

Part 1

Step 1: To make a controlled sound through the instrument.

Other Objectives:

- To feel a pulse/beat.
- To breathe in and out correctly.
- To start the note with the tongue.
- To make a buzzing sound through the mouthpiece.
- To set up the instrument and put it away again.
- To hold the instrument correctly.
- To start and finish the note at the correct time.

Learning outcomes	Differentiation	Resources
<p><i>All</i> children will be able to set up and put away the instrument. They will be able to breathe in through their mouths one beat before playing and exhale over a number of different beats.</p> <p><i>Most</i> children will also be able to buzz through the mouthpiece and make a sound through the instrument starting and stopping following directions from the teacher.</p> <p><i>Some</i> children will be able to control the sound and pitch both the low B flat and higher F.</p>	<p>Children will either find the higher F or the lower B flat easier to play and will subsequently be grouped as either HP (high players) or LP (low players).</p> <p>Some children will understand and develop skills more easily and become HA (high ability), MA (medium ability) or LA (low ability)</p>	<ul style="list-style-type: none">• Recordings of music (in 4 time).• Instruments for demonstration.• Backing track for Exercise 1.• Copy of student edition for reference.• Copies of student edition to hand out (or defer to following lesson).• Copies of rules to hand out.

Rules of the class and demonstration of the instrument

Explain rules you wish to impose on the class. Often these are the same as those in their classroom but can include some specific ones related to playing a brass instrument. An example of these rules is shown below. Then show the group how the instrument sounds.

The pulse or beat

Play the group a selection of music (all with 4 beats in the bar) at various speeds. Get children to feel/clap the pulse of the music and explain that these beats are organised into groups of 4 beats called bars.

Breathing in

Explain we breathe in through our mouths (not our noses) and we do this in time with the pulse/beat of the music. Demonstrate counting 1, 2, 3 then inhale. Make sure the children have good posture and watch that shoulders are kept down. Encourage deep breathing (to the bottom of the lungs).

Breathing out

Explain that after breathing in, we exhale but starting the sound with our tongue whispering "too". Combine the inhale and exhale together to give 1, 2, 3, breathe, "too" and vary the number of beats that they breathe out (e.g. linking to number sequences in maths such as breathe out over 7, 11, 15, 19 seconds. Can they work out the next number?). Also vary the tempo of the exercise.

Buzzing through lips

Get the children to form an embouchure (by forming the same mouth shape as saying "M") and buzz the lips whilst exhaling. Still start the sound with the tongue.

Setting up the instrument

Show how to get instrument out of its case and how it fits together. Get children to do same.

Buzzing through mouthpiece

As before with buzzing through their lips, but this time through their mouthpieces. Still count in, breathe and start the buzz with the tongue.

Posture and hold of the instrument and their first notes

Show how to hold the instrument correctly and get them to make a sound (after 1, 2, 3, breathe) with the slide in 1st position. There will probably be 2 or even 3 different pitches sounding. Show children that high sounds are achieved by tightening up the lips and blowing hard whereas low sounds are achieved by relaxing the lips and blowing gently. Give the name of the lowest note and the higher one and try to get children to realise which one they are playing.

How many seconds can they hold a note on for?

Who can hold it on the longest?

What strategies can they use to make their notes last longer?

Starting and stopping together

Show what hand signal you use to indicate starting a note (e.g. right hand *chops* downwards then hold) and what hand signal you use to indicate stopping the note (e.g. circular movement). Get children to start and stop according to your signals. Then try Exercise 1 with the backing track.

Exercise 1: Starting and Stopping in 1st position

High players

Low players

Putting instrument away

Demonstrate how to put the instrument away again.

Completing the What I Can Do page

The final page of the student book has 20 "I can" statements. Children can colour in the smiley faces next to each statement as they achieve it throughout this sequence of lessons.