

“Der fliegende Holländer.”
(The flying Dutchman.)

BALLAD.

Wagner.

Allegro non troppo. (♩ = 63.)

29

f trem. *ben marcato.* *ff* *cresc.*

This block contains the piano introduction, starting at measure 29. It features a complex rhythmic pattern with frequent triplets and sixteenth notes. The music is written in a key with two flats and a 3/4 time signature. Dynamics range from *f* (forte) to *ff* (fortissimo), with a *cresc.* (crescendo) marking.

p *ritard.* *red.* *

Jo ho . hoe! Jo ho ho hoe! Ho
Yo - ho - hoe! Yo - ho - ho - hoe! Yo -

This block shows the vocal entry at measure 30. The vocal line begins with a *p* (piano) dynamic. The piano accompaniment includes a *ritard.* (ritardando) and a *red.* (ritardando) marking. An asterisk is placed below the piano part.

ho hoe! Jo hoe! Traft ihr das Schiff im Mee-re an, blut-
ho - hoe! Yo - hoe! Saw ye the ship on the rag-ing deep, blood-

mf *pp* *mf*

This block continues the vocal line from measure 31. The piano accompaniment features a *mf* (mezzo-forte) dynamic, a *pp* (pianissimo) dynamic, and another *mf* dynamic.

roth die Se - - gel, schwarz der Mast? Auf ho - hem Bord der
red the can - - vas, black the mast? On board un - ceas - ing

dim. *p* *mf* *dim.*

This block continues the vocal line from measure 32. The piano accompaniment includes *dim.* (diminuendo), *p* (piano), *mf* (mezzo-forte), and another *dim.* marking.

blei - che Mann, des Schif - - fes Herr, wacht oh - ne Rast.
watch doth keep the ves - - sel's mas - - ter pale and ghaſt!

mf *dim.* *p* *ff*

Hui! _____ Wie pfeift's im Tau! Jo ho he _____
Hui _____ *How roars the wind!* *Yo-ho-hoe!* _____

trem. *fp* *più cresc.* *f* *p cresc.*

Jo ho he!
Yo-ho-hoe!

Hui! _____ Wie pfeift's im
Hui! _____ *How bends the*

f *fp sempre cresc.*

Tau! Jo ho he! _____ Jo ho he! Hui! _____ Wie ein
mast! *Yo-ho-hoe!* _____ *Yo-ho-hoe!* *Hui!* _____ *like an*

f *p* *f* *mf*

Pfeil fliegt er hin, oh-ne Ziel, oh-ne Rast, oh-ne Ruh!
ar - row she flies, with-out aim, with-out goal, with-out rest!

dimin.

Più lento. (♩ = 100.)

Doch kann dem blei-chen Manne Er-
Yet can the spec-tre sea-man be

ritard. p p

lö - sung einstens noch wer - den, fräud' er ein Weib, das bis in den Tod ge-treu ihm auf
freed from the curse in - fer - nal, find he a wom-an on earth who'll pledge him her love e -

pp

Er - den. Ach! wann wirst du blei - cher
ter - nal, Ah! that the poor spec - tre

pp trem.

See - - - mann sie fin - den? Be - tet zum Him-mel dass bald ein
 sea - - - man may find her! pray, pray, that Hea-ven may soon in

p

Tempo I.

Weib Treu - e ihm halt!
 pit - y granthim this boon!

p marcato *cresc.* *f* *dimin.* *p*

Red. *

Bei bö - - - sem Wind und Stur - mes-wuth um -
 Once 'round a Cape he wish'd to sail, 'gainst

mf *p* *pp* *mf*

seg - len wollt' er einst ein Cap; er flucht' und schwur mit
 ad - verse winds and rag - ing sea; he cursed; "Tho' hell him -

mf *p*

tol - lem Muth: "in E - - wig - keit lass' ich nicht ab!
self pre-vail, I'll sail on till e - ter - ni - ty!"

Hui! ————— Und Sa - tan hört's! Jo ho he!
 Hui! ————— and Sa - tan heard! Yo-ho-hoe!

trem.
fp sempre. cresc.

Jo ho he! Hui! ————— nahm ihn bei'm
 Yo-ho-hoe! Hui! ————— and took his

f *fp cresc.*

Wort. Jo ho he! Jo ho he! Hui! ————— Und ver-
 word! Yo-ho-hoe! Yo-ho-hoe! Hui! ————— and ac-

f *p* *f* *mf*

dammt zieht er nun durch das Meer oh-ne Rast, oh-ne Ruh'
curs'd he now sails thro' the sea, with-out aim, with-out rest!

f *dim.*

piu lento.

Doch, dass der ar-me Mann noch Er-
But that the spec-tre sea-man be

ritard. *p*

lö-sung fän-de auf Er - den, zeigt' Got-tes En-gel an, wie sein Heil ihm einst könne
freed from last-ing dam - na - tion, Heav'n shall send him an an-gel to bring him peace and sal -

pp *p*

wer - den: Ach! könn - - - test du blei - cher
va - tion! Oh! if thou couldst, spec - tre

pp trem.

See - - - mann, es fin - den! Be - tet zum
sea - - - man, but find her! pray, pray that

pp

Himmel dass bald ein Weib Treu - e ihm halt!
Hea-ven may soon in pit - y grant him this boon!

p *marcato. cresc.* *dim.* *p*

Red.