



STANDARDS AND OBJECTIVES

Westwind Brass' (WWB), Instructional Guides are designed to parallel the Visual and Performing Arts Framework for California Public Schools.

VISUAL AND PERFORMING ARTS FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS

The state framework has established five components to be addressed in all arts discipline based curriculum. WWB performances and instructional guides target and incorporate all five components:

ARTISTIC PERCEPTION - *Processing, Analyzing, and Responding to Sensory Information Through Syntax and Skills Unique to Music*

CREATIVE EXPRESSION - *Creating, Performing, and Participating in Music*

HISTORICAL AND CULTURAL CONTEXT- *Understanding the Historical Contributions and Cultural Dimensions of Music*

AESTHETIC VALUING- *Responding to, Analyzing, and Understanding Works of Music*

CONNECTIONS, RELATIONSHIPS, APPLICATIONS - *Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

Westwind Brass



Westwind Brass is internationally recognized for their critically acclaimed residencies, educational performances and concerts. Featured in their residency programs are non-Western music from Africa, China, the middle-east, and South America. The ensemble has performed for the Music Educators National Conference, the first Chamber Music Educator/Ensemble Seminar at Oberlin, and has spent many weeks in residency in Japan, Mexico, and through all regions in the United States.

The Westwind Brass Education program has provided musical enrichment to over 350,000 students since 1986. The ensemble demonstrates instruments and performs music that covers a broad spectrum of styles and cultures.

Each summer, Westwind Brass holds its annual Brass Workshop at San Diego State University. This workshop is open to brass musicians of all ages.

The grammy nominated ensemble is in residence at San Diego State University. The group receives major support from the City of San Diego Commission for Arts and Culture.

CONTENTS

PROGRAM FOCUS

- highlighting many types of music and composers.
- each musical instrument in the group- trumpet, horn, trombone, and tuba.
- history of each instrument.
- demonstrate various aspects of playing such as buzzing the lips, using the valves or slide on an instrument, and using a mute.



STUDENTS WILL LEARN

- the mechanics of a brass instrument-show how a mouthpiece amplifies the buzz, and how the tube of an instrument further amplifies it.
- A garden hose demonstration involves students in a hands-on experience with the concepts of material and pitch generation.
- what it means to work as an ensemble, or team - how the musicians listen to one another.



THE EDUCATIONAL FOCUS

of each Westwind Brass performance is on teaching about brass instruments and the world's music. While showing that playing music is not exclusive but is open to anyone who wants to learn.

AMERICAN HERITAGE THROUGH MUSIC

program gives a broad perspective of the journey of American music from the Revolutionary times to modern times. It looks at historical events that parallel the musical selections. The program includes the following works.

**Battle of Trenton- Traditional
1776-March**

**Chester-William Billings
1800-Hymn**

**When Johnny Comes-Traditional
1865-March**

**The Entertainer-Scott Joplin
1890-Ragtime**

**Washington Post-J.P. Sousa
1890-March**

**They Are There-Charles Ives
1917-March**

**That's a Plenty-L. Pollack
1930-Dixieland**

**Elijah Rock-Traditional
1900-Afro-american**

**Epistrophy-Thelonius Monk
1940-Jazz**

Beginning Level

Suggested Student Activities

PREPARATION

DISCUSSION/ EXPLORATION

The week before the Westwind Brass appearance at your school is a good time to set the stage for learning.

Let's talk about music

Begin with a discussion that explores the children's prior knowledge and experience with instrumental music. Ask them questions such as these:

- Have you ever listened to someone play an instrument live? What instrument? Where?
- Do you know someone who plays a musical instrument? Which one?
- Do you play an instrument? What instrument?
- Would you like to play an instrument? Which one?

Listen to this

Have your students tune in to the sounds of the brass instruments by playing ten minutes of a Westwind Brass recording, or of other brass ensemble music, at the start of each school day. Encourage the children to listen quietly, but actively. Guide them to use this musical interlude to listen for the distinctive sounds of the different instruments, and the different styles of music, even if they may not be able to identify them yet.

What is a brass instrument?

Explain that Westwind Brass is a brass quintet - a group of five musicians who play brass instruments: trumpets, (French) horn, trombone, and tuba. Provide a collection of picture books about musical instruments and have the children find pictures of those brass instruments. Show them a diagram of the orchestra and ask them to find the brass section.

Make a musical mobile

To become acquainted with the different brass instruments, children can make mobiles. To do this, they cut out pictures of brass instruments from music catalogs and magazines. The pictures are mounted on a sturdy paper and strung with yarn from holes punched in a paper plate. Poke two holes in the center of the plate with a pencil, then tie a piece of yarn through them for a hanger. Have the children be sure to label each instrument on the back.

Being a good audience is important

Explain to the children that a concert is a special occasion. The musicians need their help during a concert. Because musicians need silence to do their best job, the children need to listen, not talk. A good motto to remember: Musicians need silence in order to do their work! Review with students the rules for proper behavior when attending a concert. Select some students to role play entering, sitting quietly, listening, applauding, and leaving the concert.

DURING THE PERFORMANCE

THINGS TO LOOK FORWARD TO & THINGS TO LISTEN FOR

Encourage active listening in your students by sharing with them some of the things they can look forward to and look for in the All About the Brass, American Heritage Through Music, or Around the World with Brass program.

THINGS TO LOOK FORWARD TO:

- An exciting performance by accomplished professional musicians
- A variety of musical styles to enjoy
- Finding out how brass instruments work, and how they are played
- Listening to the music of many composers and/or cultures.

THINGS TO LISTEN FOR

- New words
- The different sounds of brass instruments
- History of the musical selections
- Why playing an instrument is fun!

PROPER BEHAVIOR AT A CONCERT

Behaving properly at a concert is a part of being a smart audience member.

- Remind your students that the more they pay attention the more enjoyable the experience will be for them. Ask students to exchange verbal comments with friends only after the concert.
- Normally, the audience applauds at the end of an act or piece. However, performers very much appreciate spontaneous response to their performance. It is perfectly all right for audience members to applaud when they are particularly impressed with a song, or to laugh when something is funny, as long as it is not excessive.
- Students should also feel comfortable to participate in the performance when invited to do so by the performers; however, when asked to be “quiet”, students should also respect the artists’ request.
- Please keep in mind that musicians in Westwind Brass are professional artists. Entering and exiting the performance space in an organized and calm manner also adds to everyone’s enjoyment of the event. Elimination of distractions due to traffic in the performance area will be greatly appreciated.

FOLLOW-UP

REFLECTION

Let's talk

After the performance, following up the students' experience with a classroom discussion will help them assimilate what they learned and help the teacher assess the knowledge students acquired of the content and the art form. Following are questions and suggestions that might stimulate their thinking.

- What part(s) of the performance impressed you most? Why?
- What part of the performance surprised you the most? Why?
- What part of the performance did you like most? Why?
- Was Westwind Brass what you expected? Why or why not?
- How would you describe the work of Westwind Brass to someone?
- What will you always remember about the performance?

The above discussion questions and other activities suggested in this guide might be used as springboards for students to share their impressions with the artists. Artists love to hear from their audience. Letters, samples of creative writing, artwork or videotapes of school productions may be sent to

Westwind Brass, PO Box 86879, San Diego, CA 92138-6879.

Content questions for discussions

- Which brass instrument would you most like to play? Why?
- What did you learn about the history of an instrument?
- How is the trombone different from the other brass instruments?
(The trombone has a slide instead of valves to help change the length of tubing.)
- How long would the tubing of a French horn be if it were straightened out?
(about 12 feet long)
- Name one physical activity that brass players do to create a musical sound.
(buzzing their lips, blowing air, etc.)
- What did you learn about how a musical ensemble works?
- Name the selections you heard Westwind Brass perform today.
- Which style of music would you enjoy playing most?
- What new words did you learn?
- Name the brass instruments.

Program: American Heritage Through Music content questions

- Name the different styles of music performed today.
- What did you learn about American history?
- Which composition was about soldiers coming home from war? (When Johnny Comes Marching Home)
- Who was a famous ragtime composer? (Scott Joplin)

What I will always remember about Westwind Brass

After the children discuss what they will always remember about the Westwind Brass performance, make it the topic for a class book. Have each student contribute a page with an illustration and a sentence or two (dictated or written) telling what he or she will always remember about Westwind Brass. Encourage the children to give a fact or two about brass instruments in their answer. Assemble the pages between posterboard covers, title the book, and place it in your classroom listening center with a cassette tape of Westwind Brass or other brass recordings. Children will enjoy reading their own book while listening to the recording again and again.

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Composer of the week

In the American Heritage Through Music program, students listened to music by some American composers. As a follow-up, feature a different American composer in the classroom each week. Use musical recordings and library books to create a composer's corner where students can answer a list of questions you provide. Or have each student choose an interesting fact about the composer to print out on the computer and to post on a bulletin board with the composer's picture, if available.

Scott Joplin
Thelonius Monk
Leonard Bernstein

John Philip Sousa
Duke Ellington

Aaron Copland
Charles Ives

ASSESSMENT AND EVALUATION

Projects presented in WWB Instructional Guide are conceived to be assessable by observation, product, production or written evaluation and lend themselves effectively to the development of student portfolio assessment. Basic assessment guidelines are provided for teacher's convenience.

CONCERNED ABOUT TIME?

As you receive a WWB Instructional Guide your first reaction may be "When am I going to find time to do all this?" However, as you begin to use the guide, you will find out that it provides many "short cuts" to achieve a multitude of objectives. For instance, the guide contains background information on the art form itself as well as on the artists, so no need for you to do this research. The guide provides a series of suggested activities from which you can select what suits your students best, so no need to create a lesson plan from scratch. Additional curriculum connections are addressed in each guide helping you reinforce your objectives for a variety of subjects. Your involvement in WWB programs may ultimately stimulate students about school and improve their overall scholastic performance.

CREATIVE EXPRESSION

CRAFTS/PERFORMANCE

Toot your own horn

Give students an opportunity to create their own music on simple horns made from art materials and recyclables. Provide cardboard tubes of various sizes (from gift wrap, paper towels, etc.) for children to paint. They can add decorative music stickers, crepe paper streamers, or even a tissue paper banner to create a fanfare trumpet. Have them experiment with making different sounds on their horns. Then have them form “brass quintets” - group of five students - To practice a familiar song or to improvise and perform it for the class.

PERFORMANCE

Step in time

In the Around the World With Brass performance, students heard folk dances. Use this opportunity to have students share their own culture or a culture with which they are familiar. If some of your students know a folk dance, ask them to teach the dance to a group of classmates to perform for the class. Invite parents who know folk dancing to teach the class some steps or a dance.

ART

Design a poster

After seeing Westwind Brass perform, students can design a poster for the ensemble. Help them consider the outstanding features and important information about the group that their posters should convey. Ask them how they can make the colors and designs reflect the ensemble’s music.

CREATIVE WRITING

Jazz Poems

Select a musical style, such as jazz, and play a different selection for your students each day. At the end of the week, guide them in writing their personal reactions to the music or to the performing artists in a free-verse poem. Encourage the use of rhythm and onomatopoeia. (For example: buzz, pop, and thump).

PORTFOLIO ASSESSMENT

Guidelines for assessment

The assessment guidelines on the following page provide a tool for the classroom teacher to evaluate the beginning student’s progress toward the goals set by the Visual and Performing Arts Framework for the California Public Schools with the context of the students’ experience with Westwind Brass. The assessment can be placed in the individual student’s portfolio along with samples of his or her work, or used as a checklist for whole class assessment.

GUIDELINES FOR MUSIC ASSESSMENT - BEGINNING LEVEL WESTWIND BRASS

Date: _____

Student's name: _____ Grade/Age _____

RATING CODE: V= very well W= well M=moderately N= not at all

Artistic Perception

- Demonstrates an understanding of proper audience conduct and active listening during a performance. V W M N
- Identifies brass instruments. V W M N
- Demonstrates an awareness that there are a variety of styles in music. V W M N
- Uses the vocabulary of music in writing and in discussion. V W M N

Creative Expression

- Performs improvised or familiar music on a student-made instrument. V W M N
- Participates in learning folk dance. V W M N
- Conveys impressions of musical performance through visual art production (e.g. poster). V W M N
- Conveys impressions of musical performance through creative writing (e.g. poetry). V W M N

Historical and Cultural Context

- Demonstrates an awareness that music from distinct cultures varies. V W M N
- Demonstrates an awareness of musical styles from distinct time periods in history. V W M N
- Has increased awareness of American composers. V W M N
- Has knowledge of how brass instruments developed. V W M N

Aesthetic Valuing

- Is able to identify favorite musical selection(s) from the performance, giving reasons. V W M N
- Expresses an awareness that playing a musical instrument is open to everyone. V W M N

Resources for the Teacher

BEGINNING

Picture Books

- Abiyoyo.* Pete Seeger. Scholastic, New York, 1986.
- Ben's Trumpet.* Rachel Isadora. Scholastic, New York, 1979.
- Berlioz the Bear.* Jan Brett. G.P. Putnam's Sons, New York, 1991.
- Follow the Drinking Gourd.* Jeanette Winter. Knopf, New York, 1988.
- I See a Song.* Eric Carle. Scholastic, New York, 1973.
- The Philharmonic Gets Dressed.* Karla Kuskin. Harper & Row, New York, 1982.
- Ragtime Tumpie.* A. Schroeder. Little, Brown, New York, 1989.

Nonfiction

- Brass.* Elizabeth Sharma. Thomson Learning, New York, 1993.
- Brass.* Alyn Shipton. Raintree Steck-Vaughn Publishers, Austin, 1994.
- Folk Songs of China, Japan, Korea.* Betty Warner Dietz and Thomas Choonbai Park, editors. John Day Co., New York, 1964.
- Make Your Own Musical Instruments.* Muriel Mandell and Robert Wood. Sterling Publishing Co., New York, 1967.
- Making Musical Things.* Ann Wiseman. Charles Scribner & Sons, New York, 1979.
- Music and Instruments for Children to Make.* John Hawkinson. Scholastic, New York, 1969.
- Music: Invent Your Own.* Martha Faulhaber and Janet Underhill. Albert Whitman & Co., Chicago, 1974.
- Shining Brass.* Daniel B. Tetzlaff. Lerner Publications, Minneapolis, 1963.
- Trumpet and Brass.* Paul Archibald. Gloucester Press, New York, 1993.
- What Instrument Is This?* Rosmarie Hausherr. Scholastic, New York, 1992.

Internet

Westwind Brass
www.WestwindBrass.org

www.MySpace.com/WestwindBrass

Horn and Brass information
www.hornplanet.com

Tuba Homepage
www.iteaonline.org

Trombone Homepage
www.ita-web.org

Trumpet Homepage
www.trumpetguild.org

Horn Homepage
www.hornsociety.org

California Arts Council
www.cac.ca.gov

National Endowment for the Arts
arts.endow.gov

Music Educators National Conference
www.menc.org

California Music Educators Association
www.calmusiced.com

SDSU School of Music and Dance
www.musicdance.sdsu.edu

The R. Jones Trumpet Page
www.whc.net/rjones

California State Board of Education
www.cde.ca.gov/be/st/ss/mumain.aspx



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