

陈育新 著

大提琴 左手技术 练习曲

DATIQIN ZUOSHOU
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前言

大提琴不但是人们非常喜爱的独奏乐器，还是乐队中不可缺少的低音弦乐器。16世纪初，它已在欧洲等地流传。进入我国后，尤其是新中国成立以来，已将其纳入了音乐院（校）所开设的专业课。通过长期的教学实践，积累和升华了大提琴的教学经验，大提琴演奏技术也随之得到了不断的改进和提高。

我在长期的教学和演奏实践中体会到，要拉好大提琴，左右手演奏技术的同步和二者之间的默契配合十分重要。但许多演奏者往往认为右手比左手难，而把注意力较多地集中到了右手上，对左手有所忽视。在大提琴左手技术的训练和演奏中，有一些不易解决好的难点，如左手指有节奏地快速演奏单、双音换把的音准问题，以及左手的把位概念和换把的流畅自如无痕迹等，上述问题在演奏大跳音程时表现尤为突出。只有通过科学的训练方法，循序渐进地一一加以解决，我们的练习才会事半功倍，演奏才能得心应手、轻松自如。只有掌握了左手演奏的高难技术，加上右手运弓的完美配合，才能更好地演奏世界著名的大提琴独奏曲与大型协奏曲。

我把左手的难点问题列举出来，并通过我写的练习曲来加以集中解决，使演奏者能够从左手演奏技术的困扰中解脱出来，将精力集中到对乐曲的理解和艺术表现上。这是作为一位大提琴专业教师和演奏者的义不容辞的责任和义务，希望能以此填补国内大提琴左手技术训练没有专门练习曲的空白，对大提琴教学和演奏技术的提高有所帮助。

不当和疏漏之处，恳请前辈和同行们予以指正。

陈育新
2007年夏

手指节奏练习

节奏练习,可根据学生的情况,每天轮流作一、二次。坚持练习,能对学生的手指独立性、力度、速度地快速演奏打下坚实的基础。

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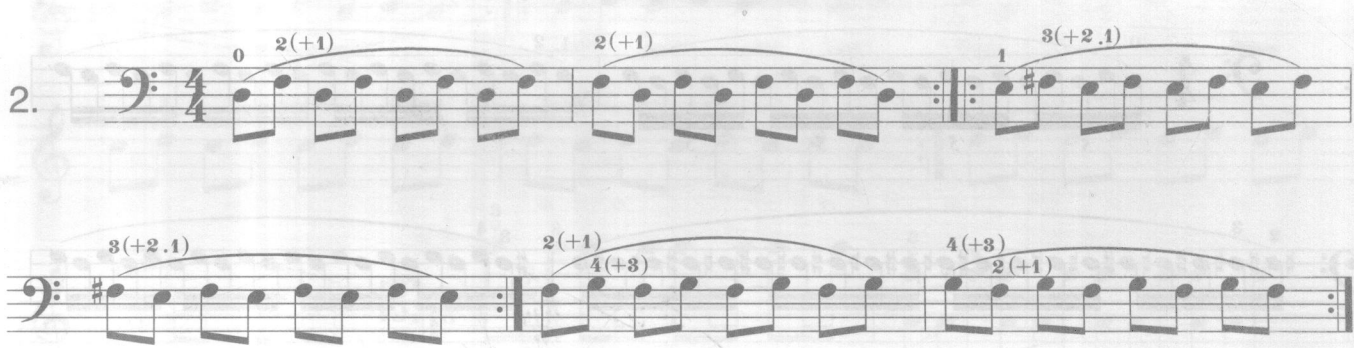
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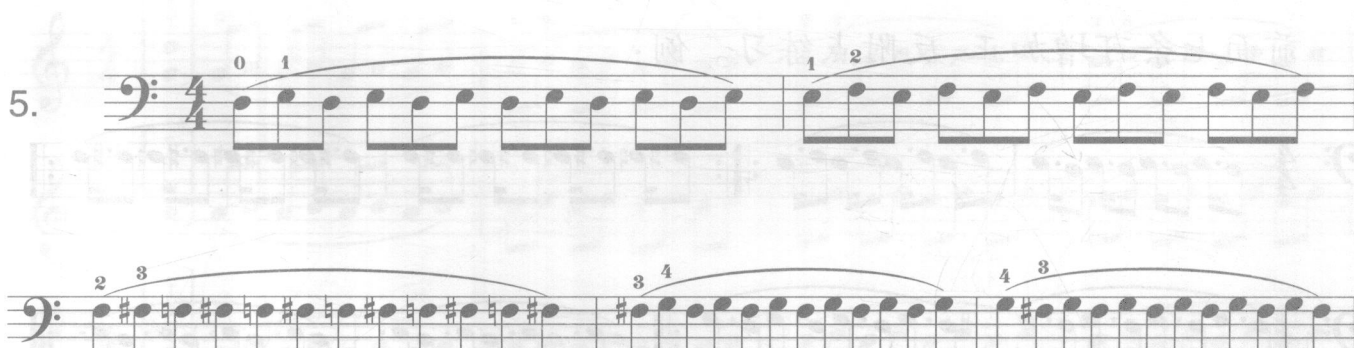
一 手指节奏练习

此节奏练习,可根据学生的情况,每天轮流作一些训练。坚持练习,它将对学生的手指独立性、力度、有节奏地快速演奏打下坚实的基础。

1. 

2. 

3. 

4. 

5. 

6.

7.

前面七条可增加正、反附点练习。例：

前面七条也可移高1-2个八度在拇指把位练习。例：

Example musical score for six staves of exercises in 4/4 time. The exercises involve various fingerings (1, 2, 3, 4) and slurs, demonstrating techniques for playing in different thumb positions.

以上练习可以移在各个拇指把位进行练习。例：

Example musical score for six staves of exercises in 4/4 time, showing exercises across different thumb positions. The exercises involve various fingerings (1, 2, 3) and slurs, demonstrating techniques for playing in different thumb positions.

以上七个把位的练习还可以移高一个八度或移低一个八度练习。例：



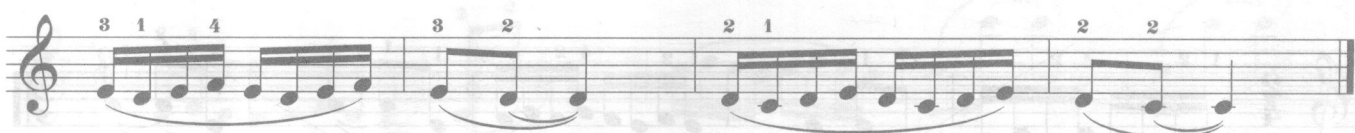
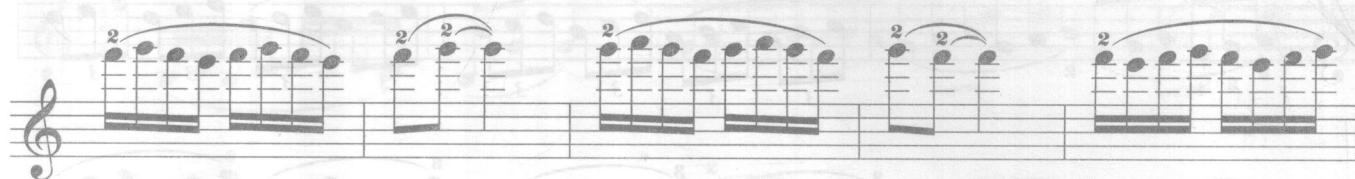
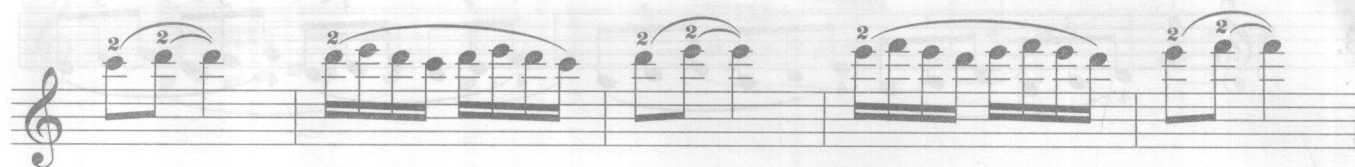
二 流利手指及换把练习

流利手指及换把练习，可根据学生程度，在两小节、四小节、六小节或八小节之内进行反复练习，也可以拉通作为高水平学生的每日练习。

1.

The exercise is a continuous sequence of eighth and sixteenth notes, often beamed together in groups of four or six. Fingerings are indicated by numbers 1, 2, 3, and 4 above the notes. The exercise includes various patterns of ascending and descending runs, as well as slurs and ties. The notation is in treble clef.





3.

This musical exercise is written in 4/4 time and consists of seven staves. It begins with a treble clef and a key signature of one sharp (F#). The first staff contains four measures of eighth notes, each with a triplet of three eighth notes. The second staff contains four measures of eighth notes, each with a triplet of three eighth notes. The third staff contains four measures of eighth notes, each with a triplet of three eighth notes. The fourth staff contains four measures of eighth notes, each with a triplet of three eighth notes. The fifth staff contains four measures of eighth notes, each with a triplet of three eighth notes. The sixth staff contains four measures of eighth notes, each with a triplet of three eighth notes. The seventh staff contains four measures of eighth notes, each with a triplet of three eighth notes.

以前面三条练习为基础，换把方法及手指练习的音型不变，只是把换把的音程从2度音程起，增加到3、4、5、6、7、8度音程进行练习。下面举例：

1.

This musical exercise is written in 2/4 time and consists of two staves. It begins with a treble clef and a key signature of one sharp (F#). The first staff contains four measures of eighth notes, each with a slur over two eighth notes. The second staff contains four measures of eighth notes, each with a slur over two eighth notes. The third staff contains four measures of eighth notes, each with a slur over two eighth notes. The fourth staff contains four measures of eighth notes, each with a slur over two eighth notes. The fifth staff contains four measures of eighth notes, each with a slur over two eighth notes. The sixth staff contains four measures of eighth notes, each with a slur over two eighth notes. The seventh staff contains four measures of eighth notes, each with a slur over two eighth notes.

The image displays a page of musical notation for a piano exercise, organized into two systems of five staves each. The first system is for the right hand, and the second system is for the left hand. The notation is in 2/4 time and features a variety of rhythmic patterns, including eighth and sixteenth notes, often beamed together in groups. Fingering numbers (1, 2, 3, 4) are written above the notes to indicate finger placement. The exercises are designed to improve finger dexterity and coordination.

3.

Exercise 3 consists of six staves of music in 2/4 time. Each staff contains five measures. The first four staves show a descending triplet (4, 2, 1) followed by an ascending triplet (3, 2, 1). The fifth and sixth staves show a descending triplet (3, 2, 1) followed by an ascending triplet (3, 2, 1).

以上练习均应作移弦练习，培养学生的移弦能力。

4.

Exercise 4 consists of four staves of music in 2/4 time. Each staff contains five measures. The first three staves show a descending doublet (2, 1) followed by an ascending doublet (2, 1). The fourth staff shows a descending doublet (2, 1) followed by an ascending doublet (2, 1).

上例可用下列音型练习：

1.  2. 

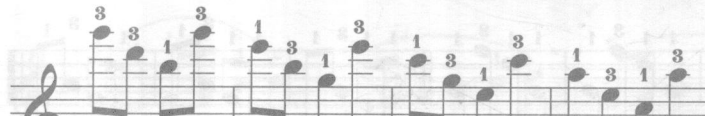
3.  4. 

也可进行移弦练习。

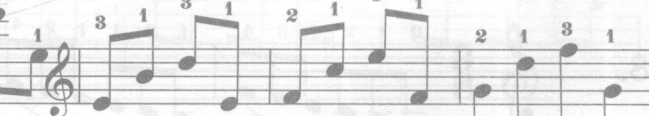
D弦 G弦 C弦

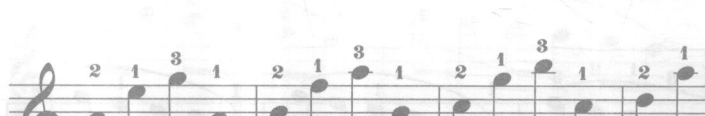
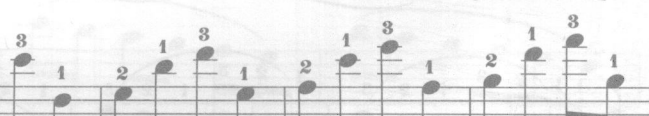
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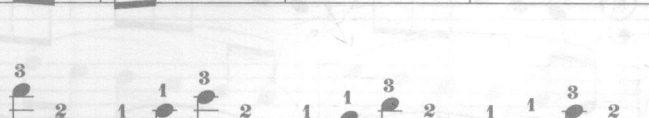
 

D弦 G弦 C弦

6.  



以上练习学生自己进行移弦练习。例：

