

Welcome to the

 **Fundamental Music Instruction** 

Supplementary workbook for beginning students.

The goal of this booklet is to help the very beginning student explore the first sounds, begin a study of basic rhythmic playing, learn to play in a smooth, pleasing fashion and master several notes appropriate for this level of study.

To make the most progress possible, a student must find a quiet place to practice and get in the habit of truly listening to the sounds being produced. Learning to critique one's sound is the best tool for building a lasting mastery of musicianship on every level. With this in mind the music presented in this supplementary book is titled "Habits of Musicianship" and modeled after research done at the University of Texas by Robert Duke and James Byo. Try to practice 15 minutes – 5 days per week and always strive for a smooth, pleasing sound using good breath control and rhythmic clarity.

Ed Kelly, Fundamental Music Instruction Administrator

Lesson 1 Objective:

- Assemble mouthpiece properly
- Form embouchure
- Produce initial sound
- Begin basic tonguing technique
- Use initial sound to explore basic rhythm

Lesson 1 – The Mouthpiece

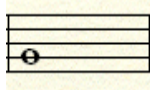
(And the Barrel)



In order to “Buzz” the lips must be lightly touching. (If the air has nothing to fight there is NO buzz). Use as **Little** pressure as possible. To start, say the letter “M”. ***Point the CHIN down***
It is the pointing of the chin that prevents you from stretching the lips too thinly..
The skin under your lower lip will be taut with no air pocket. Your lips do not overlap
nor do they roll in or out. The corners of the mouth are held firmly in place.

“Brass instruments do not produce sound - Brass players produce sound” this translates to- buzzing of the lip as the driving force of the brass sound.

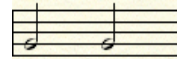
Once you can make a clear sound, begin to play notes that last 4 beats long
4 beats = whole note



(A very long note)

Also try other lengths of notes

Half Notes last
2 Beats
(A long note)



and

Quarter Notes last
1 beat each
(Short Notes)



The next step is “Articulation”. Simply put - this means to begin each note with a sound the tongue makes that clearly starts every tone. To start (without the mouthpiece) pronounce words like DON or DAWN or DONE. The place where the tip of the tongue touches the mouth in pronouncing these words is the proper placement for “Legato” articulation. Next try a sound using the tongue and the mouthpiece, breathe as you did when starting without the tongue and simply move the tongue as you would to pronounce “Dada”. Use a variety of note lengths starting with the Whole note you have already learned and add a combination of: quarter notes and half notes. [See Rhythm Pictures)



The last step in this lesson is known as “Call and Response” Your teacher will sing or play Whole, Half and Quarter notes in various combinations and you will echo these combinations back as you hear them.

Lesson Objective:

- Build upon basic mouthpiece sound
- Assemble Instrument
- Hold instrument properly
- Play first two notes.

Lesson 2

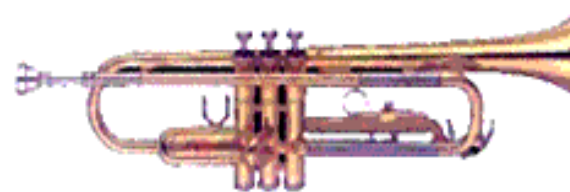


Your left hand will be what supports the trumpet – it should be curled in a C-shape around the valves with your ring or pinky finger in the third valve ring (whichever is more comfortable).. Your left thumb will go in the first valve thumb saddle if your trumpet has one, otherwise simply wrap the thumb around the first valve. Your right hand will work the valve action. Place the fingerprints of your pointer middle and ring fingers on the pearls of each key so that the valve can be pressed straight down (not off to the side). Your right thumb should have its underside touching the lead pipe and your pink should sit on top of or be lightly placed inside the pinky



Lesson Objective:

- Reinforce legato style playing and musical control using two-note songs
- Breath control & musicianship
- Enhance Note Reading Skills



Use this excerpt to develop home practice skills:



1. The first time you read through each note say Line note or Space Note
2. The next time Say the letter names of each note (then play the excerpt)
3. Now identify each note as long short or very long – (2 beats, 1 beat, or 4 beats) – say these words keeping each word the same length as the sound it identifies.
4. Say each note identifying how many fingers each note takes. Now play all of “Breathin’ Easy” (found on the “Habits of Musicianship” page)
5. You should practice this series of notes until you can play it at a comfortable speaking speed – think of a sentence that matches the speed of the written rhythm such as “I play the Flute and it’s really cool”

The following pages are used as a supplement to other lesson material such as the “First Songs for Band” booklet or any other lesson book used in class. The songs and exercises included in this series introduce one new thing at a time and should be played with a smooth controlled sound known as *Legato*.

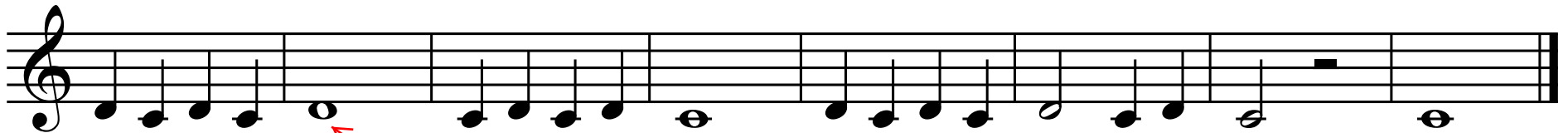
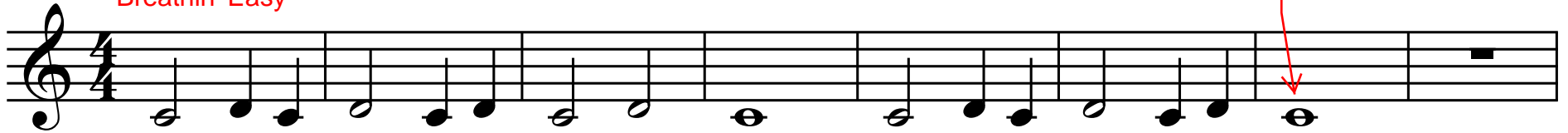
Trumpet in Bb

Habits of Musicianship

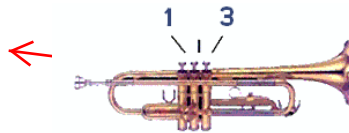
C and D

Breathin' Easy

This is a "ledger Line" C
play without pressing
any valves - Buzz Slow
but support sound



This is a Below the Staff D -
played with Valves 1+3
Buzz medium slow

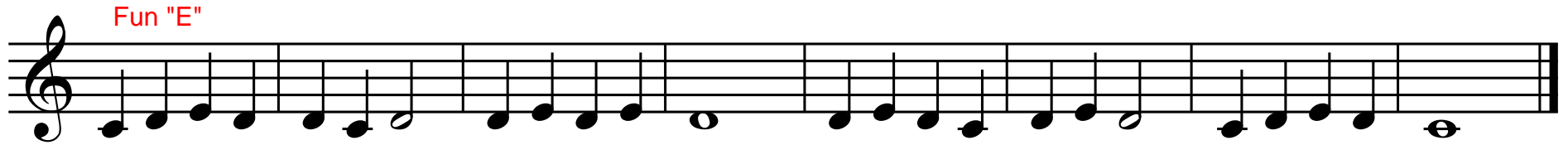


Either Or

Try to play from the beginning to here with only
1 breath Hint: don't play too slow



Fun "E"



A musical staff in treble clef containing a sequence of 16 eighth notes. The notes are: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, and B3. The piece ends with a double bar line.

Repeat to the Beginning

Doo Bah Doo Bah



A musical staff in treble clef containing a sequence of 16 eighth notes. The notes are: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, and B3. The notes are grouped in pairs with beams and accents. The piece ends with a double bar line.

Eighth Notes = 2 sounds for every 1 Beat (play the 1st note when you tap your foot down and the 2nd when your foot is up.....)

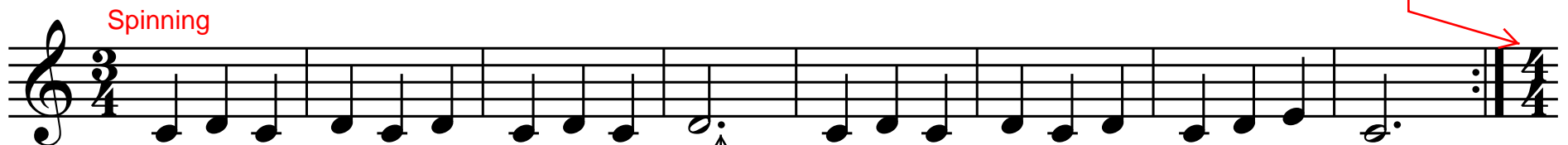
Movin' Along



A musical staff in treble clef containing a sequence of 16 eighth notes. The notes are: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, and B3. The piece ends with a double bar line and a 3/4 time signature.

Time Signature

Spinning

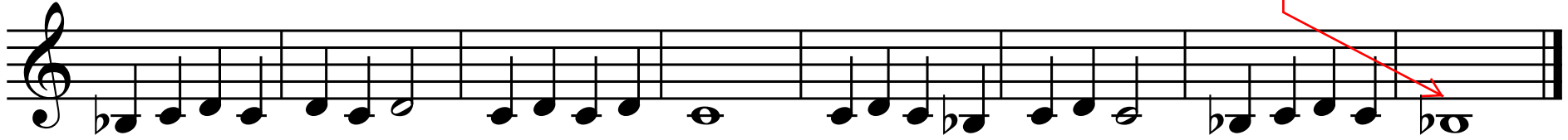


A musical staff in treble clef containing a sequence of 16 eighth notes. The notes are: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, and B3. The 10th note (E4) is a dotted note. The piece ends with a double bar line and a 4/4 time signature.

This Dot adds 1 beat to the note making it last 3 beats

Movin' Down to ____ (Bb)

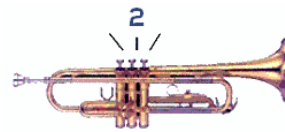
This Note is a low B Flat Played using only valve 1 Buzz slow



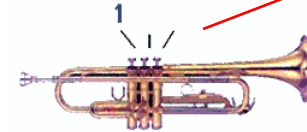
Breathin' Easy with Bb



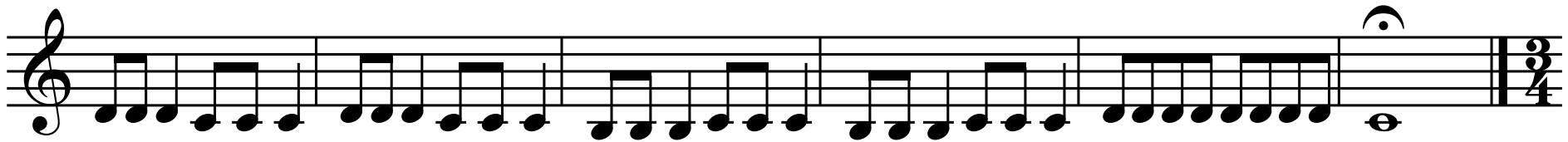
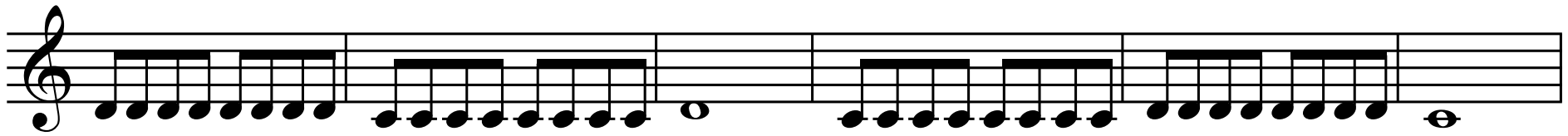
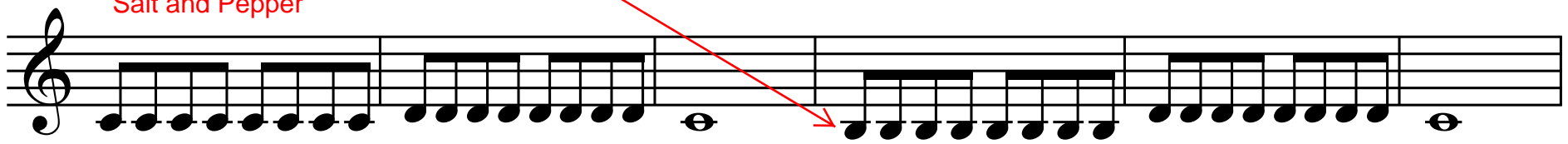
There is no flat sign on this B so it is Natural Played using only valve 2 Buzz slow



B vs. Bb



Salt and Pepper



This is called a "Pick Up" Note which simply means the song starts with a measure with less beats than normal

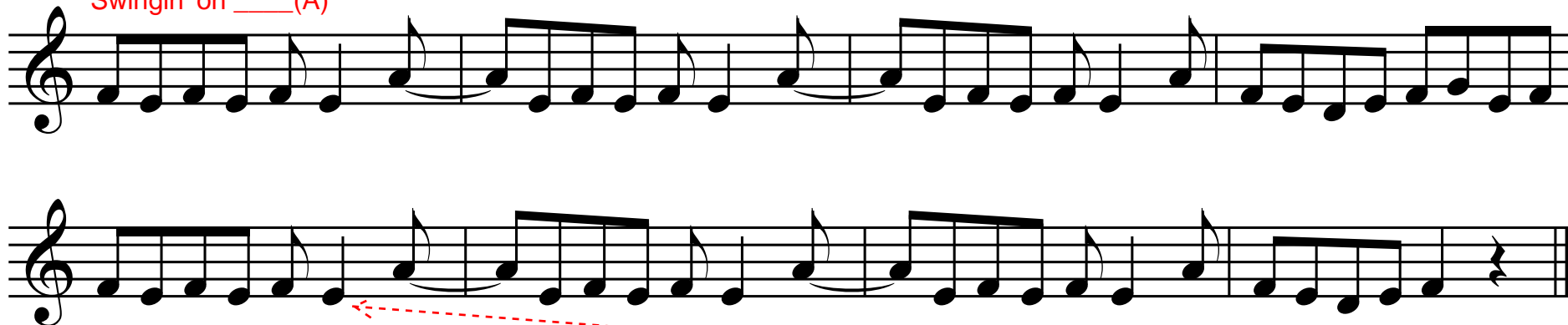
Smooth waves

Musical notation for "Smooth waves" in 3/4 time. The first staff begins with a pick-up note (a quarter note) followed by a full measure of eighth notes. The second and third staves continue the melody with eighth notes. The piece concludes with a double bar line and a 4/4 time signature.

Groovin' Fingers

Musical notation for "Groovin' Fingers" in 4/4 time. The first staff begins with a quarter rest followed by a continuous eighth-note melody. The second staff continues the melody with eighth notes. The piece concludes with a double bar line.

Swingin' on ____ (A)



This eighth note/Quarter/eighth pattern is called a syncopation -
when tapping your foot the sounds are played on the Down-Up-Up

Give it up for two Notes one more time



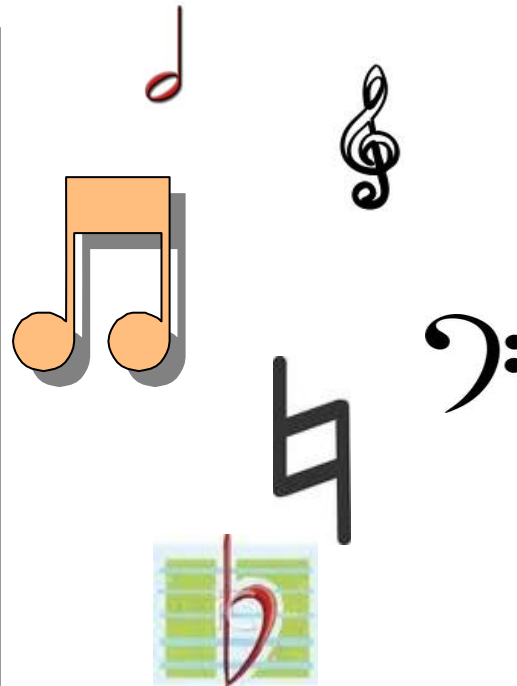
In this booklet you have been introduced to the proper way to hold your trumpet, form a good Embrochure to play with a pleasing tone, 7 notes for various songs and exercises, the music staff and many Rhythms. Please take a moment to review a few of these concepts.

REVIEW

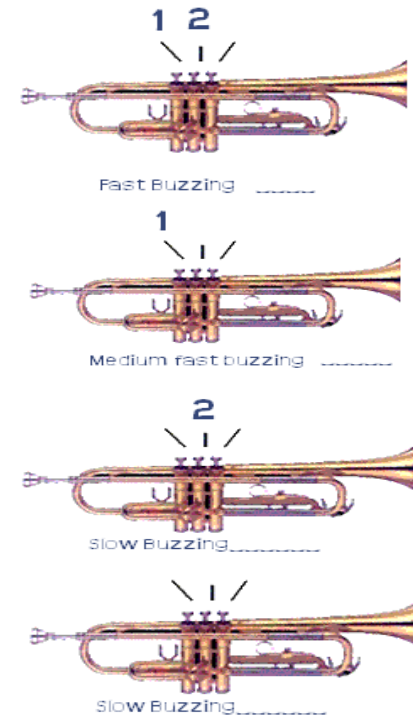
Fill in the blanks:

1. A Whole note lasts for ____ beats.
2. ♪ is a _____ Note and gets ____ beat.
3. E is a _____ line note.
4. G is played using _____ Buzzing.
5. When tapping your foot, a note lasts for a down up and down when it is a _____ quarter note.
6. The note F only uses valve _____.
7. Low B uses valve _____ but low Bb uses valve _____.

Identify as many as possible:



Identify each note:



You are now ready to move on to the intermediate workbook - congratulations !!!!