

Kjos String Orchestra
Grade 3½
Full Conductor Score
SO283F
\$6.00

Jeremy Woolstenhulme

Nordic Invaders





The Composer

Jeremy Woolstenhulme received his B.M.E. from Brigham Young University in 2000 and an M.A. in Cello Performance from the University of Nevada (Las Vegas) in 2005. Currently, Mr. Woolstenhulme serves as the orchestra director at Hyde Park Middle School in the Clark County School District. He has traveled with his orchestra to London, Washington, D.C., Boston, and New York. Mr. Woolstenhulme's orchestra was selected to play at the 2008 Midwest Clinic in Chicago. He is also a contract musician with the Las Vegas Philharmonic, cellist for the Seasons String Quartet, and a freelance musician performing at many venues located on the famed Las Vegas "Strip." He lives with his beautiful wife Taryn and their two children, Cadence Belle and Coda Blake.

The Composition

Nordic Invaders was written in the summer of 2008 for the Hyde Park Middle School Chamber Orchestra in honor of their invitation to perform at the 62nd Annual Midwest Band and Orchestra Clinic in Chicago.

The composition is a musical portrayal of a Viking "dragon ship" voyage across the seas. It commences with the rhythmic pounding of the oars propelling the ship toward its unknown destination. For the Vikings onboard, the journey meant leaving their families and facing perilous conditions. Knowing that any sea venture could be their last, they took on the challenge and left a legacy of courage.

The $\frac{7}{8}$ and $\frac{8}{8}$ sections should be subdivided into patterns of three to help the students with the 8th note groupings. Practice these unusual time signatures using the following counting exercise – for $\frac{7}{8}$, count 1-2-3/1-2/1-2; for $\frac{8}{8}$, count 1-2-3/1-2-3/1-2. To reinforce these patterns, set a metronome to click on the 8th notes and count out loud as a group.

The *moderato* section is intended to be played fairly slowly; feel free to stretch the last two 8th notes in measure 82. Try to pull back the tempo in the viola, cello and bass chorale beginning in measure 100. When you reach the ending, students should be playing with great energy. Drive the tempo for an exciting conclusion.

I hope you enjoy *Nordic Invaders*!

Instrumentation List (Set C)

- | | |
|----------------------------|--------------------------|
| 8 – 1 st Violin | 1 – Timpani |
| 8 – 2 nd Violin | 2 – Percussion I: |
| 5 – Viola | Suspended Cymbal |
| 6 – Cello | Snare Drum |
| 5 – String Bass | 1 – Full Conductor Score |

Additional scores and parts are available.

Learning Bank

Each student part includes a **Learning Bank** featuring information about the Vikings. The Learning Bank is also printed on page 3 of this score.

Learning Bank: The Vikings



A thousand years ago, all of Europe trembled in fright. People from Ireland to Russia lived in fear of Nordic invaders, the explorers and warriors today known as Vikings. From around 790 A.D. to 1070, Vikings from Scandinavia (northern Europe) terrorized the coastal areas and waterways of the whole continent and ruled the seas. This was the “Viking Age.”

For many years, Vikings were thought of as barbarians. Over the last 200 years, however, their reputation has been revised. While the Vikings remain notorious to this day for their skill in battle, they were also sophisticated seamen. Using long, wooden boats that carried up to 80 men, Vikings traveled thousands of miles to such distant locations as Turkey and Russia. Their largest boats, known as “dragon ships” (or *drekkar*), were some of the most advanced ocean-going vessels of their day. Vikings used these sturdy boats to explore the vast seas and rivers of Europe. They were amazingly successful in their voyages, traveling thousands of miles from home in pursuit of land, treasure, and resources. Vikings settled Iceland and Greenland and even reached Newfoundland (Canada), five hundred years before Christopher Columbus’s famous voyage to the New World! Many British, Irish, and Scottish people today have Viking descendants that date back to these days of exploration and treachery. Do *you* have a Viking in your family tree?

Today, Vikings have a friendly reputation. They are no longer viewed as bloodthirsty savages like they were during the heyday of the Viking Age. Instead, they are a common sports team and school mascot, and even form the subject of the cartoon “Hägar the Horrible.” When you think of the Vikings, you probably imagine bearded men in horned helmets wielding axes. Some of these stereotypes are historically accurate (the axes) while others are unfounded (the horned helmets). However, the fact remains that Vikings continue to play a significant role in contemporary culture. These Nordic invaders capture the modern imagination and endure as a symbol of bravery, strength, and perseverance.

*Dedicated to the Hyde Park Middle School Orchestra
in Las Vegas, NV. Debuted at the Midwest Clinic, 2008.*

Nordic Invaders

Full Conductor Score

Approx. time – 4:50

Jeremy Woolstenhulme

1 **Allegro** 2 *V* 3 4 5 6 7 8 *V*

Violins

1 *f* *ff* *mf*

2 *f* *ff* *mf*

Viola

f *ff* *mf*

Cello

div. pizz. *f* *ff* *mf*

String Bass

pizz. *f* *ff* *mf*

Timpani

Allegro
A, B & E *mf* *f* *mf*

Percussion I:
Suspended Cymbal
Snare Drum

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9 10 11 12 13 14 15 16

Vlns. 1 *ff* *mf* *ff*

Vlns. 2 *ff* *mf* *ff*

Vla. *ff* *mf* *ff*

Cello *ff* *mf* *ff* *mf*

Str. Bass *ff* *mf* *ff* *mf*

Timp. *f* *mf* *f* *mf*

S. Cym. S.D.

17 18 19 20 21 22

Vlns. 1 *ff* *f*

Vlns. 2 *ff* *div.* *f*

Vla. *ff* *f*

Cello *ff* *f* *unis. arco*

Str. Bass *ff* *f* *arco*

Timp. 18 21 *f* *mf*

S. Cym. (w/felt mallets) *mf* *f* *mp*

S. Cym. S.D. *mp* S.D. snares off

23 3 2 4 24 1. div. 25 26 27 28

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

29 30 31 32 33 34 unis. div.

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

29

35 36 37 38 39 40

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S.D.

35 36 37 38 39 40

41 42 43 44 45 46

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

div. mf unis. mf mf mf mp p

47 48 49 50 51 52

Vlns. 1 2 *f* legato

Vla. *f* legato

Cello *f* legato

Str. Bass *f* legato

Timp. *f*

S. Cym. S.D. *f* snares on

53 54 55 56 57 58 59

Vlns. 1 2 *mp*

Vla. *mp*

Cello *mp*

Str. Bass *mp*

Timp. *mp*

S.D. *mp*

div. unis.

60 61 62 63 64 65 66 67 68

Vlns. 1 *mp*

Vlns. 2

Vla.

Cello

Str. Bass

Timp. 63

S. Cym. S.D.

69 70 71 72 73 74 75

Vlns. 1 *mf*

Vlns. 2 *mf*

Vla. *mf*

Cello *mf* *div.*

Str. Bass *mf*

Timp. 71 *mp* *mf*

S.D. *mp* *mf*

SO283

91 92 93 **Broadly** 94 95 96

Vlns. 1 *mf* *f*

Vlns. 2 *mf* *f*

Vla. *mf* *f*

Cello *mf* *f* div.

Str. Bass *mf* *f*

Timp. 93 **Broadly**

S. Cym. S.D. *mf* *f*

97 98 99 100 101 102 103 104

Vlns. 1

Vlns. 2

Vla. *p* legato

Cello *p* legato unis. div.

Str. Bass *p* legato

Timp. 100

S.D. 100

105 106 107 108 **Accel.** 109 110 111

Vlns. 1 *f* legato

Vlns. 2 *p* legato

Vla. *p* legato

Cello *unis.*

Str. Bass

Timp. **Accel.**

S.D. *p* Timp. cue Play

112 **Allegro** 113 114 115 116 117

Vlns. 1 *f*

Vlns. 2 *f*

Vla. *f* div.

Cello *f*

Str. Bass *f*

Timp. **112 Allegro** *f*

S. Cym. S.D. *f*

118 119 120 121 122

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

123 124 125 126 127

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

div. unis. div.

unis. div.

128 129 130 131 132

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

mp *mp* *f* *f* *f*

unis. div.

(choke)

133 134 135 136 137

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

unis. div. unis. div.

138 139 div. *ff* 140 141 142

Vlns. 1 2

Vla.

Cello

Str. Bass

Timp.

S. Cym. S.D.

139 *f*

143 144 145 Rit. 146 147

Vlns. 1 2 unis. div. unis. div. unis. div.

Vla.

Cello

Str. Bass

Timp. Rit. (choke)

S. Cym. S.D. (choke)

SAMPLE

KJS