

MUSIC @ MALLING



**THE SOLDIER'S TALE
EDUCATION WORKSHOPS AND CONCERTS
SEPTEMBER 2013
KEY STAGE II**



THE LEARNING ZONE WWW.MUSIC@MALLING.COM



Introduction

Music@Malling is a festival of music featuring outstanding artists in historical venues in and around West Malling, Kent

Education is central to the festival programme and for 2013, we have a series of events to engage local primary and secondary schools including workshops and concerts based around Stravinsky's *The Soldier's Tale*; a series of masterclasses with leading musicians from the festival and a family concert of popular classics.

After the great success of *Peter and the Wolf* and *The Carnival of the Animals* in 2011 and 2012, the internationally acclaimed ensemble Chamber Domaine will give three performances of Stravinsky's iconic *The Soldier's Tale* at St.Mary's Church, West Malling. The performances will include choreography by English National Ballet Junior Soloist, James Streeter.

The performances will be narrated by Matthew Sharp, recently acclaimed by *The Daily Telegraph* for his "astonishingly comprehensive versatility." The concerts will be open to students and parents and will be the culmination of a series of workshops held in local primary and secondary schools. The concerts will be one hour long. The workshops are targeted for two age groups Key Stage II and III.

For primary schools, the performances at 11am and 2pm on 26th September and the education project are designed to fit the learning objectives for Key Stage II through exploring Stravinsky *The Soldier's Tale*.

There will be movement workshops using the music from the *Three Dances* from *The Soldier's Tale*, which will be led by the English National Ballet.

The music workshops will involve students singing, playing and composing music inspired by the themes from the Stravinsky with help from members of Chamber Domaine.

The pieces devised in the workshops will be used in the concerts and woven into a story by the narrator and will be performed alongside *The Soldier's Tale*. The education workshops will run prior to the festival.

There will be a fairy tale and artwork competition that will be judged by international artist, Graham Clarke.

Invite your class to create and perform their own music using the ideas from this pack. These hands on activities will help focus the student's listening and understanding of the music in preparation for the concert. **Please feel free to modify any aspect of this material to suit the needs of each class.**

Music, Movement and Art – Telling a Story

The concerts and workshops will cover the following areas of study for Key Stage II.

- Telling a story - using expressive language and developing musical and movement ideas to express feelings/moods/characters
- Developing rhythmic and melodic material through improvisation
- Using different musical instruments and their contrasting and complementary characters
- Learning about and seeing different musical instruments at close hand and having access to outstanding professional musicians
- To have access to a leading dance artists and to learn about expression through music and movement
- Composition - Creating popular and memorable themes that can be used and developed to tell a story using tuned and untuned instruments
- To hear and see live classical music and dance, promoting engagement and understanding of the sounds, textures, atmospheres that are unique to live performance.

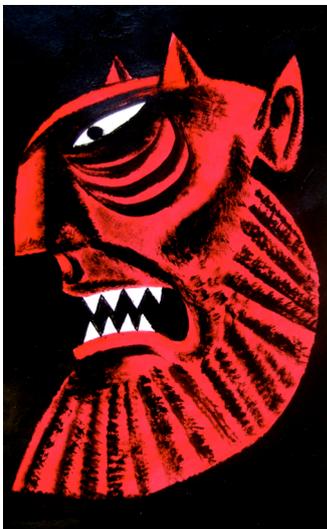


History

Stravinsky is an iconic figure of the 20th century. His compositions have had a huge impact on our culture and were revolutionary as well as revelatory. His collaboration with Sergei Diaghilev and the Ballet Russes with works such as *The Firebird* (1910), *Petrushka* (1911), and *The Rite of Spring* (1913) - blazing a trail across Europe and beyond and opening up a whole new world of expressive possibilities. *The Soldier's Tale* was written in 1918 at the end of the First World War and is based on a Russian folk tale about a soldier and the devil.

The scoring reflects a sea change from the large forces employed in the works he composed prior to The Great War: a chastened and economical use of seven instruments. The concept was to create a theatrical work that could be "read, played and danced." There are references to popular dance music - Tango, Waltz and Ragtime form the Three Dances, which are often choreographed. In the Music@Malling performances these will be choreographed by one of Britain's leading dancers, James Streeter who is a Junior Soloist with English National Ballet.

The music particularly promotes the violin, which is central to the story. The Story is a parable of a soldier called Joseph who trades his violin with the devil in return for unlimited wealth. The libretto is by C.F Ramuz and based on a folk tale. For the concerts the libretto will be modified to include children's poems and interactive performance.



The Story

Joseph, a soldier, is on his way home on leave. He rests by a stream and the devil disguised as an old man carrying a butterfly net, sneaks up on him whilst he is playing his instrument.

The devil tries to get Joseph to sell his violin but when he refuses, offers him a book that offers material riches as it can predict the future. Joseph accepts and in exchange for teaching the devil the violin is taught how to use the book to his advantage.

There is a draw back however. After three days of teaching the devil to play and learning about the book, Joseph walks into his hometown and everyone runs away thinking he is a ghost. He realises three years not three days have passed.

Joseph amasses great wealth by using the book to predict the future. He soon realises that material wealth does not make him happy and he longs for his life as before - poor but happy.

Joseph rejects the book tearing it up and hurls his violin away.

Later, he marches past his hometown and arrives at an inn where he hears that the King's daughter is sick and whoever can cure her will win her hand in marriage.

Arriving at the palace, the devil is already there disguised as a virtuoso violinist. The devil challenges Joseph to a game of cards to gain back his money - if Joseph loses he will be free from the devil.

Joseph manages to do this and plays the Three Dances, which miraculously cure the Princess. The devil arrives undisguised and Joseph plays a dance that forces the devil to dance in a way, which exhausts him: he seems a spent force. The soldier has won over the devil and has fallen in love with the Princess.

There is a moral to the story, which reads:

You must not seek to add
To what you have, what you once had:
You have no right to share
What you are with what you were.

No one can have it all,
That is forbidden.
You must learn to choose between.

One happy thing is every happy thing:
Two, is as if they had never been.

Eventually, the soldier wants his past back as much as the present. The devil

reclaims him and the work ends with the triumphal march of the devil - a duel between the violin and percussion.

The work was first performed in Lausanne, Switzerland, 28th September 1918.



Activities

1. Listen to the Three Dances and discuss:

- What are the instruments?
- What are their characteristics?
- Describe the different sounds they make. For example, the violin in The Tango – dark, menacing in The Waltz – graceful, sweet and chirpy.
- Can you describe the mood of the Tango, Waltz and Ragtime?
- Sing and clap some of the rhythms from the music.
- How would you move to this music? Think about levels, rhythm, speed and direction.
- Draw pictures inspired by the different moods of the music.

2. Listen to the opening March and discuss:

- What are the instruments?
- Can you clap with the music the marching rhythm?
- What is the mood of the music?
- Write a story about a long journey.

3. Listen to the Grand Choral and discuss:

- What is the mood of the music?
- Where are you likely to hear this type of music?
- Do you think that a choir could sing this?
- Can you sing the opening melody?
- Which instrument plays the tune?

4. Listen to the Marche Triomphale

- What is the character of this movement?
- Does the music have a regular pulse?
- What dynamics predominate in this music?

- Why does the violin have a prominent part?
- Who is playing the violin in this part of the story?
- Which instruments end this movement?
- Draw a picture inspired by the music – what colours suit the character of the music. What shapes suit the character of the music – for example, smooth or jagged?

5. Make a picture story about: **a journey** or **a fairy tale**. These will be part of a competition to be judged by internationally renowned artist, Graham Clarke

6. Write a poem inspired by one of the movements of The Soldier's Tale. A starting point could be adjectives that describe the mood of the music. These will be included in the performance on 26th September.

For example, Marche Triomphale

Red, angry, diabolical, loud, thrashing, mad, nasty

The red devil stamped
 Thrashed and whacked
 His violin in a frenzy.
 Louder and louder,
 Scratching shrieking
 Tormenting the audience
 With his insane and diabolical music.

7. Funny rhymes

Make up a limerick or rhyme based on the characters from The Soldier's Tale. These are the Soldier, the Devil, The Princess, The narrator.

A soldier called Jo
 Met a man called Old Nick
 He taught him the violin
 In exchange for a trick

Schools Workshops

Music

Members of Chamber Domaine will visit participating schools and will demonstrate their instruments to each class. There will be a group singing/performing activity. The class will then be divided into groups and each group will be helped to write a tune inspired by The Soldier's Tale. (See attached worksheets.)

NB these will need to be copied for every child in each participating class.

These will be performed at the end of each session and some will be picked to be included in the schools concerts on the 26th September.

Movement

Artists for English National Ballet will also be visiting schools offering dance and movement workshops inspired by The Soldier's Tale. Workshops will include:

- A fun and engaging warm up concentrating on dance-specific skills such as posture, alignment, co-ordination, strength and stamina.
- Traveling exercises inspired by the different rhythms of the Three Dances, encouraging the use of spatial pathways and dynamics
- Exploration of key motifs which represent the characteristics and sounds of the Three Dances
- Simple creative tasks to develop choreography specifically focusing on the use of levels, speed and dynamics
- An informal sharing, encouraging reflection and self-assessment.

Students will recognize some of the key motifs performed by English National Ballet at the concert on 26th September in St.Mary's Church, West Malling.

Video clips and further activities are on the Learning Zone page of www.musicatmalling.com.

NOTES:

Step One: You can choose:



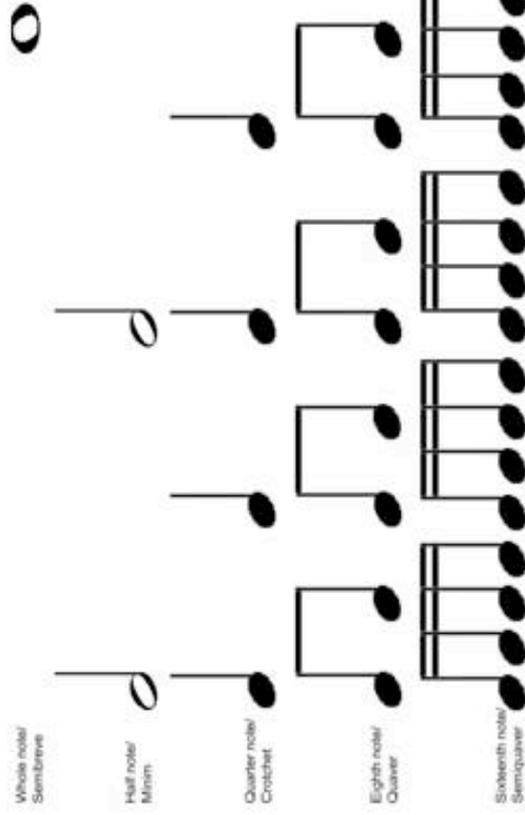
Treble Clef

or



Bass Clef

Step Two: Now choose some notes:



Step Three : Put the first two steps together: Write the notes in any order and on any line or space. Make sure you put **either** the bass or Treble Clef right at the beginning of the piece.

Step Four: Once all the notes have been filled in add some dynamics.

f

If you want the piece to be loud add the Forte sign.

If you want the piece to be quite use the piano sign.

p

If you want the piece to get louder gradually use the crescendo sign.



If you want the piece to get quieter gradually use the diminuendo sign.