



ZADOK THE PRIEST (GEORGE FREDERICK HANDEL)

Compose a fanfare with words

Creative response lesson plan designed by Andrew Smith

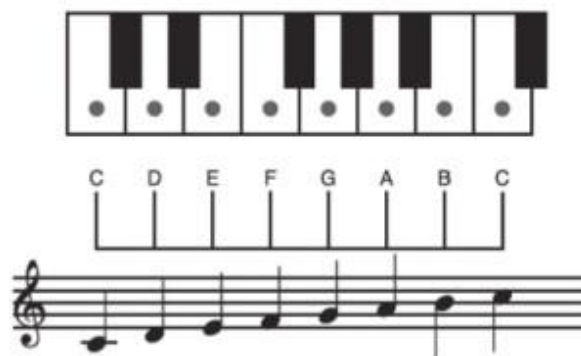
Introduction

'Zadok the Priest' is an *anthem* composed by Handel in 1727 for the coronation of King George II. You and your pupils may also recognise it as the theme to the European Champion's league! It has been performed at every British coronation since its premiere for King George II.

Handel used a pulsating chord sequence to accompany the voices and the melody in his anthem. Pupils can create their own coronation anthem using this technique.

Harmony

Chords or harmony are created when two or more notes are played simultaneously. A *triad* is a chord consisting of three notes. The two main types of triad are major and minor. Some people describe major chords as sounding 'happy' and minor chords as sounding 'sad'. Look at the image below of notes in the key of C, these are all the white notes on a piano, but you can find them on other instruments like a xylophone or glockenspiel, for example:



Demonstrate some triads to pupils using a keyboard if you have one or tuned percussion such as a xylophone. To create a triad, you must stack the notes up in thirds. This means playing one note, missing one, playing the next, missing one and playing the next. Ask pupils to listen to and suggest whether a chord is major (happy) or minor (sad). Below is a table of triads in the key of C:

C-E-G	D-E-F	E-G-B	F-A-C	G-B-D	A-C-E	B-D-F
C major (happy)	D minor (sad)	E minor (sad)	F major (happy)	G major (happy)	A minor (sad)	B diminished 7th (ambiguous)
I	II	III	IV	V	VI	VII

Many pop songs use the chord sequence I, V, VI, IV i.e. one bar each of C major, G major, A minor and F major.

Another familiar chord sequence is the 12 bar blues:

C	C	C	C	F	F	C	C	G	F	C	C
I	I	I	I	IV	IV	I	I	V	IV	I	I

Create a chord sequence

Ask pupils to practice creating their own triads on tuned percussion or keyboards (pupils will probably need to work in pairs in order to play three notes at the same time on tuned percussion!) To compose a chord *sequence* pupils should move from one triad to another. Encourage pupils to create a sequence of about 8 chords. They may wish to write the sequence down so they can refer to it again later.

Words with music

Pupils can set words to their music as Handel did. This could be on a coronation theme or a theme relevant to a class topic. Pupils should write a list words and phrases associated with the theme. Ask them to think of nouns, adjectives, memories, emotions etc. You could play word association or drama games or use stimulus from other art forms to achieve this. For example:

king	monarchy
queen	royal
prince	celebration
reign	honour
throne	courage
country	pride
red	smiles
crown	majestic

Have another pool of connecting words such as 'and', 'to', 'for', 'with' that can be used to form a complete sentence.

Ask pupils to create a short sentence of no more than 7 words, using only words from the two lists. Encourage them to play with the words by listening to the rhythm and rhyme combinations; alliteration and number of syllables. For example:

A King's crown of courage,
For his people, for his country.
A royal celebration,
A majestic monarchy.

Compose a fanfare with words

Ask pupils to use their earlier chord sequence to accompany their sentence. Some chords may need to be repeated to match the number of words or syllables in their sentence.

Perform

Once pupils have had the opportunity to practice their accompanied fanfares, they can be encouraged to perform in their groups to the rest of the class.

Vocabulary

Term	Meaning
<i>anthem</i>	setting of religious or moral text to music for voices
<i>triad</i>	a chord with 3 notes
<i>chord sequence</i>	a number of chords played one after another