



The Brass Company

Four guys with some garden hose, some great repertory, and a whole bunch of metal tubing make for a terrific educational experience. Your students will never forget how a brass instrument works, we promise.



PROGRAM INFORMATION:

Availability:	August 2003 - May 2004
Cost for programming:	\$960/day, \$480/half-day
Program format:	Assembly, Band clinic
Audience limit:	250/elementary; 300/MS & HS; 100/clinic
To schedule, call:	1-800/451-0032



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"Had a fabulous experience with The Brass Company ensemble!! They were great to work with—covered exactly what we wanted!! As final performance ended, eighth graders leapt to their feet with a standing ovation, and they gave us an encore! Thanks again for everything—looking forward to next year!"

Martha York
Arts Coordinator
Elizabethtown Schools

About the program

This engaging brass group (trumpet, horn, trombone & tuba) are past winners of a Chamber Music America Rural Residency, and worked with Kentucky students full-time for four years. Working from the Core Content, The Brass Company provides age-appropriate, participatory programs, discussing the elements of music (tempo, rhythm, melody, harmony, timbre, dynamics) and introducing children to the range of American music (jazz and folk song) as well as European composers. The Brass Company also give a thorough introduction to the brass family of instruments, using their virtuoso skills on the hose-a-phone - yes, it's long, green, and has a funnel at the end - in order to teach students how the instruments actually work. The Brass Company has worked with students in over 30 school districts across the state, and is now available to your students as well!

About the Artists

One of the primary reasons for the creation of The Brass Company is a strong desire on the part of its members to bring exciting brass music to audiences throughout the United States. The group also feels that introducing audiences to brass chamber music and teaching an appreciation for quality music is crucial to our society. The Brass Company believes that chamber music presents a unique challenge by combining several soloists into one cohesive and musical unit. As a part of the Chamber Music America Rural Residency, the Brass Company moved to Eastern Kentucky to help develop an appreciation of chamber music as well as to assist in school music education through live performances. By the end of the two year residency, the Brass Company performed over 500 concerts for approximately 60,000 audience members. As a performing ensemble, The Brass Company is diverse and experienced. On its tours, the group has performed concerts at numerous universities, performing arts centers, schools, and churches. The school clinics include individual demonstrations, question and answer sessions, and historical perspective on the performed music and its composers.

- Performed concert tours in Indiana, Illinois, Kentucky, Missouri, and Ohio.
- Was awarded a two year Rural Residency through Chamber Music America in 1996
- Was formed in October, 1993 and has represented musicians from Indiana, Missouri, Minnesota, Ohio, Michigan, Connecticut, North Carolina and Kentucky



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Program Materials Outline

(The full packet of program materials can be downloaded after programs are scheduled.)

Introduction

1. About the program
2. Program Objectives
 - **Elementary: Meet The Brass:** Intellectually tailored to the needs of kindergarten through sixth grade students, this interactive musical presentation introduces each of the brass instruments as well as presenting some very basic musical concepts. This presentation has proven to be educational as well as entertaining.
 - **Middle: Historical Brass 5th to 20th Century:** Programmatically developed for middle school students, this presentation correlates musical development with events in American history and the social sciences. Additionally, useful scientific relationships are demonstrated between musical sound production and properties of physics and mathematics.
 - **High: Historical Brass 5th to 20th Century:** Programmatically developed for high school students, this presentation correlates musical development with events in American history and the social sciences. Additionally, useful scientific relationships are demonstrated between musical sound production and properties of physics and mathematics.
3. What is a brass instrument?
4. About the artists
5. Listening List
6. Program Guidelines

Program Outlines

Primary (K-3)

- a. Melody, high vs. low pitches and physics of the instrument
- b. Introduction of each of the instruments and their unique characteristics, timbre
- c. Define basic elements such as rhythm, harmony, dynamics, tempo, form

Elementary (4-5)

- a. Melody, high vs. low pitches and physics of instrument
- b. Introduction of each of the instruments and their unique characteristics, timbre
- c. Define basic elements such as rhythm, harmony, dynamics, tempo, form

Middle and High School (6-8) (9-12)

- a. Melody, high vs. low pitches and physics of instrument
- b. Introduce Medieval period and forms of music
- c. Introduce Baroque period composers and instruments
- d. Introduce Classical period composers, history of instruments
- e. Introduce Romantic period styles, form
- f. Introduce Modern period styles and techniques
- g. Define improvisation



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Core Content Responding Elements

(Items in boldface represent elements addressed by this program.)

Grade 5

AH-E.1.1.31

Rhythm: meter (duple, triple), time (meter) signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter and 8th notes and rests), fermata (1.14, 2.24)

AH-E.1.1.32

Tempo: slow, fast. (1.14, 2.24)

AH-E-1.1.33

Melody: shape, direction (up, down, same, step, skip), treble clef sign, pitch notation (notes from middle C to F at top of staff), high vs. low notes (pitches) (1.14, 2.24)

AH-E.1.1.34

Harmony: unison, parts, intervals, tonality (major, resting "home" tone)

AH-E.1.1.35

Form: call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs (1.14, 2.24)

AH-E.1.1.36

Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments AH-E.1.1.37 Dynamics: soft (piano), medium soft (mezzo piano), medium loud (mezzo forte), loud (forte) (1.14, 2.24)

AH-E.1.1.38

Identify and discuss simple musical forms (see list under elements) (2.23)

AH-E.1.1.39

Recognize and be able to distinguish families of instruments (brass, woodwind, percussion, string, folk) and/or vocal timbres.

AH-E-1.2.31

Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture. (2.23, 2.24, 2.25, 2.26)

AH-E-1.2.32

Identify and discuss various styles of music (blues, spirituals, popular, rock, rap, country, game songs, folk songs, work songs, lullabies, marches, patriotic, bluegrass). (2.24, 2.25, 2.26)

AH-E-1.2.33

Identify composers (Bach, Handel, Vivaldi) and instruments (organ, harpsichord, orchestral families) unique to the Baroque period. (2.25)

Grade 8

AH-M-1.1.31

Rhythm: syncopation, time signature (6/8), asymmetrical meter (5/4), rhythmic durations (16th notes and rests, dotted notes)

AH-M-1.1.32

Tempo: Allegro, Moderato, Largo



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AH-M-1.1.33

Melody: phrase, cadence, bass clef sign; pitch notation (notes): letter names of bass clef, lines and spaces, sharps(#), flats (b); key signatures: up to 2 flats and 2 sharps

AH-M-1.1.34

Harmony: harmonic progression, triads (chords) based on major/minor scale patterns of whole and half steps

AH-M-1.1.35

Form: rondo, theme and variations, 1st and 2nd endings, D.C. (da capo), D.S. (dal segno), al fine, coda, coda sign

AH-M-1.1.36

Timbre: acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards

AH-M-1.1.37

Dynamics: crescendo, decrescendo, very loud (fortissimo), very soft (pianissimo), dynamic markings: pp, p, mp, mf, f, ff, <, >

AH-M-1.1.38

Describe the use of elements in musical examples. (2.22, 2.23, 2.24, 2.25, 2.26)

AH-M-1.1.39

Analyze musical forms (see list under elements). (1.14, 2.23)

AH-M-1.1.310

Identify and classify folk and orchestral instruments according to family. (2.23)

AH-M-1.1.311

Distinguish between voice parts (soprano, alto, tenor, and bass). (2.23)

AH-M-1.2.31

Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music from European and Asian cultures using appropriate vocabulary. (2.25, 2.26)

AH-M-1.2.32

Identify and compare various styles of music (jazz, spirituals/gospel, Broadway musicals, opera, ballads). (2.24, 2.25, 2.26)

AH-M-1.2.33

Analyze, interpret, and evaluate how factors such as time, place, and ideas are reflected in the music of the Renaissance, Baroque, Classical, Romantic, and 20th Century. (2.22, 2.23, 2.24, 2.25, 2.26)

Grade 11

AH-H-1.1.31

Identify and discuss characteristics of extended musical forms [including overture, sonata, symphonic movements, and opera (overture, aria, recitative)]. (2.23)

AH-H-1.1.32

Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise. (1.14, 2.22, 2.23, 2.24, 2.25, 2.26)



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AH-H-1.1.33

Interpret music notation and symbols. This includes all previous notation and symbols introduced in fifth and eighth grades, with addition of the grand staff (treble and bass clefs, including middle c). (1.14, 2.23)

AH-H-1.1.34

Identify skills and training necessary for a variety of careers related to music. (2.23, 2.24)

AH-H-1.2.31

Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music from European and Latin American cultures. (2.25, 2.26)

AH-H-1.2.32

Analyze and describe how factors such as time, place, and belief systems are reflected in music (See A & H Reference Chart).

AH-H-1.2.33

Analyze and describe music's influence on belief systems, its influence on history, and its ability to shape culture [(e.g., patriotic songs, music as marketing, protest songs, current popular music strongly influenced by African-American and Hispanic themes (2.25)

AH-H-1.2.34

Compare a work of music to a work from the same stylistic period in another arts discipline [(e.g., Impressionism: Monet to Debussy), (See A & H Reference Chart)].