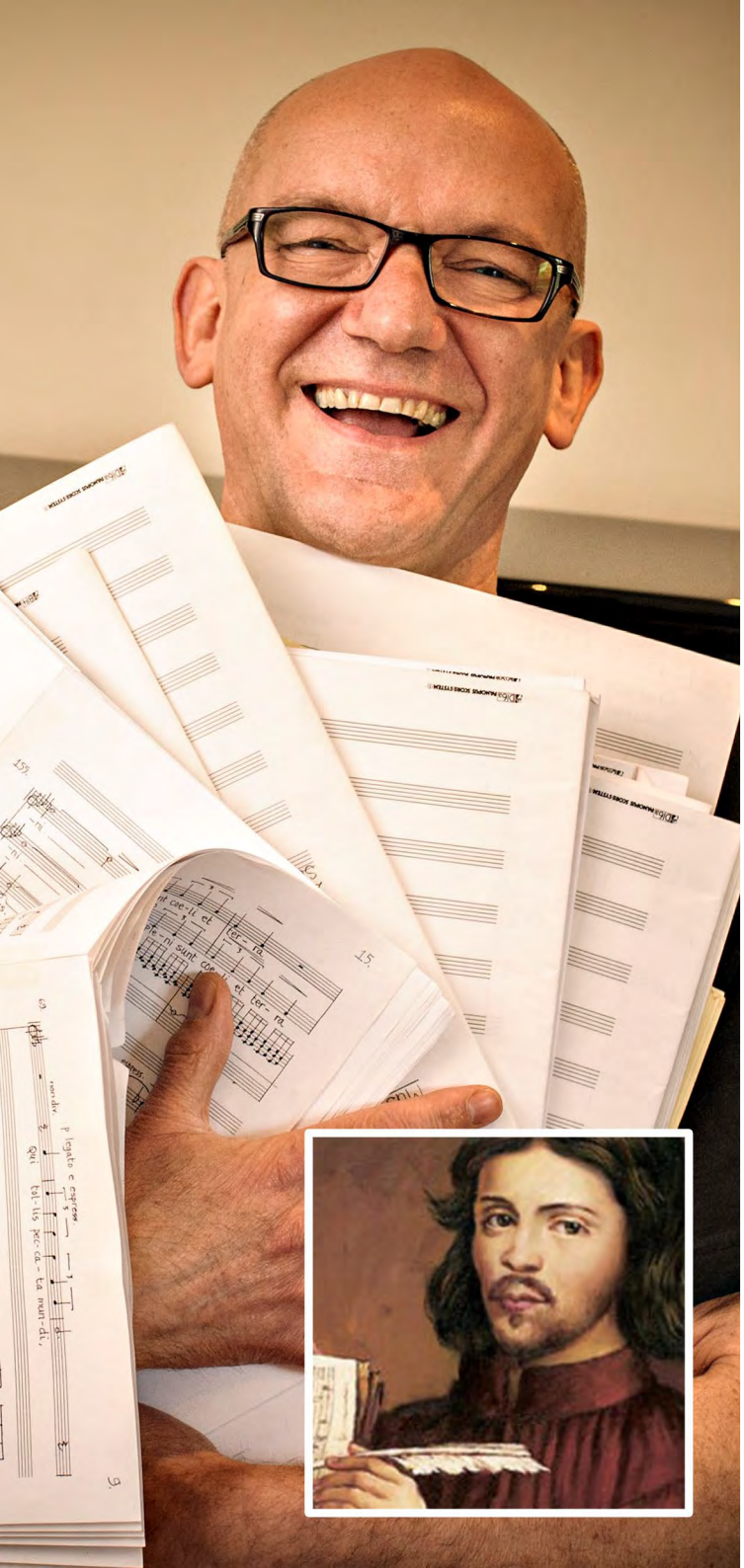
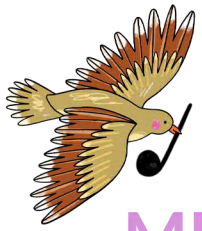
PRIMARY SCHOOLS
TEACHER'S RESOURCE PACK

The Sixteen
HARRY CHRISTOPHERS



Tallis Nightsong – Thomas Tallis, arranged by Bob Chilcott







MEET THE COMPOSER

Bob Chilcott has enjoyed a lifelong association with choral music, as a chorister and choral scholar in the choir of King's College, Cambridge, and as a member of the King's Singers. He became a full-time composer and conductor in 1997 and has composed a large catalogue of choral music which is published by Oxford University Press. Bob has directed choirs in more than 30 countries worldwide and conducts many thousands of amateur singers in a continuing series of Singing Days. Since 2002 he has been Principal Guest Conductor of the BBC Singers and since 2019 Principal Conductor of Birmingham University Singers.

Thomas Tallis was an English composer from the sixteenth century. He was particularly known for the beautiful music he wrote for choirs and his Canon is one of his most celebrated melodies. A canon is a tune where one voice starts to sing, and then, after a specified time the second voice starts to sing the same tune. This creates a layered texture and makes something called polyphony, where two or more voices sing different lines collaboratively.

Tallis was a master of polyphony and his music was known for its rich layers of sound. When Bob made this arrangement for The Sixteen he tried to create this kind of texture too, combining the canon with rich harmonies, and a supporting piano accompaniment. The original piece was written as a prayer for a restful night, and in this new version Bob has reflected this feeling with the lyrics he has written

INSTRUCTIONS

We have provided you with everything that you will need to teach this song to your class or choir. You can choose to learn only voice part 1 and sing in unison, or split your group into two and learn both part 1 and part 2. The vocal range is the same for both parts.

RESOURCE BANK

- Performance Video
- Warm-Up Video
- Line-by-Line Learning Video (Part 1 only)
- Audio Tracks:
  - Full Audio
  - Part 1 Audio
  - Part 2 Audio
  - Piano Accompaniment Audio
- Animated Score Video
- Sheet Music
- Lyrics Sheet



STEP 1
Watch the **Performance Video** of The Sixteen singing the full version of this song, so that your pupils can get used to what the music sounds like.

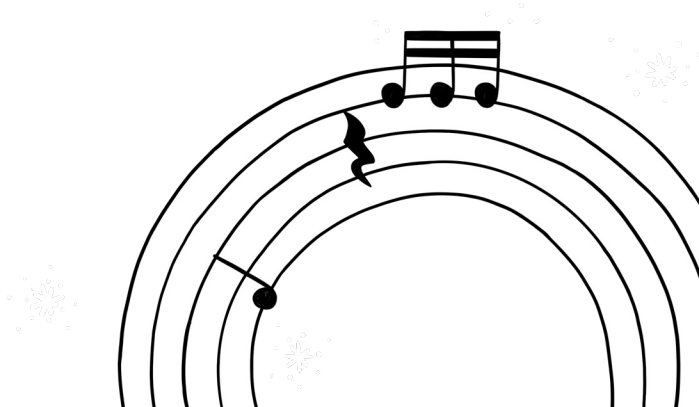
STEP 2
Join in with the **Warm-Up Video** to get your bodies and voices ready for singing.

STEP 3
Learn the song using the Line-by-Line Learning Video (Part 1 only), or teach it yourself using the Sheet Music or Lyrics Sheet.

STEP 4
Split the group in half and learn the second part using the **Single Part Audio Track** for Part 2 (optional).

STEP 5
Practise the song by singing along with the **Performance Video** or **Full Audio Track**. For variation, you can also practise by singing along to the **Animated Score Video**.

STEP 6
Perform the song using the **Piano Backing Track**.



EXTENSION ACTIVITIES

Once you have learned the song, here are some ideas to expand your learning into other areas of the music curriculum.



LISTENING

EXERCISE 1

Listen to the original version of Tallis's Canon, the hymn tune **'Glory to thee, my God, this night'** and discuss the similarities and differences between this and Bob Chilcott's new version. HINT: Think about the types of voices, the accompaniment, the lyrics, and the structure of the music.

Tallis Canon YouTube link

EXERCISE 2

Listen to the most famous canon of all time, **Pachelbel's Canon in D**.

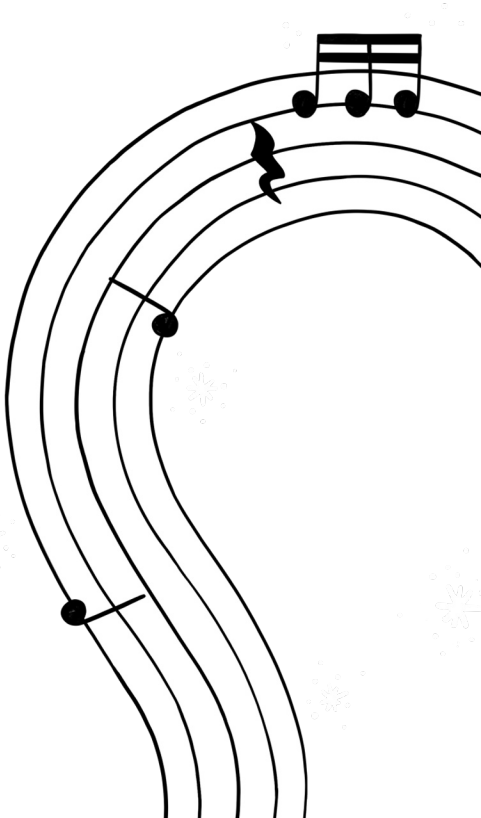
Pachelbel's Canon YouTube link

Do your pupils recognise this music? Where have they heard it before? They might say 'at a wedding' or they may have heard it in one of the many pop songs inspired by it.

Listen to the opening of **Memories** by Maroon 5, and **All Together Now** by The Farm. Can your pupils hear Pachelbel's Canon?

Memories YouTube link

All Together Now YouTube link



EXTENSION ACTIVITIES continued

SINGING

Did your pupils know that they can probably already sing a canon?

Row Row Row your boat can both be sung as a canon! Once you've reminded yourselves of the tune, try singing Row Row Row your boat in two parts. Start by splitting your class in two, and having the second group start singing from the beginning of the song once the first group have finished the phrase 'gently down the stream.' When confident, try three or even four groups! You can also experiment with starting each part after 'row row row your boat' instead of waiting for 'gently down the stream', to give a denser texture.

Row Row Row YouTube link

If your class knows the song **Frère Jacques**, this can also be sung as a canon, with each part starting after the phrase 'Frere Jacques, Frere Jacques' (or 'Brother John, Brother John' in the English version).

Frère Jacques (in French) YouTube link

Brother John YouTube link

Another popular canon is London's Burning; group 2 start singing after the first group sing 'London's burning, London's burning'.

London's Burning YouTube link



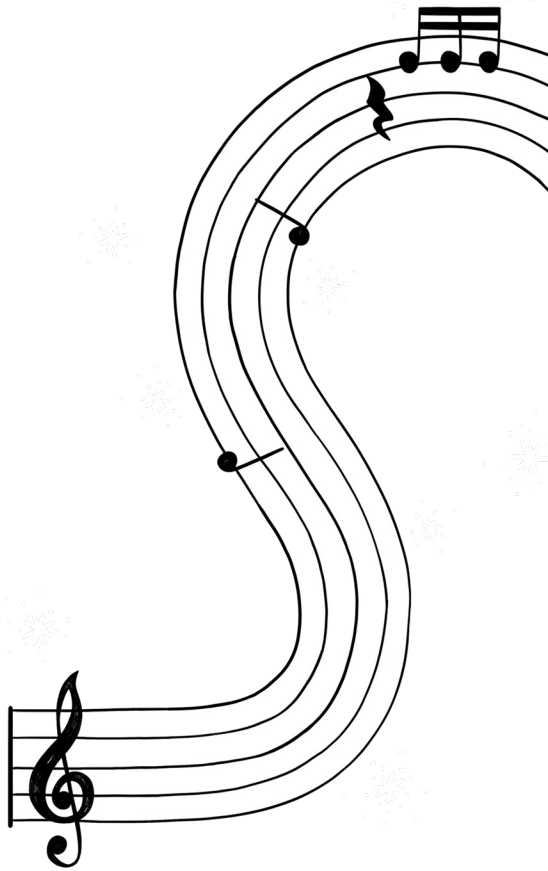
EXTENSION ACTIVITIES continued



IMPROVISING

Many pop musicians have taken inspiration from **Pachelbel's Canon in D**. Play a recording of this piece, and invite your pupils to improvise spoken word or rap lyrics over the top, on a theme of your choice. First, have pupils listen to the canon and identify its steady harmonic pattern, then clap or tap along to internalise the repeating chord sequence. Next, support them to speak their lyrics in rhythm over the pulse, adjusting syllable count so the words fit naturally within each chord change.

Pachelbel's Canon backing track YouTube



EXTENSION ACTIVITIES continued



COMPOSING

Split your class into groups and get them to come up with a sentence which they could turn into a rhythmic sequence. It will need to have a mixture of words with different numbers of syllables.

For example ‘watermelon, mango, chocolate mousse delights me’

When they can clap this securely, ask them to split their group in two, with the second group starting their rhythm when the first group has got halfway through. In our example, Group 2 would start after the word ‘mango’.

Transfer this onto percussion instruments with each different part using the same type of instrument e.g. Part 1 players use woodblocks, Part 2 players use triangles. To add an extra level of challenge, split the group again to create a third or even a fourth part! If you don’t have instruments, what can you find in the classroom to make a percussive sound? Example, tap pencil on table or shake a small container filled with rice.

Or use **body percussion** to copy the rhythm, L=tap left leg/ R=tap right leg /C=clap

In this pattern the clap is twice as long as the tap

♪	♪	♪	♪	𝅗𝅥	𝅗𝅥	♪	♪	♪	♪	𝅗𝅥	𝅗𝅥
L	R	L	R	C	C	L	R	L	R	C	C
wa	ter	me	lon	man	go	choc	olate	mousse	de	lights	me

CROSS-CURRICULAR ACTIVITIES

Use these activities to expand your learning into other areas of the curriculum



PE

In music, a canon is a tune where one voice starts to sing, and then, after a specified time the second voice starts to sing the same tune, creating a layered texture. Get your class to create a series of gymnastic movements that could be performed in canon. For example: 'burpee, stretch, star jump, stretch, plank'. Divide the class into groups and have each of them perform the sequence in canon, starting when the group before them reaches an agreed point, such as the second move. Stand in a circle or facing into the centre of the room so that you can see the pattern move around the space.

ART

A canon is a repeated pattern that overlaps, like a wave or a ripple. Create an artwork made out of wave or ripple repeating patterns. You could use crayons, pens, chalks, paints, or even scraps of material.

DRAMA

Create a scene for a play or film that could end with a performance of Tallis' Nightsong. Use the lyrics of the song to inspire the characters, dialogue and scenario. For example, maybe the characters have been on a long journey and the adults are glad to have found a safe place to sleep, but the children want to run around and explore. The adults the children a story to calm them, then sing the song to send them off to sleep like a lullaby.

