

EXPLORING THE BRASS FAMILY

Grade Level or Special Area: Music - Third Grade
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Length of Unit: Four lessons, 45 minute each

I. ABSTRACT

This unit is designed to give students an in-depth look at the four basic instruments of the Brass Family - trumpet, French horn, trombone and tuba. Learning to recognize the sight AND sound of each instrument is emphasized. Reading good children's literature featuring these brass instruments leads the students to understand the joy that instrument playing can bring to his life and to others.

II. OVERVIEW

- A. Concept Objectives
 1. Students will understand how to listen to, analyze, evaluate and describe music (CO Music Standard #4).
 2. Students will know and apply connections between music, literature and theater (CO Theater Standard).
 3. Students will develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration (CO Theater Standard #1).
- B. Content from the *Core Knowledge Sequence*
 1. Become familiar with brass instruments - trumpet, French horn, trombone, tuba, p. 76.
 2. Make linear measurements in feet and inches, p. 79.
 3. Sound is caused by an object vibrating rapidly, p. 82.
 4. Qualities of sound - Pitch: high or low; faster vibrations = higher pitch, slower vibrations = lower pitch, p. 82.
- C. Skill Objectives
 1. Practice a pattern for listening.
 2. Measure parts of an instrument.
 3. Practice effective participation in a group.
 4. Identify an instrument by its sound and sight.
 5. Practice responsible audience behavior.
 6. Assume a role.
 7. Practice respect for others in dramatic activities .
 8. Write a paragraph to show understanding of the Brass Family.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D. *What Your Third Grader Needs to Know: Fundamentals of a Good Third Grade Education*. New York, New York: Doubleday, 2001. ISBN 0-385-49719-9
 2. Information on brass instruments given in Appendix A.
- B. For Students
 1. Trumpet - from Kindergarten, p. 15
 2. Families of the Orchestra - First Grade, p. 33
 3. Sound of French horn, from *Peter and the Wolf*, First Grade, p. 33
 4. Making linear measurements - Second Grade, p. 57
 5. Experience in organizing material in paragraphs, p. 43

IV. RESOURCES

- A. Instruments - trumpet, French horn, trombone, tuba (All lessons)
- B. Instrument posters - trumpet, French horn, trombone tuba (All lessons, if no instruments available)
- C. Fact poster for each instrument (teacher generated from Appendix A) (Lesson One)
- D. Demo tape with a sound bite of each instrument alone (All lessons)
- E. Four tape measures (Lesson One)
- F. CD – *Prokofiev: Peter and the Wolf (Young Person's Guide to the Orchestra, Britten)* (Lesson One)
- G. CD – *Copland (Fanfare for the Common Man)* (Lesson Two)
- H. CD – *Sousa Marches (Stars and Stripes Forever)* (Lesson Three)
- I. CD – *American Legends: Louis Armstrong* (Lesson Three)
- J. CD - *Scheherezade, Rimsky-Korsakov* (Lesson Four)
- K. CD – *Rossini Overtures (William Tell Overture)* (Lesson Four)
- L. CD – *Mozart Horn Concertos* (Lesson Four)
- N. CD – *The Best of Wagner (Ride of the Valkyries)* (Lesson Four)
- O. CD - *Best of the Canadian Brass* (Lesson Four)
- P. CD – *A Patriotic Salute to the American Military* (Lesson Four)
- Q. Video - *In Tune With Brass, Instrumental Classmates*
- R. *Music Over Manhattan* - Mark Karlins (Lesson Three)
- S. *Tuba Lessons* - T.C. Bartlett (Lesson Three)
- T. *Ben's Trumpet* - Rachel Isadora (Lesson Three)
- U. *Miss Violet's Shining Day* - Jane Breskin Zalben (Lesson Three)
- V. *The Boy Who Loved Music* - David Lasker (Lesson Three)
- W. *Meeting the Marching Smithereens* - Ann Hayes (Lesson Three)
- X. *Tomahawks and Trombones* - Barbara Mitchell (POP) (Lesson Three)

V. LESSONS

Lesson One: Brass Instruments I (45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how to listen to, analyze, evaluate and describe music.
 - b. Students will develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.
 - 2. Lesson Content
 - a. Become familiar with brass instruments - trumpet, French horn, trombone and tuba, p. 76.
 - b. Sound is caused by an object vibrating rapidly, p. 82.
 - c. Qualities of sound, pitch, p. 82.
 - d. Make linear measurements in feet and inches, p. 79.
 - 3. Skill Objective(s)
 - a. Practice a pattern for listening.
 - b. Measure parts of an instrument.
 - c. Practice effective participation in a group.
- B. *Materials*
 - 1. Trumpet
 - 2. French horn
 - 3. Trombone
 - 4. Tuba

5. If actual instruments are not available, instrument posters of the four instruments
 6. One packet per student (Appendices B-J)
 7. Four tape measures, one per center
 8. Fact poster for each center (Appendix A)
 9. Student pencils
 10. Demo tape – teacher-made tape with a sound bite of each of the four instruments
 11. Hand-made trumpet for teacher (optional)
 12. CD – *Prokofiev: Peter and the Wolf (Young Person's Guide to the Orchestra, Britten)*
- C. *Key Vocabulary*
1. Brass Family - an instrument family whose instruments are made of brass and produce sound by buzzing the lips
 2. Trumpet - high brass instrument with three valves
 3. French horn - medium brass instrument, with three valves, with tubes shaped in a circle
 4. Trombone - low brass instrument that changes pitch by a slide, not valves
 5. Tuba - very low brass instrument with three valves
 6. Mouthpiece - removable cup-shaped piece that musician blows into
 7. Bell - end of instrument where the sound comes out
 8. Valve - moving part that changes the pitch of the instrument
- D. *Procedures/Activities*
1. Four centers are set up in the room. See Appendix A for detailed directions.
 2. As an introduction to the Brass Family, instruct students to listen to the brass portion of *Young Person's Guide to the Orchestra, Britten* (track 39) from CD *Prokofiev: Peter and the Wolf*, as they enter the room. Identify the piece and allow time for student comment.
 3. As students enter, they pick up packet (Appendices B-J), pencil and hard surface to write on.
 4. Have students take out their supplies (pencil, packet and hard surface to write on) and write their name on the front of the packet.
 5. Instruct students to turn to the pretest (Appendix C) and name the instruments as the teacher holds them up.
 6. Teach the procedure for listening. Teacher raises one finger: listen silently. Two fingers: identify sound in your mind. Three fingers: write name of the instrument, then pantomime playing the instrument. Practice this procedure (with no music) several times if it is new to the students.
 7. Play the first example from the demo tape. Use the fingers to guide the students' listening. They should write the name of the instrument on the space #5, etc. Continue with the remaining three examples.
 8. Have students stand and give the "Trumpeter's Applause." (Hold imaginary trumpet to lips, with the right hand near the mouth. Tip trumpet to audience on the left and then right and blow a "raspberry" straight ahead. Students sit.
 9. Teacher verbally introduces The Brass Family instruments: trumpet, French horn, trombone and tuba, using lesson vocabulary. You may include as much information as you wish (Appendix A) on the construction and history of each of the instruments. Mention what "brass" is - a combination of two metals, copper and zinc. Teacher should show actual instruments and demonstrate the proper playing position for each. For each instrument, identify the mouthpiece, bell and valves. Note that the trombone does not have valves. There are other instruments in the Brass Family, but these four are the basic ones to remember.

10. Teacher demonstrates "buzzing" of lips and asks class to try it into their hand. "Can you hear it?" "Can you feel the vibration against your hand?" "Is it a beautiful sound?" "Is the sound piano or forte?"
11. Teacher demonstrates on a homemade "trumpet" (Appendix C) and asks the following questions:
 - a. "Is it louder or softer with the instrument added?"
 - b. "Which one sounds better?"
 - c. "Do you think there is still a vibration?"
12. Teacher asks class to explain how sound is made in the homemade trumpet. (If students have already studied sound production in their regular classroom, they may respond with - air makes the lips vibrate, the vibrations travel through the horn, travel through the air, are caught in the ear, go to the brain, which interprets the sound. Slow vibrations make low sounds and faster vibrations make higher sounds. If the students are not aware that sound is caused by vibrations, teacher should explain the process.
13. Explain that at each center, there are questions for the group to answer.
14. For each center, the group needs to choose two "workers" - 1) a reader to read the questions and 2) a student to measure. Others could help to hold the larger instruments. There should be new volunteers at each center until all have had a turn for a special job.
15. When the group arrives at its center, each student should take the opportunity to hold the instrument and look at it closely. Remind the students that they should not actually play the instrument because of the concern of germs. Also remind the students to handle the instruments carefully, with the respect due to a musical instrument.
16. Each student should find the proper page in his/her packet. If they begin with the Trumpet Center, they should find the corresponding Trumpet page. As the reader reads the first question, all should study the poster to find the answer. When someone finds the answer, he should say it aloud and each student should fill in the correct answer on his own sheet.
17. On the three measuring questions, reader should read the question and the "measurer" should carefully measure the mouthpiece and give the group the answer. Note that the student should measure the diameter (the distance across) of the bell and mouthpiece. The student should measure the longest part of the instrument, not the length of tubing.
18. Demonstrate the sound (triangle, drum, e.g.) that signals it is time to switch centers. Explain the sequence of the centers in your given space. Remind the students of the signal to return to their seats.
19. Divide the class into four groups and send them to the centers. Monitor the groups for unexpected questions that will arise. Teacher should especially watch the tuba center because of the size and weight of the instrument. Allow approximately 5-8 minutes per center. Score each student on the rubric (Appendix D).
20. Give the signal for returning to original seats.
21. Review the vocabulary for the lesson, holding up the instruments.
22. Turn in supplies at the end of class. Packet is to remain in class.

E. *Assessment/Evaluation*

1. Pretest (visual and aural)
2. Four completed worksheets (trumpet, French horn, trombone, tuba)
3. Rubric score of group participation

Lesson Two: Brass Instruments II (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to listen to, analyze, evaluate and describe music.
 2. Lesson Content
 - a. Become familiar with brass instruments - trumpet, French horn, trombone and tuba, p. 76.
 - b. *Fanfare for the Common Man*, Copland, p. 77.
 3. Skill Objective(s)
 - a. Recognize an instrument by its sound and sight.
- B. *Materials*
1. Student packet for each student
 2. Pencils
 3. Hard surface to write on
 4. Video - *In Tune With Brass* - Instrumental Classmates
 5. Demo tape
 6. CD Copland (*Fanfare for the Common Man*)
- C. *Key Vocabulary*
Repeat vocabulary from Lesson One
- D. *Procedures/Activities*
1. Play CD Copland, *Fanfare for the Common Man* as students enter quietly. The piece is 2:48 long - brass and percussion. Identify the piece and allow time for student comment.
 2. Review the four instruments by pantomime.
 3. Assign students to pass out the packets.
 4. Have students turn to the listening page in their packet. Play the demo tape and have students follow the finger procedure for the four sound bites. (See Lesson One, Procedure #10). Students should fill in "A" section of Listening sheet.
 5. Watch the video, *In Tune With Brass* (30 minutes). Tell students that they will be filling in a vocabulary sheet after the video.
 6. Open packets to the Vocabulary sheet. Have students fill in the blanks. Allow approximately 10 minutes.
 7. Review lesson vocabulary as a group.
 8. Turn in supplies.
- E. *Assessment/Evaluation*
1. Listening sheet
 2. Vocabulary sheet

Lesson Three: Brass Instruments in Children's Literature

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to listen to, analyze, evaluate and describe music.
 - b. Know and apply connections between music, literature and theater.
 - c. Develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.
 2. Lesson Content
 - a. Become familiar with brass instruments - trumpet, French horn, trombone and tuba, p. 76.
 - b. *Stars and Stripes Forever*, Sousa, p. 77.

- c. *Louis Armstrong* (Review from First Grade), p. 34.
 - 3. Skill Objective(s)
 - a. Practice responsible audience behavior.
 - b. Practice effective participation in a group.
 - c. Assume a role.
 - d. Practice respect for others in dramatic activities.
- B. *Materials*
 - 1. Bartlett, T.C., *Tuba Lessons* (easy, very few words)
 - 2. Hayes, Ann. *Meet the Marching Smithereens* (easy)
 - 3. Isadora, Rachel, *Ben's Trumpet* (no words)
 - 4. Karlins, Mark. *Music Over Manhattan* (for advanced readers)
 - 5. Lasker, David. *The Boy Who Loved Music* (long)
 - 6. Mitchell, Barbara. *Trombones and Tomahawks* (long)
 - 7. Zalben, Jane Breskin, *Miss Violet's Shining Day* (average readers)
 - 8. CD *Sousa Marches (Stars and Stripes Forever)*
 - 9. CD *American Legends: Louis Armstrong*
 - 10. Student packets
- C. *Key Vocabulary*
 - 1. Marching band - a large music group that walks as it plays; including the woodwind family, the brass family and the percussion family
 - 2. Jazz band - a small music group of 3 - 20 musicians, playing any kind of jazz
 - 3. Orchestra – a large music group having all four instrument families
 - 4. Rehearsal - a time of practicing, usually in a group
 - 5. Performance - doing your thing with an audience watching
- D. *Procedures/Activities*
 - 1. Play *Stars and Stripes Forever* as students enter marching, picking up pencil and hard surface to write on. Teacher identifies the music and talks about a **marching band**.
 - 2. Play a track from the Louis Armstrong CD. Teacher identifies the music, performer and talks about a jazz **band**.
 - 3. Choose students to hand out packets.
 - 4. Review vocabulary with "I am . . ." statements, clues getting progressively easier until instrument is guessed. Vocabulary from Lesson Two is incorporated in clues (see Appendix K).
 - 5. Explain the procedures for the literature groups. Each group will be given a picture book to read. Take turns reading. Help each other with difficult words. If you come to a word that no one in your group can read, raise your hand and the teacher will help you. Make sure that everyone has a chance to see the pictures. After you have read the story, turn to the Literature page in your packet. Write down the title and author on the proper line. Discuss and write down the main characters in the story. Choose a person for each character and a narrator. Your job is to act out the story for the rest of the class. **Rehearse** (explain that this vocabulary word means to practice) how you will act out the story. You are preparing for a **performance** for your classmates.
 - 6. Divide the class into groups and assign a book for each. Monitor the interaction. Teacher may choose to read the harder books in order to facilitate the process.
 - 7. Perform the "books." Remind students to use appropriate audience behavior:
 - a. full attention on the performers
 - b. laugh if appropriate, but don't talk during performance
 - c. applause at the end
 - 8. Hand in materials at the end of class.

- E. *Assessment/Evaluation*
1. Rubric score for rehearsal and performance (Appendix M)

Lesson Four: Brass Instruments III

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to listen to, analyze, evaluate and describe music.
 - b. Students will develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.
2. Lesson Content
 - a. Become familiar with brass instruments - trumpet, French horn, trombone and tuba, p. 76.
 - b. *Scheherezade*, Rimsky-Korsakov, p. 77.
 - c. *William Tell Overture*, Rossini, p. 76.
 - d. *Horn Concertos*, Mozart, p. 76.
 - e. *Ride of the Valkyries*, Wagner, 77.
3. Skill Objective(s)
 - a. Write a paragraph to show understanding of the Brass Family.
 - b. Identify an instrument by its sight and sound.

B. *Materials*

1. CD *Scheherezade*, Rimsky-Korsakov.
2. CD *Rossini Overtures (William Tell Overture)*
3. CD *Mozart Horn Concerto*
4. CD *The Best of Wagner (Ride of the Valkyries)*
5. CD *Best of the Canadian Brass* (Brass quintet)
6. CD *A Patriotic Salute to the American Military (Taps)*
7. Trumpet
8. French horn
9. Trombone
10. Tuba
11. Posters of the above instruments if the instruments are not available
12. Written assessment for each students (Appendix N – three pages)

C. *Key Vocabulary*

1. Brass Quintet - group a five brass players; two trumpets, trombone, French horn, tuba
2. Taps - a sad-sounding melody, played by a solo trumpet, to honor someone who has died (originally it was a signal to the army that it was time to go to bed.)

D. *Procedures/Activities*

1. *Best of Canadian Brass* CD playing as students enter quietly.
2. Teacher identifies the music and explains about a Brass Quintet.
3. Play *taps* (either on tape, CD or website, see Bibliography).
4. Teacher identifies the music and explains about "Taps."
5. Choose students to hand out packets.
6. Direct students to turn to Listening page. This listening is more complex, because it involved listening for the brass instruments while other instruments are also playing. If the students are familiar with the music, this exercise will be easier. If this is a first time hearing, the teacher should pantomime the instruments to help the students know what they are hearing. Play only a brief excerpt of each of these pieces.

7. Play *Scheherazade*. Following the finger procedure from Lessons One and Two. Listen for the low trombone (Sultan's Theme) about three minutes into the piece. Students should write the instrument name on the B section of the listening sheet and then pantomime the instrument.
 8. Play *William Tell Overture*. (The trumpet is featured prominently near the end.) At 8:38 into the piece begins the trumpet fanfare, followed by the familiar theme. If possible, cue up your tape or CD to that place.
 9. If necessary, use the "Trumpet Applause" from Lesson One to take a brief break from the hard work of listening.
 10. Play *Horn Concertos*, Track 1. The French horn is featured in this work. The horn enters after a full statement by the orchestra (at 0:41). Teacher can pantomime if needed.
 11. Play *Ride of the Valkyries*. After a short introduction, the trumpet, horn and trombone enter with the main theme. Any and all three of these answers are correct.
 12. Prepare students to review their instrument sheets from the packet. Small groups of two or three students can quiz each other on the basic facts of the four instruments. Allow approximately 5-8 minutes for this. Sound the signal for returning to seats.
 13. Hand out the written assessment. Remind students to put their name on the paper.
 14. Teacher reads the directions for each section and allows time for the students to complete that section. For the first section, the teacher can show the actual instrument or posters of these instruments. For the second section, use the demo tape that the students have heard before. Read and explain the directions for the written paragraph. Allow ten minutes for the paragraph response.
- E. *Assessment/Evaluation*
1. Written assessment
 2. Completed packet

VI. CULMINATING ACTIVITY

- A. Brass Quintet Concert - Invite a professional quintet to perform for your school. Your local symphony orchestra is a good source for referrals. Some groups perform for a reduced fee for school concerts. Ideally this concert could be held in a location where the students can be seated close to the performers. Make sure there is time for questions.
- B. Performance by older school musicians - Another option for a closing activity would be to have older students from your school or a neighboring Middle School or High School. It would be rare to find a Brass Quintet at this level, but you could invite four individual players - trumpet, French horn, trombone and tuba to demonstrate their instruments and answer questions.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Directions for Setting up Instrument Centers (two pages)
- B. Appendix B: Cover for Student Book
- C. Appendix C: Pre-Test
- D. Appendix D: Trumpet page
- E. Appendix E: French horn page
- F. Appendix F: Trombone page
- G. Appendix G: Tuba page
- H. Appendix H: Vocabulary chart
- I. Appendix I: Listening sheet

- J. Appendix J: My Instrument Story
- K. Appendix K: Review Game
- L. Appendix L: Rubric for Assessing Center Participation
- M. Appendix M: Rubric for Assessment of Group Drama
- N. Appendix N: Final Assessment (three pages)
- O. Appendix O: Rubric for Evaluating Paragraph on Final Assessment
- P. Appendix P: A Word About the CDs

VIII. BIBLIOGRAPHY

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- B. *American Legends: Louis Armstrong (CD)*. Hollywood, CA: Stanyon Records, 1996. ISBN 18111 27342.
- C. Bartlett, T.C. *Tuba Lessons*. Mankato, MN: Creative Editions, 1997. ISBN 0-15-20164-0.
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- E. *Best of Wagner, The (CD)*. Munich: HNH International Ltd., 1997. ISBN 30099 66572.
- F. Brass Quintet - www.empirebrass.com
- G. *Copland (CD)*. Munich: HNH International Ltd., 1989. ISBN 730099 528221.
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- X. Taps - <http://usmilitary.about.com/library/milinfo/milsounds/bltaps.htm>
- Y. Trumpet of Tutahkhamun - www.ccer.ggl.ruu.nl/ccer/trumpet.html
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Appendix A

DIRECTIONS FOR SETTING UP THE INSTRUMENT CENTERS

Lesson One calls for four instrument centers - one each, for trumpet, French horn, trombone and tuba. Here are the requirements for each center.

- At each center there should be an actual instrument; if it is impossible to use a real instrument, a poster with a picture is a possible substitute (measuring component would be lost)
- A measuring tape
- A teacher-made poster with facts about the instrument; choose facts from the information below
- A chair for students to sit on when they are holding the instrument
- Ideas for this plan adopted from "Strings Attached: A Musical Listening Unit" written by Nan McDonald and Douglas Fisher. Music Educator's Journal March 2002, p. 32-38

TRUMPET

History: The earliest trumpet was probably a conch shell or ram's horn. The Israelites used an animal horn with the end cut off for their religious worship. It was called a *shofar*. In 1923, the oldest metal trumpets ever discovered were found in King Tut's tomb. Dating from 1200 BC, the trumpets were 50 cm. long, one made of silver and one made of copper. The Greeks used a trumpet, called a *salpinx*, for the Olympics. The Greeks and Romans to signal their armies played trumpets. A long, straight trumpet was used to sound attack and retreat and to frighten the enemy. Trumpets have been used through history for pageants and the military. At first, the instruments had no valves. Players could add extra crooks (lengths of tube) to change notes. In 1819, the trumpet was redesigned with valves, so the player could play more notes without changing horns.

Size: The length of tubing is 4 ½ feet

Range: The trumpet plays high notes

Place in orchestra: Show diagram of orchestra

Uses of trumpet: The trumpet plays in jazz band, marching band, brass quintet, orchestra, taps

Famous player: Louis Armstrong, an African-American jazz trumpet player

FRENCH HORN

History: The earliest French horns were curved animal horns. French horns were used in fox hunting. In the 1800s valves were added so that the player could play more notes. It became a regular part of the orchestra in the 1600s.

Size: There are 12 feet of tubing in a French horn

Range: The French horn has a wide range and can play medium notes and low notes

Place in orchestra: Show diagram of orchestra

Uses of French horn: The French horn plays in orchestra, concert band, brass quintet, and woodwind quintet.

TROMBONE

History: The trombone was invented in the early 1300s in Northern Italy, when slides were added to a trumpet. The word "trombone" means "large trumpet." In the 1500s, a German inventor invented an instrument called *sackbut*. The name came from *sacquebout*, an old French word which means "pull-push." It became a regular part of the orchestra in the late 1800s.

Size: The trombone has 9 feet of tubing

Range: The trombone plays low notes

Place in orchestra: Show diagram of orchestra

Uses of trombone: The trombone plays in marching band, orchestra, jazz bands, and brass quintet

Joke: How do you make a trombone sound like a French horn? Put your hand in the bell and miss a lot of notes!

Appendix A, page 2

TUBA

History: The Romans had a low instrument called a *buccina*, used as a bugle. The Anglo-Saxons had a long horn that rested on the ground. In the Middle Ages the lowest instrument was called a *serpent*. An all-metal, low instrument was made in 1835 in Germany. In 1849, a German inventor developed a family of horns, called saxhorns. The lowest one was called "tuba."

Size: There are 16 feet of tubing in a tuba

Range: The tuba plays very low notes

Place in orchestra: Show diagram

Uses of tuba: The tuba plays in a marching band (usually its cousin, the sousaphone), brass quintet, orchestra and some jazz bands

Joke: How do you fix a tuba? With a tuba glue!

DIRECTIONS FOR MAKING A HOMEMADE FRENCH HORN

Supplies: 3 foot garden hose or hand-held shower hose
 Plastic funnel
 Duct tape

Cut the garden hose, reserving the threaded coupling on one end. This will become the mouthpiece. If using the hand-held shower hose, cut off the nozzle end. Stick the small end of the funnel into the cut end of the hose. Attach securely with the duct tape. Coil the hose and tape in two places. Buzz into the mouthpiece.

Appendix B

THE BRASS FAMILY

NAME _____

Appendix C

THE BRASS FAMILY

Pre-test

Name _____

Teacher _____

Identify the following instruments:

1. _____

2. _____

3. _____

4. _____

What instrument do you hear?

5. _____

6. _____

7. _____

8. _____

Appendix D

TRUMPET

1. Measure across the large end of the mouthpiece:

2. Measure across the bell: _____

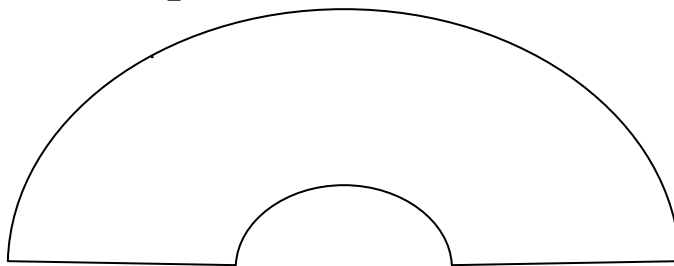
3. Measure the length of the trumpet: _____

4. What instruments were found in King Tut's tomb?

5. Circle that kind of notes the trumpet play:

high medium low

6. Where do trumpets sit in the orchestra?



7. Circle the types of music groups that include trumpets:

jazz band
orchestra

marching band
taps

brass quintet
woodwind quintet

Appendix E

FRENCH HORN

1. Measure across the large end of the mouthpiece:

2. Measure across the bell: _____

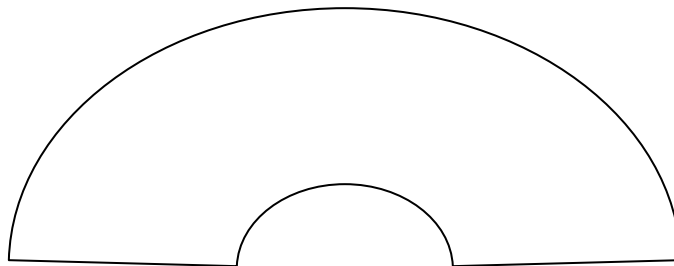
3. Measure the length of the horn from the mouthpiece to the bell: _____

4. Describe an early use of the French horn.

5. Circle that kind of notes the French horn plays:

high medium low

6. Where do French horns sit in the orchestra?



7. Circle the type of music groups that includes French horns:

jazz band

marching band

brass quintet

orchestra

taps

woodwind quintet

Appendix F

TROMBONE

1. Measure across the large end of the mouthpiece:

2. Measure across the bell: _____

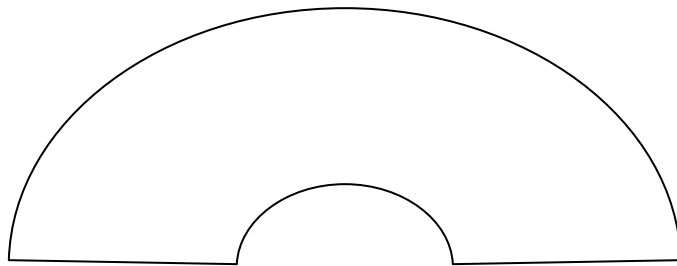
3. Measure the length of the trombone when the slide is in: _____

4. Write the name of an early trombone.

5. Circle that kind of notes the trombone plays:

high medium low

6. Where do trombones sit in the orchestra?



7. Circle the types of music groups that include trombone:

jazz band

marching band

brass quintet

orchestra

taps

woodwind quintet

Appendix G

TUBA

1. Measure across the large end of the mouthpiece:

2. Measure across the bell: _____

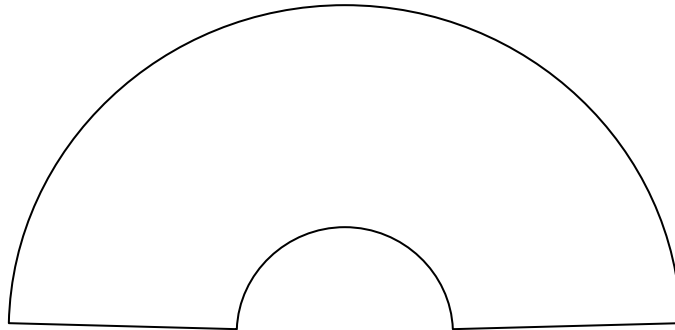
3. Measure the height of the tuba: _____

4. When was the modern tuba invented? _____

5. Circle the kind of notes the tuba plays:

high medium low

6. Where does the tuba sit in the orchestra?



7. Circle the types of music groups that include tubas:

jazz band

marching band

brass quintet

orchestra

taps

woodwind quintet

Appendix H

RUBRIC FOR ASSESSING CENTER PARTICIPATION

- 4 Works agreeably with group, taking turns with jobs; handles instruments with care
- 3 Works quite well with group
- 2 Argues about jobs; careless with the instruments
- 1 Refuses to participate in group work

Appendix I

LET'S FIND OUT ABOUT BRASS INSTRUMENTS
Vocabulary Chart

Vocabulary word	What I think it means	What it really means	Where I found it
Brass Family			
Trumpet			
French horn			
Trombone			
Tuba			
Mouthpiece			
Bell			
Valve			
Marching band			
Jazz band			
Orchestra			
Brass quintet			
Taps			
Brass			

Appendix J

LISTENING SHEET

Trumpet	French horn	Trombone	Tuba
---------	-------------	----------	------

A	B
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Appendix K

REVIEW GAME

- My original name was sackbut.
- I have 9 feet of tubing.
- I play low notes.
- I have a slide.

I am a trombone!

- I was first used in fox hunting.
- I have 12 feet of tubing.
- I am very difficult to play.
- I am named for a country.

I am a French horn!

- The early Israelites and Egyptians used me for religious and military purposes.
- I play in many different kinds of musical groups.
- I am the smallest member of the Brass Family.
- I play taps.

I am a trumpet!

- There is only one of me in an orchestra.
- I was invented in 1835.
- I am the largest member of the Brass Family.
- I play very low notes.

I am a tuba!

Appendix L

MY INSTRUMENT STORY

Title: _____

Author: _____

Brass instrument: _____

Main characters:

1. _____

2. _____

3. _____

4. _____

Narrator: _____

Appendix M

RUBRIC FOR ASSESSING GROUP DRAMA

- 4 Successful in all four areas.
- Respectful of group
 - Responsible audience behavior
 - Assumed and performed a role in the drama.
 - Positive attitude.
- 3 Successful in three areas.
- 2 Successful in two areas
- 1 Successful in one area

Appendix N

THE BRASS FAMILY

Name _____

Teacher _____

Identify the following instruments:

1. _____

2. _____

3. _____

4. _____

What instrument do you hear?

5. _____

6. _____

7. _____

8. _____

9. Imagine that you are a composer. You have been asked to write a piece for orchestra, with one of the brass instruments as the solo. Which instrument would you pick? Write a paragraph explaining your choice, using as many facts about the instrument as you can. Write your ideas in complete sentences. Remember to use a topic sentence, which is indented. Check for a capital letter at the beginning of each sentence and the correct punctuation at the end.

<hr/> (instrument)

Reasons:
1. _____
2. _____
3. _____
4. _____

Appendix O

WRITING RUBRIC FOR FINAL ASSESSMENT

Evaluate the paragraph using this chart.

	Yes	No
1. There is a topic sentence.		
2. All sentences express a complete thought.		
3. Sentences begin with capital letters.		
4. Appropriate end punctuation appears at the end of all sentences.		
5. Vocabulary from the unit is used correctly.		
Total yes		

Appendix P

A WORD ABOUT THE CDS

Core Knowledge Foundation sells a set of CDs that is designed to be used with the Core Knowledge Curriculum. Of the ten CDs referenced in *Exploring the Brass Family*, eight of these are in the Core Knowledge set.

1. *American Legends: Louis Armstrong (CD)*. Hollywood, CA: Stanyon Records, 1996. ISBN 1811127342. (Jazz band)
2. *Best of Wagner, The (CD)*. Munich: HNH International Ltd., 1997. ISBN 3009966572. (*Ride of the Valkyries*)
3. *Copland (CD)*. Munich: HNH International Ltd., 1989. ISBN 730099528221. (*Fanfare for the Common Man*)
4. *Mozart Horn Concertos (CD)*. Munich: NHN International Ltd., 1989. ISBN 730099514828.
5. *Prokofiev: Peter and the Wolf*. Munich: NHN International Ltd., 1991. ISBN 891030504998.
6. *Rossini Overtures (CD)*. Munich: NHN International Ltd., 1989. ISBN 73099523622. (*William Tell Overture*)
7. *Sousa Marches (CD)*. London: The Decca Record Co., Ltd., 1990. ISBN 2894302112. (*Stars and Stripes Forever - Marching band*)
8. *Scheherezade (CD)*. Munich: NHN International Ltd., 1994. ISBN

Two CDs used in this unit are NOT part of this CD set. The sound bites could also be accessed on-line – see Bibliography for websites.

1. *A Patriotic Salute to the Military Family (CD)*. Nashville: Altissimo, 2001. ISBN (*Taps*)
2. *Best of the Canadian Brass (CD)*. New York: CBS Records, 1989. ISBN 7464-45744-2. (Brass quintet)