



# Young Audiences of Massachusetts *Educational Materials*

Please forward to teachers

7/14/09

## **ABOUT THE PERFORMANCE:**

**Cantabrigia Brass Quintet:** *Sounding Brass*

**Grade levels:** 4-12

"Sounding Brass" is for older students or for those who have seen Cantabrigia's "Back to Brassics" program. "Sounding Brass" includes performances on early brass instruments and demonstrates their historic uses and technological development... culminating in a performance on five garden hoses! The program also includes examples of early and contemporary jazz, as well as a segment highly appropriate to teens on how music expresses the many aspects of love - joy, anger, bewilderment, and grief - featuring selections from Bernstein's *West Side Story*.

## **LEARNING GOALS:**

1. To show how brass instruments have been used throughout history.
2. To explore how music can communicate emotion.

## **PRE-ACTIVITY SUMMARY:** *Brass Then and Now*

Students will learn how brass instruments were first used for a practical rather than purely musical purposes. For example, trumpet for fanfares and army signals; french horn for fox hunts; the trombone for keeping church choirs together and in tune. The class will discuss how technological advances led to changes in these instruments.

## **POST-ACTIVITY SUMMARY:** *Rounds and Fugues*

Students will analyze and compare rounds and fugues. They will sing a round, a partner song (two different melodies that combine with each other), and listen to the Bach Fugue in D minor.

## **CURRICULUM LINKS:**

Music, Social Studies, Science and Technology

## PRE-ACTIVITY: BRASS THEN AND NOW

### LEARNING GOAL:

To show how brass instruments have been used throughout history

### MATERIALS/PREPARATION:

Recordings of brass instrument, CD player, pictures of instruments

### TIME:

45 minutes

### TIPS FOR THE TEACHER:

\*Gather pictures and sound clips of brass instruments to show examples to the students

### STEP 1:

**Discuss** instrument families (string, brass, woodwind, percussion). What are some of the reasons instruments might be grouped this way?

### STEP 2:

**Write** the heading brass instruments on the board. What categorizes a brass instrument? What do they all have in common? Discuss how they are played, what they sound like, and what they look like. Ask students to list all of the instruments in that category that they know.

### STEP 3:

**Discuss** how many brass instruments served purposes outside of creating music. They had various practical uses, such as the trumpet used for fanfares and army signals, the french horn for fox hunts, and the trombone used to keep church choirs together and in tune.

### STEP 4:

**Brainstorm** how technology has affected music. Think about the production of musical instruments and recording music.

### EXTENSIONS:

**Play** musical excerpts from classical, jazz, or other instrumental music. Have students try to identify the brass instruments.



## POST-ACTIVITY: ROUNDS AND FUGUES

### LEARNING GOALS:

To experience making music with others

### MATERIALS/PREPARATION:

Musical examples of rounds and fugues, recording of Bach d-minor Fugue, CD player

### TIME:

45 minutes

### TIPS FOR THE TEACHER:

\*This activity is good for grade 5-10

### STEP 1:

**Listen** to the Bach Fugue in d-minor.

### STEP 2:

**Discuss** what they hear from the Bach Fugue. What instruments do you hear? How many melodies or tunes do you hear? Do they sound similar or different? Are they short or long?

### STEP 3:

**Analyze/compare** rounds and fugues. Give the students a musical example of round/fugue.

*Example of round: "Row Row Row Your Boat"*

*Example of fugue: Bach Fugue in d-minor*

### STEP 4:

Sing a round with partner. Divide the class into two groups. Begin with singing along all together. When students get to know the tune, then do the round in two groups.

### STEP 5:

Assign two different tunes. Sing one tune at a time. Work with each group. Then sing two tunes together.

### 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?

### VOCABULARY:

fanfare

fundamental pitch

melody

sound wave

fugue

harmony

round

vibration



## Cantabrigia Brass Quintet: *Sounding Brass*

Grade levels: 4-12

### 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. He has performed with the Boston Ballet and the Boston Pops. **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 with the Disney theatre production of *The Lion King*.

### ABOUT YOUNG AUDIENCES:

Young Audiences/ Arts for Learning (YA), America's largest arts in education nonprofit, transforms the lives and education of our youth through the arts. The organization connects professional artists with schools, libraries, community organizations, and hospitals to provide artistically excellent assembly programs that further develop Creative Learning and Life Skills.

All YA artists are professional artists who have completed a rigorous interview and audition process and are evaluated annually on their work. Through in-school assembly performances, workshops, master classes and artist-in-residence programs, teachers and coordinators integrate the arts in their academic and enrichment programs while directly addressing national and state content standards.

Healing Arts for Kids expands YA's mission to make the arts a part of EVERY child's education. A group of professional artists provide assembly programs, small presentations, and residencies to acutely and chronically ill children, physically and emotionally challenged children, and other special education populations in K-12 schools, hospital schools, hospitals, and homeless shelters.



# 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.