THE BASIC BAND BOOK

TRUMPET

THIS BOOK BELongs TO _____________________________________________
Before we begin...

YOU ARE CREATIVE

YOU ARE A MUSICIAN

YOU CAN DO THIS
THE MUSICAL ALPHABET

FORWARDS →
E F G A B C D E F G

BACKWARDS ←
A B C D E F G A

FORWARDS →
G A B C D

BACKWARDS ←
A B C D E

FORWARDS →
F G A

BACKWARDS ←
A B C D E F
Q & A

1) What letter comes after G?

2) When we move forwards in the alphabet, does the sound go up or down?

3) When we move backwards in the alphabet, does the sound go up or down?

PENCIL GAMES

WITHOUT looking at the previous page, fill in the missing letters:

**forwards:**

1) A   __   __   D   __   __   __   __   C   __   __

2) E   __   __   __   B   __   __   __   F   __   __   __

**backwards:**

3) C   B   __   __   F   __   __   __   __   A   __   __

4) F   __   __   __   __   __   G   __   __   __   C   __

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1) Use the video online to help you.

2) Say the Musical Alphabet forwards and backwards 5 times in a row perfectly without looking at it.

3) Challenge your friends and family to say the Musical Alphabet forwards and backwards and see who can do it well.
Breath Support: how we use our air to play a wind instrument.

Use your stomach to push the air up and out of your body.

BUILDING LUNG CAPACITY

1) Breathe air IN like you are whispering the letter O

2) Breathe air OUT like you are whispering the word TOE

ALWAYS DO THIS WITH EXCELLENT POSTURE
USE AS MUCH AIR AS POSSIBLE
SITTING UP STRAIGHT & TALL
KEEP YOUR SHOULDERS RELAXED!
BREATHING EXERCISES

At the same speed as the second-hand of a clock:

1) Breathe IN for 4 counts    OUT for 4 counts
2) Breathe IN for 3 counts    OUT for 5 counts
3) Breathe IN for 2 counts    OUT for 6 counts
4) Breathe IN for 1 count     OUT for 7 counts

MAKE UP SOME OF YOUR OWN COMBINATIONS!

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1) Carefully cut out the four bulls-eyes on the next page.

2) Challenge your friends and family to see who can blow a bulls-eye against the wall for the longest amount of time (aim right for the center!).

3) Go through the steps above sitting with good posture.
1) Music always has a resting tone, or the tonic, or the home note.

2) The resting tone in Major tonality is DO.

3) The resting tone in minor tonality in LA.

REMEMBER THIS
1) Practice speaking through the solfège syllables forwards and backwards.

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1) Practice speaking through the solfège syllables forwards and backwards.
PLAYING WITHOUT THE TUNING SLIDE

You can get different pitches from the trumpet without a tuning slide.

WHAT TO DO

Carefully and slowly pull out the tuning slide and set it down.

THE FOUR STEPS

1) Say these words out loud, and put your fingers on your jaw to feel what happens:

   OH ...... AH ...... EE

2) You should feel your jaw moving up as you say them.

3) Buzz a sound on the trumpet and move your jaw up and down like when you say those words.

4) Carefully put the tuning slide back into the trumpet and repeat this exercise. You can get many different pitches without pushing down any valves.
WHAT TO DO

- C is the lowest pitch on the trumpet without pushing down valves.
- G is the next one higher, still without pushing down valves.

*Hint: If you can't get a higher sound, push your lips more together and use faster air.*

WHAT TO PLAY

Once you can play a C and a G, play these patterns:

1)  G    C    G
2)  G    G    G
3)  C    G    C
4)  C    C    G

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1) Go through all of the steps above. Watch the video to help you.
2) Don't forget: Use your stomach to push the air up and out!
3) Ask someone at home to give you different combinations of C's and G's, and you show them how to play it.
Trumpet Lesson 6

TONGUING

_Tonguing:_ how we start the sound with the tongue

HOW TO TONGUE

1) Say the word **TOO**.

2) You will feel your tongue go against the back of your top teeth.

3) Say **TOO** 3 times in a row, _connected_, then _separated_.

4) Do it again, but with your _airstream only_ (no voice).

5) Do this same thing on the trumpet.

TROUBLESHOOTING

› Do this exercise, but put your palm in front of your mouth to see if you can feel air coming out the entire time.
CONNECTED ———————————————————————————————————

Should sound like this:

TOOOOOOOOO–TOOOOOOOOO–TOOOOOOOOO

*Don’t breathe in between. This should be one breath out!*  

SEPARATED ———————————————————————————————————

Should sound like 3 separate sounds:

TOOOO    TOOOO    TOOOO

(silence) (silence)

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1) Go through all of the steps above. Watch the video online to help you.

2) Play both *connected* and *separated* rhythms on a G.

3) Play different rhythms for someone at home and see if they can tell if it is *connected* or *separated*. 
TRUMPET FINGERINGS

ALWAYS REMEMBER

1) Your hand needs to come down like a claw and push the valves straight down

2) Keep your fingers on top of the valves at all times

3) Your pinky goes on top of the pinky ring, not under it

FINGER POSITION

1 2 3

MOUTH PIECE

BELL

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1) Use the video online to help you.

2) Ask someone to watch you play these notes and have them look to see if your fingers are going straight down.
ALWAYS REMEMBER

● = push down
○ = don’t push down

1) What note could come after G?

2) What note could come before C?

G

F

E

D

C

open

open

1

1 2

1 3

open
**Q & A**

1) Is this Major or minor?

2) Which note is your resting tone?
1) Is this **Major** or **minor**?

2) Which note is your **resting tone**?
Q & A

1) Is this Major or minor?

2) Which note is your resting tone?
Q & A

1) Is this Major or minor?

2) Which note is your resting tone?
CHROMATIC SCALE

<table>
<thead>
<tr>
<th>C</th>
<th>C#</th>
<th>D</th>
<th>D#</th>
<th>E</th>
<th>F</th>
<th>F#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Db</td>
<td></td>
<td>Eb</td>
<td></td>
<td></td>
<td></td>
<td>Gb</td>
</tr>
</tbody>
</table>
1) The Chromatic Scale is when you play every note on the instrument, in order, up or down.

2) When you go up, use sharps (#). When you go down, use flats (♭).

3) It can start and end on any note.
just like you take notes to help you remember what your teacher told you, we also have notes in music. They exist to remind you of what you have already learned.

It is called Music Notation.

1) Watch the Lesson for Everyone video called “Music Notation” to be sure you understand it.
STEP 1

- Hold out your hand.
- How many fingers do you have?
- How many spaces in between those fingers?

STEP 2

- Just like you have lined paper to write notes on, we also have a special type of lines, called a music staff.
- The staff has 5 lines, and 4 spaces in between the lines... just like your hand.

STEP 3

- Let’s recall some of the solfége syllables:

SO
FA
MI
RE
DO
TI
LA
**STEP 4**

- We can make any line or any space on the staff \textbf{DO}.

- The picture below shows \textbf{DO} on the imaginary line below the staff

\begin{center}
\begin{tabular}{cccccc}
& & & & & \\
& & & & & \\
& & & & & \\
& & & & & \\
& & & & & \\
\end{tabular}
\end{center}

\textit{Notes can appear above or below the 5 lines. All we have to do is draw an “imaginary” line.}

\begin{center}
\textbf{DO}\ldots
\end{center}

- As long as we know where \textbf{DO} is, we can figure out where everything else is.

**STEP 5**

- When we write notes on the music staff, they alternate between lines and spaces:

\begin{center}
line – space – line – space – line – space – line
\end{center}

- Think about what the solfége syllables for the rest of the lines and spaces are going to be.

\begin{center}
\begin{tabular}{cccccc}
& & & & & \\
& & & & & \\
& & & & & \\
& & & & & \\
& & & & & \\
\end{tabular}
\end{center}

\begin{center}
\textbf{DO} \\
\textbf{TI} \\
\textbf{MI} \\
\textbf{RE} \\
\textbf{FA} \\
\textbf{SO} \\
\textbf{LA} \\
\textbf{DO} \\
\textbf{TI}
\end{center}
STEP 6
- Instead of writing the syllables on every line and space, we are going to draw a line to show us where **DO** is.

- To tell us which pitch to sing or play, we are going to draw oval **notes** on its line or space.

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STEP 7
- The arrow points to **DO**.

- Write in the rest of the solfége syllables.

- Sing these patterns.

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MAJOR TONAL PATTERNS

DO is C

Be expressive when performing with your voice and with your instrument!
DUPLE RHYTHM PATTERNS

1. \[ \frac{2}{4} \text{HHHH} \]
2. \[ \frac{2}{4} \text{HHHH} \]
3. \[ \frac{2}{4} \text{HHHH} \]
4. \[ \frac{2}{4} \text{HHHH} \]
5. \[ \frac{2}{4} \text{HHHH} \]
6. \[ \frac{2}{4} \text{HHHH} \]
7. \[ \frac{2}{4} \text{HHHH} \]
8. \[ \frac{2}{4} \text{HHHH} \]

Be expressive when performing with your voice and with your instrument!
TRIPLE RHYTHM PATTERNS

Be expressive when performing with your voice and with your instrument!
Only check off each day that you spend at least 10 minutes playing your instrument.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
<th>Su</th>
<th>PARENT/GUARDIAN SIGNATURE</th>
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<td>The Musical Alphabet - p. 4</td>
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<td>✔</td>
<td>R.Glynn</td>
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