

LESSON 1b. Tune analysis  
& style markers, cross-  
referenced with the *Guide* (7),  
chords

# 1b. Swallowtail Jig

## VIOLIN

Irish setting

Track 3-1b. slow • Track 4-1c. lesson • Track 5-1d. fast

traditional Irish jig

**Chords (8) - drive the first upbow and this one almost plays itself**

### Tune analysis & style overlay for interpreting fiddle music:

Analyze each tune for style, beat placement, form and chord structure

**1. Style:** Uses Irish "set" of jig ornaments, bowings, and rhythms: *flicks, smears, dotted quarter turns, trills, reefing, & rollups*. Pick and choose three or four from among them for each repetition of the tune, moving them around to create and accent new rhythms. Left-hand ornaments are added to the melody as a last step when they can be incorporated at normal playing tempos. Work each one up to speed using the lesson CDs and slow-down computer software or a metronome, increasing the tempo each session until you're up to speed. All ornaments are played without taking any time of their own, often at the beginning of phrases. Cut notes short just a little to leave time for ornaments and more importantly, to leave space within a tune. Don't, however, speed up when you do that. Leave the space and stay locked in the groove.

**2. Form:** 6/8 meter, structured evenly in two repeated 8-bar phrases, played AABB for 32 bars.

**3. Beat Placement:** Straight up on the beat, but *slurring into the downbeat*. Try slurring into the bar on an *UP-bow* to give a lilt to jigs.

**4. Chord structure:** E Dorian (E minor) - The harmony moves in a line, *i - VII - i*, in this case *Em - D - Em*. This is one of the four harmony types discussed in this book: **Dorian** (modal minor), commonly in Irish, Scottish, French-Canadian and Southern Appalachian music. With only two adjacent chords to identify, there's time to find more rhythms to play over them, as in the example above. See also *Diatonic Chords, 19; Chord Wheel, 18; Harmonic Structure, 19; Minor/modal chord progressions, 20*.