Hello Teachers!

This guide was created to help you make the most of your Class Notes Artists visit from the Copper Street Brass.

The goal of the concert experience is to inspire, motivate, and entertain students through live performance.

This curriculum is comprised of a PowerPoint presentation and this Teacher’s Guide. The curriculum supports the concert experience by extracting a few core concepts or ideas directly related to the concert and its contents. Activities and information about these concepts align with Minnesota music standards and help make music come alive for students. These concepts or ideas provide focus and establish learning goals that connect to the concert experience.

Each concept is explored in three ways: Learn, Listen, and Do. Visuals, audio, and information for the Listen and Learn components are presented in the PowerPoint. Use this in the classroom to present and illustrate ideas. Lesson/Activity Plans for the “Do” section are in this Teacher’s Guide.

The three core ideas/concepts for Class Notes Artists: Copper Street Brass are:

1. What are the brass instruments in the Copper Street Brass?
2. How are brass instruments made, and how do they produce a sound? Students will learn that brass instruments are made of brass tubes, sometimes coiled and with valves, and a mouthpiece. Players must buzz their lips into the mouthpiece to create sound and produce specific pitches.
3. The size of an instrument affects the pitch it produces.

In addition, Classical MPR has produced a series of videos with accompanying curricula for classroom use; two of them have particular relevance for the Copper Street visit:

- **What To Do at a Concert?**

- **Choosing the Right Instrument for You: The Brass Family**
  [http://www.classicalmpr.org/story/2015/01/20/class-notes-the-brass-family](http://www.classicalmpr.org/story/2015/01/20/class-notes-the-brass-family)

All other Class Notes Videos can be found here:

[http://www.classicalmpr.org/topic/class-notes-videos](http://www.classicalmpr.org/topic/class-notes-videos)

We hope these tools will enrich the concert experience for your students.
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PIN THE BRASS INSTRUMENT ON THE SCALE
LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will identify, by listening, the correct brass instrument, and place it in the correct register.

ACTIVITIES:

1. Create a bulletin board with the grand staff. Optional: add a vertical arrow to remind and reinforce how pitch/register are represented on the grand staff.

2. Find pictures of the four main brass instruments: trumpet, French horn, trombone, tuba. Begin by asking a student or “contestant” to put the pictures in correct order, according to register, on the staff.
3. Modify or extend by using recorded music as a cue. Lay out pictures of all four and ask the contestants to select the instrument they hear, then pin it to the approximate register. Good selections for each instrument. YouTube links listed below. Find these pieces online at iTunes or Spotify or streaming radio.

Trumpet:

- Wynton Marsalis playing his own composition *Napoli*: https://www.youtube.com/watch?v=Rwd1yQeW-4
- Gustav Mahler: The opening bars of *Symphony #5*: https://www.youtube.com/watch?v=UijmthMDpyco
- Halsey Stevens: An excerpt from *Sonata for Trumpet and Piano*: https://www.youtube.com/watch?v=Zm8CYPKbbEk
- Jeremiah Clarke: *Trumpet Voluntary*: https://www.youtube.com/watch?v=bRrss4kBi2M
- Vivaldi’s *Concerto for Two Trumpets*: https://www.youtube.com/watch?v=SVtLeR2K8sk
- Paul Hindemith: *Sonate für Trompete und Klavier. I. Mit Kraft*: https://www.youtube.com/watch?v=yj2ALeNYxCk

French horn:

- Igor Stravinsky: “Finale” from *Firebird*: https://www.youtube.com/watch?v=XN_SE2zCBn8&index=3&list=RDk-e3L-mWSyY
- John Williams: *Theme* from *Jurassic Park* performed by the Vienna Horns: https://www.youtube.com/watch?v=EAJT9Bk_GeQ&index=11&list=RDk-e3L-mWSyY

Trombone:
• Watch some Trombone Shorty:  
  https://www.youtube.com/watch?v=5niclamsDdU
• Henry Fillmore: The iconic Lassus Trombone  
  https://www.youtube.com/watch?v=RqhwzhZE2ew
• Derek Bourgeois: Trombone Concerto Op. 114b performed by Amy Bowers  
  https://www.youtube.com/watch?v=CxV2QtsotaA

Tuba:

• Krzysztof Penderecki: Capriccio for Solo Tuba:  
  https://www.youtube.com/watch?v=-kUCgRTwPY
• Benedetto Marcello: Sonata in F for solo tuba:  
  https://www.youtube.com/watch?v=yzMKnyDlrq

STANDARDS:

1. Grades K-3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Grade K-3. 4 Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations or performances using the artistic foundations. Music. 0.4.1.3.1. Compare and contrast the characteristics of a variety of musical works or performances.
3. Grades 4-5. 1. Artistic Foundations. 2/ Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.1. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.
BUZZ ACTIVITIES
LESSON/ACTIVITY PLAN

While proper embouchure and lip technique should only be taught by a brass specialist or band teacher, the physical experience of buzzing one’s lips into a variety of objects, including a brass mouthpiece, will help each student understand how brass players make sounds on their instruments.

OBJECTIVES:

1. Students will produce a sound by buzzing their lips in order to physically experience the buzzing of lips that brass players must do to create a sound.

ACTIVITIES:

1. Start with kazoos! Make them yourself by covering one end of a toilet paper tube with wax paper and securing it in place with a rubber band, or buy some at the dollar store. Either way, playing a tune on a kazoo gives students the kinesthetic experience of vibration in and around their lips. **Note:** there is a key difference between making a sound on a kazoo versus a brass instrument. To play a kazoo, the player must hum/sing into the instrument. Brass players do not do this—they use their wind, or breathing. Be sure to point out this difference.

2. Move from kazoos to zerberts (or raspberries, or whatever term you like to use for creating a seal between your mouth and forearm and blowing.) After the initial zerbert, ask students to do the same thing with just their mouth—i.e., with no arm.

3. Try buzzing lips into various tube-shaped objects, including an actual brass mouthpiece, if you have access to one.

4. If at all possible, find different-sized mouthpieces. Compare and contrast the experience of blowing into a large mouthpiece versus a smaller one. Students will find it is much easier to produce a sound with a large mouthpiece, as their lip buzz can be much “looser.”

5. Once students start to have some amount of success with their buzzing, encourage them to experiment with various speeds of buzzing. Ask them to notice the difference in sound between fast and slow buzzing.
EXTENSIONS/MODIFICATIONS:

1. If you have enough materials, ask students to try to “play” familiar tunes alone or in a group by buzzing through their mouthpieces.

2. Check out this fun website for directions on how to make your own brass instruments: [http://www.nyphilkids.org/lab/make_trumpet.html](http://www.nyphilkids.org/lab/make_trumpet.html)

STANDARD:

1. K–3. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 0.1.2.3.2. Sing and play with accurate pitch, rhythm and expressive intent.

2. Grades 4–5. Artistic Foundations. 2. Demonstrate knowledge and use of technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.
BRASS INSTRUMENT JEOPARDY!

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will demonstrate knowledge of brass instruments and how they produce sound.

ACTIVITIES:

1. Play Jeopardy with brass-specific questions. Start easy and get harder. Here are a handful of questions to get you going, with answers following Jeopardy! style, i.e., repeating the question as a statement.

   • This is the smallest and highest instrument in the brass family. (What is the trumpet.)
   • This instrument has a circular (not oblong or oval) coil shape. (What is the French horn.)
   • Brass players must do this into their mouthpiece in order to produce a sound. (What is buzz their lips.)
   • Buzzing lips tighter has this effect on pitch. (What is creates a higher pitch.)
   • This brass instrument does not have valves. (What is the trombone?)
   • This feature of a brass instrument amplifies the sound. (What is the bell.)
   • These “buttons” were added to a coiled brass tube to create more pitches/notes. (What are valves.)
   • These are placed in the bell and are used to muffle or alter the sound or timbre of a brass instrument. (What is a mute.)
   • The marching band version of this brass instrument is commonly called the sousaphone. (What is the tuba.)

Add more of your own!

STANDARDS:

1. Grades K- 3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

*Note: Though the music standards are essentially K-3 in grade level, the structure/organization of Jeopardy-style questions is more closely aligned with grades 4-5 literacy standards, making these activities well-suited for older students.
This project is made possible in part by the Minnesota Legacy Amendment’s Arts and Cultural Heritage Fund.