

## ACTIVITY FIVE: COMPOSING A PIECE FOR REMEMBRANCE

**LINK TO ART ACTIVITY 2, ENGLISH ACTIVITY 3**

### Learning Objectives

- To discover how music can be used as a form of remembrance;
- To develop a piece that can be performed to remember our fallen heroes.

### Resources

- Selection of instruments (untuned or tuned percussion, any instruments)
- Paper and pencils

### Prior Learning

- To understand what a requiem is. **LINK TO MUSIC ACTIVITY 4**

## MAIN TASKS

### Introduction

1. Talk about remembrance – what forms can it take?
  - Discuss the use of the bugle and the Last Post; it is still played at the [Menin Gate in Ypres](#) every evening.
  - Choral symphonies such as Morning Heroes and A World Requiem ([Historical Context 2I. Creative Responses](#)) – requiems being the traditional musical response for during religious ceremonies.

### Listening & research:

2. Listen to [Morning Heroes](#). Ask yourself the following questions:
  - a. How many sections does it have?
  - b. Are they all slow?
  - c. What mood does each of the sections represent?
  - d. Is this a traditional requiem? If not, why?
  - e. In a piece of remembrance are there aspects that must be there?
3. Before you start composing, you need to ask yourself some questions:
  - a. What form is your piece going to take?
  - b. Is it going to have movements?
  - c. Will there be solo sections or is it a purely group work? Maybe it is just for voice and one instrument?
  - d. Are you going to be setting text? If so, which texts are you going to use? Perhaps there is a First World War poem that you feel reflects the mood you wish to set ([Historical Context 2I. Creative Responses](#)) or use the Poem you have written. English 3: Writing Poetry (LINK NEEDED)

### Composition

4. Composers often have to pitch concepts to employers/competitions before they compose their pieces. Once you have a firm idea of how you wish your piece to be conceptually, verbally present it to the class. As a class decide which three or four pieces you wish to develop.
5. The Composer should lead a group in composing their piece - whilst all members of the group should contribute ideas, the composer as the 'artist' should have the last say!
6. At the end of the exercise, there should be at least 4 different pieces, which you should then be able to perform to the rest of the class or to the school.