

# COME FROM AWAY

THE REMARKABLE TRUE STORY

## MUSIC TASK 1 NO PLACE LIKE HOME

### CREATING THE MUSICAL POEM

Have each student write one line that describes how they feel about the place they identify as “home”. Home is where they are from, where they live, or a place that has an influence on them as an individual.

### EXAMPLE

- In South Korea, I felt the loneliness of missing family holidays at home in Massachusetts.
- New York is my best friend and nemesis.
- Walking through the old gates and roads, being greeted by a sense of familiarity in Greece.

Gather students into a standing circle, and go around and have each student recite their line. Try to find a natural rhythm to the recitation.

Have students reflect on what they heard.

Have students listen to “38 Planes” from **COME FROM AWAY**

<https://www.youtube.com/watch?v=ru0TexlOpok>

### REFLECT ON THE SONG

- How did the music enhance the song?
- How does music communicate emotion, or convey what words can't?

Have students re-visit their circle poem and create a beat by snapping or clapping (If you want to be more advanced, add a chorus, or musical instrumentation). Allow time for everyone to get the beat.

Go around the circle, repeating step 2, while everyone keeps the beat.

### REFLECT

WHAT WAS DIFFERENT  
WITH THE  
ADDITION  
OF MUSIC?

HOW DID THE MUSIC  
ENHANCE  
THE POEM?

HOW MIGHT THIS  
MUSICAL POEM  
DIFFER IF OTHER ACTORS OR  
CLASSMATES WERE DOING IT?

HOW DOES MUSIC  
COMMUNICATE  
EMOTION  
OR CONVEY WHAT WORDS CAN'T?

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## MUSIC TASK 2 "ON THE EDGE"

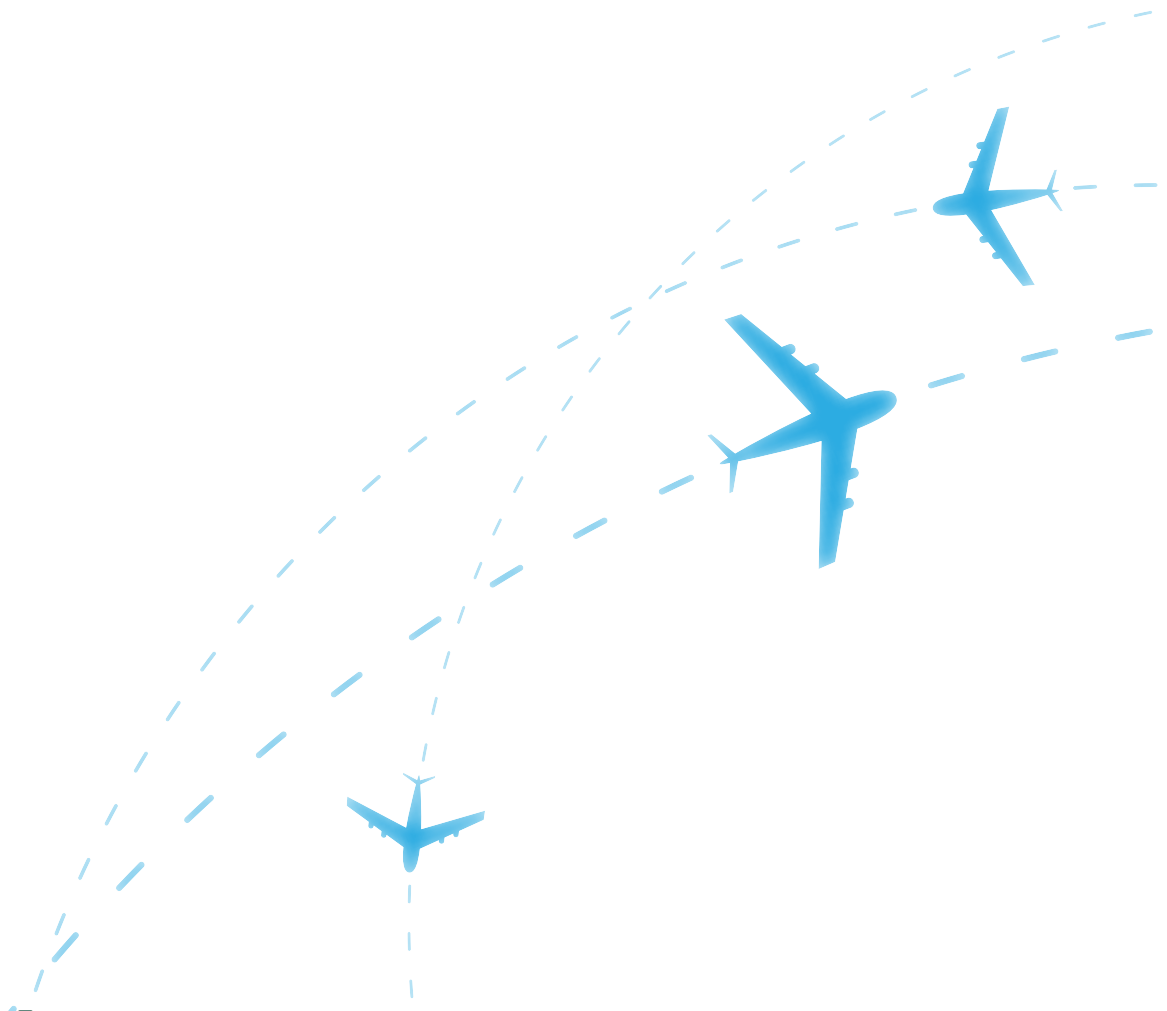


Have students examine the song "On the Edge" from **COME FROM AWAY** (see Appendix 4).

### REFLECT

HOW DID REPETITION OF THE PHRASE  
**"ON THE EDGE  
OF THE WORLD"**  
ENHANCE THE MEANING OF THE SONG?  
WHAT HAPPENED WITH EACH REPETITION?

WHAT IS THE EFFECT OF  
**MIXING DIALOGUE  
AND SONG?**  
IN WHAT OTHER SONGS FROM  
THE SHOW DOES THIS HAPPEN?



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## MUSIC TASK 3 FOLK BALLADS



Songs share stories of home, culture and community. Read and listen to these traditional Newfoundland and Labrador folk ballads (see Appendix 5) to learn more about this unique community.

**LOOK UP THE WORDS AND LOCATIONS**  
YOU DO NOT RECOGNIZE IN THESE SONGS.

**WHAT DO THE ACTIVITIES DESCRIBED IN "I'VE THE B'Y" TELL YOU ABOUT LIFE IN THIS PART OF THE WORLD?**

**WHAT DO THE PLACES AND WORDS TELL YOU ABOUT JACK'S WORLD IN "EVERY INCH A SAILOR"?**

**WHAT PLACES AND UNIQUE WORDS**  
WOULD YOU INCLUDE IN A SONG ABOUT YOUR HOME?

**DO THESE SONGS REMIND YOU OF OTHER STORIES?**

**WHY DO YOU THINK THIS STORY IS SUNG RATHER THAN JUST RECITED?**

