Musical Autodidacts, Can We Do it Ourselves?: Exploring the Histories of Those Who Have

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MUSICAL AUTODIDACTS, CAN WE DO IT OURSELVES?

EXPLORING THE HISTORIES OF THOSE WHO HAVE

by

ABIGAIL CLINE

A thesis submitted in partial fulfillment of the requirements for the Honors in the Major Program in Musical Theatre in the College of Arts and Humanities and in The Burnett Honors College at the University of Central Florida Orlando, Florida

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ABSTRACT

Artistry, particularly musical, is subjective and success in artistry can be achieved by more than one route. I consider myself an autodidactic musician by the musical and compositional achievements I have made without formal music training. I chose to research the compositional traits of other autodidacts to see their successes and challenges with their knowledge. George Gershwin, Danny Elfman, and John Bucchino come from a different background, a different time period in music, and each comes from a different stylistic genre. This research describes each of these composers’ influences, approach to composing, and any advantages or disadvantages they have faced because of their lack of formal music and music theory training.

I wanted to know what skills and instincts composers possess. As part of my study, I composed a song cycle of 10 original musical theatre-style pieces. Notating the sheet music for the songs was a large portion of the project. During the process, I recognized my level of music theory, patterns and habits in my writing, and engaged in the process of making my music accessible.
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INTRODUCTION

Occupations are typically related to the university degree or degrees one has received. Within the humanities, this is gray rather than black and white. Artistry, particularly musical, is subjective and success in artistry can be achieved by more than one route, with or without a degree in the arts. I consider myself an autodidactic musician by the musical and compositional achievements I have made without formal music training. I did not study piano though I use it as my primary composing medium. Considering whether I could realistically pursue a career as a musician and composer, I chose to research other autodidact composers with a shared lack of training. This research explores composers who came from an informal music background yet have made an impact on the music world. There are many noted autodidactic composers but I have limited this study to only three whose focus is a more theatre-based genre. These musicians are George Gershwin, Danny Elfman, and John Bucchino. Each of them comes from a different background, a different time period in music, and each represents a different stylistic genre.

Music is a language that can be understood at various levels of complexity. It is understandable to believe that to ‘speak’ it, one must be fluent in it. However, one can create music even without a music degree or lifetime of lessons. Many composers are capable of writing music despite not understanding the mechanics of what they are
creating. I wanted to know what types of skills and instincts composers possess. Does every composer use the same skill to build a chord progression? Amateurs often create them by ear whereas someone trained in theory might reference a memorized Circle of Fifths. Does every composer have the same capability to add nuance to a composition? This is instinct. Instinct may be acknowledged and encouraged in an educational setting, but if a composer does not have a sense of when a phrase should increase or decrease in volume, drive, or tempo, the composition may not reach its full potential. In formal training, instinct can be honed but not created. In the absence of music theory expertise, musical theatre autodidacts in particular tend to rely on their instincts to compose. There is more to composing than notating chord progressions and a melody. Composing is about bringing an idea or a scene to life through music. Both simple and complex music can tell a story. An audience expects to be engaged in a story and not necessarily focus on the music theory checkpoints.

This research describes each of these composers’ influences, approach to composing, and any advantages or disadvantages they have faced because of their lack of formal music and music theory training.
CHAPTER ONE

George Gershwin

Influences

According to The 100 Most Influential Musicians of All Time, George Gershwin was born Jacob Gershvin on September 26, 1898 to Russian-Jewish immigrant parents. George had found his interest in music not from his family, but from the popular and classic compositions of the time that he heard at school and in penny arcades. At age 11, music entered his family’s life when his parents bought a second-hand upright piano for his brother, Ira Gershwin, to learn. George demonstrated particular talent by fluidly playing a popular song that he learned by observing a neighbor play a piano (Encyclopædia Britannica 1-3).

Throughout his career, Gershwin expanded his musical and compositional skills through study with various mentors and personal experiences as a pianist; “These [piano] lessons were arranged by Gershwin in an attempt to bolster his ego, and not necessarily for intensive technical or musical knowledge” (Chicurel 10). At age 15, he dropped out of school and made money from various jobs. He played piano in New York nightclubs, made piano rolls for player pianos, and worked as a song plugger for the Jerome Remick music-publishing company. It is considered that his three years of being in ‘plugger’s purgatory’ hindered his creativity in regards to composing; however, this experience strengthened his skills for improvisation and transposition
significantly, as well as his familiarity with popular and jazz music. Some of his biggest influences were Irving Berlin and Jerome Kern, whose music inspired him to pursue composition for the Broadway stage (Encyclopædia Britannica).

Before his twenties, he worked as an accompanist for popular singers of the time and even as a rehearsal pianist for Broadway productions. His contribution in rehearsals and early publications began to attract some of the powerful names on Broadway. In 1919, the popular Al Jolson performed Gershwin's piece, “Swanee,” in the musical, Sinbad. It was a huge success and sold over two million recordings and a million sheet music copies. This brought him overnight fame (Encyclopædia Britannica).

After a less-than-successful one-act jazz opera piece, Blue Monday, in Sandals in 1922, Gershwin found someone who shared his dream to shed light on the respectable genre of jazz: bandleader Paul Whiteman. In 1924, Whiteman requested a composition for an upcoming concert and, in a rush, Gershwin wrote “Rhapsody in Blue,” arguably his most famous composition and the piece that brought him worldwide success. It included several elements of jazz, which he learned and enjoyed listening to, integrated into a symphonic context (Encyclopædia Britannica). “All too often, [Gershwin’s] music is casually passed over by the ‘serious’ musician because of Gershwin’s informal training, his musical beginning in Tin Pan Alley, [and] his excursions in both classical and popular musical veins” (Chicurel 1-2).
Approach to Composing

Individual composers have their own inspirations and habits that arise throughout their music. Gershwin was definitely an aural musician; “Aside from his uncanny ability to duplicate immediately at the piano practically any chordal combination he heard, he also had a habit of striking a series of chords at random before writing a song, perhaps as a means of stimulating his creative process” (Chicurel 17). Another possible habit of Gershwin’s was starting a beginning phrase with a long note and then continuing into a moving melody. Some songs that execute this are “Do I Do It Again,” “Swanee,” and “Liza.” Perhaps starting with a longer note gave him a chance to stall until he could improvise a more active melody.

Challenges

When in public, Gershwin was quick to perform his music and embellish and improvise variations of others’. However, his skills were tested when he was asked to play another composers’ work as they had written it; “He made no attempt to acquire the skills necessary to broaden his repertoire. A further handicap was his inability to read music at sight” (Chicurel 16). This never intruded social settings but prevented him from performing difficult works from standard piano repertoire. Gershwin recognized his weaknesses. He once stated “When my critics tell me that now and then I betray a structural weakness, they are not telling me anything I don’t know. I don’t
claim to be perfect” (Chicurel 10-11); perhaps this attitude lends itself to his strength for improvisation.

A need for his music to be notated did not arise until 1929 when the publishing house, Simon and Schuster, pushed him to standardize the improvisations and melody variations he would use to entertain. The credit for notating his pieces has been questioned due to a difference in style from his written work and his live performances; “Although he embraced the opportunity to write the transcriptions for the public, the exercise was, nonetheless, a difficult one for someone to whom spur-of-the-moment creation and re-creation was so important” (Chicurel 20-1).

Danny Elfman

Influences

Danny Elfman is a film composer best known for Batman (1989) and a majority of Tim Burton’s films. He grew up in Los Angeles in a family of artists - his mother was a writer and his older brother was a film director. Being raised in Hollywood’s vicinity, television and film have been Elfman’s passion since early childhood. Having no music training through high school, he taught himself the violin, trombone, guitar, keyboard, and many percussive instruments while traveling the world and playing with a rock band, The Mystic Knights, later named Oingo Boingo. His year-long trip through West Africa greatly influenced the brass and percussion, or “junkyard orchestra,” he
incorporates into his rock music and eventually his film score (Halfyard 1-4).

His diverse experiences provided him an unusual informal music education. With the band, he first transcribed previously composed piano, violin, and guitar parts by listening (Halfyard 4-5). This demonstrated his able musical ear and solidified his confidence:

I just taught myself over the years...I knew how to write music but not read it - or at least I can only read it as fast as I can write it, which is not very fast. My musical training came from seven years of being in Mystical Knights of Oingo Boingo. Everyone had to play three instruments...There was no way to create the arrangements other than to write it all out, so I kind of learned by rote. (Elfman "So Danny Elfman Walks into Carnegie Hall...")

The “music lesson” of listening and copying was his strength. During the years he transcribed and directed for The Mystic Knights, he began to experiment with composing. When the group disbanded and reformed as Oingo Boingo, he led them as composer and, lead guitarist, and vocalist, and produced twelve rock and roll albums (Halfyard 4-7).

Elfman was exposed to various and less popular styles of music. In an interview with Jessica Lustig, Elfman spoke fondly of the style of music between the late 1910s and 1930s and was quick to list his heroes and influences, such as Stravinsky, Orff,
Satie, Bartok, Ravel, Tchaikovsky, Harry Partch, Lou Harrison, and Philip Glass (Elfman "So Danny Elfman Walks into Carnegie Hall..."). In numerous interviews and articles, Elfman named his most significant influence, as in this interview:

It never occurred to me to become a film composer, but I was a fan of film music since about age eleven. I owe that strictly to Bernard Herrmann. I loved his scores… I heard the score to The Day the Earth Stood Still, and it's the first time I noticed film music and a name. I realized, ‘This isn't just there. Somebody actually did it.’ I'll never be Herrmann in my life time, but he's the model I would strive for just in terms of the use of being inventive, melody and emotional content. (Elfman "Danny Elfman Talks Tim Burton Scores, Bernard Herrmann's Influence and More ")

Elfman composed for Oingo Boingo and film scores simultaneously for ten years; “it is perhaps initially surprising that a rock musician with no formal training has built his reputation as a composer of large orchestral scores of the old Hollywood school rather than the pop and synthesizer scores” (Halfyard 8). His rock and orchestral music are distinctly different. His “quasi-Romantic” sound in Batman distinguished his identity in film scoring (Halfyard 8-9).

Approach to Composing

Danny Elfman’s transition from writing rock and roll to orchestral music was a
challenge; “I had to unlearn everything I'd done with them [the band] and move backwards in time to when I used to be in this musical theater group” (Elfman “Danny Elfman Talks Tim Burton Scores, Bernard Herrmann's Influence and More ”). Musical theatre is in the middle of the spectrum between pop/rock and roll and film scoring. In the band, he composed using the Verse – Chorus – Verse - Bridge – Chorus formula. A film underscore is led by themes rather than a formula but requires other guidelines, such as various scene lengths, many more instruments, and often a lack of vocals.

Musicals are a blend of both. They often follow a stricter guideline than film scores but allow more freedom of instruments, movements, motifs, and voice leading, especially in orchestrations. In a musical, the songs progress the plot and, depending on the style and time period, contain variations of the Verse – Chorus – Verse - Bridge – Chorus formula. These types of film projects are some of Elfman’s most successful compositions, very likely because of his diverse experience. For movies such as The Nightmare Before Christmas, Elfman wrote musical theatre style songs, such as “This is Halloween,” an expositional opening number. In addition, he had to arrange orchestrations, reprises, scene changes/transitions, and overtures and entr’actes that require more than the pop lyric formula.

Of generating themes Elfman says,

You just gravitate towards a certain thing, and you find that's what pulling you along...In Big Fish..., thematically I kept falling back to this
mermaid character that we meet in this early fantasy that becomes a theme for Helena Bonham Carter's character later. I don't know why, but I just kept getting drawn to that as a common theme which carried me through. I never know where it's going to come from. It just does what it does. (Elfman "Danny Elfman Talks Tim Burton Scores, Bernard Herrmann's Influence and More ")

In 2005, Elfman was asked to compose a concert piece for American Composers Orchestra to be performed at Carnegie Hall. He wrote a 30-minute piece called *Serenada Schizophrana*. During an interview, he expressed the intimidation from this project and described his process. Similar to how he begins any film project, he would start with something new every day, writing a two to three-minute long composition. This would clear his head and keep him from getting too attached to any particular melody or rhythm. For this specific project, he came up with 14 of these short pieces and then referred back to see which ones had the most room to grow. He developed seven of them and pursued six;

It's very much like starting an old car. There's a huge amount of pushing at the beginning, but then it starts to go and the breaks don't work and I just have to keep steering and making turns with it. Sometimes I like where it goes and sometimes I don't...I just let these six children run amok in a room full of toys. (Elfman "So Danny Elfman Walks into Carnegie
When asked about his process of recording his music and orchestration ideas, he described his workspace: a keyboard, a screen with a sequencer, and numerous “gadgets.” He creates huge templates with the program, Performer, and then sends it to his orchestrator, Steve Bartek, to format it into Sibelius and separate it all into instrument parts (Elfman "So Danny Elfman Walks into Carnegie Hall..."). Experience has served as Elfman’s “music lessons:”

When Tim Burton approached me [Elfman] to write the Pee Wee score it had been five or seven years since I had written any music down on a piece of paper. I asked the guitarist in the band, Steve Bartek, whether he had ever done any orchestrating. He said he had once taken a class at UCLA but that was it. So it was Tim Burton's first film, my first score, and Steve's first orchestration. For the last ten years I've been doing midi transcriptions, which are so much simpler. With the deadlines I'm under, it's really impossible to do it any other way. To write 70 minutes of dense music in 90 days, you have to have a system. The sketches I provide are very detailed, so it's really just a matter of the logistics of doing the midi translations. (Elfman "So Danny Elfman Walks into Carnegie Hall...")
Challenges

Elfman faces constant confrontation about his true musical capabilities “due to his reputation as a self-taught composer and his parallel career as a rock musician...[H]e has been pursued by rumors, widely repeated as facts, that he is musically illiterate” (Halfyard 1). Amidst rumors and assumptions, he has been called a “hummer” - somebody who hums a melody and has someone else add and notate harmony and orchestrations - particularly because of his close relationship with his orchestrator, Steve Bartek (Halfyard 1, 10-11). Elfman is confident in Bartek’s orchestral abilities despite the latter’s lack of extensive training: “The bottom line is what you hear in your head...I hear orchestral music in my head...The only difference between me and a conservatory-trained person is that I can’t analyze why it does what it does” (Doerschuk).

After reading an interview published in the magazine, Keyboard, describing Elfman’s musical history, a professor and composer, Micah D. Rubenstein, sent a letter strongly disagreeing with any praise given to Elfman for his “work.” Rubenstein stated that lack of theory does not necessarily interfere when writing “bubble-gum rock and roll” but does for orchestral music. He claims that Elfman is successful only because of the people who help him develop his music: his orchestrator, Steve Bartek, and many of his scores’ conductor, Shirley Walker. In an issue of Film Score Monthly, Bartek responds to a related interview question:
He had a perfectly working knowledge of music notation…He considers notation a problem for him, because [of] the fine points of dynamic markings, where they go exactly. He’s not good at bass clef, but he does write everything in treble clef with an octave marking so you know exactly where he wants it to sound. (Kendall)

In response, Elfman argued that both Bartek and Walker did not attend conservatory and consider themselves self-taught. Elfman and Rubenstein exchanged many letters which providing a catalyst to doubts of Elfman’s musical capabilities. However, his reputation gradually regained credibility when multiple scores were nominated for an Oscar, with and without Walker’s conducting, and his consistency in style and sound demonstrated truly original work (Halfyard 12-14). Based on a plethora of interview sources and personal musical analysis, Halfyard states,

The lack of formal study has clearly not impoverished his imagination in any way and has very possibly enhanced it: he has never specialized in one type of music and so his palette is much broader, and arguably more inventive than that of many of his contemporaries in the film music community. (Halfyard 16)

Elfman’s diverse experiences ‘studying’ music has provided challenges and strengths, both of which have made his music iconic and successful.
John Bucchino

John Bucchino is a songwriter from Los Angeles who struggled to be noticed and eventually found his niche in writing cabaret music. When he moved to New York and found performers who wanted to perform his music, he was faced with a challenge. He had only ever utilized tape recordings because he never learned how to read or write music. When it came to generating sheet music so his pieces could be performed, he had to make his tape recordings work for everyone.

In an interview with Talkin' Broadway, he discusses the challenges faced when creating a songbook, a compilation of sheet music for his compositions. He describes himself as “meticulous” and praises the technology that made it possible (Bucchino "Interview with John Bucchino"). With help from Mario Vaz De Mello, a composer from Brazil, they were able to fully notate and vocal arrange some of his best work. In the introduction to his songbook, Bucchino says,

Since I don’t read music, getting these songs onto paper has meant translating what which is most dear to me into a language I don’t speak. Add to that the fact that freezing something which I see as a living, evolving piece of art onto a page feels much like pinning a butterfly to a board. I never play the songs the same way twice – there’s always the
serendipity of the moment affecting a chord choice, tempo or a bit of
counterpoint…

We worked like this: I would play the song into his computer via
two electronic keyboards, the left hand part on one and the right hand
part on the other, so the computer could tell what was in the treble clef
and what was in the bass clef. Then came the tedious task (usually at least
10 days) of cleaning up the computer’s inaccuracies and over-accuracies,
separating voices..., typing in the lyrics, [and] deciding on the appropriate
expression markings. (Bucchino "Author's Note")

Lacking a strong foundation in music theory is enough of a challenge when
pursuing music composition, however, Bucchino has still made a name for himself and
his music without the skill to even read music. There could be possibilities of bringing
his music to significantly more performers and audiences if he ever chose to obtain
those skills. To have made it as far as he has without them is, nonetheless, impressive.
Interestingly, Bucchino firmly believes these skills provide an occasional challenge but
remain unnecessary:

Creating songs has nothing to do with reading or writing music. Luckily,
I’m a fairly facile pianist and have been playing by ear since I was about a
year old. When I’m working out the ideas for a song, I just sort of keep the
tape recorder running and eventually shape it that way. (Kellow)
This method certainly does not work for all musicians. Some make stronger connections with theory and some with aural recognition. For Bucchino, listening to his idols’ compositions and experimenting on a piano was the perfect fit for him. Bucchino’s influences were pop artists such as Billy Joel, Elton John, and Joni Mitchell. “What I write is a little more complex than your basic pop song. I got kind of discouraged, sending out lots of demo tapes and playing little coffeehouses and clubs” (Bucchino "Interview with John Bucchino"); he had never considered writing for theatre prior to his failed attempts at being a pop artist until theatre idols, Stephen Schwartz and Stephen Sondheim, personally contacted him to offer compliments on his music and recommend a more theatrical genre. This introduced him to a new world of opportunity: “I have found that the theatrical elements in my work that were a liability in the pop world are actually an asset in the musical theater, because it means I write songs instead of extended recitatives and scenas. They’re more concise because of my pop background, and they have more accessible melodies” (Bucchino "Interview with John Bucchino").

Despite his lack of preparation for theatrical composition career, his work receives great acclaim for concerts and musicals;

[Excerpt from a concert review:] Songwriter John Bucchino's songs are staples of the cabaret circuit, and deservedly so; he has the ability to present the inner emotions of contemporary life in words matched to
soaring music that straddles the eras. (Suskin "John Bucchino & Friends in Concert").

[Excerpt from A Catered Affair theatre review:] A songwriter whose work has been widely embraced by cabaret performers, Bucchino is new to musical theater and a welcome addition to the post-Sondheim generation of thoughtful composers that includes Adam Guettel, Michael John LaChiusa, Jeanine Tesori and Jason Robert Brown. (Rooney)

[Excerpt from The New York Times review:] Songs like ‘Painting the Kitchen,’ an amusing depiction of home improvement as a therapeutic exercise during which the narrator carries on an interior dialogue with his therapist, emphasize his gift as a witty phrasemaker in the Sondheim mold. (Holden).

[Excerpt from It’s Only Life review:] Bucchino is an original, as a composer; as a lyricist, he seems to talk like us and think like us. The words and images are rich and wonderfully human, speaking from the heart to the heart… (Suskin "On the Record: John Bucchino's It’s Only Life and Noel Coward’s Sail Away")
In 2005, Bucchino was honored with the Fred Ebb Award for influential musical theatre songwriters that have not yet received commercial acclaim. Concerning aspiring songwriters, he says, “The moral of the story is, even if it’s in a total vacuum, do what you love to do. Keep doing it, no matter what anybody says. Eventually, somebody is going to notice, if you keep working at it” (Kellow).
CHAPTER TWO

My Influences

My introduction to music was participating in choir all through elementary school. At the age of seven, my parents enrolled me in piano lessons. Struggling to stay on the strict track of whole note melodies when I wanted to practice the lessons in the back of the Level One book, the lessons did not continue for much longer. Left with a 44-key keyboard and no instruction, I spent my time making up melodies.

For years later in junior high school orchestra, I learned and played the upright bass. I was introduced to key signatures, time signatures, note values (other than whole notes), dynamics, etc. Learning how to read music led to applying that new knowledge to the piano. I would Google search popular songs from the radio and sing, accompanying myself with basic chords at the piano. Three years of orchestra enabled my ear to listen to the background, especially the lower-toned instruments.

Film scores have always fascinated me, particularly those by Danny Elfman. When I would compose simple chord progressions (which took considerably longer having never heard of the Circle of Fifths), I would imagine other instruments and simultaneous melodies. I would sit at the piano, choose a key, and improvise melodies for hours. I would imagine a scene from a movie and try to write a melody that would follow the action.
In high school, my focus changed to musical theatre. Listening and singing to various soundtracks such as *Side Show, Joseph and the Amazing Technicolor Dreamcoat, Phantom of the Opera, Wicked, Next to Normal, In the Heights*, etc., I began to include lyrics in my simple compositions. The songs followed a more formal structure.

For several summers, I participated in a musical theatre composition workshop for teenagers called Lovewell Institute for the Creative Arts. Twenty to forty teenagers created a story with characters. We would organize the plot, write the script and the music, and then perform it within three weeks. As impossible as that sounds, it succeeded every time. These experiences allowed me to put all of my interests together: writing music, writing stories, performing theatre, and playing the bass when I wasn’t onstage. Along with this workshop, I experimented with other instruments such as guitar and violin. Playing guitar and reading chord charts furthered my knowledge of chords by introducing me to sevenths, sustained seconds, and sustained fourths.

While I still spent a significant amount of time playing the piano, I was now improvising more than playing what was on the page. I could read piano sheet music only one note at a time. Danny Elfman’s interview about writing music as fast as he can read it (Elfman "So Danny Elfman Walks into Carnegie Hall...") intrigued me because we shared this challenge.

The B.F.A Musical Theatre program at the University of Central Florida requires two music theory courses. My prior informal music education was choppy, and these
classes illuminated many shortcuts and concepts. For instance, the Circle of Fifths astounded me because I never knew that there was an ongoing pattern and progression of chords and key signatures. The possibilities of transposition also intrigued me and allowed me to have more options when composing. Amongst the theory studies, I learned about more complex time signatures, aural and notation training, sight-reading, primary and secondary chord progressions, inversions, and more.

While professional musicians typically have more training than only Music Theory I and II, I feel I have the foundation for a basic understanding of what my compositions are doing. As Elfman said, “The only difference between me and a conservatory-trained person is that I can’t analyze why it does what it does” (Doerschuk). While I plan to eventually acquire more training that does not mean I am incapable of composing more than “bubble gum pop” music at this level.

My Approach to Composing

I find inspiration for songs in various ways but most often I unexpectedly hear a line or two of lyrics with a melody in my head. I then write down the lyric and continue writing down any words or phrases that relate to or further the idea. Typically the song concept stems from a recent scenario that I then dramatize into a full story and song.

Once the lyrics are organized into stanzas, I plunk out the original basic melody on the piano and experiment with the underlying chords. Some songs take on an
arpeggiated accompaniment while many take a contemporary rhythm of chords underneath, such as:

Figure 1 Contemporary Pop Rhythm. Excerpt from "A Night Like This/His Eyes" by Abigail Cline

As my piano skills have improved over time, these rhythms have become different or more complex. Often when I want to emulate a particular sound or style of song, I will analyze the sheet music of said song and attempt to compose a similar structure. For example, *Ordinary Days* is a musical that is contemporarily conversational. I challenged myself to write a similar patter-style song which resulted with “Writer’s Block.” While Adam Gwon’s piano score is a higher playing level than mine, I was still able to model a repetitive phrase to play under the conversational lyrics. For comparison, see Figure 2 and Figure 3.
Figure 2 Excerpt from "Calm" by Adam Gwon

Fast, breathlessly

So: I am on the six train heading uptown to my lit profes-sor's of-fice, it's, like,

light years off of cam-pus, don't ask me why. I'm sand-wiched in bet-ween this guy who's

lit-er-al-ly drool-ing and this Eu-ro-pei-an hip-stee who, well, let's be hon-est: smells.
Figure 3 Excerpt from "Writer's Block" by Abigail Cline

\[ \text{Staccato (as if typing)} \]

\begin{align*}
\text{Sit here and write all day every day} \\
\text{Think ing and typ-ing 'til my fing-ers want to fall off} \\
\end{align*}
The Process of Notation and Musical Direction

As a portion of this thesis, a demonstration of my original compositions was performed on November 20th and 21st, 2015 called Parallel Roads: A Song Cycle by Abigail Cline. In preparation for this, I took an Independent Study course with Dr. Thad Anderson at the University of Central Florida with lessons and exercises in the widely popular music notation software, Sibelius (See Appendix One). Through the semester, I notated eight compositions, all of which were included in the performance. With an additional two that were not notated, the performance was comprised of ten original songs.

Some of the songs that were notated presented musical challenges. Similar to Gershwin and Bucchino, I play my songs differently every time so standardizing them was intimidating. I had to make many definite decisions, some of which I had multiple options. This challenge occurred most prominently in “Writer’s Block.” Even though the piano accompaniment was rather simple and repetitive, the dynamics in which each phrase was done made a huge impact on each theatrical moment. Some dynamics include the staccato phrases indicating the character typing, and the eighth notes into a whole note following the character’s rapid thoughts into a stagnant “writer’s block.”

There were even two compositions that were too difficult for me to notate. Mentioned in Appendix One, “Take It Or Not” was too difficult to develop into a full piece and was removed from the performance entirely. The other piece was “Different
Colors” which was simple enough to teach by rehearsals and recordings that it remained part of the song cycle.

*Parallel Roads: A Song Cycle by Abigail Cline* was my second experience music directing but certainly the more significant. After two rounds of auditions and a posted cast list, all of the performers received a print copy of the selected sheet music. We organized individual scheduling through Doodle.com and found two-three one hour rehearsals for each song during the three weeks before the performance. Within each first rehearsal, I plunked the melodies/harmonies, recorded the accompaniment for rehearsal use, and if applicable some received a backstory for the song’s context. The second and third rehearsals were fixing wrong notes or phrases and enforcing dynamics.

Since I was the only person who had sung or heard all of these compositions, I encouraged the singers to add their own flair to the songs for rehearsals. Some songs, mainly “Different Colors,” did become more collaborative. While most did not attempt to change any notes or rhythms, every performer put the song in a fresh light. Naturally, some singers were easier to work with than others. For direction, the anticipated conflict of a peer being the director did not become a challenge. For organizing rehearsals and juggling conflicts, it did. Nonetheless, it was rewarding to see my music premiered and well received by a supportive audience.
APPENDIX ONE: NOTES FROM INDIVIDUAL COMMITTEE MEETINGS
Tuesday 2/10/15: 
I observed and participated in Dr. Anderson’s Intro to Music Technology class. We learned the basics of Sibelius including
- Starting a project (selecting instruments, time signature, key signature, inputting notes and pitches, using the MIDI keyboard, etc)
- In-class assignment (to be finished outside of class): fix the given sheet of music to a cleaner and simpler format

Thursday 2/12/15:
I observed and participated in Dr. Anderson’s Intro to Music Technology class.
- Time to ask last minute questions/issues regarding the assignment
- Learned more specific tools in Sibelius (multiple instruments, pick-ups, changing time or key signatures mid song, etc)
- Next class: bring in a page of sheet music of your preferred style of music

Tuesday 2/17/15:
I observed and participated in Dr. Anderson’s Intro to Music Technology class.
- In-class assignment (to be finished outside of class): replicate the page (I used the first page of “Perfect” by Ann Hampton Callaway) in Sibelius
  - Learned how to change fonts, add guitar chords, separate beams, add expressions and dynamics (i.e.: “with pedal,” fermata, etc), and add lyrics

Thursday 2/19/15:
I observed and participated in Dr. Anderson’s Intro to Music Technology class.
- Time to ask last minute questions/issues regarding the assignment

Thursday 3/5/15:
I met with Dr. Chicurel-Stein to discuss issues regarding my thesis and this was the first time I showed him any of my music through Sibelius.

Working Thesis Question: How can an informally trained musician use today’s technology and tools to contribute to the music industry?

After spending an hour or so in the UCF Library, the only significant resources that were related to technology were the use of it in classrooms for grade school students and curriculums. My project and goal were not so much
about the education of music to promote better cognitive learning but rather to promote learning how to write music, particularly outside of a music classroom.

Throughout our discussion, we formed the idea of researching significant informally trained, or self-taught, composers and what their journeys were. What were their influences? How did they come to find music? How did they learn? How much training do they have? What is their personal process of composing? How type of impact(s) did they make in the music industry? He suggested starting with George Gershwin and John Bucchino, both Musical Theatre composers but of different time periods with different assets and influences.

New Working Thesis Question: What process and tools did informally trained musicians, particularly George Gershwin and John Bucchino, use to contribute significantly to the music industry?

I showed Dr. Chicurel three working songs: “How Much Longer,” “When You pt.1,” and “Take It Or Not (Musescore version)”

Critiques/Notes:
- He said he liked the songs, particularly the drive of “Take It Or Not”
- He recommended talking to Dr. Anderson about fixing some rhythms on the page to make it easier for the musicians
  - Change “16th note slurred into a dotted half note tied to an 8th with a 16th rest” to “a grace note slurred to a whole note”
- Are you considering adding any instruments other than piano? Yes, I want to write in a violin part to most of the songs and a guitar part into both parts of “When You”

Thursday 3/5/15:
I showed Dr. Anderson three working songs in Sibelius and we discussed formatting and publishing.

Critiques/Notes:
- When writing, separate the syncopated notes by beat with ties rather than off-beat dotted notes
- Separate eighth note beams from four to two to make it more pleasing to the eye
- Grace notes will clean up the rhythms for “How Much Longer” without changing the result
- Tempo can be changed in the Time Signature menu
- If having a difficult time with inputting, isolate the voice or piano part to better hear it
• For a song I inputted previously into another music notation program (Musescore) that I was unable to transfer to Sibelius, we exported it to a XML and then to Sibelius successfully
  o The new score, “Take It Or Not,” was messy but tweaking will save me more time than inputting all of it again
• A MIDI chord for my personal piano keyboard might help speed up the inputting process at home
• Look at other music of a similar style and observe house styles and create my own
• Consider self-publishing the music and selling them from my website to receive all proceeds and share my compositions

Thursday 10/15/15:
I met with Dr. Anderson to proofread finishes song notations.

Critiques/Notes:
• “Journey”
  o An inaccurate accidental
  o Rhythm inconsistencies
    ▪ M. 43 and 56: dotted quarter note and eighth rest on first but not when repeated
    ▪ M. 94: half tie to eighth note instead of rest
    ▪ M. 103: separate the notes instead of “rolling” them like chords
• “When You pt. 2”
  o Formatting: find different font or write-out for Cadd9 because Sibelius won’t write it in overall font
  o Rhythm inconsistencies
    ▪ Slurs instead of ties (m. 8, 10, all grace notes, etc)
    ▪ M. 29: half – quarter – quarter instead of tied quarter and eighth rests
    ▪ Keep consistent bass lines
• “Writer’s Block”
  o Insert text to clarify when melodies are “2x only”
  o Rhythm inconsistencies
    ▪ M. 146: match the length of notes in accompaniment (sustain bass notes more)
• “Kiss Me in the Rain”
  o Discussed whether to notate as a lead sheet or notated guitar

Numerous E-mails from 10/15/15 – 12/3/15:
I periodically sent sections of my paper to Dr. Chicurel and Earl Weaver who returned notes through Track Changes in Microsoft Word. Notes included areas that needed clarification, areas that needed more elaboration, and grammar edits.
APPENDIX TWO: SONG CYCLE COMPOSITION NOTATIONS
When You Look Up at the Moon

Part One

Abigail Cline

\( \text{J} = 116 \)

VAMP - dialogue

2x only:

When you

Boy

\[ \begin{align*}
\text{C} & \quad \text{C/F} \\
\text{C} & \quad \text{C/F} \\
\text{C/F} & \quad \text{C/F} \\
\end{align*} \]

Piano

\[ \begin{align*}
\text{C} & \quad \text{C/F} \\
\text{C} & \quad \text{C/F} \\
\text{C/F} & \quad \text{C/F} \\
\end{align*} \]

5

look up at the moon__

I will be looking too_

Copyright 2015 © Abigail Cline

9

We'll share the moon, the stars, and sky_

On the
I'll serve my country and forever you'll be with me.
When You Look Up at the Moon

Part Two

Abigail Cline

Woman:

When you

Piano

C C/F C C/F

Copyright © Abigail Cline

Girl:

I wonder if you're looking too...

Woman:

look up at the moon____ I wonder if you're looking too...

Copyright © Abigail Cline
Do you see the same night sky as me?

Do you see the same night sky as me?

C

C/F

C

C/F

C

C/F

Looking at the stars

So close and yet so far

So close and yet so far
That shoot-ing star, Did you wish for me?

Did you wish for me?

C C/F C C/F

Girl:

Thinking of you when you are far away

Woman:

far away

G C(\text{\textsuperscript{9}}) G C(\text{\textsuperscript{9}})

\text{\textsuperscript{9}}
4

Knowing the next day will be some day

G C(\"9\") G C(\"9\")

C

Girl:

I miss you so much

Woman:

I miss you so much though I want to say... I don't
It should get easier...

It should get easier... but it won't

Woman:

I look a round... me and your face and name come up e-very where
42

Girl:

Why must life be in the way? The war kills every-body's dreams

Woman:

but now I've got my own life to plan

my own life
Girl:
Will we have a future?

Woman:
If I dwell too long whatever it
We have a past
is may show up too fast
Thinking of you when you are

Woman: far away
Knowing the next hello will be

Thinking of you far away
He - llo
some day
I miss you so much though I
some day
I miss you so much though I

want to say I don't
It should get easier
want to say I don't
It should get easier but it
I look around me and your
won't
I look around me and your

face and name come up everywhere
I just can't
face and name come up everywhere
I just can't
get you out of my mind
get you out of my mind
C(79)
D
Writer's Block

Abigail Cline

\( \text{\textit{Adagio} = 135} \)

Staccato (as if typing)

sit here and write all day every day

Think ing and typing 'til my fing ers want to fall off

Copyright © Abigail Cline
Over the years, I've gathered a daily routine

And it starts with me saying (spoken) You gotta love coffee.

You gotta love it so

drink it all day and all night 'til I feel like I'm gonna blow
drink it hoping that my writing won't tooo--elly

suck

A ca-

rear in nutrition, dogs, babies, pol-i-tics, sci-en-ti-fie par-tic-les

var-i-ous ar-tic-les

A ny jour na-list gig I can
get my hands on
May be soon one

day I'll wake up and say Oh wow, I've got some inspiration. Got a

stellar idea Finally some motivation

A ca
rer in nu-tri-tion, dogs, ba-bies, pol-i-tics, sci-en-ti-fic par-tic-les

Var-i-ous ar-tic-les, Any jour-na-list gig I can get my hands on

Where am I in my
life?  What the Hell is my pur-pose on this Earth?  Why am I... here?
Scribbling and writing every moment of every day

Some-thing a-bout writing dis-tracts me a-way  From the haunt-ing in my

mind
May-be if I took a break from the coffee
I could get a full night of sleep
And may-be

get some rest for a little while
(spo) What's the saying?
8

100

Some-thing like "You cre-ate the path if you lead" How do I

104

sho-vel a path of my own if I don't know which di-rec tion to

107

seek? How can I search if I don't know what I'm look-ing
for? Or is it some-thing I’ve go-tta

give up find-ing

May-be be-ing a lo-ner is my pro-blem Where’s in-spir-

a tion if you ne-ver leave home? Fri-ggin’wri-ter’s block may force me out of this
daily routine

starting or ending or not comprehending where I am in my life?

I thought writing would be my escape

But it
proves to just be a horrible reminder of
every page I eagerly turned all those years ago
His Eyes/Night Like This

Abigail Cline

\( J = 145 \)

7

GUY: A

Is it wrong to love someone that you don't love?

13

Sleeping alone doesn't take long to be tired of Un-
usual for her I don't want her to feel compelled But

does it make me a bad person to want to be held?

GIRL:

With a boy so different from me in every way The line between pre
tend and genuine seem gray. His fingers brush my skin,

see-through as glass. His lips travel the ocean And cause waves as they pass. Matching our puzzle pieces would result in some holes.
The two of us.
but there's a sparkle somewhere in his soul

Be with me

Something without name

Something words can't mold

His

eyes hold pages of mysteries

I yearn to unfold

GUY:

Come to me

A
Ah seems so surreal
secret night alone together. seems so surreal

Hm

in-ti-mate touch of lips that almost doesn't feel real
Love, what's love?

Ah

Love, what's love when it's always on distant display?

Un-

Ah

Til we see yellow on the horizon, please stay
His strong fingers untangle and hold me by the chin
Oh

GUY:

I'll hold you

Ten strings of

My head feels light as a feather as he

warmth across my bare skin

Him
holds it by the hand

Esc-ta-sy

GUY:

Esc-ta-sy for an evening
Scared to mis-under

His eyes a starr-y night, Each tell a stor-y

These stand
The two of us
my-ster ies born bard me with cur-i-o-si ties They shine in the shades of

Be with me

blue in his eyes I o-pen to you in hopes to see past your dis-

Come to me
All of a sudden his eyes are
guise

Ah

der deeper than they've ever been They spark a possibility that

Hm

68
guise

All of a sudden his eyes are

Ah

deeper than they've ever been
They spark a possibility that

Hm
something might begin
My fingers run through the
Hm
Run

meadow of his hair
I feel a sense of close-ness I never thought we'd

I feel a close-ness I never thought we'd
GUY:

A secret night alone together seems so su-

share

With a girl so different from me in every

rreal

An intimate touch of lips that almost doesn't feel

way

The line between pretend and genuine seem gray
real Love, what's love when it's always distant. distant.

Her fingers brush my skin, see through as

play? After we see yellow on the horizon, please stay

glass Her lips travel the ocean And cause waves as they pass

156
GIRL:
Is it

GUY:

wrong to love someone that you don't love?
Does it make me a bad person to want to be held?

Does it make me a bad person to want to be held?
Journey

Abigail Cline

Copyright 2015 © Abigail Cline
Lately

Abigail Cline

\[ j=80 \]

**Voice**

\[
\begin{align*}
\text{How } & \text{ have } \\
\text{you } & \text{ been lately } \\
\text{I have } & \text{ n't seen you } \\
\text{while } & \text{ How's } \\
\text{ev-ery thing been lately } & 
\end{align*}
\]

**Piano**

Copyright 2015 © Abigail Cline
o-nly i-ma-gine how Em-o-tions can.

ta-ke con-trol. But things are
dif-f'rent now. You can strive for a new goal

I was scared of lo-sing you. You
worry me every day. Moving on,

I can help you find your way. So how have you been lately?

It's been some time. We should catch up. An
old friend never fails to see The real you

close up. You'll be alright

I will always be here You'll be

fine tonight No need to fear
How Much Longer

Abigail Cline

Piano

Woman:

I remember standing in his kitchen

There was no music, it was just us standing there

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swaying side to side  I hoped no one would turn the corner

See us dancing to silence 'cause there we were swaying side to side.

Looking back there were stars in his eyes
Here and now, all I can ask are just a bunch of why-'s

I guess he's gone from the war and all it's glory Knowing now___

How much longer can I

We are just another war's love story___
go without your touch? Without your kiss? How much longer will I

last with nothing but letters like this? How much longer can I

live without your lips caressing me? How much longer will I
be with no-thing but let-ters and mem-or-ies?

with drive

Ab

Ab(sus4)
Woman:
I remember our junior prom

No good music No decent dances But there we were
Swaying side to side
In the middle of the dance floor

We were in our own world
No one was a-round us
when we were just
Girl:

Hop-ing you will write soon a-again.

Sway-ing side to side.

Woman:

Hop-ing you saw the last le-tter that I sent.
Many dreams to dream of

Fm

us and our future

Wishing you came back any sooner
How much longer can I go without your touch? Without your kiss?

How much longer will I last with nothing but letters like this?
How much longer can I live without your lips caressing me? How much longer will I
be with no-thing but let-ters and me-mor- ies?

Db

Ab

A\(b\)\(_{\text{sub}}\)

Ab


I love
Parallel Roads

Abigail Cline

\[ j = 125 \]

5

On these parallel roads Each of us with different goals

A

9

A crossing occasionally in between

Copyright 2015 © Abigail Cline
Always on the move
hoping one day we can merge into

Some-day soon

How can I make you understand
I'm

proud so proud of what you accomplish
But how can I live with someone who be
lieves that what they do over rides me You know that say ing "My

way or the high way?" We ne ver thought that way be fore But

now the roads are start ing to swerve

Am I will ing to
give up my route
to turn on - to yours?

Al-ways dread-ed when I'd have to choose
Now you're mak-ing me choose

Just be-cause I don't savelives I don't ad

vance the new est tech - no logy Does-n't mean I'm not
Worth a try
Doesn't mean I'm worth less than you.

How can I make you understand
How can I, as you've said, pull you down to my level?

How can I take you out of your ego for just a moment to breathe
just breathe

Am I willing to give up my route
to turn on to yours?

Always dreaded when I'd have to choose
Now you're making me choose...
APPENDIX THREE: SONGS NOT NOTATED
“Just Kiss Me in the Rain”

Intro: Strum D A G A

Strum
D A G A

The moonlight, the sunset
Romantic scenes abound
Beautiful, calm, and sound
I’m so glad I found you

Kiss me, love me
Give me something to live for
Give me someone to die for
I’m head over heels for you

I've been missing you since you've been gone
I know you're off making your successes
I still can't help but miss you when you're gone…

[Pause]
(Bigger) Strum
D A G A

The sun shines when I hear your name
It’s like the clouds have gone away
And even when it starts to rain
No worry or pain
Just kiss me in the rain
[Pause]
Oooh

A smile, a laugh
Let me hear it all, let me feel it all
Catch me when I fall (higher octave AMaj chord slide down) for you

Hold me, you found me
I am yours for now, maybe longer than now
Be with me

I've been missing you since you've been gone
I know you're off making your successes
I still can't help but miss you when you're gone…
[Pause]
The sun shines when I hear your name
It's like the clouds have gone away
And even when it starts to rain
No worry or pain
Just kiss me in the rain

[Pause]
Oooh

La la la...
Just kiss me in the rain
Don't let me feel the same as any other girl
Just kiss me in the rain

[Pause]
Oooh
“Different Colors”

Intro: Strum B  F#m/A  E

Strum
B  F#m/A  E
B  B/A  F#m/A  E

SOLO:
A brand new slate. An opportunity
You don’t usually get in a lifetime
Has been handed to me.
What mountains do I need to learn to climb?

SOLO:
Here I am feeling unfamiliar
In a new place, but I’ll try
To adjust to something different
And maybe ask myself why

Strum
A  B
F#m/A  B

ALL:
I’m too timid to reveal who I am.
They’re looking at me. Do they criticize?
I’ll keep an open mind. Maybe they’ll do the same.
A joint community. Let us visualize!

Strum
E  A(sus4)  A/B
E  A(sus4)  A (hit!) Tab: A-B-C#-B-C#-D-A
E  A(sus4)  A/B
E  A(sus4)  A

ALL:
In a world of different colors
Where words mean something new,
We’ll teach others and be taught.
We learn to break through.
Searching and being searched
Exchanging thoughts and opinions
We’ve all got something new to know
From this chance we’re given
Interlude: (1x only) B F#m/A E

B F#m/A E
B B/A F#m/A E

SOLO:
We’re told we’ll be judged by all the world
Now doesn’t that seem kind of strange?
Who are those judging?
Why can’t they be the ones to change?

SOLO:
The globe keeps spinning
Regardless how we treat one another
Being selfish, mean, or cruel
Will not bring us all together

A B
F#m/A B

ALL:
Don’t be too timid to reveal who you are
They’re looking at you. They may criticize
Keep an open mind. Make them do the same.
A joint community. Let us visualize!

Strum
E A(sus4) A/B
E A(sus4) A (hit!) Tab: A-B-C#-B-C#-D-A
E A(sus4) A/B
E A(sus4) A

ALL:
In a world of different colors
Where words mean something new,
We’ll teach others and be taught.
We learn to break through.
Searching and being searched
Exchanging thoughts and opinions
We’ve all got something new to know
From this chance we’re given
Capo 1!
Strum
E A(sus4) A/B
E A(sus4) A (hit!) Tab: A-B-C#-B-C#-D-A
E A(sus4) A/B
E A(sus4) A

ALL:
In a world of different colors
Where words mean something new,
We’ll teach others and be taught.
We learn to break through.
Searching and being searched
Exchanging thoughts and opinions
We’ve all got something new to know
From this chance we’re given
APPENDIX FOUR: SONG CYCLE PROGRAM
Parallel Roads: A Song Cycle by Abigail Cline

“Just Kiss Me in the Rain”
Abigail Cline
Austin Palmer

"When You Look Up at the Moon"
Brendan Jevons
Liza Wenzel
Lexi Nieto

“Writer’s Block”
Willow Draper

"A Night Like This/His Eyes"
Austin Palmer
Katie DeRosa

“Journey”
*Choreographed by Ashley Turner*
Tabitha Clear Kyle Laing
Alaric Frinzi Nicolette Quintero
Yolanda Gonzalez Caleigh Thykadavil

"Lately"
Sami Cunningham

"How Much Longer"
*Violin Arrangement by Evan Jones*
Ally Rosenblum
Hayley Strubbe

“Parallel Roads”
Fo’i Meleah

“Different Colors”
Abigail Cline
Katie DeRosa
Hayley Strubbe

The Band:
Abigail Cline – piano/bass, Austin Palmer – guitar, Evan Jones – violin

All songs are composed by Abigail Cline.
Thank you to Dr. Steve Chicurel-Stein, Earl Weaver, and Dr. Thad Anderson for supporting and guiding this performance and thesis project.
REFERENCES