



# The Trumpet Lesson

Podcast, Instruction, Activities, Assessment

<p><b>Unit:</b> Classical Classroom Episode 63</p>	<p><b>George Chase &amp; Jason Adams</b> Trumpets, River Oaks Chamber Orchestra <b>Dacia Clay</b> Houston Public Media</p>	<p><b>Subject:</b> The Trumpet Lesson</p>	<p><b>Grade:</b> 5-8</p>
<p><b>Essential Question:</b> How does understanding the structure and context of musical works inform performance? <b>Inter-Disciplinary Connections:</b> History, Dance, Physical education</p>		<p><b>Suggested Listening:</b></p> <ul style="list-style-type: none"> <li>• Classical Classroom: Episode 63</li> <li>• Brandenburg Concerto No. 2 in F Major – Johann Sebastian Bach</li> </ul>	
<p><b>What's the scoop?</b> What are we going to be learning?</p>	<p><b>Teacher and students talk about what they will learn and do (<i>Learning Intentions</i>)</b> <b>National Core Standard(s) addressed by grade:</b>  <b>5 - MU:Pr4.2.5b</b> When analyzing selected music, read and perform using <b>standard notation</b>.  <b>6 - MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, and dynamics</b>.  <b>7 - MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, dynamics, tempo, and form</b>.  <b>8 - MU:Pr4.2.8b</b> When analyzing selected music, <b>sight-read</b> in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation</i>.</p>		
	<p><b>Objectives/Learning Intentions:</b> Students will understand connections between identification, function and performance of standard musical notation and symbols as applied to the trumpet</p>		
	<p><b>Vocabulary:</b> Baroque, trumpet, mouthpiece, valves, crooks, piano, key, B-flat, transpose, rehearsal, pitch, treble clef, tessitura, range, posture, rhythm, Mikhail Baryshnikov, Dizzie Gillespie, J.B. Arban, Chris Gekker</p>		
<p><b>INSTRUCTION</b> Suggestions for classroom delivery</p>	<p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li><b>1. Anticipatory Set:</b> Teacher-led class discussion on brass family of instruments, style of sound production, materials used in creating the trumpet, correct posture and breathing techniques</li> <li><b>2. Assess pre-knowledge:</b> Teacher-led class discussion about styles of music that employ the trumpet (ex: classical, jazz, rock, pop, brass band, military)</li> <li><b>3. Anchor Chart:</b> Teacher-led class creation of chart of: elements of music terms, styles of music</li> <li><b>4. Classical Classroom Podcast:</b> Students listen to the podcast from 03:13-04:34 and from 12:16 – 13:27 that discuss making the sound and practicing</li> <li><b>5. Guided Reflection:</b> Class/groups listen to complete Brandenburg Concerto #2, movement 3 (J.S. Bach 1685-1750) 1. Youtube video #1 08:52 – end on baroque trumpet 2. Youtube video #2 (from beginning) on modern trumpet</li> <li><b>6. Independent Reflection:</b> Teacher plays two selections of music. For each selection, the student writes what type of trumpet was played and what style it sounds like (youtube video #3 and #4 are baroque trumpet playing classical and modern trumpet playing jazz)</li> </ol>		
	<p><b>Formative Assessment:</b> Observed Interactive Class Discussion – discuss and compare trumpets</p>		

<p style="text-align: center;"><b>ACTIVE PARTICIPATION ACTIVITIES</b></p>	<p><b>Bloom’s Level 1 – Knowledge</b> Begin anchor chart, simple terms, and examples of famous trumpet players, correct posture and playing technique.</p> <p><b>Bloom’s Level 2 – Understanding</b> Develop anchor chart with more variety/advanced terms; trumpet playing is examined for nuance and application of correct posture, breathing and playing technique.</p> <p><b>Bloom’s Level 3 – Applying</b></p> <ol style="list-style-type: none"> <li>1. Can you sit with proper posture and feel your breathing?</li> <li>2. Can you breathe deeply, blow constant, controlled air for a full breath?</li> <li>3. Hold a piece of paper at arm’s length in front of you and blow consistent, controlled air to keep the paper still in the wind.</li> <li>4. Practice saying a silent “ta” syllable while consistently blowing air to keep the paper as still as possible.</li> </ol> <p><b>Bloom’s Level 4 – Analyzing</b> Teacher guided class review of paper activity</p> <p><b>Bloom’s Level 5 – Evaluating</b> Students discuss paper performance and what they need to do to keep the paper still while blowing</p> <p><b>Bloom’s Level 6 – Creating</b> If trumpet mouthpieces are available, have students practice blowing air and buzzing lips through trumpet mouthpieces. Make sure to clean the mouthpiece in between each student if sharing needs to happen.</p> <p><b>*** This is a lesson for either non-trumpet players or for beginners.</b></p>
<p style="text-align: center;"><b>MODALITIES OF DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Modalities of Instruction:</b></p> <p><b>Kinesthetic</b> – movement – students focus on correct breathing and posture to better enable production</p> <p><b>Aural</b> – listening – to other students’ sound experimentation</p> <p><b>Visual</b> – draw pictures that reflect different moods characterized by the different mouthpiece sounds</p> <p><b>Tactile</b> – playing – mouthpieces or couplers</p> <p><b>Summative Assessment:</b> Observed discussion over experimented elements</p>