

# March of the Gladiators

for Strings and Percussion

Full Conductor Score  
Approx. time – 3:20

Joshua Missal

**Allegro** ♩ = 152 (♩ = 76)

1 2 3 4 5

1 Violins

2 Violins

Viola

Cello

String Bass

Percussion:  
Triangle  
Snare Drum  
Bass Drum

6 7 8 9 10

1 Vlns.

2 Vlns.

Vla.

Cello

Str. Bass

Perc.

*stagger bowing*

*off string*

*mp*

*p*

S. D.

B. D.

*p*

*arco*

*div.*

3

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11 12 13 14 15 16

Vlns. 1

Vlns. 2

Vla.

Cello

Str. Bass

Perc.

*mf*

*mf*

*mp*

*mf*

*mf*

*pizz.*

*stagger bowing*

*off string*

17 18 19 20 21 22

Vlns. 1

Vlns. 2

Vla.

Cello

Str. Bass

Perc.

*mf*

*mf*

*mf*

23 24 25 *off string* 26 27 28

1 Vlns. *mf* 3

2 Vlns. *mf* *mf* *mf*

Vla. *mf* (4) *mf* (4)

Cello *mf* *mf* *mf*

Str. Bass *mf* *mf* *mf*

Perc. 3

*unis. arco*

29 30 31 32 33 34

1 Vlns. *f* *mf* *mf* *mf* 3

2 Vlns. *f* *mf* *mf*

Vla. *div.* *unis.* *mf*

Cello *f* *mf* *mf* *mf* *mf* *V*

Str. Bass *f* *mf* *mf* *mf* *mf* *V*

Perc. *Tri. mf* 3

35 36 37 38 39 40

1 Vlns. 1

2 Vlns. 2

Vla.

Cello

Str. Bass

Perc.

pizz. mf

arco

mf

div.

41 42 43 44 45

1 Vlns. 1

2 Vlns. 2

Vla.

Cello

Str. Bass

Perc.

mf

f

mf

f

mf

arco

mf

div.

unis.

3

46 47 48 49 50 51

Vlns. 1 *f*

Vlns. 2 *f*

Vla. *f*

Cello *f*

Str. Bass *f* div.

Perc. *f*

3 unis.

52 53 54 55 56

Vlns. 1 *fp* *ff* *p* *con sord.* *mp warmly* unis.

Vlns. 2 *fp* *ff* *p* *con sord.* *mp warmly*

Vla. *fp* *ff* *p* *con sord.* *mp warmly*

Solo Cello *ff* *p* *con sord.*

Gli altri *ff* *p* *con sord.* *mp warmly*

Str. Bass *ff* *p* *stagger bowing* *pp*

Perc. *fp* *p* *pp*

3

57 58 V 59 60 61

1 Vlns. 2 Vlns. Vla. Solo Cello Gli altri Str. Bass Perc.

*senza sord.* Solo *f* *p* *p*

62 V 63 64 65 66 V

1 Vlns. 2 Vlns. Vla. Solo Cello Gli altri Str. Bass Perc.

*f* *mf*

67 68 69 70 V 71

1 Vlns. 2 Vlns. Vla. Solo Cello Gli altri Str. Bass Perc.

72 *senza sord. div.* 73 74 V 75 76

1 Vlns. *mf* *senza sord.* 2 Vlns. *mf* *senza sord.* Vla. *mf* Solo Cello *senza sord. div.* Gli altri Str. Bass Perc. *mf* *mp*

77 78 79 80 81

Vlns. 1 rit. poco a poco

Vlns. 2 rit. poco a poco

Vla. rit. poco a poco

Solo end solo

Cello *f* rit. poco a poco

Gli altri rit. poco a poco

Str. Bass rit. poco a poco

Perc. 3 3 3 3 3 rit. poco a poco

82 83 84 (In 4) 85 86

Vlns. 1 *f* *ff* *fff* stagger bowing

Vlns. 2 *f* *ff* *fff* stagger bowing

Vla. *f* *ff* *fff*

Cello unis. *ff* *fff* div.

Str. Bass *f* *ff* *fff* div.

Perc. 3 3 3 3 3 *f* *ff*



87 **Tempo I** 88 89 90 91

1 Vlns. 2

Vla.

Cello *unis. off string*

Str. Bass *sub. f unis. off string*

Perc. *sub. mf*

92 93 94 95 96

1 Vlns. 2

Vla.

Cello *f*

Str. Bass *f*

Perc. *f*

97 98 99 100 101

Vlns. 1 *mf* *f*

Vlns. 2 *f* *mf* *f*

Vla. *mf* *f* div.

Cello *f* 3 3

Str. Bass *mf*

Perc. *mf*

102 103 104 105 106

Vlns. 1 *mf* 3 3

Vlns. 2 *f* 3

Vla. unis.

Cello div. unis. *f*

Str. Bass

Perc. 3 3 3 Tri. 3

107

1 Vlns. *f*

2 Vlns.

Vla. *mf*

Cello *mf*  
div.

Str. Bass *mf*  
arco  
div. >  
pizz.

Perc.

108 109 110 111

112 113 114 115

1 Vlns. *f*

2 Vlns. *f*

Vla. *f*

Cello *f*  
unis.

Str. Bass *f*  
unis. arco  
div. >

Perc. *f*  
S. D.  
B. D.

Musical score for measures 116-126, featuring Violins (Vlns.), Viola (Vla.), Cello, String Bass (Str. Bass), and Percussion (Perc.).

**Measures 116-121:**

- Vlns. 1 & 2:** Violins play a melodic line with accents (>) and dynamic markings *vc* (pizzicato).
- Vla.:** Viola plays a sustained note with a dynamic marking *vc*.
- Cello:** Cello plays a rhythmic pattern of eighth notes with dynamic markings *vc*.
- Str. Bass:** String Bass plays a rhythmic pattern of eighth notes.
- Perc.:** Percussion plays a rhythmic pattern of eighth notes.

**Measures 122-126:**

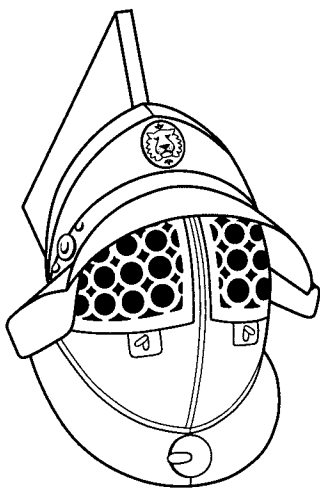
- Vlns. 1 & 2:** Violins play a melodic line with accents (>) and dynamic markings *no rit. ff*. Measure 124 includes the instruction *unis.* (unison).
- Vla.:** Viola plays a melodic line with accents (>) and dynamic markings *fp no rit. div.* and *ff*.
- Cello:** Cello plays a melodic line with accents (>) and dynamic markings *no rit.* and *ff*. Measure 124 includes the instruction *(V)*.
- Str. Bass:** String Bass plays a rhythmic pattern of eighth notes with dynamic markings *no rit.* and *fp*.
- Perc.:** Percussion plays a rhythmic pattern of eighth notes with dynamic markings *no rit.* and *fp*.

Measures 124 and 125 feature triplets (3) in the Violin, Viola, and String Bass parts. Measure 126 features triplets (3) in the Cello and Percussion parts.

## Learning Bank: A Visit to Ancient Rome

Rome has a magnificent history. The founding of Rome goes back to the very early days of civilization, about 753 BC according to the Romans. For hundreds of years, Rome has been called “the Eternal City” because of its importance as one of the great cities of Western Civilization, as the capital of the Roman Empire, and as the world center of the Roman Catholic Church.

Kings ruled early Rome until about 510 BC, and then the Romans took power over their own city and ruled themselves. In other words, they established a republic. Throughout this time, Rome quickly grew from a small community of shepherds and into a powerful empire, a nation ruling more than one country. Rome had gained the entire Italian peninsula and by 27 BC the Roman Empire was born. The Roman Empire spread across half of Europe, the north coast of Africa and a significant part of the Middle East. Millions of people lived in the Roman Empire and spoke many languages and followed different ways of life. But the empire brought them together under a single system of law and one government. The Roman Empire was successful lasting over a thousand years.



*A helmet, called a “murmillo.” This is one of many different styles worn by gladiators.*

### Roman Games

The Roman games were spectacular public events and entertainments for the masses. They were exceedingly popular in Rome in addition to cities and towns located within the empire. Roman games were designed to amuse and entertain large crowds of spectators. Games such as chariot races, animal hunts, and gladiator fights were the most popular. Admittance to events was free.

Gladiatorial contests were hand-to-hand combats and the first exhibition in Rome was in 264BC. Most contests featured no more than 120 pairs of fighters. Gladiators used many types of weapons including swords, daggers, nets, and spears. They used shields and helmets to protect themselves. Their choice of armor and weaponry often indicated what type of class they were in. Gladiators fought until one or both of them fell dead or one was on the brink of defeat.

### Who were the Gladiators?

Gladiators were usually recruited from the lowest class of Roman society. They were criminals, slaves, and prisoners of war. Criminals, having lost their citizen rights, and slaves and prisoners of war having none, had no choice about becoming a gladiator, if they had the physical and emotional strength necessary for the job. Some free-born men, however, volunteered to become a gladiator in order to achieve fame and fortune. Most gladiators were men, however, a few women were documented as becoming gladiators, too.

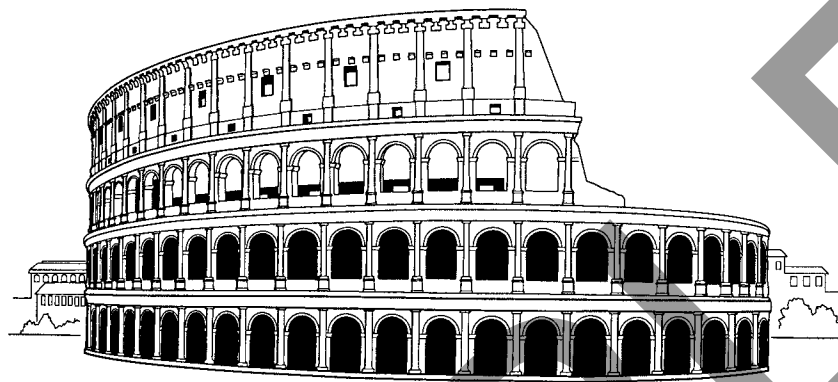
The men who were to become gladiators were trained in schools. Special measures were taken to discipline them and they had to take an oath that forced them to agree to a life of slavery and social disgrace. Although unattractive, there were advantages. A newly initiated gladiator became a model of military discipline and through courageous behavior he was also capable of achieving honor similar to that of Roman soldiers on the battlefield. A winning gladiator could achieve the kind of public praise that athletes enjoy today.

### Gladiatorial Games

Gladiatorial combat was as much a science as modern boxing. Much like in modern day sports events, there was much more to the game than just the event itself. The characters involved and the personal drama blended with the technical skill and determination made for an exciting spectacle at the amphitheater.

Gladiators fought until one or both of them fell dead or until one of them admitted defeat. According to tradition, when a gladiator had overpowered his opponent, the host or sponsor of the game would allow the spectators to decide the fate of the weaker man. If they wished to let the defeated man live, they would wave their handkerchiefs. If they wanted the man to die, they would turn their thumbs downward.

All in all, Gladiatorial games were a part of Ancient Roman history from about 264 BC to AD 325 when the emperor Constantine I banned such contests. He claimed they were too cruel and gruesome. Although gladiatorial games were banned in AD 325, they continued until about AD 500.



*The Colosseum*

*Up to 50,000 spectators attended gladiatorial games and other forms of entertainment in this amphitheater. It was dedicated in AD 80.*

## Life in Ancient Rome

With the many large entertainment centers dotted throughout the empire, it was obvious that citizens enjoyed many types of entertainment such as gladiatorial games. But there was more to life than entertainment. First of all, to be a Roman citizen, a person had to apply. Anyone could apply, but not all were accepted. Roman society was basically divided into two classes, the patricians, or upper class and the plebs, or lower class. Slaves were considered too low to belong to either class.

**Architecture:** The typical Roman city was built in the form of a rectangle with two major streets crossing each other. The city center was called the Forum and it was a large open area serving as a meeting place. The main buildings surrounded the forum: a basilica (large hall for business and legal meetings), a temple, an outdoor amphitheatre, a theatre, and public baths. Markets and shops were located throughout the city,

Several large projects designed by Ancient Romans contributed to quick growth and power. Aqueducts (carrying water from the mountains) provided water for public buildings/baths and fountains. Paved roads, first designed for military purposes, eventually connected all parts of the Empire with Rome. The Romans were the first to build with bricks and cover them with cement. The strength of the cement enabled them to construct complex structures with arches, vaults, and domes.

**Houses.** Wealthy people lived in large houses or villas, usually made of brick. These houses had courtyards, multiple rooms and a garden. Windows and balconies faced the courtyard, not the street to keep homes safe from burglars. These homes were single-family dwellings and each home was shared by all living generations (great grandparents, grandparents, parents, children). Homes were decorated with paintings on the walls, but they did not have much furniture. Carpeting did not exist in homes at this time although some villas had attractive mosaics on the floors.

Lower class Romans lived in apartment-type buildings. Apartment buildings were 5–6 stories tall or apartments were also situated above shops. Apartment accommodations often had only one room. Entire families had to crowd into the single room and had to cook and sleep there. They did not have toilets and had to use public latrines. Apartments didn't have running water, so buckets had to be hauled in from public facilities.

**Clothing.** The earliest Romans wore a toga. It looked like a long white sheet but togas were arranged in a very stylish way. Togas fell out of style and tunics became the norm. Looking more like long T-shirts, they were much more practical. Men's tunics were usually white and women's were usually colored. Summer tunics were made of cool linen fabric and winter tunics were made of wool. Street shoes were made of leather. Women enjoyed wearing jewelry including rings, earrings, necklaces, pendants, and crowns.

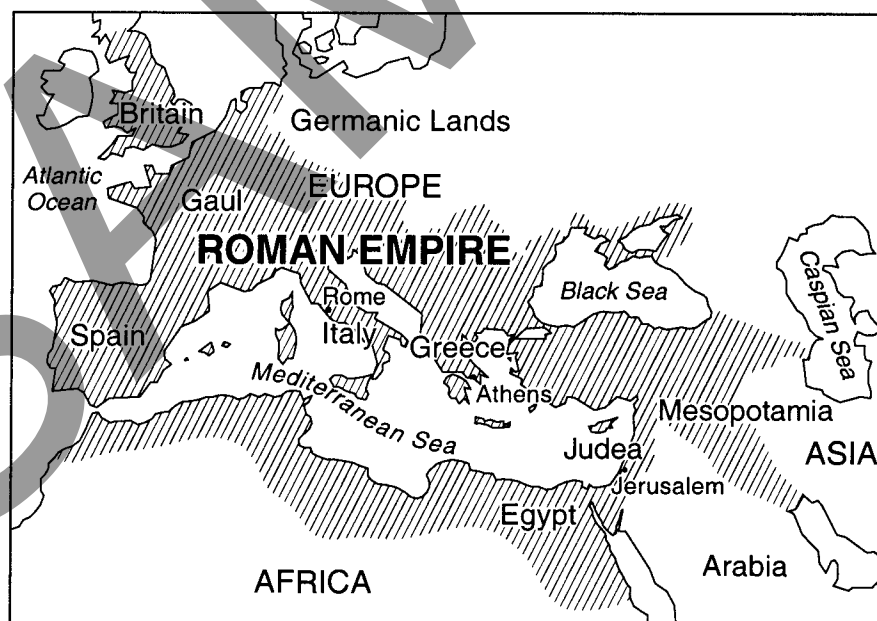
**Toys.** Children were easily occupied with a variety of toys. Children of all ages enjoyed board games, kites, and hobby horses. Boys frequently played ball and they especially liked war-type games and used wooden-type swords. Girls enjoyed rag dolls and dolls made of wax or clay. Children from poorer families had to work a great deal so their play time was limited however children from wealthy families had lots of time to play since slaves did most of the housework.

**Pets.** The number one favorite pet was the dog. Ancient Romans also had a variety of birds as pets including pigeons, ducks, quail, and geese.

**School.** School was primarily for boys, however some girls went to school also. Ancient Rome did not have public schools but they did have one-room private schools. Private schools required tuition and only children from wealthy families could attend. About 12 students would be enrolled in a school and they would range in ages of seven to 11. Students studied reading, writing, and counting. They used a writing tablet made of wax and wrote with a stick called a stylus. If children could not receive formal education, they would learn from their parents. Boys could continue their education into their teens. The primary subject was public speaking in order to prepare for life as an orator.

**Food.** Principal crops in the area included wheat, barley, grapes, beans, lentils, olives, and fruits. Livestock included sheep, goats, pigs, horses, and mules. Cattle were kept for milk and cheese. Lunch was usually served at about 11:00 a.m. It was a cold meal including bread, salad, cheese, olives, fruit, nuts, and cold meat left over from dinner the night before.

**Nap Time.** Ancient Romans typically stopped all activities after lunch to take a midday rest or siesta. In summer months, nearly everyone took a siesta and the streets were nearly deserted. School children received a 2–3 hour break for their midday rest before returning to their studies.



*The Roman Empire, during its height, spread across about half of Europe, much of the Middle East, and the north coast of Africa.*

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