

Secondary
10 PIECES PLUS!

**TRUMPET
CONCERTO IN
E flat**

3rd MOVEMENT

by

HAYDN

TEACHER PAGES

TRUMPET CONCERTO IN E flat, 3rd MOVEMENT BY JOSEPH HAYDN

<http://www.bbc.co.uk/programmes/p034pp7f>

CONTEXT

Haydn's Trumpet Concerto was composed in 1796 to celebrate and showcase the capabilities of a newly-invented instrumental technology i.e. the keyed trumpet. For the first time in its history the trumpet was able to perform a complete chromatic scale across all registers, enabling it to play melodies rather than fanfares in the mid and lower registers: previously melodies could only be played in the high register. Haydn's concerto was composed for his friend and virtuoso trumpet player, Anton Weidlinger, who had been closely involved in this technological development.

MUSICAL INGREDIENTS

- Timbre: Full classical orchestra (no concerns about overpowering the solo trumpet)
- Structure: Rondo form: A B A C A
Alternation of tutti and solo passages
- Pitch/melody: Major tonality
Scalic solo trumpet melodies in all registers (including the the lower and mid registers for the first time)
Occasional chromaticism
Fanfare like melodic passages
- Texture: Light, clear texture
Mainly homophonic (melody above chords)

ACTIVITIES SUMMARY

- Show stopper!
- Creative approach: composing a showpiece for a new technology
- Card sort
- Ensemble performance piece: simplified 3rd movement rondo theme

Sample

...m
... coherent melodies that exploit different

RELATED LISTENING EXAMPLES

Bach: *Brandenburg Concerto No.2* (performed on the natural trumpet):

<https://www.youtube.com/watch?v=RNiKx8yHp1w>

Mozart: *Clarinet Concerto 3rd Movement* (example of a concerto composed for a newly invented instrument)

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

Copland: *Quiet City* (the trumpet used to portray an urban landscape)

<https://www.youtube.com/watch?v=qMiS7VWzsDo>

Louis Armstrong: *Oh, when the Saints*

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

KS3 MUSIC CURRICULUM LINKS

- The concerto
- Music composed to celebrate advances in instrumental technological
- The classical style
- The tradition of virtuosic music

SUGGESTED LINKS WITH OTHER SUBJECTS

Design and Technology:	Developing instrumental technologies
	Classicism
	Patronage and the arts
	Sound – the harmonic series

Sample

LEARNING ACTIVITIES – TEACHER NOTES

COMPOSING CHALLENGE 1: SHOW STOPPER!

Pupil resource found in the pack

- An imaginary letter to Joseph Haydn
- Composing Challenge Commission

Task

- Pupils compose a show stopping piece for the newly-invented keyed trumpet using the guidelines set out in the Composing Challenge Commission.

Suggested approach

Consider setting the composing challenge before listening to Haydn's concerto – providing other examples of Baroque/classical orchestral trumpet music.

- Read and discuss the imaginary letter from Anton Weidinger to Joseph Haydn explaining:
 - how natural trumpets were limited to the notes of the harmonic series.
 - how intervals between notes of the harmonic series become smaller as the pitch gets higher.
 - the implications for composers and performers? e.g. If composers wanted scalar melodies, they had to be played in the high register, otherwise they were limited to fanfare-like passages.
- Using the Composing Challenge Commission worksheet, model how the different aspects might be developed into a piece.
- Compose individually or in pairs.

COMPOSING CHALLENGE 2: ALTERNATIVE CREATIVE APPROACH

resources: N/A

Choose a piece that showcases the new technological capabilities of Thumbjam or other technology.

Set of iPads, each with the app 'Thumbjam' installed. Alternatively, the task could be completed using any other piece of new music technology installed with a set of unique controllers, pedals, beams, midi instruments etc.

Link to the Thumbjam app (e.g. click on this example provided by [this link](#) 'watch?v=e92fWDXihqs')

Explore, the full pitch range and melodic possibilities

Experiment, create particular effects

Present, present 'Thumbjam' (or another technology) that showcases its capabilities to

Produce, produce a piece that showcases the

Sample

ACTIVE LISTENING CHALLENGE – CARD SORT

Pupil resource

- Listening challenge – Card sort

Task

- Pupils listen to the 3rd movement of Haydn's Trumpet Concerto and sort the cards into:
 - Statements with which they strongly agree
 - Statements with which they strongly disagree
 - Statements which they are not sure about and that need further discussion

Suggested approach

- Distribute sets of cards for one between three.
- Ask students to sort the cards into sets outlined above, while the music is playing.
- Ask for feedback from groups and, in particular, discuss any cards about which pupils are unsure.
- Use the cards as the basis of a piece of writing structured as follows:
 - Background information
 - What can you hear?
 - Does this piece convey any specific mood/message?
 - Explain your views on the piece?

PERFORMING CHALLENGE

Teacher resource

- Haydn Trumpet Concerto 3rd Movement – Teacher score (Simplified Rondo theme (A) and (optional) episode (B))
Midi file: Haydn – Trumpet Concerto (optional backing track)

Source

Parts: Haydn Trumpet Concerto 3rd Movement: simplified rondo theme (A) and episode (B)

Part 1 and part 2 and perform it together as a class.

According to the abilities of pupils. Teach each part through a sequence of activities followed by individual practice.

Use as a classroom ensemble: Either: perform section A on its own,

or perform section B with three voices i.e. parts 1 & 2: trumpet, part 3, violin and

Sample

HAYDN TRUMPET CONCERTO 3rd MOVEMENT

TEACHER SCORE

A

Musical notation for section A, measures 1-8. It consists of four staves: Trumpet (top), Piano (second), Violin (third), and Bass (bottom). The key signature has one sharp (F#) and the time signature is 2/4. The music features a steady eighth-note accompaniment in the lower strings and a melodic line in the trumpet.

9

1. Fine

2.

(optional)

Musical notation for section A, measures 9-16. It consists of four staves. Measure 9 is the start of a first ending. Measure 10 is the start of a second ending. Measure 11 is marked '(optional)'. The section concludes with a double bar line and repeat sign.

17 **B**

Musical notation for section B, measures 17-24. It consists of four staves. The music features a melodic line in the trumpet and a steady eighth-note accompaniment in the lower strings. The section concludes with a double bar line and repeat sign.

D.C. al Fine

Sample

**SECONDARY
10 PIECES PLUS!**

**TRUMPET
CONCERTO IN**

E flat

3rd MOVEMENT

by

HAYDN

PUPIL PAGES

COMPOSING CHALLENGE 1: SHOW STOPPER

Vienna, September 1792

My Dear Joseph,

You may have heard that a new keyed trumpet (*Klappentrompete*) is being developed. It is a strange looking instrument with an even stranger sound (I have never heard an instrument that hisses and wheezes quite like it).

Miraculously it can play tones and semi-tones in the *lower* and *middle* register enabling it to play melodies rather than those tiresome fanfares or headache-inducing high pitched melodies! I am quite convinced that it is going to revolutionise trumpet playing and make composers reconsider how they write for the instrument in the future.

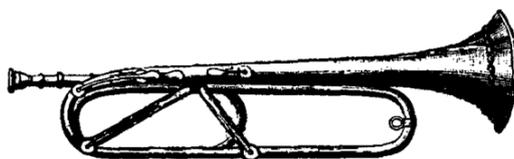
The instrument uses a new technology which I have been helping to develop, in which different combinations of five keys are depressed for each note, in a similar way to oboes, flutes and bassoons.

I know that it is early days, and I appreciate how busy you are at Esterhazy at the moment, but I wondered if you might find time to compose a piece (a concerto, perhaps?) for me that celebrates the new keyed trumpet and shows off its capabilities?

If your answer is yes, then here's a word of warning! The tone of the instrument is only secure when played the old way of the keys depressed (fanfares!). When playing tunes that move in tones or semi-tones the sound of air is quite distracting. Could you compose something that mixes some of the old fanfare style melodies with some melodies that move in semitones or tones just to show what it can do? And, of course a few more as well – just to demonstrate its range!

Yours truly,
Franz Joseph Haydn
P.S. I can't draw, so I'll leave that to you, rather than my drawing skills!

Sample



COMPOSING CHALLENGE 1: COMMISSION

Compose a piece to celebrate the invention, and showcase the capabilities of the keyed trumpet

General ingredients

- Major key (to give the music a celebratory, bright feel)
- Include some chromaticism (to demonstrate the new technology)
- Melodies in different registers (high and low)
- Fanfare-like passages or leaps within melodies (to give the piece a more traditional trumpet feel)
- Showy (perhaps not too fast in case the keys can't manage it)

Specific ingredients

C major scale



C D E F G A B C

Harmonic series (starting note C)



C C G C E G B \flat C (D E etc.)

↳ starting on C



C C \sharp D D \sharp E F F \sharp G G \sharp A A \sharp B C

↳ leaps returning with some showy sections in between)

A C A



C C B B \flat A A \flat G

Sample

ACTIVE LISTENING CHALLENGE

HAYDN TRUMPET CONCERTO 3rd MOVEMENT CARD SORT

Light, clear texture	Sense of proportion and balance
Mainly homophonic (melody above chords)	Quite short melodies with clear-cut phrases
Frequent changes of dynamics	Fanfares
Flutes	Harpsichord
Mainly strings	Trombone
ƒ different tunes played the same time	Main tune keeps returning
	Improvisation
	Solo
	Opera

Sample

HAYDN TRUMPET CONCERTO 3rd MOVEMENT

Simplified Rondo theme (A) and (optional) episode (B)

Part 1

A

G C A C B D G B C C B D G B C C B D G B C C

1. 2. Fine

F F E E D D C C B B A A G F F E E D D C C D D B B C

(optional)

E G C G E D G B G D E G C G E D G B G D D

D.C. al Fine

G F E D C B A G A G

Part 2

A

A B C B C B C

2. Fine

B A G F E D C D B C

C C B B

D.C. al Fine

D G

Sample

Part 3

A

EEEE FFFF FFFF EEEE FFFF EEEE FFFF EEEE

1. D D E E F F F# F# G G 2. D D E E F F G G A A G G E **Fine**

(optional)

E E D D E E D D

D D D D G G G G G G G G E E E E B B B B A A A A G F **D.C. al Fine**

Part 4

1 2 3 4 5 6 7 8

A

C C C C

1. F F# F# G G 2. B B C C F F E E F F G G C **Fine**

G C C G G

D D D D D D D D G G **D.C. al Fine**

Sample