

TEACHING BRASS: A GUIDE FOR STUDENTS AND TEACHERS

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= Playing Activity


Note: All of the playing activities are located in this book. All of the other content is located on the web page. Fingering charts are included both on the web page and at the end of this book for easy reference.

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TEACHING BRASS: A GUIDE FOR STUDENTS AND TEACHERS

Introduction

This book is the in-class and playing activity companion to the web-based tutorial *Teaching Brass: A Guide for Students and Teachers*. As you read the web page, each time you encounter this symbol: , it means there is a playing activity in this book which corresponds to the section in the web page you are reading. In order to most effectively understand and assimilate the information, you should take a break from reading the web page in order to play the activity as soon as possible whenever you encounter this symbol.

Ideally you should have access to the web page *as* you play out of this book in order to completely and effectively integrate the information from the web page into your own learning experience. Practicing in this way is extremely effective and will greatly enhance your ability to understand in-class lectures.

Many of the resources in the book and the web page are designed not only to help you learn in your brass methods class, but also to be used as teaching tools after you become a teacher. For example, there are lyrical and technical etudes for each instrument which would work well as audition music for your ensembles. The daily routines can be used with your students to encourage good fundamental skills. From the web page, the videos can be shown to your brass players to clarify critical skills such as breathing or posture.

Teaching Brass: A Guide for Students and Teachers will be updated each August with additional sound files and videos, new partnerships with vendors and more resources. Be sure to monitor the web page even after you graduate so you can continue to utilize all that *Teaching Brass* has to offer.

1. Breath Support

Directions:

1. No instruments are needed for this activity.
2. Have a piece of notebook paper handy.
3. Triangular noteheads mean inhale.
4. Square noteheads mean blow.

Phrase #1

$\text{♩} = 80$

Blow all of your air out. Hold with empty lungs as you count the rests. 2

6

Breathe normally as you rest.

Phrase #2

9 Hold your notebook paper in front of your mouth at arm's length. Blow all your air out. Move the paper with your air flow. Hold with empty lungs as you count the rests. 2

13 Move the paper with your air flow. Breathe normally as you rest.

Phrase #3

17 Put your paper down. Blow all of your air out. Hold with empty lungs as you count the rests. 2

22 Blow on your hand to measure your air flow. Breathe normally as you rest.

Phrase #4

25 Turn to your neighbor and put your hand up so he or she can blow on it. Blow all of your air out. Hold with empty lungs as you count the rests. 3

30 Who can create a more generous air flow?

2. Mouthpiece Buzzing

Step 1: Put a finger on each corner of your mouth and say "mmm."

Feel the firmness in the corners of your mouth and keep your chin flat.

Step 2: Keeping your fingers on the corners of your mouth, blow air through your lips.

Keep your lips together as though you are saying "mmm" but don't actually speak.

Create a buzzing sound with your lips by blowing a generous amount of air.

Step 3: If you are having trouble, try making sure your lips are moist and blowing more air.

Step 4: Place the mouthpiece on your lips to collect the buzz and try blowing air again to

create a buzzing sound through the mouthpiece. Experiment with the mouthpiece

placement in order to find the spot that is most comfortable.

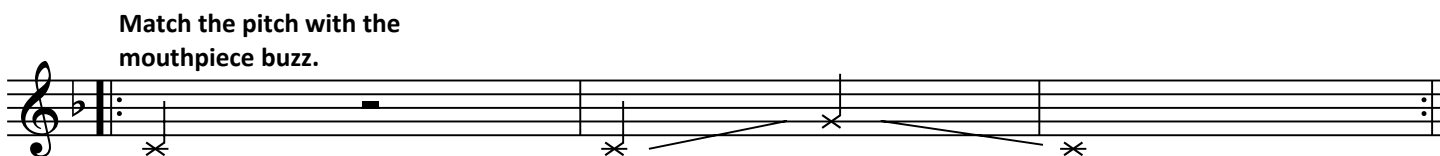
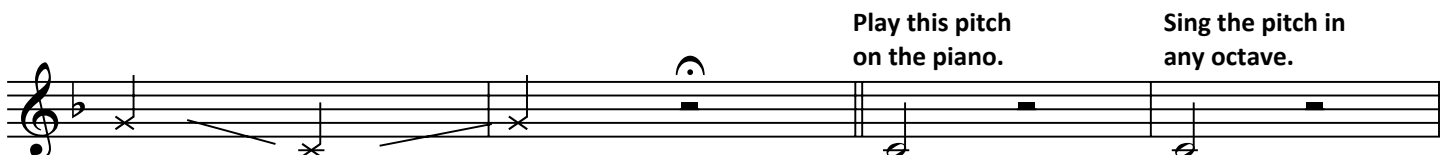
Step 5: Buzz the following exercise for your instrument and then proceed to the

group buzzing exercises.

B-flat Trumpet

Buzz any pitch on the mouthpiece.

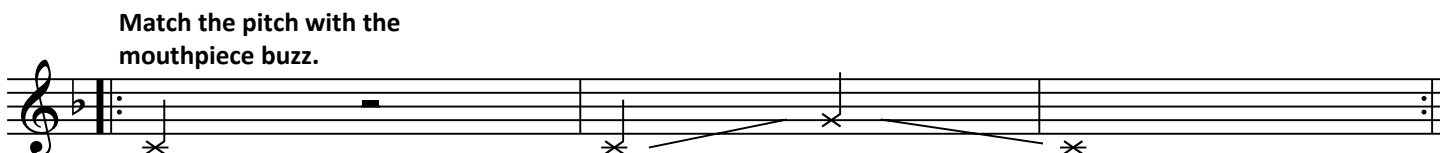
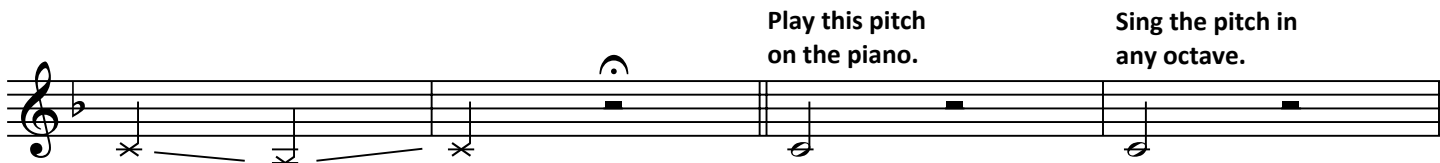
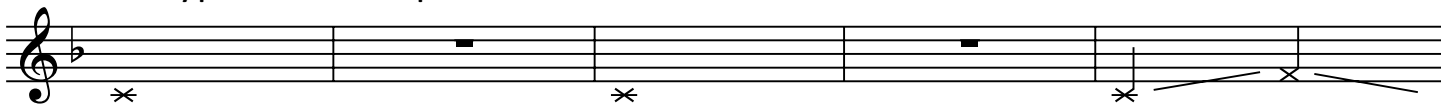
Move up and down from your pitch.



Horn in F

Buzz any pitch on the mouthpiece.

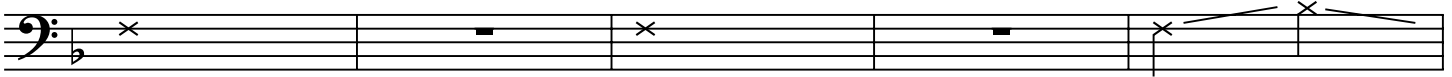
Move up and down from your pitch.



Trombone and Euphonium

Buzz any pitch on the mouthpiece.

Move up and down from your pitch.



Play this pitch on the piano. Sing the pitch in any octave.

A musical staff in bass clef with a key signature of one flat. It contains five measures. The first measure has an 'x' on the first line with a diagonal line sloping up to the right. The second measure has an 'x' on the first line with a diagonal line sloping down to the right. The third measure has a half note on the second line with a fermata above it. The fourth measure has a half note on the second line. The fifth measure has a half note on the second line.

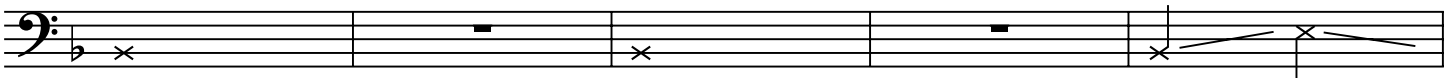
Match the pitch with the mouthpiece buzz.

A musical staff in bass clef with a key signature of one flat. It contains five measures. The first measure has an 'x' on the first line. The second measure has a solid black square on the second line. The third measure has an 'x' on the first line with a diagonal line sloping up to the right. The fourth measure has an 'x' on the first line with a diagonal line sloping down to the right. The fifth measure has an 'x' on the first line.

Tuba

Buzz any pitch on the mouthpiece.

Move up and down from your pitch.



Play this pitch on the piano. Sing the pitch in any octave.

A musical staff in bass clef with a key signature of one flat. It contains five measures. The first measure has an 'x' on the first line with a diagonal line sloping up to the right. The second measure has an 'x' on the first line with a diagonal line sloping down to the right. The third measure has a half note on the second line with a fermata above it. The fourth measure has a half note on the second line. The fifth measure has a half note on the second line.

Match the pitch with the mouthpiece buzz in the indicated octave.

A musical staff in bass clef with a key signature of one flat. It contains five measures. The first measure has an 'x' on the first line. The second measure has a solid black square on the second line. The third measure has an 'x' on the first line with a diagonal line sloping up to the right. The fourth measure has an 'x' on the first line with a diagonal line sloping down to the right. The fifth measure has an 'x' on the first line.

Group Buzzing Activities

1. Buzz *Twinkle, Twinkle, Little Star* together.
2. Buzz your school's fight song together.
3. Each student choose a familiar tune to buzz on the mouthpiece. Buzz it for the class without revealing the identity of the tune and see if everyone can tell what tune you are buzzing.

3. First Notes

♩ = 108

↑ = Inhale ▣ = Blow

Phrase #1

	Blow air through your instrument with no sound.	Count the blows:					Fingering: open
		1	2	3	4	5	
Trumpet in B \flat							
Horn in F	Blow air through your instrument with no sound.	Count the blows:					Fingering: open
		1	2	3	4	5	
Trombone/Euphonium	Blow air through your instrument with no sound.	Count the blows:					Trombone fingering: first position
		1	2	3	4	5	
Tuba	Blow air through your instrument with no sound.	Count the blows:					Euphonium and Tuba fingering: open
		1	2	3	4	5	

Phrase #2

	Blow air through your instrument with no sound.	Play				
B \flat Tpt.						
Hn.	Blow air through your instrument with no sound.	Play				
Tbn./Eu.	Blow air through your instrument with no sound.	Play				
Tuba	Blow air through your instrument with no sound.	Play				

Phrase #3

	Play	Breathe on the rests.			Breathe on beat 4.
B \flat Tpt.					
Hn.	Play	Breathe on the rests.			Breathe on beat 4.
Tbn./Eu.	Play	Breathe on the rests.			Breathe on beat 4.
Tuba	Play	Breathe on the rests.			Breathe on beat 4.