Composition _Symphony #1 In Memoriam Dresden - 1945_4. Firestorm__ Composer _Daniel Bukvich_

| Time in Seconds | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 |
|----------------------------|--|------|-------------------------|--|-------|--|--|------------------|----|-----------------------|----------|---------|-----------------------------|-------------------------|---|--------------|----|
| Form | The form of this piece is the buildup, the actual bombing, and afterwards | | | | | | | | | | | The Bor | nbing | | | | |
| Phrase Structure | | | | | | | | | | | | | | - | | | |
| Tempo | none-timing is related to seconds | | | | | | | | | | | | | | | | |
| Dynamics | | | | | | | | | | | | | | | | | |
| Meter/Rhythm | None | | | | | | | | | | | | | | | | |
| Harmonic Motion | Cluster G, Ab, E | 3, D | | | | | | | | | | | | | Chord c | | |
| Orchestration | humming and soft low brass chord | | bomb noises start | Percussion parts increase in volume | | whispers | | normal speech | | Shouts and Screams | | screar | one is ning or g very | Air through horns | ı | Soi minir | |
| General Character | Very Erie! You can hear the bo coming and the distant whist bombs falling to the groun | | | | es of | | Sort of scary as you hear people to talk and eventually screamma seem very real. | | | | | | Total Chaos! | | The damage has been done, you can hear the smoke. | | |
| Means for Expression | Again, students must be reminded to put themselves in the situation. This will enable them to perform with a most sincere performance. | | | | | It is suggested to look at the score(which the student parts on this movement) to the this piece must look, sound and the students of the stud | | | | | understa | nd what | | | | | |
| Conducting Concerns | The conductor simply needs to provide time markers for the ensemble. There is no beating of time or anything metered. | | | | | | | | | | | | | | | | |
| Rehearsal Consideration | Time will need to be devoted to explaining how to perform some of the special effects and percussion parts | | | It will also take some time for students to conceptually understand this whole work, and especially this movement. It's hard for anyone to truly understand what these circumstances might have been like. | | | | | | | | | | | | | |

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| 85 | 90 | End |
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| ınd nizing | | Flute Sobs |
| | | mournful sobs of death and destruction |
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