

20 21 22 23 24 25

Vlns. 1 *f* *ff*

Vlns. 2 *f* *ff*

Vla. *f* *ff*

Cello *f* *ff*

Str. Bass *f* *ff*

1 4 4 1 0

26 27 28 29 30 31

Vlns. 1 *f* *mf*

Vlns. 2 *f* *mf*

Vla. *f* *mf*

Cello *f* *mf*

Str. Bass *f* *mf*

32 33 34 35 36 37

Vlns. 1 *mp*

Vlns. 2 *mf*

Vla. *mp*

Cello *mp*

Str. Bass *mp*

38 39 40 41 42 43

Vlns. 1 *mf* *f*

Vlns. 2 *f*

Vla. *mf* *f*

Cello *f*

Str. Bass *f*

44 45 46 47 48 49

Vlns. 1

Vlns. 2

Vla.

Cello

Str. Bass

50 51 52 53 54 55

Vlns. 1

Vlns. 2 *f*

Vla. *f*

Cello *mf*

Str. Bass *mf*

56 57 58 59 60 61

Vlns. 1 *f*

Vlns. 2 *mf*

Vla. *mf*

Cello

Str. Bass 4 1 0

62 63 64 65 66 67

Vlns. 1 *mf*

Vlns. 2 *mf*

Vla. *mf*

Cello *f*

Str. Bass 4 1 *f* 4 1

68 69 70 71 72 73

Vlns. 1 *f*

Vlns. 2 *f*

Vla.

Cello

Str. Bass 0 4 1 4 1 2 4 1 2 4 4 1 1 4 1 1 0

74 75 76 77 78 79

Vlns. 1

Vlns. 2

Vla. *f*

Cello *mp*

Str. Bass *mp*

80 81 82 83 84 85

Vlns. 1 *ff*

Vlns. 2 *ff*

Vla. *ff*

Cello

Str. Bass

86 87 88 89 90 91

Vlns. 1 *f*

Vlns. 2 *mf* *f*

Vla. *f*

Cello *mf* *f*

Str. Bass *mf* *f*

92 93 94 95 96 97 98

Vlns. 1 *ff* *grad. decresc.*

Vlns. 2 *ff* *grad. decresc.*

Vla. *ff* *grad. decresc.*

Cello *ff* *grad. decresc.*

Str. Bass *ff* *grad. decresc.*

III 4 3 2 1 II 1 4

99 100 101 102 103 104

A Tempo

Vlns. 1 *rall.* *mf*

Vlns. 2 *rall.* *mf*

Vla. *rall.* *mf*

Cello *rall.* *mf*

Str. Bass *rall.* *mf*

105 106 107 108 109 110 111

A Tempo

Vlns. 1 *ff rall.* *ten.* *mp* *p*

Vlns. 2 *ff rall.* *ten.* *mp* *p*

Vla. *ff rall.* *ten.* *mp* *p*

Cello *ff rall.* *ten.* *mp* *p*

Str. Bass *ff rall.* *ten.* *mp* *p*

Learning Bank

Composing a piece of music is an incredible process and requires special skills and talents. Every composer and composition is unique. Whether the composer writes music for rock bands, children's choirs, or symphony orchestras, he or she creates a one-of-a-kind piece of art. Composers develop new ideas for compositions in a myriad of different ways. Many times, he or she will simply sit at a keyboard or other musical instrument with the purpose of starting a new piece of music. Some composers, though, receive inspiration and initiate the compositional process when hiking in the forest, watching a sunset at the beach, or riding a busy subway train, for example. Other composers like to base a new composition on a book, poem, painting, or even a person. Some composers, like Ms. Atwell, are invited to compose music for special events or performing groups. Often times, composers are required to incorporate special things into the composition so that it fits the needs of the commissioning person, organization, or event.

Read the following three assignments. Select your favorite and follow the instructions as you prepare a report.

1. Suppose you are a composer and are commissioned to write a piece of music. After reading the following criteria established by the commissioning party, describe the type of piece you would write and the kinds of special nuances would you include.

Commissioning criteria:

- a. Piece will be played by a 6th grade string orchestra consisting of 27 players. Students have played their instruments for two years.*
- b. It will be premiered by the orchestra at the grand opening of a new kangaroo habitat at the city zoo.
- c. Music may not exceed 3 minutes in length.

* The orchestra has an excellent 1st chair violist and one of the cellists can also play harp quite well. A few students have also had experiences with simple percussion instruments should you wish to enhance the piece with percussion. All students can play in $\frac{4}{4}$, $\frac{3}{4}$, $\frac{2}{4}$, and $\frac{6}{8}$ time.

2. You are not a composer of music but rather an author of short stories. Your assignment is to write a one-page short story. How do you arrive at the first idea for your story? What inspires you to write?
3. Composers throughout history have provided a wealth of superb music. But what made them tick? Select a composer from the following list. Read about him and prepare a brief one-page report. Focus on where and how they lived throughout their life. Learn about their educational background and try to find out what inspired them to compose music.

Ludwig van Beethoven
Leonard Bernstein
Carlos Chávez
Antonin Dvůřak
Duke Ellington
George Gershwin

Edvard Grieg
Scott Joplin
Wolfgang Amadeus Mozart
Richard Rodgers
Ralph Vaughan Williams
John Williams

SAMPLE

SAMPLE

SAMPLE

KIDS