



ELEMENTARY INSTRUMENTAL MUSIC!



Trombone

Weekly Focus: Learning our Notes

We are going to make sure when we see notes on a music staff, we know the **letter name of the pitch and position for our slide**. Why? Because reading pitches on a music staff is how trombone players decode notation from a page to music that is heard by the listener.

Explanation of Lesson Focus

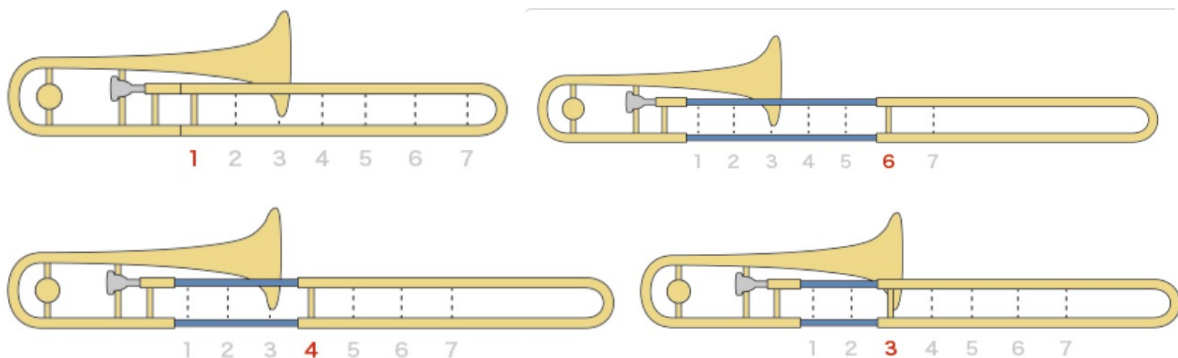
I see many students writing the letter names of pitches below notes, or the position number in their music. This is ok for the first 2-3 weeks of learning your music, but students need to identify pitch names and positions *without a written cue* if they want to be able to decode music notation with speed and accuracy.

Warm Up

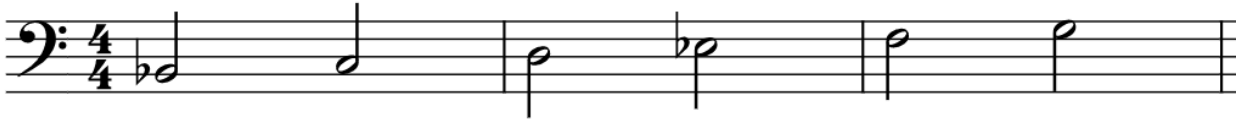
We will begin by playing these notes with the pitch name and the position labels:

A musical staff in bass clef with a 4/4 time signature. It contains six notes: Bb, C, D, Eb, F, and G. Above each note is a position number: 1, 6, 4, 3, 1, and 4. Below each note is its letter name: Bb, C, D, Eb, F, and G.

You can use the diagrams below to help you place the slide in the right spot:



Now, after you have practiced playing with the labels in place, try it again and see if you can say the name of each pitch and the position **before blowing the note**.



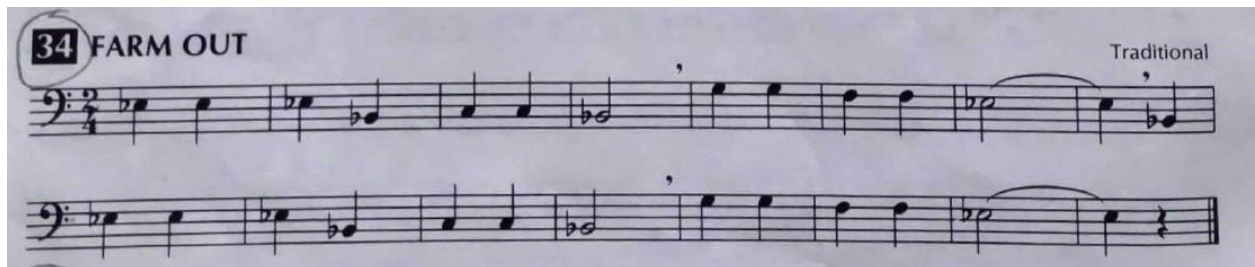
Musical Excerpts

P. 9 and 10 from *Standard of Excellence, Book 1 for Trombone* by Bruce Pearson, c. 2006 Neil A. Kjos. (see below).

Take some time to play some songs starting with #23 *Merrily We Roll Along*, also known as *Mary Had a Little Lamb*. Focus on thinking and saying out loud the name of the pitch and the position.



Try to play #34 *Farm Out*. This song is also known as *Old MacDonald Had a Farm*.



Finally, look at *Gliss Town* (see below) This is an original composition I wrote for trombone that uses a *glissando* or *gliss* for short. To play a glissando, start on the position that you see written above the note and on one breath blow as you move the slide in the first position (in the example below 6 or C) to the next position (1 or F) and then back to the first position. On the staff this is marked by a line between notes:



Gliss Town

blow lots of air from one pitch to the next

For Trombones

Mr. Pendergrass

$\text{♩} = 90$ 6 1 6 1 3 1

Trombone

5 6 1 6 4 6

8 4 6 6 1

Practice Strategies

I like to think about practicing by using the word **BRASS**. Each letter represents a concept you should try to do every time you practice:

B- buzz and breath. Warm-up by buzzing on your mouthpiece only and always blow with warm, fast, air.

R- repetition and rest. Always play exercises, warm-ups and small sections of bigger songs many times and make sure you rest your lips.

A- articulation and agility. Tongue notes; slur notes and do lip slurs to keep your lip muscles in shape.

S- sing it! Try and sing your music before you play it. If you can sing it, you can play it.

S- share it! After you learn a song, share it with family and friend

MUSIC VIDEO LESSONS

For Trombone Lessons, go to Seattle Public Schools YouTube site.

<https://www.youtube.com/c/SeattlePublicSchoolsTV>