

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

7/14/09

ABOUT THE PERFORMANCE

Cantabrigia Brass Quintet: *Back to Brassics*

Grade levels: K-5

In this program, **Cantabrigia Brass Quintet** explores a rich brass repertoire that spans four centuries and introduces students to instruments in the brass family. The Quintet delivers a rollicking performance of selections from the opera, symphony, ballet, jazz repertoire, Broadway stage, and the circus! Throughout the program, Quintet members mingle with audience members and engage them in the exploration of the origins, ranges, and mechanics of the trumpet, trombone, french horn, and tuba, and the use of dynamics (volume, tempo, etc.) in brass repertoire.

LEARNING GOALS:

1. To investigate the instruments of the brass family.
2. To examine the different styles of music in the brass repertoire.
3. To gain an understanding of the origins, mechanics, sounds, and ranges of brass instruments.

PRE-ACTIVITY SUMMARY: *Musical Groupings*

Have students learn about different types of musical ensembles. Teach students about instrument families and the terms solo, duet, trio, quartet, and quintet. Play a grouping game that uses all of these organization terms.

POST-ACTIVITY SUMMARY: *Making Musical Instruments*

Discuss instruments played during **Cantabrigia Brass Quintet's** performance. How did these instruments produce sound? Collect materials that students can use to make musical instruments. Have students make their own instruments and create rhythms and layers of sound with them.

CURRICULUM LINKS:

Music, History and Social Science, Science, and Technology

PRE-ACTIVITY: MUSICAL GROUPINGS

LEARNING GOAL:

To explore different types of musical ensembles

MATERIALS/PREPARATION:

Index card with names of brass, woodwind, string, and percussion instruments

TIME:

45 minutes

TIPS FOR THE TEACHER:

* *Brass instruments:*

trumpet, trombone, tuba, french horn

* *Woodwind instruments:*

piccolo, flute, clarinet, oboe, bassoon, saxophone

* *String instruments:*

viola, violin, cello, stringed bass

* *Percussion instruments:*

drums, piano, xylophone, timpani

* *Solo* = 1 person

Duo (Duet) = 2 people

Trio = 3 people

Quartet = 4 people

Quintet = 5 people

STEP 1:

Discuss instrument families. What are some of the reasons instruments might be grouped this way?

STEP 2:

Write the headings of the four instrument families on the board: brass, woodwind, string, and percussion. Have students name any instrument they can think of and put it on the board under its heading. What characteristics do the instruments of each family share?

STEP 3:

Assign each student to an instrument by handing them a notecard with that instrument on it. Have students divide into their instrument families.

STEP 4:

Explain the different sizes of groups. Tell students what a solo is, when only one person plays, then a duet, with two people playing, a trio, etc. Call out solo, duet, trio, quartet, and quintet and have students fall into those groups. What are common groupings of instruments? Can you mix instrument families or do you have to remain in the same family? (i.e. A horn trio often uses a violin, french horn, and piano. An oboe quartet uses an oboe, violin, viola, and cello.)

EXTENSIONS:

Play musical excerpts. Have students try to identify the brass instruments.



POST-ACTIVITY: MAKING MUSICAL INSTRUMENTS

LEARNING GOALS:

To create musical instruments; to create layers of sound using handmade instruments

MATERIALS/PREPARATION:

coffee cans, beans, rubber bands, fabric, soda bottles and caps, paper towel rolls, paper clips, wooden sticks (for tapping), water

TIME:

45 minutes

TIPS FOR THE TEACHER:

* Collect coffee cans, soup cans, paper towel rolls, etc. in the weeks preceding this lesson.

STEP 1:

Discuss how instruments produce sound. Discuss the brass instruments that the members of **Cantabrigia Brass Quintet** played. How do these instruments make sound?

STEP 2:

Ask students to think of everyday materials that they could use to create instruments. Collect the materials. Discuss how students might vary the sounds of the instruments (amount of beans, different sizes of cans, etc.).

STEP 3:

Have each student make an instrument from everyday materials. Encourage students to experiment with different sounds before making their final instruments.

STEP 4:

Give students time to practice playing their instruments by themselves and with partners.

STEP 5:

Have students play different rhythms with their instruments and create layers of sound by playing them with each other.

EXTENSIONS:

- 1) **Discuss** conducting music. What did students learn about conducting from the performance? Teach the students a basic conducting pattern and have students practice conducting while listening to music.
- 2) **Have** students write a story or poem while listening to a piece of music. What aspects of the music do they capture in the writing?



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VOCABULARY:

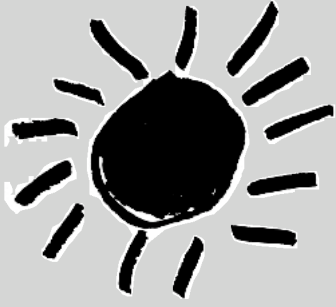
bell	dynamics	quintet	trumpet
blues	fanfare	ragtime	tuba
brass instrument	French horn	rhythm	valves
bugle	hunting horn	slide	
call	mouthpiece	tempo	
cue	orchestra pit	trombone	

ABOUT THE PERFORMERS:

Cantabrigia Brass Quintet features some of Boston's finest freelance brass players. The quintet was formed in 1977 by trumpet player **Robert Pettipaw**. Bob is the Brass Department Chair at the New England Conservatory Preparatory School and was for many years the Brass Department Coordinator at the Boston Conservatory. He has performed with the Boston Pops, Boston Symphony, Boston Ballet, Opera Company of Boston, and the Boston Brass Ensemble. He has also taught at M.I.T. and Brown University. **Richard Given**, trumpet, is a graduate of the New England Conservatory. He has toured nationally with many Broadway shows and has performed with the Boston Symphony Orchestra, the Boston Ballet, and the Boston Pops. He is Principal trumpet with the Boston Classical Orchestra. **George Sullivan**, French horn, studied at the University of Illinois and the New England Conservatory, receiving the Jackson Award for Outstanding Brass Player at the Berkshire Music Festival. He is a member of the Boston Ballet and has performed with the Vermont Symphony, Boston Lyric Opera, and Portland Maine Symphony. **Robert Couture**, trombone, is a graduate of the New England Conservatory. He is Principle trombone with the Boston Ballet Orchestra and also performs with Handel and Haydn Society, the New Hampshire Symphony Orchestra, New England Ragtime Ensemble, Boston Pops, and Boston Symphony. **Chip Halt**, tuba, has been an active performer in northern California, appearing with the Napa Valley, Santa Rosa, and Sacramento Symphonies as well as subbing with the San Francisco Symphony. Since moving to Boston, he has worked with the Boston Lyric Opera, Boston Philharmonic, Boston Modern Orchestra Project, and the Disney theatre production of *The Lion King*.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Cantabrigia Brass Quintet:

Back to Brassics, Sounding Brass, and The Science of Sound

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 9</i>	Inventions, Technologies, and the Arts...describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.