WELCOME TO CLASS NOTES ARTISTS!

We are so excited to bring live music into your school—thanks for hosting a concert. This curriculum includes:

• Learning prompts for before, during, and after the concert experience
• Standards-based, K-6 lesson plans based on themes and ideas from your Class Notes Artists concert

Everything is designed to help you and your students get the most out of the experience. Please share your experience with us!

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BEFORE THE CONCERT

LEARN WHAT YOU WILL HEAR

• “Theme” from Star Wars, John Williams (1932-)
• Tarantella, Carmine Caruso (1904-1987)
• “Habeñera” from Carmen, by Georges Bizet (1838-1875)
• “Under the Sea” from The Little Mermaid, by Alan Menken (1949-)
• Havana, Camila Cabello (1997-)
• “How Far I’ll Go” from Moana, Lin-Manuel Miranda (1980-)

Listen to the original versions of “Under the Sea” and “How Far I’ll Go” and imagine what they will sound like played by two trumpets, a French horn, a trombone, and a tuba.
MEET THE PERFORMERS

Allison Hall plays the trumpet. She grew up in Wisconsin and she loves to be outside camping, riding her mountain bike and rock climbing.

Josh Cameron plays the trumpet. Josh loves to travel and has had the chance to perform on his trumpet in China, Mexico and Norway.

Tim Bradley plays the horn. Tim also arranges all of the music that Copper Street Brass plays. He also plays guitar in two rock and roll bands in Minneapolis.

Alex Wolff plays the trombone. When he was in college, Alex got to spend an entire summer living at Disney World, where he played trombone in the park every day.

Nick Adragna plays the tuba. After college Nick joined the Army Reserve and got to travel the country to play tuba and also got to try firing a rocket launcher.
MEET THE INSTRUMENTS

TRUMPET

The trumpet is the smallest brass instrument, which means it plays the highest notes. The whole instrument is made of brass, including the mouthpiece. Like all brass instruments, the player must buzz his or her lips into the mouthpiece to create a vibration. The vibrations of buzzing lips in the mouthpiece travels through the brass tubing to make the sound we hear. Valves are pressed to shorten or lengthen the tube to create higher or lower pitches.

FRENCH HORN

The brass tube of a French horn is wrapped in a circular coil and ends with a large bell. The French horn is bigger than the trumpet, so it plays lower notes. However, the funnel-shaped mouthpiece is smaller than the trumpet’s mouthpiece, so French horn players must be able to buzz their lips very tightly. The vibration from their buzzing lips travels through the instrument’s coiled brass tube and comes out of the big flared bell and we hear a sound.

Modern French horns have three valves that shorten or lengthen the amount of tube the air travels through, thus affecting the pitch. Long ago, French horns didn’t have valves and were more limited in the notes they could play.

TROMBONE

Trombones don’t have valves to change notes—they use a slide instead. The slide lengthens and shortens the brass tubing to create different notes.
The tuba is the biggest and lowest brass instrument. If you were to unwrap all the coils of a tube, it would stretch out to be about 18 feet long!

LISTEN TO AND WATCH MUSIC FOR BRASS INSTRUMENTS

• **TRUMPET**
  - Listen to the famous trumpet player Wynton Marsalis playing a jazz solo and the flashy solo part of Haydn’s trumpet concerto.

• **FRENCH HORN**
  - Listen to this French horn solo, from Brahms’ Symphony #1. Bonus if you can name the other featured instruments.
  - The flute and oboe start off “Leia’s Theme” from Star Wars, but soon the French horn takes over the beautiful melody.

• **TROMBONE**
  - Watch and listen to Trombone Shorty play trombone and sing for the Obama family.
  - Trombones are known for playing loud, jazzy solos. Listen to something a little different: a beautiful, slow melody played by trombonist Amy Bowers.

• **TUBA**
  - Listen to a tuba demo by the Minnesota Orchestra’s Steve Campbell.

Watch a video about the brass family.

Watch and listen to several works by brass quintets:

  - An arrangement of Bach’s famous Toccata and Fugue in D minor.
  - Quintet by Michael Kamen, performed outdoors by the Canadian brass.
  - An arrangement of some Mozart performed by tenThing Brass Ensemble. They have a few more players than Copper Street Brass Quintet but their instruments are the same.

DISCUSS IN CLASS

• How can we use our bodies to listen?
• How can we show respect to performers and other audience members?
• What does it mean to be an audience?
• Watch a video about concert etiquette.
DURING THE CONCERT

• NOTICE
  › Playing a brass instrument takes a lot of breathing technique. Watch how the players breathe.
  › The way the instruments work together. Sometimes one instrument plays a melody and the other instruments add sounds to go along with it. Sometimes one instrument plays a musical idea and the other instrument answers—almost like a conversation.
  › Sometimes one person plays (solo) and sometimes everyone plays (tutti). Sometimes solos overlap.

• WONDER
  › How often do these musicians practice?
  › How did they get their start?

• THINK ABOUT
  › How each instrument makes its sound.
  › How the size of each instrument affects its pitch, or how high and low it plays.
  › The different kinds of sounds each instrument can make.
  › The feelings or images that pop into your mind as you listen. Do you think the composers wanted to make you feel a certain way with his or her music?

• IMAGINE
  › You are a composer. What sounds would you want each instrument to make?

AFTER THE CONCERT

• DISCUSS
  › Your favorite piece of music from the concert. What did you like best, and why?
  › Think how each piece sounded similar or different from the others.

• TELL SOMEONE AT HOME
  › Two things you heard or saw or learned at your Class Notes Artist concert.

• DESCRIBE
  › How the music made you feel. Maybe different pieces of music made you feel different feelings.

• REMEMBER
  › How each instrument made its sound. Can you explain how each instrument’s sound is produced? What does the size of an instrument have to do with its pitch?

• CONNECT
  › Something from the Class Notes Artists concert to something you’ve learned in school. Explain the connection to a partner, a teacher, or someone at home.