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*I hereby recommend that the thesis prepared under my  
supervision by* James Williams  
*entitled* "The Gradus ad Parnassum of Muzio Clementi"

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THE GRADUS AD PARNASSUM

OF MUZIO CLEMENTI

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## CHAPTER I

### THE LIFE OF MUZIO CLEMENTI

Muzio Clementi was born in Rome, Italy, in January 1752. He was the oldest of seven children born to Nicolo Clementi, a silversmith who specialized in sacred objects of art, and his wife, Magdalena, née Kaiser, who was of Swiss origin. Young Muzio's musical training began at age six under Antonio Boroni, a student of Padre Martini and a composer of operas who became principal composer of St. Peter's in 1778. He studied solfege and the harpsichord. Organ lessons and instruction in thorough bass began the following year under the organist Cordicelli. At the age of nine, Clementi was appointed organist for a church in Rome after having successfully passed an examination consisting of playing an accompaniment of a Corelli work from figured bass and then transposing it to various keys. Clementi commenced studies in counterpoint under Gaetano Carpani during his eleventh year and was also instructed in singing by Giuseppi Santarelli from this same time.

In 1766, Sir Peter Beckford, a wealthy Englishman visiting Rome, heard young Muzio perform on the harpsichord. Beckford was so impressed with the lad that he persuaded Nicolo to allow his son to accompany Sir Peter back to England. There Clementi could be properly educated and introduced to the musical life of London. Clementi remained with Beckford for eight years at Steepleton, his estate in Dorset, one hundred miles to the southwest of London. Although there is no record

that Beckford ever provided a music instructor for him, Clementi used his time wisely in intense study and practice of the works of J. S. Bach, Handel, Corelli, Paradisi, C. P. E. and J. C. Bach, and Domenico Scarlatti which were available in the fine Beckford library. Dating from this period are eight keyboard sonatas, including the Op. 1 set of six sonatas. As noted by Plantinga, "Clementi's early career is comparable to that of Haydn, who as an adolescent was left largely to his own devices, and whose development as a composer, like Clementi's, was notoriously slow."<sup>1</sup>

Clementi's break with Beckford, according to Plantinga, occurred in late 1774 or early 1775 when Muzio took up residence in London. Two printed programs from 1775 cite Clementi's appearances in public concert. Performances remained limited, however, since J. C. Bach was the keyboard player most in demand in London until the late 1770's. During this time, Clementi supported himself almost exclusively through his duties as conductor (from the keyboard) of operas at the King's Theatre in the Haymarket, a position he held until 1780. This experience provided an important influence in his musical development, as noted by Sister Alice Tighe:

Thus, he was constantly aware of the musical elements used by them (singers) to create an expressive, melodically conceived style, and able to separate and single out the many details which contributed in varying degrees to effective presentation of mood and drama. Presumably, these became a means of tempering Clementi's style which might otherwise have tended toward sterile virtuosity; and they also induced and inspired, even in his early works, a strong, free spirit that

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<sup>1</sup> Leon B. Plantinga, Clementi, His Life and Music (London: Oxford University Press, 1976), p. 8.

heralded Romanticism.<sup>2</sup>

It is also possible that he did some accompanying in public without achieving recognition in print and that he offered keyboard instruction during the early years in London. Keyboard compositions from this period include the six sonatas of Op. 2, nine accompanied sonatas, three duets, and a set of variations on The Black Joke, an Irish tune. Primarily it was his publication and performances of the virtuosic Op. 2 sonatas that helped to establish his reputation in London's musical life toward the close of the 1770's.

During the summer of 1780, Clementi left London on a concert tour of the continent, with his first stop being Paris. There he performed before Marie Antoinette at the French court in addition to giving other private and public concerts. According to an article in the Quarterly Musical Magazine:

In that city (Paris) he was received with enthusiasm, and had the honor to play before the Queen, who bestowed on him the most unqualified applause. The warmth of French praise, contrasted with the gentle and cool approbation given by the English, quite astonished the young musician, who used jocosely to remark, that he could scarcely believe himself to be the same man.<sup>3</sup>

A significant result of his contact with the queen was a personal recommendation for him to visit her brother, Emperor Joseph II, in Vienna.

Other developments in Paris included Clementi's meeting Johann Friedrich Edelmann, Nicolas J. Hüllmandel, Heinrich Joseph Riegel,

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<sup>2</sup>Sister Alice Eugene Tighe, S. L., "Muzio Clementi and His Sonatas Surviving as Solo Piano Works" (Ph.D. dissertation, University of Michigan, 1964), p. 14.

<sup>3</sup>Quarterly Musical Magazine and Review 2 (1820): 311.

Johann Ludwig Adam, and Johann Schobert, all leading musicians of the city. According to Saint-Foix, Clementi was influenced notably by Hüllmandel and Schobert.<sup>4</sup> There was also a sudden demand for his works which led to the publication of his Op. 5 and 6 compositions by Bailleux.

Clementi continued his European tour in the summer of 1781 by traveling to Vienna, with intermediate stops in Strasbourg and Munich. It was in December of that year that the famous piano contest with Mozart took place at the palace of Emperor Joseph II. This encounter has been well documented. Clementi's description of the meeting was taken from a student, Ludwig Berger, as he related years later:

No sooner had I been established a few days in Vienna, than I received an invitation from the Emperor, who wished to hear me play on the forte-piano. When I entered the music room I encountered a person who, owing to his elegant exterior, made me think him a chamberlain. No sooner had we engaged in conversation than the latter at once began to turn on matters musical. We soon realized that we were brother artists--that is to say, Mozart and Clementi--and greeted each other amicably.

Never, at any later time, have I heard anyone play with such fire and expression. An Adagio and several variations improvised on a theme chosen by the Emperor, and which we had to subject to further variation, one of us accompanying the other, alternately filled me with surprise and admiration.<sup>5</sup>

A letter from Mozart to his father contained his version of the encounter:

. . . After we had stood on ceremony long enough, the Emperor declared that Clementi ought to begin. 'La Santa

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<sup>4</sup> Georges de Saint-Foix, "Muzio Clementi," Musical Quarterly 9 (1923): 356.

<sup>5</sup> Ibid., p. 357.

'Chiesa Cattolica,' he said, Clementi being a Roman. He improvised and then played a sonata. The Emperor then turned to me: 'Allons, fire away.' I improvised and played variations. The Grand Duchess produced some sonatas by Paisiello (wretchedly written out in his own hand), of which I had to play the Allegros and Clementi the Andantes and Rondos. We then selected a theme from them and developed it on two pianofortes. The funny thing was that although I had borrowed the Countess Thun's pianoforte, I only played on it when I played alone; such was the Emperor's desire--and by the way, the other instrument was out of tune and three of the keys were stuck. 'That doesn't matter,' said the Emperor. Well, I put the best construction on it I could, that is, that the Emperor, already knowing my skill and my knowledge of music, was only desirous of showing especial courtesy to a foreigner. Besides, I have it from a very good source that he was extremely pleased with me.<sup>6</sup>

As seen from excerpts of two letters to his father, Mozart was not impressed at all with Clementi:

January 12, 1782.

Clementi plays well, so far as execution with the right hand goes. His greatest strength lies in his passages in thirds. Apart from this, he has not a kreutzer's worth of taste or feeling--in short he is simply a mechanicus.<sup>7</sup>

June 7, 1783.

Well, I have a few words to say to my sister about Clementi's sonatas. Every one who either hears them or plays them must feel that as compositions they are worthless. They contain no remarkable or striking passages except those in sixths and octaves. And I implore my sister not to practice these passages too much, so that she may not spoil her quiet, even touch and that her hand may not lose its natural lightness, flexibility and smooth repidity. For after all what is to be gained by it? Supposing that you do play sixths and octaves with the utmost velocity (which no one can accomplish, not even Clementi) you only produce an atrocious chopping effect and nothing else whatever. Clementi is a ciarlatano like all Italians. He writes Presto over a sonata or even Prestissimo and Alla breve,

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<sup>6</sup>Emily Anderson, ed., The Letters of Mozart and his Family, 3 vols. (London: MacMillan and Co., Ltd., 1938), pp. 1181-82.

<sup>7</sup>*Ibid.*, p. 1180.

and plays it himself Allegro in 4/4 time. I know this is the case for I have heard him do so. What he really does well are his passages in thirds; but he sweated over them day and night in London. Apart from this he can do nothing, absolutely nothing, for he has<sup>8</sup> not the slightest expression or taste, still less, feeling.

Twelve solo keyboard sonatas are the result of Clementi's sojourn in Vienna. Mozart's influence, according to musicologists, can be seen in these works as they are more musically interesting and exhibit greater structural integrity in comparison to earlier sonatas. Likewise, Clementi's influence on Mozart is also evident as a result of Mozart's using a theme very similar to one from the sonata which he heard Clementi perform for the Emperor in the Overture to the Magic Flute almost a decade later. Aware of the similarities between the themes and in order to date his use of the theme prior to that of Mozart in the Magic Flute, Clementi included the following statement in the preface when his keyboard sonata was published in 1804: "This Sonata, together with the Toccata which follows it, was played by the composer before H. I. M. Joseph II in 1781, Mozart being present on the occasion."<sup>9</sup>

Clementi's next stop on the tour was Lyons, France, by way of Zurich. He remained in Lyons from the summer of 1782 until his return to London in the autumn of 1783. His stop at Lyons developed into an extended stay as a result of M. Imbert-Colomés, a wealthy and influential merchant, asking Clementi to teach his daughter Marie Victoire.

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<sup>8</sup>Ibid., pp. 1267-68.

<sup>9</sup>Saint-Foix, op. cit., p. 357.

Clementi found that the young lady possessed not only musical talent, but that they were romantically attracted to each other as well.

Temporarily leaving Mlle. Imbert-Colomés, Clementi returned to London where he rejoined the musical life of the city as both performer and teacher. He participated in several performances of the new Professional Concerts, a series that replaced the Bach-Abel concerts at Hanover Square. He also assumed his duties as teacher, and among his students was the young and talented Johann Baptist Cramer, the first of a long list of distinguished students taught by Clementi. Cramer came to Clementi for lessons almost daily during the next year, and it was on March 17, 1784 that Clementi and Cramer were reported to have given the first duo piano performance in public. During this stay in London, Clementi also entered the printing business, which was later to develop into a highly successful firm.

Abruptly, Clementi departed London for Lyons where he attempted an unsuccessful elopement with his beloved Marie Victoire. Her father, however, prevented the marriage and Clementi, who was ordered to leave the country, took solace in Berne, Switzerland. According to a report: "For three weeks he avoided company and was always weeping; he went to the library and worked all day--at math--to put an end to his longing, but when he found such means were of no avail he made preparations for travelling."<sup>10</sup> Clementi may have undertaken a trip to Rome at this time (his mother died there in February 1785), while it is certain that he returned to London in May 1785. Plantinga notes that the

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<sup>10</sup> Ibid., p. 359.

emotional turmoil of these events are relevant to the new seriousness of purpose detected in the music of this time, as seen especially in the sixth sonata of Op. 13 in F minor.<sup>11</sup> Related to this greater interest in content is a reduction in displays of virtuoso brilliance characteristic of his earlier sonatas.

Clementi remained in England from 1785 until 1802, a period of tremendous musical activity for the city of London. Italian opera continued to be produced at the King's Theatre while English opera gained in popularity at Covent Garden and at the Drury Lane Theatre. Public concerts proliferated with offerings by the Professional Concerts series at Hanover Square, the LaMara-Salomon series at the Pantheon, the Concerts of Antient Music sponsored by the King, and numerous benefit concerts. Countless private concerts were presented. It was during this time that Clementi reached the peak of his career as a performer and composer. Clementi's appearances as a performer were both as recitalist and as soloist with orchestra, with many of his keyboard works being given exposure during this time. After being named "principal composer and performer" for the Professional Concerts in 1786, Clementi began his career as a symphonist. At least four new symphonies (or overtures) were premiered that year, with Clementi conducting from the keyboard. Few of his symphonies have survived, however, since only two, Op. 18 of 1787, were printed during the composer's lifetime.

Haydn's visits to London during the 1791-92 and 1794-95 concert

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<sup>11</sup>Plantinga, op. cit., p. 106.

seasons, while providing incentive for Clementi in symphonic composition, proved to be disadvantageous to the latter composer. Their symphonies were performed on the same programs, and the direct competition resulted in the public's decided preference for Haydn's works, much to Clementi's disappointment. Apparently after the 1796 season, Clementi ceased to make public appearances both as conductor and as soloist. It was at this time that Clementi's commercial pursuits began to take precedence over his compositional output.

Clementi continued to devote time to teaching. Listed among his students were Theresa Jansen, to whom Haydn dedicated several late sonatas, and Benedetto Augusto Bertini, a talented Parisian-born lad who made his London debut at age twelve performing a Clementi sonata. A number of Clementi's keyboard works of this period were written for pedagogic reasons and are thus shorter and less complex, such as the well known sonatinas of Op. 36, 37, and 38. Other "professional" students instructed by Clementi during this period included the organist Arthur Thomas Corfe, the violinist and pianist Benjamin Blake, the composer Johann Georg Graeff, and John Field, who was to achieve international recognition. Concerning the relationship between Field and Clementi, the Quarterly Musical Magazine noted:

The extraordinary and admirable talents of John Field must be still fresh in the memory of a great number of our readers. These talents Clementi had cultivated with unceasing delight; and he has often been heard to say, that such was the quickness of conception, retentiveness of memory, and facility of execution which this highly-gifted boy possessed, that he seldom had occasion to make the same remark to him a second time. With this favourite pupil, in the autumn of 1802, he paid his third visit to Paris, where he was received with unabated esteem and

admiration. This pupil delighted every one who heard him; and what is still more worthy of remark, he played some of the great fugues of Sebastian Bach with such precision and inimitable taste as to call forth, from a Parisian audience, the most enthusiastic applause.<sup>12</sup>

From his teaching, reported to have been as much as sixteen hours on some days at one guinea per hour lesson, Clementi derived a sizable income. He invested assets increasingly in his music publishing firm, which later expanded to instrument making as well. He associated himself with Longman and established Longman, Clementi, & Co. in 1798 after having earlier suffered bankruptcy in a similar firm. Clementi remained a vital partner in this business organization, despite changes in its name, until his retirement from the commercial world in 1830. In addition to his expertise as a businessman, Clementi assisted in the design of his firm's musical instruments, and his ability as a linguist proved to be an asset in his company's dealings with the leading European publishing houses of Artaria, Pleyel, and Breitkopf and Härtel.

It was during this period that Clementi edited and published selected works of Domenico Scarlatti and Corelli, and in 1801-02, the first two installments of his anthology Practical Harmony appeared. This publication contained compositions by Paolo Agostini and Giacomo Perti representing the early seventeenth century, and progressed through Handel, Telemann, and the Bachs to the present, as represented by Haydn and Albrechtsberger. Of greater influence was the Introduction to the Art of Playing on the Pianoforte of 1801, the first of

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<sup>12</sup>QMM 1820: 312-13.

many well known piano methods of the nineteenth century. Contained in this sixty-three-page volume were a brief summary of elementary theory, basic pianistic exercises, major and minor scales with standard fingering, and information on ornamentation. Following this material was a collection of fifty compositions of various grades of difficulty by such composers as Handel, Corelli, Rameau, Scarlatti, Mozart, Beethoven, and Dussek. The pieces were arranged by keys with each group being introduced by a short prelude composed by Clementi.

The next eight years of traveling took Clementi to Paris, Vienna, St. Petersburg, Berlin, Dresden, Prague, Zurich, and throughout Italy as a representative of his firm. The purpose of the trip was to obtain printing rights for new music and to sell his firm's pianos. John Field traveled with Clementi to Paris, Vienna, and St. Petersburg during the first year and performed on the pianos in order to demonstrate their musical capabilities. Field, apparently liking Russia, decided to settle there and eventually established a successful career as performer and composer throughout the country. Clementi moved on to Berlin for a short stay during the summer of 1803 where he was accepted into the exclusive Varnahagen Circle, a gathering of intellectuals interested in the arts. Here he met Caroline Lehmann, the eighteen-year-old daughter of the Chapel Master of St. Nicolas Church, and romance ensued. While in Berlin, Clementi also met Giacomo Meyerbeer, known then for his brilliant piano performances, and the talented Ludwig Berger, whom he immediately accepted as a pupil. Berger traveled with Clementi in autumn to Dresden where a

second promising pupil, August A. Klengel, joined them. Clementi and his two students journeyed to Vienna in early 1804 where Clementi met with representatives from Breitkopf and Hartel to arrange for the publication of a complete edition of his own works.

In Vienna, Clementi desired to work out an agreement with Beethoven to publish some of his compositions, but the opportunity for such was never realized during this sojourn. The following description was provided by Ferdinand Ries, a student of Beethoven:

When he (Clementi) came Beethoven wanted to go to him at once, but his brother put it into his head that Clementi ought to make the first visit. Though much older Clementi would probably have done so had not gossip begun to concern itself with the matter. Thus it came about that Clementi was in Vienna a long time without knowing Beethoven except by sight. Often we dined at the same table in the Swan, Clementi with his pupil Klengel and Beethoven with me; all knew each other but no one spoke to the other, or confined himself to a greeting. The two pupils had to imitate their masters, because they feared they would otherwise lose their lessons. This would surely have been the case with me because there was no possibility of a middle way with Beethoven.<sup>13</sup>

Clementi would have to wait several years before a deal could finally be consummated with the temperamental Beethoven. During this stay in Vienna, Clementi met the pianist Friedrich Kalkbrenner, who was interested to learn of Clementi's method of technical development. Kalkbrenner, the teacher of Chopin for a brief time, later supervised a revision of the first volume of the Gradus ad Parnassum.

After brief stops in Zurich and Leipzig, Clementi and Klengel returned to Berlin where Clementi and Caroline Lehmann were married in

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<sup>13</sup>Alexander Thayer, The Life of Ludwig van Beethoven, 2 vols., rev. and ed. Elliot Forbes (Princeton, N. J.: Princeton University Press, 1964), p. 348.

September 1804. An extended honeymoon throughout Italy followed, with the couple returning to Berlin the following spring. Tragically, in August 1805, Caroline died in childbirth. Karl, the infant, remained with the Lehmanns, and he too died unexpectedly before reaching the age of twenty.

In early 1806, Clementi, accompanied by his two young proteges, Berger and Klengel, left for a second trip to St. Petersburg where he had arranged for a series of concerts. Just as with Field, the two pupils met with great success and decided to remain behind when Clementi departed for Vienna in October of that year. It was during this sojourn that Clementi finally achieved a successful negotiation for the rights to Beethoven's music. A letter from Clementi to Collard, his business partner, in April 1807 provides the details of this business arrangement:

Dear Collard:

By a little management and without committing myself, I have at last made a complete conquest of the haughty beauty, Beethoven, who first began at public places to grin and coquet with me, which of course I took care not to discourage; then slid into familiar chat, till meeting him by chance one day in the street--"Where do you lodge?" says he; "I have not seen you this long while!"--upon which I gave him my address. Two days after I found on my table his card brought by himself, from the maid's description of his lovely form. This will do, thought I. Three days after that he calls again, and finds me at home. Conceive then the mutual ecstasy of such a meeting! I took pretty good care to improve it to our house's advantage, therefore, as soon as decency would allow, after praising very handsomely some of his compositions: "Are you engaged with any publisher in London?"--"No" says he. "Suppose, then, that you prefer me?"--"With all my heart." "Done. What have you ready?"--"I'll bring you a list." In short I agree with him to take in MSS. three quartets, a symphony, an overture and a concerto for the violin, which is beautiful, and which, at my request he will adapt for the pianoforte with and without additional keys; and a concerto for the pianoforte, for all which we are to pay

him two hundred pounds sterling. The property, however, is only for the British Dominions. To-day sets off a courier for London through Russia, and he will bring over to you two or three of the mentioned Articles.

Remember that the violin concerto he will adapt himself and send it as soon as he can.

The quartets, etc., you may get Cramer or some other very clever fellow to adapt for the Piano-forte. The symphony and the overture are wonderfully fine so that I think I have made a very good bargain. What do you think? I have likewise engaged him to compose two sonatas and a fantasia for the Piano-forte which he is to deliver to our house for sixty pounds sterling (mind I have treated for Pounds, not Guineas). In short he has promised to treat with no one but me for the British Dominions.

In proportion as you receive his compositions you are to remit him the money; that is, he considers the whole as consisting of six articles, viz: three quartets, symphony, overture, Piano-forte concerto, violin concerto, and the adaptation of the said concerto, for which he is to receive £200.<sup>14</sup>

The specific works under agreement were the Op. 59 Rasumovsky Quartets, the Symphony No. 4, the Piano Concerto No. 4, the Violin Concerto, and the Coriolan Overture. However, as was typical of dealings with Beethoven, difficulties arose, and from the list of works under contract, only the Violin Concerto was issued as a first edition by Clementi & Co. Clementi experienced two misfortunes during the time of these business transactions: the death of his brother, Gaetano, which resulted in a subsequent trip to Rome; and a disastrous fire that destroyed his piano factory in London. The latter, involving a loss of 25,000 pounds, was only a temporary setback and in spite of a few inconveniences, such as the delay in paying Beethoven for printing rights to the Violin Concerto, the company soon flourished again. Clementi supported himself by teaching during the remainder of his

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<sup>14</sup> Ibid., pp. 417-18.

stay in Vienna and came in contact with Ignaz Moscheles and Karl Czerny during this time.

With the exception of the Sonata Op. 41, Clementi published no new music during his extended years of travel from 1802 to 1810. However, he used the time to work on symphonic compositions and the preparation of the Gradus ad Parnassum in addition to editing works for inclusion in his Practical Harmony anthology and correcting and revising earlier works.

Although the early dealings with Beethoven provided disappointing results, Clementi continued to negotiate printing rights for Beethoven's works, which culminated in significant results after his return to London in 1810. From 1810-11 Clementi's firm issued first editions of ten new works of Beethoven, including the Op. 74 String Quartet, the Piano Sonatas of Op. 78, 79, and 81a, the "Emperor" Concerto, and the Choral Fantasy.

Another joyous occasion following Clementi's return to England was his marriage in July 1811 to Emma Gisborne who, like his first wife, was a poetess. The sixty-year-old Clementi and his wife became the parents of four children. Vincent, the oldest child, was born in 1812 and, following his graduation from Cambridge, became a clergyman in Ontario, Canada. Caecilia Susannah was the older of two daughters and married Rev. John Smith (there were twelve children from this marriage). Caroline, the younger daughter, married a Mr. Canham and also raised a large family. The younger son, John, died in 1860 after suffering the loss of his wife and child.

The Philharmonic Society was founded in 1813 by thirty of

London's most distinguished musicians with its purpose being the performance of recently composed orchestral music. Clementi was appointed to one of six directorships of the society. The founding of this performing group spurred Clementi into symphonic writing once more. He also served as a regular conductor (from the keyboard) for the Philharmonic performances until the summer of 1816 while his friend J. P. Salomon was leader of the orchestra until his death in 1815. Clementi's symphonies and his adaptations of other composer's music were well received by the London critics.

In 1814, Clementi was elected to membership in the prestigious Swedish Royal Academy of Music, an honorary society in Stockholm reserved for foreign artists. He was chosen to replace Grétry who had died the previous year. As evidence of his pride in receiving this appointment, the inscription "Member of the Royal Academy of Stockholm" appeared on the title pages of several of his final works, including the Gradus ad Parnassum and the Sonatas Op. 50, dedicated to Cherubini.

Clementi undertook a trip to Paris in December 1816 following the successful performances of his orchestral works in London. The Parisian public, however, was not receptive to his symphonies. A review in the Journal de Paris states: "The second half of the concert began with a grand symphony in four long movements by Clementi; the audience would have preferred a symphony of Haydn, of Mozart, or of Beethoven."<sup>15</sup> Business matters kept him occupied in Paris through

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<sup>15</sup>Plantinga, op. cit., p. 236.

most of 1817, and late in the year he traveled to Frankfurt, where he spent a productive time composing and compiling the second volume of his Gradus ad Parnassum. A return to England during the summer of 1818 was followed by performances of new Clementi symphonies to rave reviews during the next concert season.

Clementi traveled to Paris again briefly in 1820, this time to arrange for the simultaneous publication of his piano works Opp. 46-50 in London, Paris, and Leipzig. During this sojourn, he again met Ignaz Moscheles and contracted him to perform in several Philharmonic Society concerts the following year. Highly acclaimed performances of Clementi's symphonies were given by the Hoftheater Orchestra in Munich and the Gewandhaus Orchestra in Leipzig during the 1821-22 concert season. Clementi presided as usual at the keyboard. Enthusiastic public reaction to Clementi's symphonic works continued in London in 1824 when he was represented in five of six concerts offered in the "Concerts of Antient and Modern Music" series. His final major symphonic work, "A New Grand National Symphony," was premiered in a March performance and was repeated by public demand in two concerts later in the season. Clementi's success as a symphonist was only temporary, however, as these compositions never became a part of the basic orchestral repertory, and very few performances of them occurred after the 1824 season.

The year 1826 saw the completion of the third installment of Clementi's Gradus ad Parnassum and his trip to Paris to arrange for its simultaneous publication by Érard, Breitkopf and Härtel, and Clementi and Collard. Clementi made a final visit to his native Italy

and to Vienna in 1827, returning to London in autumn of the year. Several months later, an elaborate testimonial banquet honoring Clementi was given by his friends and admirers at the Albion Hotel with sixty distinguished guests present. J. B. Cramer, his former student, and Moscheles, who had settled in London and was now a close friend of Clementi, organized the affair. Works of Clementi were performed, including a duet for piano from Op. 14 played by Cramer and Moscheles. A description of the highlight that evening was provided by Moscheles:

Of course a wish was expressed and rapturously applauded, that Clementi, the father of pianoforte playing, should be heard on this occasion, and thus prove his right to the title. Clementi rose from his chair; Smart, Cramer, and I led him to the instrument. The excitement was great, the whole party eagerly listening. Clementi had not been heard for years. He extemporized on a theme from Handel, and completely carried us away by his fine playing. His eyes gleamed with youthful fire; those of many of his hearers were dimmed with tears of emotion. Amidst shouts of applause, and the heartiest congratulations, he resumed his seat.<sup>16</sup>

A final public keyboard performance by Clementi took place before friends in July 1828 at the home of Moscheles. Among special guests present were the brilliant young soprano Henriette Sontag, whom Beethoven had chosen as soloist in the premiere of his Ninth Symphony, and Sir Walter Scott, the eminent novelist and poet.

Following retirement from his business firm, Clementi moved with his family to an estate to Evesham in Worcestershire. There, at the age of eighty years, he died on March 10, 1832 after a brief

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<sup>16</sup>Charlotte Moscheles, ed., Recent Music and Musicians, as Described in the Diaries and Correspondence of Ignaz Moscheles (New York: Henry Holt and Company, 1873; reprint ed., trans. A. D. Coleridge, New York: Da Capo Press, 1970), pp. 127-28.

illness. Funeral services were held in Westminster Abbey. The prior of the Abbey officiated, and choirs from the Royal Chapel and the Church of Saint Paul joined with that of the Abbey to provide special music. Because of his contributions to English culture, Clementi was honored with burial in the Cloisters of Westminster Abbey. His tomb bears the appropriate inscription:

MUZIO CLEMENTI  
called  
The Father of the Pianoforte  
His fame as a musician  
and composer  
Acknowledged throughout Europe  
procured him the honor  
of a public interment  
in this cloister  
Born at Rome, 1752  
Died at Evesham, 1832.

## CHAPTER II

### TECHNICAL STUDIES FOR THE PIANO PUBLISHED DURING THE FIRST THREE DECADES OF THE NINETEENTH CENTURY

Contemporary with the publication of Clementi's Gradus ad Parnassum were other pedagogic works with similar intent. This study will discuss the most significant examples of these early etude works for the pianoforte.<sup>1</sup>

Johann Baptist Cramer has been credited with publishing the first etude compilation covering most aspects of early pianoforte technique. As stated previously, Cramer was a student of Muzio Clementi for approximately a year beginning in the autumn of 1783, and some scholars claim that Cramer took his idea of composing an etude collection from his master.<sup>2</sup> His most important contribution to the repertory for developing technique for the piano was two volumes of eighty-four etudes. The first collection, the Etude pour le pianoforte, contenant 42 Exercices, en différens tons, calculés pour faciliter les progrès des Personnes qui se proposent d'étudier cet instrument à fond, Op. 39, appeared in 1803 or 1804, and the second volume, the Suite de l'étude pour le pianoforte(etc.), Op. 40, was published in

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<sup>1</sup>Much of the material in this discussion will be drawn from "The Development of the Etude for Pianoforte" by Peter Felix Ganz, and only direct quotes will be specifically acknowledged.

<sup>2</sup>Specific information relating to this matter will be presented in the next chapter.

1810.<sup>3</sup> A testimonial appearing in the Allgemeine musikalische Zeitung following the publication of the Op. 40 collection expressed the high esteem with which Cramer and these works were held by the public:

The grand Etudes of Cramer in London certainly belong, for more than one reason, at the top of the list of those works by which the truly artistic, noble, and solid pianoforte playing technique in Germany has been so extraordinarily furthered during the last quinquennium. The etudes are of highly intrinsic value and merit due to their musical inventiveness and taste, and by virtue of their formal execution and design--spiritual, intellectual, and mechanical--or because of the combination of all the aforesaid distinctive features. The first volume met with such a favorable reception that there are no less than five different editions of it in existence at the present time, and there is hardly a single pianist of any repute alive who would be able to profess complete unfamiliarity with the work. We are certain that, because of the work's high reputation, our readers will be delighted to learn that a second volume of this publication has just been published by Breitkopf and Härtel in Leipzig. We merely announce that fact at the moment; some time will elapse before a detailed review may appear in this paper. Just this much be said: the second volume is a worthy companion to the first; it contains forty-two compositions of varied nature. Fingerings are indicated in all difficult and dubious passages, and it seems that even more care has been devoted to this aspect here, as compared to the first volume.<sup>4</sup>

According to the biographer Anton Schindler, Beethoven also thought very highly of these etudes.<sup>5</sup> He stated that these works were the basis for deft and sound pianoforte playing and were the best preparation for the performance of his own works. Moreover, Beethoven

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<sup>3</sup>A list of Cramer's other pedagogic works appears on pp. 74-75 in the Ganz dissertation.

<sup>4</sup>Quoted from Ganz, op. cit., p. 78.

<sup>5</sup>Anton Felix Schindler, Beethoven as I Knew Him, ed. Donald W. MacArdle, trans. Constance S. Jolly (Chapel Hill: University of North Carolina Press, 1966), p. 379, from Biographie von Ludwig van Beethoven (Münster, Aschendorff, 1860).

planned to include the Cramer etudes as an important part of his own piano method, which never materialized, however. In addition to having the earlier etude collection in his musical library, Beethoven recommended the use of Cramer's etudes in the keyboard instruction of his nephew Karl by Czerny. For this purpose, Beethoven annotated some twenty of the etudes with expression and accentuation marks.

As implied by "différens tons" in the complete titles of the 84 Etudes, there is not an etude for every major and minor key. The keys most frequently used are those with three accidentals or less, and an etude in D-flat major is not represented in either collection. There is no organization of the etudes by key scheme or by progressive increase in difficulty. The etudes vary in length from twenty-two (number 1) to ninety-five bars (number 70) and are not too long to present an added endurance problem to that of the technical problem already introduced.

About one-fourth of the eighty-four studies are pieces based on a short, characteristic motif that is developed continuously throughout the etude. The motif, usually featured simultaneously in both hands, is subjected to modulation, inversion, and variation, resulting in the etude becoming progressively more difficult. Binary and ternary form are each represented in approximately thirty of the eighty-four etudes. There are three etudes in rondo form and no examples of fugue. Concerning the placement of the technical difficulty by hand, the following arrangement results: etudes with right hand problems only: twenty-five; etudes with left hand problems exclusively: eight; etudes predominantly for the right hand: eleven;

etudes with equal demands for both hands: forty. Cramer thus shows a preference for the right hand, which is typical of the time, although the development of the left hand is not completely neglected in these works. A technique that Cramer often uses in etudes in ternary form is placing the technical problem in the left hand in the B section, allowing the right hand to relax by playing an accompaniment between its strenuous demands in the A sections.

Many of the Cramer etudes feature finger independence problems, such as melodic and accompanimental musical lines performed by one hand. Cramer uses contrasting touches at times to increase the difficulty of this technical demand as well as introducing the same demand simultaneously in both hands. Other etudes feature passages in parallel thirds and sixths, a trademark of Clementi's virtuosic writing. Cramer may have developed this technique during his year of keyboard study with Clementi. Another example of finger independence introduced in the Cramer etudes is the problem of trilling and playing a melody in the same hand, a technique Beethoven frequently used in his late sonatas. Of similar difficulty is Cramer's constructing a broken chord accompanimental pattern that continues throughout the etude, from which the top or bottom notes of the figure have to be brought out to form a melodic line. An extension of a tenth is required consistently throughout the etudes.

Technical requirements not exploited in Cramer's etudes are octave passages and continuous polyrhythm complexities, although individual crossrhythms naturally occur throughout the studies. Also, Cramer does not seek to develop wrist action but instead provides the

means to develop finger strength, agility, and independence. Cramer's fingerings indicated in the etudes are pianistic and practical. He does not limit himself to one strict rule or pattern but offers combinations that the performer can use as the music dictates. For instance, although he prefers that thumbs not be used on black keys in runs and scales, he indicates that the thumbs are to play black keys if their use continues a recurring fingering pattern and the motion is natural and comfortable. Cramer also indicates some finger substitutions while a key is still depressed in order to maintain a legato musical line. However, he does not normally maintain legato fingering in double note passages. According to the fingering indications that he has left, Cramer no longer allows the earlier practice of passing the second finger over the third, and the third finger over the fourth in scale passages.

In summarizing his evaluation of these studies, Peter Ganz has written:

. . . Cramer's 84 Etudes are a successfully composed set of technically challenging, musically original and interesting pieces, pedagogically helpful, though not systematically arranged. Their immediate and international success, their lasting recognition, and their numerous editions and re-editions, including arrangements of fifty of them for two pianos (by Henselt), support that judgment.<sup>6</sup>

Hans von Bülow, in his edition of fifty selected etudes of Cramer, states a similar opinion concerning the importance of these works:

As a means of imparting to the pianoforte player execution (Technique) [sic] and correct interpretation (Vortrag), this work is much superior to all similar productions

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<sup>6</sup>Ganz, op. cit., p. 93.

unless we except Clementi's Gradus ad Parnassum, to which it forms a most appropriate introduction./

In 1805, Daniel Steibelt published the second true etude work, the Etude pour le pianoforte, contenant 50 Exercises de différents genres, Op. 78, approximately one year after Cramer's Op. 39 collection of etudes appeared. Steibelt's other pedagogic work, the Méthode de Piano, ou l'art d'enseigner cet Instrument, containing eight less significant etudes, was published in 1809. In contrast to the usual superficiality characteristic of Steibelt's keyboard output, the Op. 78 etudes are of greater merit, and according to Gottfried Müller, Steibelt's biographer, the reason is obvious. There are close similarities between a number of Steibelt's studies and some of the etudes from Cramer's first collection published the previous year.

Shortly after arriving for his second London sojourn (1802-05), Clementi left, together with his pupil Field, . . . for an extended art and business trip which kept him away from London for many years. Cramer, however, remained in London, and Steibelt had much opportunity to acquaint himself with his (Cramer's) compositions and manner of playing. After Cramer had published the first book of etudes . . . nobody realized the inherent importance of that new work more rapidly and more clearly than Steibelt. Having a cunning sense for business opportunities, he decided to repeat Cramer's London success in Paris by publishing an etude work of his own in the latter metropolis. In spring of 1805 he returned . . . to Paris, and in the same year his opus 78 . . . appeared there. . . Steibelt's etudes are unthinkable without Cramer's model. Some are so similar that they reach the limit of the permissible.<sup>8</sup>

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<sup>7</sup>Quoted in *ibid.*, p. 95.

<sup>8</sup>Quoted by Ganz, p. 99, from Gottfried Müller, Daniel Steibelt, sein Leben und seine Klavierwerke (Etüden und Sonaten) (Strasbourg: Heitz & Co., 1933), pp. 62-63.

Concerning the structural organization of Steibelt's etudes, a vast majority, forty-two of the fifty, are cast into two- and three-part song forms. The remaining eight works are in a form based on continuous development of a short motif. By contrast, more than one fourth of Cramer's 84 Etudes are composed in this type of structure. Also, the lyrical piano piece characteristic of the early romantic period is well represented in Steibelt's collection of etudes. Several of these works are quite similar to examples in Mendelssohn's Songs Without Words and may have served as their predecessors.

Steibelt introduces two new technical problems in his studies. Etude No. 22 exploits parallel octave playing, and No. 13 is the first etude in unison. The latter piece may have influenced Chopin in the composition of the finale of the Sonata in B-flat Minor and the Prelude Op. 28, No. 14, as both Chopin works are similar to the etude in style and texture. In addition, the Steibelt etude and Chopin's prelude are in the same key, E-flat minor. Although known for his facile tremolo technique, Steibelt does not exploit this type of playing in any of his etudes. This fact is unusual since the virtuosic trademarks of each early etude composer are normally well represented in his output. The numerous double note passages in Clementi's Gradus ad Parnassum and Cramer's exploitation of independent melodic and accompanimental lines in one hand in his 84 Etudes attest to this fact.

A technical problem featured in the Steibelt etudes obviously taken from Cramer models is independent finger technique requiring a melody and a contrapuntal or syncopated accompanimental pattern to be performed in one hand. Other etudes present challenges in the perfor-

mance of double notes, trills, arpeggios, and broken chords. Steibelt also gives priority to the development of the thumb in several of his studies and shows a preference for developing the right hand, as was true of Cramer. Further comparison with Cramer's etudes are favorable as the Steibelt pieces are characterized "by a freer treatment of the form and of voice leading, and by their originality of melodic treatment."<sup>9</sup>

Joseph Wölfl, the piano virtuoso from Salzburg, published his Méthode de Piano, contenant 50 exercices doigtées, Op. 56, in 1812.

A description of the contents of the studies from this work shows them to be in the form of etudes rather than just short exercises for the purpose of developing finger strength and control. Richard Baum, Wölfl's biographer, writes:

Wölfl, just like any other respected pianist of his time, wrote a Méthode de Piano, too. The work consists of two parts, a simpler and a more difficult one, of twenty-five etudes each. There are etudes of the following types: fingerings in changing notes and in embellishments; all kinds of general pianoforte figurations, later with held notes added; etudes for accuracy of hitting correct notes when crossing hands; trills, later in inner voices, while bass and melody continue; arpeggios of varied types for one hand or for both hands together; scales and passage work; passages in double thirds, sixths and octaves in one hand; also broken octaves made more difficult by a rhythm in triplets; triplet passages played against melody lines; passages in dotted rhythms. The oddest keys (some with a key signature of double flats) are featured. The fiftieth study is a small piece of excessive difficulty. The work was intended for virtuosos rather than for the general public of amateurs and dilettantes. Most exercises aim for a loose wrist.<sup>10</sup>

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<sup>9</sup> Ibid., p. 97.

<sup>10</sup> Richard Baum, Joseph Wölfl (Kassel: Bärenreiter-Verlag, 1928), p. 56, as quoted in Ganz, op. cit., pp. 107-08.

Significant in Baum's description is the statement that these etudes are for professional musicians for if this is correct, Wölfl's etudes would be the first collection so designated. In the nineteenth century, the gap in ability between the professional and the amateur pianist grows progressively wider. Also interesting in several of the studies is the emphasis on counterrhythm, a technique that continues to be used with greater frequency as reflected in the repertory of this period.

The pedagogic piano works of Ludwig Berger, a Clementi pupil, include 12 Etüden, Op. 12, published in 1819, 15 neue Etüden, Op. 22, dating from 1837, and two single etudes, Op. 30 and 41. Important in Berger's etude output is the merging of the purely technical practice piece and the musically expressive "character piece." Concerning the significance of this stylistic change in the etude, Peter Ganz writes:

Because Berger incorporated a strong musical idea as well as dramatic expressiveness and dynamic contrast in his etudes, he contributed much to the gradual emancipation of the etude into a type of piano piece that was no longer restricted to the practice room but that could be performed in public and could be appreciated by an audience for both musical and technical content. If one remembers the remark made by Cramer . . . about his own etudes being "only exercises," Berger's contribution is even more noteworthy because it means that the etude became an accepted part of a pianist's concert repertory.<sup>11</sup>

Since the keyboard facility of pianists had continued to develop and improve, it was now possible for studies to contain musical as well as technical demands. Also, characteristic of some pieces without pedagogic intent at this time was the use of repeated technical

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<sup>11</sup>Ganz, op. cit., pp. 150-51.

difficulties that made the works approach the etude in content. Examples of this type are many of Mendelssohn's Songs Without Words and Schubert's Impromptus, Op. 90, Nos. 2 and 4. The improvements in the playing mechanism of the piano may also be cited as a contributing factor in this stylistic change. These improvements include the development of an all-metal frame by Allen and Thom in 1820, an improved, more responsive damper pedal by W. F. Collard, the Younger, in 1821, and double escapement action by Sebastien Erard in 1823.

Featured in many of Berger's etudes is a melody and accompaniment performed by one hand and a simple harmonic bass line. In this type of etude, Berger gives primary importance to the melody and places the technical problem in the accompaniment. The challenge for the performer is to blend the difficulty unobtrusively into the musical fabric of the piece without it affecting or detracting from the musical expression. Contained in the Op. 12 set of etudes is a study for the left hand alone, one of the earliest examples of its kind. Berger's etudes are structured in both ternary form and in a non-sectional form featuring continuous development of a motif. The hands are developed fairly equally, and at times Berger places the melodic line in the left hand for both musical and pedagogical reasons.

In contrast to the musically expressive etudes of Berger are the studies of Johann Nepomuk Hummel. Hummel represents the Viennese bravura style of pianism that emphasized perfection in technical execution at the expense of musical sensitivity and pianistic virtuosity for its own sake. His only set of etudes, 24 Etüden, Op. 125, appeared around 1830 and are thus late works in his musical output. (Hummel

died in 1837.) Hummel composed this collection of studies as a companion volume to his highly successful Anweisung, which was published in 1828. As is characteristic of Hummel's compositional style, these difficult works feature an excess of brilliant, but superficial, writing. A new element in Hummel's studies cast in three-part form is the introduction of a completely contrasting middle section without difficult technical demands. Therefore, Hummel allows both hands a period of relaxation in works of this type. Cramer had employed a similar change of texture in his etudes in this form, but one that allowed only one hand to relax while the other performed the technical motif. Also, as in Cramer's etudes, the length of Hummel's studies is not so great that endurance becomes an added problem.

The 24 Etüden challenge both hands equally and make use of the full range of the keyboard. In addition to virtuosic octave playing and hand crossings, the Hummel studies contain numerous chromatic progressions that produce unusual modulations and harmonic surprises. Also found in these etudes is a variety of melodic ornamentation that is typical of Hummel's compositional style. Elegance and technical bravura are the key elements of this style, and Hummel's studies definitely foreshadow the virtuoso etudes that appeared later in the Romantic era.

The etudes of Frederic Kalkbrenner continue in this bravura style with even greater technical display at the expense of musical inspiration and depth. Kalkbrenner is credited with being one of the first pianists to develop and advocate the use of the wrist in piano performance, and he invented a mechanical device, the "Hand Guide," to

facilitate the learning of this technique.<sup>12</sup> Of his over one hundred etudes, the 24 Etudes, Op. 20, are the earliest and probably the most interesting. This collection, published around 1820, contains a study in each of the major and minor keys. These works are normally constructed in a three-part form that features a continuation of the technical problem in a different key in the middle section instead of the use of contrasting material there. Typically, Kalkbrenner concludes his etudes with a short coda.

Characteristic of the Op. 20 volume, and of Kalkbrenner's output as a whole, is the endless use of repetition, a dull harmonic language, and a general lack of musical inspiration. The purpose of these pieces is, first and foremost, the display of technical brilliance. Kalkbrenner develops the right hand almost exclusively and frequently exploits the use of the wrist through rapidly repeated notes and chords.

Contained in the Méthode pour apprendre le piano à l'aide du Guide-mains, Op. 108, is a set of twelve etudes dating from around 1830 that were to be used in conjunction with the "Hand Guide." Other sets of studies include 12 Etudes préparatoires, pour précéder celles de la Méthode, Op. 126, and 12 Etudes progressives, Op. 161. No new technical difficulties appear in these later collections beyond the demands already encountered in Kalkbrenner's Op. 20 volume. Concerning Kalkbrenner and this period in the development of the etude, Peter Ganz

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<sup>12</sup>Herbert Westerby, The History of Pianoforte Music (New York: E. P. Dutton & Co., 1924), p. 155.

writes:

The lack of sensitivity, of musicianship, and of good taste which is encountered in all these works, announces, by its replacing musical beauty with virtuosity, an unwholesome period of etude writing and of etude performing in public. When the etudes of some virtuoso composers of the 1830's to 1850's are compared to those by Kalkbrenner, his efforts still sound pleasant in comparison, though.<sup>13</sup>

Ignaz Moscheles is another piano virtuoso who contributed to the etude literature of this period. These works are the Etudes, Op. 51, first published as three Allegri di Bravura in 1822 and the 24 (charakteristische) Studien, Op. 70, published in 1826. As stated in the subtitle in the original edition of the Op. 51 pieces, these works were "calculated for the study of the greatest difficulties which the pianoforte offers: strength, lightness of touch, and capriciousness" and thus warranted the change of title to Etudes in a later release. Unlike Kalkbrenner's studies, the etudes of Moscheles use inspired writing based on sound musical principles to display technical brilliance, and by comparison, the latter examples are significantly more effective musical compositions.

Every major and minor key is represented in Moscheles' Op. 70 collection, just as Kalkbrenner had done in his set of twenty-four etudes of Op. 20. Due to the difficulty of execution, these studies are strictly for the advanced pianist who is serious in his pursuit toward technical and musical refinement. Included in the introduction to this publication are Moscheles' practice suggestions, as well as his numerous fingering and dynamic markings throughout the music. Mos-

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<sup>13</sup>Ganz, op. cit., pp. 165-67.

cheles' pedal indications are also offered in the original edition. The etudes in the original edition have no titles, but descriptive titles have been appended in subsequent editions.

The Op. 70 studies are characterized by their diversity of musical style and content, and the performer must confront both technical as well as musical demands in a majority of these works. For example, "Etude in the Old Style of Around Scarlatti" features contrapuntal writing and ornamentation. "Hercules," another etude, stresses broken chord technique. "Solemn Musical Execution of the Adagio," although not containing a specific technical problem, is a study in musicianship. The chromatic scale and rapidly repeated notes and chords are other technical difficulties exploited in these works. Moscheles' introduction to Erard's double escapement action may have led to his treatment of this technical problem in the Op. 70 collection. An entry in his diary in June 1825 describes Moscheles' reaction to this important improvement in the piano's mechanism:

Pierre Erard showed me and explained to me on a dumb keyboard his uncle Sebastian's now completed invention, for which the firm had just taken out a patent. . . . I was the first to play upon one of the newly completed instruments, and<sup>14</sup> found it of priceless value for the repetition of notes.

The technical difficulties in Moscheles' studies are normally performed by both hands, either individually or simultaneously, and these works are thus pedagogically sound in developing the hands equally. Most of the studies are in ternary form and feature a varied treatment of the opening thematic idea in the middle section. The

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<sup>14</sup> Moscheles, Recent Music and Musicians, pp. 70-71.

etudes are also characterized by a masterful use of harmony and counterpoint that keep the material fresh and interesting.

Other sets of etudes that appear later in Moscheles' output are the Charakteristische Studien zur höhern Entwicklung des Vortrags und der Bravour, Op. 95; 2 Etüden, Op. 105; 4 grosse Concertetüden, Op. 111; and the Grosse Konzert Etüde, Op. 126. Although originally conceived as a set of twenty-four pieces, Op. 95 contains twelve character studies similar in style to the etudes of Ludwig Berger. Moscheles does not introduce musical or technical elements in these later works that are not previously represented in his Op. 70 volume. A final example of Moscheles' etude output is the 2 Etudes, Op. 98, composed for the Méthode des Méthodes. Published in 1840 as a collaboration between Moscheles and François Joseph Fétis, this collection contains etudes by over a dozen composers, including Cramer, Chopin, Thalberg, Mendelssohn, and Liszt, and provides a complete course of piano study progressing from beginner to master performer levels.

A final composer of piano etudes to be included in this study is the prolific Carl Czerny. His pedagogical pieces and exercises number over eight thousand and every phase of technique is covered in these works at various levels of difficulty. Consistently, the emphasis throughout these studies is on technical proficiency with only minimal interest in musical content. In contrast to the emerging trend of the concert etude, Czerny's works are suitable for practice room use solely.

The most significant collections of Czerny's output are the Schule der Geläufigkeit, Op. 299; the Schule des Legato und Staccato,

Op. 335; the Schule der Verzierungen, Vorschläge, Mordenten und Triller(etc.), Op. 355; the Schule des Virtuosen, Op. 365; the Schule der linken Hand, Op. 399; the Schule des Fugenspiels, Op. 400; and the Kunst der Fingerfertigkeit(etc.), Op. 740.<sup>15</sup> Also important is Czerny's Vollständige theoretisch-praktische Pianoforteschule(etc.), Op. 500. This lengthy "New Testament of Piano Playing" is in three parts and is "all-inclusive (in content), from advice on how to cut the fingernails to suggestions for improvisation and to the color of formal gloves for stage appearances."<sup>16</sup> Contained in this work are numerous exercises and a set of twelve etudes.

Of the works mentioned above, the Schule der Geläufigkeit is the only set that was published within the time limitations of this study. Dating from 1830, the Op. 299 collection contains forty studies that develop a pianist's speed and dexterity. Czerny achieves this improvement in facility through the emphasis of scale, broken chord, and arpeggio technique. Characteristic of these etudes is a uniformity of figuration and style produced through an unrelenting treatment of the technical motif throughout the piece. Normally, Czerny places the technical difficulty for each study exclusively in one hand against a simple chordal accompaniment in the other hand. This set contains a significantly larger number of etudes for the right hand than for the left. Twenty-three studies feature right hand development, five are for the left hand, and twelve challenge both hands

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<sup>15</sup>Consult Ganz, op. cit., pp. 356-58 for a complete listing of Czerny's pedagogical works.

<sup>16</sup>Ibid., p. 192.

equally.

Other technical problems Czerny covers in Op. 299 are hand crossings, double note technique, and contrasts in touch. Musical interest and expression receive low priority. In addition to not providing for the development and refinement of musicianship in his studies, Czerny has not composed etudes that feature rhythmical problems, such as crossrhythms and unequal subdivisions of the beat. This must have been an oversight since he was so methodical in covering all aspects of piano playing in his pedagogical works. Czerny, however, provides no significant innovations in his studies, and Peter Ganz labels his contribution to the etude literature as "one of quantity rather than of quality."<sup>17</sup>

By 1830, there are three distinct types of etudes being composed. The first category is the school etude, as represented in the pedagogical works of Czerny. Usually with an aim of providing either technical or musical development, these studies are intended for student use, and levels of instruction range from beginner to advanced. A second type is the virtuoso etude. Piano virtuosos, such as Kalkbrenner, have composed these pieces for their personal use in order to impress audiences with a dazzling technical display. Comparable to a musical fad, this type of etude serves little pedagogical use and quickly falls into obscurity. A third kind of etude is similar to the virtuoso etude, but it is composed with greater artistic depth and musical content. These works carry the development of the

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<sup>17</sup>Ibid., p. 192.

etude forward and lead to the concert etudes of Schumann, Chopin, and Liszt, pieces that remain a vital part of the piano repertoire.

## CHAPTER III

### THE GRADUS AD PARNASSUM: AN OVERVIEW

The first volume of Muzio Clementi's Gradus ad Parnassum was published simultaneously in London, Paris, and Leipzig in 1817. Volumes II and III of this pedagogic work appeared respectively in 1819 and 1826. The name Gradus ad Parnassum, or "Steps to Mount Parnassus," was taken from the title of the famous treatise on counterpoint in 1725 by Johann Joseph Fux. With its subtitle, "The Art of Playing on the Pianoforte, Demonstrated by One Hundred Exercises in the Severe and in the Elegant Style," Clementi stated the contents and purpose of this work, which was to present every aspect of the art of pianoforte playing and thus develop a student's technique gradually toward perfection. In spite of his intentions, Clementi arranged the individual pieces of the three volumes in no systematic progression.

Other pedagogical works in Clementi's output are the Preludes and Exercises in All Major and Minor Keys (1790), the Méthode pour le Piano-Forte, contenant les Elémens de la musique, et des leçons préliminaires sur la doigté, accompagnées d'exemples et suivies de 50 leçons doigtées, par les compositeurs les plus célèbres (1801), the Octave Lessons for the Piano-forte (n.d.), and a Grand Exercise doigté (before 1816). A number of progressive sonatinas and sonatas may also be included in this list. The Méthode pour le Piano-Forte was reprinted and re-edited in 1802 as the Introduction à l'art de

toucher le Pianoforte, the title by which it is better known. Patterned after C. P. E. Bach's Versuch, the Introduction was designed to present the basic keyboard skills and was addressed to the rapidly growing number of amateur musicians. Its contents include elementary theory, basic piano technique exercises, five-finger patterns in contractions and extensions, major and minor scales with fingering that is standard now, and explanations and examples of embellishments. A collection of fifty short pieces of medium difficulty by various composers concludes this work.

The pedagogical aim of Clementi in composing the Gradus was that in mastering the technical and musical problems of these studies, a student would then have acquired the facility to perform the pianoforte works of every master from C. P. E. Bach to Beethoven. Of primary importance to Clementi is the development of finger independence whereby a pupil could attain the necessary precision, clarity, endurance, and freedom for performances of various types of musical compositions. According to Carl Parrish, Clementi is the "the first composer whose keyboard compositions are conceived wholly in terms of the piano and who was the first to exploit to the full the characteristic idioms of the instrument."<sup>1</sup> Significant is the use of legato as the normal touch. As stated in the Introduction à l'art de toucher le Pianoforte:

The notes marked  called LEGATO in Italian,

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<sup>1</sup>Carl Parrish, The Early Piano and Its Influence on Keyboard Technique and Composition in the Eighteenth Century (Superior, Wisconsin: Research Microfilm Publishers, 1953), p. 38.

must be played in a SMOOTH and CLOSE manner; which is done by keeping down the first key, 'till the next is struck; by which means, the strings VIBRATE SWEETLY into one another.

N.B. When the composer leaves the LEGATO, and STACCATO to the performer's taste; the best rule is, to adhere chiefly to the LEGATO; reserving the STACCATO to give SPIRIT occasionally to certain passages, and to set off the HIGHER BEAUTIES OF THE LEGATO.<sup>2</sup> (The capital letters are Clementi's.)

Clementi is the first to advocate this performance practice.

The increased importance of the observations on touch and the greater emphasis placed on it is one of the most significant developments that takes place in the piano methods published around 1800.<sup>3</sup> Thus, legato becomes the normal touch in piano technique, contrary to the previously prevalent non-legato touch of C. P. E. Bach and his successors. Still Clementi recognizes the influence and importance of C. P. E. Bach and his Versuch by stating that he owed "all his knowledge and ability, his new touch, his fingering, and his so-called style to this book alone."<sup>4</sup>

Another important development in keyboard technique during this period is the standardization of fingering and the formulation of general principles concerning it. The adoption of legato touch is probably responsible to a considerable degree for this and resulted in a greater use of the thumb. A rise in virtuosity at this time also

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<sup>2</sup> Muzio Clementi, Introduction to the Art of Playing on the Pianoforte (London: Clementi, Banger, Hyde, Collard & David, 1801; reprint ed., New York: Da Capo Press, 1973), pp. 8-9.

<sup>3</sup> Parrish, op. cit., p. 242.

<sup>4</sup> Ibid., p. 119.

affects keyboard instruction and performance, making special preparation and training necessary in order to master the new and more difficult technical problems present in the music. This development results in an increased number of exercises and methods being published. A final change in musical style and performance practice is the overall decrease in ornamentation and the disappearance of free ornamentation by the player.

As stated previously, Clementi was concerned with the development of finger strength and independence in his Gradus studies. The technical means that he advocated to achieve this was with as little movement in the hands as possible.<sup>5</sup> In teaching, Clementi would place a coin on the back of a student's hand to make him aware of any excess hand motion, and the student would then strive to play with a perfectly balanced coin.<sup>6</sup> Clementi taught high finger action, a curved hand position, and the even articulation of all fingers. Concerning playing posture, Clementi recommended:

The hand and arm should be held in an horizontal position; neither depressing nor raising the wrist; the seat should therefore be adjusted accordingly. The fingers and thumb should be placed over the keys, always ready to strike; bending the fingers in, more or less in proportion<sup>7</sup> to their length. All unnecessary motion should be avoided.

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<sup>5</sup>Unless otherwise noted, the information on Clementi's teaching methods is taken from Roger Crager Boardman, "A History of Theories of Teaching Piano Technic" (Ph.D. dissertation, New York University, 1954).

<sup>6</sup>Donna Ruth Bashaw, "The Evolution of Philosophies and Techniques of Piano Pedagogy from 1750 to 1900 Traced Through the Teachings of C. P. E. Bach, Clementi, Czerny, Chopin, and Leschetizky" (M.A. thesis, California State University, Fullerton, 1980), p. 44.

<sup>7</sup>Clementi, Introduction, pp. 14-15.

In order to achieve this type of execution, Clementi believed that certain musical patterns must be practiced with specific fingerings. Through the process, the student would develop "habits" of fingering that were then spontaneously carried over into the performance of other keyboard literature. He explained his basic concept of fingering as follows:

To produce the BEST EFFECT, by the EASIEST MEANS, is the great basis of the art of fingering. The EFFECT, being of the highest importance, is FIRST consulted; the WAY to accomplish it is then devised; and THAT MODE of fingering is PREFERRED which gives the BEST EFFECT, tho' not always the easiest to the performer.<sup>8</sup>

Following this statement in the Introduction were scales with fingerings the same as those taught today and a series of carefully fingered exercises.

These exercises stressed the development of the hand and fingers totally. Technical problems included the performance of repeated notes, and arpeggios and scales combined with repeated notes; broken thirds; five-finger motives and scale patterns; combinations of ornaments with skips; broken and block chords in inversions; Alberti basses; and broken octave. Clementi also introduced double thirds and sixths, exercises for legato touch in chord patterns, arpeggiated basses, and exercises for smooth crossovers and unders. There were also drills for extension and contraction of the hand. Clementi stressed the importance of having the fingers in place and prepared to play before actually beginning the articulation. This principle of preparation is still used in keyboard instruction today.

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<sup>8</sup> Ibid., p. 14.

Clementi also developed the exercise to strengthen weak fingers by holding down some of the fingers while playing repeated notes with the others. He also taught the use of alternating fingers in performing repeated notes in fast tempos and the use of finger substitution to maintain legato thirds in slow tempos. Clementi stressed the practice of all major and minor scales daily and recommended mastering these patterns hands separately before working on them hands together. Clementi's idea of practicing hands separately is a concept still used by many contemporary teachers. Clementi also urges that slow practice be employed when first learning a piece and suggested the use of numerous repetitions to master the technical requirements of difficult passages.

Concerning tone production, Clementi advocated the use of the "inner ear" to mentally hear the sound and then use whatever means possible to produce it. He also stated that listening to famous singers helped to improve one's phrasing and tone quality. He admitted that the contact with singers in his work at the King's Theatre in London helped him to achieve a more melodic and noble style of playing.

One of the probable reasons for Clementi's preoccupation with finger development in his technical studies was the type of pianoforte native to London on which he performed and for which he composed. The "English" action, in contrast to the light "Viennese" action on the continent, was heavier and deeper and required a strong finger stroke. This type of action was developed by John Broadwood and was later adopted by Clementi in the pianofortes manufactured in his own firm. Characteristic of the Broadwood piano was a heavier construction that

resulted in a fuller, more singing tone. Broadwood used trichordal stringing (three strings per note) and heavier strings of blue steel. Other improvements of Broadwood included a better division in bridge construction that permitted greater tension of the strings and the discovery and adoption of the best acoustical striking place on the string, one-ninth of its vibrating length. Both improvements increased sonority. In contrast to the thin, flat soundboard in the Viennese pianoforte was the thicker, convex construction of the soundboard in the English instrument. A final distinguishing feature between the two types of pianofortes was the two pedals, similar to those of the present piano, which Broadwood patented in 1783.

Clementi's purpose in writing the Gradus ad Parnassum was to provide "a collection of exercises to form a complete pianoforte performer."<sup>9</sup> Arthur Loesser has aptly described Clementi's collection as "a compendium of all phases of musical and pianistic science."<sup>10</sup> There are fifty-three pieces in the Gradus that can be classified as true etudes as a result of continued prominence of a technical difficulty featured throughout. Formal types represented in the remaining forty-seven works of this collection are fugues, canons, fugatos, preludes, rondos, scherzi, sonata allegro movements, a capriccio, character pieces, and compositions with programmatic titles. Many of

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<sup>9</sup>Sister Alice Eugene Tighe, S. L., "Muzio Clementi and His Sonatas Surviving as Solo Piano Works" (Ph.D. dissertation, University of Michigan, 1964), p. 91. Quote from a letter of Clementi to Härtel.

<sup>10</sup>Arthur Loesser, Men, Women, and Pianos (New York: Simon & Schuster, 1954), p. 266.

these pieces contain certain etude-like tendencies, however. The inclusion of non-etude type pieces was a conscious effort on the composer's part to represent both the didactic and the artistic in his set of studies. Concerning these studies in musicianship, Clementi stated in a letter to the publisher Härtel that his collection was "calculated to form the head and the heart, as well as the fingers."<sup>11</sup> In listing the main technical problem for each study and how many studies feature this technique, the following tabulation results:

Trills - 8  
 Repeated notes - 5  
 Five-finger motives - 11  
 Scales - 17  
 Chords, skipping - 2  
 Chords, broken - 3  
 Thirds, broken - 4  
 Thirds, double - 3  
 Sixths, double - 1  
 Double notes, mixed - 5  
 Octaves, solid - 1  
 Octaves, broken - 5  
 Alberti bass - 7  
 Repeated notes, with other fingers holding  
     down single and double notes, chords - 2  
 Ornaments - 2  
 Melody with accompaniment - 2  
 Melody with harmonization - 3  
 Canons - 6  
 Fugues - 12<sup>12</sup>

A more specific discussion of the technique involved as related to individual pieces will be provided in the following two chapters.

Clementi used both newly composed pieces and revisions of earlier works in his collection of studies, an assembling that extended over a period of about forty-five years. Seven fugues from *Oeuvre* 1

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<sup>11</sup>Tighe, op. cit., p. 91.

<sup>12</sup>Boardman, op. cit., p. 51.

and Opera 5 and 6, first published in 1780-81, were revised for inclusion in the Gradus. In addition, Clementi made a two-hand revision of his Duet Op. 14, No. 1 dating from 1786, and this work became Study No. 14 in the set. A number of other pieces also contains stylistic features that suggest they date from an earlier compositional period in Clementi's output. According to his accusations in a letter to Härtel, Clementi claimed that plans were underway for the Gradus as early as 1801 and that Cramer had indeed taken his idea of composing an etude collection from him:

I have just finished the second volume of my "Gradus" of which I'll send you a copy as soon as it is ready. We'll publish it on the same day at London, Paris, and Leipsic. I was not much flattered, I must own, with the first notice of my "Gradus" which appeared in Musikalische Zeitung about five months ago, where my work was represented to be somewhat in Cramer's style. For in the first place, mine is quite in a different manner, being calculated to form the head and heart, as well as the fingers; and in the next, he took the title as well as manner of executing the work from what I had imprudently said to Erard in London, about the year 1801; for as he was soliciting me to give him some works for his nieces at Paris, I told him I had long meditated on a collection of exercises to form a complete pianoforte performer to which I should give the title of "Studio," and which we should publish at the same time. Now, as Cramer and he were very intimate, he divulged the secret to him; and as I went out of England the year after, Cramer took advantage of my absence to be beforehand with me, and published his "Studio." If, therefore, there be any similarity in our works, it is owing to his having partly followed the plan I had traced out and explained to Erard.<sup>13</sup>

Thus, Cramer's publishing of the Studio per pianoforte, Op. 30, around 1807 resulted in Clementi's change of title to Gradus ad Parnassum for his set of studies.

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<sup>13</sup>Tighe, op. cit., p. 91.

The arrangements for the publication of the first volume of the Gradus ad Parnassum were made by Clementi during a trip to the continent in 1816. He collaborated with Mme. Bannemaïson, the daughter of Sebastian Erard, and Breitkopf and Härtel to simultaneously publish Volume I in Paris and Leipzig on the day it was to appear in London, March 1, 1817. This volume, published in a bilingual edition of French and English, was dedicated to Princess Sophia Wolkonsky, the wife of an officer and minister of the Imperial household of the Czar and an old friend of Clementi's in St. Petersburg. The excerpt from Clementi's letter to Härtel in 1818, printed above, showed his intention to handle the publishing of Volume II as he had the first volume. The publication of this section of the Gradus occurred in April 1819 in the three cities indicated. Following the completion of the third volume in 1826, Clementi wrote to Härtel that in his opinion, this volume was superior to the previous two collections, and he hoped that it would be received and recognized as such by the public. Furthermore, the importance that he attached to the Gradus could be seen in his concern for accuracy in its printing. In another letter to Härtel in 1826, Clementi wrote:

But, above all, recommend correction, which, in so complicated a work, is indispensable. After what is called the last correction, it ought to undergo two or three careful revisions with my copy in hand. I know what pain it has cost me! And, after all, I have discovered three errors which I beg you will rectify. . . . You see how scrupulous I am! But I am very jealous of this work.<sup>14</sup>

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<sup>14</sup>Quoted in Jerald C. Graue, "Muzio Clementi and the Development of Pianoforte Music in Industrial England" (Ph.D. dissertation, University of Illinois, 1971), p. 295.

There was also coordination between the firms of Erard, Breitkopf and Härtel, and Clementi and Co. to simultaneously publish Volume III.

Concerning the organization of the Gradus, Clementi did not arrange the pieces in any progressive order, as stated previously. However, he grouped fifty-seven of the studies to form thirteen suites, with each suite containing from three to six pieces. The studies in each suite have the same tonic, with only three exceptions. These exceptions are: Study No. 14 in F major in the Suite in C (Nos. 12-15), Study No. 39 in B-flat major in the Suite in F major (Nos. 37-41), and Study No. 83 in B minor in the Suite in D major (Nos. 82-87).

A second feature related to the thirteen suites is that all but one contain at least one fugal or canonic study. The one exception is the Suite in G major (Nos. 77-81), and although it does not include a contrapuntal movement, it contains the only "Capriccio" that Clementi composed for the Gradus. There are three suites that have multiple contrapuntal movements: Suite in B minor (Nos. 25-27), Suite in A (Nos. 66-70), and Suite in E (Nos. 71-76). In fact, of the nineteen fugal and canonic studies in the Gradus, only three are isolated works not related to any suite.

A third significant feature of the suites is that Clementi composed each suite in a different key, with only one exception. The major keys represented are A, B, B-flat, C, D, E, E-flat, F, G, and the minor keys used are B, D, and F. The exception is the use of A major for two suites (Nos. 9-11 and Nos. 66-70). Clementi also includes individual studies in the parallel minor key in several of the major key suites. These additional minor keys used are A, B-flat, E,

E-flat, and G providing a wide variety of tonalities represented throughout the pieces organized in suites.

In fact, Clementi's use of a wide range of keys can be seen when examining the entire Gradus collection. Twenty-one keys are employed throughout the one hundred pieces. Used most frequently are the keys of F major, in twelve studies; C major, in eleven studies; and A major, in nine studies. Keys not represented in Clementi's collection are D-flat major and C-sharp and G-sharp minors.

Another observation concerning the organization of the Gradus studies is that twenty-six pieces not included in the thirteen suites can also be related according to key into groups. These groups share either the same key throughout or involve a shift from major to parallel minor or vice versa. These groupings, not designated by Clementi, vary in size from two to four pieces, with paired studies being the most numerous. Only seventeen studies remain as single, isolated works. However, many of these pieces are related to preceding and succeeding studies by a dominant key relationship. For example, the Suite in E-flat major (Nos. 60-63) is followed by single pieces in B-flat major (No. 64) and F major (No. 65). Also, the final three studies in the Gradus are respectively in the keys of F-sharp minor, B minor, and E major.

To assist the reader in getting a better overall view of the organization of Clementi's Gradus, I have prepared a chart in the Appendix on page 138. In addition to the information concerning the listing of keys used and the labeling of the suites is the identification of the contrapuntal works and the pieces with titles.

In examining the content of the Gradus ad Parnassum, one notes the decrease in number of studies that develop technique when progressing from the first through the third volumes. Coupled with this decrease is the increase of studies in musicianship (sonata allegro movements, character pieces, etc.) that do not primarily feature technical development. Also, most of the pieces with programmatic titles are located in Volume III, as well as a majority of the studies for the left hand (Nos. 79, 81, 85, 86, 87, 99, 100). The previous two volumes contain only one left hand etude each (Nos. 17 and 44). This statistic clearly supports the statement made earlier that Clementi did not organize the studies in the Gradus in a progressive arrangement. A teacher as fine as Clementi would surely have realized how pedagogically unsound the delay in the development of the left hand would be if the studies were taught in the order that they were published.

In the fifty-three studies in the Gradus that can be classified as true etudes as a result of continuously featuring a technical difficulty throughout, Clementi provides for equal development of the hands. Thirty of these pieces place equal technical demands on both hands. Fourteen studies contain difficulties for the right hand only or predominantly for the right hand. The remaining nine studies feature technical problems for the left hand. Clementi's concern for equal treatment of the hands can also be seen by his isolated use of polyphonic writing throughout the Gradus collection, particularly in the nineteen fugal and canonic studies.

However, many of the Clementi pieces are less sound pedagogi-

cally as a result of their excessive length. Unlike the Cramer etudes where length seems to have been taken into consideration, Clementi's studies show less concern toward the performer's physical capability for continuing a strenuous technical difficulty at length. For example, in Study No. 27 for developing finger strength and independence, the right hand must play an exhausting technical figuration "Allegro con fuoco" for one hundred fifty-seven measures without a break. Study No. 44 presents a similar technical challenge for the left hand, as it must perform an arpeggio and scale figuration in continuous sixteenth notes "Allegro" for one hundred twenty-nine bars. Thus, in many of the Gradus studies, the problem of endurance increases the formidable technical demands already present.

Complete editions of Clementi's Gradus that are currently available are as follows:

Gradus ad Parnassum. Edited by Bruno Mugellini. Three volumes.  
Leipzig: Breitkopf & Härtel, n.d.

Gradus ad Parnassum. Edited by S. Cesi-Marciano. Three volumes.  
Milan: G. Ricordi, 1921.

Gradus ad Parnassum. Edited by G. Buonamici. Three volumes.  
London: Augener, n.d.

Gradus ad Parnassum. Revised and Edited by Max Vogrich. Three volumes. New York: G. Schirmer, Inc., 1898.

The Vogrich edition features a rearrangement of the studies in a technically progressive order, as explained in its Preface:

To the present edition is due the honor of bringing out this work classified, for the first time, according to its practical, formative, and intellectual content.

It is arranged in three volumes. The first contains thirty-six Daily Studies of world-wide fame, which, taken collectively, exhibit the entire system of technic in as nearly exact progressive order as possible. The thirty-

four studies comprised in the second volume are to be regarded as an extension of the first thirty-six. At the end of this volume the canons are arranged progressively, both as regards quality and quantity. The third volume contains, finally, the concert-pieces, thirty in number, consisting of smaller and greater rondos, sonata-movements, and several fugues, which last, by virtue of their excellence, are in every way deserving of more attention than has been paid them hitherto.

Thus, each volume has its own peculiar character, and its interior arrangement is ordered, like the mutual arrangement of the three volumes, practically and intellectually in systematic progression according to pedagogic principles.<sup>15</sup>

Although published in the original order, the Mugellini edition contains a suggested progressive arrangement in which the pieces should be studied. Mugellini alternates groups of studies emphasizing technical development with groups combining polyphonic and expressive studies (non-etude pieces).

Several selected editions of the Gradus have been published in which some twenty-five to forty studies are grouped as the most representative and essential pieces of the entire work. These abridged collections include:

Gradus ad Parnassum. 36 Ausgewählte Etüden by Sigmund Lebert. Stuttgart: Ebnersche Kunst & Musikalienhandlung, 1868.

Gradus ad Parnassum. 36 Etudes Selected by I. Philipp. Paris: Richault & Co., 1891.

Gradus ad Parnassum. 29 Selected Studies, Revised and Edited by Karl Tausig. New York: G. Schirmer, Inc., 1903.

Gradus ad Parnassum. 40 Exercises, Edited and Selected by Giovanni Sgambati. Milan: G. Ricordi, 1912.

Gradus ad Parnassum. 32 Etudes, Selected and Edited by Theodore Lack. Paris: Henry Lemoine & Co., 1917.

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<sup>15</sup> Muzio Clementi, Gradus ad Parnassum, rev. and ed. Max Vogrich, 3 vols. (New York: G. Schirmer, Inc., 1898), Preface to Volume 1.

Gradus ad Parnassum. 23 Studies, Selected and Edited by Bustini.  
Milan: Curci, 1945.

The etude-type studies are the pieces most often included in these editions, and many of the same pieces appear in all six collections. However, by deleting the studies in musicianship as represented in the fugues, canons, sonata allegro movements, and character pieces, these collections miss Clementi's original purpose for publishing the Gradus, which was to present every style and aspect of the art of pianoforte playing.

In closing this chapter on the historical perspective, contents, and organization of the Gradus, I quote Leon Plantinga who provides a fine summation of Clementi's most celebrated work:

The Gradus ad Parnassum is essentially a series of exercises in musicianship: in espressivo playing and in the performance of contrapuntal styles, as well as in the mastery of difficult keyboard figurations. And it is of course a collection of exercises for the composer as well; it is a compendium of compositional techniques that comprise a remarkable summary of Clementi's art.<sup>16</sup>

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<sup>16</sup>Leon B. Plantinga, Clementi, His Life and Music (London: Oxford University Press, 1976), p. 278.

## CHAPTER IV

### THE GRADUS STUDIES THAT DEVELOP TECHNIQUE

Clementi's intention in compiling the Gradus ad Parnassum, which was to present all aspects of the art of pianoforte playing up to that time, results in a great variety in its contents. As stated previously, fifty-three of the one hundred pieces are etudes because of the exploitation of a technical difficulty throughout each of these works. Studies of this type are characterized by a homogeneity of melodic and rhythmic material. To balance the technical development of the performer are forty-seven non-etude pieces in the Gradus that provide the means for the performer's musical maturity as well. Examples of this type include sonata allegro movements, lyric pieces, canons, fugues, two sets of themes and variations, a rondo, and titled pieces, such as scherzo and capriccio. Frequently, Clementi introduces technical problems in these pieces also, but the distinguishing feature is that a single element, such as double thirds or continuous sixteenth-note passage work, does not dominate from beginning to end as in the etude works. I shall first discuss in this chapter the etudes by categories of technical demands featured and then in Chapter V the various types of non-etude studies, citing similarities and peculiarities within each group. Because of the large number of works under consideration, every piece will not be analyzed in detail.

Clementi develops seven basic types of keyboard technique

through the study of the fifty-three etudes of the Gradus collection. The seven general categories include finger passage work, finger independence, ornamentation, double notes, the arpeggio, repeated notes, and broken octaves. The first four categories are comprised of sub-groups that feature various types of specific technical demands. A listing of these categories of technique including the number of etudes represented in each group follows:

#### Finger Passage Work(23)

- Broken chord - 6
- Pentachord - 2
- Tetrachord - 1
- Passage work for the left hand in continuous sixteenth-notes - 4
- Passage work etudes that also introduce finger independence demands - 5
- Individual types - 5

#### Finger Independence(13)

- Finger independence and strength developed by certain fingers silently holding down notes while others play - 4
- Independent lines in one hand requiring voicing and silent finger substitutions - 2
- Slow and fast-moving independent lines in the same hand - 5
- Individual types - 2

#### Ornamentation(9)

- Short trill - 3
- Long trill - 3
- Turn - 1
- Inverted mordent - 1
- Grace note - 1

#### Double Notes(4)

- Octave - 1
- Thirds and sixths - 1
- Thirds - 2

#### Arpeggio(2)

Repeated Notes(1)

Broken Octaves(1)

The discussion of the individual Gradus etudes will follow the order of the technique outlined above.

### Finger Passage Work

The twenty-three studies featuring finger passage work as the type of keyboard technique to be developed represent nearly half of the fifty-three etudes contained in Clementi's Gradus. The hands are developed almost equally, as twelve studies feature passage work in both hands, six contain passage work for the right hand only, and there are five etudes with left hand passage work only. The specific pieces within the subgroups of this category and the distribution of the technical difficulty by hands are as follows:

Note: B = technical difficulty contained in both hands. R = technical difficulty in right hand. L = technical difficulty in left hand.

#### Broken Chord

No. 12 - B  
 No. 24 - R  
 No. 30 - R  
 No. 31 - R  
 No. 53 - R  
 No. 93 - B

#### Pentachord

No. 16 - R  
 No. 17 - L

#### Tetrachord

No. 64 - B

Passage Work for the Left Hand in Continuous  
Sixteenth-Notes

- No. 44 - L
- No. 81 - L
- No. 87 - L
- No. 92 - L

Passage Work Etudes that Also Introduce Finger  
Independence Demands

- No. 2 - B
- No. 6 - B
- No. 28 - B
- No. 35 - B
- No. 89 - B

Individual Types

- No. 34 - R
- No. 36 - B
- No. 76 - B
- No. 95 - B
- No. 98 - B

No. 12, the "Preludio" for a suite in C major (Nos. 12-15), contains continuous broken chord figuration in sixteenth-notes from beginning to end in either the left hand or the right hand or simultaneously in both hands. Measures 9-19 feature an extended passage of broken chords for both hands in unison at the octave, and characteristic is the wide range of the keyboard, three octaves and a half step, that both hands must cover in performing this passage. To increase the difficulty of the passage work are isolated phrases where the first pitch of each sixteenth-note grouping must be held and voiced out to project a quarter-note melodic line with broken chord accompaniment, both in the same hand. As seen in the right hand figuration in Example 1, Clementi moves the melodic note to be held from the fifth finger to the thumb, an added difficulty in voicing.



Example 1. Gradus ad Parnassum No. 12, measures 51-54.

Handcrossings are also introduced to increase technical demands.

Clementi restricts the broken chord passage work in No. 24 to the right hand. However, instead of making the figuration more complex as the piece progresses, as he had done in No. 12, Clementi retains the same broken chord accompanimental pattern intact from beginning to end. Endurance becomes the added difficulty in this study, however, as the right hand has no break at all from the continuous sixteenth-note figuration performed at the "Presto" tempo marking. Variety is achieved by presenting the melodic idea in the left hand in single notes, in double notes, in triads, in four and five-pitch chords, and in rolled octaves and chords. Statements of the left hand theme in C-sharp minor, the dominant minor, and E minor occur respectively at measures 22 and 29. Although opening with an eight-measure phrase, Clementi does not use regularity of phrase structure as expected

after the first statement. For example, the second phrase is thirteen measures in length and the following phrase is seven measures long.

Similar in construction to the previous study is Gradus No. 30. Featured in this piece is continuous broken chord passage work for the right hand only, modulations to several closely related keys (G major, the relative major, measure 25; B major, the dominant, measure 37; and C major, measure 53), and non-periodic phrase structure. However, the passage work here is in triplet sixteenth-note rhythm and is based on "filled in" octave figuration, as noted in Example 2.



Example 2. Gradus ad Parnassum No. 30, measure 1.

The variety of broken chord figuration throughout this group of etudes, as well as throughout the entire Gradus collection, makes these works exceedingly valuable in exposing the performer to all technical possibilities that may be required of him in the music of this time. Endurance is also necessary in order to be able to perform the continuous right hand passage work of the lengthy No. 30 "Veloce." Other of its notable features include the frequent use of melodic chromaticism and the modulation from B major to C major in measures 43-53 counter-clockwise through the circle of fifths.

Clementi constructs broken chord passage work that involves

crossovers in Study 31:



Example 3. Gradus ad Parnassum No. 31, measure 1.

The three-octave range in the opening two measures for the right hand is typical of the span Clementi frequently requires in melodic runs. Other technical challenges for the right hand are being able to continue the sixteenth-note figuration for seventy-seven measures, when block chords finally provide a four-measure break in activity, and the difficult figuration in extended hand position that begins in measure 10:



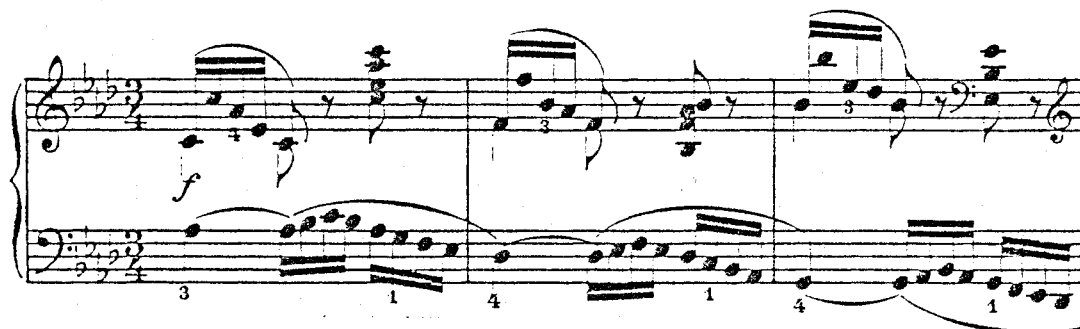
Canonic treatment of the right hand figuration in the left hand occurs in measures 3-5, 38-40, and 63-70.

Although not indicated by title, Study 53 serves as a prelude to the fugue which follows in No. 54. Clementi pairs these two pieces by ending the prelude on a half cadence, the dominant chord for the fugue, which is also in D minor. This piece is only twenty-seven measures in length and is by far the shortest of Clementi's etudes involving broken chord passage work. The right hand figuration in continuous sixteenth-notes remains accompanimental throughout, and this figure is further complicated by having the first pitch of each four-note group hold for an entire quarter-note value. This difficulty develops greater finger independence and strength. Another technical device employed by Clementi in this study is the frequent use of hand crossings, as seen in Example 5:



Example 5. Gradus ad Parnassum No. 53, measures 23-24.

The opening bars of No. 93 show the combination of broken chord and scale passage work featured in this etude:



Example 6. Gradus ad Parnassum No. 93, measures 1-3.

To provide for equal hand development, Clementi inverts the texture beginning in measure 12, resulting in the left hand playing broken chords and the right hand performing scale figuration. Also required of the part with broken chords is accuracy in quick shifts of hand position.

There are two etudes in the Gradus that feature pentachord passage work: No. 16 for the right hand and No. 17 for the left hand. According to Clementi's indication, the purpose of these studies is "to equalize the power of the fingers." Both are in  $\frac{3}{1}$  meter, and the second piece is basically an inversion of the first. The figuration is in continuous sixteenth-notes and moves chromatically up an octave from the middle C position in the first seven measures (an octave lower in No. 17). The hand not performing the passage work provides the melodic material and as seen in the following excerpt, much use is made of step sequence in these pieces:



Example 7. Gradus ad Parnassum No. 16, measures 11-13.

Although both studies are only around twenty measures long, endurance remains a performance difficulty due to the excessive length of each measure. Debussy's parody in "Dr. Gradus ad Parnassum" from the Children's Corner is probably inspired by the technical rigors of these pieces.

Study 64 is based on tetrachord motives, and the passage work in this piece develops even articulation in fingers 1, 2, 3, and 4 in both hands. Only twenty-six measures in length, this short etude features the fast-moving figuration hands separately alternating between right and left hands and hands together at the interval of a tenth. The frequent use of the augmented second in the tetrachord

motive suggests the upper tetrachord of the harmonic minor scale, although the key of the piece is B-flat major. The numerous accidentals, however, are the result of chromatically altered passing tones. Unlike previous studies discussed, this piece remains in the same key in its entirety. The passage work covers a wide range of the keyboard, requiring the right hand to play in low positions and the left hand in high positions.

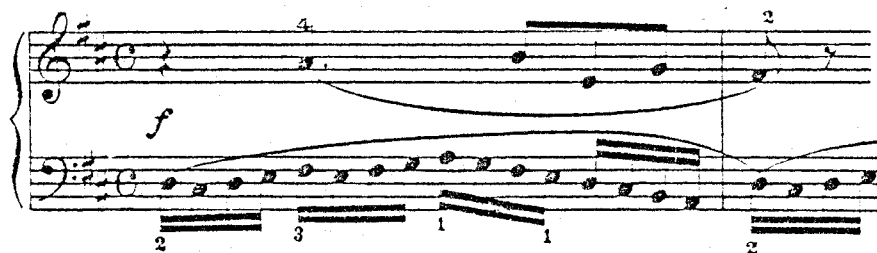
Gradus Nos. 44, 81, 87, and 92 are all left hand etudes featuring various types of passage work in continuous sixteenth-notes. In the first two pieces of this group, Clementi places additional technical demands in the right hand parts as well. No. 44, a long and difficult etude of one hundred twenty-nine measures, contains both voicing problems and octave and double note passages for the right hand. The right hand part in Study 81 requires independence of fingers and expert voicing, as seen in the opening phrase in Example 8:



Example 8. Gradus ad Parnassum No. 81, measures 1-6.

Endurance is comparatively less critical for the left hand, which features figuration in extended and closed positions in this etude of thirty-nine measures.

The left hand passage work in No. 87 is based primarily on scale, broken chord, and broken third figuration. Modulations to A major, the dominant, and to B minor, the relative minor, occur at measures 17 and 27. A sequence involving harmonic movement from B minor to D major through the circle of fifths precedes the return of the opening material in measure 35. Other than isolated scale figuration, the right hand melodic material throughout this etude is related to the five-note motive presented in the opening measures:



Example 9. Gradus ad Parnassum No. 87, measure 1.

Study 92 is a perpetuum mobile for both hands with constant eighth-note movement in the right hand and continuous motion in triplet sixteenth-note rhythm in the left hand. An extended handcrossing passage involving the right hand performing lower than the left occurs in the opening six-measure phrase, and a change of mode from B major to B minor takes place in measure 20. This short etude of thirty-one measures is the final movement of the Suite in B comprising Nos. 88-92.

Studies 2, 6, 28, 35, and 89 form a group of etudes in this category primarily stressing technical development in passage work that

also introduces problems in finger independence. As noted in the listing on page 57, the five etudes develop both hands equally. The passage work in No. 2 is basically broken third figuration. Two extended passages in which the left and right hands feature this type of figuration in unison at the octave occur at measures 11 and 35. The first passage begins in F major and modulates quickly to B-flat major, C minor, D major, and C major and involves movement up and down through a two-and-a-half octave range. Harmonically, the second example is just as unstable and clearly foreshadows Chopin's use of chromaticism. The section where Clementi adds the problem of finger independence begins with the return to F major in measure 24:

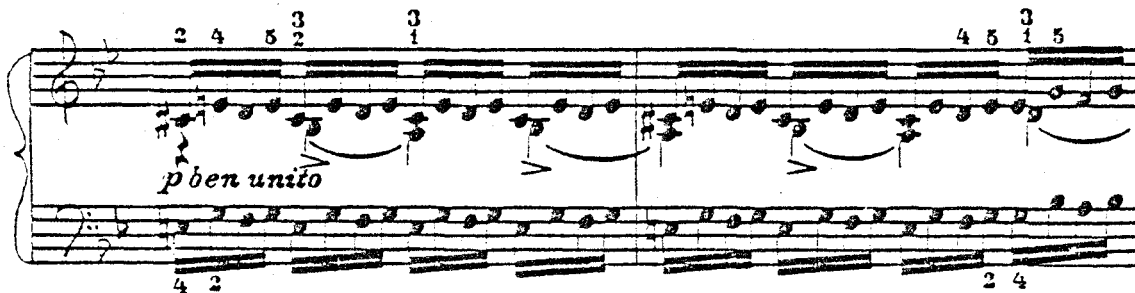


Example 10. Gradus ad Parnassum No. 2, measures 24-25.

This material is similar to that in the opening, but the left hand previously had the longer valued melodic line that is now on top. The left hand has no corresponding passage requiring finger independence, however.

Structurally, No. 6 is unique among the etudes. This piece is in two sections, with contrasting meters and tempos. Interestingly, the second part is exactly three times as long as the first, and the imitative opening in the second section repeats the pitches of the

first five notes in the right hand passage work in measure 1. The contrapuntal passages of the B section and the two-voice figuration for the right hand in the opening section both require a high proficiency of finger independence. Example 11 is an excerpt of the figuration from the A section:



Example 11. Gradus ad Parnassum No. 6, measures 16-17.

Example 12 provides a similar passage in finger independence for the right hand from the B section:

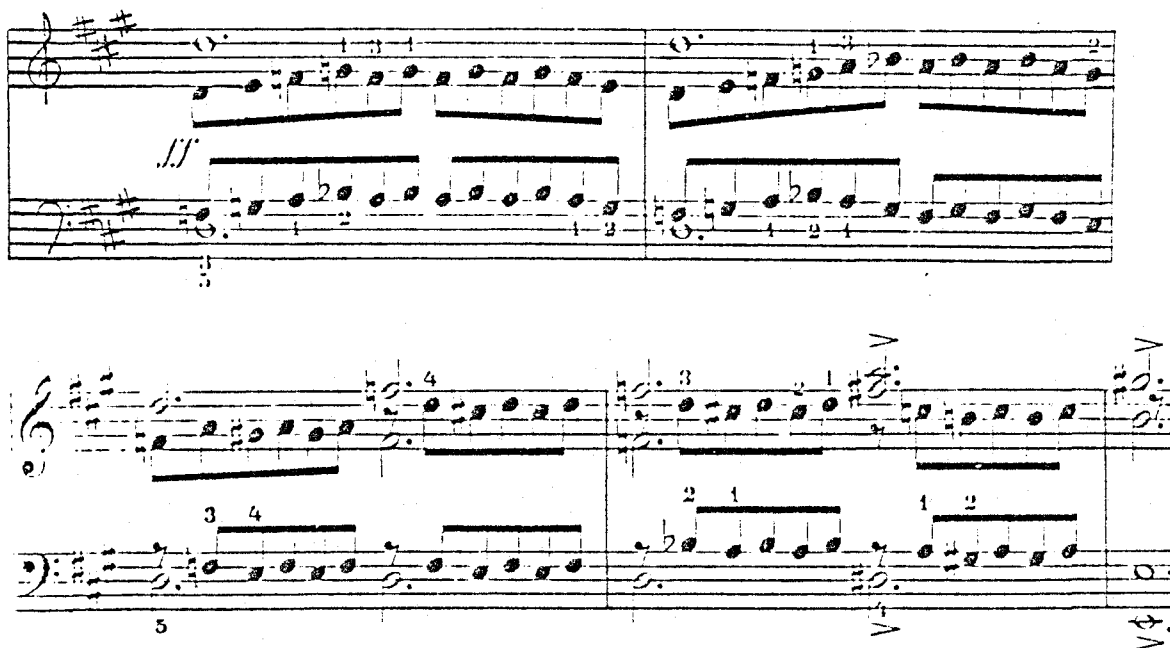


Example 12. Gradus ad Parnassum No. 6, measures 41-43.

Study 28 features passage work in triplet eighth-note rhythm that emphasizes position changes by contraction of the hand. Clementi inverts the texture so that each hand shares equally in the performance of the passage work and the melodic material. The added problem of finger independence, as in the previous two etudes, is only required of the right hand and is similar in construction to the technical

difficulty in Example 10.

The passage work in No. 35 moves predominantly by step in triplet eighth-note rhythm as in the previous etude. However, crossovers and trill technique are featured in this figuration. The introduction of dotted whole and dotted half-notes with the passage work produces finger independence demands for both hands:



Example 13. Gradus ad Parnassum No. 35, measures 23-26.

A fairly large hand span is required in order comfortably to handle the extended positions resulting from the octave stretches with added figuration in this example. Excursions to C major and D minor occur before the return to the tonic key of A major in measure 41.

Study 89 is musically comparable to No. 28 of this etude category in Clementi's chromatic treatment and in the frequent exchange of passage work and melodic parts between the hands. The melodic material is a descending chromatic line alternating by phrase between

legato and staccato touch. As in No. 28, the added difficulty of finger independence is required of the right hand only. Example 14, the "answer" phrase to the opening five-measure "question," shows the independent right hand parts, including the melody in descending half steps, accompanied by the left hand passage work in continuous eighth-note motion:

Example 14. Gradus ad Parnassum No. 89, measures 5-10.

Endurance is not a performance problem, due to the moderate length of this fifty-two measure work. Also, Clementi provides periods of rest in the first half of the piece when the hands performing the melody and the passage work exchange parts at the end of each phrase.

The next studies to be discussed are the last works in this category of twenty-three etudes that feature passage work, and these five pieces are all individual in musical design. Study 34 is based





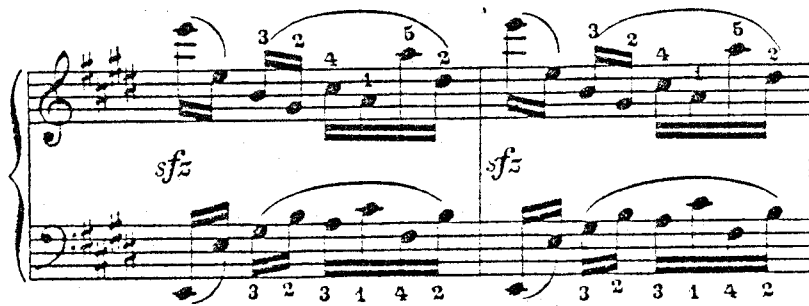
Example 16. Gradus ad Parnassum No. 36, measure 1.

There are equal technical difficulties for both hands, and although the figuration usually moves in parallel motion between the hands, Clementi adds phrases in contrary motion, such as measures 38-45, for contrast. To prevent fatigue, the composer avoids keeping the hands in extended position for long periods. Modulation to E major, the dominant, and a change of mode to A minor occur respectively in measures 22 and 54.

Because of its constant figuration for both hands, Study 76 is a perpetuum mobile. This etude is of moderate length due to the continuous passage work, and it serves as the "Finale" for the Suite in E (Nos. 71-76). The thin texture and overall musical style suggest that the work was composed early in Clementi's career. Scarlatti's influence is evident from repeated cadence patterns and the wide leaps found in this piece:<sup>1</sup>

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<sup>1</sup>As stated previously, Clementi had access to the musical works of Domenico Scarlatti contained in the library of Sir Peter Beckford.



Example 17a. Gradus ad Parnassum No. 76, measures 4-5.

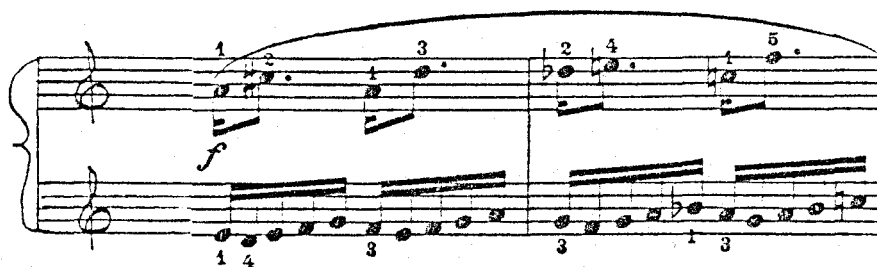


Example 17b. Gradus ad Parnassum No. 76, measures 36-38.

No. 95, entitled "Bizzarria," features passage work based on a five-note motive that irregularly subdivides the quarter-note pulse. According to Peter Ganz, the continuous subdivision of five sixteenths per quarter is unique since it is a "rhythmical figuration practically unused up to that time."<sup>2</sup> Crossrhythms of five against two occur regularly in this etude as well as the following rhythmic complexity:

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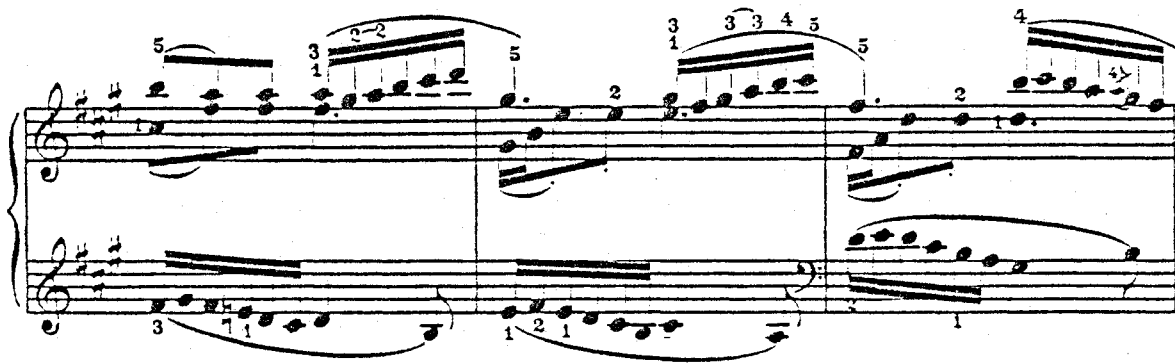
<sup>2</sup>Peter Felix Ganz, "The Development of the Etude for Pianoforte" (Ph.D dissertation, Northwestern University, 1960), p. 118. The author cites only one example that predates Clementi's piece: a rondo in  $\frac{5}{8}$  meter by Xaver Schnyder von Wartensee (1786-1868).



Example 18. Gradus ad Parnassum No. 95, measures 22-23.

The hands are required to perform the passage work both individually and together, and Clementi freely inverts the opening motive for variety. An extended section in C minor, the parallel minor, featuring figuration in both hands begins in measure 53.

The gigue-like character of Study 98 makes this piece one of the most musically appealing etudes of Clementi's output. This work develops both hands equally through the frequent exchange of parts between left hand and right hand. For example, Clementi uses this device in constructing the second phrase of five-and-a-half measures, as the opening left and right hand parts are repeated exactly in the opposite hands. As a result, voicing problems that Clementi would previously have restricted to the right hand only are now present for the left hand to master, as in measures 9-11. Furthermore, the opening motive for the left hand in the first measure is constantly repeated in both its original and inverted forms, which makes this work even tighter in musical construction. A final technical feature of this etude is the challenge of smooth shifts of hand position, such as those across the barline for the right hand in Example 19:



Example 19. Gradus ad Parnassum No. 98, measures 14-16.

### Finger Independence

The second largest category of technique covered in the etudes of the Gradus ad Parnassum is the development of finger independence. Thirteen of the fifty-three pieces classified as etudes, or approximately twenty-five per cent, feature this type of technical development. The hands are developed almost equally as Clementi includes four studies in his collection with finger independence demands in both hands, five studies for the right hand finger independence only, and four etudes for the development of finger independence only in the left hand. The subgroups and individual etudes of this category with the distribution of the technical difficulty by hands are listed below:

Note: B = technical difficulty contained in both hands. R = technical difficulty in right hand. L = technical difficulty in left hand.

#### Finger Independence and Strength Developed by Certain Fingers Silently Holding Down Notes While Others Play

- No. 1 - B
- No. 3 - B
- No. 27 - R
- No. 85 - L

# Independent Lines in One Hand Requiring Voicing and Silent Finger Substitutions

No. 46 - R

No. 96 - B

## Slow and Fast-Moving Independent Lines in the Same Hand

No. 47 - R

No. 71 - B

No. 79 - L

No. 86 - L

No. 100 - L

## Individual Types

No. 23 - R

No. 48 - R

Studies 1, 3, 27, and 85 are of similar pedagogical design as finger strength and equality are developed by holding down notes and triads while the other fingers of this same hand play repeated notes or broken chord figuration:



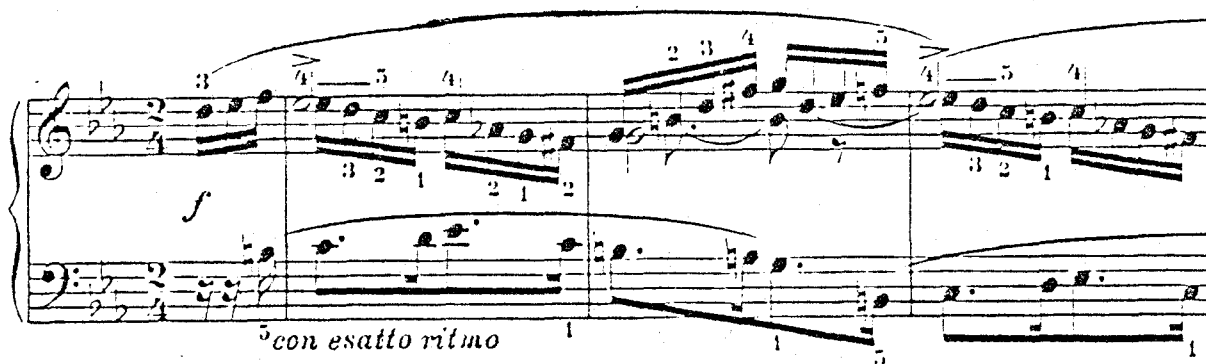
Example 20a. Gradus ad Parnassum No. 1, measures 1-2.



Example 20b. Gradus ad Parnassum No. 3, measures 8-9.

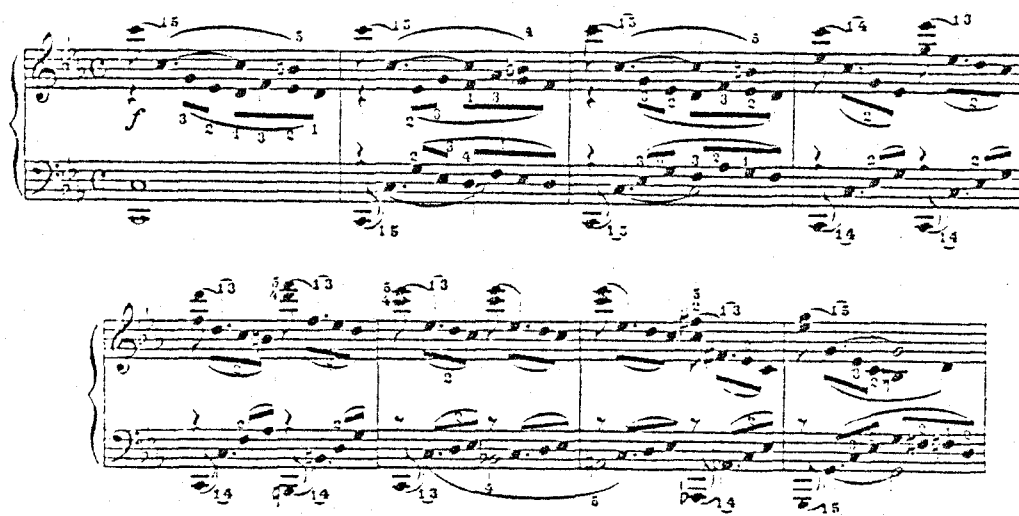
Clementi states specifically in the score that the purpose of the first three of these etudes is "to render the fingers independent." Except for No. 85, these pieces are dominated entirely by a repeated technical drill or motive throughout and are devoid of much musical interest. However, Clementi places the technical motive for Study 85 in the left hand over which expressive melodic material in phrases emphasizing two-note slur articulation is projected in the right hand. Also by contrast, this piece is organized in ternary form (ABA) whereas the other three are designed like preludes, the repeated figure remaining constant with modulations to various related keys. Endurance is an added problem in No. 27, due to its excessive length of one hundred fifty-seven measures. The other three etudes under discussion are short, ranging from only thirty-six to forty-five measures. A final technical problem in performing these etudes is the stress placed on the hand as a result of Clementi's remaining in extended hand positions for so much of the time. A hand span of at least an octave is necessary to play these works, although a larger reach would be preferable.

Studies 46 and 96 feature parts with independent musical lines to be performed in one hand that require good voicing and silent finger substitutions. Clementi places this technical difficulty in the right hand in No. 46 against a jagged single line in the left hand in  rhythm:



Example 21. Gradus ad Parnassum No. 46, measures 1-3.

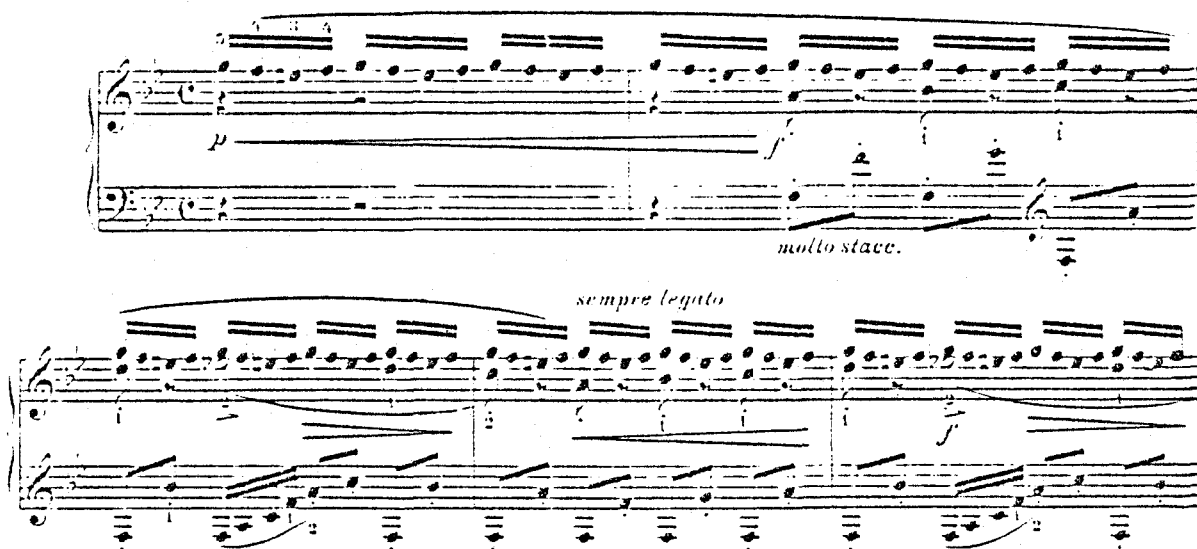
Complete control and rhythmic precision is necessary in order for the hands to sound exactly together in the sixteenth-note subdivisions. A short excursion to E-flat major, the relative major, occurs in measures 16-24. The musical material remains the same throughout as Clementi makes considerable use of repetition and fragmentation of the opening thematic idea. No. 96 is also constructed from a single idea, an eight-measure phrase with much internal repetition:



Example 22. Gradus ad Parnassum No. 96, measures 1-8.

In a similar way to No. 46 (Ex. 21), Clementi develops finger independence in both hands in this etude, and the quick shifts in position involving finger substitutions are even more difficult than those in the previous piece. One author has suggested that the note picture and musical character of this work are a foreshadowing of the turbulent Brahms.<sup>3</sup>

Studies 47, 71, 79, 86, and 100 develop finger independence through the performance in one hand of two independent musical lines, one slow and the other fast-moving. Clementi places this technical difficulty in the right hand in No. 47 where the weak fingers in the upper part of the hand play a repeated figure in sixteenth-notes against a melodic line in longer-valued notes performed by fingers 1 and 2:



Example 23. Gradus ad Parnassum No. 47, measures 1-5.

<sup>3</sup>For a more detailed discussion of this and other foreshadowings, see Kathleen Dale, "Hours with Muzio Clementi," Music and Letters 24 (1943): 144-54.

The placement of the melody in the lower part makes the voicing and projection of this line above the accompaniment even more technically demanding than if the melody had been on top. Clementi has also designed this work as an etude in contrasting articulation since for a majority of the time the right hand is playing legato in the sixteenth-note figuration, staccato and in two-note slurs in the melodic line, and the left hand is using staccato touch in its part. Wide leaps in the left hand accompaniment, some as large as a twelfth, increase the overall difficulty of this etude.

In No. 71, the figuration to develop finger independence appears alternately in both hands as an accompaniment. One line moves consistently in sixteenth-notes while the other is in quarter and half-note motion. Clementi makes considerable use of chromaticism in this piece, such as in several passages featuring a descending chromatic bass line. Unexpected jarring dissonances occur, as in measures 21-25, when a German augmented sixth chord sounds simultaneously with the dominant pedal tone to which it will eventually progress. This etude, the opening movement of the Suite in E (Nos. 71-76), provides equal development of the hands through the frequent exchange of musical material.

Study 79 is another of Clementi's works that show the influence of Scarlatti:

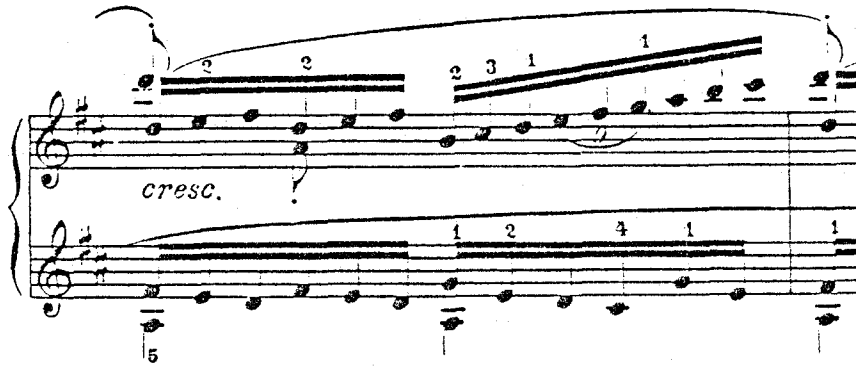


Example 24. Gradus ad Parnassum No. 79, measures 3-4.

Present in this etude are the hand crossings, wide leaps, and repeated cadence patterns that are trademarks of Scarlatti's compositional style. This study develops finger independence through the two-voice accompaniment in the left hand. Like a majority of the etudes, this piece is written in a continuous, or free form. Four-measure excursions to E-flat minor and F minor begin at measures 11 and 15. Movement in the bass from D to B-flat counterclockwise around the circle of fifths occurs in measures 7-9. The variety in articulation also provides a technical requirement to be mastered in this short etude.

Of similar design is the left hand accompaniment for finger independence in No. 86. However, the sixteenth-note figuration is much less repetitive, and the slower moving line is non-legato in the two-voice accompaniment of this study. Although Clementi's original fingering is unavailable, the placement of the left hand part on the keyboard in measures 8-12 provides support for the contention that Clementi did not hesitate to use the thumb on black notes when fluency could be more easily accomplished through its use. Clementi's use of consecutive diminished seventh chords in measures 34-35 and 46-48 is suggestive of the manner in which Mendelssohn frequently employs these chords. Other

technical difficulties in this etude are the short passages for the right hand requiring finger independence and good voicing, such as measures 15-17, and the complex crossrhythm in measures 30 and 62-63:

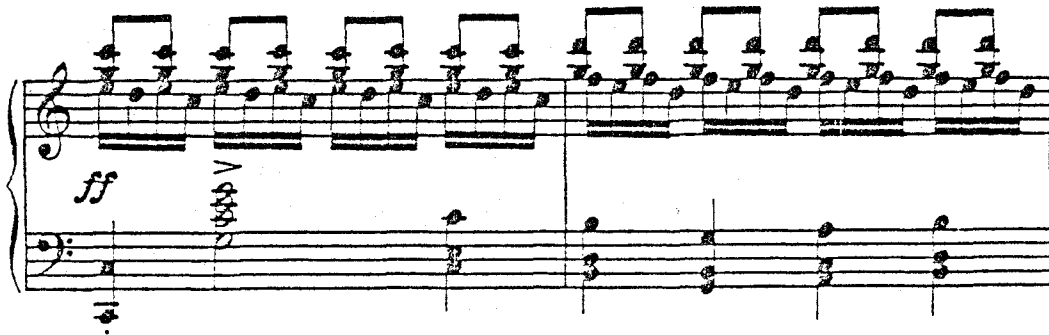


Example 25. Gradus ad Parnassum No. 86, measure 62.

Study 100 provides work in finger independence and strength through a two-voice left hand accompaniment. Unlike the previous four etudes, Clementi organizes the material in this piece in a ternary structure. Contrast is achieved in the B section not through the introduction of new thematic material, but harmonically by the change of mode to E minor in measure 17 and the modulation to G major in measure 24. Clementi makes frequent use of chromatic passing and neighbor tones in this study, and the problem of endurance is not a significant factor in the performance of this short work.

The final two examples in the category of etudes that develop finger independence are quite different in their technical aim and musical content. No. 23 is a short work of twenty-nine measures that Liszt is reported to have practiced daily as a finger strengthening exercise. It is said that in practicing this piece he played the difficult right hand part in the left hand as well. Although this work

is an excellent technical drill, it contains little musical interest:



Example 26. Gradus ad Parnassum No. 23, measures 6-7.

The right hand figuration remains constant throughout, and because of the almost exclusive use of extended hand positions, a large hand span is necessary in order comfortably to perform this work. The left hand part remains unproblematic except for measures 18-22 when the voicing and projection of a melodic line and accuracy in playing wide leaps are required.

By comparison, Study 48 is almost four times the length of No. 23, and its pedagogical aim is the development of finger independence in the right hand by performing a polyphonic musical texture. Thus, improvement in control and voicing, rather than equalizing the strength of all fingers, results when Study 48 is mastered. Furthermore, the musical content is much more satisfying in No. 48 when compared to the previous etude. Although sixteenth-note rhythm is constant between the two independent right hand voices, Clementi uses variety in the left hand accompaniment to provide elements of musical contrast. The left hand part progresses from a single line in syncopated rhythm through a sixteenth-note broken chord pattern in extended positions to

two independent lines with melodic interest. Handcrossings and endurance provide additional technical difficulties. Plantinga evaluates this etude as one of Clementi's "most impressive pieces of all" because of the potential in performance to emphasize at times the linear aspect and at other times the harmonic progressions.<sup>4</sup>

### Ornamentation

There are nine etudes in the Gradus for improving the performance of various types of ornamentation. Three of these studies develop the right hand exclusively while the other six offer equal difficulties for both hands. Included in this category of technique are the following pieces with the types of ornaments covered:

Note: B = technical difficulty contained in both hands. R = technical difficulty in right hand. L = technical difficulty in left hand.

#### Short Trill

No. 7 - B  
No. 19 - R  
No. 88 - B

#### Long Trill

No. 22 - B  
No. 32 - B  
No. 50 - R

#### Turn

No. 37 - R

#### Inverted Mordent

No. 66 - B

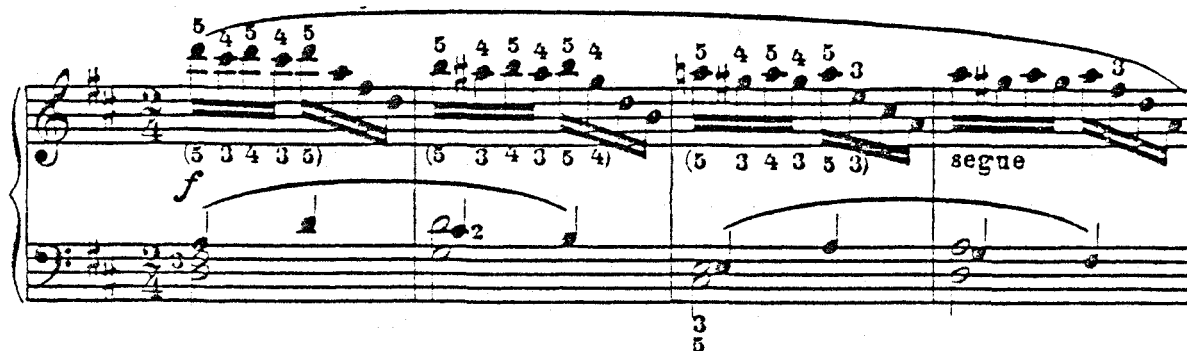
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<sup>4</sup>Leon B Plantinga, Clementi, His Life and Music (London: Oxford University Press, 1976), p. 277.

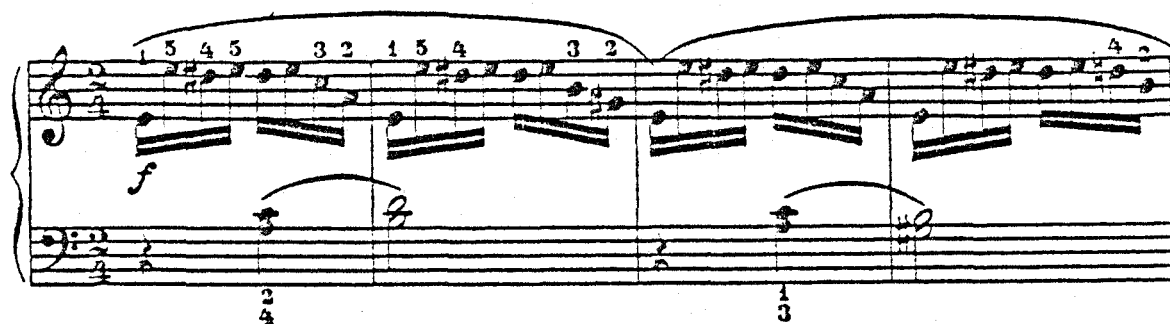
## Grace Note

## No. 77 - B

The first two etudes for the short trill offer almost continuous passage work containing this technical figure:



Example 27a. Gradus ad Parnassum No. 7, measures 1-4.



Example 27b. Gradus ad Parnassum No. 19, measures 1-4.

Both are lengthy works with modulations to several closely related keys. In No. 7, the passage work is accompanimental, except for the measures when both hands perform only this material, while in No. 19, Clementi uses this figuration as the primary melodic material. However, because of the numerous repetitions of the technical motif in both original, inverted, and varied forms, these pieces are little more than technique drills since they provide such limited interest musically.

No. 88 features a continuous chain of short trills with suffixes in four-measure phrases. As seen in the opening measures of this study in Example 28, Clementi structures the parts so that the texture can be inverted and the parts performed in opposite hands every four measures:

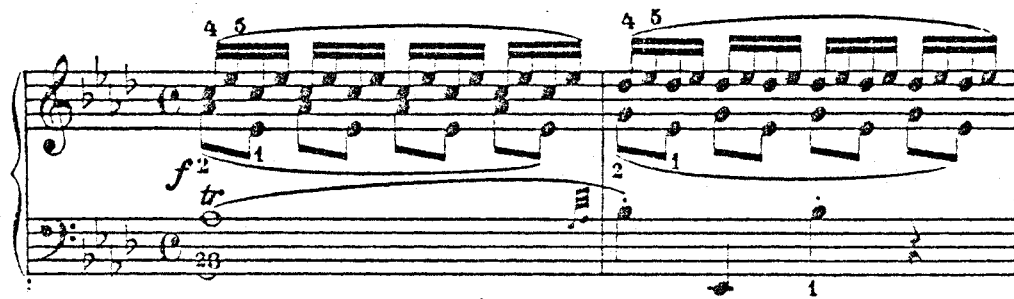


Example 28. Gradus ad Parnassum No. 88, measures 1-5.

This construction continues for the entire piece. The etude becomes progressively more difficult as the melodic part opposite the trill changes from a single line to two independent voices beginning in measure 17. Also, the technical demand in this part further increases as the constant eighth-note movement changes to continuous motion in sixteenth-notes in the last eight measures. The problems of voicing and of rhythmic precision between the hands that is associated with this change in texture and rhythm, both of which are basic elements of keyboard technique, are used here by Clementi as a necessary element of

contrast to the constant passage work involving the trill figure.

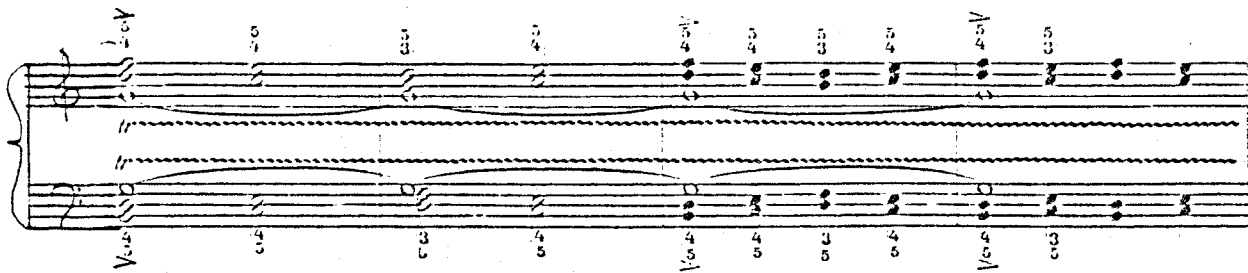
Studies 22, 32, and 50 feature technical work for the development of the long trill. Although Clementi restricts the performance of the trill to the left hand only in No. 22, he also provides a difficult right hand figuration to develop finger independence and strength:



Example 29. Gradus ad Parnassum No. 22, measures 1-2.

This part continues without break for the entire etude and challenges the performer with a demanding test of endurance. Technical problems for the left hand, in addition to the trills, are accuracy in the performance of wide leaps, the control and coordination of handcrossings, and the voicing and projection of melody in the two and three-voice passages. Varied restatements of the opening material begin in measures 25 and 51.

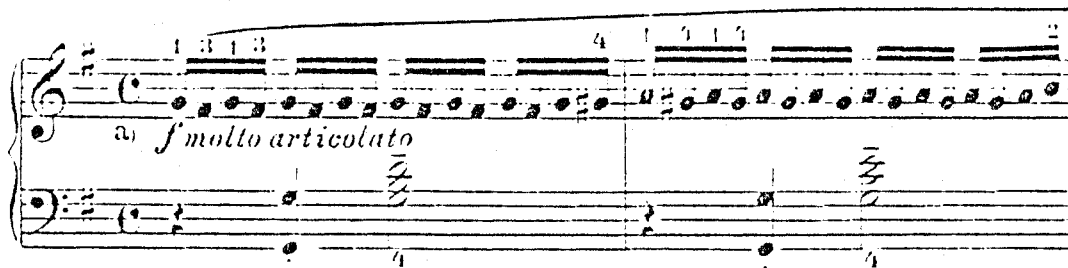
Clementi increases the difficulty of performing the long trill in No. 32 by adding other notes for the hand to play simultaneously with the trill. He also places trills simultaneously in both hands:



Example 30. Gradus ad Parnassum No. 32, measures 55-58.

Each of these uses is characteristic of Beethoven in his late piano sonatas. The structural design of this etude is AA'. There is a modulation to G major, the dominant, in the A section while A', a repetition with extensions, remains in the tonic key throughout. A high level of proficiency in finger independence must be achieved in order to master this difficult study.

Clementi develops the long trill in No. 50 through the use of passage work based on this figure:



Example 31. Gradus ad Parnassum No. 50, measures 1-2.

Although he begins this technical drill for the right hand as a single independent line, Clementi soon adds a second voice in longer valued notes to be performed in the same hand simultaneously with the trill figure, as in measures 23-25. The figuration and difficult technical requirements that result are similar to those of Study 32. A secondary

motif, based on a descending broken triad with chromatic appoggiaturas, provides the right hand with physical relief from the trill figuration as well as much needed musical contrast.

Studies 37, 66, and 77 are the last three etudes in this category based on ornament figuration, and these works feature respectively the performance of the turn, the inverted mordent, and the grace note. These three pieces are the opening movements of separate suites of five studies, and they function as preludes both structurally and musically. (No. 88, the short trill etude previously discussed in this category, is also the first piece in a suite of five studies.) As typical of the prelude style, Clementi continues the figuration involving the ornament throughout the entire piece without any obvious sectional divisions. This single figuration is melodic in Nos. 37 and 77, while in No. 66 it is accompanimental. Although Study 66 is exceedingly long, Clementi keeps the material musically interesting by inverting the texture so that the left and right hands constantly exchange parts. This compositional technique also provides the performer with the physical means to handle the endurance required to play the etude by alternately giving the hands a break from the difficult figuration.

#### Double Notes

Although many pieces in the Gradus collection contain passages that require parallel double note playing, Clementi provides only four etudes that feature the development of this technique exclusively. These studies include Nos. 65, 68, 78, and 99, and they all develop

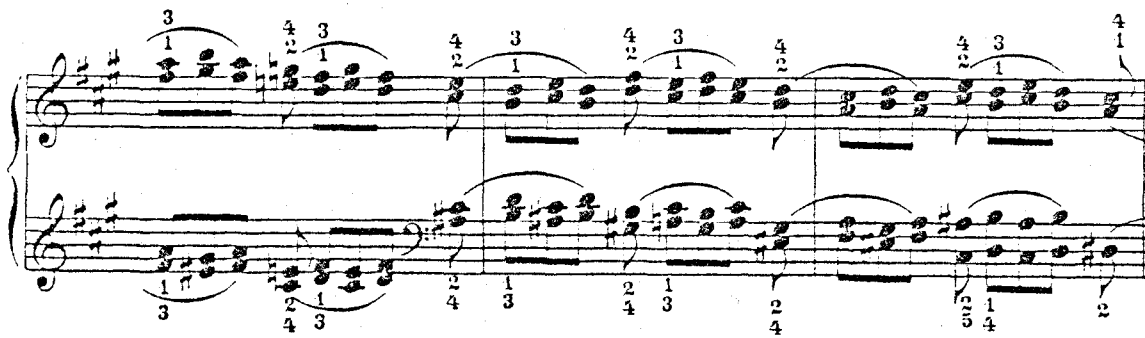
both hands equally. No. 65 is an octave study of only twenty-seven measures. Octave movement is mainly by step, and the staccato touch and fast tempo suggest the use of wrist action in performing this figuration:



Example 32. Gradus ad Parnassum No. 65, measures 1-2.

Only six measures contain octave passages simultaneously in both hands. Clementi also introduces the performance of parallel triads in second inversion in the keys of C major, the dominant, and F major. Like so many of the other etudes, this piece is in a free, continuous form based on a single figuration.

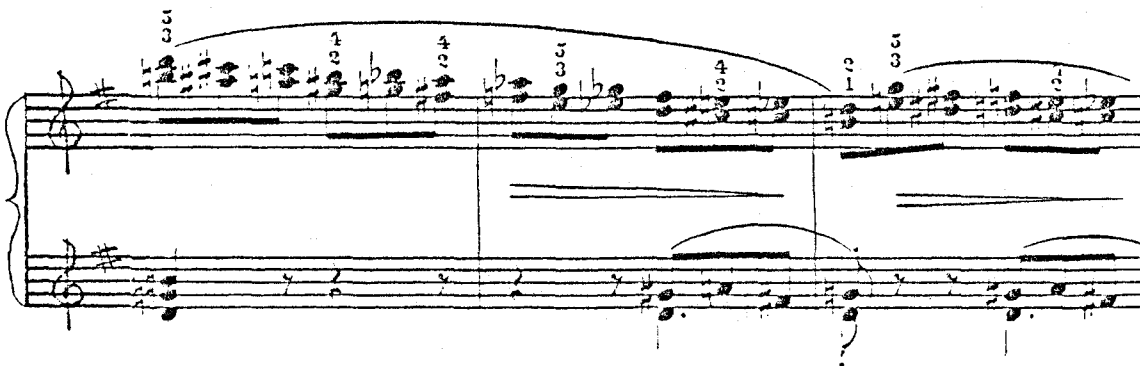
No. 68 is a legato double note study primarily featuring parallel thirds and sixths. Its twenty-three measure length without repeat makes it even shorter than the previous etude. Both hands move in continuous eighth-note rhythm in four, six, and eight-note slurs with upbeats; movement between the hands is mainly in contrary motion:



Example 33. Gradus ad Parnassum No. 68, measures 12-14.

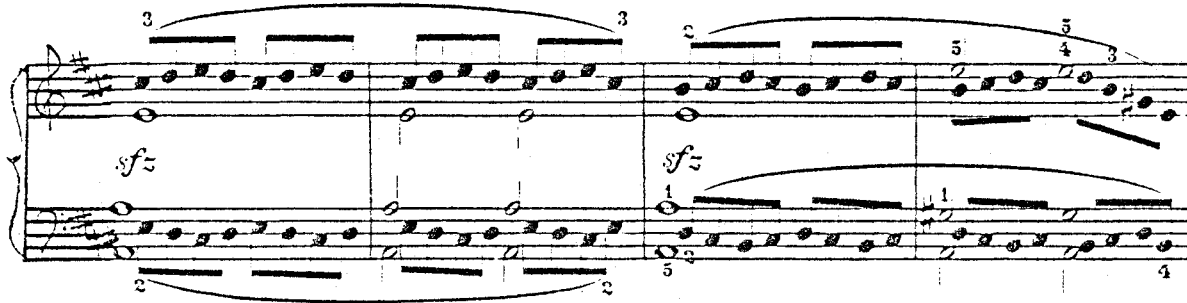
Clementi is concerned foremost with the development of keyboard facility in this etude, but paired as a prelude with the following fugue in A minor, this piece functions as a dramatic musical contrast to its successor.

Clementi restricts the parallel double note technique in No. 78 exclusively to thirds. Excursions to a number of related keys provide the performer with the opportunity to drill this technique in various note patterns on the keyboard. The descending step sequence in measures 17-21 is a notable example. Also technically challenging is the chromatic passage work in double thirds for the right hand:



Example 34. Gradus ad Parnassum No. 78, measures 52-54.

Study 99, unlike the previous double-note etudes, is not based on a single technical figuration throughout. In addition to passage work in double thirds, it offers passages with notes to be held that develop finger independence and strength:

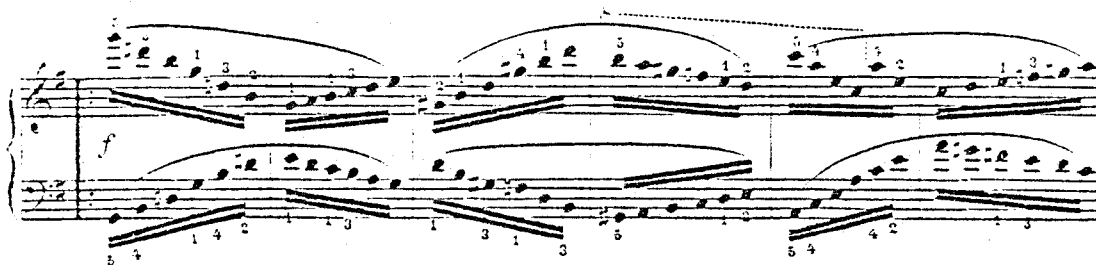


Example 35. Gradus ad Parnassum No. 99, measures 11-14.

Clementi treats these elements of technique both individually and combined. The double third figuration, however, always remains accompanimental. The contrasting five-measure phrase in long valued chords that close this study is unique among Clementi's etude endings.

### The Arpeggio

Studies 9 and 72 are the two Gradus etudes that feature arpeggio technique. Each piece develops both hands equally. A wide range of the keyboard is covered in performing these short etudes. For example, in several instances the hands move from at least four octaves apart to within a third in adjacent measures in No. 72.



Example 36. Gradus ad Parnassum No. 72, measures 13-18.

Also featured in these works are scale passages. The demanding technical figuration in No. 9 alternates between the hands normally every one or two measures, while in No. 72 the technical difficulties are simultaneously in both hands. In the latter etude, the hands play continuously in sixteenth-note rhythm in contrary motion in a two-voice texture. To increase the difficulty of the arpeggio and scale figuration in the earlier study, Clementi introduces melodic material that requires voicing in several phrases in the lesser active hand. Clementi's use of binary form, complete with repeats, in the structural design of Study 72 is unusual. No. 9 is in a continuous, free form that is characteristic of most of Clementi's etudes.

#### Repeated Notes

The remaining pieces from the group of fifty-three etudes to be discussed in this chapter are Gradus Nos. 20 and 21. According to Clementi's indication, Study 20 is an etude for "changing fingers on repeated notes":



Example 37. Gradus ad Parnassum No. 20, measures 1-2.

This piece is organized in a ternary structure with coda. The material in the B section is closely related to the opening figuration, although a change of mode to the parallel minor provides the main contrast. The two-measure extension in the second phrase of the B section is the only obvious deviation from this plan. Clementi inverts the musical texture so that both hands alternately share in performance of the technical motif.

## Broken Octaves

No. 21 is a broken octave study that develops both hands equally. Clementi introduces the technical figuration first in the right hand in the opening phrase of eight measures, immediately followed by an exact repetition of this passage in the left hand. The broken octave figuration then continues simultaneously for both hands to the end of the etude with hardly any break in activity. A canonic passage beginning in measure 15 opens this "hands together" section:



Example 38. Gradus ad Parnassum No. 21, measures 15-18.

The strenuous physical demand of the technical motif in combination with the sixty-eight measure length of the etude makes endurance an added problem of performance. Clementi's constant use of the broken octave figuration produces a challenging etude technically, but one that is musically very dry.

## CHAPTER V

### THE NON-ETUDE GRADUS STUDIES

As previously stated, forty-seven of the one hundred studies in the Gradus ad Parnassum are non-etude works. The primary aim for Clementi's having placed these pieces in his collection is to provide the performer with a variety of musical types and styles with which to develop musicality. Of secondary importance is Clementi's frequent introduction of technical difficulties in these pieces, providing repertoire, or a musical setting, for the performer to apply the technique developed as a result of having studied the etudes. The various types of studies in this category and the number of pieces in each group include:

- Sonata Allegro Movements - 10
- Lyric Pieces - 10
- Canons - 8
- Fugues - 11
- Sets of Themes and Variations - 2
- Rondo - 1
- Scherzos - 3
- Other Titled Pieces - 2

The non-etude studies will be discussed by category in the order stated above.

#### Studies in Sonata Allegro Design

The ten sonata allegro movements contained in the Gradus represent approximately twenty per cent of the non-etude repertoire and

include the following studies:

| No. | No. |
|-----|-----|
| 4   | 49  |
| 11  | 55  |
| 15  | 58  |
| 38  | 61  |
| 42  | 82  |

Structurally, Study 4 displays irregularities of form that can be found in some of the opening movements of Clementi's keyboard sonatas.<sup>1</sup> Since this piece is monothematic, there is no need for Clementi to state the theme twice in the tonic key in the recapitulation, making this section nearly a third shorter than the exposition. There is considerable use of parallel double note technique in this study. For example, double thirds and double sixths are featured respectively in the first and second phrases of the opening eight-measure period:

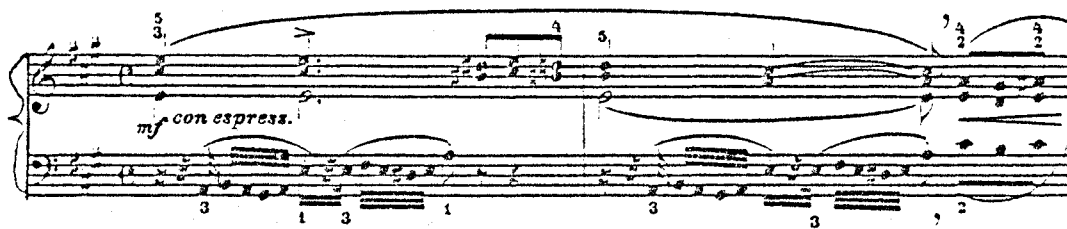


Example 1. Gradus ad Parnassum No. 4, measures 1-8.

<sup>1</sup>Excellent information on Clementi's sonatas is contained in Alice Eugene Tighe's Ph.D. dissertation, "Muzio Clementi and His Sonatas Surviving as Solo Piano Works."

Clementi exploits this technical motif mainly in the right hand, except for more numerous left hand examples in the development when there is use of contrapuntal texture. Clementi opens the twenty-four measure development in F minor with the theme inverted and imitated between the right and left hands. Musically, the gracefulness of this study is reminiscent of the early sonatas of Haydn.

No. 11 also contains structural irregularities that are characteristic of Clementi's sonata allegro movements. In this study, there is no restatement of the main theme in the recapitulation. However, this omission may result from the added statement of the main theme that Clementi places at the end of the exposition. Movement from the exposition to the development is continuous, without a full cadence or pause in musical activity, and there are no double bars with repeat signs visually to highlight this structural juncture. Clementi employs a turn figuration as the accompaniment for the opening theme:



Example 2. Gradus ad Parnassum No. 11, measures 1-2.

The turn ornament is used constantly throughout the piece, except in the presentation of the secondary theme. Good voicing is required by the left hand as Clementi places the opening measures of the secondary theme in the tenor range of this two-voice part.

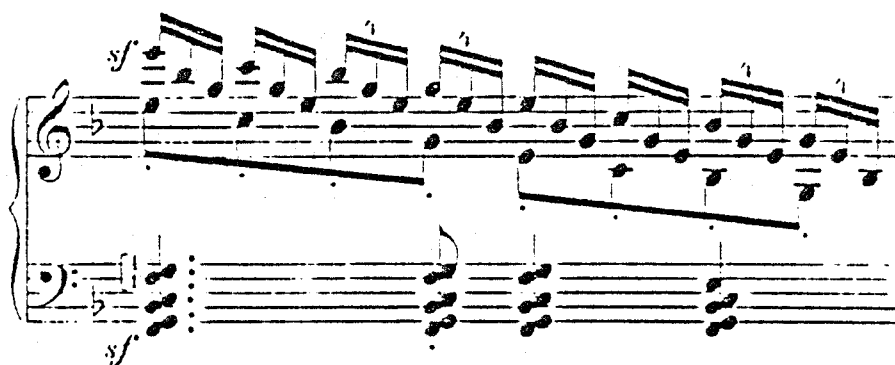
Study 15 is a lengthy sonata allegro movement that structurally follows precise textbook format. The similarity in style between the figuration of this piece and that of the Toccata, Op. 11, dating from around 1781, suggests that this study is a piece composed prior to 1800 that Clementi revised for inclusion in the Gradus collection.<sup>2</sup> Other evidence that points to an earlier date of composition is the keyboard figuration contained in measures 48-52 which is hardly used after the Sonata Op. 2, No. 4 of 1779. Clementi features double note technique in this study, especially double thirds. The main theme, as well as the secondary and closing themes, is based on this technical figure, and Clementi constructs the secondary theme from the incipit of the main theme. Other technical difficulties include extended passages in chromatic double thirds and phrases involving handcrossing. The unusual seven-pitch cluster for the left hand in measures 132-133 requires a large hand span and good finger coordination. Clementi opens the development with a twelve-measure canon.

Study 38 in F major is also a lengthy movement in sonata design. Harmonically unusual is the statement of the main theme at the beginning of the recapitulation in E-flat major, a whole step below the key in which it "should" have returned. Unlike Study 4, which is monothematic, this sonata movement is loosely constructed with much melodic and rhythmic variety. Technically, Clementi features the performance of broken chords through lengthy sections that emphasize this figura-

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<sup>2</sup>As noted by Plantinga, probable revisions occur in several passages that exceed the upper range of Clementi's pre-1794 piano writing, and in the chromatic runs that suggest a later style.

tion:



Example 3. Gradus ad Parnassum No. 38, measure 8.

Note, too, in this example the thick chord clusters for the left hand which were also present in Study 15. The breaks in musical activity at the fermatas throughout this piece provide the opportunity to improvise linking passages to the following phrase, a customary performance practice of the time.

No. 42 is another sonata allegro movement representative of Clementi's early compositional style. Distinguishing features include a comparatively thin texture and the octave-broken octave parts that open this piece:



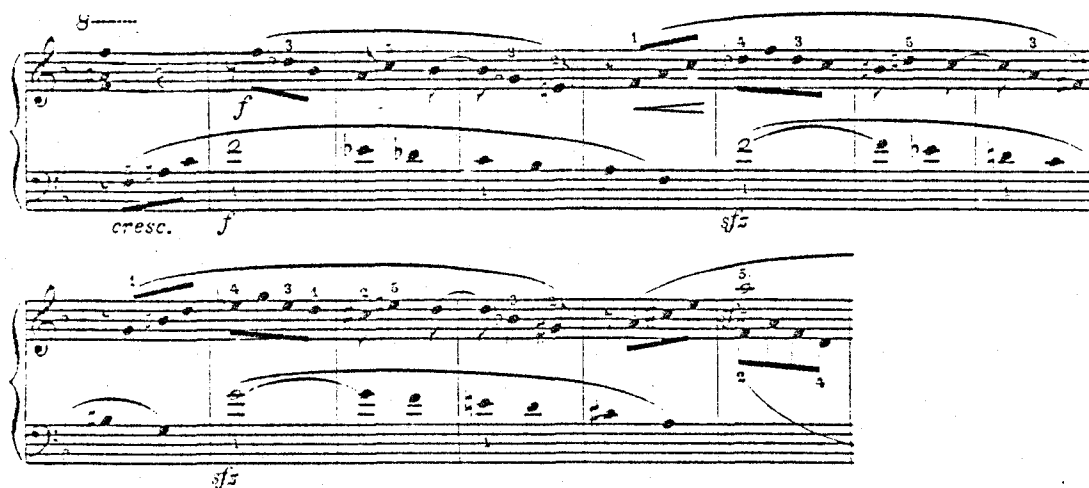
Example 4. Gradus ad Parnassum No. 42, measures 1-2.

Like No. 15, the early study in sonata design previously discussed, the musical construction of this piece is tightly knit. Both the secondary and the closing themes are based on the incipit of the main theme in the opening measure. Although this figure is rhythmically exact in the main and secondary themes, Clementi alters it by diminution in the closing theme. There are no structural irregularities in this study.

Clementi also follows the conventional sonata allegro form in Study 49, although the compositional procedure in the development is unusual. There Clementi introduces a new thematic idea after twenty-three measures and subjects it to developmental treatment in combination with a rather unattractive accompaniment in two-note slurs derived from the exposition. This section occupies a central portion of the development. The return of G major in the recapitulation is anticipated by thirteen measures of dominant preparation. In addition to two-note slur technique, Clementi exploits filled-in octave figuration in the secondary thematic material and phrases involving handcrossing in the transitions. The closing theme requires careful voicing in the right hand.

Because of its thin texture, the preponderance of diatonic harmonies with occasional abrasive dissonances, and the syncopated rhythmic patterns, all features of Clementi's early style, Study 55 appears to have been a sonata allegro movement composed prior to 1800 that Clementi later included among his Gradus studies. Included in this work is a structural irregularity that is found in some of Mozart's arias in sonata form: there is no development between the exposition

and recapitulation sections. Ending the codetta at the conclusion of the exposition is a diminished seventh chord that abruptly suggests the return of the opening key of D minor. This chord, however, is followed by a complete measure of silence extended by a fermata. The recapitulation begins in the subsequent measure. Like many bridge passages in recapitulations of the Classic period, the circular modulation between the main and secondary themes is rather long and developmental and, in the absence of a formal development, provides Clementi with the opportunity to include a section where the thematic material is manipulated as such:

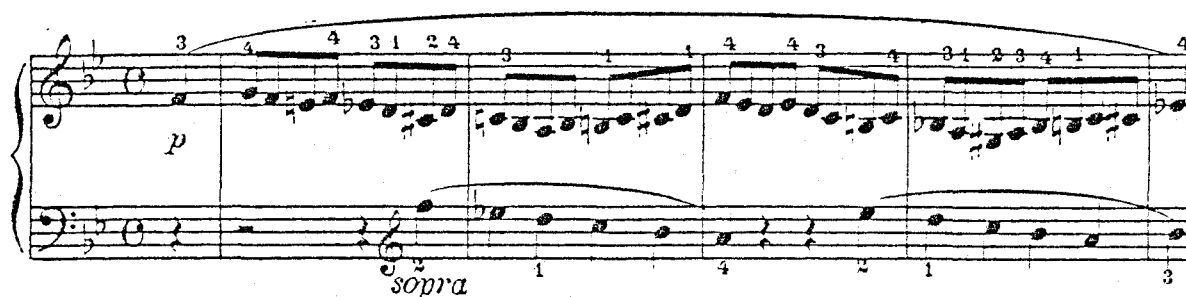


Example 5. Gradus ad Parnassum No. 55, measures 106-119.

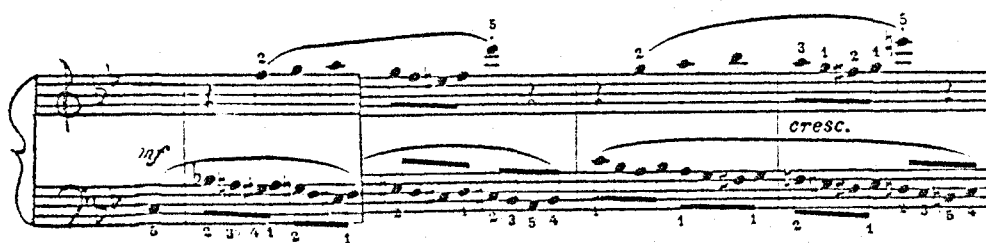
As also shown in this example, Clementi gives the left hand frequent opportunity to present the thematic material. The left hand is featured similarly in other passages throughout the study.

The frequent exchange of parts in No. 58 also provides for equal

use and technical development of the hands, as seen in the main and secondary themes of this sonata allegro movement:



Example 6a. Gradus ad Parnassum No. 58, measures 1-4.

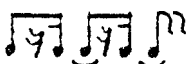


Example 6b. Gradus ad Parnassum No. 58, measures 22-26.

These themes provide just one of several examples of the tight construction characteristic of this study. Other examples include the use of the opening quarter-note scale passage in inversion in the transition and the derivation of the closing theme from this same passage in measures 1-3 in the left hand. The development is completely in canon at the interval of a seventh. There are no structural irregularities in the piece, although Clementi does not place double bars and repeat sign at the end of the exposition as one would expect. Technique featured in this study is the performance of the turn ornament with chromatic neighbor tones and broken chord figuration. Like No. 55, this movement is the finale of a suite.

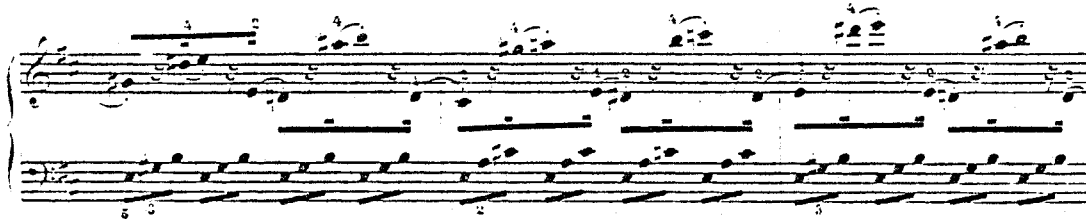
Study 61 in E-flat major is another of the Gradus studies in sonata allegro design that is written in the compositional style characteristic of Clementi's early keyboard output. Supporting this observation is Clementi's frequent use of thin texture, as seen in the two-voice writing in the secondary theme and in the opening of the development, and his almost exclusive use of diatonic harmonic procedures. Clementi introduces a variety of thematic material and keyboard figuration in the piece, including broken octaves and broken chords, parallel double thirds and sixths, turns, and handcrossings. There is a long development, complete with false restatement of the opening bars of the main theme in the key of D major.

Although a scherzo by title and musical character, Study 82 is structurally in a conventional sonata allegro form. Like several of the other sonata movements in the Gradus collection, the exposition and development are not separated by double bars. Clementi produces the scherzo effect in the opening measures through the repeated

 rhythm with light two-note slur articulation in fast tempo.

Another rhythm employed consistently throughout this piece both individually and in combination with the opening rhythm are triplet eighth notes. The constant use of these rhythms and the derivation of the secondary theme from a section of the main theme make this a tightly constructed composition. Technically, both parts are very active, as much that is written for the right hand is later performed by the left hand. Both hands cover a wide range of the keyboard consequently. Technical difficulties include numerous double note passages and fast repeated notes performed by alternating fingers. Wide leaps are also

a performance problem:



Example 7. Gradus ad Parnassum No. 82, measures 16-18.

The difficulty of this passage is increased in the development with the addition of double notes in the lower pitches of the right hand.

### Lyric Studies

There are ten examples in the category of lyric studies contained in the Gradus ad Parnassum. The musical variety in this group of pieces is very pronounced, ranging from short, simple prelude-type pieces that open suites to a dramatic "adagio" of great length. The non-etude lyric studies are:

| No. | No. |
|-----|-----|
| 14  | 56  |
| 29  | 59  |
| 39  | 60  |
| 51  | 83  |
| 52  | 91  |

No. 14 is a two-hand arrangement of the "Adagio" from Clementi's Duet, Op. 14, No. 1, published in 1784. According to Clementi, Cramer plagiarized the original version of this piece in his Dulce et Utile,

Op. 55, No. 2 of 1815.<sup>3</sup> Pedagogically, Clementi's purpose for including this work in his collection appears to be the musical representation of an expressive slow movement from a sonata, and the performance problems are usually more musical than technical. The player must project a nice singing tone quality through passages containing a variety of dynamic changes and articulations. There is good rhythmic interest in this study, and Clementi heightens the expressive character through the use of a chromatic melody. The phrase structure is AA'BA''B''A''', and the eight-bar phrase length remains regular throughout.

Study 29 is a lyric piece that, unlike No. 14, contains several technical problems in addition to the musical ones. Finger independence and voicing are the primary difficulties in technique, as seen in the opening measures:



Example 8. Gradus ad Parnassum No. 29, measures 1-4.

The texture employed in the previous example continues similarly throughout the piece. The organization of musical material is in a ternary

<sup>3</sup> For more information on this controversy see Jerald C. Graue, "The Clementi-Cramer Dispute Revisited," Music and Letters 56 (1975): 47-54, and Alan Tyson, "A Feud between Clementi and Cramer," Music and Letters 54 (1973): 281-88.

form, although the B section only uses the A theme in a more developmental treatment and thus is not a section of dramatic contrast. The solemn opening theme is based on a descending scale in long valued notes and is a contrast to the eighth-note passage work that continues without pause in either hand for the entire study. No. 52 in D minor is of similar textural construction. The polyphonic writing in this study presents some of the same performance problems in voicing and finger independence that are contained in No. 29. The spacing of the musical material also requires the use of silent finger substitution in order to maintain a legato articulation. The musical character remains the same from beginning to end as a result of Clementi's constant manipulation of the opening idea in a continuous free form. Harmonic excursions are made to F major and G minor.

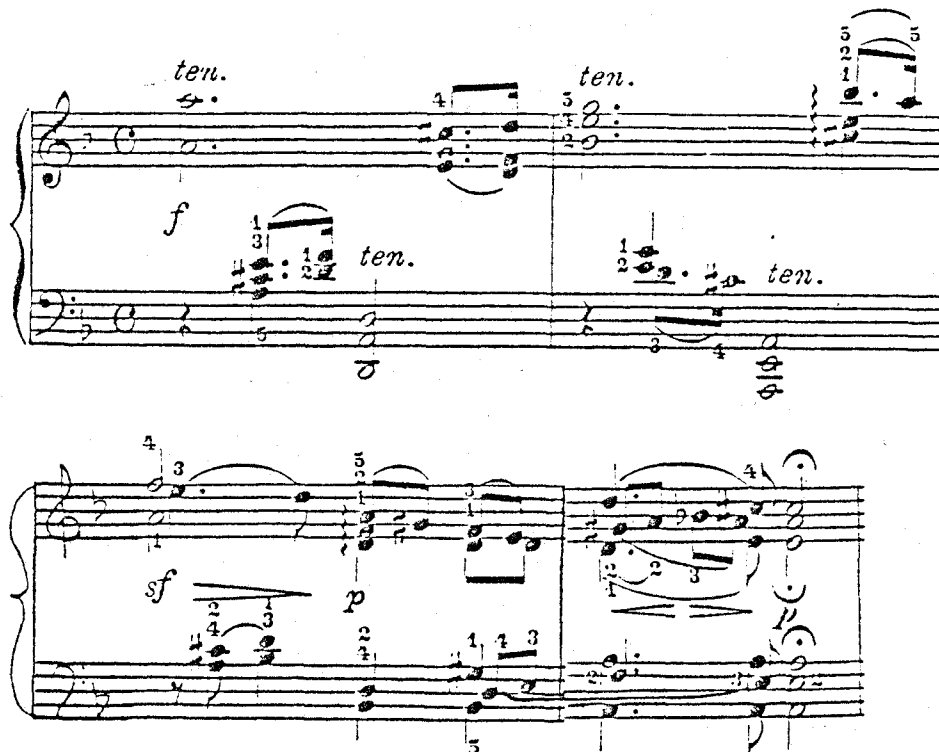
Study 39, as described by one author, is a "leisurely, discursive, chromatic, ornamented slow movement typical of Clementi's late sonatas."<sup>4</sup> Entitled "Scena patetica," this expansive work suggests the musical character of an improvised operatic fantasy for piano, a genre popularized by Liszt later in the nineteenth century. Clementi presents two contrasting themes in measures 1 and 23 and then structures the study around the various musical settings of these two ideas. For example, the opening theme is recitative-like, and it appears later in a lyrical setting, in a chromatically altered version, in rhythmic augmentation, and in a passage where it undergoes contrapuntal treatment. There is harmonic movement through numerous keys and a great

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<sup>4</sup>Leon B. Plantinga, Clementi, His Life and Music (London: Oxford University Press, 1976), p. 272.

variety of figuration presented.

No. 51 is, by contrast, short and serves as the "Introduzione" of the Suite in D minor that opens Volume III of the Gradus collection. Although short in length, this study features a wide range of musical expression, as seen in the contrast between the dramatic opening theme and the lyrical second theme:



Example 9a. Gradus ad Parnassum No. 51, measures 1-4.



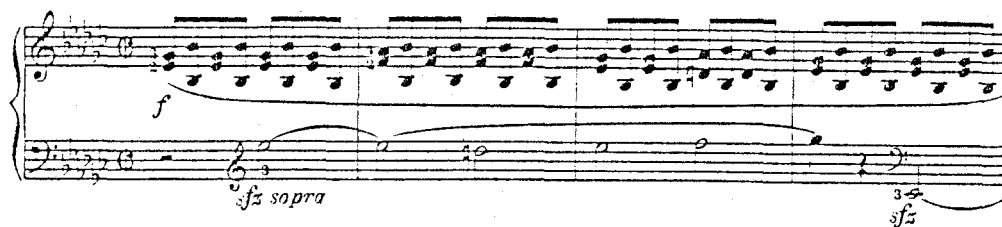


Example 9b. Gradus ad Parnassum No. 51, measures 9-12.

Clementi organizes this material in an ABA structure and closes the piece on a dominant chord which links it directly to the lyrical "Moderato" that follows.

Studies 56, 60, and 83 are also short lyric pieces that end on a dominant chord and thus serve as an introduction or prelude to the work that follows. The function of No. 56, an "Adagio patetico," is that of a prelude to the fugue in No. 57 with which it is paired. The phrase structure is a ternary design (ABA) with B moving to the key of D-flat major, the relative major. Clementi features a constant four against three crossrhythm between the melodic right hand part and the left hand broken chord accompaniment. Good phrasing and melodic shaping are necessary in order to communicate the tragic character of this study.

No. 60 is an "Introduzione" to the following sonata allegro movement with which it is linked. The musical texture is similar to that of the Prelude in A minor from Chopin's Op. 28, a simple melody with undulating accompaniment that is based on a repeated figure that progresses only to closely related positions on the keyboard:



Example 10. Gradus ad Parnassum No. 60. measures 1-4.

The phrase structure is AA', and the increased length of the second phrase is due to an extension on the dominant in measures 25-30. Although the repetition of the opening theme is almost exact in the second phrase, Clementi provides a performance and textural contrast by exchanging left and right hand parts:



Example 11. Gradus ad Parnassum No. 60, measures 14-16.

There is a change of mode from minor to parallel major in moving from this piece to the subsequent work with which it is paired.

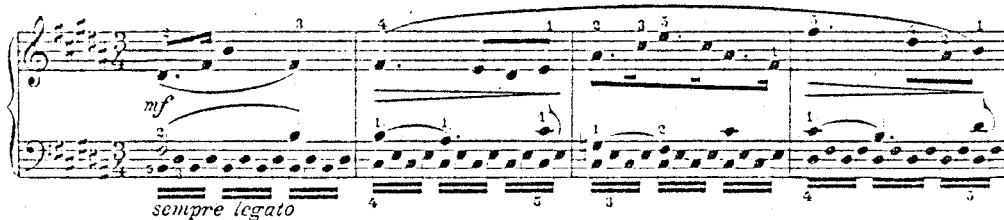
By contrast, the change of key from introductory Study 83 to No. 84 is minor to relative major. The structural design is nonsectional, and Clementi's use of a single figuration throughout is stylistically like that of a prelude. Performance problems include the voicing and projection of a melodic line in the tenor range of the two-voice left hand part and the constant four against six crossrhythm





Example 13. Gradus ad Parnassum No. 59, measures 20-23.

The sentimental tunefulness of No. 91 also makes it similar in musical expression to the style of Mendelssohn. This study is in a strict three-part texture, as seen in the opening measures, and requires a high level of finger independence in the left hand:



Example 14. Gradus ad Parnassum No. 91, measures 1-4.

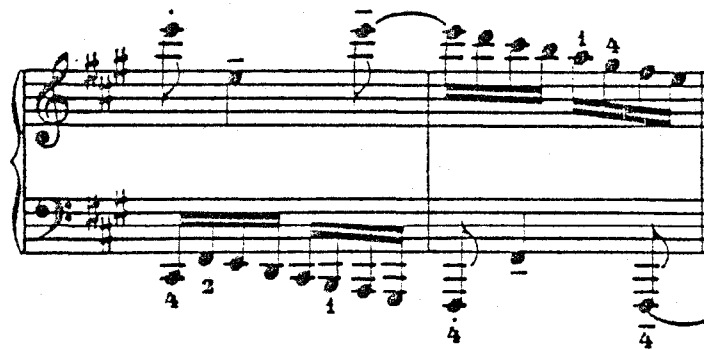
The contrasting melodic lines in the upper voices provide numerous performance possibilities: the soprano may be projected as the primary theme against a tenor countermelody and vice versa, alternately, from phrase to phrase. However, the sixteenth-note figuration in the bass, the majority of which are broken thirds, must remain consistently soft and accompanimental. Clementi organizes the musical material of this piece in an ABA structure, employing a change of mode to tonic minor in the B section. The soprano line in this contrasting section is a free inversion of the corresponding theme in the A section. Musical inspiration and fine craftsmanship are displayed by Clementi in this attractive study.

### Canons

Clementi includes eight canonic studies in the Gradus, seven of which are independent pieces. The eighth canon, in No. 84, is the contrasting middle section of a lyric "Andante" study. These contrapuntal works are:

| No. | No. |
|-----|-----|
| 10  | 67  |
| 26  | 73  |
| 33  | 75  |
| 63  | 84  |

No. 10, as noted by Clementi's inscription, is an "Infinite Canon by contrary motion with exact intervals." This two-voice canon opens in the soprano followed one measure later by an answer in inversion at the interval of the seventh in the bass. The canonic writing is exact throughout, and harmonically it remains entirely in the key of A major. The sixteenth-note rhythm is practically constant, except for syncopated figures and tied notes across the barline. The extended range of the subject at times produces a wide spacing between the hands:

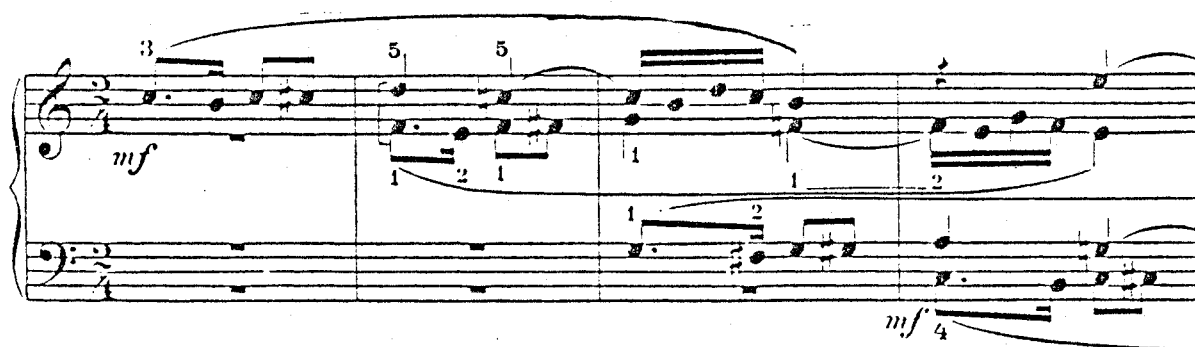


Example 15. Gradus ad Parnassum No. 10, measures 20-21.

The placement on the keyboard, however, remains rather low.

Study 26 in B minor is also a two-voice canon beginning in the soprano with the second part entering in the bass one measure later. The interval of imitation is at the octave. The canon is exact throughout and features harmonic excursions to D major and E minor, starting respectively in measures 27 and 38. The opening of the subject provides Clementi with an important fragment from which he constructs much of the canon. Numerous repetitions and variations of this idea occur at various transpositions. The  $\frac{12}{8}$  meter is unusual, as this canon is one of only three not in  $\frac{2}{4}$  meter.

No. 33 is the first of two canons in four voices that are included in the Gradus. The four parts enter at the distance of a measure at various intervals. The soprano is followed by the alto a fifth lower, followed by the tenor a seventh lower, followed by the bass a fifth lower:



Example 16. Gradus ad Parnassum No. 33, measures 1-4.

The canonic technique is exact until the last three measures. Modulations take the piece from C major through the keys of G major, F major, and E minor, and there is considerable use of chromatic passing and neighbor tones. Due to the increased number of voices, the range of the subject is significantly restricted.

The continuous sixteenth-note rhythm of Study 63 makes this two-voice canon a perpetuum mobile. The subject is dominated by melodic movement stepwise in continuous two-note slur articulations. The first pitch of each pair is a repetition of the note that precedes it, except for several instances involving octave displacement. The canon opens in the soprano, followed by an alto entry a half measure later at the interval of an octave. The imitation is strict throughout, although a third voice is added in the last two-and-a-half beats to fill out the closing harmony. Harmonic excursions are made to a variety of closely related keys.

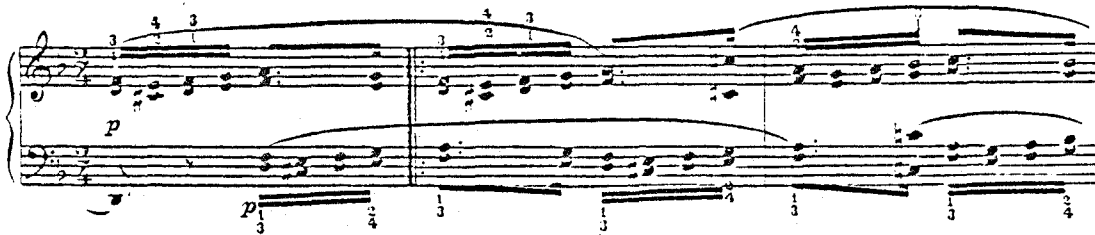
The canon in Gradus 67 in A major, one of the three exceptions not in  $\frac{2}{4}$  meter, begins with the statement of the subject in the soprano, followed one measure later by the answer in the bass two octaves lower. This work contains many references to the opening of the subject in measure 1 transposed to various pitch levels. Rhythmic motion alternates between eighth and sixteenth-note groupings, with eighth-note movement usually in skips and sixteenth-note movement predominantly stepwise. Harmonically, Clementi employs a change of mode to A minor and modulation to the key of B minor in this canon.

No. 73, like Study 10, is a two-voice canon in inversion. The soprano opens this study and is followed by an imitative entry in the bass in contrary motion one measure later. The answer is at the interval of a fifth above. Interestingly, Clementi also makes extensive use of contrary motion in the two-voice arpeggio etude that precedes this piece. The canonic writing in No. 73 is exact until the last two measures, and harmonically it remains entirely in the key of E major.

A slightly varied restatement of the opening thirteen measures closes this work.

The gigue-like character of the two-voice canon in No. 75 makes it one of the most musically satisfying canonic examples that Clementi includes in the Gradus. Also, like the Baroque gigue, this piece is in binary form. The canon begins with the opening statement of the subject in the bass, followed one measure later by an answer in the soprano at the interval of an octave. The imitation between voices remains strict until the last two measures. Rhythmic motion alternates mainly between groupings of eighth-notes and dotted quarter-notes. Melodically, Clementi makes numerous references to the opening measure of the subject at various transpositions, and placement of both parts on the keyboard is rather high. There are harmonic excursions from the tonic of E major to B major, C-sharp minor, A major, and F-sharp minor as well as changes of mode to the tonic and dominant minors.

The canonic middle section of Study 84 not only is a textural contrast to the lyrical A section, but also a contrast in meter and mode. In moving to the canon, the change is from  $\frac{3}{4}$  to  $\frac{2}{4}$  meter and from D major to D minor. A transition of nine measures functions as a bridge from the canon to the return of the A material. Clementi pairs the soprano and alto and the tenor and bass voices of this four-part canon:



Example 17. Gradus ad Parnassum No. 84, measures 18-20.

The double thirds in the opening of the subject are related to similar figuration in the left hand accompaniment of the A section. The canon opens in the soprano and alto, followed by an entry of the lower two voices a half measure later at the octave. The canon is exact until the last two measures, except for a sixteenth-note "G" in the tenor that is deleted in measure 6. The tight construction of this study is the result of numerous exact and slightly varied repetitions of the opening measure of the subject at various pitch levels. As in the other four-part canon, the range of the voices is narrower in comparison to the melodic range of the two-part canons. Modulations to several closely related keys occur in the repeated section, but Clementi remains firmly in D minor in the shorter section following the double bars. Performance difficulties for this study include the double note technique and the problems in finger independence.

### Fugues

There are three types of fugal studies among the eleven examples contained in the Gradus collection. Included in this category of non-etude pieces are seven fugues, two double fugues, and two fugatos. Seven of the fugal pieces are revisions of earlier works published around four decades earlier in *Oeuvre 1* and in *Opera 5* and *6*. The

eleven fugal studies comprising this category, including the specific fugues from which seven were revised, are as follows:

No.

- 13 - fugue; revised version of Op. 6, fugue 2 (ca. 1780-81).
- 18 - fugato.
- 25 - fugue; revised version of Op. 5, fugue 3 (ca. 1780-81).
- 40 - fugue; revised version of Op. 5, fugue 2 (ca. 1780-81).
- 43 - fugue.
- 45 - fugue; revised version of Op. 6, fugue 1 (ca. 1780-81).
- 54 - double fugue.
- 57 - fugue; revised version of Op. 5, fugue 1 (ca. 1780-81).
- 69 - fugue; revised version of Oeuvre 1, sonata 5 (fugue - ca. 1781).
- 74 - double fugue; revised version of Op. 6, fugue 3 (ca. 1780-81).
- 90 - fugato.

Three of the fugal studies, Nos. 18, 25, and 45, contain introductory sections prior to the start of the fugues. The three introductions contrast with the fugues in musical style and tempo. The first two examples also differ metrically from the fugues that follow. In addition, two fugues, Nos. 54 and 57, are preceded by studies that serve as preludes. Clementi pairs these successive studies by using the same tonal center for each group and by ending each prelude with a half cadence.

The expositions of the Gradus fugues are in four voices, except for the fugato in No. 18 which is a three-voice work. Within each piece, however, voice leading is free as Clementi routinely varies the number of voices. The range of the voices is wide and frequently involves the crossing of parts.

A majority of the subjects of these works are two measures in length or multiples thereof. The eight-measure subject of Study 57 is the longest of the Gradus examples. The subjects are non-modulating and normally comprised of several distinctive motives which Clementi

later treats developmentally in the episodes. Frequently, there are repeated notes. The subjects are basically diatonic, and the range is usually about an octave.

Except for Fugues 25, 40, and 45 and for the second subjects of the two double fugues, the answers are tonal. The pattern of entries in the exposition is typically of inner voices followed by outer voices. Notable exceptions, however, are Nos. 13, 25, and the first subject of No. 54, which enter consecutively from top to bottom, and the two fugatos, which open in no set pattern. Clementi also introduces added entries in the expositions of a number of fugues. Several fugues contain counter-expositions and countersubjects. The use of the counter-subject, however, is usually restricted to the exposition.

Clementi makes extensive use of episodes in his Grados fugues. These sections are usually long and involve developmental procedures. The compositional features include extensive use of sequence, motivic interplay, and contrapuntal dialogues, and in addition to exact repetitions, the subject fragments also undergo gradual transformation through contraction and expansion of intervals and inversion. These sections are also characterized by frequent changes in the number of voices used, a fairly wide range of modulations, the increase of parallel thirds and sixths, and a predominance of the upper voices. The combination of the latter two characteristics results in a momentary change to homophonic texture. Other episodic features are an increase in linear chromaticism and of passages in simultaneous rhythmic movement. Clementi intersperses statements of the subject, usually incomplete, between the episodes.

A coda normally closes each fugue. Preceding this section is a slowing of the harmonic rhythm that eventually culminates in a half cadence with fermata. Usually, the coda opens with a stretto in which only one voice makes a complete statement of the subject. Variety in contrapuntal technique, such as inversion, diminution, or cancrizans, is normally introduced at this time. Following the final statement, a concluding passage in homophonic texture ends the fugal study.

In order to relate these general features to specific works, the writer will discuss a representative example of each of the three types of fugal studies contained in the Gradus ad Parnassum.<sup>6</sup>

Study 13, a fugue in C major, opens with a twenty-two measure exposition of the fugal subject. The subject is four measures in length and contains several distinctive motives that Clementi will use in later episodes. The order of entries is successively from highest to lowest voices, and these occur at measures 1, 5, 9, and 13. Clementi introduces a countersubject with the appearance of the second entry, a tonal answer. This idea, which is used only in the exposition, is stated again in modified form with the third entrance of the subject. The fourth entry is accompanied by voice crossing in the two middle parts, a compositional feature frequently employed in Clementi's fugal writing. An added entry in the bass in measure 27, accompanied by a shift to three-voice texture with the dropping out of one part for eight measures, signals the close of the exposition.

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<sup>6</sup> More detailed analyses of all the fugal studies are contained in A. Dewayne Wee, "The Fugues and Canons of Clementi's Gradus ad Parnassum" (D.M. thesis, Indiana University, 1968).

The first episode begins in measure 23 with sequential treatment of a new two-measure idea, followed by a return of four-voice texture and sequential treatment of the first half of the subject in measure 27. This material returns respectively in measures 33 and 37, the second section of which is in modified form in the opposite hands as a result of textural inversion. Key movement has been through D minor, E minor, G major, A minor, and B minor to this point. Clementi introduces a complete statement of the subject in B minor beginning in measure 41. The two parts that accompany this statement are derived from the upper voices in the added entry of the exposition in measures 17-22. A seven-measure episode follows. Based on the repeated note and the eighth-note motives from the first half of the subject, this section features pedal tones on B and E and a sequential dialogue in the two upper voices. Next appears a series of full statements of the subject in measures 54, 58, 63, and 69. The respective keys are F-sharp minor, D minor, G minor, and B-flat major, and the third statement is melodically inverted for three measures.

Another episode begins in measure 73, and without exception, all material of this section is taken from previous passages. Harmonic excursions are to E-flat major, D minor, G minor, F major, closing in measures 105-109 with a pedal tone on G. Although Clementi usually announces the coda by stopping all movement with a fermata, here he skillfully anticipates the closing section by slowing the harmonic rhythm with an extended dominant pedal. The coda opens in measure 112 with a series of incomplete statements of the subject in stretto, the sole exception being the complete subject in the second entry. The

final statement appears in measure 130 and is interrupted by an internal extension of two measures. Characteristic is Clementi's use of homophonic texture in the closing measures of this fugue.

In Study 54, Clementi presents both subjects of the double fugue simultaneously with each entry in the exposition. Subject I is characterized by repeated notes and leaps in quarter and half-note rhythm; the contrasting second subject proceeds stepwise in continuous eighth-notes after the upbeat. The paired statements occur in measures 1, 4, 7, and 10. The second entry features a tonal answer in subject I and a real answer in subject II. Invertible counterpoint results in the third and fourth entries as these statements relate pitchwise to measures 1-6, but the placement of the second subject is now above the first. An added entry of the subject pair begins in measure 14. In addition to the slight melodic change in subject II, modifications include the entry of the second subject before the first and the closing pitches of the subject being doubled in thirds. The second added entry of both subjects at measure 21 closes the exposition.

A short episode of seven measures precedes a full statement of subject I in C major in measure 32. Following this statement is an episode that is based on sequential treatment of the last half of the first subject in parallel thirds and sixths, often ornamented, in the outer voices. Clementi inverts subject II in the paired statement of the subjects beginning in measure 44. The succeeding episode is extensive and contains canonic passages based on the second subject. The first example at measure 53 is at the ninth below, and the second one at measure 64 is at the octave below. There is frequent use of

sequence.

A complete statement of subject 1 in G major appears in measure 70. The episode that follows is closely patterned after the episode that precedes the G major statement of the subject. Clementi introduces fragments of subject 1, the second subject in canon at the seventh above (measure 86), and numerous examples of sequence. Clementi begins a restatement of the opening exposition with modifications in measure 97. Included in this passage are four paired entries similar to the beginning. The subjects in the third entry, however, are inverted, and all entries except the last start on the same pitches as they did in the exposition. A dominant chord with fermata closes this section and announces the coda to follow.

The coda is based almost entirely on subject 1 and begins in measure 113 with two separate entries in stretto of this subject and its retrograde. Following a sequential passage of three measures based on the second subject, Clementi closes the double fugue with two complete statements of subject 1 in the bass voice. A two-measure tonic pedal extends the final cadence.

No. 90 is one of two contrapuntal studies labeled "Fugato" by Clementi in his Gradus collection. Although displaying many of the same features of the two fugues previously discussed, the B major fugato in Study 90 nevertheless contains no fugal exposition. This work also differs from the fugues by not being thematically dominated by the subject and its fragments in a composition of tight construction. New contrapuntal material is introduced and associated with both episodes and statements of the subjects. This piece opens with a stretto

of the subject and its modified version in the alto and bass voices respectively, followed by entrances of free contrapuntal material in the remaining two voices. The subject is two-and-a-half measures in length and is restricted to the narrow range of a perfect fifth. There are no repeated notes, unlike previous subjects, and with only one exception, melodic movement is by step. A complete bass statement of the subject in the tonic key appears in measure 8, following a sequential dialogue based on the free contrapuntal material. Clementi next introduces a series of short episodes which are interspersed by complete statements of the subject in various keys and voices. The keys include G-sharp minor (measure 18), F-sharp major (measure 22), and B major (measure 32), and the first statement is in inverted form. The subject passes in succession from soprano to alto to tenor voices with each new statement. The episodic interludes that separate these statements are based on variations of the free contrapuntal material in measures 3-7. These patterns are given extensive sequential treatment.

A longer episode begins in measure 34 following the statement of the subject in B major. A feature of the opening measures of this section is harmonic movement counterclockwise around the circle of fifths. Contrasting sequential patterns from previous episodes are introduced. Alternating with the two short episodes before the half cadence and fermata rest that signal the coda are statements of the subject in measures 47 and 52 in C-sharp minor and B major. The first example is in melodic inversion.

The coda opens, following the usual pause in activity, with two entries of the subject by the inner voices in stretto. At the

conclusion of this contrapuntal procedure, Clementi presents a statement of the subject in inverted form in the soprano voice. The alto closes the fugato with a final statement of the subject in inversion in measure 69. The use of homophonic texture in the closing measures is a typical feature of Clementi's fugal writing.

In comparing Clementi's fugal style with that of Bach, one notes the use of freer voiceleading in the contrapuntal Gradus examples. Clementi frequently manipulates the texture by freely increasing or decreasing the number of linear voices in the musical fabric. The addition of voices at cadences is characteristic and is the usual means for Clementi to achieve a fuller sonority. The wide range of Clementi's fugal lines results in frequent voice crossings. In comparison to Bach's fugue subjects that typically feature a recurring rhythmic motive or significant intervallic construction, the subjects by Clementi are considerably less distinctive aurally. Clementi's subjects are more diatonic, built in two-measure components or multiples thereof, and contain numerous repeated notes. Furthermore, in comparison to Bach's examples, the episodes in the fugues of Clementi normally signify a disconnected relaxation of musical intensity. These "filler" sections are extensive and are frequently characterized by the change to homophonic texture. In fact, the linear writing in Clementi's fugues is clearly subservient to the harmonic structure, while the fugues of Bach are distinguished by the balance of linear and vertical writing. Finally, in contrast to Bach's style, Clementi seems more concerned with fugal procedure than with content in his Gradus examples. This observation is evident in Clementi's use of the more complex

contrapuntal techniques, such as inversion, stretto, and cancrizans, which seems contrived and does not progress naturally in the unfolding of the musical material. The Classic elements of Clementi's fugues clearly distinguish them from the Baroque fugues of Bach, but according to Kurt Frederick, "quite generally the fugues of Clementi compare favorably with the fugues of his time."<sup>7</sup>

#### Theme and Variation Studies

Clementi includes two sets of themes and variations in his Gradus collection. Study 5, with two variations, is the less traditional of the two examples. The theme is presented in the tenor voice and is accompanied by chromatic passage work in sixteenth-notes and by a part moving in steady half-notes that completes the harmony. Unusual is the fact that the three-part texture remains constant throughout the piece. The theme is in two four-measure phrases. The first phrase ends on a tonic chord, while the second closes with a half cadence, an unusual harmonic construction for the theme of a set of variations. A performance difficulty is the voicing of the two parts in the left hand so that the theme is sufficiently projected and not covered by the bass. A second statement of the theme opens in measure 9. The first phrase is an almost exact repetition, except that all parts are one octave lower. Clementi inverts the texture in the second phrase so that the theme is stated in the right hand. A two-measure transition based on the ascending fourth fragment of the theme and involving a

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<sup>7</sup> Kurt Frederick, Fugal Writing from 1750 to 1827 (Rochester, N. Y.: University of Rochester Press, 1957), p. 125.

return of the melodic material to the left hand leads directly into variation 1. (Clementi does not number or label the variations in either set of the theme and variation studies in the Gradus.)

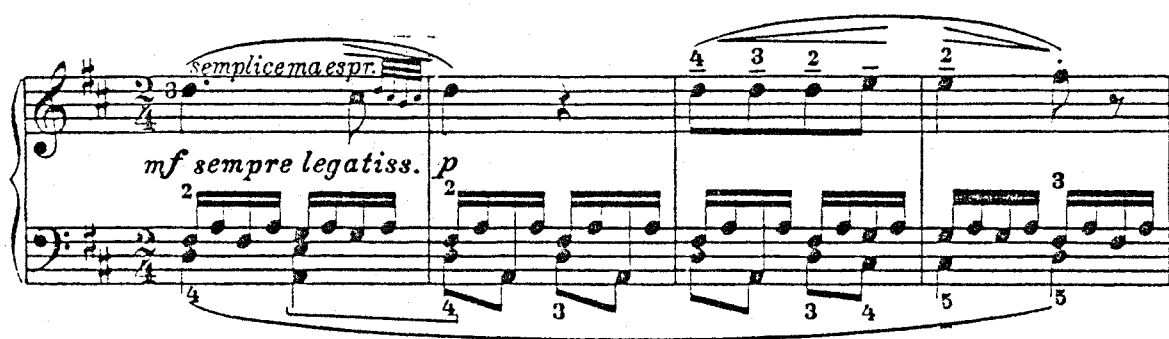
The first variation appears in measure 19 with the theme in syncopated rhythm:



Example 18. Gradus ad Parnassum No. 5, measures 19-20.

The right hand accompaniment in sixteenth-notes is also changed. Clementi extends the second phrase with a deceptive cadence and introduces a developmental digression in measure 30 that opens with a reference to the theme in diminution. This section, thirteen measures in length, is characterized by harmonic instability and moves without a break into variation II. The second variation begins in measure 43 and features a presentation of the theme alternating between the hands. The fast figuration is now in sixteenth-note triplets, and like variation I, there is an extension of the second phrase with deceptive cadences. Closing this study is a tonic pedal of four measures.

Study 8 also consists of a theme with two variations. The compositional style of this piece is earlier than the previous study, because Clementi's harmonic use here is much more basic:



Example 19. Gradus ad Parnassum No. 8, measures 1-4.

The theme is in two eight-measure phrases which close respectively on half and full cadences. However, immediately following each eight-measure thematic segment is a slightly varied restatement of that phrase. Modifications include octave changes, the adding of voices, and different accompanimental figuration. Variation I is in the parallel minor and features a chordal right hand presentation of the theme accompanied by passage work in octaves in the left hand. Although the sixteen-measure phrase length remains the same, the harmonic structure of the opening theme is not maintained in this variation. Variation II is characterized by a return to tonic major and the increase in rhythmic activity to thirty-second notes. The harmonic structure for this variation is the same as the opening theme, but the melodic contour is significantly changed. A two-measure cadential extension closes this variation. In contrast to his frequent use of textural inversion throughout the theme and variations of the previous study, Clementi restricts the thematic presentation solely to the right hand in No. 8.

#### The Study in Rondo Form

No. 41, the finale of the Suite in B-flat (Nos. 37-41), is the

only rondo contained in the Gradus studies. The form of this piece is ABACA coda, and the predominance of thin texture, as seen in the opening of the A theme, suggests that this study is early in Clementi's musical output:



Example 20. Gradus ad Parnassum No. 41, measures 1-4.

The A section is thirty-six measures in length and is based on a ternary (ABA) phrase structure. Clementi modulates to C major, the dominant, in the seventeen-measure transition. The contrasting B theme is lyrical and is characterized by the increase of melodic chromaticism. Following an almost exact repetition of the A theme in the opening key of F major, there is an abrupt shift to the relative minor and an extensive presentation of the C material. Like "A," this section is structured in a ternary design. Clementi's use of a long, three-part C section in this rondo is similar to that of Schubert in the finale of his Sonata Op. 78 in G major. Compositional features include a thickening of the texture through chords and independent linear parts and a limited use of developmental procedures. Harmonic excursions are to G minor, B-flat major, and B-flat minor, with the return of D minor occurring in measure 264. The second return of A in F major is again almost exact, except for the twelve-measure extension at the end. This statement is followed by a long coda that is based

on cadential figuration, although reference is made to several fragments of A and C themes. As in the C section, parts are developmental and written in a thicker texture to increase sonority.

### Scherzos

There are three scherzos among the non-etude works of the Gradus ad Parnassum. Two of the three studies, Nos. 70 and 97, are entitled "scherzo" by Clementi, while the other piece in this category (No. 62) can be identified as such only by its musical character and form. Although the structural design of Studies 62 and 70 is that of a classical scherzo (||: A: ||: BA: ||), neither contains a trio. The scherzo in No. 62 is preceded by a slow introduction of six measures in the key of C minor. This section is characterized by the use of intricate rhythms, including seven and twelve-note subdivisions of the quarter-note beat, and of a chromatic melody, foreshadowing that of Chopin. Unusual is the opening of this work by Clementi on an Italian augmented sixth chord. The scherzo follows and is in the key of the relative major, E-flat major:



Example 21. Gradus ad Parnassum No. 62, measures 7-10.

The lighter texture is a contrast to the melody and chordal accompaniment of the introduction and suggests that this section dates from an earlier period of composition. The A section, which modulates to the dominant, is a period of eight measures comprised of two contrasting phrases of equal length. Harmonic movement in the contrasting B section is from B-flat major to G minor. Thematic material is presented in an eight-measure period which is then extended for an additional six measures. "A" returns in the upbeat to measure 23 and is modified only in the second phrase by harmonic adjustments so that it ends in E-flat major.

The periodic structure in Study 70 is AABAB'A coda, a Classic period scherzo ( $\parallel A \parallel BA \parallel$ ) with written out repeats except for the modified B statement. Clementi uses regular eight-bar periods throughout, excluding the coda. This piece is characterized by a uniformity both melodically and harmonically as the thematic material in the A and B phrases is of similar musical character and construction, and Clementi remains in the key of A major exclusively. Both themes are based on a descending scale. Other significant features of "B" is the use of a dominant pedal tone that is continuously repeated and the derivation of the second phrase of the B period from the first phrase of "B" by exchanging the left and right hand parts in textural inversion. Clementi uses melodic inversion of the opening theme in the coda. The primary performance difficulty in this scherzo is the voicing required in the left hand accompaniment in "A" and that in the two-voice melody and accompaniment part alternating between the hands in the B period.

In contrast to the previous scherzo, the structure of No. 97 is a form based primarily on freely alternating unison and grace note passages:

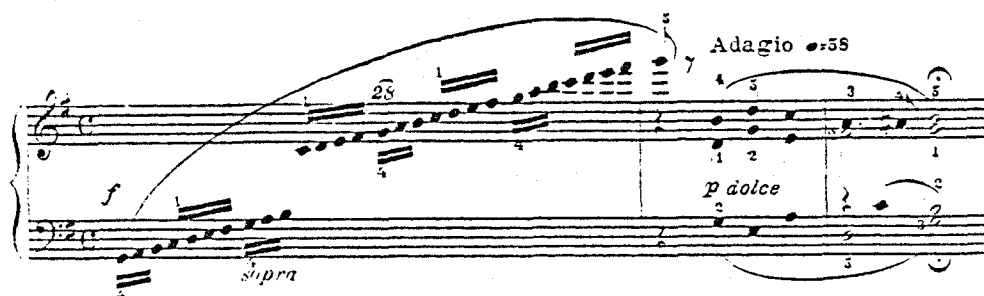


Example 22. Gradus ad Parnassum No. 97, measures 12-17.

Harmonic excursions are from C major to the keys of D minor, A minor, and G major. In measures 51-80, a harmonically unstable transition and long dominant pedal on G precede the final return of C major. The musical material of this study portrays the light "scherzo" character well, and Clementi introduces equal technical requirements in both hands, including that of double note technique.

#### Other Titled Studies

Study 80 is entitled "Capriccio" and is the only work of this type included among the Gradus pieces. Clementi patterns this study in the manner of a Bach toccata as a result of its improvisatory nature and its alternating sections that contrast in style and musical character:



Example 23. Gradus ad Parnassum No. 80, measures 1-3.

The fast sections are based mainly on scales in three and four-note groups alternating between the hands and on repeated figuration that moves at length chromatically up or down. The chordal "adagios" serve as interludes. Except for the transitional passages in the fast sections and the last "adagio" written in E-flat major, the overall key is G major. Accidentals are numerous and result from Clementi's use of sequences that ascend or descend chromatically, his use of chromatic non-harmonic tones, and the prevalence of secondary dominant and diminished seventh chords. In spite of the contrast between sections, there is too much repetitive passage work and uninspired writing in the two longest fast sections, which comprise fifty per cent of the study's total length, to sustain the necessary level of musical interest in performance. Clementi's aim is devoted too much to the display of technical prowess in this meandering piece.

"Stravaganza," No. 94 in F major, is another of Clementi's non-etude works that has no structural equal among the Gradus studies. Similar in principle to a passacaglia, this piece is based on an eight-

measure left hand part that is presented four times, the first three of which are exact transpositions respectively in the keys of F major, A major, and D-flat major. The pattern in the fourth section, although beginning as an exact repetition in the original key of F major, is expanded and develops into a virtuosic chromatic cadenza reminiscent of Liszt:



Example 24. Gradus ad Parnassum No. 94, measures 33-34.

The rhythmic subdivisions in the right hand part become progressively smaller in the four successive sections. Beginning as triplet eighth-notes in the opening section, the subdivisions increase respectively to four, five, and six-note patterns per quarter-note beat. As a result, three against two and five against two counter-rhythms between the left and right hand parts are featured in sections one and three. Clementi's use of cross-rhythms and irregular rhythmic groupings in this study foreshadows that of Schumann. The rhythmic and chromatic technique displayed in "Stravaganza" characterizes a relatively late compositional style in Clementi's musical output and suggests that this piece was composed just prior to the publication of Volume III of the Gradus collection in 1826 in which it is contained.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

This study of Clementi's Gradus ad Parnassum has focused not only on the analysis of the specific works under consideration but also on important information about the life of this multi-faceted musician. The writer has attempted to place this pedagogical work in historical perspective through descriptions of other significant keyboard studies that were being composed and published contemporary with the Gradus collection. In addition, the general facts relating to the publication, contents, and organization of the studies have been presented in order to provide the reader with a helpful overview of the works. Ultimately, it is hoped that an investigation of this opus results in a greater knowledge of Clementi and his compositional style and more important, a better understanding of the significance of this composer and his works in the transition to the emerging pianoforte.

Clementi's Gradus studies compare favorably with the pedagogical works cited earlier that were composed and published during the first three decades of the nineteenth century. Like the Cramer 84 Etudes, they emphasize the development of finger dexterity and independence from intermediate to advanced levels of proficiency. Many of the same technical demands are covered by both composers, although Clementi's pieces are generally longer, which makes duration an added element to be addressed and mastered. However, Cramer, more often than Clementi,

presents the technical problems in a musically more interesting setting, thus providing more suitable examples for programming in a public performance. A group of contrasting Cramer etudes would function in performance similarly to that of a set of Chopin preludes. These works are of comparable length and are normally constructed from a short, characteristic motif that continues throughout the piece.

A public performance of Clementi studies would be more difficult to program. Like the pedagogic works of Czerny, a vast majority of the studies that develop technique in the Gradus are excellent for developing the fingers but are suitable for practice room use only. Although the non-etude studies, such as the sonata allegro movements, the lyric pieces, the scherzos, the themes and variations, and the rondo, would lend themselves more readily to public performance because of their greater emphasis on musical content, a grouping from these categories would result in nothing more than a piece resembling a sonata, of which there already exist outstanding examples in Clementi's output. Furthermore, the contrapuntal Gradus studies are of historical and analytical interest only, and they have provided no lasting addition to the concert repertoire for the keyboard.

Thus, the greatest usefulness for the Gradus ad Parnassum today lies not in the performance aspect of these pieces, but in the pedagogical potential of the studies for building strong, dexterous fingers. I was first introduced to the etudes of Clementi during my year of piano study under Professor Ilonka Deckers in Milan, Italy in 1972, and I found these pieces extremely helpful for developing equality of finger action and evenness of tone. Since then, I have used many of

these same studies successfully with my own students. Nos. 9, 12, 15, 16, 17, and 23 from Volume I have been especially beneficial in my teaching for expanding technical facility at the intermediate and early advanced levels of instruction. In addition, the Gradus studies serve as excellent preparatory material for the more difficult Chopin etudes, as many of the same idioms of technique are covered by the latter composer in his twenty-seven studies for the piano.

Along with Christian Bach and Mozart, Muzio Clementi was one of the earliest advocates and performers on the pianoforte and "one of the earliest composers to conceive keyboard compositions completely in terms of the pianoforte, and the first to exploit many facets of the new instrument."<sup>1</sup> Kathleen Dale has further noted the significant and pivotal role of Clementi's work in the history of keyboard literature as being "the link between the old world of the harpsichord and the new world of the grand piano."<sup>2</sup> Clementi explored pianistic effects and employed progressive harmonies, modulations, and rhythms later associated with Beethoven, Mendelssohn, Schumann, and Chopin. He was the first performer to advocate the use of legato touch as the normal style of playing, and his writing in double notes and for equalizing the strength and independence of all fingers have led to his being considered "one of the main developers of the early pianoforte tech-

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<sup>1</sup>Sandra P. Rosenblum, "Introduction" to Muzio Clementi, Introduction to the Art of Playing on the Pianoforte (New York: Da Capo Press, 1973), p. vii.

<sup>2</sup>Kathleen Dale, "Hours with Muzio Clementi," Music and Letters 24 (1943): 145-46.

nique."<sup>3</sup> Furthermore, his Introduction to the Art of Playing on the Pianoforte was one of the most widely used instruction books for the keyboard following C. P. E. Bach's Versuch. The potential that Clementi saw in the pianoforte is realized with skill and competence in his Grados studies, and these pieces are a noteworthy representative of the emerging pianistic style.

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<sup>3</sup>Peter Felix Ganz, "The Development of the Etude for Pianoforte" (Ph.D. dissertation, Northwestern University, 1960), p. 111.

# APPENDIX

## AN OVERVIEW OF THE ORGANIZATION OF THE ONE HUNDRED GRADUS STUDIES

Note: Bracketed numbers indicate a suite.

| <u>KEYS</u>   | <u>STUDIES</u>          |        |           |        |
|---------------|-------------------------|--------|-----------|--------|
| Volume I      |                         |        |           |        |
| F Major       | 1                       | 2      | 3         | 4      |
| B-flat Major  | 5                       | 6      |           |        |
| D Major       | 7                       | 8      |           |        |
| A Major       | 9                       | 10     | 11        |        |
|               | Preludio                | Canon  |           |        |
| G Major       | 12                      | 13     | 14        | 15     |
|               | Preludio                | Fuga   | (F Major) | Finale |
| C Major       | 16                      | 17     |           |        |
| F Major       | 18                      |        |           |        |
|               | Introduzione and Fugato |        |           |        |
| A Minor       | 19                      |        |           |        |
| D Major       | 20                      |        |           |        |
| B-flat Major  | 21                      |        |           |        |
| A-flat Major  | 22                      |        |           |        |
| C Major       | 23                      |        |           |        |
| F-sharp Minor | 24                      |        |           |        |
| B Minor       | 25                      | 26     | 27        |        |
|               | Intro.                  | Canone | (B Major) |        |
|               | 6 Fuga                  |        |           |        |

| KEYS         | STUDIES   |      |                |            |        |
|--------------|-----------|------|----------------|------------|--------|
| Volume II    |           |      |                |            |        |
| B Major      | 28        | 29   |                |            |        |
| E Minor      | 30        |      |                |            |        |
| C Major      | 31        | 32   | 33             |            |        |
|              |           |      | Canone         |            |        |
| A Major      | 34        | 35   | 36             |            |        |
|              | (A Minor) |      |                |            |        |
| F Major      | 37        | 38   | 39             | 40         | 41     |
|              | Preludio  |      | Scena          | Fuga       | Finale |
|              |           |      | Patetica       |            |        |
|              |           |      | (B-flat Major) |            |        |
| F Minor      | 42        | 43   | 44             |            |        |
|              |           | Fuga |                |            |        |
| C Minor      | 45        | 46   |                |            |        |
|              | Intro.    |      |                |            |        |
|              | & Fuga    |      |                |            |        |
| B-flat Major | 47        |      |                |            |        |
| G Major      | 48        | 49   | 50             |            |        |
|              | (G Minor) |      |                |            |        |
| Volume III   |           |      |                |            |        |
| D Minor      | 51        | 52   | 53             | 54         | 55     |
|              | Intro.    |      |                | Fuga a due | Finale |
|              |           |      |                | Soggetti   |        |
| B-flat Major | 56        | 57   | 58             |            |        |
|              | (B-flat   | Fuga | Finale         |            |        |
|              | Minor)    |      |                |            |        |
| G-flat Major | 59        |      |                |            |        |
| E-flat Major | 60        | 61   | 62             | 63         |        |
|              | Intro.    |      |                | Canone     |        |
|              | (E-flat   |      |                |            |        |
|              | Minor)    |      |                |            |        |
| B-flat Major | 64        |      |                |            |        |
| F Major      | 65        |      |                |            |        |

| <u>KEYS</u>   | <u>STUDIES</u>    |                 |                 |                                           |               |              |
|---------------|-------------------|-----------------|-----------------|-------------------------------------------|---------------|--------------|
| A Major       | 66                | 67<br>Canone    | 68              | 69<br>Fugue<br>(A Minor)                  | 70<br>Scherzo |              |
| E Major       | 71                | 72<br>(E Minor) | 73<br>Canone    | 74<br>Fuga a due<br>Soggetti<br>(E Minor) | 75<br>Canone  | 76<br>Finale |
| G Major       | 77                | 78              | 79<br>(G Minor) | 80<br>Caoriccio                           | 81<br>Finale  |              |
| D Major       | 82<br>Scherzo     | 83<br>(B Minor) | 84<br>Canone    | 85<br>(D Minor)                           | 86            | 87<br>Finale |
| B Major       | 88                | 89<br>(B Minor) | 90<br>Fugato    | 91                                        | 92<br>Finale  |              |
| A-flat Major  | 93                |                 |                 |                                           |               |              |
| F Major       | 94<br>Stravaganze |                 |                 |                                           |               |              |
| C Major       | 95<br>Bizzarria   | 96<br>(C Minor) | 97<br>Scherzo   |                                           |               |              |
| F-sharp Minor | 98                |                 |                 |                                           |               |              |
| B Minor       | 99                |                 |                 |                                           |               |              |
| E Major       | 100               |                 |                 |                                           |               |              |

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