

Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



Royal Albert Hall



Contents

Page 1:	Contents and Introduction
Pages 2-3:	About the Royal Albert Hall
Page 4:	About Royal Albert Hall Education & Outreach
Pages 5-7:	The Music

Classroom Activities

Page 8:	Listen and create: <i>Also Sprach Zarathustra</i>
Page 9:	Writing Task: Hope & Glory

Introduction

This pack is designed to help you and your class prepare for your visit to the Royal Albert Hall Classical Spectacular concert featuring a line up of incredible music. It will really help your students' understanding and enjoyment if you explore the music a little before you visit the Hall. To help you do this, we've included some ideas for creative work and listening activities that we hope you will undertake in the run up to the concert.

Classical Spectacular Schools' Matinee

Friday 22 March 2019

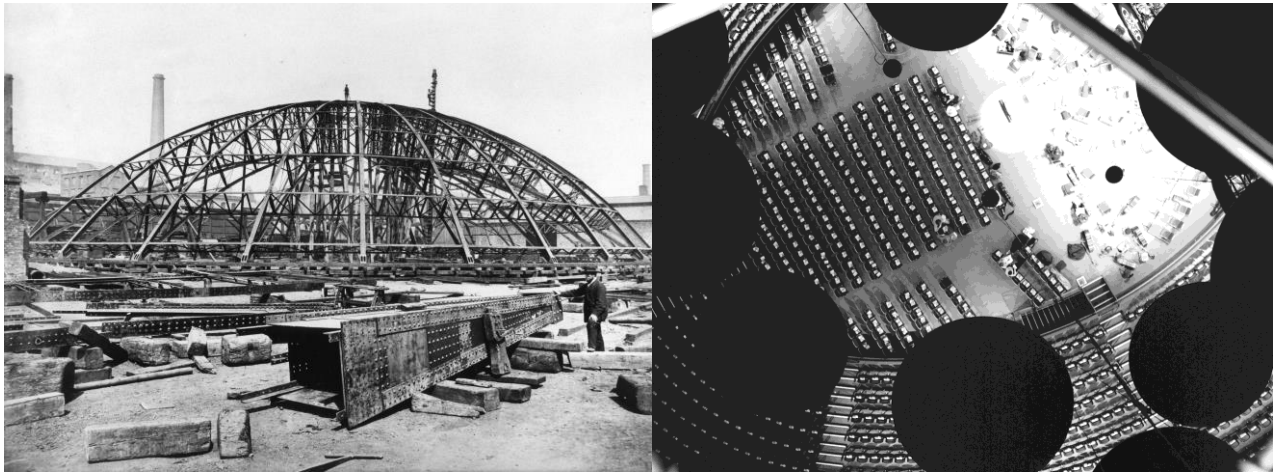
Teachers' Pack for KS2 & KS3



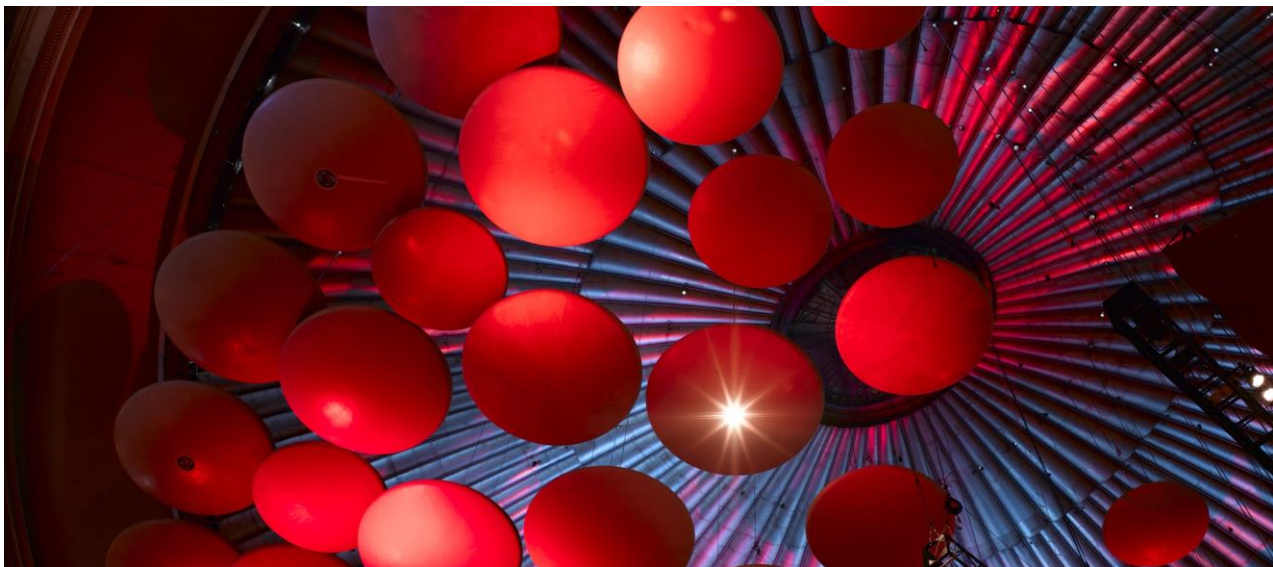
Royal Albert Hall

About the Royal Albert Hall

The Royal Albert Hall was opened in 1871 and is a testament to the vision of Queen Victoria's husband, Prince Albert. Its design was extremely innovative for the time and included a glass-domed roof, which when built was the largest in the world to stand without internal supports.



It is 41 metres from the top of the dome to the Arena floor. In order to improve the acoustics of the Hall 135 disc shaped 'mushrooms' filled with glass fibre wool were hung from the ceiling in 1969.



Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



Royal Albert Hall

Built between 1867 and 1871, the Royal Albert Hall comprises of 6 million bricks, 80,000 terracotta blocks and has 12 doors for the general public.



The Royal Albert Hall Organ is one of the largest in the world with 9,999 pipes! Originally the Hall was supposed to seat 30,000 but the design had to be scaled down and it now seats 5,222.



Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



Royal Albert Hall

About Royal Albert Hall Education & Outreach

The Royal Albert Hall's Education & Outreach programme delivers a range of stimulating learning opportunities linked to the Hall's calendar of events and the unique characteristics of the building.



We work with children, teachers, young people, families and elderly people and aim to spark imagination, inspire creativity and open doors to new experiences and audiences. These include specially created tours, exhibitions, workshops, projects and schools' matinees.



For more information about the Education & Outreach work of the Royal Albert Hall, please contact us:

Royal Albert Hall
Kensington Gore
London
SW7 2AP

Tel: 020 7959 0500

Email: education@royalalberthall.com

Website: www.royalalberthall.com/education

Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



Royal Albert Hall

The Music



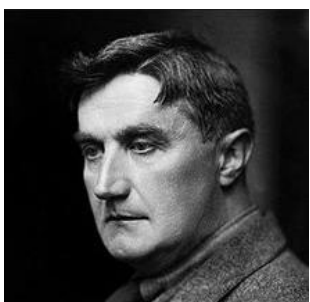
Richard STRAUSS (1864 – 1949) belongs to the same musical school of thought as Wagner and Mahler. All three were 'late-Romantics' writing epic pieces and pushing the boundaries of harmony to their limits. In the 1880s Strauss became famous for his epic tone poems – single movement symphonic pieces that are based on a story, poem, painting or other non-musical source. **Also Sprach Zarathustra** is one of these and, because of its inclusion in many movies, has the most famous introduction in all of orchestral music. This concert will feature just that opening 'Sunrise' moment.



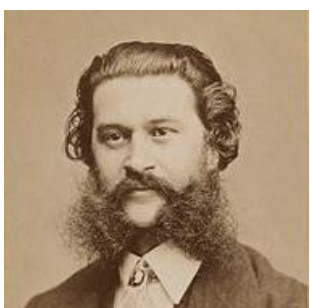
Gioachino ROSSINI (1792 – 1868) was born in Pesaro to a family of musicians. His dad was a horn-playing slaughterhouse inspector(!) and his mum, a singer. Rossini completed 40 operas and was nicknamed "The Italian Mozart". Premiered at the Paris Opera in 1829 Rossi's Opera **William Tell** lasts 5 hours and is rarely performed in its entirety but its opening overture is one of the most famous movements of all classical music. It has featured in many TV shows including being the theme to The Lone Ranger and has also been used in cartoons such as Bugs Bunny and The Flintstones.



John Philip SOUSA (1854 – 1932) was known as the 'March King' because of his output of patriotic military marches – he actually wrote little else! This one, the **Liberty Bell**, will be particularly recognisable from its use in 'Monty Python' but to Americans its much more famous for being used at the inauguration of every President since Bill Clinton. The liberty bell is an actual bell that is a symbol of American Independence. The bell was cast at the famous Whitechapel Bell Foundry in London in 1752 but cracked when it was first rung in Philadelphia. The large crack, which runs the length of it, is now almost as famous as the bell!



Ralph VAUGHAN WILLIAMS (1872 – 1958) was an English composer who was heavily influenced by Tudor music and English Folk-Songs. In 1914 Vaughan Williams wrote a piece of music for Violin called **The Lark Ascending** which was inspired by a poem of the same name by English Poet George Meridith. It was premiered in 1920 and is now more famous than the original poem. The piece is one of the most popular tunes ever written and in 2011 was voted the nations favourite on the BBC Radio programme; Desert Island Discs. It was also voted number 1 in the Classic FM Hall of Fame 4 years running between 2007 & 2010.



Johann STRAUSS II (1825 – 1899) was an Austrian composer of light music who composed over 500 dances and during his lifetime was known as "The Waltz King". His father (also a famous composer) wanted him to become a banker, not a musician but he secretly studied the violin until his father left and then he was free to study as a composer with the support of his mother. Composed in 1866, **The Blue Danube** was his most famous work and has been one of the most consistently popular pieces of classical music, however at its original performance was considered only a mild success.

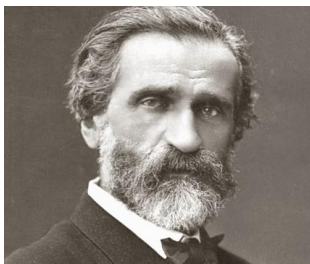
Classical Spectacular Schools' Matinee

Friday 22 March 2019

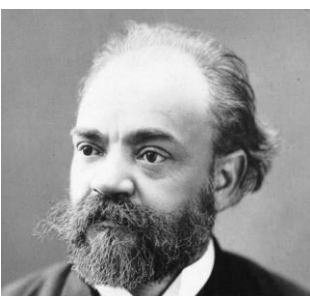
Teachers' Pack for KS2 & KS3



Royal Albert Hall



Giuseppe VERDI (1813 – 1901) No other composer of Italian opera (with perhaps the exception of Puccini) has managed to match the popularity of Verdi. He told epic stories in a way that immediately appealed to his public with memorable tunes and lots of drama. **Brindisi** is from his opera **La Traviata**. The opera is about a party girl, Violetta, who tries to disguise her illness from all around her. A 'brindisi' is a drinking song during which one character sings a 'toast'. This one is sung near the beginning by Violetta's lover with the whole cast joining in.



Antonín DVORAK (1841 – 1904) displayed his musical gifts at an early age being an accomplished violin student aged just 6 years old. In later life he became one of the first Czech composers to achieve worldwide recognition. Dvorak was proud of his heritage and often used rhythms and other aspects of folk music from the Moravian region of the Czech Republic. **Slavonic Dance No. 8** was one of a series of 16 pieces which Dvorak wrote in two sets of 8. They were originally composed for piano duet, with two players on the same piano, but were orchestrated on the request of his publisher.



Pietro MASCAGNI (1863 – 1945) was an Italian composer best known for his 1890 operatic masterpiece; **Cavalleria Rusticana** which caused one of the greatest sensations in opera history. Despite writing fifteen operas, an operetta, several orchestral, vocal works, and piano music, as well as enjoying immense success during his lifetime, both as a composer and conductor, Mascagni is best known nowadays for one short movement of incidental music from Cavalleria Rusticana – his Intermezzo.



Vittorio Monti (1868 – 1922) was an Italian composer, violinist, and conductor. He was born in Naples where he went on to study Violin and composition at the music school there. His most famous work was **Czardas**, which he wrote in 1904. Czardas was originally written to be played on violin, mandolin or piano but has since been arranged to be played on many different instruments. It is written in the traditional Hungarian czardas style and has seven movements which are played at contrasting speeds. The piece has been used in many different TV shows and films and is a real show-piece for any violinist to have in their repertoire.



Edward ELGAR (1857 – 1934) was a truly great British composer. He struggled for many years to find recognition and nearly gave up completely but then shot to fame in 1899 with his masterpiece **Enigma Variations**. Within 4 years he was knighted. **Pomp and Circumstance March No. 1**, otherwise known as **Land of Hope and Glory**, was written in 1901 and has been performed at the Proms ever since. The song is regarded as England's unofficial national anthem and in America it's known as the Graduation March.

Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



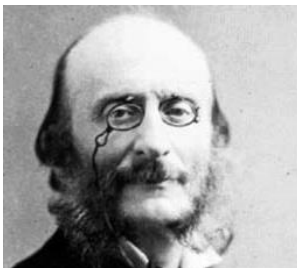
Royal Albert Hall



Giacomo PUCCINI (1858 – 1924) Puccini's music is instantly recognisable due to its extremely romantic and luscious sound. Whilst working as an organist in Lucca, Puccini walked 18 miles to Pisa to see a performance of Verdi's 'Aida'. Immediately afterwards he vowed to become an opera composer. **Nessun Dorma** ('None shall sleep') is from his unfinished opera **Turandot**. It was the theme to the 1990 World Cup coverage and made number 2 in the charts. It now frequently crops up on TV talent shows.



Pyotr Illych TCHAIKOVSKY (1840 – 1893) wrote some of the best known and most performed music of all time. He is most famous for his wonderful and exciting ballet scores and symphonies. In both he demonstrated a great skill with melody, unmatched orchestral energy and the ability to express the deepest of emotions. **1812 Overture** was written in 1880 to commemorate Russia's victory over Napoleon. The whole piece lasts about 15 minutes but often only the end is performed. That includes the section that famously requires canons, ringing bells and a lot of noise!!



Jacques OFFENBACH (1819 - 1880) was a French composer who wrote nearly 100 operettas, several of which have been continually performed ever since. The **Can-Can** is actually the name of an extremely high-energy dance that is performed to the tune of Offenbach's **Infernal Galop** from Act 2 Scene 2 of his opera 'Orpheus in the Underworld'. The word can-can comes from a French word meaning scandal and the dance was, and is, still considered scandalous due to the costumes the women dancers wear.

Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



Royal Albert Hall

Listen and create a graphic score - *Also Sprach Zarathustra*

This exceptionally famous introduction lasts just 90 seconds and is made up of very few ideas.

1. Give each of your students a sheet of A4 (or, better, A3) paper and ask them to place it landscape on their desk. Explain that you would like them to create a graphic score of a very famous piece of music. Explain further that there are only three types of sound in the clip that they are about to hear –

A rumble could be represented by dark shading at the bottom of the page*

Brass reaching upwards could be represented by rising horizontal lines*

Timpani could be represented by dots*

**these are just suggestions, you might like to ask your class to come up with their own symbols or use Western Classical symbols such as semibreves with tremolo markings, crotchets and quavers*
E.g



2. Play a recording of the opening 90 seconds of Strauss's *Also Sprach Zarathustra* and ask the class to simply draw what they hear, either using the symbols outlined above, or their own. Play it several times back to back until everyone has finished his or her 'graphic score'.
3. Now take some time to explore what they have produced, you might like to ask the following questions –
 - When does the rumble stop?
(it stops each time the timps play, but then starts again)
 - How many times do you hear the iconic C-G-C?
(three, with a different ending each time)
 - How many timpani notes are there each time? (13)
 - How would you describe the ending?
(a big upward scale, a climax?)

By drawing as they listen your students are actually analysing the piece and becoming more and more familiar with its structure.

4. Encourage your class to choose their favourite 'score' from all the diagrams created and challenge them to make their own piece of music using the symbols on the page. This doesn't have to sound anything like Strauss's; the performers may invent new sounds to represent what they see on the score.

At this point you could split your class into smaller working groups and use several of the 'scores' and then join the group pieces together to make one bigger piece.

5. Finish your exploration of *Zarathustra* by having a discussion about what the music represents. Ask them what they think it's all about and discuss their ideas before explaining that it actually represents the dawn of mankind, the first sunrise, the birth of man.

Classical Spectacular Schools' Matinee

Friday 22 March 2019

Teachers' Pack for KS2 & KS3



Royal Albert Hall

Writing Task – Hope & Glory

Create your own patriotic song that REALLY describes your country!

This concert features many pieces that are inspired by the country the composer is from. *Finlandia* and *Land of Hope and Glory* are considered to be unofficial national anthems, *Morning* by Grieg is said to sound just like sunrise over the Norwegian Fjords (even though it was actually inspired by the Sahara Desert!) and the *1812 Overture* and *Liberty Bell* commemorate triumphant national events in Russia and the USA respectively. But now, in 2016, how many of these pieces really represent the feelings of the citizens of these countries?

Here's the tune and chords for **Land Of Hope and Glory**.

The musical score for 'Land of Hope and Glory' is presented on five staves. The key signature is one sharp (F#), indicating G major. The melody is written on a treble clef. The chords are indicated above the notes. The score is as follows:

Staff 1: G, D, C, G, C, G, A7, D

Staff 2: G, A, D, G, A, D, D7

Staff 3: G, D, C, G, C, G, A7, D

Staff 4: G, A, D, Bm, C, D7, G, G7

Staff 5: C, D, G, Em, Am7, D7, G

1. Teach this to your class and encourage them to make a class version of it using whatever instruments and resources they have available and in whatever style they like.
2. Challenge them to write new words to fit the tune. These can be about their feelings for their country (or school), an historical event or just life in the 21st century. Remind them to think carefully about the stresses of the words and how they fit to the tune i.e. the strong syllables of their lyrics must fall on the strong beats of the song

Or – challenge your class to create their own 'patriotic' song from scratch. Patriotic, nationalist music usually has the following traits –

- In a major key with primary chords
- Slow, steady tempo
- Smooth, simple melody (hymn-like)
- Often starts softly and grows in volume and speed to a stirring climax
- Often features flashes of percussion, or brass fanfares added between the phrases