

ENSEMBLES IN SCHOOLS:

Meet the Brass Family!





STANDARDS

MUSIC

3-5.GM.R1.B

Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).

K-2.GM.R2.A

Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).

SCIENCE

2-5.PS4.1

Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials (tuning forks, water, bells) and sound.

LANGUAGE ARTS

K-5.SL.CC.2

Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

K-5.SL.PKI.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



OBJECTIVES

- Students will be able to identify instruments of the brass family by sight and sound.
- Students will understand the basic differences in the brass instruments.
- Students will be able to describe and demonstrate how sound is produced in a brass instrument.



MATERIALS

- Projector and internet access
- Photos of instruments (teacher resources pages 3-6)
- DSO kids website: <https://www.mydso.com/dso-kids/learn-and-listen/instruments>



PROCEDURE

1. Ask students to try buzzing their lips like a brass player. Explain to the students that brass musicians make sound by buzzing their lips into their mouthpieces. Show the students how to “buzz their lips” like a brass player: This effect is similar to a horse sound or “blowing a raspberry”.

2. Have the students experiment with buzzing their lips in different ways to change the sound. Does it sound different when you cup your hands over your mouth? How about if you keep your lips loose? What happens when you try smiling and buzzing at the same time? Are there any materials (such as a funnel made of rolled up paper or a plastic cup) that affect the sound? Explain that the shape, size, and material of each brass instrument transforms the buzzing sound in different ways.

3. Access the DSO Kids website and explore the different instruments with the students, playing the sound files and reading the descriptions of each instrument. Talk about the characteristics that make the instrument special, and how each instrument sounds unique.

4. After exploring each instrument in the brass family, ask students to name some of the brass instruments they remember and write them on the board. Focus on the four main orchestral instruments: French horn, trumpet, tuba, and trombone.

5. Ask students to list common features of brass instruments, including how they sound, how they produce sound, and the shapes of the instruments. Older students can also describe how the instruments work, including uses of the valves/slide, and how the shapes of the instruments might affect the quality of sound.

Ask students how the sound of the instruments of the brass family made them feel. When they listen to brass instruments, do they think of a heroic adventure? A battle? Do they feel happy, proud, sad, or excited? Are there any memories they associate with brass instruments?

ASSESSMENT

Place a photo of each orchestral brass instrument in each corner of the room, using the photos provided in this packet (teacher resources, pages 5-8). Ask students questions (provided on page 4 of teacher resources) about the instruments and let them go to the side of the room they think corresponds with the descriptions. For older students, play the sound files and ask them to identify the instruments by sound.

OPTION: If you are in a classroom with limited space or with students that have limited mobility, you can split the students into two teams and ask them to answer questions about brass instruments in a game show format: Give student from each team a buzzer, chime, or bell. When you ask a quiz question (provided on page 4 of teacher resources), the first person to “buzz in” with the correct answer can pass the buzzer to the next person on their team. The first team to run out of team members wins!

TEACHER RESOURCES: QUIZ QUESTIONS

QUIZ QUESTIONS: BEGINNER

Which brass instrument has a slide instead of valves? (Trombone)

Which instrument plays the highest notes? (Trumpet)

Which instrument plays the lowest notes? (Tuba)

Which instrument is shaped most like a circle? (Horn)

QUIZ QUESTIONS: ADVANCED

Which brass instrument has around 6 ½ feet of tubing? (Trumpet)

Which of these instruments plays lower notes: the trombone or the trumpet? (Trombone)

In Peter and the Wolf, which instrument plays the wolf? (Horn)

Which instrument is the lowest and is often responsible for the bass line? (Tuba)

Which instrument is played with one hand resting in the bell of the instrument? (Horn)



TRUMPET



HORN



TROMBONE



TUBA

POST-PERFORMANCE SURVEY

Name: _____ Date: _____

School: _____

1. Did you enjoy the concert?

- A. Yes
- B. No
- C. Kind of

2. Did you learn anything new? If so, what?

A. No

B. Yes: _____

3. Which brass instrument likes to “tell jokes”?

- A. Trumpet
- B. Trombone
- C. Horn
- D. Tuba

4. What was your favorite piece of music?

Name the piece of music if you can, and describe what you liked about it.

5. Was there anything you didn't like about the performance?

