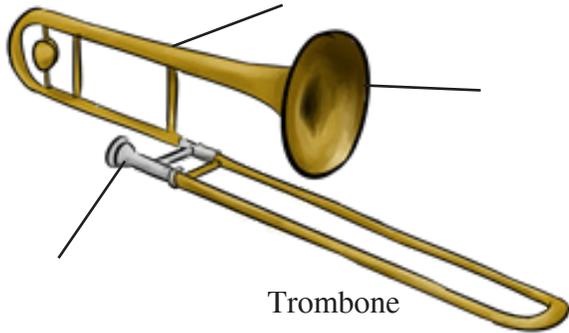




Name: _____

Classroom Concerts: Brass Quintet

Label the bell, mouthpiece, and tubing on each brass instrument.

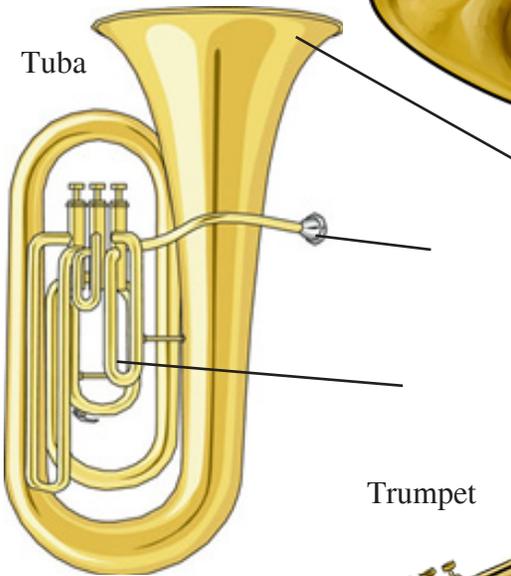


Trombone

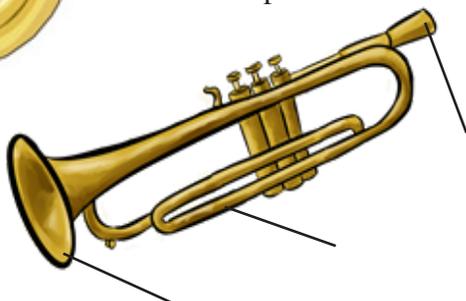
French Horn



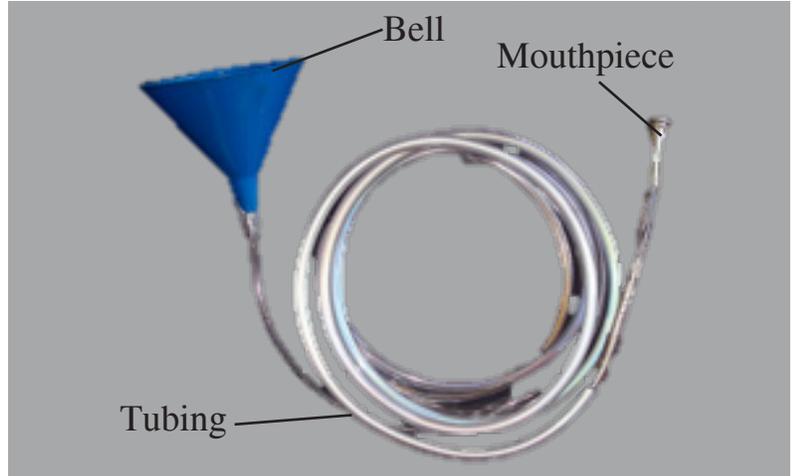
Tuba



Trumpet



All brass instruments are made up of 3 basic parts



How to Make Your Own Trumpet

Materials you will need:

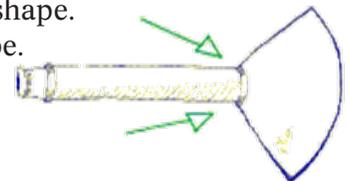
- Plastic soda bottle
- Paper towel tube or cardboard gift wrapping tube
- Masking tape or duct tape
- A sheet of construction paper
- A sharp knife

Procedure:

1. Get an adult to help you with this step! Using the sharp knife, carefully cut off the spout of the soda bottle. You want the cut part of the bottle to be slightly larger than the width of the cardboard tube. This will be your *mouthpiece*.
2. Tape the mouthpiece to the cardboard *tube* as shown:



3. Form the construction paper into a funnel shape. This will form the *bell* of the instrument. The smallest part of the funnel should be able to fit over the non-mouthpiece end of the cardboard tube. Tape the construction paper so that the bell keeps its shape.
4. Tape the bell to the tube.



How to play:

1. First, practice making your lips buzz at different speeds like you're blowing a raspberry or making a fart sound.
2. Press your lips inside the mouthpiece and buzz away!
3. Try making your lips buzz faster and slower. You'll soon discover that if you buzz your lips just right, you'll get the best sound from the horn.

Dance

Wilke Renwick

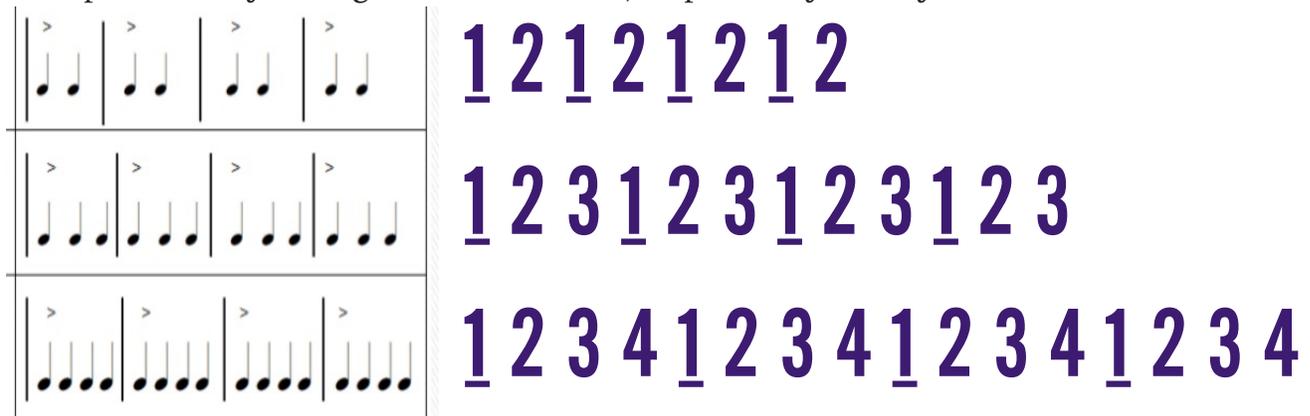
What an odd dance

Renwick's *Dance* is a very popular piece among brass players because of its light and happy character. What makes the piece interesting is the alternation between simple and compound meter, specifically the odd compound meter. You can listen to Renwick's *Dance* here: <https://youtu.be/NUhmZ854Qnk>

Simple meter can be duple (like 2/4) or triple (3/4) and it is commonly used in classical and popular music. Compound meter (like 6/8) is often heard in folk music and Baroque dances.

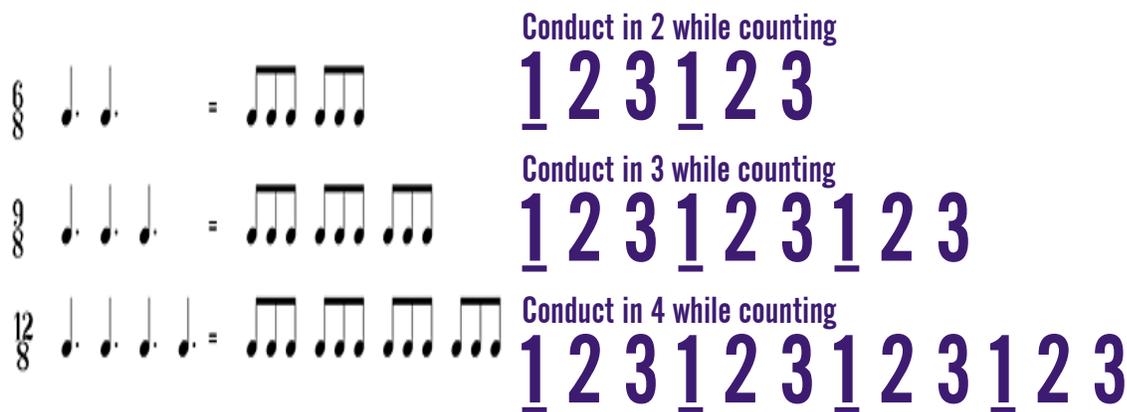
Activity

Review simple meter by having students conduct, clap and say the rhythms below.



Three staves of rhythmic notation. The first staff shows four groups of two eighth notes with an accent (>). The second staff shows four groups of three eighth notes with an accent (>). The third staff shows four groups of four eighth notes with an accent (>). To the right of each staff are large purple counting numbers: 1 2 1 2 1 2 1 2, 1 2 3 1 2 3 1 2 3 1 2 3, and 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4.

Then have them conduct the compound meter below while counting the subdivision.



Three examples of compound meter notation. Each example shows a single note followed by an equals sign and its subdivision. The first is 6/8 (two dotted quarter notes = six eighth notes), with counting numbers 1 2 3 1 2 3. The second is 9/8 (three dotted quarter notes = nine eighth notes), with counting numbers 1 2 3 1 2 3 1 2 3. The third is 12/8 (four dotted quarter notes = twelve eighth notes), with counting numbers 1 2 3 1 2 3 1 2 3 1 2 3. Each example includes the text 'Conduct in [number] while counting' above the counting numbers.

Use the musical examples below to teach odd compound meter and listen for it in Renwick's piece.



On the left, a musical example in 9/8 time showing a dotted quarter note followed by three eighth notes, with counting numbers 1 2 1 2 1 2 3 and the text 'Conduct in 3 while counting'. On the right, a snippet of Renwick's *Dance* starting at measure 10, showing various instruments in 6/8 and 9/8 time signatures.

Simple Gifts

Aaron Copland

Varying the melody

Simple Gifts is a popular American religious folk song that Aaron Copland used in his ballet, *Appalachian Spring*. The ballet became a staple of the American repertoire and has been arranged as an orchestral suite as well.

Activity

Introduce or remind the students of the song by watching the following video. They can even sing along! <https://www.youtube.com/watch?v=kWTDgc96bg8>



In the brass quintet arrangement the melody appears in a few different variations. Play the following video and see if the students can identify and describe each statement of the melody. <https://www.youtube.com/watch?v=ALXA8BOxJLQ>

Is the melody at the very beginning different than the one at 1:38 or the one at 2:27? Have the students come up with characters or moods to describe the change in melody. Can they identify instrumentation, dynamics, or tempo changes? Have students suggest physical movements or symbols to describe each variation of the melody.

Let it Go (from Frozen) Robert Lopez and Kristen Anderson-Lopez

Make it your own

Oftentimes musicians will create their own version of a song or arrange it for their instruments. You can play any song you like on your instrument. When you arrange a popular song for your instrument, you have to decide on *instrumentation*: which instruments to use for which parts.

Activity

Use this video of “Uptown Funk” to show how string orchestras can play fun pop music as well. First, listen to a pop version of the song: <https://www.youtube.com/watch?v=DKs4NDzfrGM>. Then play this arrangement for String Orchestra. <https://www.youtube.com/watch?v=m2SVck0Ue-4>. Discuss instrumentation with the students. What instruments (or voices) were used in the pop recording? Which are used in the orchestral version? Can you create a chart, drawing arrows from instruments/voices used in the pop recording to the instruments used for the same parts in the orchestral version.



How to be a good audience member

Being a good audience member comes down to respect for the performing musicians and audience members around you. Help your students learn proper concert etiquette with these fun activities:

Discuss and compare the appropriate audience behavior for various settings. For example, would audiences behave differently at a golf tournament or a football game? How does a rock concert compare to a classical concert or a play?

Choose students to act as performers in some of these scenarios. Have them pretend to play a sport or put on a play or perform in a concert. Have the rest of the class pretend to be the audience, using either appropriate or inappropriate audience behaviors you discussed. After the pretend performance is over, ask the performers how the audience's behavior made them feel and how it affected their performance.

After the performance...

After the performance is over, have your students write or draw about their concert experience. Here are some questions to guide the discussion:

- 1.) What was your favorite piece and why?
- 2.) What was your least favorite piece? What didn't you like about it?
- 3.) Describe one thing you learned from today's performance that you didn't already know.
- 4.) How was listening to a live performance different from hearing music on the radio?
- 5.) Was it difficult to be a good audience member?



Please send students' comments and ideas to sarah@a2so.com