

VOICE TEXT MUSIC EMOTION

A vocal colouring book

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Improvisations with text

Organizing the coincidences through a simple set of rules

How do emotional impulses and musical parameters affect vocal qualities and timbres?

Can you systematically utilize your knowledge and experience from the project's experiments to find, expand and develop your authentic and personal sound?

- Reading with musical elements

Musical qualities

Tempo
Legato
Staccato
Leggiero
Crescendo
Diminuendo
Accelerando
Ritardando
Marcato
Sostenuto
ff-pp
Pauses
Ambitus

Music, when soft voices die,
Vibrates in the memory;
Odours, when sweet violets sicken,
Live within the sense they quicken.

Rose leaves, when the rose is dead,
Are heaped for the beloved's bed;
And so thy thoughts, when thou art gone,
Love itself shall slumber on.

Shelley

● Reading with vocal qualities

Vocal qualities

Intense
Soft
Monotone
Big ambitus
Colourful – warm/cold –
dark/bright
Toneless
Whisper
Airy
Over articulated
Under articulated
Mumbling
High compression -squeezed
Vibrato
Senza vibrato
Creeky
Whimpering

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● Reading with emotional qualities

Emotional qualities

Angry
Sad
Joyful
Excited
Happy
Melancholic
Sorrowful
Numb
Curious
Wondering
Insane
Sceptical
Anxious
Curious
Afraid
Silly
Indifferent
Lazy

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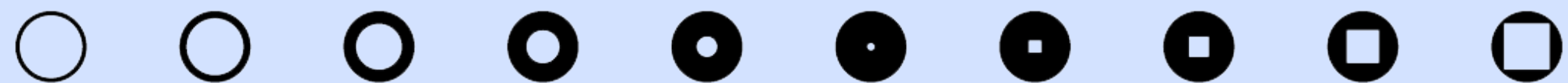
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The process

- The wild and open approach with focus groups of students
- Creative workshops with focus groups
- The Pierrot Lunaire project
- Training principles with focus groups
- Description of a working method





THE ROYAL DANISH ACADEMY OF MUSIC

Angry

Diminuendo

Sad

Crescendo

Happy

Accelerando

Excited

Ritardando

Melancolic

Sorrowful

Staccato

Joyful

Legato

Silly

ff ← → pp

Insane

Numb



Ostinato

Legato

Under vråkens kretsande punkt av stillhet

rullar havet dånande fram i ljuset,

tuggar blint sitt betsel av tång och frustar

skum över stranden.

Jorden höljs av mörker som flädermössen

pejlar. Vråken stannar och blir en stjärna.

Havet rullar dånande fram och frustar

skum över stranden.





Allegro + legato

Ostinato

Under vråkens kretsande punkt av stillhet

rullar havet dånande fram i ljuset,

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Jorden höljs av mörker som flädermössen

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Havet rullar dånande fram och frustar

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Creative workshop

- The students present a text that they have chosen themselves
- 3 chosen elements that the group doesn't know about in advance
- Questions and discussion





THE ROYAL DANISH ACADEMY OF MUSIC

- Can you do the same without changing the tempo?



BZV UDE VED
KANTEN

8. Nacht.

(Passacaglia)

3. Staveinstrument
klay F

Wundering happy

Baß-Klarinette in B.
Gehende (ca 80)
pp

Violoncell.
Gehende (ca 80)
pp

Rezitation.
Gehende (ca 80)
p
Finstre, schwarze Rie-senfal-ter tö-tetender

Klavier.
Gehende (ca 80)
pp

B-Kl. (B)
pp

Vel.
pp

Son - ne Glanz. Ein ge-schloß - nes Zau - - ber - buch,

Stückchen = happy

B-Kl. (B)
pp

Vel.
pp aber deutlich hörbar

Steg - - - - - Flag - - - - -

10 gesungen (womöglich die tieferen Noten) **Etwas rascher.** *ppp*

ruht der Ho - ri-zont, verschwie - gen. **Etwas rascher.** *pp*

10 gesprochen **Etwas rascher.** *pp*

Aus dem Qualm ver - lor - ner

Anxiens

denken fortzbrk



Organised workshop

- A week of training texts from songs

MUSICAL ELEMENTS	EMOTIONS/EXPRESSIONS/MOODS	VOCAL QUALITIES
Diminuendo	Angry	Intense
Crescendo	Sad	Soft
Accelerando	Excited	Monotone
Ritardando	Happy	Big ambitus
Staccato	Melancholic	Colourful – warm/cold
Legato	Sorrowful	Tone less
ff – pp	Joyful	Whisper
dynamic variation	Silly	Squeezed/high compression
Leggiero	Insane	Light
Sostenuto	Numb	Dark
Marcato	Curious	Overarticulated
	Wondering	Underarticulated
	Sceptical	Airy
	Afraid	Vibrato/senza vibrato

Musical qualities

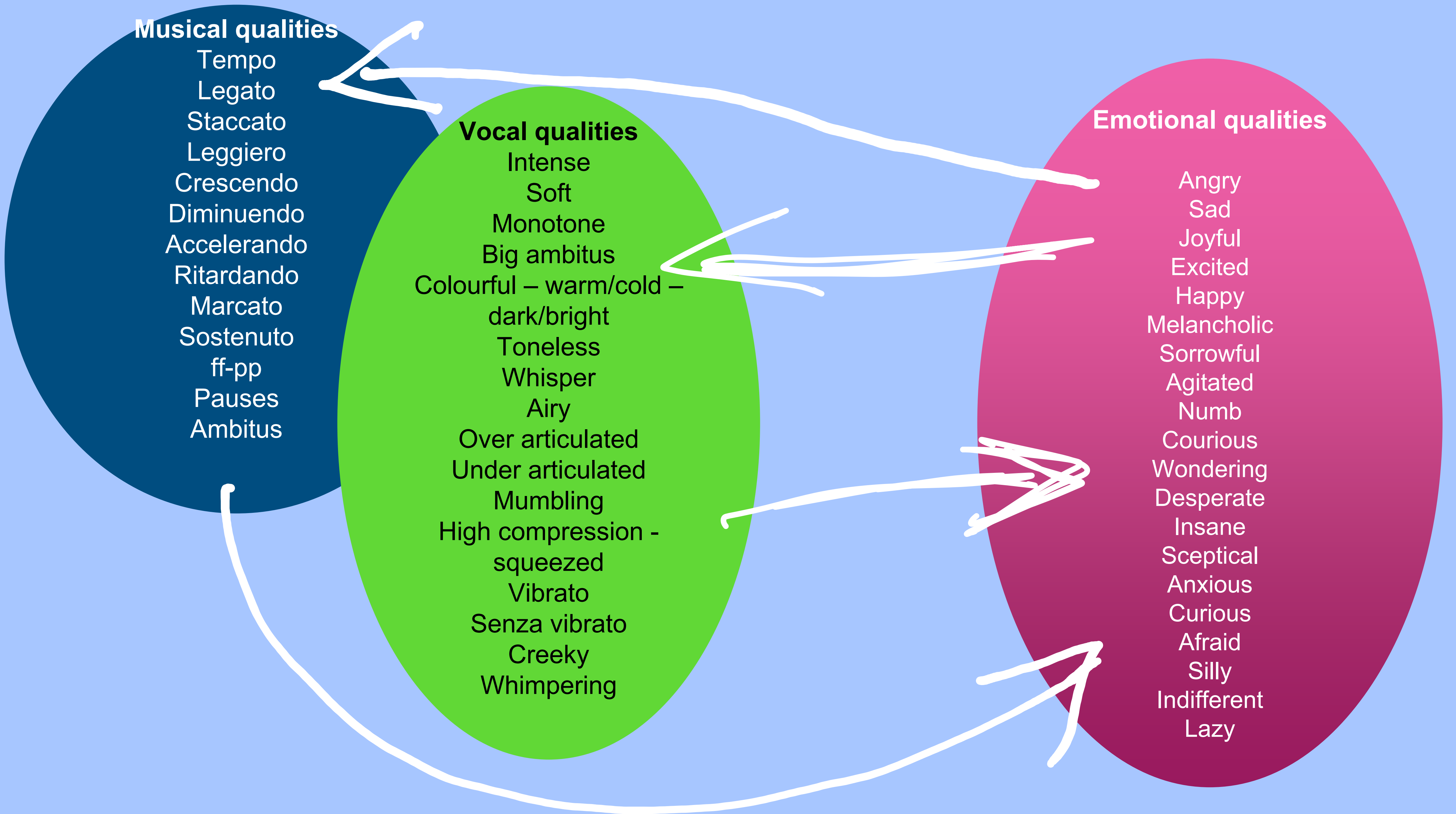
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Vocal qualities

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Vibrato
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Creeky
Whimpering

Emotional qualities

Angry
Sad
Joyful
Excited
Happy
Melancholic
Sorrowful
Agitated
Numb
Curious
Wondering
Desperate
Insane
Sceptical
Anxious
Curious
Afraid
Silly
Indifferent
Lazy



TEXT + MUSICAL ELEMENTS = EMOTION +
VOCAL QUALITY

TEXT + VOCAL QUALITY + ME = EMOTION

TEXT + EMOTION = VQ + ME

TEXT + EMOTION + ME = VQ + MORE MUSICAL
ELEMENTS

WÄTCH
EMOÖION
COULD
"DRIVE"

10 N°4 Allegro

indignation *Compassion* *piété*

drängen *empats* *disgustation*

ALTO SOLO
dolce
Quae moe - re - bat - et do - le - bat, - et do - le - bat, pia mater, cum vi - debat

na - ti poenas, poenas inclyti, et tre - mebat, cum vi - debat na - ti poenas,

na - ti poe - nas in - cly - ti, et tre - mebat, cum vi - debat na - ti poenas,

THIS
MUSICAL
STRUCTURE?

MUSICAL SCORE \approx MOOD/EMOTION \rightarrow VQ

MUSICAL SCORE + TEXT = EMOTION \rightarrow

VQ + MUSICAL ENERGY



MUSICAL + VOCAL EXPRESSION AND INTERPRETATION

The integration into the study life

- Participation in focus groups
- Workshops
- Integration in the daily work with the major subject
- Awareness of the professor being active with the AR



Future perspectives

- Investigation perspectives of composing through the method
- Investigating new approaches: facial expression and body language/physical expression
- Widening the scope of the “acceptable” aesthetics in the performance of the classical vocal literature