



F. CHOPIN

TRISTEZA

(Sobre el Estudio Op. 10 - N°. 3)

TRANSCRIPCION Y LETRA DE
JUAN E. MARTINI

(En mi bemol)

TEXTO ESPAÑOL Y FRANCES



RICORDI

00 3

86
566

786
C566

TRISTEZA

Para Canto y Piano
En Mi $\flat$

Transcripción y Letra de
JUAN E. MARTINI

F. CHOPIN



Lento ma non troppo ($\text{♩} = 84$)

CHANT

Viens près de moi,

Viens ma che-ri — e,

la nuit qui tom — be

CANTO

Ven junto a mi,

ven sin tar-dar,

que ya lle-gó

la

Lento ma non troppo ($\text{♩} = 84$)

PIANO

nous pro-te-ge-ra!

La.... lu-ne ber-ce no-tre

no-che sin i-gual!

La.... lu-na be-sa con su

rê — ve,

nos de-sirs notre amour,

Viens près de moi,

claire est la nuit

ra — yo,

un rin-cón del jardín.

Ven junto a mi,

muy junto a mi,

tout dou-ce-ment je chan-te-rai pour toi mon chant d'a-mour
que yo tam-bién te quie-ro cou-fi-ar y su-su-rrar

Et nos coeurs qui s'ai-ment s'u-ni-ront ten-dre-ment dans cet-te ins-tant.
la can-ci-on di-vi-na, la can-ci-on que te ha-bla de mi a-mor.

cresc. *stretto* *riten.*

f *A-*

-mour du pa-ra-dis d'ou vous ve-nez ma pe-ti-te fleur.
-mor que flo-re-cio jun-to a tu ser co-mo u-na flor.

ff (p) a tempo *sempre legato* *dim.* *rall. pp*

p *rall.*

Les fleurs de nuit

se sont fa - nè - ès,

le rêve d'amour

5

s'est

Un sue - ño fué

y des - per - té;

le - jos ya de ti,

muy

dis - per - sè dans l'om bre

Et le doux bai - ser troublants le

so - lo me sen - ti

En - tre los mur - mu - llos del jar -

cal - me

de la nuit sont fi - nis

Las est mon coeur

din,

es - cu - ché tu voz

riten.

a tempo

Pe - ro no fué

mon pau - vre coeur

qui t'appartient

et que tu n'aimes pas.

más que i - lu - sión

lo que sin - tió

mi po - bre co - ra - zón.

Et l'écho mur-mu-re ma chanson — que je chan-te dou-ce-

Yo — se que no has de re-tor-nar, — que ja-más ven-drás a

(p)

stretto

ment.

Mon coeur

s'est en-dor-mi

d'un rê-ve d'a-

*mi.
con forza*

¿Por qué

por qué es-pe-rar?

si mu-río tu a-

mf

riten.

a tempo

mp

dim.

mour,

d'un — seul de — sir —

Oh ma che — ri —

é viens près de

mior;

to — do tu a — mor;

¿Por qué es-pe-rar?

¿Por qué es-pe-

mp

(p)

moi.

- rar?

smorz rallent

(pp)

1. **Moderato.**

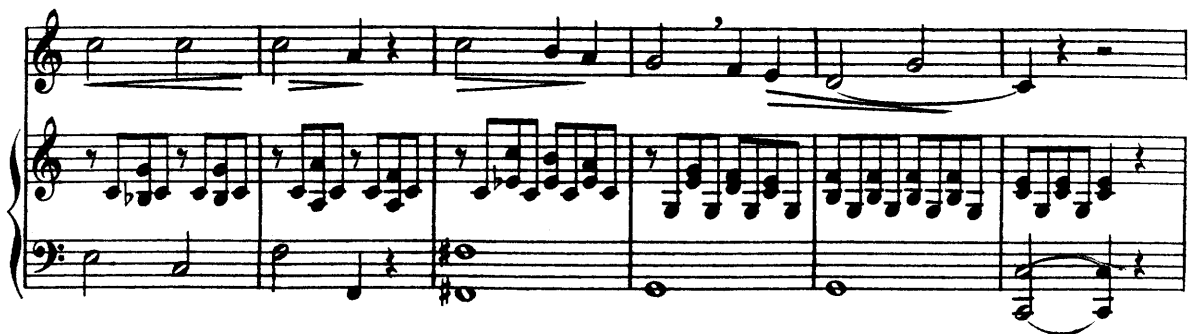
First system of musical notation for exercise 1. It consists of a single staff with a treble clef and a common time signature (C). The melody begins with a half note G4, followed by quarter notes A4, B4, and C5, then a half note B4, and continues with a series of eighth and sixteenth notes. A slur covers the first four measures. The tempo marking 'Moderato.' is written above the staff.

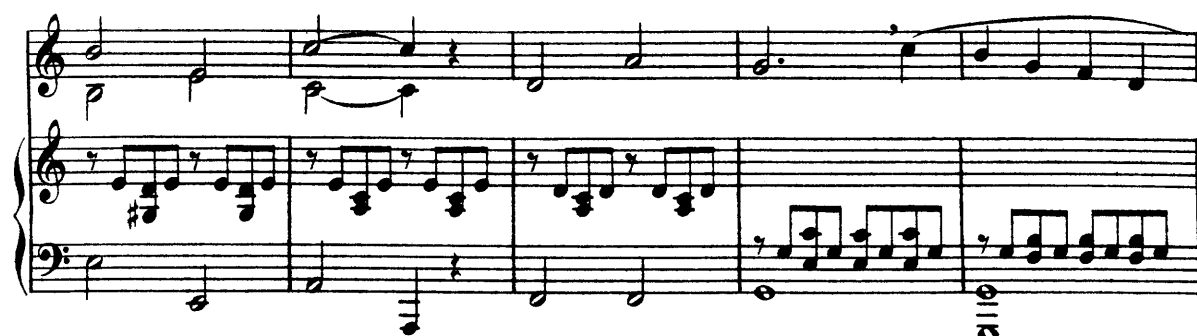
Second system of musical notation for exercise 1. It consists of a single staff with a treble clef and a common time signature (C). The melody continues with a series of eighth and sixteenth notes, ending with a half note G4. A slur covers the first four measures. The tempo marking 'Moderato.' is written above the staff.

Third system of musical notation for exercise 1. It consists of a single staff with a treble clef and a common time signature (C). The melody continues with a series of eighth and sixteenth notes, ending with a half note G4. A slur covers the first four measures. The tempo marking 'Moderato.' is written above the staff.

2. **Moderato.**

First system of musical notation for exercise 2. It consists of a single staff with a treble clef and a common time signature (C). The melody begins with a half note G4, followed by quarter notes A4, B4, and C5, then a half note B4, and continues with a series of eighth and sixteenth notes. A slur covers the first four measures. The tempo marking 'Moderato.' is written above the staff.





LEZIONE I.

LEKTION I.

LESSON I.

5

La divisione delle sillabe in questa prima lezione è fuori dell'ordinario per dare più che è possibile un'idea della maniera di pronunciare cantando; come si debba consumare colla vocale l'intero valore di una o più note, ed unire la consonante alla sillaba susseguente. Con ciò sarà più facile l'apprendere il Canto legato; cosa che non si può perfettamente insegnare che colla voce di un perito maestro.

In dieser Lektion soll durch Einstellung aussergewöhnlicher Silbenteilungen *) zur richtigen Aussprache beim Singen angeleitet werden: Der Vokal behauptet den vollen Zeitwert einer oder mehrerer Noten, der Konsonant ist zur folgenden Silbe zu ziehen. Dies erleichtert das Erlernen des Legato im Gesange; doch nur der erfahrene Meister kann durch Vorsingen dem Schüler zum vollen Verständnisse helfen.

In this lesson, the presentation of unusual syllable-combinations,) is given, to be a guide to the pupil in the proper pronunciation. The vowel receives the full time-value of one or more notes, the consonant is to be drawn over to the succeeding syllable. This facilitates the acquiring of the legato in singing. Still, an experienced teacher alone, will be able to make it fully understood by singing it before the pupil.*

LA SCALA.

DIE TONLEITER.

THE SCALES.

CANTO. Adagio.

Ma - nea so - lle - ci - ta più de - ll'u - sa - to, a - nco-rehè

PIANO. Adagio.

s'a - gi - ti co - n lie - ve fia - to, fa - ce che pa - lpi - ta

pre - sso a - l mo - rir, fa - ce che pa - lpi - ta pre - sso a - l mo - rir.

rinf. f> p

*) In sämtlichen Lektionen wurden die Texte betreffs der Silbenteilung genau nach der italienischen Originalausgabe unterlegt.

*) In all these exercises the Italian words, as regards division of the syllables, have been used exactly in conformity with the Italian, original edition.

Noch mit schwachem Hauche sich regend, verglüh't, schneller als Du es ahnst, die flackernde, dem Erlöschen nahe Fackel.

Alone rising, a trembling breath, e'en sooner than one had thought, the fluttering, almost dying torch expires.