



Finale

Carlos Simon: Fate Now Conquers

21st century connections

CARLOS SIMON

FATE NOW
CONQUERS

for Orchestra

Full Score

Bill Holab Music



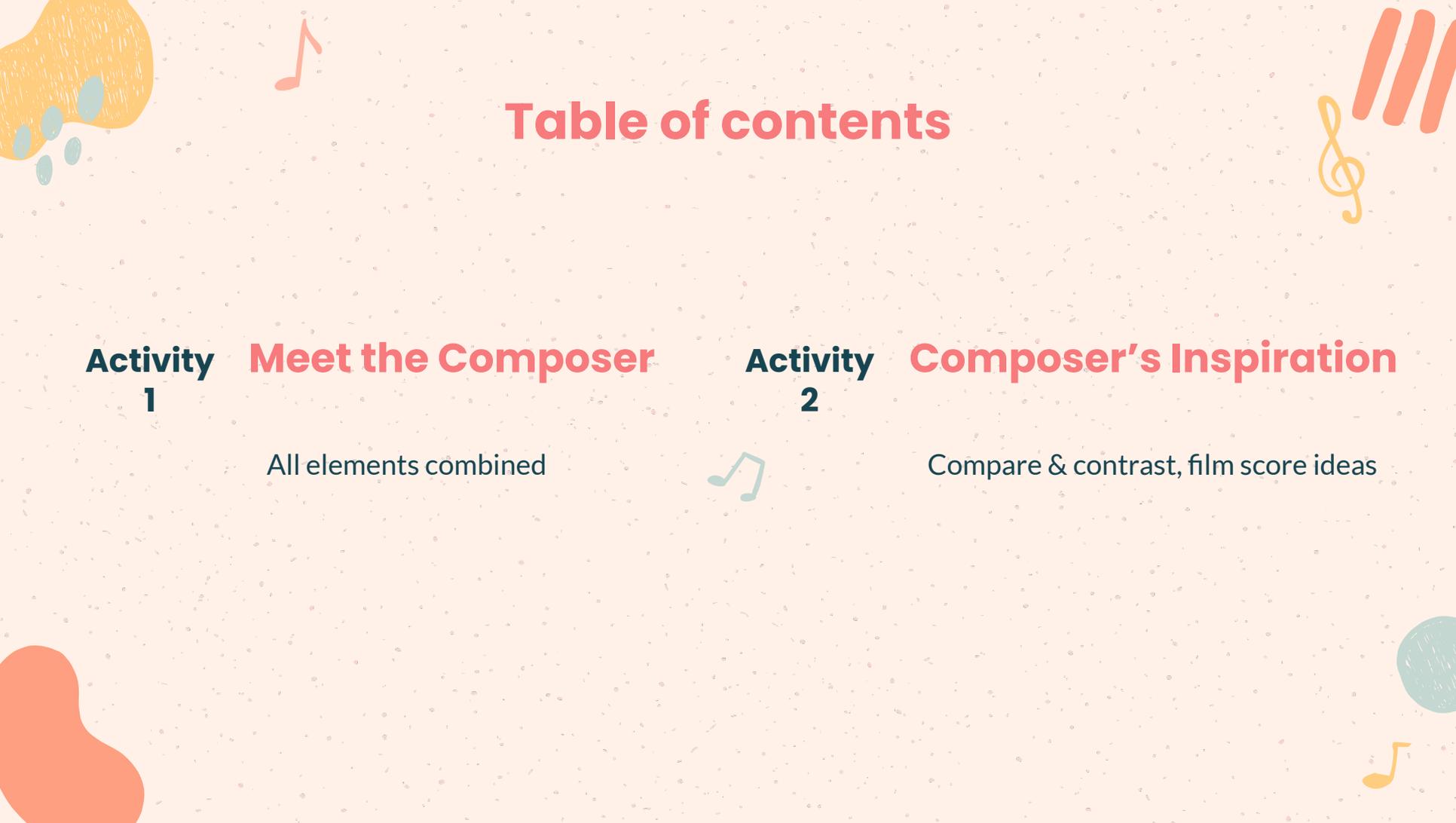


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Meet the Composer

All elements combined



FINALE

Fate Now Conquers by Carlos Simon (2020)

The elements of music including tempo, rhythm, dynamics, form, texture, and melody combine to create a feeling of energy and motion.

Listen

Listen to a [recording](#) Carlos Simon's *Fate Now Conquers*. See a [virtual performance](#) by the Sphinx Symphony Orchestra.



Read

Read the [Violin Channel's article](#), the [PolyArts write up](#) about the piece, and his [BIO](#).



Meet the Composer

Fill out the Meet the Composer sheet on the next page. *See digital workbook for answers. (Born in Washington D.C. in 1986, Doctorate at University of Michigan)



What do you know about Carlos Simon?

ABOUT THIS ACTIVITY

Get your favorite music composer a job! Begin by reading his/her biography to learn everything you can about them. Then complete the Meet the Composer Job Application worksheet.

MEET THE COMPOSER JOB APPLICATION

Position you are applying for? _____
(Name a place where the composer worked.)

PERSONAL INFORMATION

What is your name? _____

Where were you born? _____

When were you born? _____

EDUCATION

Did your parents or relatives teach you about music, or did you go to school? Where?

COMPOSITIONS

Please make a list of the compositions that you have written on the lines below:



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FUN FACTS

Please list three funny and interesting facts about you on the lines below:

Signature _____

(Composer's Name)

Paste
Composer's
Picture
Here



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Composer's Inspiration

Compare & contrast, film score ideas



FEATURED NEW PIECE COMMISSIONED BY THE PHILADELPHIA ORCHESTRA

This piece was inspired by a journal entry from Ludwig van Beethoven's notebook written in 1815:
Iliad. The Twenty-Second Book

"But Fate now conquers; I am hers; and yet not she shall share In my renown; that life is left to every noble spirit. And that some great deed shall beget that all lives shall inherit."

Using the beautifully fluid harmonic structure of the 2nd movement of Beethoven's 7th symphony, I have composed musical gestures that are representative of the unpredictable ways of fate. Jolting stabs, coupled with an agitated groove with every persona. Frenzied arpeggios in the strings that morph into an ambiguous cloud of free-flowing running passages depicts the uncertainty of life that hovers over us.

We know that Beethoven strived to overcome many obstacles in his life and documented his aspirations to prevail, despite his ailments. Whatever the specific reason for including this particularly profound passage from the *Iliad*, in the end, it seems that Beethoven relinquished to fate. Fate now conquers.

—Carlos Simon

Compare & contrast

1- What comes to mind as you listen?

Simon's Fate Now Conquers



2- How is this piece similar to the composer's inspiration?

Beethoven's 7th Symphony, 2nd movement

(Beethoven's use of timpani and strings in so many of his symphonies)



3- How is it different?

Students can discuss as a whole group or in think/pair/share small groups. Give students a piece of paper or provide a means to jot down their ideas to assist them in sharing with the class.



4- Discuss student observations and thoughts.



Music for a Film Score

If you could compose music for a movie, what would the movie be about?



Rhythm

Compose a short rhythmic motif.



Texture

What instruments would you use in your film score and why?



Dynamics

Draw a visual of your dynamics



Expression

How would your musical composition reflect the theme or movie plot?



Form

AABA or ABACA?



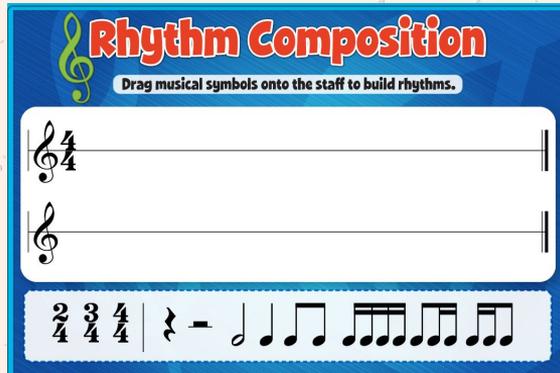
Harmony

Simple or complex?

Drafting ideas

Give students time to outline their story using a writing tool- either paper or digital. Students can additionally create a “cartoon strip” representation of their ideas via Storyboard. Encourage them to create a rough outline of their movie idea including the setting, characters, plot, theme, etc.

Provide students with a copy of the staff below and use the two-measure treble staff to begin composing a melodic or rhythmic idea for their musical movie theme.



Rhythm Composition
Drag musical symbols onto the staff to build rhythms.

Two blank treble clef staves are provided for composition. Below the staves is a palette of musical symbols: a 2/4 time signature, a 3/4 time signature, a 4/4 time signature, a rest symbol, a quarter note, an eighth note, a sixteenth note, and a beamed eighth-note pair.



A horizontal line representing a musical staff is divided into two measures by a double bar line. The first measure contains four notes: a quarter note, an eighth note pair, an eighth note pair, and a quarter note. Below these notes are four colored boxes containing the syllables 'ta', 'ti-ti', 'ti-ti', and 'ta'. The second measure contains four notes: an eighth note pair, a quarter note, a quarter note, and an eighth note pair. Below these notes are four colored boxes containing the syllables 'ti-ti', 'ta', 'ta', and 'ti-ti'.



In conclusion



What criteria do you use to evaluate music performances and/or compositions?

Have students brainstorm questions they might ask themselves as they watch or listen to a performance in order to evaluate it.

<input type="checkbox"/>	Do the musicians play/sing the correct notes?
<input type="checkbox"/>	If watching a performance: Do they have good posture? Transition well? Seem prepared? Did the performers seem passionate about the music? Do they inspire you?
<input type="checkbox"/>	Was the theme interesting or memorable?
<input type="checkbox"/>	Did the music show emotion?
<input type="checkbox"/>	Did the music represent the culture well/accurately?



Thanks!



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