



Musical score system 1. It features a vocal line and a piano accompaniment. The piano part includes a treble and bass clef. The treble clef has a *mf* dynamic marking. Fingerings are indicated with numbers 1-5. A section labeled "SB" (Soprano) begins with a 2-measure rest, followed by notes with a 3-measure rest and a 4-measure rest.

Musical score system 2. The piano accompaniment continues with chords and single notes. The word *simile* is written above the piano part. Fingerings are indicated below the notes.

Musical score system 3. The piano accompaniment continues. The word *simile* is written above the piano part. The word *accelerando* is written above the piano part. Fingerings are indicated below the notes.

Musical score system 4. The piano accompaniment continues. The word *accelerando* is written above the piano part. The word *a tempo* is written above the piano part. The word *f* is written above the piano part. The word *a tempo* is written below the piano part. The word *f* is written below the piano part.

System 1: Treble clef melody with dynamics *mf*, *f*, and *mf*. Piano accompaniment in the left hand with dynamics *mp* and *f*.

System 2: Treble clef melody with dynamics *p*. Piano accompaniment in the left hand with dynamics *p sub.*

System 3: Treble clef melody with dynamics *p* and *simile*. Includes fingering numbers (3, 2, 3, 5, 4, 2, 3, 2, 3, 4, 2, 5, 3, 4, 2, 3) and a circled '3' above the first measure.

System 4: Treble clef melody with dynamics *mf*. Piano accompaniment in the left hand with dynamics *mf*. Includes fingering numbers (4, 3, 4, 1, 3, 2) above the notes.

BB

System 1: Treble clef with eighth-note runs and a triplet. Piano accompaniment with chords and a melodic line in the right hand. Fingerings: 4 3, 3 1, 4 1, 3 2, 4 1, 3 2, 4 1, 3 2, 4, 5 1, 3 2.

System 2: Treble clef with a half rest followed by a melodic phrase. Piano accompaniment with triplets and a melodic line. Dynamics: *(mf)*, *fz*, *p*. Fingerings: 4, 3 4 3 2 4, 4, 3x 4 3x, 2x, 4, 3 4 3 2. *simile* marking at the end.

System 3: Treble clef with a melodic phrase. Piano accompaniment with triplets and a melodic line. Dynamics: *f*.

System 4: Treble clef with a melodic phrase. Piano accompaniment with triplets and a melodic line. Dynamics: *f*, *mp*, *simile*.

System 1: Treble clef melody with a dynamic marking of *(mf)*. The piano accompaniment features a triplet of eighth notes in the right hand and a steady bass line in the left hand.

System 2: Continuation of the melody and piano accompaniment. The piano part includes sixteenth-note patterns in the right hand.

System 3: Treble clef melody with a dynamic marking of *portato f*. The piano accompaniment has a dynamic marking of *mf* and includes a circled '8' in the right hand. Fingerings are indicated below the notes: SB 2, 3, 2, 4, 3, 5, 2.

System 4: Treble clef melody with dynamic markings of *p* and *p sub.*. The piano accompaniment includes fingerings: 2 3 4 3 1 2 3 in the right hand and 3 2, 4 3, 5 4 2, 3 5 4 2, 4 in the left hand.

First system of a musical score. It consists of a vocal line on a single staff and a piano accompaniment on two staves (treble and bass clef). The key signature has one flat (B-flat). The piano part features a steady accompaniment of chords and eighth notes.

Second system of the musical score, featuring a first and second ending. The first ending is marked with a first ending bracket and a first ending repeat sign. The second ending is marked with a second ending bracket and a second ending repeat sign. The piano part includes dynamic markings *f* and *mf*. A circled symbol with the number 4 is present above the piano part. Chord symbols  $C^{\flat}7$ ,  $F$ ,  $G^{\flat}7$ , and **BB** are written below the piano part. The tempo marking *loco* is also present.

Third system of the musical score. The piano part is marked with the instruction *simile*. The system continues with the vocal line and piano accompaniment.

Fourth system of the musical score. The piano part features complex rhythmic patterns, including triplets and sixteenth notes. The system concludes with a 4/2 time signature.

System 1: Treble clef with a whole rest. Bass clef with a 4/2 time signature. The right hand features a triplet of eighth notes and a 2/1 interval. The left hand plays a steady eighth-note accompaniment.

System 2: Continuation of the previous system. The right hand continues with eighth-note patterns and triplets. The left hand maintains the eighth-note accompaniment.

System 3: Treble clef with a whole rest. Bass clef with a 4/2 time signature. The right hand has a triplet of eighth notes. The left hand continues the accompaniment. The system concludes with a *rallentando* marking and a sequence of notes: 2 3 2 4.

*Andante cantabile*

System 4: Treble clef with a whole rest. Bass clef with a 4/2 time signature. The right hand begins with a melody in 3/4 time, marked *mp*. The left hand has a whole rest.

System 1: Treble clef with a melodic line. Bass clef with a piano accompaniment. The piano part features a circled trill symbol above the first measure, followed by a series of chords with fingerings (4, 1, 4, 3x, 2x, 1, 3x, 2, 1, 4, 3, 5) and a dynamic marking of *p*.

System 2: Treble clef with a melodic line. Bass clef with a piano accompaniment. The piano part includes a circled trill symbol above the first measure and a series of chords with fingerings (4, 3x, 2, 4, 5, 4, 3, 2, 3, 3, 2, 4, 4, 1). A dynamic marking of *mf* is present at the end of the system.

System 3: Treble clef with a melodic line. Bass clef with a piano accompaniment. The piano part is divided into two staves. The upper staff is labeled 'SB' and contains chords with fingerings (3, 4, 3x, 2, 1, 2, 4, 1, 3x, 2, 2x, 3, 2, 4, 1, 2, 4, 3, 4, 1, 3x, 2x). The lower staff is labeled 'BB' and contains a melodic line with fingerings (3, 3, 4, 5, 5, 4, 3, 3, 2, 4, 1, 3, 5, 4, 3, 2, 4, 1, 4, 2, 5, 4, 2). An *ossia* marking is present above the first measure of the lower staff.



*marcato rit.*

4  
5 3x 4 5 3x 3x 4  
5 2 3 4 2

*marcato rit.*

*Allegretto*

3x 3 2 3 4 3x 2 4 1 3 2 4 1 3 2 4 3 1 4 3 1 2x 1 3 2 1

*mf*

3 3 2 4 2 3 4 3 2 3 2 3 4 2 3 2

4 2 5 4 3 2x 3

4

System 1: Treble clef, key signature of two flats (B-flat, E-flat). The piece begins with a series of chords and arpeggios. Fingerings are indicated with numbers 1-5. A trill is marked with '3x'. A dynamic marking of *mf* appears at the end of the system.

System 2: Treble clef. The system starts with a *f* dynamic marking. It features a series of chords and arpeggios. Fingerings are indicated with numbers 1-5. A trill is marked with '3x'. A dynamic marking of *mf* appears in the middle of the system.

System 3: Treble clef. The system starts with a *mf* dynamic marking. It features a series of chords and arpeggios. Fingerings are indicated with numbers 1-5. A trill is marked with '3x'. A dynamic marking of *p* appears in the middle of the system. A circled '5' is present above the first measure.

System 4: Treble clef. The system starts with a *f* dynamic marking. It features a series of chords and arpeggios. Fingerings are indicated with numbers 1-5. A trill is marked with '3x'. A dynamic marking of *pp* appears in the middle of the system. A circled '5' is present above the first measure.

First system of musical notation. It consists of three staves: a single treble clef staff at the top, and a grand staff (treble and bass clefs) below. The key signature has two flats (B-flat and E-flat), and the time signature is 2/4. The top staff begins with a dynamic marking of *f sub.* and a breath mark (>). The grand staff begins with a dynamic marking of *mf sub.*. The system contains several measures of music, including a measure with a 5/4 fingering above a note.

Second system of musical notation, continuing from the first system. It features the same three-staff layout. The grand staff contains a measure with a 3/2 fingering above a note. The system concludes with a final measure in the grand staff.

Third system of musical notation. It features the same three-staff layout. The grand staff contains several measures of music with complex fingering patterns: 3 4 3 2x 4 3x 2 3x 2 1 in the treble clef and 5 3 4 2 3 2 2 in the bass clef. Dynamic markings include *mf.*, *mf*, and *f*. The system ends with a double bar line.

Fourth system of musical notation. It features the same three-staff layout. The tempo marking *Meno mosso* is placed above the second measure. The grand staff contains several measures of music, including a measure with a 3/4 fingering above a note. Dynamic markings include *mf*. The system concludes with a double bar line.

*a tempo*  
*rit.*  
*f sub.*  
*mf sub.*  
*p*

*Andante cantabile*  
*mp*  
*p*

*Allegro*  
*f*  
*mf*  
*f*  
*mp*

*f*  
*mf*  
*f*  
*mp*

BB

*simile*

This system contains the first two staves of music. The upper staff is a single treble clef line with a melodic line. The lower staff is a grand staff (treble and bass clefs) with a piano accompaniment. The word "BB" is written below the bass staff. The word "simile" is written above the bass staff.

*mf*

*mf*

*mf*

This system contains the next two staves. The upper staff continues the melodic line. The lower staff continues the piano accompaniment. The dynamic marking "mf" (mezzo-forte) appears in three locations: above the first measure of the upper staff, above the first measure of the lower staff, and above the final measure of the lower staff.

*simile*

This system contains the next two staves. The upper staff continues the melodic line. The lower staff continues the piano accompaniment. The word "simile" is written above the bass staff.

*crescendo*

This system contains the final two staves. The upper staff continues the melodic line. The lower staff continues the piano accompaniment. The word "crescendo" is written above the bass staff. There are trill ornaments (circles with a vertical line) above the first and second measures of the upper staff. There are triplet markings (circles with the number 3) above the eighth, ninth, and tenth measures of the upper staff.



Jeanette & Lars Dyremoses harmonikastykker blev til, efterhånden som der i autorernes daglige virke opstod behov for pædagogisk supplement til opøvelse af forekommende instrumentale tekniske krav. Mange års undervisende virksomhed afslørede ofte „huller“ i det forhåndenværende læremateriale - både det elementære, det avancerede og graderne derimellem - og disse „huller“ inddækkedes da med nye stykker i passende sværhedsgrader til de forskellige alders- og dygtighedsgrupper. Stykkerne er overvejende originale kompositioner, men lån fra Eurofolkloren forekommer, når denne har kunnet tjene stykkerne til underbyggelse af især metodeformålet *Det levende bælgspil*.

Mange af Dyremosestykkerne har opnået international udbredelse og mange har været benyttet som pligtstykker ved både nationale og internationale konkurrencer. De elementære og middelsvære stykker benyttes i undervisningen ved musikskoler i mange lande, og de vanskeligere kompositioner indgår i adskillige fremragende solisters diverterende repertoire.

Den årligt tilbagevendende konkurrence *Dyremose Prisen* i autorernes hjemstavn har medvirket yderligere til behovet for den række hæfter med tilhørende CD's, som herved udgør udgivelsen af de samlede Dyremose Stykker.

Forlagsredaktionen

## Forklaring:

- \* De noterede fingersætninger er for knapharmonika med C (Do) i yderste række (C-Griff). Når der er placeret et x ved siden af et fingersætningstal (f.eks. 3x), betyder det, at den pågældende tone skal gribes i fjerde eller femte række.
- \*\* For diskantsidens vedkommende anvendes de internationale registersymboler.  
For bassidens vedkommende benyttes manualtegnene SB (standardbas) og BB (barytonbas).  
For SB anvendes et 5-punkts oktavkoblingsregistersymbol. Forefindes angivne oktavkoblings-kombination ikke på det forhåndenværende instrument, vælges den nærmestklingende kombination.  
For BB anvendes internationale registersymboler.
- \*\*\* Når det på titelbladet angives, at stykkerne er ordnet i progressiv rækkefølge efter skønsmessigt sværhedsgradsprincip, skyldes det, at der i samlingen forekommer suiter med satser skrevet som pligtstykker for forskellige alderskategorier. F.eks. børnesuiten *Hejevarje* i hæfte 3.

Jeanette and Lars Dyremose composed their accordion pieces as in their daily teaching they realized the need to supplement the existing accordion literature with works focusing pedagogically on the development of specific skills necessary to master the technical demands of the instrument.

Many years of teaching frequently revealed insufficiencies in the available teaching material - for the elementary and advanced levels as well as for the levels in between - and these insufficiencies were rectified by the authors' creation of new pieces of relevant difficulty corresponding to the needs of the various categories (of age as well as of skill).

The pieces are predominantly original compositions. However, loans from European folklore do occur in cases where such folklore will support the pieces in accordance with the intentions described in the purpose of the methodology known as *The Life-Giving Bellows Playing*.

A considerable number of the Dyremose accordion pieces have become internationally known, many of them having been used as compulsory works at national as well as international accordion competitions. The pieces written for the elementary and medium levels are used for teaching purposes at schools of music in many countries, and the compositions written for the advanced level are included in the performing and entertaining repertoires of several outstanding soloists.

Furthermore, *The Dyremose Prize*, the annually recurrent competition taking place in the authors' home town, has contributed to the need for the publication of this series of music books and CD's which will constitute the release of the complete collection of *Dyremose Accordion Pieces*.

The Editor.

## Explanation:

\* The fingering indicated is for the accordion with C (Do) in the farthest row (C-Griff). When an „x“ is placed next to a fingering figure (for instance 3x) this means that the note in question shall be gripped in the fourth or fifth row.

\*\* The international register symbols are used as far as the treble side is concerned.

The manual symbols SB (Standard Bass) and BB (Baritone Bass) are used as far as the bass side is concerned.

An octave coupling register symbol of 5 points is used for SB. If the octave coupling combination indicated does not exist on the available instrument, the closest sounding combination shall be chosen.

International register symbols are used for BB.

\*\*\* On the title page it is indicated that the pieces are arranged in progressive order according to the principle of estimated degree of difficulty which is owing to the fact that the collection includes suites in movements written as compulsory pieces for various age groups. For instance the suite for children „*Hejevarje*“ included in booklet No. 3.



## Det kunstneriske harmonikaspils forudsætning

# DET LEVENDE BÆLGSPIL

Harmonikainstrumenternes **eneste originale egenartige** bestanddel er **bælgen**. Enhver idé, som kan virke intensiverende på bælgspillet, og derigennem på **dynamikken, artikulationen og fraseringen**, fremmer muligheden for **kunstnerisk harmonika-spil**.

**Bas- og akkordværkets** indretning, med åbning/spærring for mange lydkanaler samtidig ved blot enkeltvis tasttryk og -slip, kræver hurtigt skiftende større eller mindre luftforbrug. Dette tvinger til rask vekslende **bælgtræk/trykintensitet**. Denne **foræring** til det **levende** bælgspils opøvnings, passer fortrinligt til de mindste børns musikalske behov, idet bas- og akkordværket er **oplagte** klangelementer for de enkle rytmiske homofone former.

De mindste børn - 3- til 7-årige - bør derfor begynde harmonikaspillet med lille instrument med bas- og akkordværk! Eller et lille instrument med mulighed for skift til fribas/barytonbas/MIII, (eller hvad det nu hedder rundt omkring), et såkaldt **converter** instrument.

Større børn, unge og voksne bør vide, at: Det kunstneriske harmonikaspil forudsætter beherskelse af tre faktorer. Tre faktorer som den udøvende må kunne kombinere på alle måder det foreskrevne måtte lægge op til.

Det er **bælgføringen, fingerspillet og registreringen**.

Eller bedre sagt:

- \* **Bælgføringen.**
- \* **Bælgføringen i tæt kombination med fingerspillet.**
- \* **Bælgføringen i forbindelse med hensigtsmæssig registrering.**

Bælgen er ikke bare visuelt harmonikaens vigtigste særkende. Den er simpelthen instrumentets livgivende element. Harmonikaens tonefrembringelsesmåde og tekniske konstruktion yder eksempelvis ikke umiddelbart praktisk hørbar efterklang ved simpel lufttilførsel og tasttryk. Efterklangen må fralokkes instrumentet af spilleren selv, og det sker via bælgføringen i tæt kombination med fingerspillet. Ligeledes med musikens andre formnings-faktorer. Det er måden hvorpå luften tilføres stemmetungerne, og lufthvirvlernes egne bevægelsesmønstre, der er udslagsgivende for karakteren af alle klangsignaler der udgår fra instrumenter med bælgfunktion.

**Det er bælgen der puster liv i musikken,** og ud fra denne erkendelse bør det musikalske stof analyseres og tilrettelægges.

Harmonikaen kan gengive artikulationsønsker på flere måder. Disse måder kan opdeles i tre hovedgrupper:

1. **Bælgartikulation.**
2. **Fingerartikulation.**
3. **Kombineret finger-bælgartikulation.**

De væsentligste elementære bælg-artikulationsmåder, som bør indlæres straks fra begynderstadiet er:

1. **Bælgstop**
2. **Bælgportamento**
3. **Spring- og vekselbælg**
4. **Spændbælg**

*Jeanette Dyremose*

## The Prerequisite for Artistic Accordion Playing:

# THE LIFE-GIVING BELLOWS PLAY

The **bellows** are the **only original peculiarity** of the accordion and are the most important factor of fine accordion playing. Every idea to intensify the bellows play - thereby improving **the dynamics, the articulation and the phrasing** - increases the possibilities for **artistic accordion playing**.

The way in which the **standard bass and standard chords (SB)** mechanisms are constructed, opening or closing for many sound channels simultaneously, simply by activating or releasing individual keys, requires a rapidly changing flow of air. This necessitates a rapidly alternating intensity in the pushing and pulling of the bellows. This **gift** to the development of **sensitive bellows control** excellently fits the musical needs of the youngest children, as the bass and chord mechanisms are **obvious** sound elements for simple rhythmic homophonic forms.

The youngest children - from three to seven years of age - therefore should start their accordion training with a **small instrument with bass and chord mechanisms (SB)**! Alternatively, a **small instrument** allowing change to free bass/baryton bass/MIII etc. - a so-called **converter instrument**, - may be used.

More experienced students should know that artistic accordion playing requires mastery of three elements. Three elements which the accordion player must be able to combine in any way indicated by the musical work being performed.

These elements are: **Handling of the bellows, finger technique, and using the registers.**

Or expressed in another way:

- \* **bellows technique,**
- \* **bellows technique closely combined with finger technique,**
- \* **bellows technique combined with appropriate use of the registers.**

The bellows are not just the most visually unique characteristic of the accordion, they are the life-giving heart of the instrument. For example, normal air supply and key activation will not produce any audible reverberations, due to the technical construction of the instrument and the tone production

Reverberations will only be heard when the performer develops sufficient bellows/finger technique to produce this effect. The same applies to all other decisive factors of musical presentation. The way the air enters the reeds as well as the eddies of air currents within the instrument determine the characteristics of all sound signals produced by instruments functioning via bellows.

**The bellows breathe life into the music,** and the performer must analyze, arrange and prepare the musical works according to this realization.

The accordion may reproduce the desired articulations in several ways. These ways may be divided into three main groups:

1. Articulation by use of **the bellows**
2. Articulation by use of **the fingers**
3. Articulation by **the combined use of bellows and fingers.**

The most essential basic ways of articulating by use of the bellows are:

1. **Bellows stop**
2. **Bellows portamento**
3. **Jump- and alternating bellows**
4. **Press bellows.**

These means of articulation should be trained all the way from the beginners level.

*Jeanette Dyremose*  
(Translation: Ida Holbek/Henry Doktorski)

## Voraussetzungen für das künstlerische Akkordeonspiel

# DAS LEBENDIGE BALGSPIEL

Allen Harmonikainstrumenten ist **ein Bestandteil eigen: der Balg**. Jede Idee, die intensivierende Wirkung auf das Balgspiel und somit auch auf **die Dynamik, die Artikulation und die Phrasierung** hat, fördert die Möglichkeiten des **künstlerischen Akkordeonspiels**.

Die Einrichtung von **Baß- und Akkordwerk**, mit dem öffnen und schliessen von vielen verschiedenen Klangkanälen, durch einfachen Knopf - bzw. Tastendruck - und Loslassen des Knopfes - bzw. der Taste -, erfordert einen rasch wechselnden Luftverbrauch und erzwingt eine schnell wechselnde **Balgzug- und Balgdruckintensität**. Diese Tatsache zur Ausübung eines **lebendigen Balgspiels** paßt ausgezeichnet zum musikalischen Bedarf der kleinen Kinder, bei dem das Baß- und Akkordwerk **einleuchtende** Klangelemente der schlichten rhythmischen homophonen Formen sind.

Die kleinsten Kinder (3-7 Jahre) sollten deshalb das Akkordeonspiel auf einem kleinen Instrument mit Baß- und Akkordwerk beginnen, oder auf einem Converter instrument, das die Möglichkeit auch zum Wechsel auf Baritonbässe (MIII) bietet.

Größere Kinder, Jugendliche und Erwachsene sollten wissen, daß das künstlerische Akkordeonspiel die Beherrschung von 3 Faktoren erfordert, die man in jeder Hinsicht kombinieren können muß, damit es der Aufführungspraxis der verschiedenen Musikepochen entspricht.

Das ist die **Balgtechnik**, die **Fingertechnik** und die **Registrierung** oder besser gesagt:

- \* **Balgtechnik.**
- \* **Balgtechnik in enger Verbindung mit der Fingertechnik.**
- \* **Balgtechnik in Verbindung mit entsprechender Registrierung.**

Der Balg ist nicht nur visuell das wichtigste Sonderkennzeichen des Akkordeons, sondern es ist ganz einfach das Element, das dem Instrument Leben verleiht. Die Tonerzeugung beim Akkordeon und seine technische Konstruktion leisten beispielsweise bei bloßer Luftzufuhr und Tastendruck nicht unmittelbar einen hörbaren Nachklang.

Erst der Spieler selbst kann in enger Verflechtung von Fingerspiel und Balgführung dem Instrument diesen Nachklang entlocken. Ebenfalls mit anderen Bildungsfaktoren der Musik. Die Art und Weise wie die Luft den Stimmzungen zugeführt wird und die eigenen Bewegungsmuster der Luftwirbel sind ausschlaggebend für alle Klangsignale, die von Instrumenten mit Balgfunktion ausgehen.

**Es ist der Balg, der die Musik erst zum Leben erweckt.** Von dieser Erkenntnis aus sollten der musikalische Stoff und Inhalt analysiert und ausgewählt werden.

Das Akkordeon kann Artikulationswünsche auf verschiedene Art und Weise erfüllen. Man kann 3 Hauptgruppen einteilen:

1. **Balgartikulation**
2. **Fingerartikulation**
3. **Kombinierte Finger-Balgartikulation**

Die wesentlichen Arten der Balgartikulation, die gleich vom Anfängerstadium erlernt werden sollten, sind:

1. **Balgstopp**
2. **Balgportamento**
3. **Spring- und Wechselbalg**
4. **Spannbalg**

*Jeanette Dyremose  
(Übersetzung: Ulf Seifert)*