

EXERCISE 41-3 Analysis with N6

Study and listen to Worksheet example 41-1, which appears below, and complete the following tasks:

1. Identify the key: _____
2. Provide chord symbols above the staff for mm. 36–40 and mm. 44–50. Describe the type of harmonic process used in these passages.
3. Provide a Roman numeral analysis beneath the staff for mm. 52–67.
4. What type of chromatic chord occurs in mm. 19–20? _____
What function does this chord have in the phrase? _____
What is unusual about the appearance of this chord in mm. 19–20?

This chord recurs near the end of the song. In which measures does this happen? _____

How is the appearance of this chord near the end different from its first appearance in mm. 19–20?

5. Study the setting and translation of the text, provided in a link beneath the example. In a few sentences, describe the interaction of text and music (such as word painting, connections with texture, harmony, etc.).

Molto presto

pp *fp* *fp* *fp* *fp* *fp*

8

15

Die Nebelzerreißen, der

fp *pp* *cresc.*

21

Him-mel ist heile, und Ae-o-lus lö-set das ängst-li-che

ff *fp*

28

Band, das ängst-li-che Band. Es säu-sein die Win-de, es rührt sich der

36

Schif - fer. Ge - schwin - de! Ge - schwin - de! Es teilt sich die Wel - le, es naht sich die Fer -

43

ne, es naht sich die

48

Fer - ne, schon seh' ich das Land. Es

54

naht sich die Fer - ne, schon seh' ich das

60

Land!

Worksheet example 41-1. Josephine Lang, op. 5, no. 3, "Glückliche Fahrt"