

53

SYLVIE HUE

# L'APPRENTI CLARINETTISTE

MANUEL PRATIQUE POUR DEBUTANTS

Volume 1



English text

日本語テキスト

EDITIONS COMBRE PARIS



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ギャルド・レプブリケーヌ吹奏楽団のクラリネット・ソロ奏者

# **L'apprenti clarinettiste**

**Manuel pratique pour débutants**

*The clarinet's apprentice*

*A manuel for beginners*

**クラリネットの初心者**

初心者用のマニュアル

**Volume 1**

Éditions M. COMBRE

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## Préface

Je recommande cet ouvrage pour ses qualités de clarté et de simplicité.

Sa progression en douceur ne brusque pas le débutant, je pense au rythme; également à l'aigu et au détaché si délicats pour notre instrument.

Ses petits progrès, les explications courtes, le tout agrémenté d'airs connus attachants, suppriment le risque de découragement ou d'impatience.

un ouvrage utile.

Guy Deplus

Professeur Honoraire au CNSM de Paris.

Professeur à l'Ecole Normale de Musique de Paris.



## Preface

I wholeheartedly recommend this book for its clear and simple approach.

The pupil is gently led forward and introduced to varying rhythms, some high notes and staccato techniques, which have to be handled with sensitivity on the clarinet.

The book progresses gently with brief explanations and a variety of well-loved tunes, so that the pupil is never discouraged or impatient.

This will be found a most useful work.

Guy Deplus

Honorary Professor, Paris Conservatoire  
Professor, Ecole Normale de Musique de Paris.

## 序 文

私はこの本を心を込めて推薦します。分かりやすく、はっきりしている手引きの初心者用クラリネットの本です。初心者のためのリズムの勉強から、クラリネットを吹く上でよく問題になる高い音の出し方、またスタッカートのテクニックなどむりなく上達するように丁寧に書かれています。

この本には、上達するための簡単なアドバイスと人々に親しまれている名曲が使われていますので生徒は苛々したり、やる気を失ったりすることはないと思います。

この本はクラリネットを吹く上での基礎を作るのに、大いに役立つものと確信しています。

ギィ・ドゥブリュー

国立パリ音楽院 名誉教授

パリ・エコール・ノルマル 教授



## Avant-propos

Cet ouvrage constitue avant tout un support pratique à l'apprentissage de la clarinette, aussi ai-je limité les conseils techniques au profit d'exercices très progressifs tant par leur longueur que par leur difficulté. Leur grand nombre, d'autre part, permet une facile adaptation au rythme du travail de l'enfant.

J'ai pris soin également d'insérer pour chaque leçon des extraits du patrimoine populaire et classique arrangés pour une ou deux clarinettes, afin d'associer l'éveil du goût musical à la pratique technique trop souvent perçue comme une fin de soi.

Puisse ce manuel initier l'élève au plaisir de "faire de la musique", qui enrichit les cœurs et les esprits.

Sylvie HUE

## Foreword

*This book is above all a practical handbook for learning the clarinet. I have therefore given a minimum of technical advice in order to leave room for a number of gently graded exercises. Because there are so many pieces, increasing slowly in both length and difficulty, it is easy to adapt them to the rhythm of the pupil's progress. In each lesson I have also included extracts from the traditional and classical repertoires, arranged for one or two clarinets. In this way technique – which is too often seen as an end in itself – is combined with music and musicianship.*

*It is my hope that this handbook will initiate the pupil into the pleasures of making music and to a fuller enjoyment of music generally.*

Sylvie HUE

## まえがき












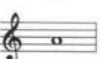

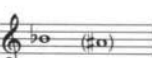
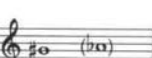


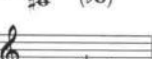

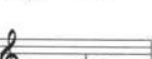


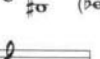
この本はクラリネットを初めて勉強する人のための本です。

私は各々のレッスンで最低限のアドバイスをしながらいろいろな練習曲を勉強できるように工夫し、そして生徒の上達に適応しながら難しくなるよう心がけました。

また各レッスンの中でよく知られているクラシックや民謡などを1本（もしくは2本）のクラリネットで演奏できるように編曲しました。これは、テクニックと音楽性の両方を伸ばしていくよい方法であるとよく言われています。

この教則本によって生徒達が演奏する楽しさを知り、彼らの心を豊かにしていくことを期待します。

# Contents Somn

Leçon 1	Lesson 1	レッスン 1		6
Leçon 2	Lesson 2	レッスン 2		8
Leçon 3	Lesson 3	レッスン 3		10
Leçon 4	Lesson 4	レッスン 4	le détaché staccato スタッカート	12
Leçon 5	Lesson 5	レッスン 5		14
Leçon 6	Lesson 6	レッスン 6	 	17
Leçon 7	Lesson 7	レッスン 7		19
Leçon 8	Lesson 8	レッスン 8		22
Leçon 9	Lesson 9	レッスン 9	1 <sup>ère</sup> approche du registre supérieur the upper register : introduction 高音域への導入	25
Leçon 10	Lesson 10	レッスン 10		27
Leçon 11	Lesson 11	レッスン 11	 	31
Leçon 12	Lesson 12	レッスン 12	 	35
Leçon 13	Lesson 13	レッスン 13		39
Leçon 14	Lesson 14	レッスン 14	 	43
Leçon 15	Lesson 15	レッスン 15		47
Leçon 16	Lesson 16	レッスン 16	 	51
Leçon 17	Lesson 17	レッスン 17	 	55
Leçon 18	Lesson 18	レッスン 18		60
Leçon 19	Lesson 19	レッスン 19	 (doigté chromatique) (chromatic fingering) (半音階の指使い) le registre supérieur (1) the upper register (1) 高音域 (1)	65
Leçon 20	Lesson 20	レッスン 20	le registre supérieur (2) the upper register (2) 高音域 (2)	69

OUVRAGE PROTÉGÉ  
PHOTOCOPIE INTERDITE  
Même partielle  
(Loi de 11 Mars 1957)  
Construirent contrefaçon  
(Code Penal, Art. 413)

# Tablature 指使い

La clé "de douzième" permet le passage au registre supérieur

The twelfth key takes the instrument into the upper register

レジスターキーを使うとオクターブ上がる

(★) = gauche left 左手

(☆) = droite right 右手

(ch) = doigté chromatique chromatic fingering 半音階の指使い

Lesson 1

Leçon 1

レッスン1

OUVRAGE PROTÉGÉ  
PHOTOCOPIE INTERDITE  
Même journal  
Ed. de ... Paris (1957)  
Cassoulet, compositeur  
Cahier No. 1, Art. 425

mi

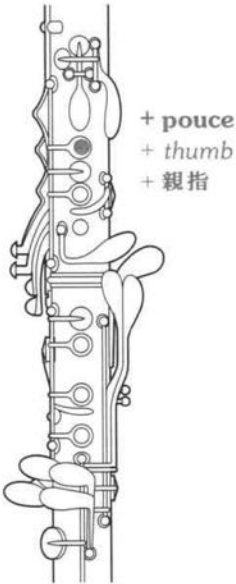
(E) (ミ)

ré

(D) (レ)

do

(C) (ド)



Préambule  
Little prelude  
練習曲の前に



’ = **Signe de respiration**  
 ⚠ = *Breathing sign*  
 ’ = プレス記号

1.

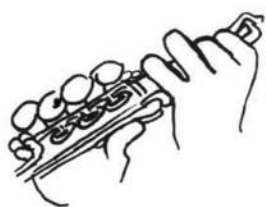
2.

3.

⚠ = conseil technique    technical hint    練習へのアドバイス









**Lève les doigts bien ensemble!**  
 Take care to lift the fingers together!  
 両方の指が一緒に離れているか注意しましょう!

5. 

6. 

7. 

8. 

9. 

Calderon →

**DUO DUET 二重奏**

**Chanson à deux Song for two 二人の歌**

**l'élève**  
pupil  
生徒

**le professeur**  
teacher  
先生

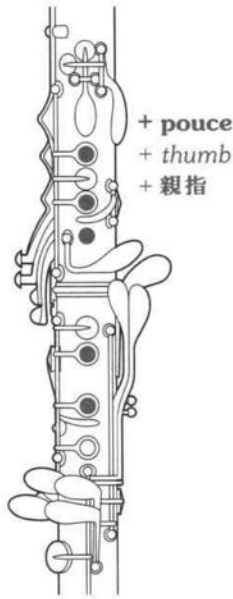
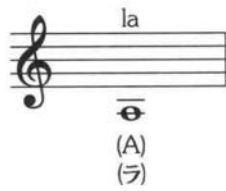





Lesson 3

Leçon 3

レッスン3



**Attention à l'index de la main droite**  
 Watch the right hand index finger  
 右手の人差し指を見なさい

**Préambule**  
 Little prelude  
 練習曲の前に



1.

2.

3.

4.

5.

6.



Lesson 4

Leçon 4

レッスン4

staccato

le détaché

スタッカート

Préambule  
Little prelude  
練習曲の前に



Ar Karbel

**Le détaché long:** → **respecte la longueur de la noire**  
 Held (long) staccato: → **give the notes their full length**  
 テヌート: → **その音の長さを十分に保って**



"Do"



**Le détaché court (staccato):** → **écourte la noire**  
 Staccato (short): → **shorten the note**  
 スタッカート: → **その音を十分に短く切って**



511  
0720



**Petit mélange**

♪ : détaché long

♪ : détaché court

*Both types of staccato*

♪ : long staccato

♪ : short staccato

音の長さの違い

♪ : テヌート

♪ : スタッカート



**MORCEAU MUSIC 練習曲**

Mary had a little lamb      メリーさんのひつじ

folklore américain  
American folksong  
アメリカ民謡



**DUO DUET 二重奏**

**Au clair de la lune 月の光**

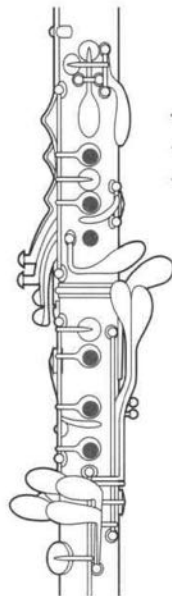
**l'élève**  
pupil  
生徒

**le professeur**  
teacher  
先生

**Lesson 5**

**Leçon 5**

**レッスン5**



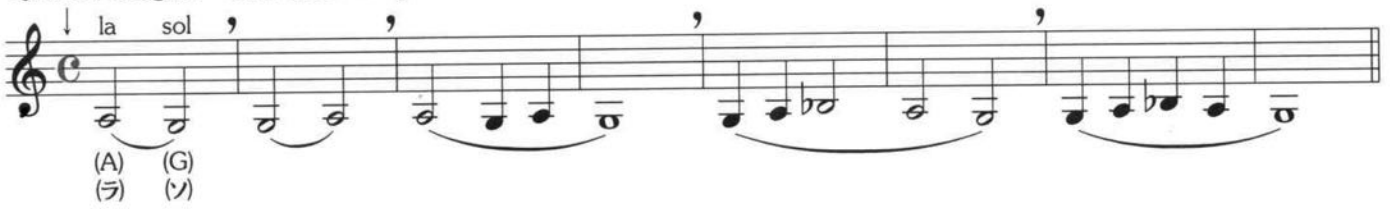
- + pouce
- + thumb
- + 親指

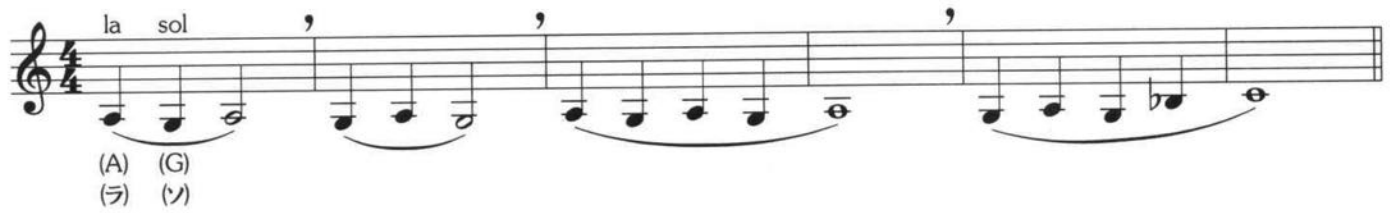


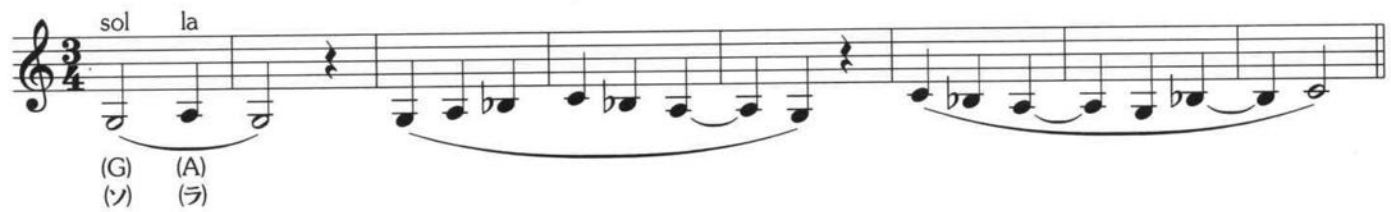
**Surveille toujours la position de la main droite!**  
Watch the position of your right hand!  
右手の位置を見なさい!

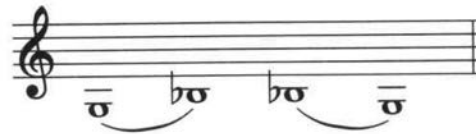
**Préambule**  
Little prelude  
練習曲の前に

Quel est ce signe? What does this sign mean? この記号の意味は?

1. 

2. 

3. 



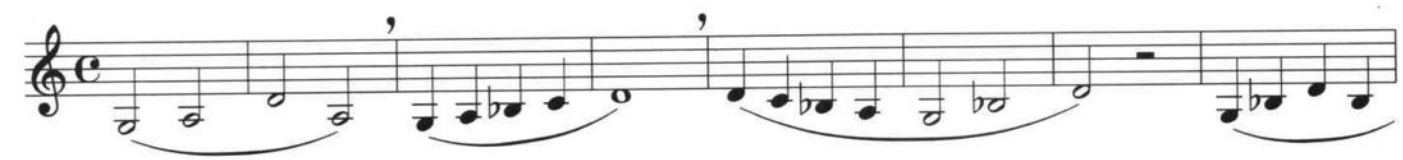
**Lève les doigts bien ensemble, mais pas trop haut!**

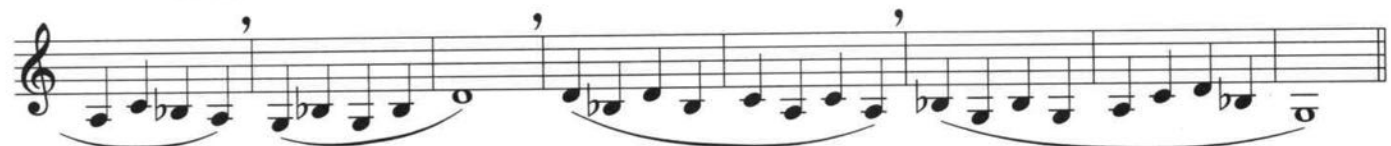
*Lift your fingers together, but not too high!*

指を一緒に離す(あまり上げすぎなで!)

4. 

5. 

6. 



**Un peu de détaché court (staccato)** A staccato tune スタッカート練習

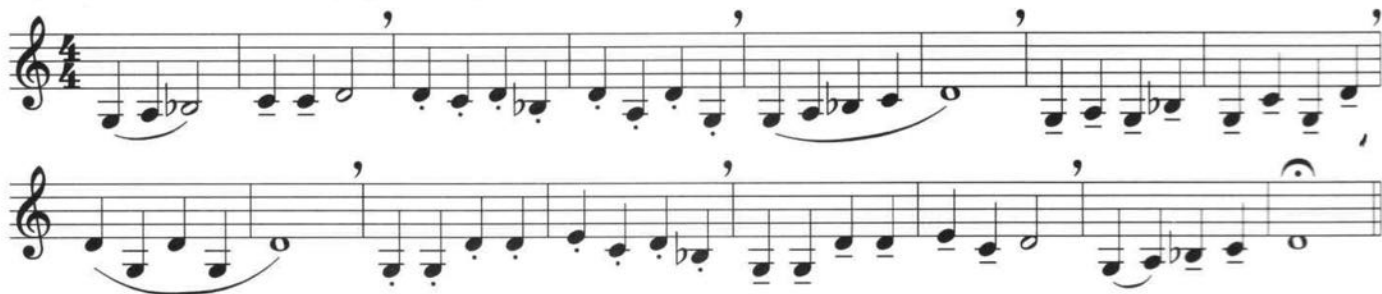


**Un peu de détaché long** A held staccato tune テヌートの練習



**Mélange** Both types of staccato テヌートとスタッカートの練習

**A jouer lentement** To be played slowly ゆっくりと吹く



**MORCEAU MUSIC 練習曲**

**Le soleil, la lune et les étoiles**

The sun, the moon and the stars

太陽と月とお星さま

d'après une chanson allemande  
after a German folksong

ドイツ民謡より



**Que signifie ce bémol?** What does this flat mean? このフラットの意味は?

**DUO DUET 二重奏**

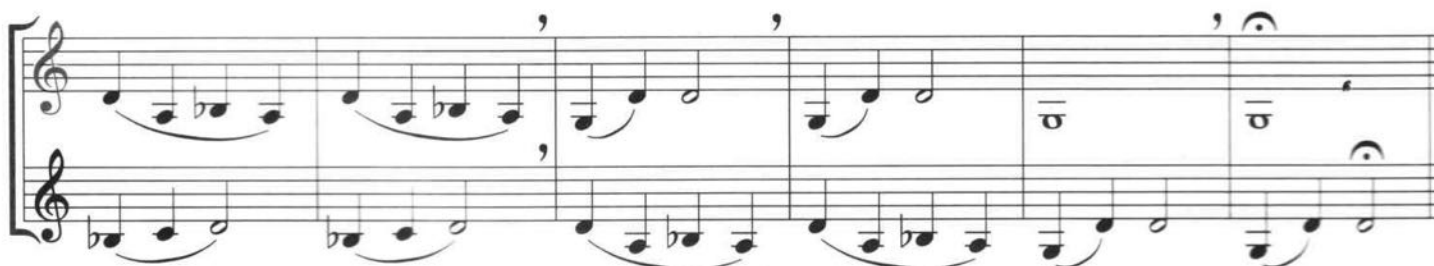
**Frère Jacques est triste**

Frère Jacques is sad

短調のフレール・ジャック (かえるの歌)

l'élève  
pupil  
生徒

le professeur  
teacher  
先生

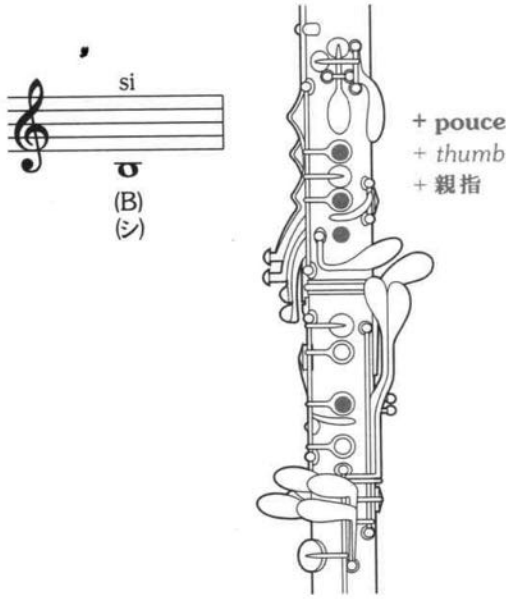




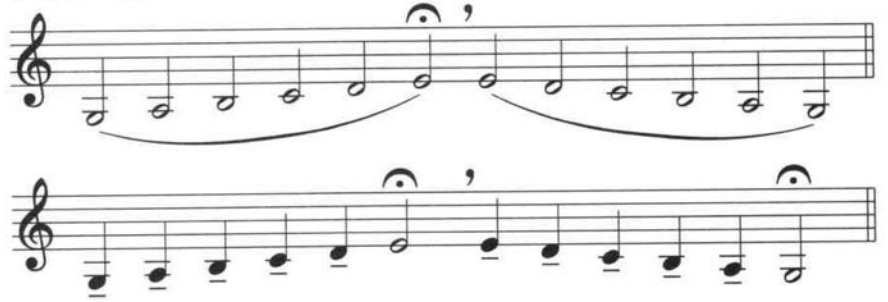
Lesson 6

Leçon 6

レッスン6



**Préambule**  
Little prelude  
練習曲の前に



**Nouvelle figure rythmique:**



A new rhythm:

新しいリズム:



6. 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2

Inscris la place des temps    Mark where the beats fall    拍を入れなさい

7.

Un peu de détaché court (staccato)    A staccato tune    スタッカートの練習

8.

Un peu de détaché long    A held staccato tune    テヌートの練習

**MORCEAU MUSIC 練習曲**

**J'ai du bon tabac**

*I've got good tobacco (French children's song)*

たばこの歌(フランスの子供の歌)

**DUO DUET 二重奏**

**Ah! vous dirai-je Maman**  
*Were I to tell you, Mother (French children's song)*  
 きらきら星 (フランスの子供の歌)

**l'élève**  
pupil  
生徒

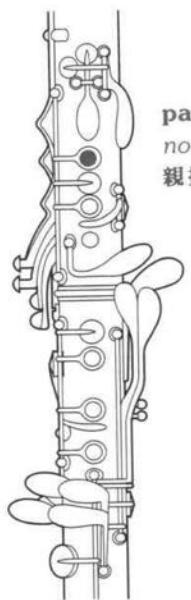
**le professeur**  
teacher  
先生



**Lesson 7**      **Leçon 7**      **レッスン7**

fa#

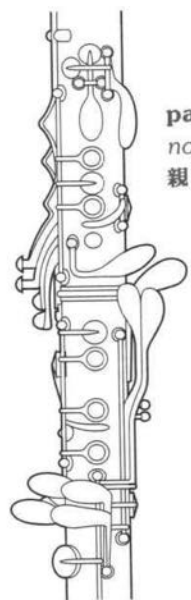
(F#)  
(ファ#)



**pas de pouce**  
no thumb  
親指を使わない

sol

(G)  
(ソ)



**pas de pouce**  
no thumb  
親指を使わない



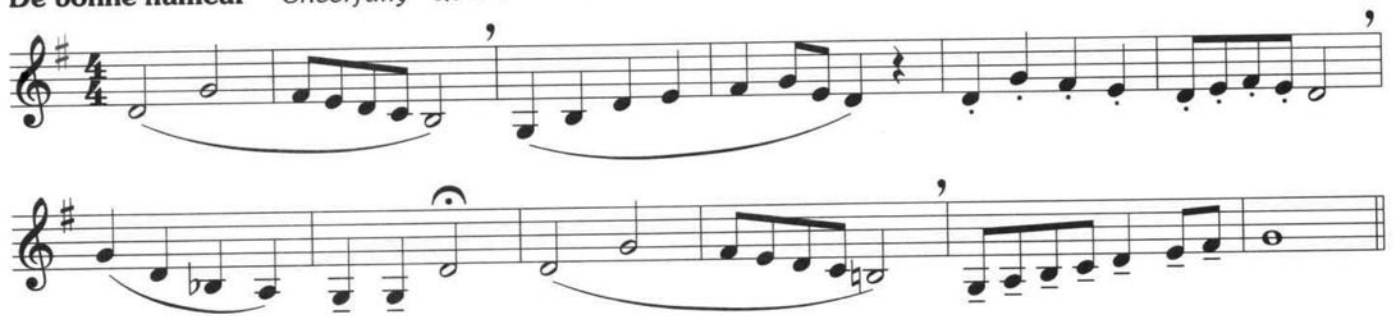
**Dirige l'air vers l'extrémité de la clarinette!**  
 Blow the air down to the end of the clarinet!  
 息をしっかりと吹き込むこと!

**Préambule**  
Prelude  
前奏曲



**ETUDE STUDY 練習曲**

**De bonne humeur** *Cheerfully* 楽しく



**MORCEAU MUSIC 練習曲**

**Sakura, Sakura** *Sakura, Sakura* さくら、さくら

d'après une chanson japonaise  
after a Japanese song



**DUO DUET 二重奏**

**A la claire fontaine**

*By the clear fountain (French children's song)*

泉のほとりで(フランスの子供の歌)

**l'élève**  
pupil  
生徒

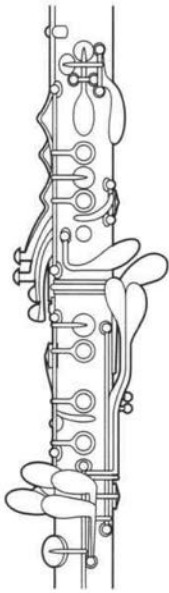
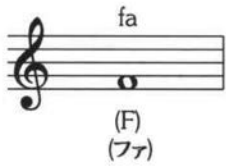
**le professeur**  
teacher  
先生



## Lesson 8

## Leçon 8

## レッスン8



+ pouce  
+ thumb  
+ 親指



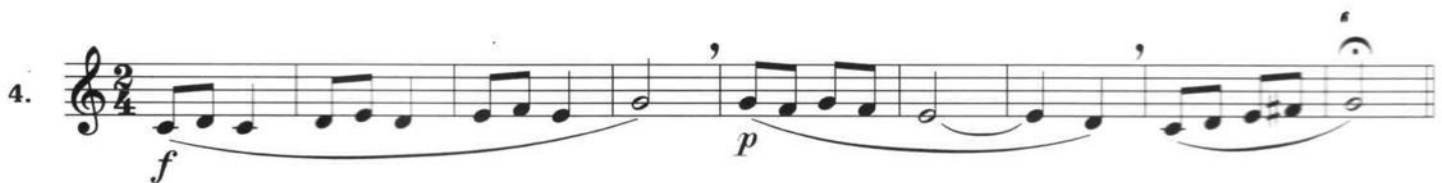
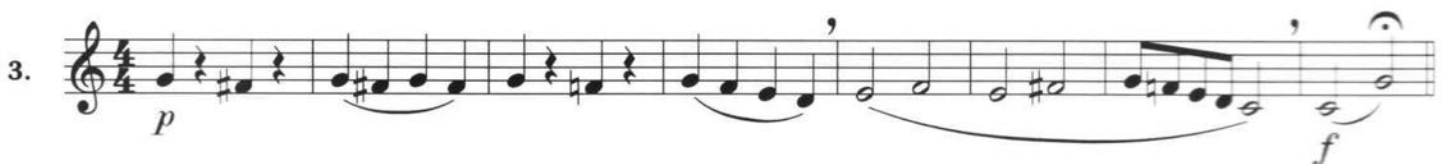
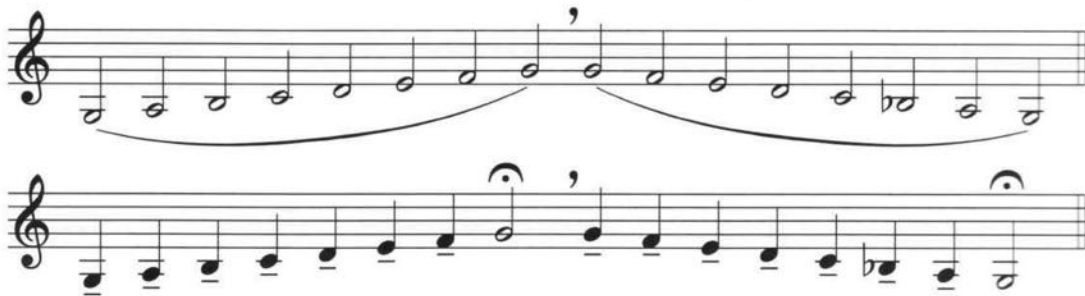
**Ne lève pas trop l'index de la main gauche!**

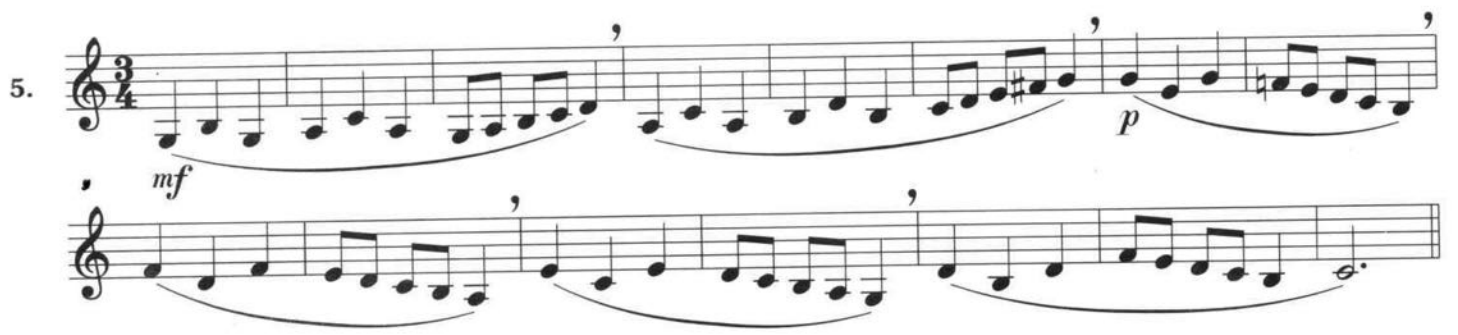
*Don't lift the left hand index too high!*

左手の人差し指をあまり高くあげない!



**Préambule**  
Prelude  
前奏曲



5. 

Un peu de staccato    Some staccato    スタッカート

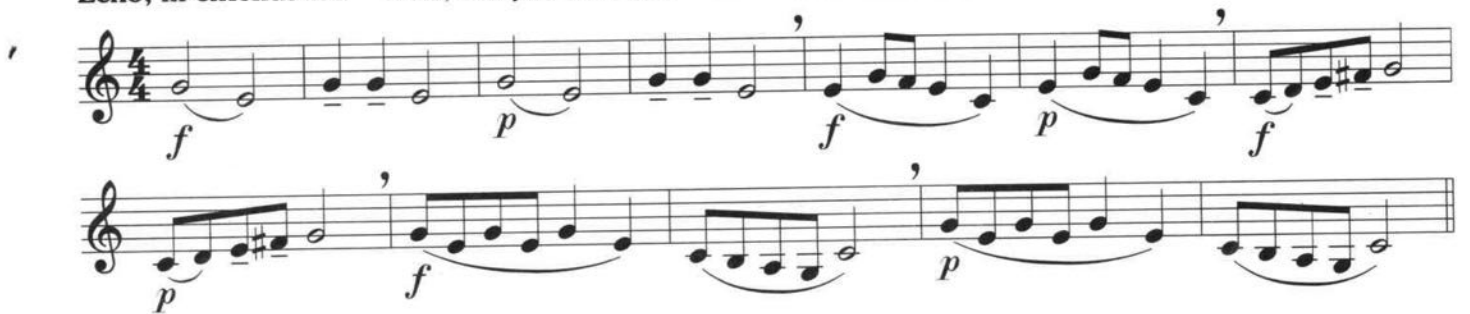
6. 

Un peu de détaché long    Some held staccato    テヌート

7. 

**ETUDE    STUDY    練習曲**

Echo, m'entends-tu?    Echo, can you hear me?    エコー、聞こえますか



**MORCEAUX    MUSIC    練習曲**

Savez-vous planter les choux?  
Can you plant cabbages? (French children's song)  
キャベツ畑 (フランスの子供の歌)





**Nobody knows the trouble I see (Negro spiritual)**

誰も知らない秘密 (黒人霊歌)

Musical score for 'Nobody knows the trouble I see' in 3/4 time. The score consists of three staves. The first staff begins with a dynamic marking of *p* and a fermata. The second staff ends with a *Fine* marking and a dynamic of *mf*. The third staff features dynamic markings of *f*, *mf*, *f*, and *p*, and concludes with a fermata.

⌘ Explique ce signe Can you explain this sign? この記号の意味をいいなさい

**DUO DUET 二重奏**

**Jingle Bells**

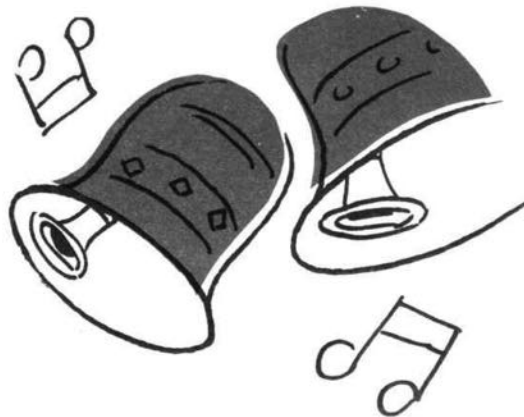
ジングルベル

folklore américain  
American folksong  
アメリカ民謡

l'élève  
pupil  
生徒

le professeur  
teacher  
先生

Musical score for 'Jingle Bells' in 2/4 time, arranged as a duet for a pupil and a teacher. The score is written on two staves, both starting with a dynamic marking of *mf*. The music is a simple, rhythmic melody consisting of eighth and sixteenth notes.



## Lesson 9

## Leçon 9

## レッスン9

## Le registre supérieur : première approche

The upper register: introduction

高音域への導入

## Préambule

Prelude

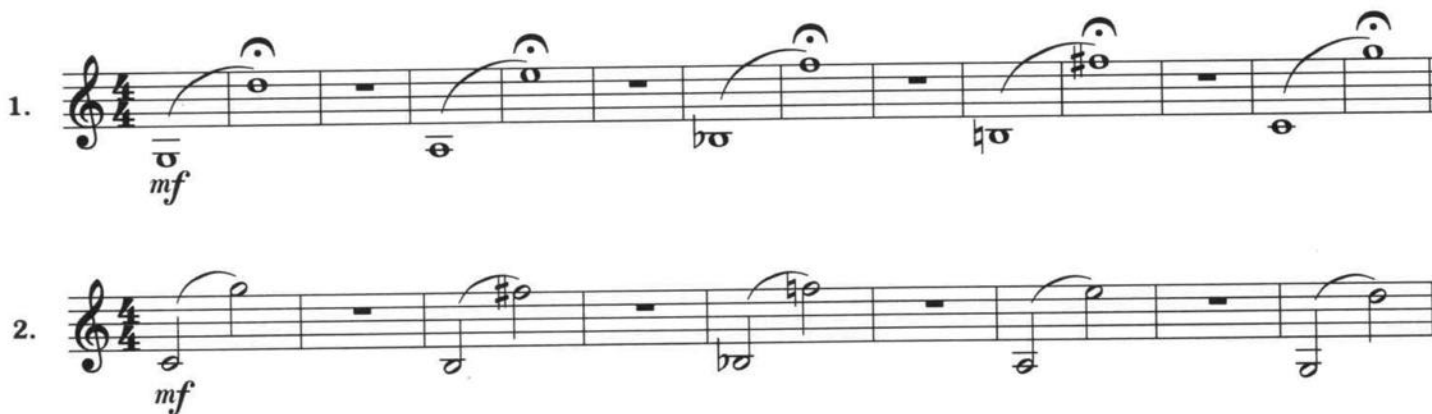
前奏曲



## Bien soutenir le son

Sustained sound

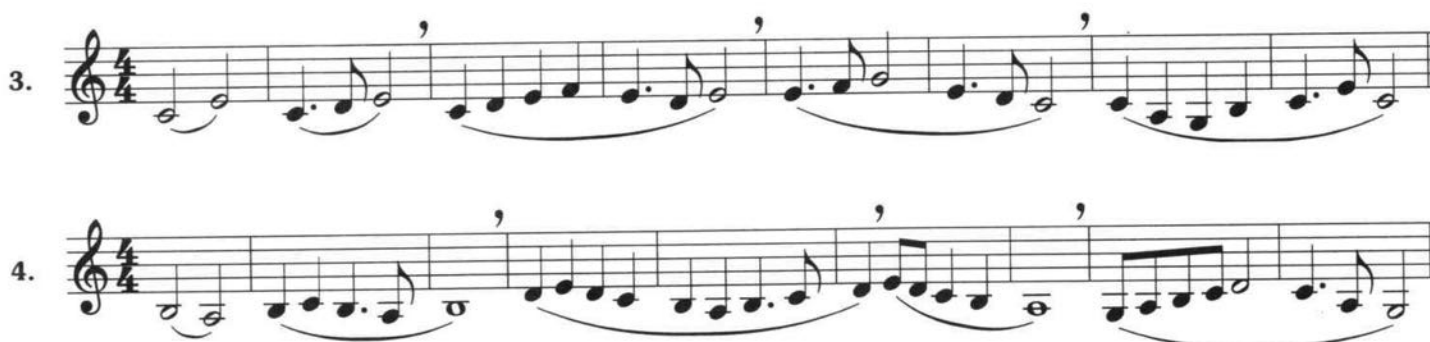
音を切らずに



## Nouvelle figure rythmique:

A new rhythm:

新しいリズム:



5.

**ETUDES STUDIES 練習曲**

**Petit trot Trotting** ちっちゃな冒険

**Arpèges Arpeggios** アルベジオ

**MORCEAU MUSIC 練習曲**

**Hymne à la joie (9<sup>ème</sup> Symphonie)**

Ode to Joy (9th Symphony)

歓喜の歌 (交響曲第9番)

Ludwig van Beethoven (1770 - 1827)

ルートヴィヒ・ヴァン・ベートーベン (1770 - 1827)

**DUO DUET 二重奏**

**Les dragons de Noailles (célèbre marche du temps de Louis XIV)**

*The Noailles Dragoons (famous march from Louis XIV's time)*

ノアイユのドラゴン(ルイ14世紀時代の有名なマーチ)

**l'élève**  
pupil  
生徒

**le professeur**  
teacher  
先生

**Lesson 10**

**Leçon 10**

**レッスン10**

+ pouce  
+ thumb  
+ 親指

gauche  
left  
左手

fa

droite  
right  
右手

(F)  
(7ア)

+ pouce  
+ thumb  
+ 親指

**Le professeur choisira l'un ou/et l'autre doigté suivant la taille de la main de l'élève.**

*The teacher should select the fingering that suits the size of the pupil's hand.*

先生は生徒の扱いやすい、運指法を選ぶ

**Préambule**

Prelude  
前奏曲



Un petit peu d'aigu A few high notes レジスターキーを使って

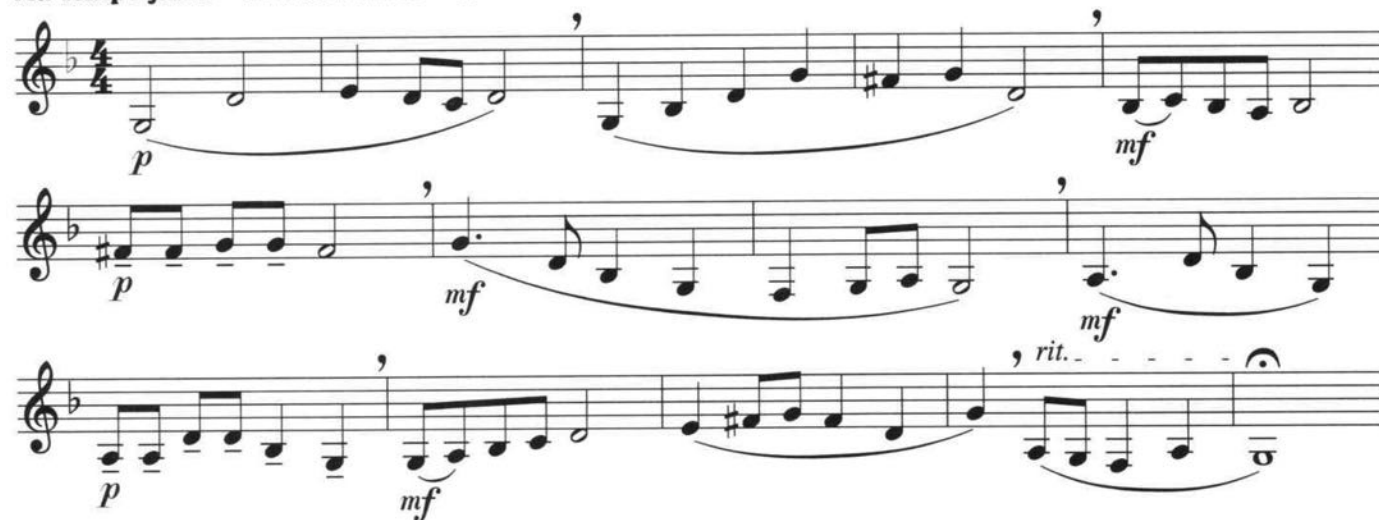


ETUDES STUDIES 練習曲

Une bonne journée A good day グッデイ



Au temps jadis In olden times 昔



MORCEAUX MUSIC 練習曲

Nous n'irons plus aux bois

We'll go no more to the woods (French children's song)

森へもう行かない(フランスの子供の歌)



Berceuse Lullaby 子守歌

Johannes Brahms (1833 - 1897)  
ヨハネス・ブラームス (1833 - 1897)

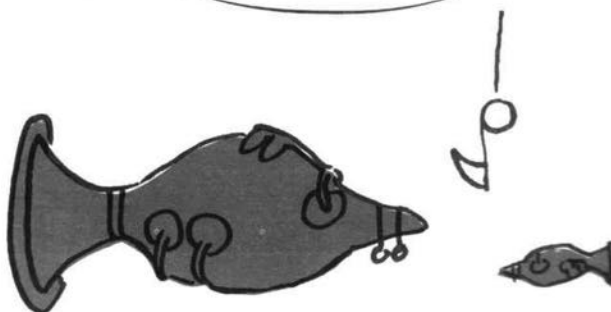
DUO DUET 二重奏

La truite The Trout 鱒(ます)

d'après Franz Schubert (1797 - 1828)  
after Franz Schubert (1797 - 1828)  
フランツ・シューベルト (1797 - 1828)より

l'élève  
pupil  
生徒

le professeur  
teacher  
先生

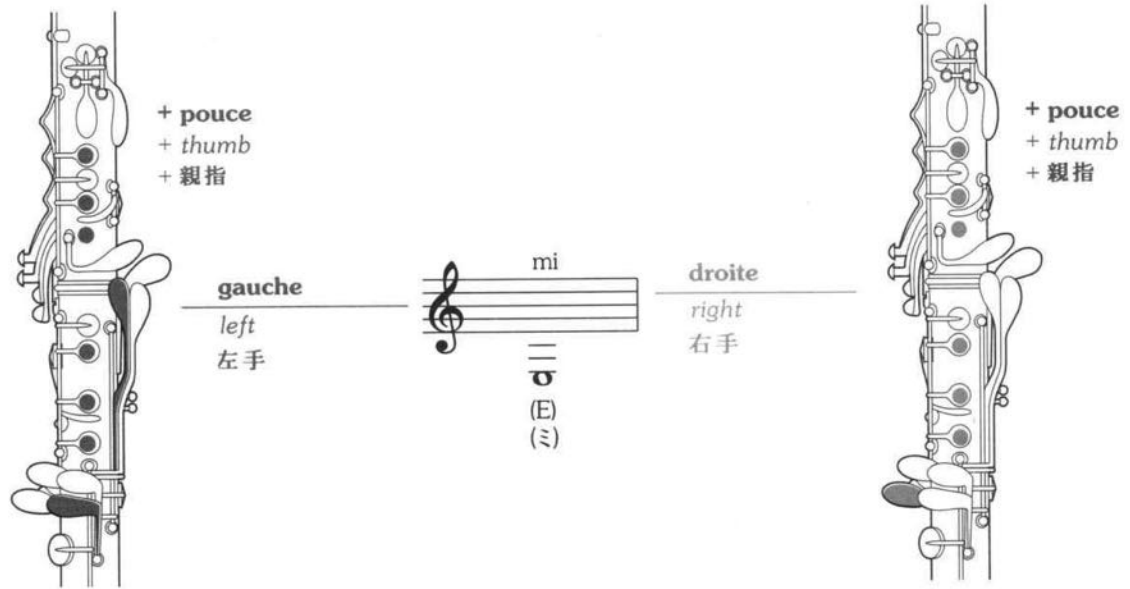




Lesson 11

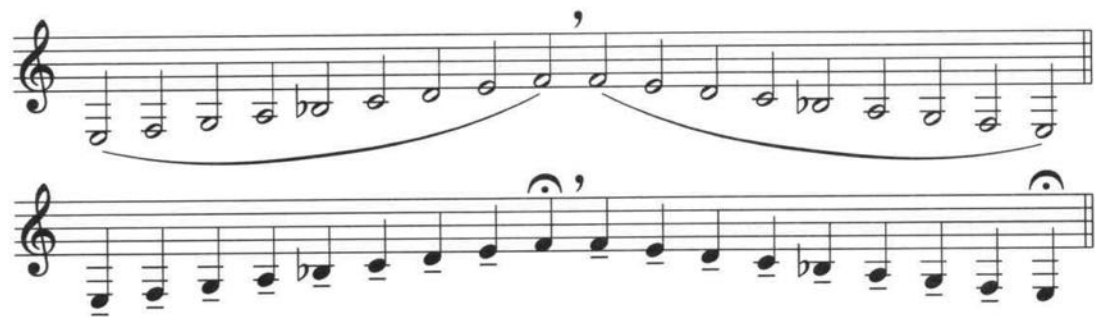
Leçon 11

レッスン11



Comme dans la leçon précédente, le professeur choisira le doigté suivant la morphologie de l'élève.  
 As in the previous lesson, the teacher should select the fingering that suits the size of the pupil's hand.  
 レッスン10と同様、先生は生徒の扱いやすい、運指法を選ぶ

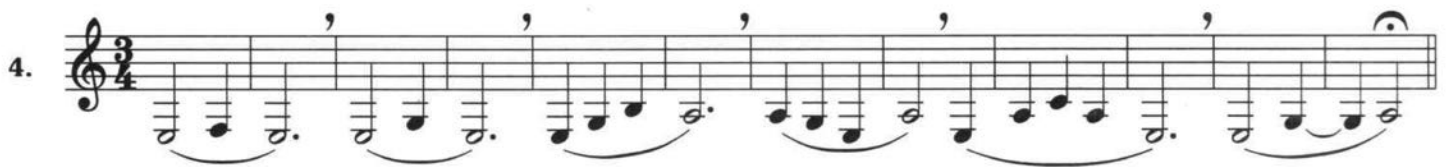
Préambule  
 Prelude  
 前奏曲





1. *fa mi* , *mi fa* ,

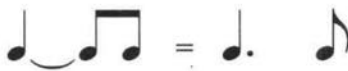
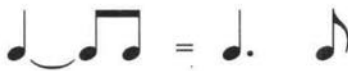
2. *mi fa* ,

3.

4. 

5. 

6. 

**Nouvelle figure rythmique:**  
A new rhythm:   
新しいリズム: 

7. 

8. 

9. 

10. 



Un petit peu d'aigu A few high notes レジスターキーを使って

Musical score for 'Un petit peu d'aigu' (A few high notes). The score consists of two staves of music in treble clef. The first staff contains a series of notes with slurs and accents, including some high notes. The second staff continues the melody with similar phrasing and dynamics.

**ETUDES STUDIES 練習曲**

Joyeux départ Joyful departure 楽しい出発

Musical score for 'Joyeux départ' (Joyful departure). The score is in 4/4 time and consists of two staves. The first staff begins with a mezzo-forte (*mf*) dynamic and features a series of eighth-note patterns. The second staff continues with similar rhythmic patterns, ending with a piano (*p*) dynamic.

Chanson du rouet Spinning song つむぎ歌

Musical score for 'Chanson du rouet' (Spinning song). The score is in 3/4 time and consists of three staves. The first staff begins with a piano (*p*) dynamic. The second staff features a forte (*f*) dynamic. The third staff concludes with a piano (*p*) dynamic and a *rall.* (rallentando) marking.

**MORCEAU MUSIC 練習曲**

Bourrée Bourrée ブーレー

folklore auvergnat  
folksong from the Auvergne  
オーベルニュ民謡

Musical score for 'Bourrée'. The score is in 3/4 time and consists of two staves. The first staff begins with a forte (*f*) dynamic and features a series of eighth-note patterns. The second staff continues with similar rhythmic patterns, ending with a final cadence.

## DUO DUET 二重奏

## Summertime (extrait de "Porgy and Bess")

Summertime (taken from "Porgy and Bess")

サマータイム(ポギーとベスより)

d'après George Gershwin (1898 - 1937)

after George Gershwin (1898 - 1937)

ジョージ・ガーシュイン (1898 - 1937) より

l'élève  
pupil  
生徒

le professeur  
teacher  
先生

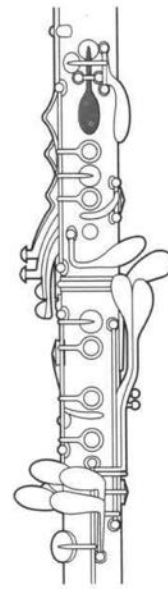
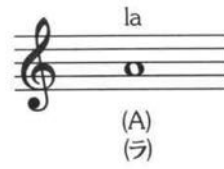
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Lesson 12

Leçon 12

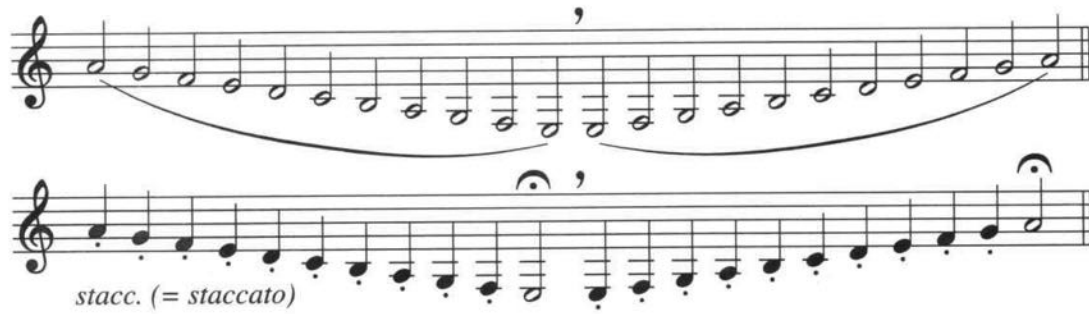
レッスン12



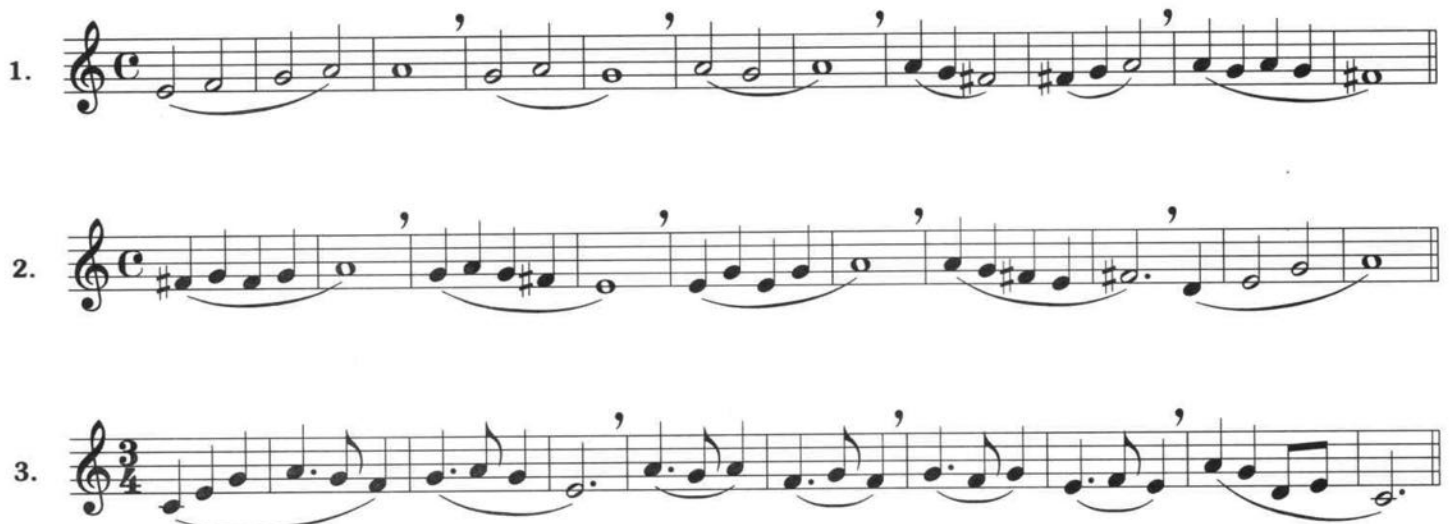
pas de pouce  
no thumb  
親指を使わない

**Place l'index gauche de cette façon**  
Position of the left hand index finger  
左の人差し指の位置

**Préambule**  
Prelude  
前奏曲





**Attention : dirige bien ton air vers le bas de l'instrument!**  
Take care to blow the air down to the bottom of the instrument!  
ベルの部分までしっかり息を吹き込むつもりで!





4. 


5. 




**Nouvelle figure rythmique:**  
 A new rhythm:  
 新しいリズム: 

6. 



7. 



**Un petit peu d'aigu**    *A few high notes*    レジスターキーを使って





ETUDES STUDIES 練習曲

Au pied de la tour At the foot of the tower 塔の下で

Musical score for 'Au pied de la tour' in 3/4 time. The score consists of three staves. The first staff begins with a piano (*p*) dynamic and a mezzo-forte (*mf*) dynamic, followed by a piano (*p*) dynamic. The second staff begins with a mezzo-forte (*mf*) dynamic and ends with a piano (*p*) dynamic. The third staff continues the melodic line with various dynamics and phrasing.

Le petit cowboy The little cowboy リトル・カーボーイ

Musical score for 'Le petit cowboy' in 4/4 time. The score consists of three staves. The first staff begins with a mezzo-forte (*mf*) dynamic and ends with a piano (*p*) dynamic. The second staff begins with a mezzo-forte (*mf*) dynamic and ends with a forte (*f*) dynamic. The third staff begins with a piano (*p*) dynamic and ends with a forte (*f*) dynamic.

MORCEAUX MUSIC 練習曲

Prendre un enfant par la main Take a child by the hand 手をつないで

Yves Duteil  
イヴ・デュティユ

Musical score for 'Prendre un enfant par la main' in 4/4 time. The score consists of three staves. The first staff begins with a piano (*p*) dynamic. The second staff begins with a mezzo-forte (*mf*) dynamic. The third staff begins with a mezzo-forte (*mf*) dynamic and includes a *rall.* (rallentando) marking.



### Thème de la 1<sup>ère</sup> symphonie

Theme from the 1st symphony

交響曲第1番のテーマ

Johannes Brahms (1833 - 1897)

ヨハネス・ブラームス (1833 - 1897)

### DUO DUET 二重奏

#### God save the King

ゴッド・セーブ・ザ・キング

attribué à Henry Carey (1688 - 1743)

attributed to Henry Carey (1688 - 1743)

ヘンリー・カレイ (1688 - 1743)

l'élève  
pupil  
生徒

le professeur  
teacher  
先生



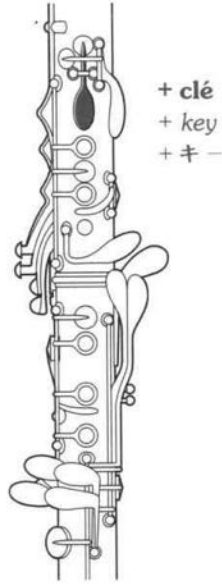
Lesson 13

Leçon 13

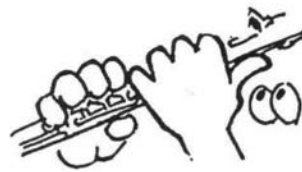
レッスン13

sib = la#

(Bb) = (A#)  
(シb) = (ラ#)



**Observe bien la position du pouce!**  
*Note the thumb position carefully!*  
 親指の位置を気をつけて!



**Préambule**  
 Prelude  
 前奏曲

staccato



**Dirige ton air vers l'extrémité de la clarinette!**



*Blow the air right down to the bottom of the instrument!*

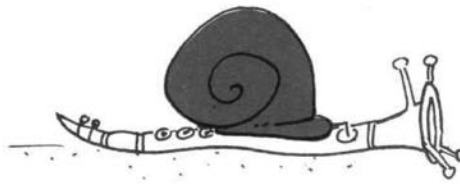
クラリネットの最下位まで息を吹き込むように注意する!



**Joue les exercices 5 et 6 très lentement**

*Play exercises 5 and 6 very slowly*

5と6の練習はゆっくりと



Un peu d'aigu A few high notes レジスターキーを使って



ETUDES STUDIES 練習曲

Conversation Conversation よびかけあって



Menuet Minuet メヌエット



MORCEAUX MUSIC 練習曲

Choral St. Anthony St. Anthony Chorale 聖アントニーのコラール

Anonyme  
Anonymous  
作曲者不明



**Idylle (d'après "Pièces Pittoresques")**

Idylle (after "Pièces Pittoresques")

田園詩(ピトレスクの曲より)

Ernmanuel Chabrier (1841 - 1894)

エマニュエル・シャブリエ (1841 - 1894)

**DUO DUET 二重奏****Danse slave** Slav dance スラブ舞曲

d'après Anton Dvořák (1841 - 1904)

after Antonín Dvořák (1841 - 1904)

アントン・ドヴォルザーク (1841 - 1904)より

l'élève  
pupil  
生徒le professeur  
teacher  
先生



**Le professeur abordera l'étude du sol # "de gorge" et du fa # grave dans l'ordre qu'il jugera le plus approprié.**

*The teacher will introduce the G # (throat note) and low F # in the order he or she thinks best*

先生はソ#とファ#への導入をし生徒は適するものを考え選ぶ

## Lesson 14

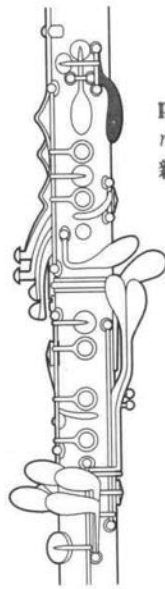
## Leçon 14

## レッスン14

sol# = lab

(G#) = (Ab)

(ソ#) = (ラb)



pas de pouce  
no thumb  
親指を使わない

Préambule  
Prelude  
前奏曲

1. *p*

2. *p*

3. *mf*

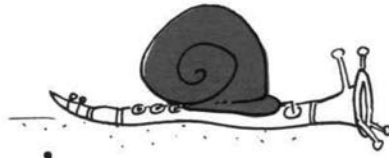
4. *mf*

5. *mf* (= sol#) (= G#) (=ソ#)

**Joue les exercices 6 et 7 très lentement**

*Play exercises 6 and 7 very slowly*

6と7の練習はゆっくりと



6. *p* *mf*

7. *mf* *f*

**Un peu plus d'aigu** A few more high notes レジスターキーを使って

8.

9.

**Nouvelle figure rythmique: la syncope (1)**  
 A new rhythm: syncopation (1)  
 新しいリズム: シンコペーション (1)

10.



11. 

12. 

13. 

**ETUDES STUDIES 練習曲**

**Conte des Mille et une nuits** Tales from the Arabian nights アラビアンナイトより



**Sous les cocotiers** Beneath the coconut trees ココナツの下で



MORCEAU MUSIC 練習曲

Romance Romance ロマンズ

Anonyme  
Anonymous  
作曲者不明

Musical score for 'Romance' in 3/4 time. The first staff begins with a piano (*p*) dynamic. The second staff concludes with a *rit.* (ritardando) marking.

DUO DUET 二重奏

Pomp and Circumstance n° 1  
Pomp and Circumstance no. 1  
威風堂々第1番

d'après Edward Elgar (1857 - 1934)  
after Edward Elgar (1857 - 1934)  
エドワード・エルガー (1857 - 1934) より

l'élève  
pupil  
生徒

le professeur  
teacher  
先生

Musical score for 'Pomp and Circumstance n° 1' in 4/4 time. The student part (top staff) begins with a mezzo-forte (*mf*) dynamic. The teacher part (bottom staff) provides a rhythmic accompaniment.

Musical score for 'Pomp and Circumstance n° 1' in 4/4 time. The student part (top staff) features a mezzo-forte (*mf*) dynamic. The teacher part (bottom staff) continues the accompaniment.

Musical score for 'Pomp and Circumstance n° 1' in 4/4 time. The student part (top staff) includes a *rit.* (ritardando) marking and a forte (*f*) dynamic. The teacher part (bottom staff) continues the accompaniment.

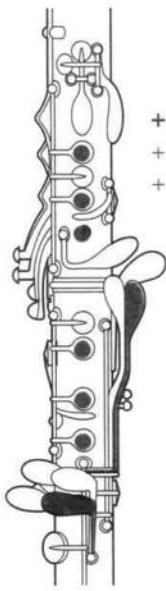
Musical score for 'Pomp and Circumstance n° 1' in 4/4 time. The student part (top staff) begins with an *a tempo* marking. The teacher part (bottom staff) continues the accompaniment.



Lesson 15

Leçon 15

レッスン15



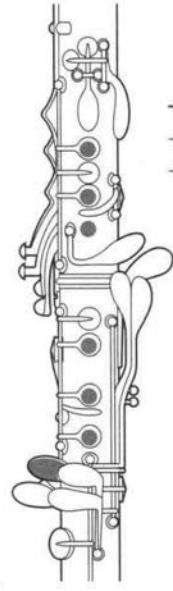
+ pouce  
+ thumb  
+ 親指

gauche  
left  
左手

fa# = solb

(F#) = (Gb)  
(ファ#) = (ソb)

droite  
right  
右手



+ pouce  
+ thumb  
+ 親指

Préambule en sol majeur Prelude in G major ト長調の練習

1. sol

2.

3.

4.

5.

6.

**Joue les exercices 7 et 8 très lentement**

*Play exercises 7 and 8 very slowly*

7と8の練習はゆっくりと



7.

8.

**Un peu plus d'aigu**    *A few more high notes*    レジスターキーを使って

**Attention!** Watch out! 気をつけて!

9.

**Nouvelle figure rythmique: la syncope (2)**



A new rhythm: syncopation (2)

新しいリズム: シンコペーション (2)



10.

11.

12.

13.

**ETUDES STUDIES 練習曲**

**Far West** Far West 西部の彼方へ

**Récital** Recital リサイタル

**MORCEAU MUSIC** 練習曲d'après une chanson traditionnelle  
after a traditional song**Ronde Mexicaine** Mexican Rondo メキシカン ロンド

民謡

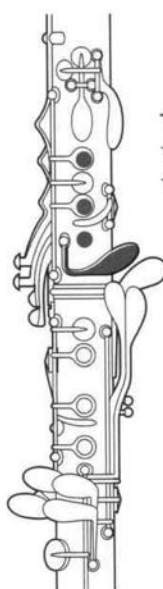
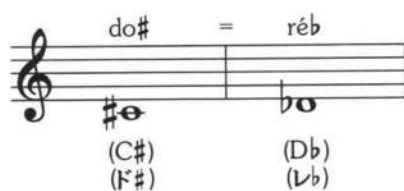
**DUO DUET** 二重奏**Kasatschok** Katyusha カチューシャfolklore russe  
Russian folksong  
ロシア民謡l'élève  
pupil  
生徒le professeur  
teacher  
先生



## Lesson 16

## Leçon 16

## レッスン16

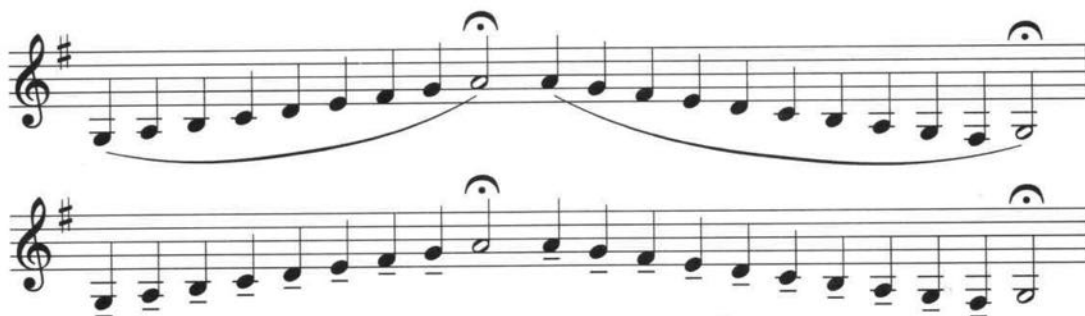


+ pouce  
+ thumb  
+ 親指

## Préambule en sol majeur

Prelude in G major

ト長調の練習

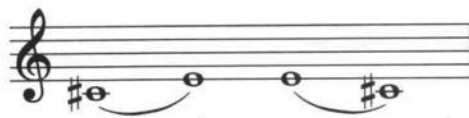


**Ne lève pas trop les doigts!**



*Don't lift up your fingers too early!*

指を高く上げすぎないように!





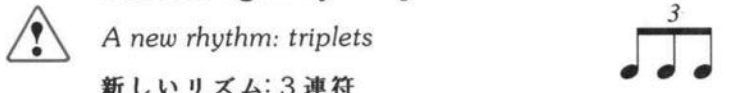
4. 


5. 


6. 




**Nouvelle figure rythmique: le triolet**  
 A new rhythm: triplets  
 新しいリズム: 3連符





7. 

8. 

9. 



Ne pas confondre  et 

Learn the difference between  and 

 と  の違いに

10.

1 2 3 4

11.

Un peu plus d'aigu    A few more high notes    レジスターキーを使って

ETUDES    STUDIES    練習曲

Habanera (danse espagnole)

Habanera (Spanish dance)

ハバネラ (スペインのダンス)

*p*    *mf*

**Jour de Fête**

A holiday

休日

Quel est ce signe? What does this sign mean? この記号の意味は?

Musical score for 'Jour de Fête' in G major, 4/4 time. The score consists of three staves. The first staff begins with a dynamic marking of *f* and contains several triplet markings. The second staff features a dynamic marking of *mf* and a fermata over a note. The third staff ends with a dynamic marking of *p* and another triplet. The piece concludes with a fermata.

**MORCEAUX MUSIC 練習曲****Chœur des pèlerins (extrait de l'opéra "Tannhäuser")**

Pilgrim's Chorus (from the opera "Tannhäuser")

巡礼者の合唱(オペラ "タンホイザー" より)

d'après Richard Wagner (1813 - 1883)

after Richard Wagner (1813 - 1883)

リヒャルト・ワーグナー(1813-1883)より

Musical score for 'Chœur des pèlerins' in G major, 3/4 time. The score consists of two staves. The first staff begins with a dynamic marking of *mf* and contains triplet markings. The second staff features dynamic markings of *p* and *mf*, and ends with a fermata.

**D'après Don Giovanni**

After a theme from Don Giovanni

ドン・ジョヴァンニのテーマより

Wolfgang Amadeus Mozart (1756 - 1791)

ヴォルフガング・アマデウス・モーツァルト (1756 - 1791)

Musical score for 'D'après Don Giovanni' in G major, 4/4 time. The score consists of three staves. The first staff begins with a dynamic marking of *p* and a fermata. The second staff features a dynamic marking of *mf* and a fermata. The third staff ends with a dynamic marking of *mf* and a fermata. The piece concludes with a double bar line and a fermata.

**DUO DUET 二重奏**

**Thème (Symphonie du Nouveau Monde)**  
 Theme from the "New World" Symphony  
 新世界交響曲のテーマ

d'après Anton Dvořák (1841 - 1904)  
 after Antonín Dvořák (1841 - 1904)  
 アントン・ドヴォルザーク (1841 - 1904)より

l'élève  
pupil  
生徒

le professeur  
teacher  
先生

**Lesson 17**

**Leçon 17**

**レッスン17**

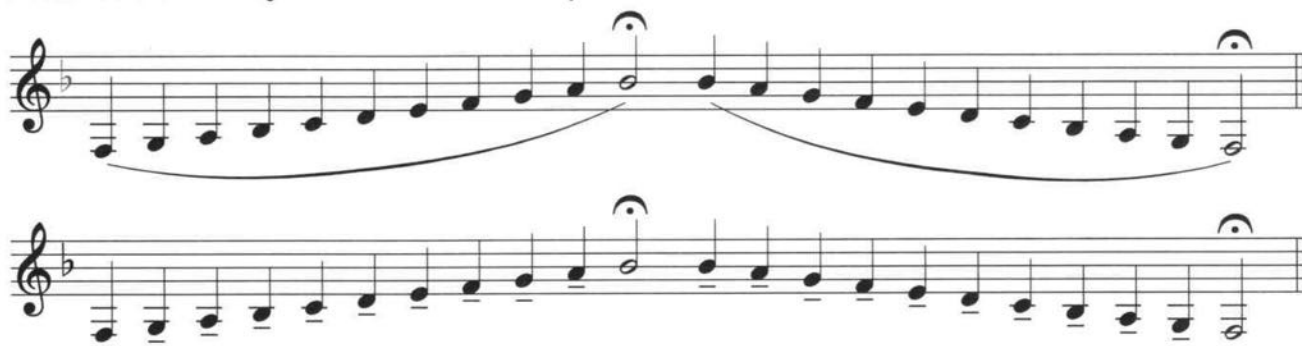
+ pouce  
+ thumb  
+ 親指

gauche  
left  
左手

droite  
right  
右手

ré# = mib  
 (2#) = (1b)

Préambule en fa majeur    Prelude in F major    へ長調の練習



1<sup>ère</sup> fois: mi b droite, 2<sup>ème</sup> fois: mi b gauche

1st time: right hand Eb, 2nd time: left hand Eb

1 度目: 右手ミ♭, 2 度目: 左手ミ♭

1.

2.

3.

4.

5.

6.

(★) Utilise le doigté gauche    Use the left hand fingering    左手の指使いを使いなさい。

7.

A jouer très lentement    To be played very slowly    ゆっくりした演奏

8.

**Nouvelle figure rythmique:**



A new rhythm:



新しいリズム:

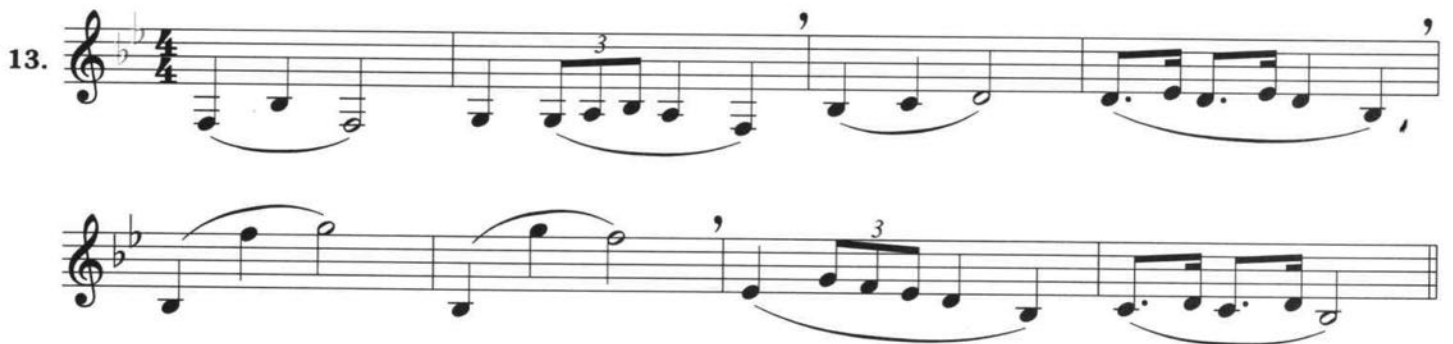
9.

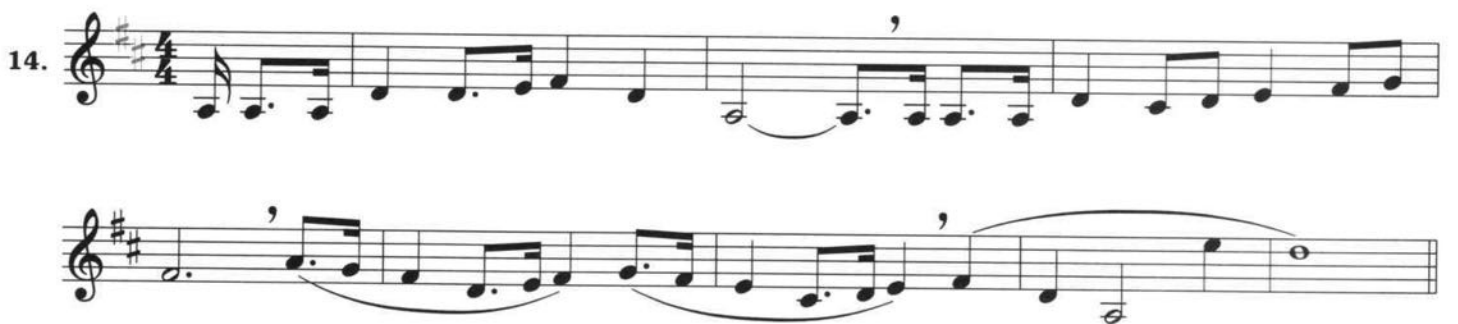
10.

11.


(★) Utilisez le doigté gauche    Use the left hand fingering    左手の指使いを使いなさい。

12. 

13. 

14. 

Un peu plus d'aigu    A few more high notes    レジスターキーを使って

15. 



ETUDES STUDIES 練習曲

Kaa Kaa カア

Musical score for 'Kaa Kaa' in 3/4 time. The score consists of three staves. The first staff begins with a piano (*p*) dynamic and features a melodic line with several marked passages (★). The second staff continues the melody with a mezzo-forte (*mf*) dynamic. The third staff provides a harmonic accompaniment. The piece concludes with a fermata on the final note.

Clari-boogie Clari-boogie クラリーブギ

Musical score for 'Clari-boogie' in 4/4 time. The score consists of two staves. The first staff begins with a mezzo-forte (*mf*) dynamic and features a melodic line with a marked passage (★). The second staff continues the melody with a forte (*f*) dynamic, including a 'Fine' marking and a repeat sign. The piece concludes with a fermata on the final note.

MORCEAU MUSIC 練習曲

Trompettes d'Aïda Aida trumpets アイダのトランペット

Giuseppe Verdi (1813 - 1901)  
ジュゼッペ・ヴェルディ (1813 - 1901)

Musical score for 'Trompettes d'Aïda' in 4/4 time. The score consists of three staves. The first staff begins with a forte (*f*) dynamic and features a melodic line with several triplet markings (3). The second staff continues the melody with a forte (*f*) dynamic, including a 'Fine' marking. The third staff provides a harmonic accompaniment with triplet markings (3). The piece concludes with a fermata on the final note.

(★) Utilise le doigté gauche Use the left hand fingering 左手の指使いを使いなさい。

**DUO DUET 二重奏**



**Rosamunde (Andantino du Quatuor n° 13)**  
 Rosamunde (Andantino from the 13th Quartet)  
 ロザムンデ (四重奏曲13番よりアンダンティーノ)

d'après Franz Schubert (1797 - 1828)  
 after Franz Schubert (1797 - 1828)  
 フランツ・シューベルト (1797 - 1828) より

**l'élève**  
 pupil  
 生徒

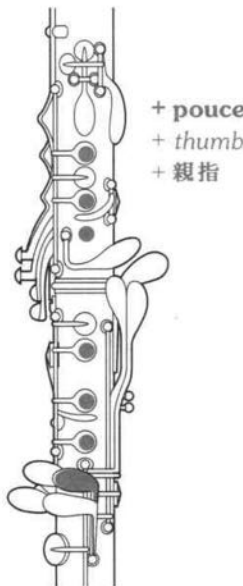
**le professeur**  
 teacher  
 先生

**Lesson 18**

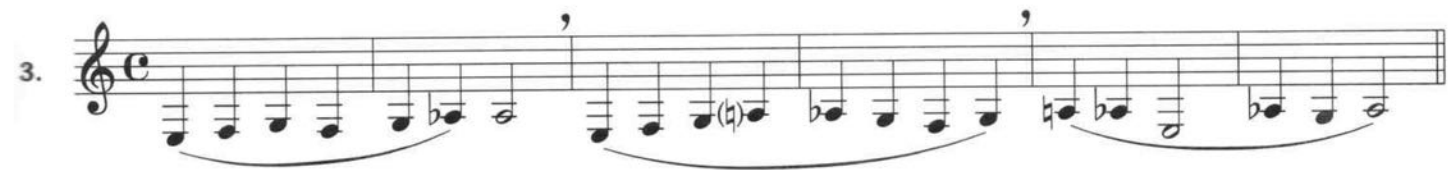
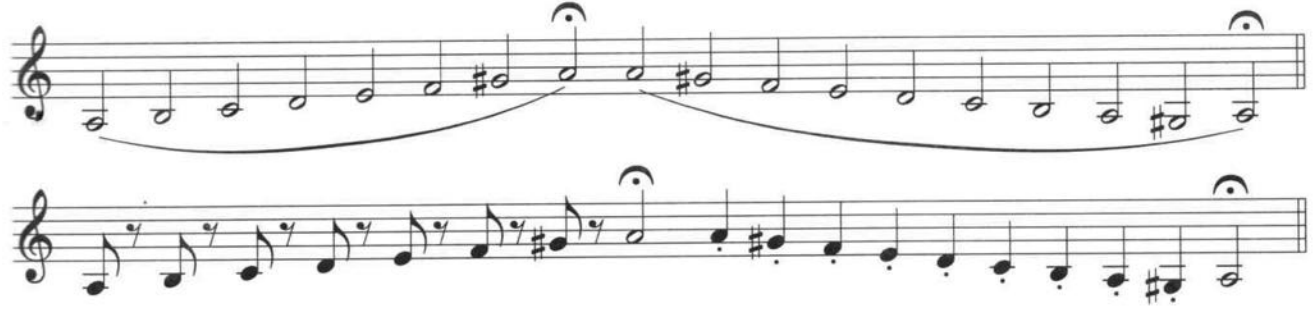
**Leçon 18**

**レッスン18**

sol# = lab  
 #G = bA  
 (G#) = (Ab)  
 (ソ#) = (ラb)



Préambule en la mineur Prelude in A minor イ短調の練習



**Il faut souvent utiliser un doigté à gauche avant ou après un sol # grave.**



You often have to use a left-hand fingering before or after a low G#.

左手の小指は低いソ#の前、または後によく使われる。

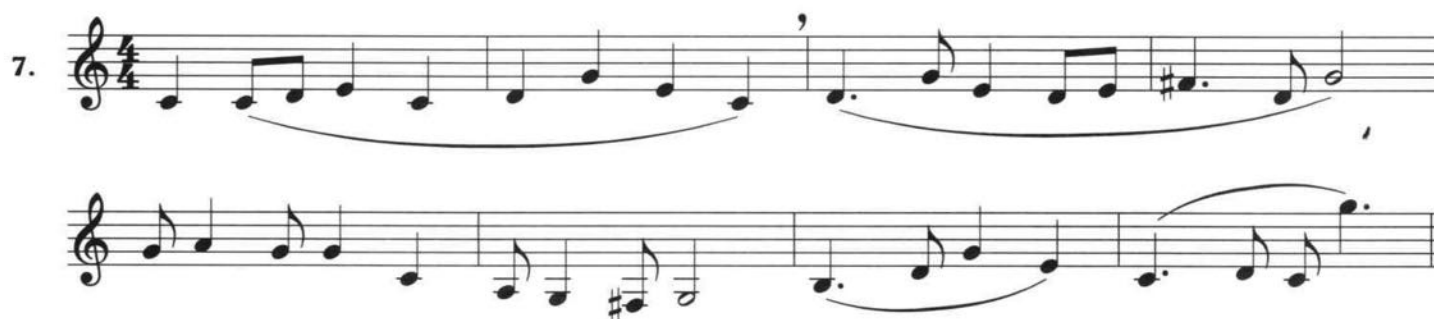




**Révisons nos figures rythmiques.**

*Rhythm revision.*

リズム修正



**Un peu plus d'aigu (pour ne pas s'endormir...)**

*A few more high notes (to keep you awake...)*

高い音の練習 (どこを吹いているのか忘れないように)



(★) Utilise le doigté gauche    Use the left hand fingering    左手の指使いをいさない。  
 (☆) Utilise le doigté droit    Use the right hand fingering    右手の指使いをいさない。

**ETUDES STUDIES 練習曲**

**Suspens Suspense サスペンス**

(★) (★) ,

*p* *mf* *p*

Detailed description: This musical score is for a piece titled 'Suspens' (Suspense). It consists of two staves of music in a common time signature (C). The first staff begins with a piano (*p*) dynamic and features a melodic line with several accidentals (sharps and flats) and a fermata. The second staff starts with a mezzo-forte (*mf*) dynamic, followed by a crescendo leading to a piano (*p*) dynamic. There are two star symbols (★) above the first two measures of the first staff, and a comma (,) above the third measure.

**Châteaux en Espagne Castles in Spain スペインの城**

*libre freely 自由に*

*mf* *f* *p subito* *dim.* *pp*

Detailed description: This musical score is for 'Châteaux en Espagne' (Castles in Spain). It is written in 4/4 time and consists of four staves. The first staff is marked *libre freely 自由に* and starts with a mezzo-forte (*mf*) dynamic. The second staff has a forte (*f*) dynamic. The third staff is marked *p subito*. The fourth staff is marked *dim.* and *pp*. To the right of the music is a whimsical illustration of a castle with three towers and a flag on top. A small figure on a horse is riding towards the castle. There are some birds flying in the sky.

**MORCEAUX MUSIC 練習曲**

**Thème (Symphonie du Nouveau Monde)**

Theme from the "New World" Symphony

新世界交響曲のテーマ

d'après Anton Dvořák (1841 - 1904)

after Antonín Dvořák (1841 - 1904)

アントン・ドヴォルザーク (1841 - 1904) より

*mf* *p* *mf*

Detailed description: This musical score is for the 'Theme from the "New World" Symphony' by Anton Dvořák. It is in 4/4 time and consists of two staves. The first staff starts with a mezzo-forte (*mf*) dynamic and features a melodic line with triplets. The second staff starts with a piano (*p*) dynamic and then moves to a mezzo-forte (*mf*) dynamic. There are fermatas above the first and second measures of the second staff.

(★) Utilise le doigté gauche Use the left hand fingering 左手の指使いをいさない。

## L'Arlésienne (suite n°2)

アルザス (組曲 第2番)

d'après Georges Bizet (1838 - 1875)

after Georges Bizet (1838 - 1875)

ジョルジュ・ビゼーより (1838 - 1875) より

## DUO DUET 二重奏

## Go down Moses (Negro spiritual)

ゴ・ダウン・モーゼ (黒人霊歌)

l'élève  
pupil  
生徒le professeur  
teacher  
先生







Lesson 19

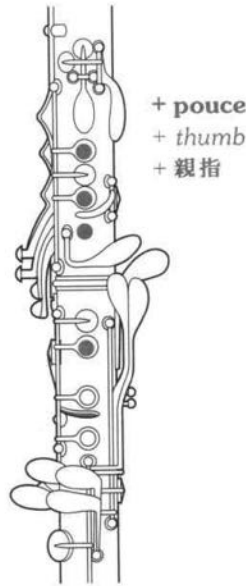
Leçon 19

レッスン19

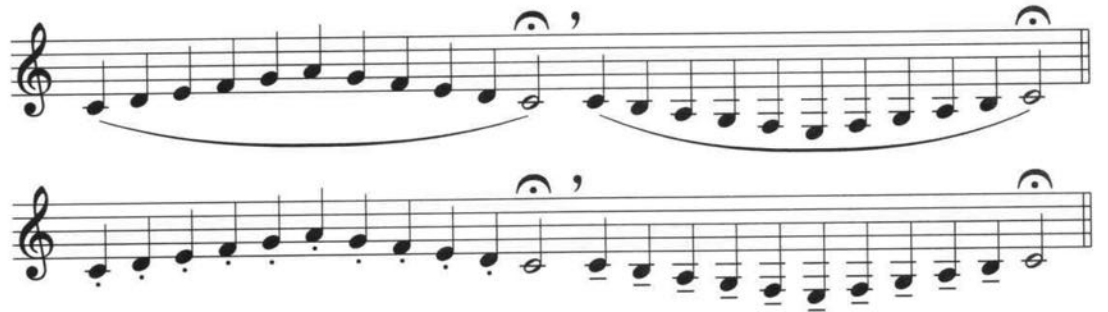
si (doigté chromatique)



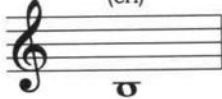
(B) (chromatic fingering)  
シ (半音階の指使い)



Préambule en do majeur  
Prelude in C major  
ハ長調の前奏曲

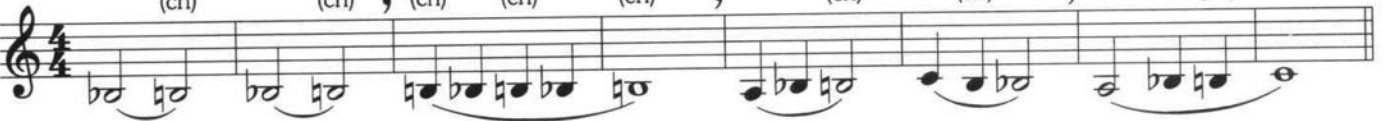


(ch)



= utilise le doigté chromatique use the chromatic fingering 半音階のための指使いをする。

1. (ch) (ch) , (ch) (ch) (ch) , (ch) (ch) , (ch)



2. , (ch) , (ch) , (ch)





3. (ch) (ch) (ch), (ch) , (ch) ,

Les mesures ternaires	Compound time	複合拍子
$\frac{6}{8}$	$\frac{9}{8}$	$\frac{12}{8}$

4.

**Inscris la place des temps**  
 Mark where the beats fall  
 拍を書き込みなさい

5.

6.

7. (ch)

Le registre supérieur (1)

The upper register (1)

高音域 (1)

⚠ Ne force jamais le son!  
 ⚠ Never force the sound!  
 ⚠ 無理に音を出さない!



8.

9.

ETUDES STUDIES 練習曲

La balançoire The swing スイング

**Florilège** Florilège 遊び

**MORCEAU MUSIC 練習曲**

**La force du Destin (Overture)**

The Force of Destiny (Overture)

運命の力序曲

Giuseppe Verdi (1813 - 1901)  
 ジュゼッペ・ヴェルディ(1813 - 1901)

**Andantino**

**DUO DUET 二重奏**

**Sérénade (Quatuor n° 17)**

Serenade (Quartet no. 17)

セレナード(カルテット17番)

d'après Joseph Haydn (1732 - 1809)  
 after Joseph Haydn (1732 - 1809)  
 ヨゼフ・ハイドン(1732 - 1809)より



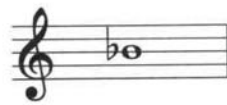
**l'élève**  
 pupil  
 生徒

**le professeur**  
 teacher  
 先生

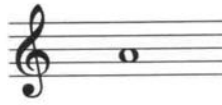
## Lesson 20

## Leçon 20

## レッスン19



et  
and  
と

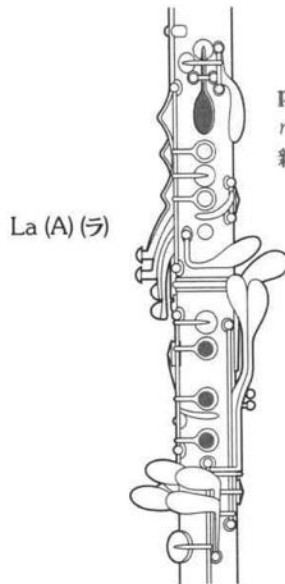


sont des notes imparfaites  
are imperfect notes  
鳴りにくい音

Voici une façon de les corriger:

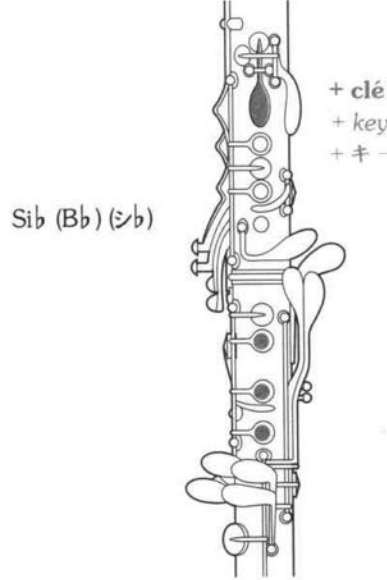
Correct them this way:

訂正:下の図のように右手を押さえる



La (A) (ラ)

pas de pouce  
no thumb  
親指を使わない



Sib (Bb) (シb)

+ clé  
+ key  
+ キー

Grâce à ce doigté "de correction", le passage au registre supérieur sera facilité.

With this "corrected" fingering it is easier to pass to the upper register.

右手を押さえておくと高音域に移り変わりやすい。

## Le registre supérieur (2)

## The upper register (2)

## 高音域 (2)



5. 

6. 



**Nouvelle figure rythmique:**

A new rhythm:



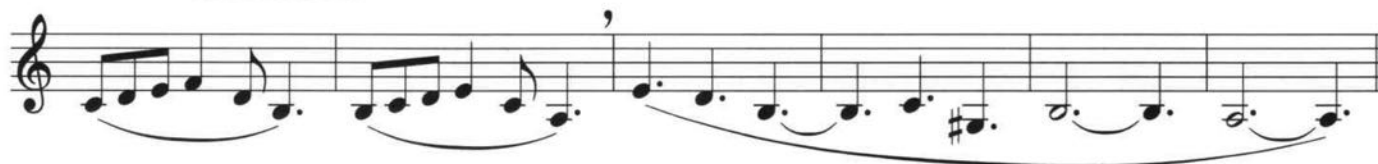
新しいリズム:

7. 

8. 

9. 

10. 



11. 

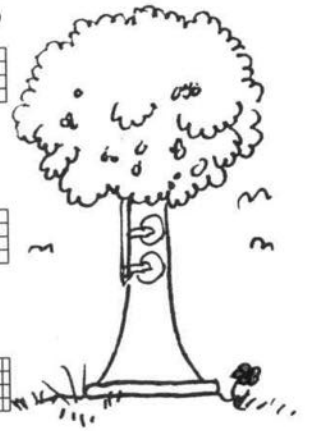


12. 

MORCEAU MUSIC 練習曲

Le temps des cerises Cherry time さくらんぼの季節

d'après Antoine Renard  
after Antoine Renard  
アントワヌ・ルナール より

DUO DUET 二重奏

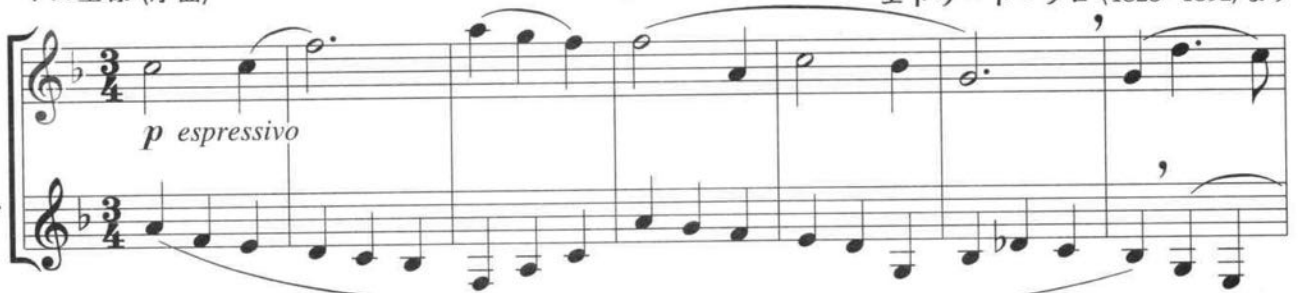
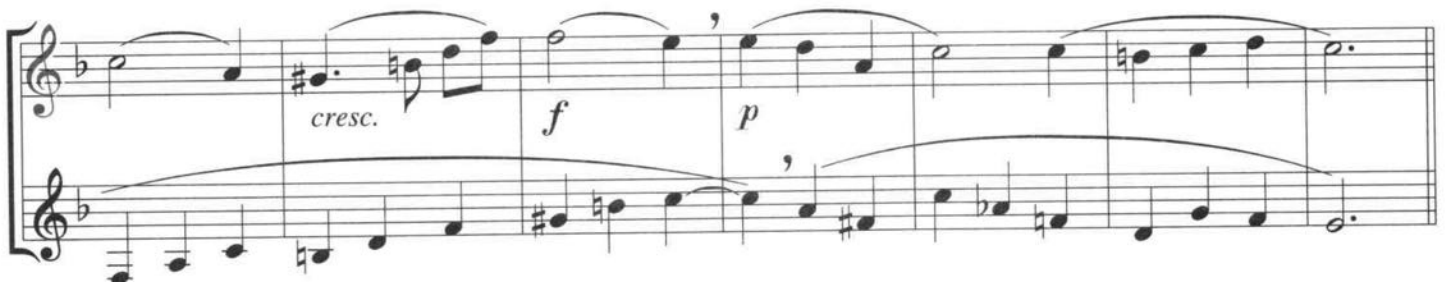
Le roi d'Ys (Overture)  
Le roi d'Ys (Overture)  
イス王様 (序曲)

d'après Edouard Lalo (1823 - 1892)  
after Edouard Lalo (1823 - 1892)  
エドワード・ラロ (1823 - 1892) より



l'élève  
pupil  
生徒

le professeur  
teacher  
先生

Duos arrangés par Roger Boutry  
Illustrations par Michel Boss  
Traduction anglaise par Mary Criswick  
Traduction japonaise par Mikiko Oketani  
Gravure et mise-en-page par  
Punctual Graphics, Gand (Belgique)

Duets arranged by Roger Boutry  
Illustrations by Michel Boss  
English translation by Mary Criswick  
Japanese translation by Mikiko Oketani  
Music Engraving and layout by  
Punctual Graphics, Gent (Belgium)

二重奏アレンジ ブートゥリ・ロジエ  
挿し絵 ボス・ミッシェル  
英語訳 クリスウィック・メリー  
日本語訳 桶谷 美樹子  
音楽製版/レイアウト  
パンクチュール グラフィックス,ゲント (ベルギー)





## UNE LONGUE HISTOIRE...

A la fin du XIX<sup>e</sup> siècle commence une longue histoire, celle des clarinettes « SELMER-Paris » ; une histoire de famille, initialement marquée par une passion, celle d'Henri Selmer, alors clarinettiste à l'Opéra Comique. Plus tard, avec l'aide de son frère Alexandre qui mène une brillante carrière de soliste aux Etats-Unis (Boston, New-York et Philadelphie) il fait ses premiers pas sur le marché américain : bientôt ses instruments y connaissent un

vif succès.

Depuis la première médaille d'or reçue à l'exposition de St Louis (U.S.A.) en 1902, le chemin a été long. Aujourd'hui la passion est intacte ; associée à l'expérience et à l'adoption de techniques évoluées de fabrication, elle a permis la conception de modèles d'un haut niveau professionnel.

SELMER-Paris propose une gamme de clarinettes professionnelles très ouverte qui associe aux instruments traditionnels des modèles plus spécialisés, adaptés à l'interprétation d'œuvres particulières ou favorisant la création de nouveaux effets sonores et l'exécution du répertoire contemporain.



