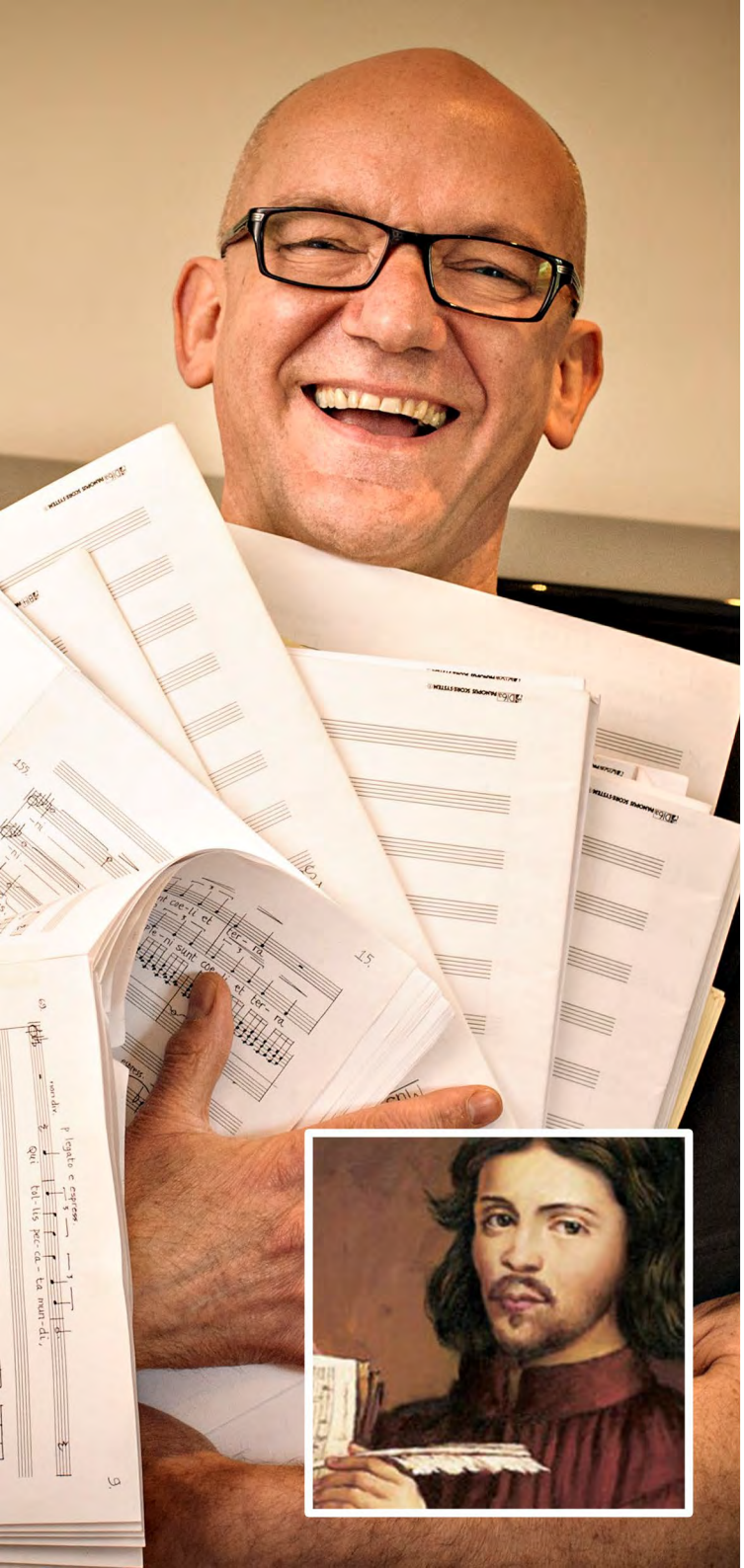
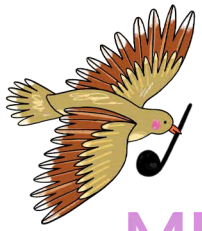
# SECONDARY SCHOOLS TEACHER'S RESOURCE PACK

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 the 3 part version (Soprano, Alto Tenor/Bass) or the 4 part version (Soprano, Alto Tenor, Bass).

A 2 part upper voices version is available on the Primary Schools page.



**RESOURCE BANK**

- Performance Video (4 part version)
- Warm-Up Video
- Audio Tracks
  - 3 Part Tracks - Full Audio; Soprano Audio; Alto Audio; Tenor/Bass Audio; Piano Accompaniment 3 part Audio
  - 4 Part Tracks - Full Audio; Soprano Audio; Alto Audio; Tenor Audio; Bass Audio; Piano Accompaniment 4 part Audio
- Animated Score Video 3 part version; 4 part version
- Sheet Music

**STEP 1**

Watch the Performance Video of The Sixteen singing this song (4 part version), 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**

Choose whether you are learning the 3 part or 4 part version.

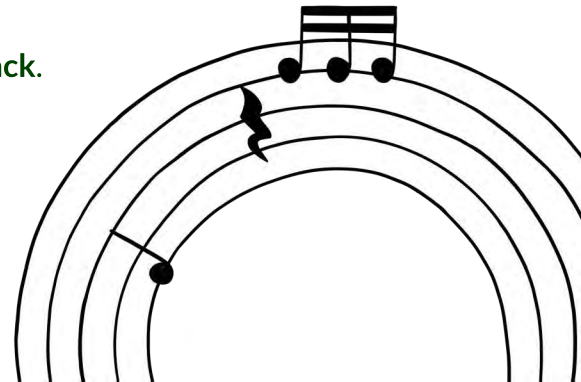
- **3 part version: listen to the 3 part full audio track; Single Part Audio Tracks** for each of the 3 vocal lines are below, where each part is more dominant but you can still hear the other parts. The **Sheet Music** can be downloaded below.
- **4 part version: Single Part Audio Tracks** for each of the 4 vocal lines are below, where each part is more dominant but you can still hear the other parts. The **Sheet Music** can be downloaded below.

**STEP 4**

Practise the song by singing along with the **Full Audio Track** or the **Animated Score Video**.

**STEP 5**

Perform the song using the **Piano Accompaniment 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**.

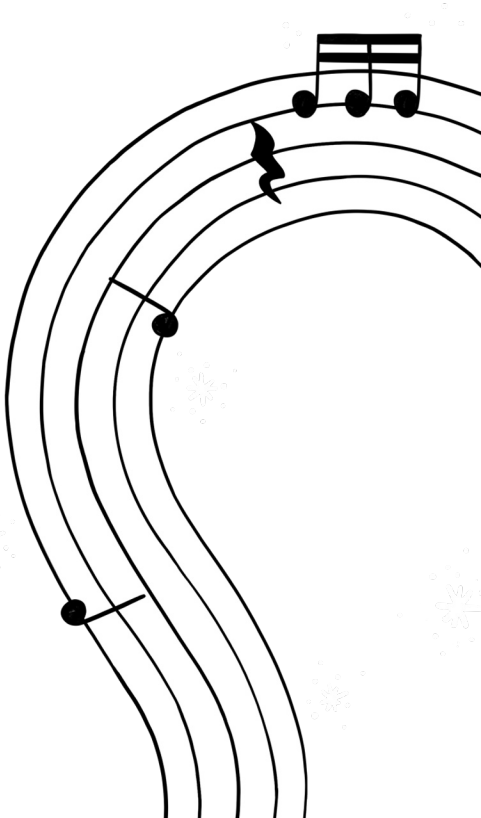
**Pachelbel's Canon YouTube link**

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**



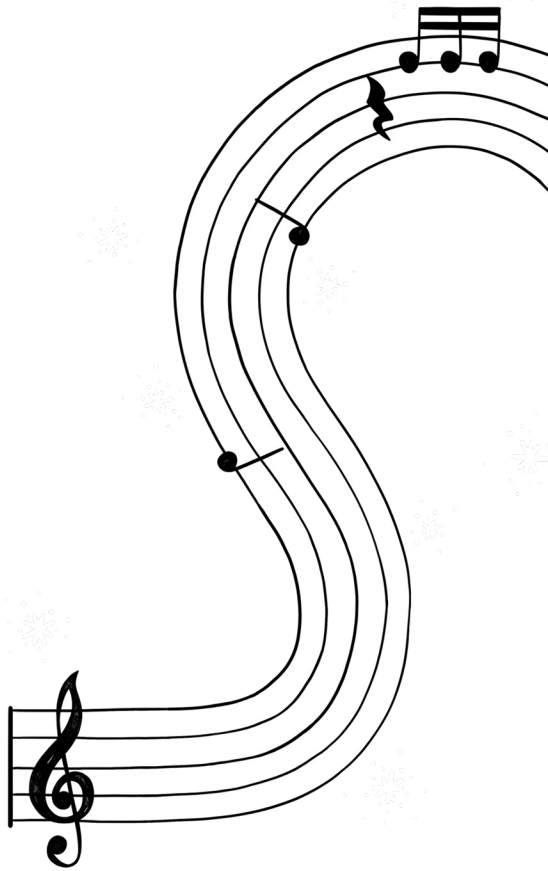
# EXTENSION ACTIVITIES continued



## 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 |