

Method of Vocalization for Soprano and Tenor

Part 1, Scales and Exercises 1-42

PLAN OF THE METHOD.

A LOGICAL course of instruction is unquestionably one of the chief difficulties of study, and those teachers who are required to give lessons to basses, baritones, and contraltos, should experience this difficulty more than others, considering that no method has yet been written for these kinds of voices. They are obliged to take the existing works for soprano, or for tenor, and to transpose all the lessons and all the exercises. In this sort of work, a skilful teacher may, after all, be able to obviate the difficulties resulting from the high pitch; but what is he to do for the vocal infirmities inherent in the different voices? And, above all, what can the pupils study when the master is absent? All these reasons, and the requests of several teachers, as well as of a large number of students, have suggested to me the idea of adapting my complete method for soprano and tenor for the three varieties of low voices, by rearranging my first work and adding some special articles to it. Hence, with these two editions, any singing-pupil, whether soprano, tenor, contralto, baritone, or bass, will find a complete method of vocalization conformable to his or her vocal study. Alongside of the good treatises on singing hitherto published, I have endeavored to present a series of brief, but well-founded, rules for the fundamental principles of the art of singing. I venture to promise that the work will provide a graded series of studies, from the simplest exercises up to extended pieces, and

subjects of study so numerous, and with such frequent changes of key, that the student will find sufficient material for practice in the exercises written out in full; for one should not imagine that a pupil always has the patience or the courage to transpose the lessons given in his method. It was my aim, by transposing into different keys, to conquer the negligence or indolence of pupils who sing only what they see written down.

As to the melody of the lessons in vocalization, I have always sought to render it easy of comprehension in all its developments, so that the articulation of the phrases, periods, and motives may be properly understood and expressed.

I think a certain superficial knowledge of piano-playing indispensable to singers. The accompaniments to the exercises were written conformably to this idea; the majority can even be played with two fingers of one hand. This is one of the advantages which my method has over those with only figured basses (which are frequently undecipherable, even for some teachers), or with figurate accompaniments whose execution demands a high order of talent.

The course laid down in this method is the same which I have followed for many years, both in class-teaching and private lessons.

The Second Part of the Method contains 42 lessons in vocalization, among them 12 very easy ones not found in the method for soprano and tenor.

INTRODUCTION TO THE METHOD.

ON THE PRODUCTION OF THE VOICE. ⁽¹⁾

The voice is a sound, of which the air is the material cause, and the true vocal cords,

the opening between which forms the glottis, are the efficient cause.

(1) Some persons may think these important details superfluous; I shall only remark, that a teacher of any wind-instrument usually gives, in his Method, a description of the instrument in question, and even explains the best way to clean it and keep it in order. Should it then be thought strange, that details concerning the production and preservation of the finest of all instruments, the human voice, are given here?—The following observations are based on various authorities on vocal science.

It is no unimportant matter, in the case of a child who is musically gifted, to provide frequent opportunity of hearing good music, but without any affectation or constraint, to the end that the child may ask of his own ac-

cord to take lessons, which must not be allowed to tire him at first. One may begin with two or three tones, gradually increasing the number until the scale is learned.

ON RESPIRATION, AND THE ATTITUDE OF THE SINGER.

In order to excel in singing, one must know how to take breath, i. e., to take a deep breath, and control it at pleasure. Respiration results from two acts of the organs governing the lungs and voice; the first, called inspiration, consists in drawing the air into the lungs to dilate them; the second, called expiration, consists in expelling the air inspired before. After having inspired a quantity of air sufficient for the presumable duration of the phrase or note which is to be executed without again taking breath, one should not expend it unskillfully, but always retain full control over the degree of force required by the tone. Noisy inspiration or vehement expulsion of the air, awkward efforts, contraction of the facial muscles, mark an unskilled singer who does not know how to take breath. Before attempting any modification in the intensity of the tone, one ought to learn how to produce equal tones of long duration, on all the natural and chromatic intervals.

Breath should be taken at the end of every phrase; if the phrase is too long, take breath at the half-cadence, or at some rhythmical or grammatical stop; if one has to take breath

during a swift passage in equal notes, do so at a disjunct rather than a conjunct interval, or after some note of longer time-value.

In singing verses, breath can generally be taken properly at the end of each verse; in the case of overlong Alexandrines, one may take breath at the *césura*; in ten-syllable verse, after the fourth syllable.

When singing words, take care not to asperate the letter H roughly; it is a fault quite common among the French and Germans.

It is easier to breathe, and consequently easier to sing, when one is standing. When the pupil is singing under the master's supervision, he should stand fronting the latter, so that all his motions may be observed, and those faults of detail corrected which become incorrigible if neglected at the outset. Pupils are advised, above all, to stand straight and keep the shoulders back, so that the chest can give full and free play to the lungs.

Open the mouth in an unaffected manner, with a trace of smile on the lips, and always be careful to avoid all exaggerations in gesture or effect. The tongue should lie naturally in the mouth, lightly touching the teeth.

ON VOCALIZATION.

Vocalization is singing on a single vowel.

In vocalizing, the tones should be emitted in an equable manner, without facial distortion, moving neither the tongue nor the chin during the emission of a tone, as was observed in the preceding article.

The tone should be attacked boldly, with pure intonation, and without dragging the voice from one tone to the next

I would mention, as a desideratum, perfect evenness in the scales.

ON THE MESSA DI VOCE.

To produce beautiful tones, and to sustain them purely, evenly, and true in pitch as

long as a full breath will permit, is a feat for a well-trained singer, for we must repeat

ad nauseam, that it is far easier to obtain modifications in the intensity of tones than irreproachable evenness. Hence, the old masters always advised their pupils to practise constantly, even after they had become very skilful, the sustaining of equal tones. This study must be begun right. First, practise tones of short duration, taking breath after each, and increasing the duration of the tones according as the vocal organs grow accustomed to their emission. In this way one can acquire control over deep and full respiration. In an ordinary exercise, the length of each sustained tone should be at least from 15 to 18 seconds. In order to sing even tones well, they must be attacked boldly, without harshness, and, above all, true to pitch. Avoid the *portamento* from a lower tone, when attacking a tone. As soon as one is able to sing tones evenly, nuances (shading) may be attempted; it is customary to begin with *piano* increasing to *forte*, and with *forte* decreasing to *piano*, on the same tone.

The length of time for which each tone should be sustained, must be left to the experience of the teacher, or the good sense of the pupil, if he is practising alone.

For modifying the tone as directed above, the sign $\text{< } \text{>}$ is employed; this swelling a tone from *piano* to *forte*, and decreasing again to *piano*, is called by the Italians the *mesa di voce*.

This mode of modifying the intensity of a tone is not practised exclusively on a single tone; it is advantageously applied to several tones and to entire passages which sometimes embrace a large number of notes, in the midst of which there ought to be no interruption.

Practice, which can triumph over many obstacles and even over physical defects, renders it possible to acquire the habit of breathing deep and full; we might name celebrated singers who had not, originally, the faculty of retaining and controlling their breath. This is said for the encouragement of pupils.

CLASSIFICATION OF THE VOICES.

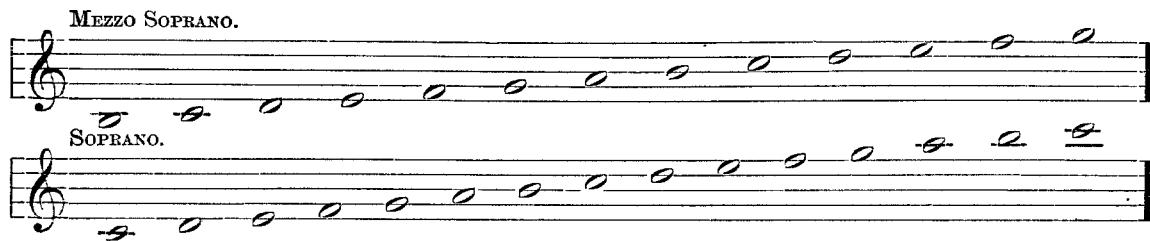
There are two principal species of voices, namely, men's voices and women's voices.

Men's voices may be divided into three classes: Basses, Baritones, and Tenors.

Women's voices may also be divided into three classes: Contraltos, Mezzo-sopranos, and Sopranos.

COMPASS OF THE SIX VOICES.

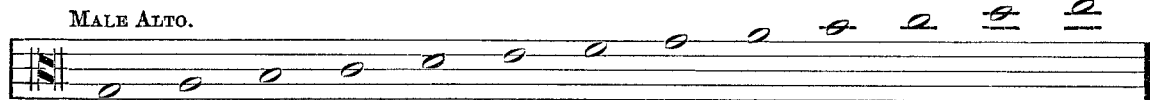
The image displays four musical staves, each representing a different voice range. The staves are labeled from top to bottom: BASS, BARITONE, TENOR, and ALTO. Each staff begins with a clef (Bass clef for Bass and Baritone, Treble clef for Tenor and Alto) and contains a series of notes that define the vocal compass. The Bass staff uses a bass clef and shows a range from a low G to a high G. The Baritone staff also uses a bass clef and shows a range from a low F to a high A. The Tenor staff uses a treble clef and shows a range from a low C to a high C. The Alto staff uses a treble clef and shows a range from a low B to a high B. The notes are written in a simple, clear style, with some notes marked with a 'b' for flat and a 's' for sharp.



There is likewise a kind of tenor, called Male Alto, with a head-voice (or mixed voice)

extending up to D or E, like the voice for the rôle of *Orpheus* in Gluck's opera ; but this kind of voice is very rare.

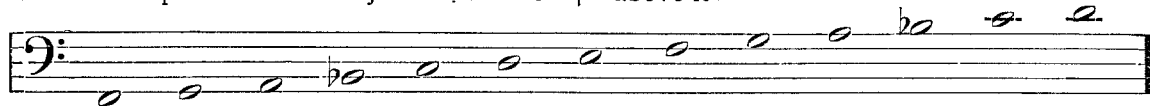
COMPASS OF THE MALE ALTO.



ON THE BASS VOICE.

The Bass is the deepest of men's voices ; its usual compass is from F just below the

bass staff to D in the second leger-space above it :



Its range varies, however ; it may have one or two tones more either below or above ; and the compass of individual singers varies considerably.

We can no more find two voices that are exactly similar, than two leaves or two faces. Each differs from the other in some particular,—in compass, intensity, timbre, etc.

I cannot too strongly advise pupils who have bass voices, to practise the *messa di voce* and sustained even tones, in order to place their voices well ; with this class of voice, agility is less requisite than for tenors or sopranos. But absolute purity of intonation is, if possible, even more desirable in basses than in others, for in *ensemble* pieces they form the bass of the fundamental harmony ; and if this vocal part is not absolutely true, the other voices are forced to yield to the impulsion and deviation of this lowest part.

The pupil should, therefore, begin by plac-

ing his voice well with the *messa di voce*, and more especially in the scales, progressing upward from the lowest to the highest tone of his compass. Still, I advise him not to begin his studies by trying to bring out the two extremities of his vocal range. For instance, if he can take low F and high E, he ought to practise from low G to high D ; later he may try to extend his compass by the practice of the extreme tones above and below. He should not even practise the notes of both extremes at the same time ; the high tones have often been lost through striving after low ones, and *vice versa*. It is left to the teacher to exercise his discretion in hazardous cases.

A true bass voice sings throughout its diapason in a single register, namely, the chest-register. As to the head-voice, he should not think of employing it, unless the chest-voice is wanting in intensity in the high

tones. In this case, he ought to practise the studies for baritone. However, I cannot assert that there have been no instances of basses able to obtain blended tones ; but long practice would be required. If Nature have endowed the singer with these blended tones he should develop them by practice ; should he not discover them during his first studies, he ought not to be discouraged , well-directed work can surmount all difficulties.

We have heard Tamburini obtain a very curious bass-voice effect in the trio in *Semiramide*, Act I ; it consisted of detached notes in a species of rhythmic *roulade*. I have en-

deavored to analyze this vocal effect, and believe that it was obtained by stiffening the larynx and concentrating the voice in the chest. Placing one hand on the throat and the other on the chest, one could feel the hammering of all the tones in both places. This effect is obtainable solely by this kind of voice ; a similar passage is also found in the beautiful duet by Mercadante, between tenor and bass, sung by *Elisa* and *Claudio* ; but in this case it is far easier, being much slower.

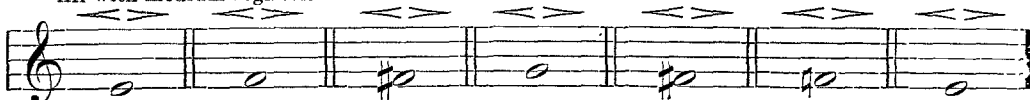
I recommend basses to read all that has been said for baritones.

All with chest-register.

Take breath
for
each note.



All with medium-register.

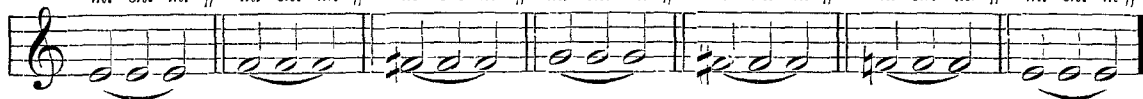


Messa di voce for each triplet ; Ch. signifies chest-tones ; M, medium register ; H, head-register.

ch. m. ch. || ch. m. ch. || ch. m. ch. || ch. m. ch. || ch. m. ch. || ch. m. ch. || ch. m. ch. ||



m. ch. m. || m. ch. m. || m. ch. m. || m. ch. m. || m. ch. m. || m. ch. m. || m. ch. m. ||



(1) All chest-register.



ch.

m. ch.

m. ch.



ch.

m.

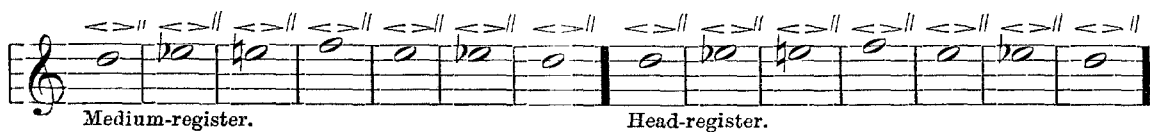
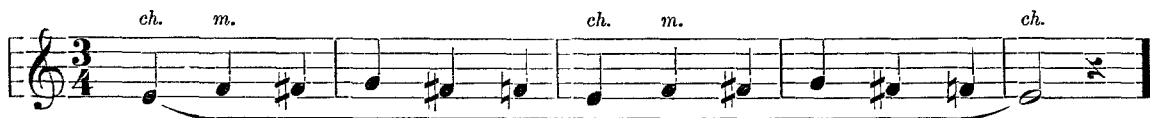
ch.

m.

ch.

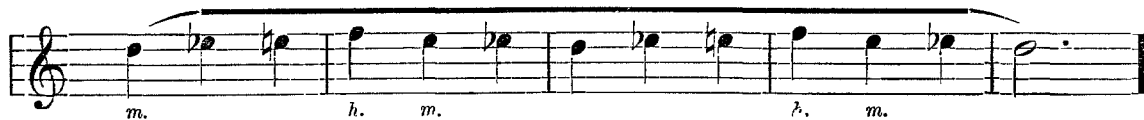


(1) The aim of this study is to obtain a blending of the chest-voice and medium voice on as many notes as possible.



If the break occurs between C and D, practise the third from C up.





The Blending of the Registers is the singer's touchstone ; he should, therefore, devote special care to smoothing over their inequalities, until he is able to sing all the

tones in his compass without a noticeable break. The more obvious the differences between the registers, the more perseveringly should the pupil strive to blend them.

ÉTUDE FOR SOPRANO VOICES WHOSE MEDIUM REGISTER EXTENDS VERY HIGH.





There are sopranos who have no chest-voice in their early youth. I advise them to

try to develop it towards the age of 18 ; they will be successful if they persevere.

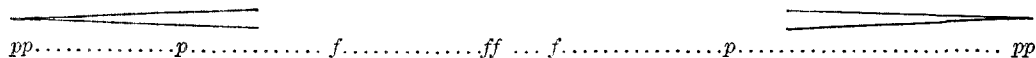
ON SHADING (NUANCES) AND ACCENT.

There are various kinds of shading : the *Crescendo*, the *Decrescendo*, the *Legato*, the *Staccato*, the *Mezzo-staccato*, the *Forte*, the *Piano*, the *Rallentando*, and the *Accelerando*.

The sign $\wedge$ indicates that the tone is to be accented; this one $\vee$, that it is to increase

in volume; and this one $\rightrightarrows$, that it is to diminish in volume.

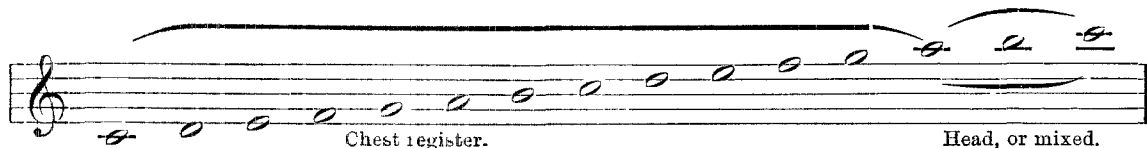
When it is desired to show that a single tone, or a passage, is to increase and then to decrease in intensity, the last two signs are united, thus :



EXAMPLES.



TENOR.

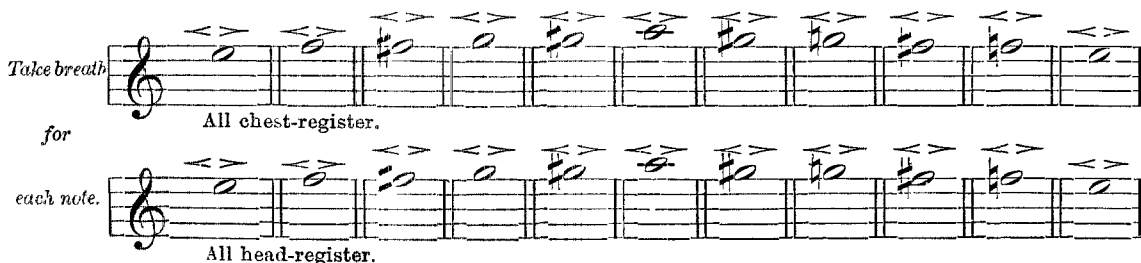


ÉTUDES FOR TENOR.

With tenors, the most noticeable break is between the chest-voice and medium ; it usually occurs between F and G.

When a tenor has no medium register, but

passes directly to the head-register, he should practise the étude given for soprano, singing from E up to G, or even to A $\flat$ or A, according to his compass



Do not fear slightly to raise the first note of the diatonic semitone; this interval is narrower, by the "ninth" of a tone, than the diatonic semitone.

p. h. p. p. h. p. p. h. p. p. h. p. p. h. p. p. t. p. p. t. p. p. t. p. p. t. p. p. t. p. p. t. p. p. t. p. p. t. p. p. t. p. p. t. p.

These registers should be so perfectly blended, that no break is perceptible.

The medium or "mixed" register should partake partly of the head-voice and partly of the chest-voice. It is of wide availability, especially in dramatic singing. It is stronger than the head-voice, and these two registers are the most easily blended. Nourrit em-

ployed it a great deal; he frequently used it from A¹ to C, and his head-voice began, according to circumstances, on B^b, B, or even D. He used it particularly in the role of *Orphée*. The following are the notes to be practised, in such a case:

Take breath

Mixed voice.

for

Head-register.

each note.

M. stands for "mixed", H. for "head".

m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m.

simile.

m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m. m. h. m.

h. m. h. h. m. h. h. m. h. h. m. h. h. m. h. h. m. h.

h. m. h. h. m. h. h. m. h. h. m. h. h. m. h.

One should also try to blend the chest- and head-registers.

Take breath for each note.

h. m. h. h. m. h. h. m. h. h. m. h.

All chest reg.

h. m. h. h. m. h. h. m. h. h. m. h.

All mixed voice.

ch. m. ch. ch. m. ch. ch. m. ch. ch. m. ch. ch. m. ch.

ch. m. ch. ch. m. ch. ch. m. ch. ch. m. ch. ch. m. ch.

m. ch. m. m. ch. m. m. ch. m. m. ch. m. m. ch. m.

m. ch. m. m. ch. m. m. ch. m. m. ch. m. m. ch. m.

I have no doubt that this study, properly practised, will render the voice perfectly even; leaving to the discretion of the teacher, or the pupil, the manner in which it is to be pursued, and its modification to suit individual

voices. But always observe the rule, never to force the high tones. By trying to sing too high, one runs a risk of tiring the vocal organs, and of enfeebling, or even ruining, the voice.

Practise as shown for soprano, with the *messa di voce* in chest-voice and head-voice.

Also practise alternately the same tone in chest-voice and head-voice, and *vice versa* .

After the pupils have studied as above with the *messa di voce* , they should practise the Thirds in the neighborhood of the break in whole notes, halves, quarters, eighths, and sixteenths.



Practise these Thirds in various tempi.

VOICE.

PIANO.

The Teacher must select that Third which is adapted to the pupil's voice, for practice in blending the regis-

ters. After practising it, he should study these passages in Fifths :

The teacher should always let this kind of practice begin in very slow tempo ; in time it may be executed in 16th-notes. Select for each voice that Fifth in

which the break occurs in the middle of the figure.

After this Étude, scales may be taken up. The above remarks apply to all voices.

ON THE BASS.

It is unnecessary for deep basses to practise this Étude, because they have no head-voice ; still, there have been instances in

which such voices have successfully employed this register, and for these the baritone exercises are recommended.

When the pupil can blend the registers well in slow singing, he should practise more rapid passages, until he can sing them in 16th-notes or 32nds.

The same applies to tenors.

As for basses, they should abstain from practising them; it would not be possible for them to blend two registers, because their

chest-voices are too powerful.

Contraltos and baritones should choose the passages to be practised for blending the registers, so that the middle of the figure falls at the break. Thus, if the break is at G, they should practise F, F#, G, G#, A; if at B, practise A, Bb, B, C, and Db.

ON THE PORTAMENTO.

The *Portamento* must not be confounded with the *Legato*. *Legato* singing is simply

smooth singing; whereas, in the *portamento*, the intermediate tones are slightly audible.

EXAMPLES OF THE *LEGATO* AND *PORTAMENTO*.

Legato.



Portamento.



Effect.



Avoid the vicious habit of some bad singers, noted below :

Effect.



Ordinarily, the *Portamento* is effected between disjunct notes. It must be employed discreetly; otherwise it becomes a monotonous habit.

In singing *portamento* from a lower note to a higher one, it is necessary to increase the force; in descending, the contrary holds good. However, there are cases in which the

opposite effect is allowable. I have heard this executed by skilful singers, and, when in accord with the expression of the phrase, it lends elegance to the singing.

But beware of exaggeration. A rough, ill-executed *portamento* is called, by the Italians, *strascinare la voce*, "dragging the voice".





This is the effect called *strascinare la voce*.

Some singers even almost make the quarter-tones audible, which has a very bad effect.

The *portamento* ought to be as soft as the *legato*, and the second note should be struck with faultless precision. The pupil should learn it from good singers, which will be worth more than all the pages I might write.

This is a hazardous exercise, for few singers "carry their voices" perfectly, and many come dangerously near to exaggeration.

Besides these few examples, practise my scales Nos. 2 to 11, with the *portamento*.

This phrase very legato.



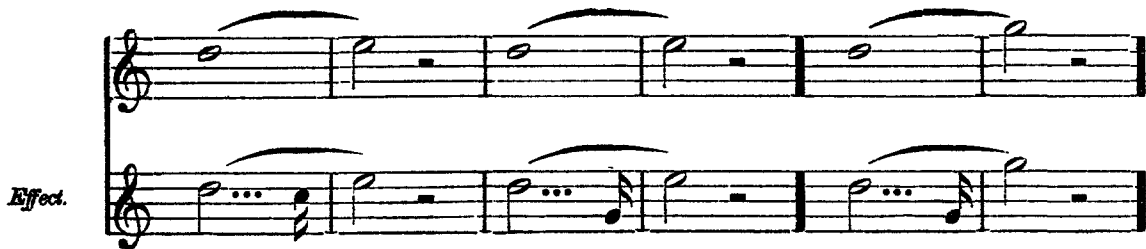
The *portamento* is one of the fine ornaments of singing, but many singers abuse it by singing everything *portamento*, particularly

feminine syllables; a mannerism which must be avoided.



Here a *portamento* might occur from G to D; but too frequent repetition would be monotonous.





ON THE GRACE-NOTES.

The small notes, called Grace-notes, are not counted in the measure.



This is an old-fashioned mode of notation, which, being ambiguous, has been given up by modern composers.

The time-value of the small note is $\frac{1}{2}$ or $\frac{1}{4}$ that of the large one, according to the taste and style of the executant.



A dash through the hook of the appoggiatura, shortens its time-value.





Appoggiatura. (1)



Effect.



Appoggiaturas are of so common occurrence in Italian singing, that composers rarely write them out.

The Turn is one of the most pleasing ornaments in singing, but it must be employed discreetly; it requires perfect execution, otherwise it is of very ill effect; and, above

all, it must not be performed with a bleat.

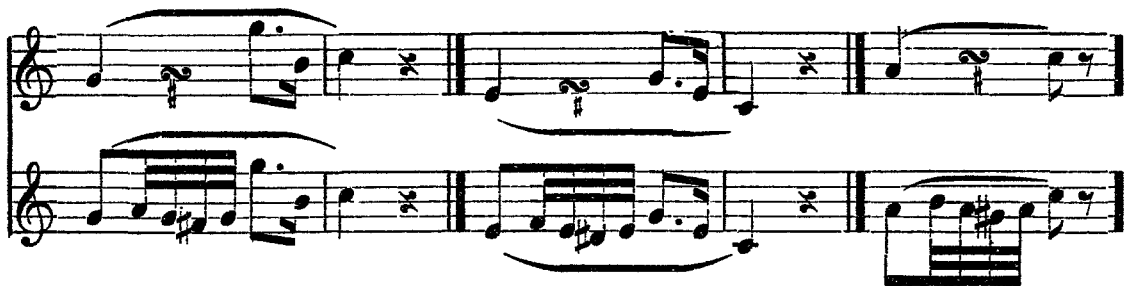
Always execute it gently, and let all the notes be distinct.



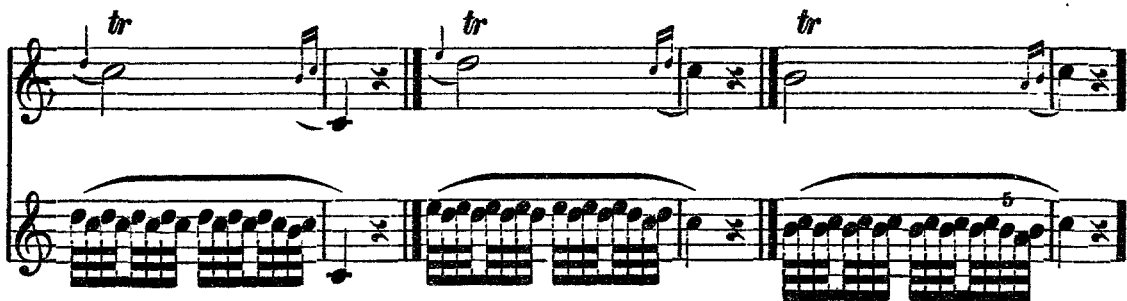
(1) The Italians call this kind of ornament *appoggiatura* (from the verb *appoggiare*, to lean against). It may be sung upward or downward. The Italians

often make an appoggiatura on notes ending on a feminine syllable.

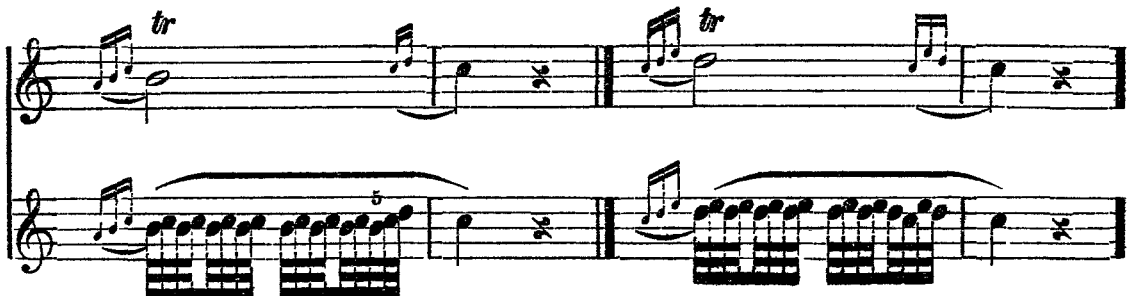




On the Trill.



Begin it slowly.



Scale for correctly Placing the Voice, with the *Messa di voce*.

Nº 1.

Take breath for each note.

Voice.

Piano.

The major sixth, and the tenth note, are difficult of intonation: they often sound too low, and, in order to get their true pitch, the mouth has to be opened more than usual, and the tone somewhat forced. These inequalities must be attributed to the fact, that major thirds are too low in many voices.

The pupil should always endeavor to feel and know on what notes he is vocalizing; to this end, I advise him to sol-fa all the exercises before vocalizing them; he should also accustom his ear to recognize the key in which he is singing.

(1) Youthful pupils, who at first are unable to sing as high as G, may practise up to C or E.

A piano introduction for the exercise, consisting of two staves. The right hand plays a series of ascending and descending sixteenth-note patterns, while the left hand provides a harmonic accompaniment with chords and single notes.

Exercise on Seconds.

No 2.

Take breath after each second note.

Voice.

Piano.

The first system of the exercise. The voice part consists of a single staff with a series of eighth notes, each followed by a half rest, indicating a breath mark after every second note. The piano accompaniment consists of two staves with chords and single notes.

The second system of the exercise, continuing the vocal and piano parts from the first system.

The third system of the exercise, continuing the vocal and piano parts.

The fourth system of the exercise, concluding the piece with a final chord in the piano part.

Voice.

Piano.

This musical score is for Exercise 1-42. It consists of two systems, each with a Voice part and a Piano accompaniment. The key signature is one sharp (F#) and the time signature is common time (C). The Voice part is written on a single staff with a treble clef. The Piano part is written on a grand staff with treble and bass clefs. The music features a series of eighth and sixteenth notes in the voice, with the piano accompaniment providing harmonic support through chords and arpeggiated figures. The first system ends with a double bar line, and the second system concludes the exercise.

Exercise on Thirds.

No 3.

Voice.

Piano.

This musical score is for Exercise on Thirds, No 3. It consists of a Voice part and a Piano accompaniment. The key signature is one sharp (F#) and the time signature is common time (C). The Voice part is written on a single staff with a treble clef. The Piano part is written on a grand staff with treble and bass clefs. The exercise focuses on thirds, with the voice part moving in parallel motion with the piano accompaniment. The piano accompaniment features a series of chords and arpeggiated figures that support the vocal line. The exercise concludes with a double bar line.

Exercise on Fourths.*)

No 4.

Voice.

Piano.

13551*) Wherever the teacher finds it necessary, he may sustain or facilitate the pupil's intonation by playing with the right hand. This expedient should, however, be employed very discreetly, and only at the beginning.

Exercise on Fifths.

No 5.

Exercise No 5, Exercise on Fifths. The score is written for a single melodic voice and piano accompaniment. It consists of two systems of three staves each. The top staff is a single melodic line with eighth notes and slurs. The middle and bottom staves are piano accompaniment with chords and moving lines. The key signature has one sharp (F#) and the time signature is common time (C).

Exercise on Sixths.

No 6.

Exercise No 6, Exercise on Sixths. The score is written for a single melodic voice and piano accompaniment. It consists of two systems of three staves each. The top staff is a single melodic line with eighth notes and slurs. The middle and bottom staves are piano accompaniment with chords and moving lines. The key signature has one sharp (F#) and the time signature is common time (C).

Exercise on Sevenths.

No 7.

Exercise No 7, Exercise on Sevenths. The score is written for a single melodic voice and piano accompaniment. It consists of two systems of three staves each. The top staff is a single melodic line with eighth notes and slurs. The middle and bottom staves are piano accompaniment with chords and moving lines. The key signature has one sharp (F#) and the time signature is common time (C).

Exercise 1: A musical score for Soprano and Tenor. The vocal line consists of a series of eighth notes with slurs and accents, moving up and down the scale. The piano accompaniment features chords and single notes in the right and left hands, also with slurs and accents.

No 8.

Exercise on Octaves.

Exercise 8: A musical score for Soprano and Tenor, titled "Exercise on Octaves." It consists of three systems, each with a vocal line and piano accompaniment. The first system is in C major, the second in G major, and the third in D major. The vocal line features wide intervals and slurs, while the piano accompaniment provides harmonic support with chords and single notes.

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Exercise on Ninths.

Nº 9.

Exercise on Ninths, No. 9. This exercise is written for voice and piano. The voice part consists of two staves, each with a treble clef and a common time signature (C). The melody is composed of eighth and quarter notes, with slurs indicating phrasing. The piano accompaniment is written for grand piano (treble and bass clefs) in common time. It features a steady bass line with chords and arpeggiated figures in the right hand, often using sixths and ninths to support the vocal line.

Exercise on Tenthhs.

Nº 10.

Exercise on Tenthhs, No. 10. This exercise is written for voice and piano. The voice part consists of two staves, each with a treble clef and a common time signature (C). The melody is composed of eighth and quarter notes, with slurs indicating phrasing. The piano accompaniment is written for grand piano (treble and bass clefs) in common time. It features a steady bass line with chords and arpeggiated figures in the right hand, often using sixths and tenths to support the vocal line.

General Review.

Nº 11.

General Review, No. 11. This exercise is written for voice and piano. The voice part consists of two staves, each with a treble clef and a common time signature (C). The melody is composed of eighth and quarter notes, with slurs indicating phrasing. The piano accompaniment is written for grand piano (treble and bass clefs) in common time. It features a steady bass line with chords and arpeggiated figures in the right hand, often using sixths and tenths to support the vocal line.

The image displays four systems of musical notation for a vocal exercise. Each system consists of a vocal line (Soprano or Tenor) and a piano accompaniment. The vocal lines feature slurs and accents, while the piano accompaniment includes chords and arpeggiated figures. The exercises are numbered 1 through 42.

Chromatic modulations through all the major-keys. (From C to C.) (For the Piano.)

The pupil should memorize these chords, to be able to practise the scales and exercises in all the keys, and thus avoid any difficulty in chromatic modulation.

Nº 12.

Piano.

C major. Modulation. D flat major. Modulation. D major.

This system contains the first five measures of the exercise. It begins with a C major triad in the right hand and a C major bass line in the left hand. The modulation to D flat major is achieved by lowering the third of the C major triad (E) to E flat. The modulation to D major is achieved by raising the third of the D flat major triad (F) to F sharp.

Modulation. E flat major. Modulation. E major. Modulation.

This system contains measures 6-10. The modulation to E flat major is achieved by lowering the third of the D major triad (F sharp) to F. The modulation to E major is achieved by raising the third of the E flat major triad (G flat) to G. The final modulation is to E major.

F major. Modulation. G flat major. Modulation. G natural major.

This system contains measures 11-15. The modulation to F major is achieved by lowering the third of the E major triad (G) to G flat. The modulation to G flat major is achieved by lowering the third of the F major triad (A) to A flat. The modulation to G natural major is achieved by raising the third of the G flat major triad (B flat) to B.

Modulation. A flat major. Modulation. A natural major. Modulation.

This system contains measures 16-20. The modulation to A flat major is achieved by lowering the third of the G natural major triad (B) to B flat. The modulation to A natural major is achieved by raising the third of the A flat major triad (C flat) to C. The final modulation is to A natural major.

B flat major. Modulation. B natural major. Modulation. C major.

This system contains the final five measures (21-25) of the exercise. The modulation to B flat major is achieved by lowering the third of the A natural major triad (C) to C flat. The modulation to B natural major is achieved by raising the third of the B flat major triad (D flat) to D. The modulation to C major is achieved by raising the third of the B natural major triad (D) to D sharp. The exercise concludes with a final C major triad.

I advise the pupil, while playing the accompaniment, to sit rather high.

Exercise on Seconds.

Practise this Exercise in two ways; first attack each note; second, sing them all *legato*, as written. Practise most in the second way.

Avoid, when attacking the notes, ejaculating them from the larynx, but rather sustain them by pressure from the chest.

Nº 13.

Voice.

Piano.

The musical score for Exercise Nº 13 is written for voice and piano. It consists of four systems of music. Each system has a vocal line and a piano accompaniment. The piano accompaniment is written in a grand staff (treble and bass clef). The first two systems are in C major, the third is in B-flat major, and the fourth is in D major. The vocal line consists of a series of eighth notes, mostly beamed together, with some rests. The piano accompaniment features chords and single notes. The fourth system includes the instruction "Continue here in D major."

Exercise on Thirds.

Nº 14.

The same mode of practise as the preceding.

The musical score for Exercise 14, 'Exercise on Thirds', is presented in six systems. Each system contains a vocal line and a piano accompaniment. The piano accompaniment is written in treble and bass staves. The exercise is in 4/4 time. The first system is in C major. The second system is in D major. The third system is in E major. The fourth system is in F major. The fifth system is in G major. The sixth system is in A major. The piano accompaniment features chords and arpeggios in the right hand, and single notes in the left hand. The vocal line consists of a single melodic line. The exercise is designed to practice thirds in various keys.

This sheet music is for a vocal exercise book, specifically for Soprano and Piano. It contains seven systems of music, each with a vocal line and a piano accompaniment. The first system is in D major (two sharps). The second system is also in D major. The third system is in D major. The fourth system is in D major. The fifth system is in D minor (two flats). The sixth system is in D minor. The seventh system is in D minor. The music consists of scales and exercises, with various note values and rests. The piano accompaniment features chords and arpeggios. The key signature changes from D major to D minor in the fifth system. The text 'Continue here in E major.' is written above the seventh system.

Continue here in E major.

Exercise on Fourths.

No 15. All these exercises "*molto legato*"

Exercise No 15 consists of three systems of music, each with a vocal line and a piano accompaniment. The key signature is one flat (B-flat), and the time signature is 3/4. The first system features a vocal line with eighth-note runs and a piano accompaniment with chords and eighth-note patterns. The second system continues the vocal line with eighth-note runs and the piano accompaniment with chords and eighth-note patterns. The third system features a vocal line with eighth-note runs and a piano accompaniment with chords and eighth-note patterns.

No 16.

Exercise No 16 consists of three systems of music, each with a vocal line and a piano accompaniment. The key signature is one flat (B-flat), and the time signature is 3/4. The first system features a vocal line with eighth-note runs and a piano accompaniment with chords and eighth-note patterns. The second system continues the vocal line with eighth-note runs and the piano accompaniment with chords and eighth-note patterns. The third system features a vocal line with eighth-note runs and a piano accompaniment with chords and eighth-note patterns.

continue here in D major.

continue here in E major.

The pupil should pay great attention to the intonation of the leading-tone, which is often sung too low, and the Subdominant, often too high.—The leading-tone is the 7th, the subdominant the 4th degree, of the scale.

Exercise on Fifths.

No 17.

*) This exercise must be practised according to the compass of the voice.

The musical score for Exercise No 17 is composed of eight systems. Each system contains a vocal line (treble clef) and a piano accompaniment (grand staff). The vocal line consists of eighth-note scales, often with slurs and ties, moving through various keys. The piano accompaniment provides harmonic support with chords and single notes. The keys change throughout the exercise, including C major, B-flat major, A-flat major, G major, F major, E-flat major, D major, and C major again.

*) Sing these scales twice without breathing, and throughout "molto legato"

Exercise on Sixths.

Nº 18.

continue here in D major.

continue here in E major.

continue here in Fsharp major.

continue here in A major.

continue here in B major.

Exercise on Sevenths.

When any fear is entertained of singing a note too low, dwell on it longer.

No 19.

continue in D maj.

continue in E maj.

continue in F sharp maj.

continue in A maj.

continue in B maj.

Exercise on Octaves.

No 20.

* Practise the first 3 measures in all the scales.

The image displays a musical score for Soprano and Piano, consisting of four systems of scales. Each system includes a vocal line (Soprano) and a piano accompaniment (Piano). The scales are written in C major, F major, and B-flat major. The piano accompaniment consists of chords and arpeggios that support the vocal line. The scales are written in a way that allows for both ascending and descending passages. The first system is in C major, the second in F major, and the third in B-flat major. The fourth system is also in B-flat major and includes the instruction "Continue in D major." at the end.

In ascending a scale, increasing power should generally be used; but in descending, the opposite. Practise with great evenness. After practising the above, it would be well to vary it (begin *f*, ascend to *p*, descend to *f*).

Continue in E major.

Nº 21 *) Exercise on Ninths.

*) Practise the first measure twice in succession.

The teacher will calculate, according to the pupil's length of breath, how many measures he can sing without taking breath. The pupil should try to breathe as deeply as possible without straining, and then to sing as many measures as he is able, always beginning with one at a time. When he can sing four, he will be doing very well.

No 22.

First system of exercise 1-42. The vocal line is in G major (one sharp) and features a series of ascending and descending eighth-note runs. The piano accompaniment consists of a steady eighth-note bass line and chords in the right hand.

Second system of exercise 1-42. The vocal line continues with eighth-note runs. The piano accompaniment continues with the same pattern. A double bar line is present at the end of the system.

Continue in D major.

Third system of exercise 1-42. The key signature changes to D major (two sharps). The vocal line continues with eighth-note runs. The piano accompaniment continues with the same pattern.

Fourth system of exercise 1-42. The vocal line continues with eighth-note runs. The piano accompaniment continues with the same pattern. A double bar line is present at the end of the system.

Continue in E major.

Fifth system of exercise 1-42. The key signature changes to E major (three sharps). The vocal line continues with eighth-note runs. The piano accompaniment continues with the same pattern.

No 23.

Exercise No 23. The key signature is C major (no sharps or flats). The vocal line features eighth-note runs. The piano accompaniment consists of a steady eighth-note bass line and chords in the right hand.

No 24.

These exercises (Nos 23 & 24) should also be practised in all the keys, according to the compass of voice. The pupil should learn the accompaniments of each scale by heart, so as to be able to practise alone.

Practise this exercise till you can sing it through without taking breath, or even twice in succession. Also practise it in all keys, as far as compass admits.

The teacher should let his pupils practise all these exercises with all possible nuances; for instance, from *forte* to *piano*, from *piano* to *forte*, *piano* throughout, and *forte* throughout.

No 26.

Continue in D major.

Continue in E major.

Continue in G major.

Continue in A major.

Continue in B major.

Sing this exercise twice or thrice in succession, without taking breath.

No 27.

Continue in D major.

Continue in E major.

Continue in G major.

Continue in A major.

Continue in B major.

Continue in D major.

Remark: Notice that, in order to raise the key a chromatic semitone, seven changes have to be made in the signature, to raise it a diatonic semitone, only five changes have to be made. E.g., from C to C $\sharp$, you add 7 sharps; from C to D $\flat$, you add 5 flats; and similarly for all keys.

Pupils whose breath will hold out for four measures of this exercise, will do well to study it thus. I leave this point, however, to the discretion of the teacher, or even of the pupil.

Those pupils who wish to practise as high as C in alt, or even to D, need merely transpose my exercises by one or two tones. But they should first consult their teacher, for these high notes ought not to be practised unless within the natural compass, and, in any event, very cautiously, and never when feeling indisposed.

No 28.

Exercise No 28 is presented in three systems. The first system is in C major (one sharp). The second system transitions to E-flat major (three flats), indicated by the instruction "Continue in E major." (Note: The original image contains a typo, it should be E-flat major). The third system continues in E-flat major. The piano accompaniment consists of chords and single notes in the left hand, and chords in the right hand.

No 29. Accent always the first note of each scale.

Exercise No 29 is presented in two systems, both in C major. The vocal line consists of ascending and descending scale runs. The piano accompaniment provides harmonic support with chords and single notes. Accents are placed on the first note of each scale run, as indicated by the instruction "Accent always the first note of each scale."

Continue in D major.

No 29.^{bis} In every key up to F major.

sempre legato

No 30. *)

Voice.

Piano.

*) In every key up to F major. Sing this exercise while standing, and play your own accompaniment with one hand.

Nº 31.

Voice. 



Continue this exercise in every key.









Nº 32.





Continue this exercise in every key up to F major

Nº 35.

Voice. 

Piano. 



Continue in D major. 



Continue in E major. 



Continue in F sharp major. 



Continue in A major. 



Continue in A major. 

Nº 36. *)

Voice.

Piano.

Continue in D major.

Continue in E major.

Continue in F sharp major.

*) If necessary, take breath after every second measure.

(On the repetition of notes; these notes should be produced from the Larynx, and not from the chest.)

Nº 37.

Voice.

Piano.

Continue in D major.

Continue in E major.

Continue in F sharp major.

Continue this exercise in the keys of A flat, A, and B flat major.

Nº 38.

Voice.

Piano.

The first system of musical notation for exercise Nº 38. The vocal line (Voice.) is written on a single staff in treble clef with a common time signature (C). It consists of two phrases, each starting with a half note followed by a quarter note, then a series of eighth notes, and ending with a half note. The piano accompaniment (Piano.) is written on a grand staff (treble and bass clefs) with a common time signature (C). It features a steady bass line of quarter notes and chords in the right hand.

The second system of musical notation for exercise Nº 38, continuing the vocal and piano parts from the first system. The vocal line maintains the same melodic pattern, and the piano accompaniment continues with its harmonic support.

The third system of musical notation for exercise Nº 38. The vocal line and piano accompaniment continue their respective parts, with the piano accompaniment providing a consistent harmonic foundation.

The fourth system of musical notation for exercise Nº 38. The vocal line and piano accompaniment continue their respective parts, with the piano accompaniment providing a consistent harmonic foundation.

The fifth system of musical notation for exercise Nº 38, concluding the exercise. The vocal line and piano accompaniment finish their respective parts with a final chord.

Voice.

Piano.

The musical score is written for Voice and Piano. It consists of six systems of music. Each system has a vocal line (Voice.) and a piano accompaniment (Piano.). The key signature is B-flat major (two flats). The time signature is common time (C). The vocal line is a scale exercise starting on B-flat and ascending to D. The piano accompaniment features a steady eighth-note accompaniment in the left hand and chords in the right hand. The score ends with the instruction "Continue in D major".

Continue in E major.

No 39.

Voice.

Piano.

Continue in D major.

Continue in E major.

Continue in F sharp.

Continue this exercise in every other key up to D major.

Nº 40.

Voice.

Piano.

The first system of musical notation for exercise Nº 40. The voice part is written on a single staff in C major, starting with a treble clef and a common time signature. It features a series of eighth-note runs, with some notes beamed together and others separated by slurs. The piano accompaniment is written on a grand staff (treble and bass clefs) in C major, with a common time signature. It consists of a steady bass line of quarter notes and a treble line of chords, primarily triads and dyads, providing harmonic support for the voice.

The second system of musical notation for exercise Nº 40. The voice part continues with eighth-note runs, showing a slight melodic contour. The piano accompaniment continues with chords, including some dyads and triads, maintaining the harmonic foundation.

The third system of musical notation for exercise Nº 40. The key signature changes to D major, indicated by two sharps (F# and C#) on the staff. The voice part continues with eighth-note runs. The piano accompaniment also changes to D major, with chords reflecting the new key.

The fourth system of musical notation for exercise Nº 40. The key signature changes to D major. The voice part continues with eighth-note runs. The piano accompaniment continues with chords, including some dyads and triads, maintaining the harmonic foundation.

The fifth system of musical notation for exercise Nº 40. The key signature changes to E major, indicated by three sharps (F#, C#, and G#) on the staff. The voice part continues with eighth-note runs. The piano accompaniment also changes to E major, with chords reflecting the new key.

Nº 41.

Exercise Nº 41 is written in 3/4 time. The vocal line consists of a series of eighth-note runs, with a double bar line and repeat sign after the first measure. The piano accompaniment provides a harmonic foundation with chords and single notes. The exercise concludes with the instruction "Continue in D major." written above the piano part.

Nº 42.

Exercise Nº 42 is written in common time (C). The vocal line features a series of eighth-note runs, with a double bar line and repeat sign after the first measure. The piano accompaniment consists of chords and single notes. The exercise concludes with the instruction "Continue in D major." written above the piano part.