	cresc. to E; linger on E
resolves D# L. T. from m. 7	(enjoy the view!)
General: motive of rising 3rd (and occasionally falling 3rd)	emphasize motive; cresc. through 3rd
also appears in continuo part	
many times [bracketed]	

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Figure 5. Detailed Analysis and Performance Implications.

<u>Subtle Features</u>	<u>Performance Implications</u>
motivic connections btwn. flute/cont.	play slightly louder; match color/articulation
prevalence of rising-3rd motive: G#-A#-B (m. 4-5; 5-6; 6-7; 11- 13; 16); E-F#-G# (m. 5-6; 15)	(same as above)
double neighbor motive ("DN") fgd: m. 3, 4, 5, 10, 12, 13, 14 (see fig. 6) mgd: m. 1-2; 3-4 (fig. 7a) bgd: m. 1-9; 14-16 (fig. 7b)	tenuto on the DN
grace note in continuo (m.4): triad motive; also relates to fl and is part of DN in continuo	play it (with conviction)
grace note in fl (m. 7) = continuation of E-D# motive	emphasize; place ON beat
ascending lines/reaching over m. 4-5 par 10ths (8ve transfer)	cresc.; bring out lines connect G#-A#-B thru dynamics, color, intensity; slight accel to bt. 3 of m. 4 & bt. 1 of m.5
m. 9-12: series of 5-7/4-3	cresc. from 5-7; dim. from 4-3
parallel 10ths in m. 13-16 are interrupted by another 3rd progression in contrary motion	dim. on last beat m. 14; slight rall. sub. p on 1st beat of m. 15: "negative accent" (created by softness rather than force; dynamic stress in m. 16 ("arrival"))
<u>Coda</u> : completes registral space: high point E (resolves D#) end reaches low E (from m. 10) beg. (inner voice) B from m. 1 and m. 8 rising 3rd motive; 8-1 progression	match color from m. 7 (D#) match color from m. 10 (E) match color from m. 1; slight pause before entrance to highlight connection bring out 8-7-6-5-4-3-2-1 (last 2 measures)

Figure 6.

Adagio ma non tanto

Flauto traverso

Continuo

Devote Neighbor (DN)

(mf)

6

6

6

5

6

5 4

DN

DN

cresc.

play grace note

E10 D#

(rall.)

(n) 3 cresc.

Lrall

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Handwritten musical score for piano, measures 1-6. The score is in G major (one sharp) and 3/4 time. Measure 1 has a fermata over the treble staff and a 7-fingered triplet in the bass. Measure 2 has a bracket labeled "E to D tr." over the treble staff. Measure 3 has a fermata over the treble staff and a 6-fingered triplet in the bass. Measure 4 has a fermata over the treble staff and a 5-fingered triplet in the bass. Measure 5 has a fermata over the treble staff and a 4-fingered triplet in the bass. Measure 6 has a fermata over the treble staff and a 3-fingered triplet in the bass. The score includes various performance markings such as "tr." (trill), "cw" (crescendo), "(f)" (forte), and "(fall)" (decrescendo).

Handwritten musical score for piano, measures 7-10. The score is in G major (one sharp) and 3/4 time. Measure 7 has a fermata over the treble staff and a 9-fingered triplet in the bass. Measure 8 has a fermata over the treble staff and a 4-3 triplet in the bass. Measure 9 has a fermata over the treble staff and a 5-7 triplet in the bass. Measure 10 has a fermata over the treble staff and a 4-3 triplet in the bass. The score includes various performance markings such as "(color)" (coloratura), "(p)" (piano), "(mf)" (mezzo-forte), "(f)" (forte), "(accel)" (accelerando), and "DN" (diminuendo).

Handwritten musical score for piano, measures 11-14. The score is in G major (one sharp) and 3/4 time. Measure 11 has a fermata over the treble staff and a 11-fingered triplet in the bass. Measure 12 has a fermata over the treble staff and a 4-3 triplet in the bass. Measure 13 has a fermata over the treble staff and a 5-7 triplet in the bass. Measure 14 has a fermata over the treble staff and a 4-3 triplet in the bass. The score includes various performance markings such as "(color)" (coloratura), "(mf)" (mezzo-forte), "(f)" (forte), "(cresc.)" (crescendo), and "DN" (diminuendo).

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Figure 6. (con't)

13

(f) *dim.* *rall...*

6/4

DN

15

(p)³ *cresc.* *mf*

6/4

17

(rall.) (p) *mf* (mp)

DN "color" (mf)

6/4

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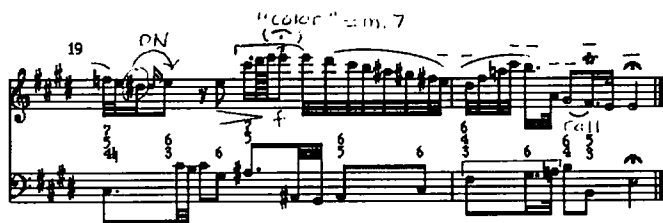


Figure 8f shows the DN at two levels—as an ornamental figure in the flute and as a longer rhythmic figure in the continuo. Also, both flute and continuo arpeggiate the V, but the flute motive is nested within the continuo's. As pointed out in Figure 5, an important implication for performance is that the F-sharp grace note in the continuo line should be played (with conviction!); many recorded performances omit this grace note, perhaps viewing it as a superfluous ornament.

Figure 8g is a rhythmic reduction of measures 4-6, in which the parallel tenths are more hidden because of register transfer and the constant reaching over. Since the tenths outline a rising line, a crescendo and acceleration are recommended in Figure 5. A further recommendation is to hesitate slightly on the three 4-3 suspensions; this would not only compensate for the accelerations, but also bring out the voice-leading connections and allow the performer to linger on the dissonances. Again the "skeleton" should be performed and compared with the original passage.

Figure 8h is a rhythmic reduction of the flute line from the opening of the B section, illustrating the sequence of 5-7/4-3. The recommendation is to crescendo on the 5-7's and diminuendo on the 4-3's. Rothstein points out that Schenker's editorial markings were most consistent when the seventh of a V⁷ harmony is approached from the fifth of the same harmony; such a motion almost always receives a crescendo.¹⁵ The diminuendo on the 4-3 suspension is in accord with the well-known practice of emphasizing the dissonance in relation to the resolution.

One of the most interesting passages in this sonata movement is sketched in Figure 8i: the descending parallel tenths originating in measure 13-14 are suddenly interrupted by another third-progression (also in parallel tenths) from below. This requires a "negative accent" (an accent created by special softness rather than by added force) at the point of interruption, and a dynamic stress in measure 16, at the point of arrival (see Figure 5). Note that this "interruption" occurs because the D-sharp in the continuo part (measure 14) is not allowed to resolve to E, but instead introduces B-sharp, resolving to C-sharp. The two contrary third-progressions converge on the E/G-sharp of measure 16, making this arrival especially strong.

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Figure 7.

a.

The musical score for "The Rose Tree" is presented in two systems, A and B, in G major. System A (measures 1-12) includes a treble staff with a triplet of eighth notes in measure 1, double-neighbors in measures 2 and 4, and a descending scale in measure 12. The bass staff features a triplet of eighth notes in measure 1, double-neighbors in measures 2 and 4, and a descending scale in measure 12. System B (measures 13-16) continues the melody and bass line. The score includes various musical notations such as triplets, double-neighbors, and a descending scale. The key signature is one sharp (F#), and the time signature is 3/4.

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16 3 2 1 CODA 18 (m. 7)

10)

delayed

b.

c.

3 (cf. m. 1) N 3 2 1 3 3 2 1

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Figure 8.

a. m. 1 (flute)



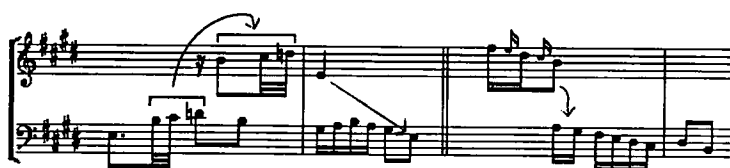
b. m. 6-7

c. m. 9



d. m. 9

e. m. 1



f. m. 3



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g. m. 4



h. m. 9-12



i. m. 13-16



Bach's short coda is filled with interesting details that can be enhanced by the performer, beginning with the "surprise" C-natural in the flute (m. 19). This C is not only a dissonant neighbor note on the local level, but could also be heard as a neighbor to the B from the opening. It is also in the coda that the flute reaches the highest note of the movement, "resolving" the previous high point—leading-tone D-sharp—from measure 7. The lowest point (E) is also restated in the last few measures, in which scale degrees 8 to 1 are outlined, filling out the entire two-octave registral space of the movement.

Several performance implications arise from knowledge of the "broadest tonal structure" of the piece as well (see Figure 7). The overall motion of I to V in the first section and V to I in the second part suggest a kind of

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background double-neighbor figure (see Figure 7c). The interruption and arrival in measure 16 (discussed above) is followed by a quick descent of the fundamental line in measure 17. The four graphed levels also make clear several hidden repetitions (most of which are bracketed), especially the DN motive and the rising third motive. The graphs also point out voice-leading connections and motivic relationships between flute and continuo—awareness of which should result in a more cohesive performance.

SUMMARY

The suggestions above are offered only as a step to further thought and discussion. It is important to be flexible in recommending performance suggestions in class, encouraging other ideas (even conflicting ones) from the students. The point is not that every analytical detail suggests one-and-only-one interpretation, but that the analysis gives rise to many possible implications from which the performer can choose.

It is this choice among possibilities that can generate lively discussions, even debates, in the classroom. Such exchanges are proof that theory is not cold, scientific, and objective, but relevant and very much alive. As students become aware of the connections between analysis and performance, they not only become more interested in the subject of music theory, they also begin to approach performing and listening more actively.

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NOTES

¹Janet Schmalfeldt, "On the Relation of Analysis to Performance: Beethoven's Bagatelles Op. 126, Nos. 2 and 5," *Journal of Music Theory* 29/1 (1985): 31.

²This paper was presented at the 1990 joint meeting of the Texas Society of Music Theory and the South Central Society of Music Theory, as well as the 1991 meeting of the College Music Society. Both presentations concluded with a complete performance of the first movement of Bach's Sonata in E major for flute and continuo.

³To keep the scope of the bibliography more focused, I have omitted (or weakly represented) two areas that could be viewed as related to analysis and performance: 1) writings on performance practice; and 2) citations by "classical" theorists, such as Riemann and Matthey.

⁴For example, after an assignment in which they write out a simple realization of a figured bass for violin and keyboard, have a violinist in the class play the melody, a cellist play the bass line, and the student play the right hand or both hands of the realization. Upon trying this in my sophomore theory class, one "non-pianist" exclaimed, as he struggled through his realization, that this was one of the few opportunities he had to play chamber music!

⁵Wallace Berry, *Musical Structure and Musical Performance*, p. 3.

⁶This chart is a summary of chapter 2 (pp. 7-44) of *Musical Structure and Musical Performance*.

⁷William Rothstein, "Heinrich Schenker as an Interpreter of Beethoven's Piano Sonatas," *19th Century Music* 8 (1984): 14.

⁸Wallace Berry, *Musical Structure and Musical Performance*, p. 65.

⁹I have used parts of this presentation in a graduate Schenker class (consisting mostly of performance majors) with positive response from students.

¹⁰The first phrasing groups the four beamed sixteenth notes into 2+2; the second (which corresponds more to the phrasing throughout the piece) assumes groups of 1+3.

¹¹This passage brings up the important suggestion that intuition plays a large role, not only in decisions about performance, but also about analysis. In this matter of the value of intuition in analysis and performance, I disagree with Berry, who leads us to believe that only rational decisions can form the basis for meaningful performance. For a discussion of this topic, see the Larson/Folio review of Berry's *Musical Structure and Performance*.

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¹²This passage has been the subject of several debates in the *Flutist Quarterly* (the official magazine of the National Flute Association). See especially, Richard Trombley's Letter to the Editor, "A Cause for Reasonable Doubt," *Flutist Quarterly* XI/3 (Spring 1986): 5-8.

¹³I would like to thank Lynn Rogers for bringing this to my attention and for contributing several editorial suggestions to an early draft of this paper.

¹⁴I want to thank Steve Larson for his assistance in the analysis of this movement; also some of his ideas have influenced aspects of this essay in intangible ways because of our many conversations on the topic of analysis and performance. When I started graphing the piece I began to feel uncomfortable with my initial choice of 3-2-1 as background structure, because of the many ascents through A# to B. Steve and I both noted, however, that our "background" decision of 3-line versus 5-line does not affect specific aspects of interpretation as much as the analysis of foreground and middleground events.

¹⁵Rothstein.

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