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How Classical Saxophone Music influenced by Jazz

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Alfredo Maruri, saxophone
S. Michael Shuman, piano
An Honors Recital of Classical Saxophone Music influenced by Jazz
Sunday, April 26, 2015
7:00 p.m. - Stella Boyle Smith Concert Hall

Scaramouche for Saxophone and Woodwind Quintet, Opus 165c (1937)  Darius Milhaud (1892-1974)
Vif
Modéré
Braziliera

Diego Plata-flute
Elvis Barksdale II- oboe
Alex Piña-clarinet
Peter Hamby-French horn
Andrew Stephens-bassoon

Bordel 1900 trans. Claude Voirpy
Café 1930

Michael Hanna-soprano saxophone
Chris Johns II-alto saxophone
William Brani-tenor saxophone

-Intermission-

Hot (Jazz)-Sonate (1930)  Erwin Schulhoff (1894-1942)
Movement I
Movement II
Movement III
Movement IV


Local Spirits
As Night Falls
Shortcuts
Darius Milhaud (September 4, 1892 – June 22, 1974) – Scaramouche for Saxophone and Woodwind Quintet, Opus 165c (1937)

Darius Milhaud was a French composer and teacher. He was a member of Les Six and is one of the most prolific composers of the 20th century. His compositions were influenced by jazz and polytonality. Milhaud was born in Marseilles to a Jewish family. He studied at the Paris Conservatory. Milhaud’s teachers included Charles Widor, André Gedalge, and Vincent d’Indy. Milhaud’s involvement in Les Six, helps to explain his obsession with foreign concepts. The group was founded on their shared interest in exoticism. They flocked to the foreign sounds of exotic music, especially that of Africa, the Orient and Central and South America. From 1917 to 1919, he was the secretary to Paul Claudel, a famous poet, dramatist, and French ambassador to Brazil. Milhaud set music to many of Claudel’s poems and plays. While in Brazil, they collaborated on a ballet, L’Homme et son désir. When Milhaud returned to France, he composed works influenced by the music he had heard in Brazil. In 1922, Milhaud travelled to the United States, where he heard “authentic” jazz on the streets of Harlem. This experience left a huge impact on his musical outlook. In 1923, he completed La creation du monde (The Creation of the World). The composition incorporated ideas and idioms from jazz as cast in a ballet in six continuous dance scenes. The rise of the Nazi regime forced Milhaud and his family to emigrate from France to the United States in 1940. He became a teacher at Mills College in Oakland, California. While at Mills College, Milhaud taught the famous jazz pianist and composer Dave Brubeck in the late 1940’s. In 2010, Brubeck said he attended Mills College specifically to study with Milhaud. Brubeck said “Milhaud was an enormously gifted classical composer and teacher who loved jazz and incorporated it into his work.” From 1947 to 1971, he taught alternate years at Mills College and the Paris Conservatory, until poor health forced him to retire. Milhaud died in Geneva at the age of 81 and was buried in the Saint-Pierre Cemetery in Aix-en-Provence.

Milhaud’s Scaramouche is one of his most famous works. Each movement of the piece covers many facets of Milhaud’s compositional techniques. The name comes from the Theater for which the work was originally written. The original, Opus 165a, did not include the second movement and was written to accompany a Moliere production of Médécin Volant (The Flying Doctor) at the Scaramouche Theater. Milhaud later wrote Opus 165b and added the Modéré, creating the piece known today. In 1939, Milhaud arranged Opus 165c for saxophone and orchestra (with piano reduction). Don Stewart took Milhaud’s Opus 165c and expanded the piano reduction for woodwind quintet, leaving the saxophone part untouched. Milhaud’s final arrangement of his work, Opus 165d, is for clarinet and orchestra (with piano reduction). The first movement of Scaramouche is a “restless, French-style opening.” In it, Milhaud incorporates the use of polytonality. The origin of the name of the piece explains the playful nature of the first movement. Scaramouche is translated as “cowardly buffoon” or “scamp” in reference to the young people for whom the theater was intended. The second movement is a reserved and melancholy incidental piece. The second movement is meant as a “break” from the “fun” of the first and third movements of the Scaramouche. Milhaud originally wrote it for his grand opera Bolivar. The final score, however, did not include any of the themes. The piece is a somber sound in ABA form. It serves to show off Milhaud’s writing of folk song-like themes that balance the other two movements. The final movement, Brazileira, demonstrates the sound with which Milhaud fell in love with when he visited Brazil. Milhaud wrote the movement as a samba, a Brazilian dance prominently heard during Carnaval. Milhaud follows the typical samba form using a duplet meter and a piano accompaniment that includes syncopated rhythms. The piece shows Milhaud’s spectacular knowledge of different styles and techniques and his ability to use and incorporate them into his music.


Astor Pantaleón Piazzolla was an Argentine tango composer and bandoneon player and arranger. His works revolutionized the traditional tango into a new style, named nuevo tango, that included elements of jazz and classical music. Piazzolla’s teachers included Bela Wilda, a Hungarian classical piano student of Rachmaninoff, Alberto Ginastera, an Argentine composer of classical music, Raúl Spivak, and Nadia Boulanger. Piazzolla was born in Mar del Plata, Argentina. He was the only child of Italian immigrant parents Vicente "Nonino" Piazzolla and Asunta Manetti. Piazzolla and his family moved to the violent Greenwich Village in New York City, in 1925. Piazzolla’s parents worked long hours so he would pass the time at home listening to his father’s records of the tango orchestras of Carlos Gardel and Julio de Caro. He was also exposed to jazz and classical music, including
Bach, at an early age. In 1929, Piazzolla began playing the bandoneon that his father found in a New York pawn shop. In 1932, he wrote his first tango, *La catinga*. In 1934, Piazzolla met Carlos Gardel and played a paper boy in his movie *El día que me quieras*. In 1936, Piazzolla’s family moved back to Mar del Plata and he began playing in a variety of tango orchestras. At the age of 17, Piazzolla moved to Buenos Aires, where he realized a dream and joined the orchestra of bandoneonist Aníbal Troilo. Piazzolla also became Troilo’s arranger and would occasionally play the piano for him. In 1941, Piazzolla began his studies with Alberto Ginastera. Under Ginastera, Piazzolla studied piano and composition in Prague, Vienna, Leipzig, and Cologne. His teachers included Claude Debussy, Max Reger, Fritz Steinbach, and Willi Thern. In 1913, he won the Mendelssohn Prize for piano and won it again in 1918 for composition. During World War I, Schulhoff served the Austro-Hungarian army, on the Russian front. When the war ended, he was a wounded prisoner-of-war in an Italian camp. After the war, he lived in Germany and returned to Prague in 1923. In 1929, Schulhoff joined the Prague Conservatory faculty. He toured Germany, France, and England performing his own music, contemporary classical compositions, and jazz. In the 1930’s, Schulhoff faced growing personal and professional difficulties. The Nazi regime labelled him as a

**Erwin Schulhoff (June 8, 1894 – August 18, 1942) – Hot Sonate (Jazz-sonate) (1930)**

Erwin Schulhoff was a Czech composer and pianist. He was one of a number of successful European composers whose life came to a premature end, due to the Nazi Regime. Schulhoff was born in Prague to a Jewish-German family. Antonín Dvořák encouraged Schulhoff’s early musical studies at the Prague Conservatory. Schulhoff studied piano and composition in Prague, Vienna, Leipzig, and Cologne. His teachers included Claude Debussy, Max Reger, Fritz Steinbach, and Willi Thern. In 1913, he won the Mendelssohn Prize for piano and won it again in 1918 for composition. During World War I, Schulhoff served the Austro-Hungarian army, on the Russian front. When the war ended, he was a wounded prisoner-of-war in an Italian camp. After the war, he lived in Germany and returned to Prague in 1923. In 1929, Schulhoff joined the Prague Conservatory faculty. He toured Germany, France, and England performing his own music, contemporary classical compositions, and jazz. In the 1930’s, Schulhoff faced growing personal and professional difficulties. The Nazi regime labelled him as a

Maurice C. Whitney studied at Ithaca College in Ithaca, New York, the City University of New York (CUNY) in New York City, the Teachers College at Columbia University in New York City, the Westminster Choir College at Rider University in Lawrenceville, New Jersey, and the New England Conservatory in Boston, Massachusetts. Whitney worked as a soloist, conductor, and composer in New York City and Sun City, Florida. He was also a choirmaster and organist at churches and taught in public schools and colleges. As a composer, he wrote for theater, dance groups, instrumental ensembles, and choirs. Whitney received many rewards, including New York State Teacher of the Year and an appointment as an honorary doctor at Elmira College in Elmira, New York.
The Rumba is an energetic dance that includes a smooth combination of music, dance and poetry. It is a family of percussive rhythms, song, and dance that originated in Cuba as a combination of various musical traditions. The name is derived from the Cuban Spanish word rumbo which means "party". It was originally used by people of African descent in Havana and Matanzas that can be traced to two secular dances of Bantu origin: "yuka" and "makuta". Olavo Alén stated that over time, "rumba ceased to be simply another word for party and took on the meaning both of a defined Cuban musical genre and also of a very specific form of dance." Rumba combines music, dance, and vocals, where all three elements interact with rhythmic improvisation. It uses syncopated rhythms and call-and-response singing, of African origin. The song framework is largely based on the musical traditions from Spain. The various styles of rumba derive their melodies, patterns and instrumentation from seguidillas, copla, peteneras, jotas, soleares, malagueñas, isas, folías and their related dances. A Cuban rumba often begins with the soloist singing meaningless syllables, called diana. The male dancer and singer will then proceed to improvise lyrics stating the reason for holding the present rumba or tunes into a more or less fixed song. Cuban rumba is played in both triple-pulse and duple-pulse. The three main forms of rumba today are yambú, guaguancó, and Columbia. The differences between them are in the choreography and the pace. In yambú and guaguancó duple-pulse is mainly used, while in Columbia, triple pulse is the primary structure. Guaguancó is a couple’s dance of sexual competition between the male and female. The term guaguancó originally referred to a narrative song style which emerged from the coros de claves of the late 19th and early 20th centuries. Rogelio Martínez Furé states: “[The] old folks contend that strictly speaking, the guaguancó is the narrative." Yambú is a couple dance like guaguancó but much slower. Columbia is a fast and highly acrobatic solo male dance. Whitney's Rumba mimics some of the patterns of this Afro-Cuban style of dance. It begins with a syncopated piano introduction with the saxophone coming in with triplet runs. The saxophone triplets are similar to the diana used at the beginning of many rumbas. The saxophone plays the main melody multiple times throughout the piece. The melody can be broken down into two parts, like the call-and-response section of the piece. It is in a duple meter and is quick and energetic like the guaguancó.

Michael Markowski (b. 1986) – Unfamiliar Territory: 3 Sketches for Saxophone and Piano (2012)

Michael Markowski is an American composer. Markowski graduated magna cum laude with a Bachelor of Arts degree in Film from Arizona State University in 2010. He has studied privately under Jon Gomez and Dr. Karl Schindler. He has also continued his education by participating in a number of programs, including “the art of orchestration” with television and film orchestrator Steven Scott Smalley. In 2008, Markowski was invited to be a part of the National Band Association’s Young Composer and Conductor Mentorship program. In 2006, Markowski won first prize in the Frank Ticheli Composition Contest, with his work Shadow Rituals. Markowski’s pieces have been performed all over the United States, by high school bands, like Poteet High School, colleges, like Arizona State University, the University of North Texas, and the Rutgers University, and Professional Ensembles, like The Phoenix Symphony Orchestra, the US Air Force Band of the Golden West, and the US Air Force Band of Mid-America. He also received commissions from many organizations, including CBDNA, The Consortium for the Advancement of Wind Band Literature, and The Lesbian and Gay Band Association. Markowski has composed music for film/television, theater, concert music, chamber music, and discography.

Markowski’s Unfamiliar Territory: 3 Sketches for Saxophone and Piano was premiered in 2012 by Christopher Charbonneau on saxophone and Liz Ames on piano. It is a programmatic piece that “is a bit of a film-noir spin on George Gershwin’s An American in Paris.” Both pieces are about an American tourist in another country. While Gershwin’s piece took place in Paris, Markowski’s piece is set across the southern border in Mexico. Markowski’s use of syncopation to begin many of the motives, his use of pitch bends, falls, and growls all give hints to the influence of the jazz idiom.

“The United States-Mexico border is only a dusty four-hour drive from Phoenix, and for some reason it took me 24 years to cross it. People often escape the Arizona heat and head south to their condos in the intimate resort town of Puerto Peñasco—or as Americans better know it: Rocky Point. The beaches are gorgeous and the tides recede hundreds of feet every night, as if by magic, revealing the ocean’s hidden treasures. The weather is perfectly mild—never too hot, never too cold—and refreshing, tropical-themed drinks are always nearby. On the other side of the tall resort walls is a different side of Mexico. Many of the roads are unpaved and some of the locals’ homes have roofs made from corrugated tin. On the corner is the neighborhood restaurant, a
local favorite, with meals served up by a pleasant woman named Rosie. I order the pancakes, and although delicious, they have a surprising carne asada flavor as almost everything here is cooked on the same little grill.

As night falls, the local spirits emerge and the town comes alive. The moon hangs low, peeking out around buildings, always just out of sight, as if to keep an eye on us without our knowing it. Taxi drivers take wild shortcuts through dark side streets, narrowly avoiding packs of stray dogs on these roads “less traveled,” if we may actually call them “roads.” Our ears have been badly beaten by someone named Mr. Saxobeat, courtesy of our driver, who just wants us to have a good time. Somehow, we are still able to make out the low meditative hum of neon lights, buzzing quietly like mosquitoes. It doesn’t take long to fall under the city’s spell.

The ghosts of this unfamiliar territory swirl all around us, dizzying our senses, growing more and more vocal as we enter somewhere we perhaps weren’t invited to. Outside, our taxi driver waits for us, watching us. This is either super creepy or maybe he has been appointed our guardian angel for the night—this is still unclear. But we continue on into the night, if for no other reason than because we have no idea where we are or how to get back home.”

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Erwin Schulhoff

Maurice Whitney – Rumba
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Michael Markowski Unfamiliar Territory: 3 Sketches for Alto Saxophone and Piano
http://www.michaelmarkowski.com/about.htm
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BIOGRAPHY

Alfredo Maruri, saxophone

Alfredo Maruri is a student of Professor Stan Morris. This recital is in partial fulfillment for the Bachelor’s of Music Education degree and the Honors Thesis Project.

We hope you enjoy tonight’s performance.

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Ushering and stage management for this concert are provided by Sigma Alpha Iota and Phi Mu Alpha.