Testimony



Five Statements by String Quartet

Peter Dyson 1980

Preface to the score:

I was sixteen (1965) when I discovered Shostakovich. At the time I was exploring Czech contemporary music because the Supraphon label had recently appeared in the United Kingdom. I had bought a recording of Victor Kalabis's Piano Concerto and on the other side was Shostakovich's 2nd Piano Concerto. I was spellbound. I quickly began to collect all the available recordings. There were not many of them. and so I listened to every broadcast on BBC Radio 3. It was the beginning of a lifelong admiration that continues to this day. I read everything I could. There was not very much; the occasional article in a music journal, the official biographies and the words of Shostakovich himself much quoted from Soviet sources. I shared his view of "The Role of the Composer in Society". If sometimes the words and the music did not tally, I overlooked this contradiction.

I was in my mid twenties when I felt confident enough to write an extended essay (fortunately not published) on "An Examination of the Political Influences". I thought I understood. I thought I could claim to be an "expert" on Shostakovich. I remained comfortable with my view until 1979 when it was shattered by the publication of "Testimony - the memoirs of Shostakovich as related to Solomon Volkov." How could I have been so wrong? I listened to the music again for the first time with ears that heard all the pain of Shostakovich's world.

I am haunted by two photographs; the first was published on the cover of the English edition of "Testimony" (publisher - Hamish Hamilton) and is unaccredited. The copyright owner of the second is Gennadi Rozhdestvenky. They are the images on the cover of my handwritten score. It is an attempt to identify with this sort of isolation that I wrote my own "Testimony"

There is much pain and sorrow in this music; and some anger too. The images that come to mind now in 1995 are of individual lives shattered by events in Chechnya and Bosnia. There are common threads throughout all five movements, motifs of yearning and crying; the beating heart, the monotony of rocking, and a sense of dislocation. It is my poor attempt to share someone else's pain. In 1979 it was a statement that I needed to make. Time has placed Volkov's account in a broader context. Academics argue about accuracy. However music speaks for itself. You can listen to Shostakovich's voice and decide for yourself.

In all Five Statements there are a number of allusions to Shostakovich's music. At the climax of the second movement I quote the theme from "Winter - From Jewish Folk Poetry (Op 79)" in its entirety. It is the saddest tune I know. Time has not changed my view. I still feel guilty because I listened to the words and not the music.

Aut Tace Aut Loquere Meliora Silentio. (Be silent unless what you have to say is better than silence.) I have torn up my essay. Instead; let music speak to those who will listen.

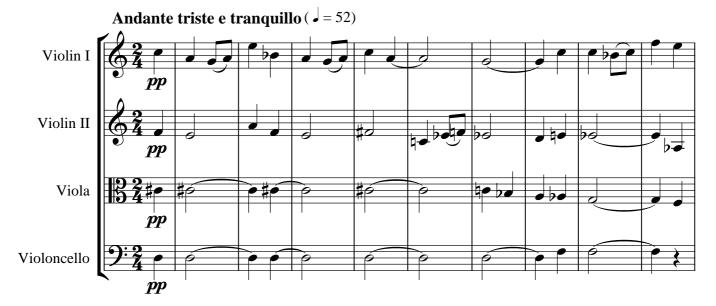
Peter Dyson: Great Bardfield: 9th August 1995, the 20th Anniversary of the Death of Shostakovich.

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(1979 - 1980)

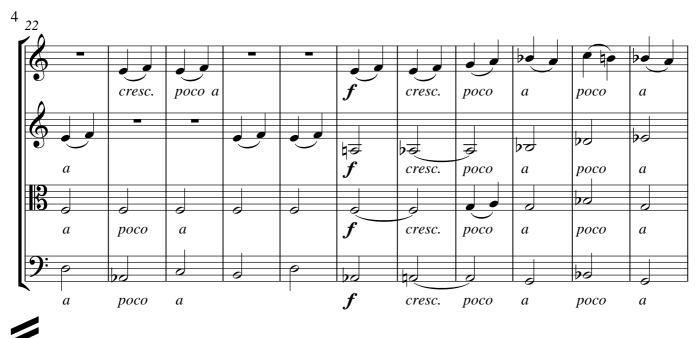
First Statement

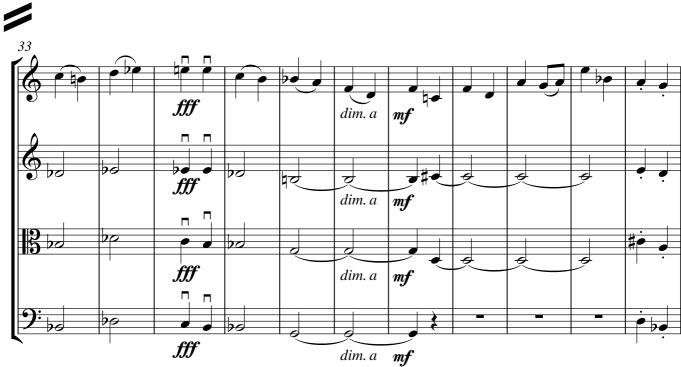
Peter Dyson









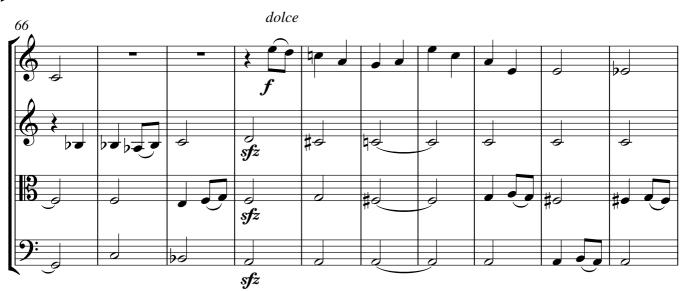




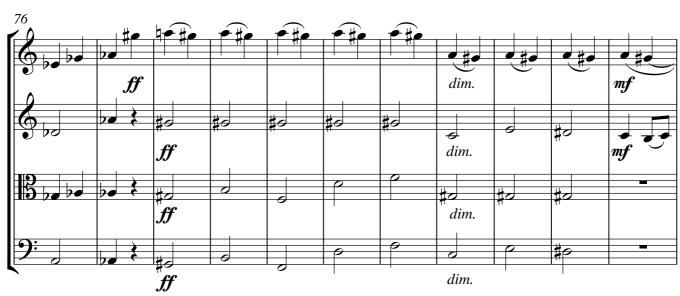






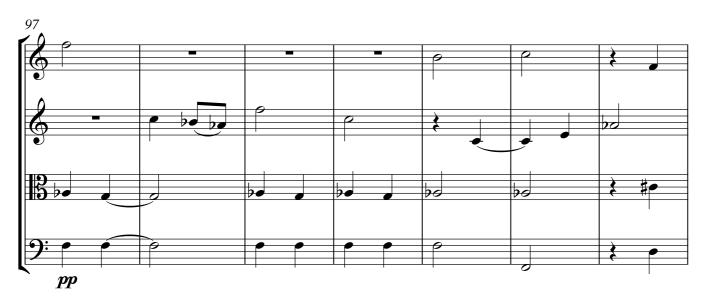




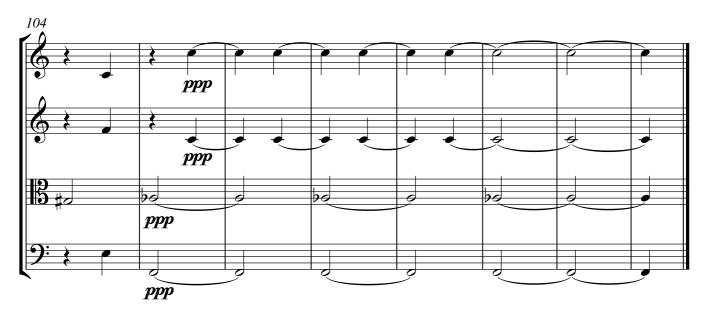












Second Statement

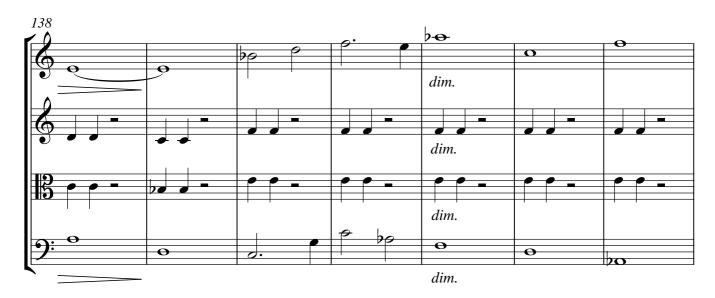




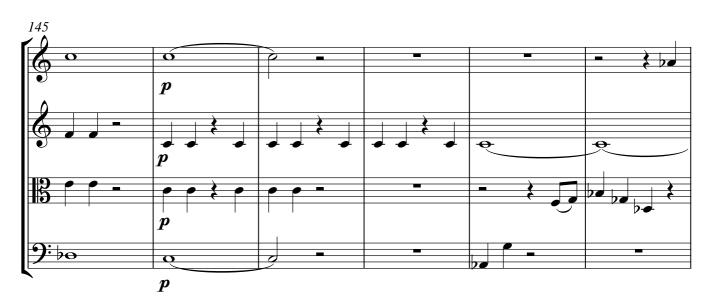






























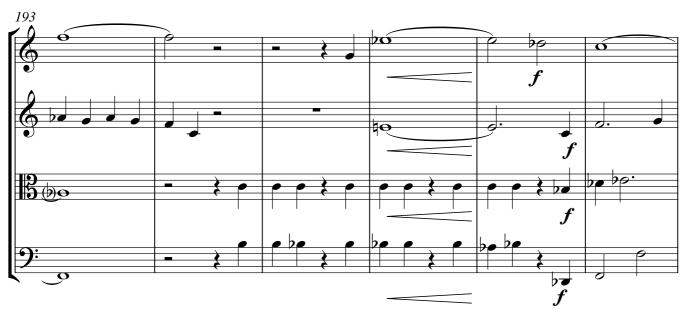




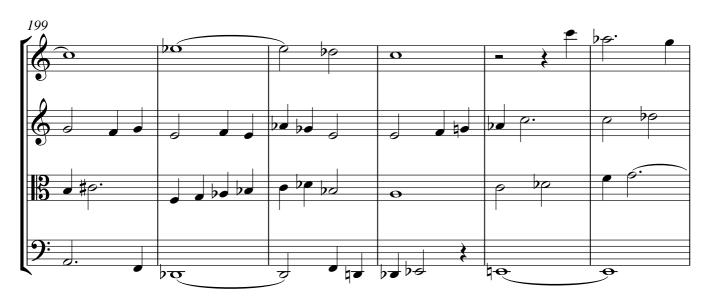


















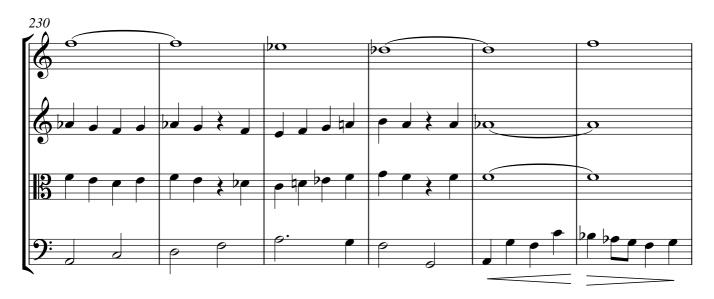
















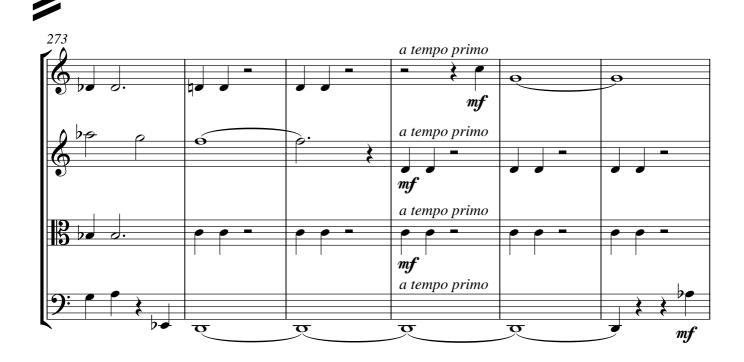






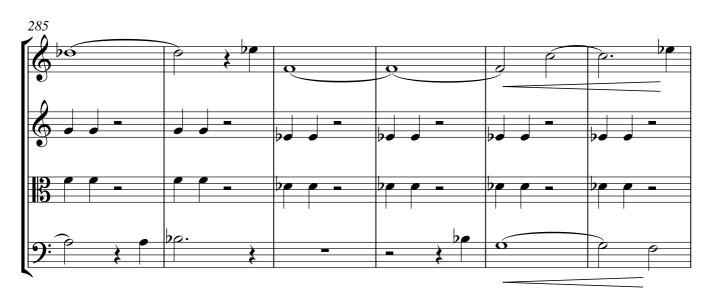












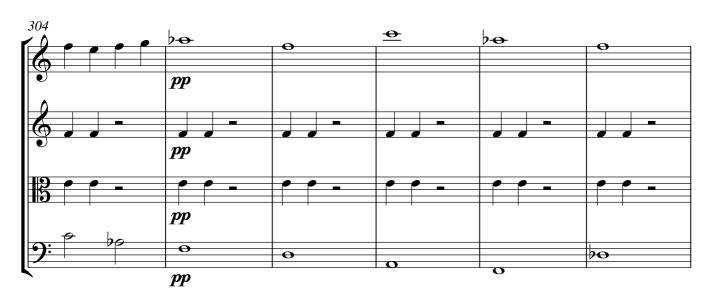




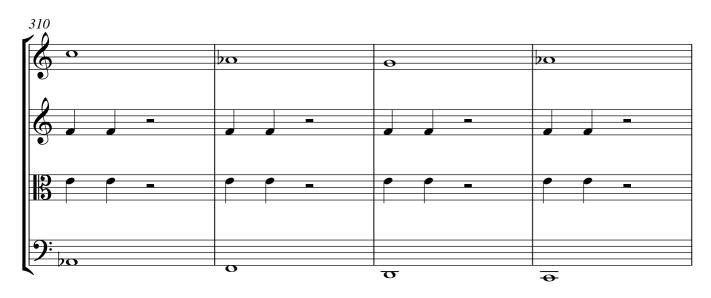


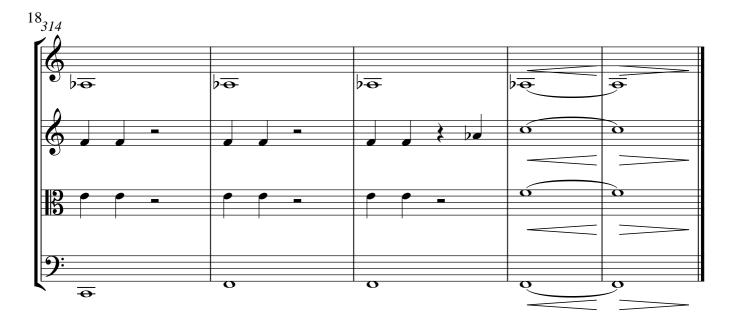














Third Statement













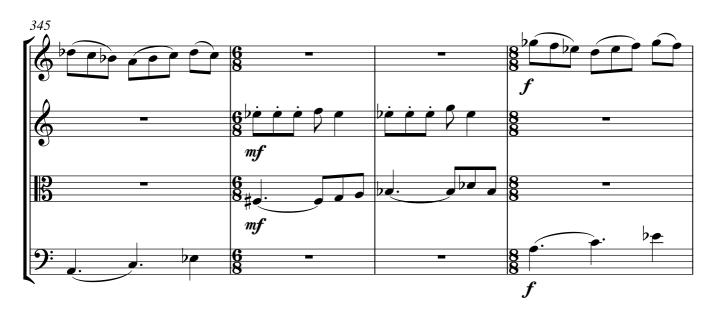


























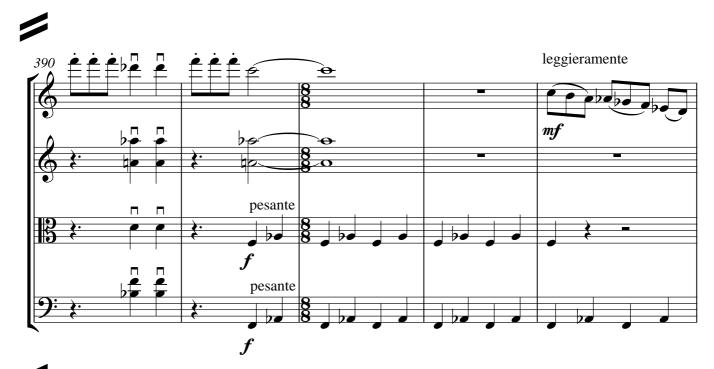


















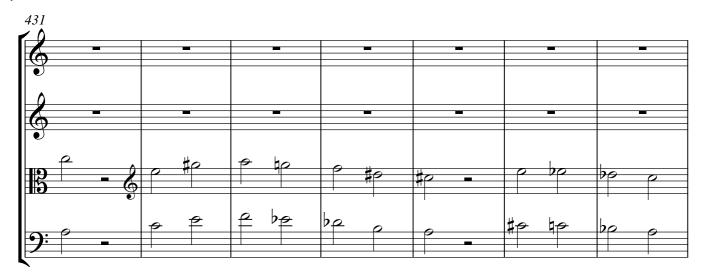




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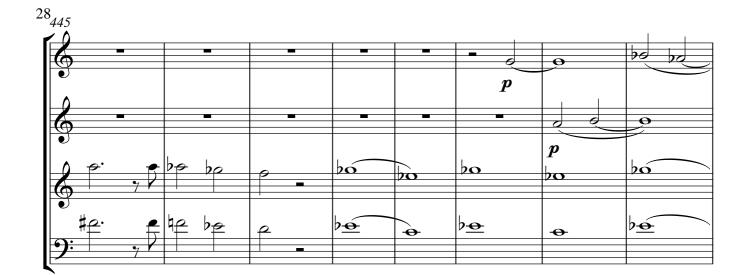




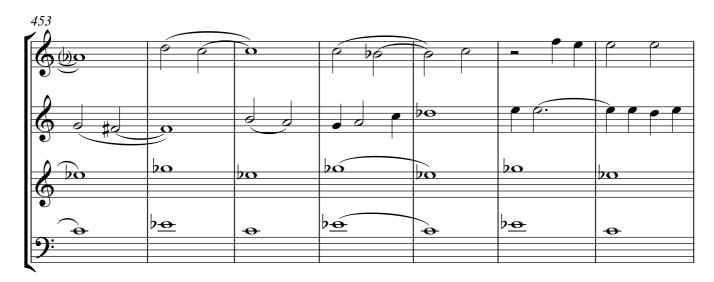












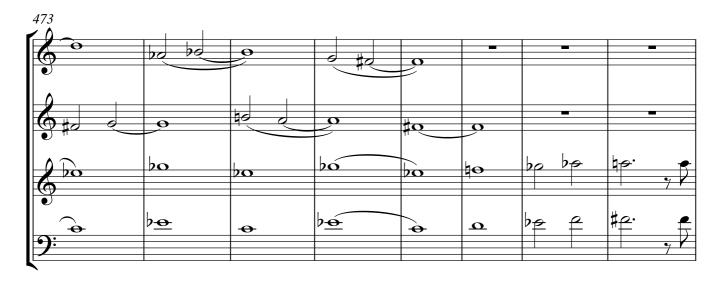






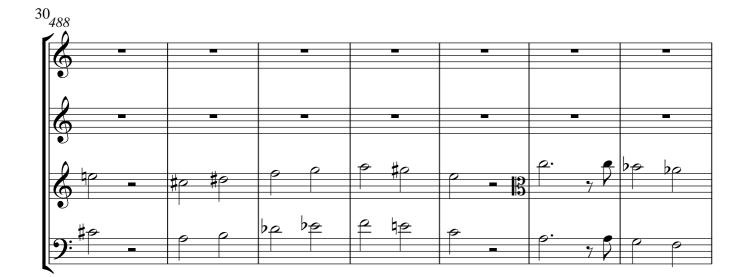




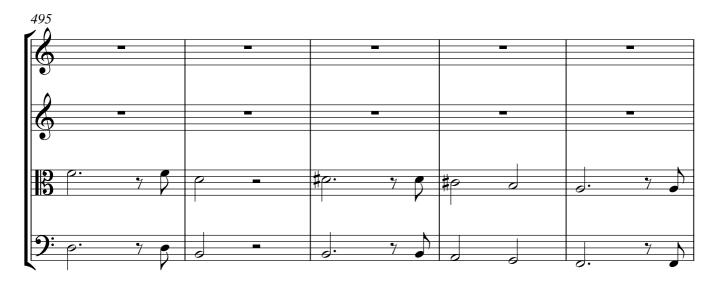




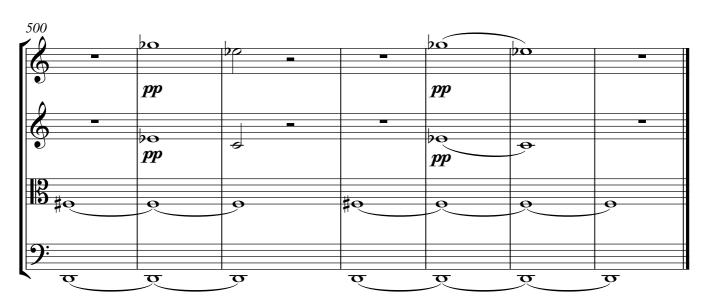












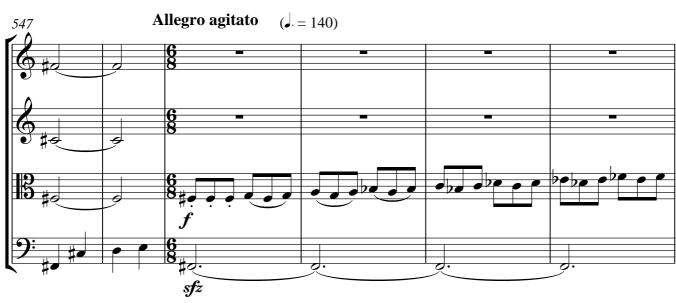




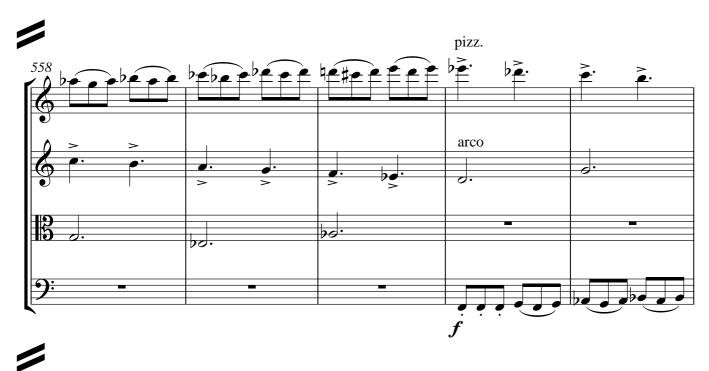






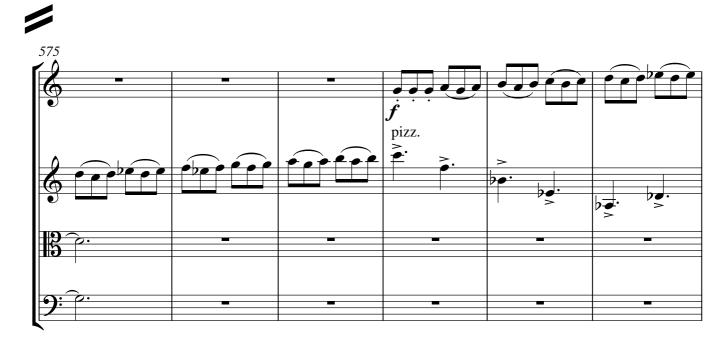


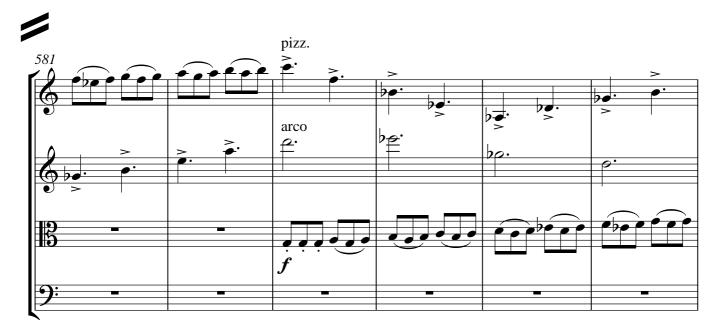


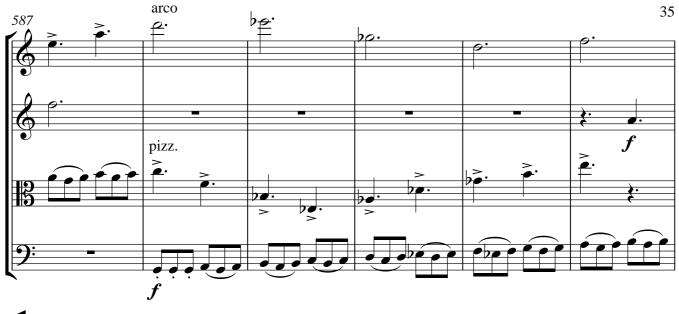






















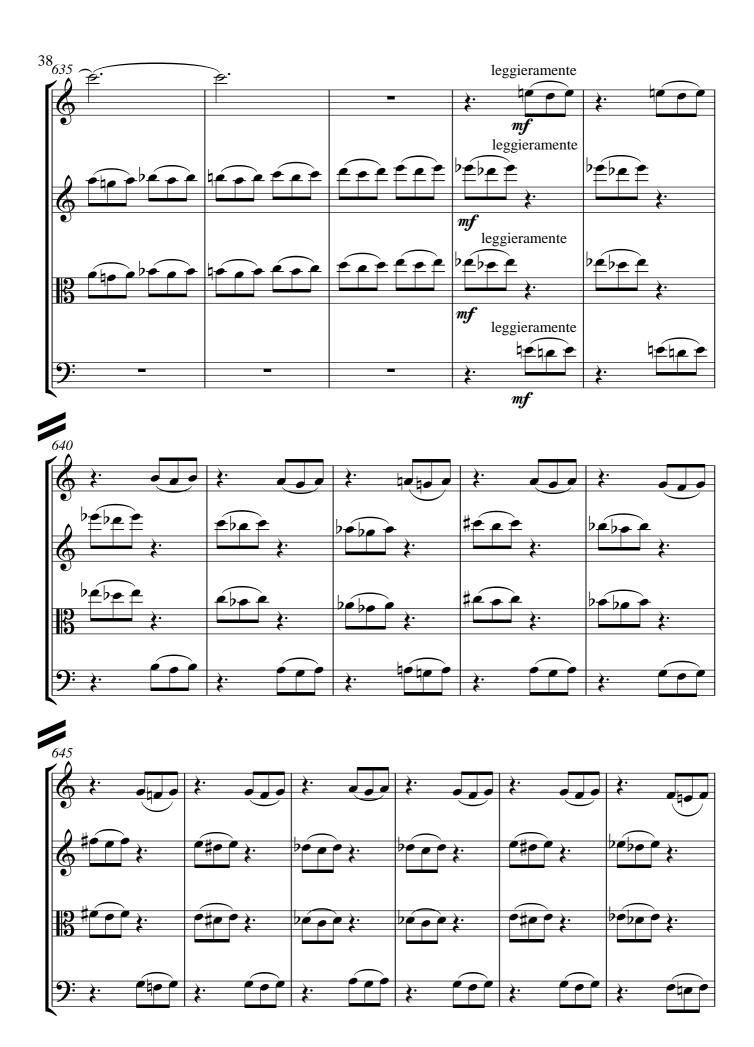




















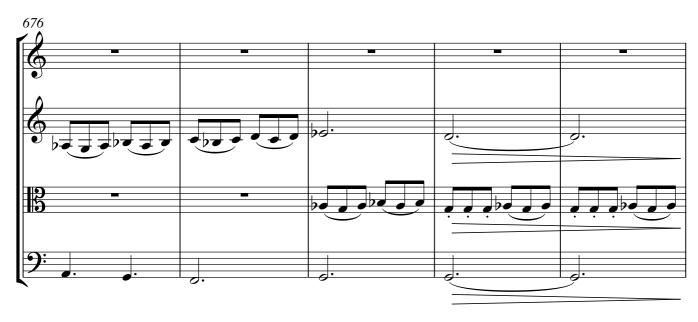




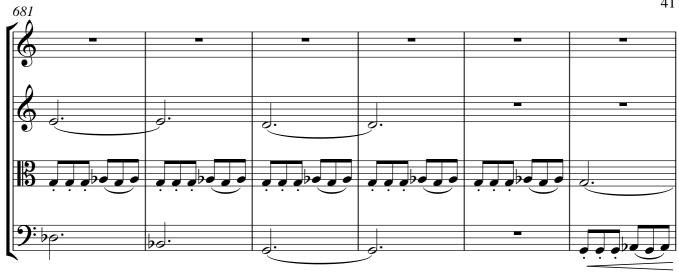
























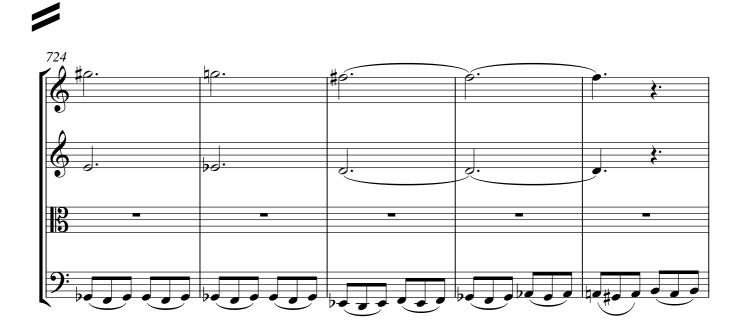












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