

Bijan Khadem-Missagh

Spiele
mit der
Violine

**Studien für
Fortgeschrittene**

**Playing
the
violin**

Advanced studies

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1. Einstimmung und Einleitung

VORWORT

Die Magie des Violinspiels in künstlerischer Vollen- dung birgt für mich das Potenzial einer Erfüllung, die in Worte zu fassen mir nicht immer leichtfällt. Die Musik und das Wirken als Musiker haben mich weit mehr beeinflusst und geprägt, als ich es je hätte erahnen können. Ich blicke auf ein berufliches Leben in mehreren Funktionen zurück; in diesen Jahrzehnten habe ich Beobachtungen gemacht und Erfahrungen gesammelt – als Musiker und als Vater von drei Kindern, die ich auf ihrem Weg in die Musik begleiten durfte. Für mich ist die Zeit jetzt richtig, um meine Beobachtungen und das, was ich mitgenommen habe, zusammenzufassen und weiterzugeben.

Über einen Zeitraum von rund 50 Jahren haben sich die Inhalte und Übungen angesammelt, die in diese Studien für Fortgeschrittene einfließen. Wer die Violine schon kennengelernt hat und die Grundlagen beherrscht, betritt einen besonders interessanten Bereich der Musik, in dem das Zusammenspiel zwischen Technik und unseren musikalischen Wünschen große Bedeutung gewinnt. Mangelnde Kondition und zu wenig Vorbereitung wirken oft als Hindernis und Blockade bei der Übermittlung unserer inneren Vorstellung der Musik auf das Instrument. Zum Erlangen von technischen Fähigkeiten auf der Violine sind in den letzten Jahrhunderten zahlreiche Werke erschienen. Sie alle sind unverzichtbare Bestandteile der Studienliteratur und stellen eine aufeinanderfolgende Entwicklung des Violinspiels dar. Leopold Mozart, Federico Fiorillo, Giovanni Battista Viotti, Pierre Rode, Pierre Baillot, Rodolphe Kreutzer, Niccolò Paganini, Louis Spohr, Jakob Dont, Henryk Wieniawski, Henry Schradieck, Otakar Ševčík, Carl Flesch, Demetrius Constantine Dounis, Ivan Galamian, Yehudi Menuhin und viele weitere haben mit ihren Violinschulen Generationen von Geigern geprägt.

Die Übungen in diesem Band sollen Geiger:innen dazu dienen, ihre Kondition in kurzer Zeit zu steigern. Sie beruhen auf meiner über 50-jährigen Erfahrung in der täglichen Vorbereitung auf Orchesterproben und Konzerte als Solist und Kon-

zertmeister. Mit eingeflossen ist auch mein Wirken als Professor sowie als Gründer und langjähriger Leiter des Festivals Allegro Vivo und der dazugehörigen Sommerakademie, an der in vielen Jahrzehnten unzählige Studierende teilgenommen haben.

Zunächst möchte ich eingangs Gedanken vermitteln, die als Anregung für ausübende Musike- r:innen, Studierende, Lehrende, aber auch für Eltern von begabten Kindern, und all jene, die gerne mu- sizieren, gedacht sind. Im zweiten Teil wird dem menschlichen Körper als „Instrument des Instru- ments“ Aufmerksamkeit geschenkt. Durch einfache Übungen soll die Beziehung des ganzen Körpers zum Musikinstrument verdeutlicht werden, wobei vor allem die Beziehung der Schultern, Arme und Finger zum Bogen und zur Violine optimiert wer- den. Die tägliche Vorbereitung und das Aufwärmen sind sinnvoll, noch bevor man das Musikinstru- ment in die Hand nimmt. Schließlich folgt der dritte Teil mit Übungseinheiten, die die Verbindung von Bogen und Violine und den natürlichen Bezug des rechten Armes und der Hand zum Bogen sowie den guten Kontakt des Bogens zu den Saiten fördern und so die Klangproduktion verbessern. Darauf fol- gen Übungen, die die Bewegungsabläufe der Finger der linken Hand stärken und die Intonationssicher- heit steigern. Anhand einer Tonleiter wird auch ein Muster zum Üben von Tonleitern angeboten. Mögen die hier abgedruckten Vorschläge auf den fruchtbaren Boden der interessierten Leser:innen fallen und als ergänzende Bereicherung auf dem Weg einer steten Weiterentwicklung dienen.

Bijan Khadem-Missagh
Baden bei Wien, Frühjahr 2025

1. Prelude and introduction

PREFACE

The magic of violin playing, in its artistic perfection, harbours a sense of fulfilment that is not always easy for me to put into words. Music and my work as a musician have influenced and moulded me far more than I could possibly have imagined. I look back on a professional life shaped by several functions; over the decades, I have made observations and gained experience – as both a musician and a father of three children, whom I was privileged to accompany on their journeys into the musical world. I believe the time is right for me to gather together the lessons I have learned and pass them on.

The content and exercises included in these advanced studies have been collected over a period of about 50 years. Anyone who has already become acquainted with the violin and has mastered the basics enters a particularly interesting musical realm in which the correlation between technique and our musical aspirations becomes very important. A lack of endurance and insufficient preparation often present obstacles and blockages in the transmission of our own inner musical vision onto the instrument. Over the past centuries, numerous works have been published on how to achieve technical skills on the violin. They are indispensable elements of the educational literature and represent an ongoing development of violin playing. Leopold Mozart, Federigo Fiorillo, Giovanni Battista Viotti, Pierre Rode, Pierre Baillot, Rodolphe Kreutzer, Niccolò Paganini, Louis Spohr, Jakob Dont, Henryk Wieniawski, Henry Schradieck, Otakar Ševčík, Carl Flesch, Demetrius Constantine Dounis, Ivan Galamian, Yehudi Menuhin and many others have influenced generations of violinists with their violin methods.

The exercises in this publication are aimed at helping violinists to improve their overall stamina in a short period of time. They are based on my own experience of over 50 years of daily preparation for orchestra rehearsals and for concerts as a soloist and concertmaster. My work as a professor, as well as my activities as the founder and longstanding artistic director of the *Allegro Vivo* festival and its affiliated summer academy, in which countless students have

participated over many decades, have also been integrated into the exercises.

In the first part, I share some thoughts intended as something to consider for practising musicians, students, teachers, but also for parents of gifted children and everyone who enjoys playing music. In the second part, we will focus on the human body as the 'instrument of the instrument'. Simple exercises will be used to show the relationship between the whole body and the musical instrument, with a particular focus on optimising the interaction between shoulders, arms and fingers with the bow and violin. Daily preparation and warm-up exercises are useful even before you begin playing your instrument. And finally, the third part features exercises that strengthen the connection between the bow and the violin and the natural relation of the right arm and hand to the bow. This is to facilitate good bow contact with the string, thus improving sound quality and intonation. These are followed by exercises that strengthen the movement sequences of the left hand fingers and increase intonation precision. A scale pattern is also offered as an example of how to practise scales.

My hope is that the suggestions provided here take root in the minds of interested readers and serve as a valuable addition to their continued development.

Bijan Khadem-Missagh
Baden bei Wien, spring 2025

Übungen für Finger, Hände und Arme

ÜBUNG 1

- Die Finger der beiden Hände berühren einander vor dem Körper.
- Wir öffnen und schließen die Finger mit gleichzeitigem Gegendruck bis zur maximalen Dehnung der Finger.
- Dabei heben wir die Arme bis über den Kopf, danach senken wir die Arme in stetiger Bewegung, die Finger beider Hände berühren einander dabei.

Exercises for fingers, hands and arms

EXERCISE 1

- Touch the fingers of both hands to each other in front of the body.
- Open and close the connected fingertips with constant counter pressure until the fingers are fully stretched.
- Raise your arms above your head, then lower them again, keeping the fingertips of both hands connected.



ÜBUNG 2

- Der Daumen hält Finger für Finger auf dem Nagel und drückt dagegen.
- Der Handrücken ist flach, die anderen Finger sind gestreckt.
- Diese Übung führen wir mit beiden Händen aus.



EXERCISE 2

- Press the thumb against each finger on the nail.
- Keep the back of the hand flat and the other fingers stretched.
- Perform this exercise with both hands.



Nr. 1

Bogen-Saiten-Kontakt

Ziel: Tongebung, Akkordvorbereitung, Bogenführung, Bogen-Saiten Kontaktverbesserung

Zur Beachtung: Atmung, Schulterentspannung, Dynamik

↑ einatmen ↓ ausatmen

Bow-string contact

Objective: Intonation, chord preparation, bow control, improving bow-string contact

Please note: Breathing, shoulder relaxation, dynamics

↑ inhale ↓ exhale

♩ = 60

ausatmen | exhale

U.H. *p* *f* *p* *p* *f* *p* *p* *f* G.B.

O.H. *sempre f* *f* *f* *sf* G.B.

U.H. *f* *p* *f* *p* *f* *p* *f* G.B.

O.H. *sempre f* *f* *f* *sf* G.B.

Bow-string contact

Objective: Intonation, chord preparation, bow control, improving bow-string contact

Please note: Breathing, shoulder relaxation, dynamics

$\text{♩} = 60$

Musical score for "The Rose Tree" in 4/4 time. The tempo is marked as ♩ = 60. The score is for piano (p) and guitar (G.B.). The piano part features dynamic markings *p* and *f*, and articulation marks (accents). The guitar part includes performance instructions "U.H." (Up-bow) and "G.B." (Guitar Bowed), along with dynamic markings *p* and *f*. The score is divided into measures by bar lines.

The musical score for "The Rose Tree" is presented in two systems. The first system features the O.H. part on a treble clef staff and the G.B. part on a bass clef staff. The O.H. part begins with a forte (*f*) dynamic and a crescendo leading to a fortissimo (*sf*) dynamic. The G.B. part begins with a piano (*p*) dynamic and a crescendo leading to a fortissimo (*sf*) dynamic. The second system shows the O.H. part with a fortissimo (*sf*) dynamic and a crescendo leading to a fortissimo (*sf*) dynamic. The G.B. part begins with a piano (*p*) dynamic and a crescendo leading to a fortissimo (*sf*) dynamic. The score includes various musical notations such as notes, rests, and dynamic markings, as well as performance instructions like "sempre *f*" and "1. G.B.".

The musical score for 'The Rose Tree' is presented for two voices, U.H. (Upper High) and G.B. (Guitar/Bass). The score is written on two staves, with the upper staff for U.H. and the lower staff for G.B. The music is in 2/4 time and features a variety of dynamic markings and phrasing.

U.H. Part:

- Starts with a treble clef and a key signature of one flat (B-flat).
- First measure: A half note G4 (labeled *f*).
- Second measure: A half note A4 (labeled *p*).
- Third measure: A half note B4 (labeled *f*).
- Fourth measure: A half note C5 (labeled *p*).
- Fifth measure: A half note D5 (labeled *f*).
- Sixth measure: A half note E5 (labeled *p*).
- Seventh measure: A half note F5 (labeled *f*).
- Eighth measure: A half note G5 (labeled *p*).
- Ninth measure: A half note A5 (labeled *f*).
- Tenth measure: A half note B5 (labeled *p*).
- Eleventh measure: A half note C6 (labeled *f*).
- Twelfth measure: A half note D6 (labeled *p*).
- Thirteenth measure: A half note E6 (labeled *f*).
- Fourteenth measure: A half note F6 (labeled *p*).
- Fifteenth measure: A half note G6 (labeled *f*).
- Sixteenth measure: A half note A6 (labeled *p*).
- Seventeenth measure: A half note B6 (labeled *f*).
- Eighteenth measure: A half note C7 (labeled *p*).
- Nineteenth measure: A half note D7 (labeled *f*).
- Twentieth measure: A half note E7 (labeled *p*).
- Twenty-first measure: A half note F7 (labeled *f*).
- Twenty-second measure: A half note G7 (labeled *p*).
- Twenty-third measure: A half note A7 (labeled *f*).
- Twenty-fourth measure: A half note B7 (labeled *p*).
- Twenty-fifth measure: A half note C8 (labeled *f*).
- Twenty-sixth measure: A half note D8 (labeled *p*).
- Twenty-seventh measure: A half note E8 (labeled *f*).
- Twenty-eighth measure: A half note F8 (labeled *p*).
- Twenty-ninth measure: A half note G8 (labeled *f*).
- Thirtieth measure: A half note A8 (labeled *p*).
- Thirty-first measure: A half note B8 (labeled *f*).
- Thirty-second measure: A half note C9 (labeled *p*).
- Thirty-third measure: A half note D9 (labeled *f*).
- Thirty-fourth measure: A half note E9 (labeled *p*).
- Thirty-fifth measure: A half note F9 (labeled *f*).
- Thirty-sixth measure: A half note G9 (labeled *p*).
- Thirty-seventh measure: A half note A9 (labeled *f*).
- Thirty-eighth measure: A half note B9 (labeled *p*).
- Thirty-ninth measure: A half note C10 (labeled *f*).
- Fortieth measure: A half note D10 (labeled *p*).
- Forty-first measure: A half note E10 (labeled *f*).
- Forty-second measure: A half note F10 (labeled *p*).
- Forty-third measure: A half note G10 (labeled *f*).
- Forty-fourth measure: A half note A10 (labeled *p*).
- Forty-fifth measure: A half note B10 (labeled *f*).
- Forty-sixth measure: A half note C11 (labeled *p*).
- Forty-seventh measure: A half note D11 (labeled *f*).
- Forty-eighth measure: A half note E11 (labeled *p*).
- Forty-ninth measure: A half note F11 (labeled *f*).
- Fiftieth measure: A half note G11 (labeled *p*).
- Fifty-first measure: A half note A11 (labeled *f*).
- Fifty-second measure: A half note B11 (labeled *p*).
- Fifty-third measure: A half note C12 (labeled *f*).
- Fifty-fourth measure: A half note D12 (labeled *p*).
- Fifty-fifth measure: A half note E12 (labeled *f*).
- Fifty-sixth measure: A half note F12 (labeled *p*).
- Fifty-seventh measure: A half note G12 (labeled *f*).
- Fifty-eighth measure: A half note A12 (labeled *p*).
- Fifty-ninth measure: A half note B12 (labeled *f*).
- Sixtieth measure: A half note C13 (labeled *p*).
- Sixty-first measure: A half note D13 (labeled *f*).
- Sixty-second measure: A half note E13 (labeled *p*).
- Sixty-third measure: A half note F13 (labeled *f*).
- Sixty-fourth measure: A half note G13 (labeled *p*).
- Sixty-fifth measure: A half note A13 (labeled *f*).
- Sixty-sixth measure: A half note B13 (labeled *p*).
- Sixty-seventh measure: A half note C14 (labeled *f*).
- Sixty-eighth measure: A half note D14 (labeled *p*).
- Sixty-ninth measure: A half note E14 (labeled *f*).
- Seventieth measure: A half note F14 (labeled *p*).
- Seventy-first measure: A half note G14 (labeled *f*).
- Seventy-second measure: A half note A14 (labeled *p*).
- Seventy-third measure: A half note B14 (labeled *f*).
- Seventy-fourth measure: A half note C15 (labeled *p*).
- Seventy-fifth measure: A half note D15 (labeled *f*).
- Seventy-sixth measure: A half note E15 (labeled *p*).
- Seventy-seventh measure: A half note F15 (labeled *f*).
- Seventy-eighth measure: A half note G15 (labeled *p*).
- Seventy-ninth measure: A half note A15 (labeled *f*).
- Eightieth measure: A half note B15 (labeled *p*).
- Eighty-first measure: A half note C16 (labeled *f*).
- Eighty-second measure: A half note D16 (labeled *p*).
- Eighty-third measure: A half note E16 (labeled *f*).
- Eighty-fourth measure: A half note F16 (labeled *p*).
- Eighty-fifth measure: A half note G16 (labeled *f*).
- Eighty-sixth measure: A half note A16 (labeled *p*).
- Eighty-seventh measure: A half note B16 (labeled *f*).
- Eighty-eighth measure: A half note C17 (labeled *p*).
- Eighty-ninth measure: A half note D17 (labeled *f*).
- Ninetieth measure: A half note E17 (labeled *p*).
- Hundredth measure: A half note F17 (labeled *f*).
- Hundred-first measure: A half note G17 (labeled *p*).
- Hundred-second measure: A half note A17 (labeled *f*).
- Hundred-third measure: A half note B17 (labeled *p*).
- Hundred-fourth measure: A half note C18 (labeled *f*).
- Hundred-fifth measure: A half note D18 (labeled *p*).
- Hundred-sixth measure: A half note E18 (labeled *f*).
- Hundred-seventh measure: A half note F18 (labeled *p*).
- Hundred-eighth measure: A half note G18 (labeled *f*).
- Hundred-ninth measure: A half note A18 (labeled *p*).
- Hundred-tieth measure: A half note B18 (labeled *f*).
- Hundred-first measure: A half note C19 (labeled *p*).
- Hundred-second measure: A half note D19 (labeled *f*).
- Hundred-third measure: A half note E19 (labeled *p*).
- Hundred-fourth measure: A half note F19 (labeled *f*).
- Hundred-fifth measure: A half note G19 (labeled *p*).
- Hundred-sixth measure: A half note A19 (labeled *f*).
- Hundred-seventh measure: A half note B19 (labeled *p*).
- Hundred-eighth measure: A half note C20 (labeled *f*).
- Hundred-ninth measure: A half note D20 (labeled *p*).
- Hundred-tieth measure: A half note E20 (labeled *f*).
- Hundred-first measure: A half note F20 (labeled *p*).
- Hundred-second measure: A half note G20 (labeled *f*).
- Hundred-third measure: A half note A20 (labeled *p*).
- Hundred-fourth measure: A half note B20 (labeled *f*).
- Hundred-fifth measure: A half note C21 (labeled *p*).
- Hundred-sixth measure: A half note D21 (labeled *f*).
- Hundred-seventh measure: A half note E21 (labeled *p*).
- Hundred-eighth measure: A half note F21 (labeled *f*).
- Hundred-ninth measure: A half note G21 (labeled *p*).
- Hundred-tieth measure: A half note A21 (labeled *f*).
- Hundred-first measure: A half note B21 (labeled *p*).
- Hundred-second measure: A half note C22 (labeled *f*).
- Hundred-third measure: A half note D22 (labeled *p*).
- Hundred-fourth measure: A half note E22 (labeled *f*).
- Hundred-fifth measure: A half note F22 (labeled *p*).
- Hundred-sixth measure: A half note G22 (labeled *f*).
- Hundred-seventh measure: A half note A22 (labeled *p*).
- Hundred-eighth measure: A half note B22 (labeled *f*).
- Hundred-ninth measure: A half note C23 (labeled *p*).
- Hundred-tieth measure: A half note D23 (labeled *f*).
- Hundred-first measure: A half note E23 (labeled *p*).
- Hundred-second measure: A half note F23 (labeled *f*).
- Hundred-third measure: A half note G23 (labeled *p*).
- Hundred-fourth measure: A half note A23 (labeled *f*).
- Hundred-fifth measure: A half note B23 (labeled *p*).
- Hundred-sixth measure: A half note C24 (labeled *f*).
- Hundred-seventh measure: A half note D24 (labeled *p*).
- Hundred-eighth measure: A half note E24 (labeled *f*).
- Hundred-ninth measure: A half note F24 (labeled *p*).
- Hundred-tieth measure: A half note G24 (labeled *f*).
- Hundred-first measure: A half note A24 (labeled *p*).
- Hundred-second measure: A half note B24 (labeled *f*).
- Hundred-third measure: A half note C25 (labeled *p*).
- Hundred-fourth measure: A half note D25 (labeled *f*).
- Hundred-fifth measure: A half note E25 (labeled *p*).
- Hundred-sixth measure: A half note F25 (labeled *f*).
- Hundred-seventh measure: A half note G25 (labeled *p*).
- Hundred-eighth measure: A half note A25 (labeled *f*).
- Hundred-ninth measure: A half note B25 (labeled *p*).
- Hundred-tieth measure: A half note C26 (labeled *f*).
- Hundred-first measure: A half note D26 (labeled *p*).
- Hundred-second measure: A half note E26 (labeled *f*).
- Hundred-third measure: A half note F26 (labeled *p</*

1. *f* *f* *sf* *f* *f* *sf*

2. *f* *f* *sf*

Nr. 8

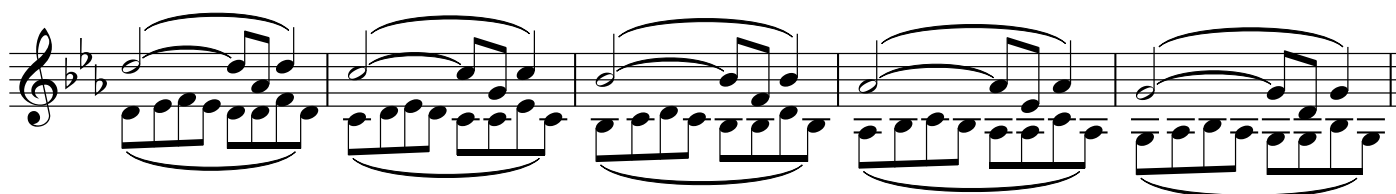
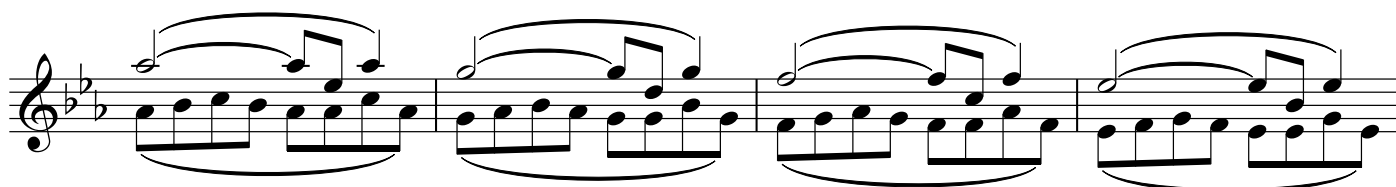
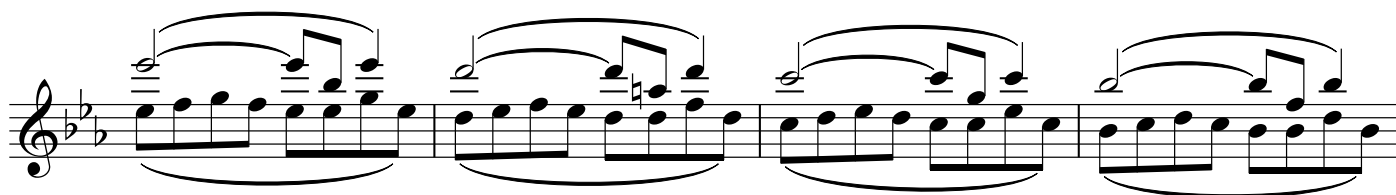
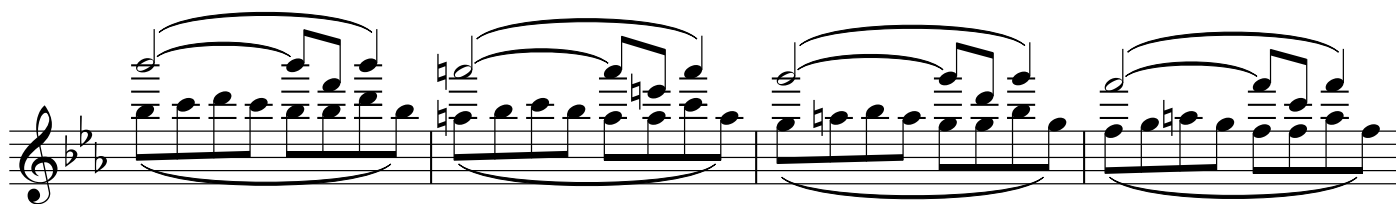
Intonationssicherheit und Bogen-Saiten-Kontakt

Ziele: a) Stärkung des 4. Fingers und
Intonationssicherheit in Oktavenstellung
b) Verbesserung Bogen-Saiten-Kontakt

Secure intonation and bow-string contact

Objectives: a) Strengthening the 4th finger and
secure intonation when playing in octaves
b) Improving bow-string contact

The musical score consists of six systems, each with a violin staff (top) and a cello staff (bottom). The key signature is two flats (B-flat and E-flat), and the time signature is 4/4. The first system is marked *sempre f*. Each system contains four measures of music. The violin staves feature a melodic line with slurs and fingerings (III, IV, II, III, I, II). The cello staves feature an octaved line, also with slurs and fingerings (IV, III, II, III, II, I). The exercises focus on secure intonation and bow-string contact through octave playing.

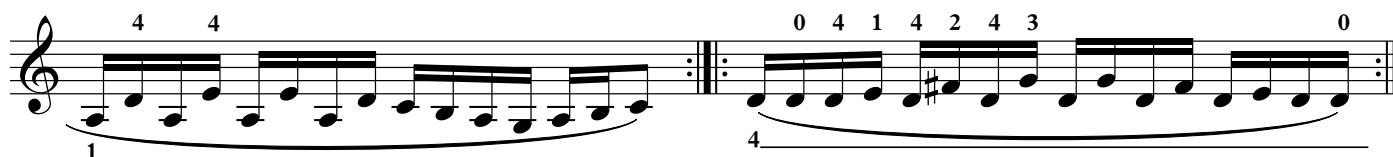
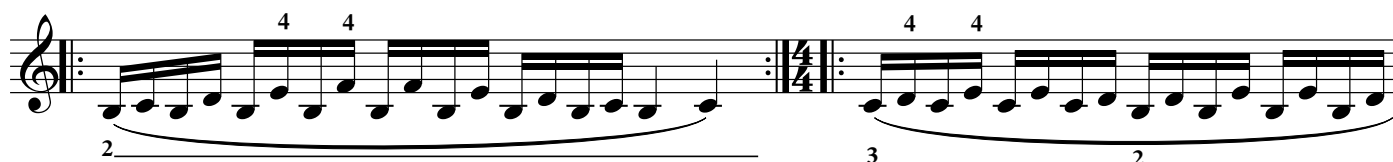
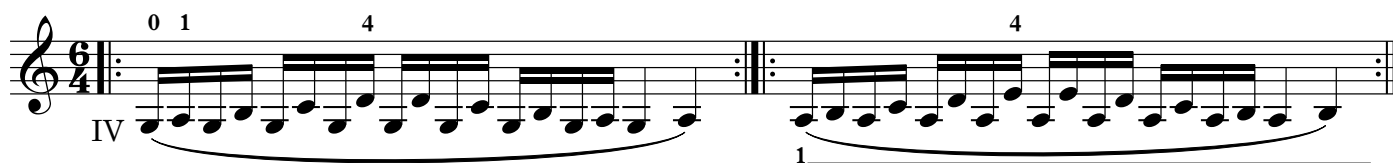


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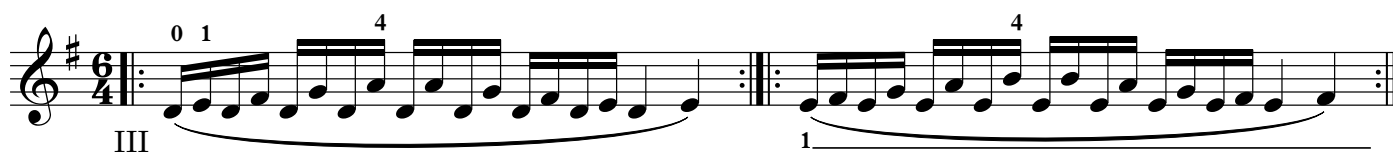
**Stärkung, Lockerung und Streckung
der Finger der linken Hand**

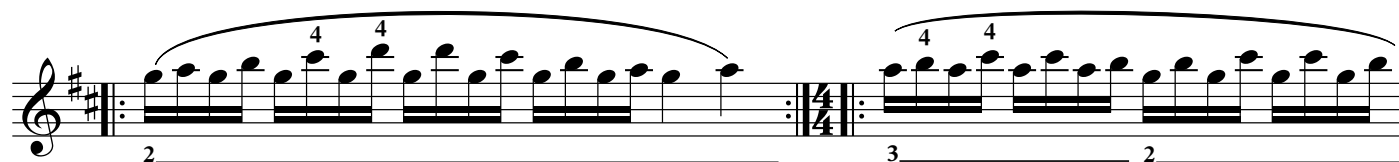
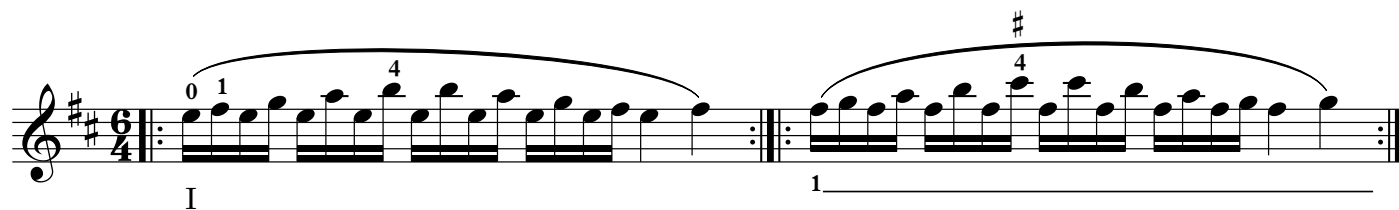
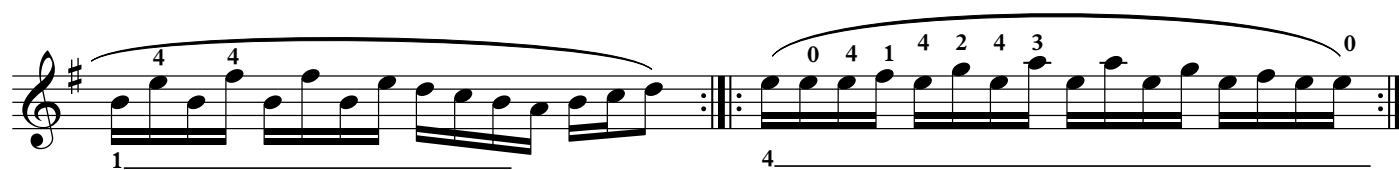
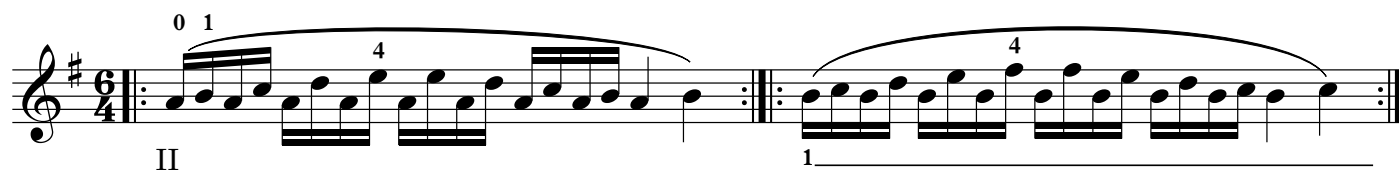
**Strengthening, loosening and stretching
the fingers of the left hand**

Finger gut aufheben, bei Streckungen geht der Daumen vor (zum liegenden Finger)
Lift fingers high, when stretching the thumb moves forward (towards finger that is held down)



rechter Arm und Schulter entspannt,
Saitenwechsel mit Handgelenk
Right arm and shoulder relaxed,
cross strings from wrist





Über den Autor

Bijan Khadem-Missagh hält in dieser Publikation seine reiche Erfahrung als Geiger, Pädagoge, Gründer und langjähriger künstlerische Leiter des internationalen Kammermusik-Festivals *Allegro Vivo* fest. Geboren 1948 in Teheran, wuchs er seit 1958 in Österreich auf, wo er zunächst von seinem Vater unterrichtet wurde, bevor er an die Universität für Musik und darstellende Kunst Wien wechselte. Zu seinen Lehrern zählten Ernst Morawec, der Schüler von Otakar Ševčík war, ebenso Edith Steinbauer, Schülerin von Carl Flesch und Franz Samohyl, Schüler von Arnold Rosé.

In seiner solistischen Konzerttätigkeit bereiste Bijan Khadem-Missagh alle Kontinente. Seine zahlreichen CD-, TV- und Radio-Aufnahmen dokumentieren sein weltweites Wirken. Viele zeitgenössische Komponistinnen und Komponisten widmeten ihm neue Werke, die von ihm uraufgeführt wurden.

Als langjähriger erster Konzertmeister des Tonkünstler-Orchesters Niederösterreich hat er die österreichische Kulturszene mehr als 40 Jahre nachhaltig mitgestaltet. Gleichzeitig begründete er eine Reihe von Ensembles, Initiativen und Festivals – allen voran das Festival *Allegro Vivo*, das seit 1979 das mit Konzerten und der Sommerakademie das Waldviertel Jahr für Jahr belebt.

Auch als Komponist und Autor ist Bijan Khadem-Missagh aktiv. Neben seinen Kompositionen für das Vokalensemble „Dawn-Breakers“ erschienen im Lauf der Zeit Bücher und Festschriften zu Meilensteinen von *Allegro Vivo* und weiteren musikalischen Themen. Für sein Wirken wurde Bijan Khadem-Missagh mehrfach ausgezeichnet, u.a. mit dem goldenen Ehrenkreuz für Wissenschaft und Kunst der Republik Österreich, dem großen goldenen Ehrenzeichen für Verdienste um das Land Niederösterreich und der goldenen Würdigungsmedaille der Universität für Musik und Darstellende Kunst Wien. Er ist Gründer und Ehrenpräsident von „GlobArt“, Connecting Worlds of Arts and Sciences.

About the author

In this publication, **Bijan Khadem-Missagh** shares his extensive experience as a violinist, teacher, founder and long-standing artistic director of the international chamber music festival *Allegro Vivo*. Born in Tehran in 1948, he grew up in Austria from 1958. He was first taught by his father before continuing his studies at the University of Music and Performing Arts Vienna. Among his teachers were Ernst Morawec, a student of Otakar Ševčík, furthermore Edith Steinbauer, a student of Carl Flesch, and Franz Samohyl, who had studied with Arnold Rosé.

As a soloist, he has travelled to all continents. His numerous CD, TV and radio recordings document his activities worldwide. Many contemporary composers have dedicated new works to him, which he premiered.

As the long-standing first concertmaster of the Tonkünstler Orchestra of Lower Austria, he made a lasting contribution to the Austrian cultural scene over more than 40 years. At the same time, he founded a number of ensembles, initiatives and festivals – above all the *Allegro Vivo* festival, which has been bringing the Waldviertel region to life year after year with a series of concerts and a summer academy since 1979.

Bijan Khadem-Missagh is also active as a composer and author. In addition to his compositions for the vocal ensemble 'Dawn-Breakers', he has written books on musical topics and anniversary publications for the *Allegro Vivo* festival. Bijan Khadem-Missagh has received numerous awards for his work, including the Grand Cross of Honour for Science and Art of the Republic of Austria, the Grand Gold Medal for Services to the Region of Lower Austria and the Gold Medal of Honour of the University of Music and Performing Arts Vienna. He is the founder and honorary president of 'GlobArt', Connecting Worlds of Arts and Sciences.

Spielen mit der Violine
Studien für Fortgeschrittene

Playing the Violin
Advanced studies

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