

# MEETING THE SUN

## Movement 2: 'Hearts on Fire'

### Listening Guide

**Australian composer Elena Kats-Chernin** was asked to write *Meeting The Sun* to commemorate the centenary of the Australian and New Zealand Army Corps, or 'Anzac', landings at Gallipoli in 1915. It is a piece of music that has been composed for children's choir and concert band, which is a large group of woodwind, brass and percussion instruments. *Meeting The Sun* is in five sections (or movements) and lasts for about 18 minutes in total.

The second movement of *Meeting The Sun* by Elena Kats-Chernin is 'Hearts On Fire'. It is an instrumental movement.

After a short drum roll, the piano and percussion instruments play very loud note clusters (notes next to each other all played at once) followed by loud, long notes in the woodwind and brass. For much of the movement, these ideas are mixed in with repeated note ideas in other woodwind and brass instruments. This movement features frequent, effective use of crescendos (gradually getting louder). There is a particularly big crescendo after the snare drum comes in playing rapid notes. After this, there is the opposite effect; a decrescendo or diminuendo and the movement ends with four quiet, mournful notes played by a solo tuba.

# Activity 1: Research

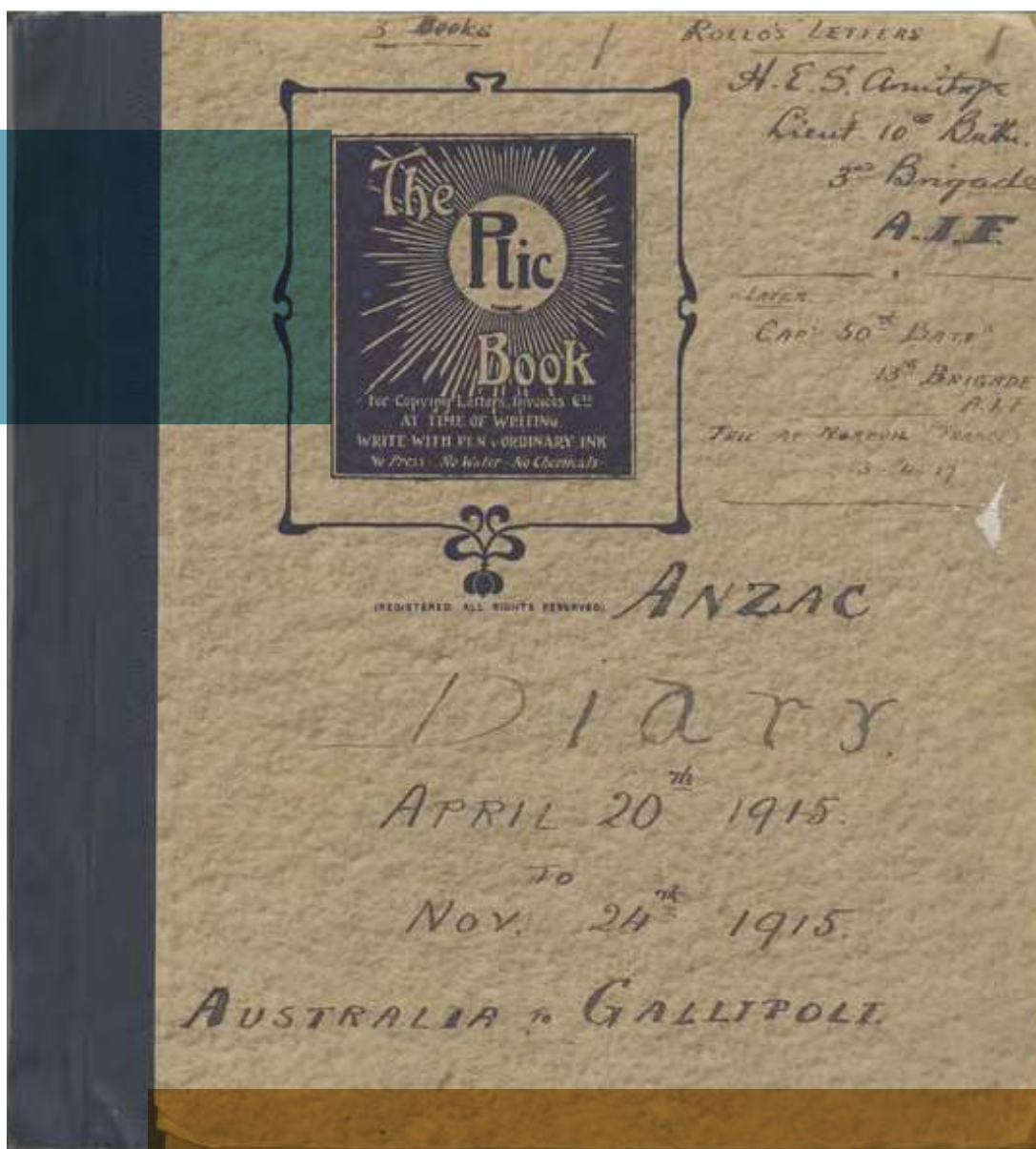
The following websites contain primary and secondary source evidence about the Gallipoli landings on 25 April 1915. They include material sourced from soldier diaries, official reports and accounts as told to journalist Charles Bean.

<https://www.awm.gov.au/blog/2009/04/23/the-gallipoli-landing-and-the-first-anzac-day/>

<https://www.campgallipoli.com.au/indigenous-diggers/>

<http://www.anzacwebsites.com/gallipoli/letters.htm>

Write a recount of the events of the first day of the Gallipoli landings relying mainly on PRIMARY SOURCE information. Remember primary source information is information from someone who was actually there at the time. Your teacher may set a word count for this.



Harold Edwin Salisbury Armitage, Anzac Diary, (cover), 1915, courtesy Australian War Memorial

## Activity 2: Listening

Listen to the whole of 'Hearts On Fire' several times.



Fill in the table below to show how the composer (Elena Kats-Chernin) uses various musical elements to achieve an urgent, aggressive sound.

Musical Elements	Answers
a) Dynamics (louds and softs)	
b) Pitch (high and low)	
c) Duration (rhythm, beat, tempo)	
d) Tone colour (instruments)	

# Activity 3: Performance

Play the classroom arrangement of part of 'Hearts On Fire'.

The musical score is arranged in systems. The first system (measures 1-8) includes:

- Part 1 C:** Treble clef, 3/4 time. Features a cluster of notes (pick any note) and a higher note. Dynamics: *ff*. Chords: Bb, Bb, Bb, Bb.
- Part 2 C:** Treble clef, 3/4 time. Features a cluster of notes (pick any note) and a higher note. Dynamics: *ff*. Chords: C, C, C, C.
- Part 2 Bb:** Treble clef, 3/4 time. Features a cluster of notes (pick any note) and a higher note. Dynamics: *ff*. Chords: Bb, Bb, Bb, Bb.
- Bass instruments:** Bass clef, 3/4 time. Dynamics: *ff*. Chords: C, C, C, C.
- Percussion:** Percussion clef, 3/4 time. Dynamics: *ff*. Features a cluster (pick any note) and a higher note.
- Pitched percussion or keyboard or guitar:** Treble clef, 3/4 time. Dynamics: *ff*. Features a cluster (pick any note) and a higher note.
- Piano:** Grand staff, 3/4 time. Dynamics: *ff*. Features a cluster and a higher cluster.

The second system (measures 9-12) includes:

- Part 1 C:** Treble clef, 3/4 time. Chords: E, E, Eb, Eb.
- Part 2 C:** Treble clef, 3/4 time. Chords: F#, F#, F#, F#.
- Part 2 Bb:** Treble clef, 3/4 time. Chords: Bb, Bb, Bb, Bb.
- Bass instruments:** Bass clef, 3/4 time. Chords: C, C, C, C.
- Percussion:** Percussion clef, 3/4 time.
- Pitched percussion or keyboard or guitar:** Treble clef, 3/4 time.
- Piano:** Grand staff, 3/4 time.

### Part 1 C

cluster (pick any note) (higher note)

*ff*

9

Detailed description: This section consists of two staves of music in 3/4 time. The first staff contains measures 1 through 8, featuring a series of vertical black bars representing a cluster of notes. The second staff contains measures 9 through 16, continuing the cluster pattern. The dynamic marking *ff* is present at the beginning of the first staff. Annotations 'cluster (pick any note)' and '(higher note)' are placed above the first and fifth measures of the first staff, respectively.

### Part 2 C

*ff*

8

Detailed description: This section consists of two staves of music in 3/4 time. The first staff contains measures 1 through 4, with notes Bb, Bb, Bb, and Bb. The second staff contains measures 5 through 8, with notes E, E, Eb, and Eb. The dynamic marking *ff* is present at the beginning of the first staff.

### Part 2 Bb

*ff*

8

Detailed description: This section consists of two staves of music in 3/4 time. The first staff contains measures 1 through 4, with notes C, C, C, and C. The second staff contains measures 5 through 8, with notes F#, F#, F#, and F#. The dynamic marking *ff* is present at the beginning of the first staff.

### Bass instruments

*ff*

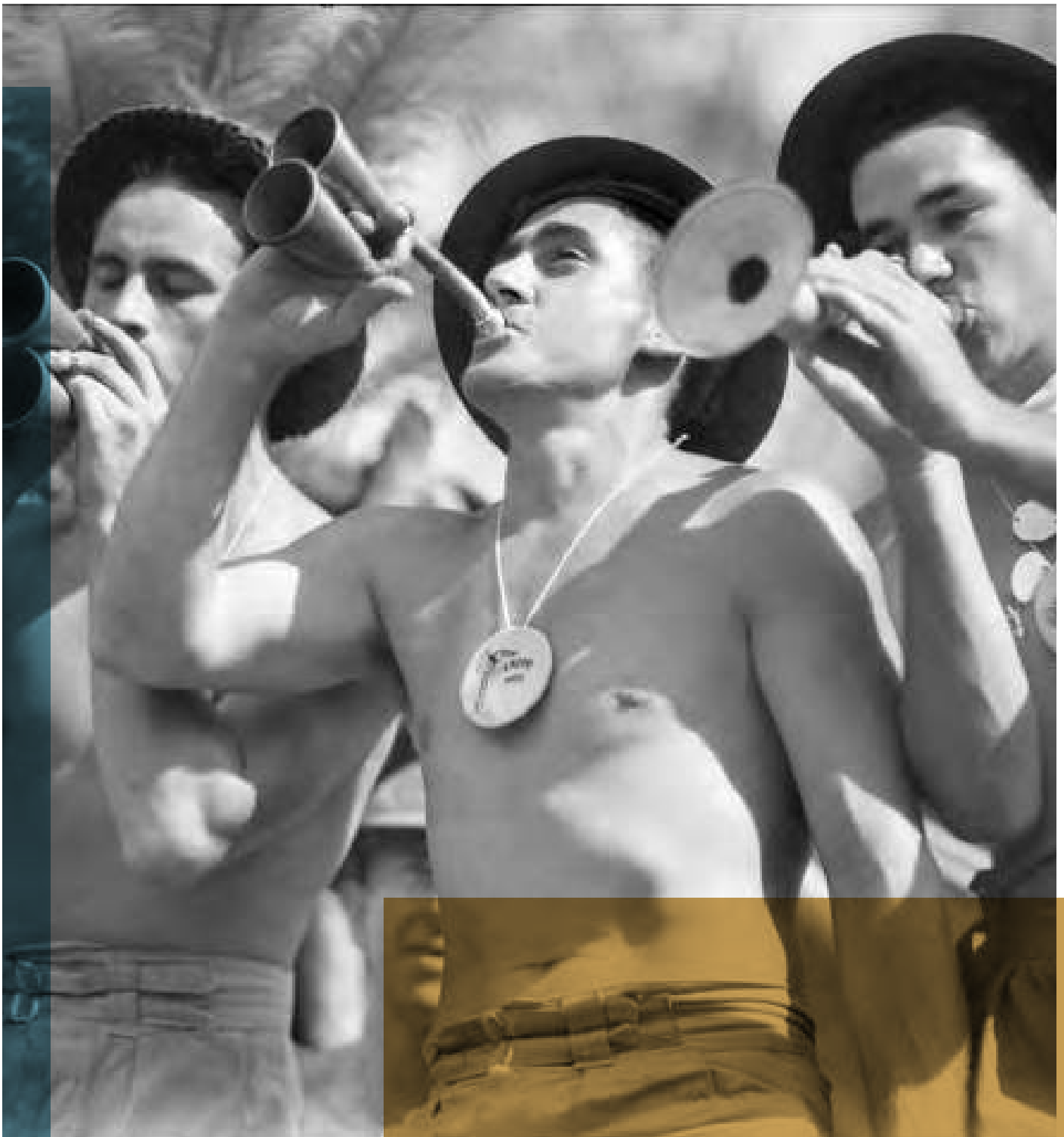
8

Detailed description: This section consists of two staves of music in 3/4 time. The first staff contains measures 1 through 4, with notes Bb, Bb, Bb, and Bb. The second staff contains measures 5 through 8, with notes Bb, Bb, Bb, and Bb. The dynamic marking *ff* is present at the beginning of the first staff. Chord symbols C are written below the notes in the second staff.



## Activity 4: Composition

**Create a piece of music in a small group that is as tense, urgent and aggressive as 'Hearts On Fire'.** Use keyboard and pitched and unpitched percussion instruments. Experiment with tone clusters and try and use them in your piece. To do this, you may try playing a keyboard with your palm or even your forearm and you may wish to use multiple mallets to play a pitched percussion instrument. The idea is to recreate music for pitched instruments as if they were unpitched. When your group has created and rehearsed your composition, perform it for the rest of the class.



*The 'Swing Trio' performs in their homemade instruments, (black and white negative by McNeil), 1942, courtesy Australian War Memorial*

## Activity 5: Creative Writing



*Australian soldiers on board the British destroyer HMS Beagle on their way to Gallipoli for the landing on the 25 April 1915, (photograph), courtesy Australian War Memorial*

**Imagine you are a soldier in a transport ship on 24 April 1915.** Imagine you know that tomorrow there will be a landing in Gallipoli and you will be expected to advance towards the enemy under fire. Write a letter to your family about your situation.

How honest would you be with them about your situation? For example, about how you feel or your opinion of your commanders. Would you try to comfort your family and try not to worry them, or would you be very blunt?



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Grad Dip Ed (Creative Arts)  
Curator and Executive Producer, *Anzac Notes*

### **History Advisor**

John K. Wright, PSM  
Librarian (Retired)  
Director, Kokoda Track Memorial Walkway

### **Composer, *Meeting The Sun***

Elena Kats-Chernin

### **Performers, *Meeting The Sun***

Sydney Children's Choir, Conducted by Lyn Williams OAM  
and Sam Allchurch  
Royal Australian Navy Band, Sydney Detachment,  
Conducted by LEUT Steven Stanke

### **Recording, *Meeting The Sun***

©ABC Classic FM 2015  
ABC Classic FM Team: Stephen Adams, Project  
Coordinator; Andre Shrimski, Producer; Andrew Edgson,  
Sound Engineer; Christian Huff-Johnson, Sound Engineer.

### **Designer**

Rosalia Catalano

### **Style Guide**

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PO BOX 127  
Concord NSW 2137  
Australia  
<http://www.kokodawalkway.com.au>