



THE BOOSEY  
**WOODWIND & BRASS**  
METHOD

TEACHER'S GUIDE



A COMPLETE COURSE  
FOR INDIVIDUAL  
AND GROUP TEACHING

BOOSEY & HAWKES


# THE BOOSEY WOODWIND & BRASS METHOD

Series Editor: Chris Morgan

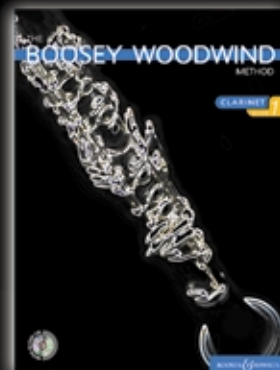
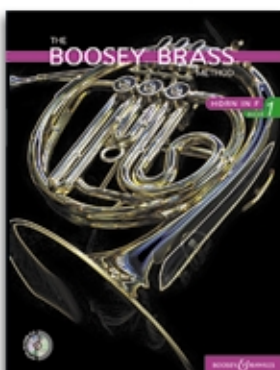
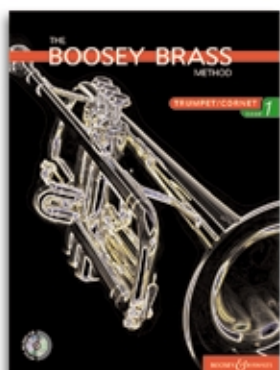
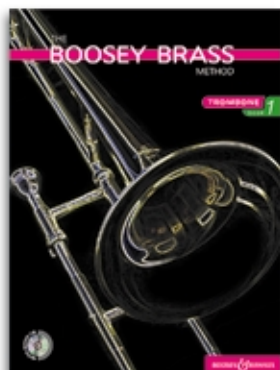
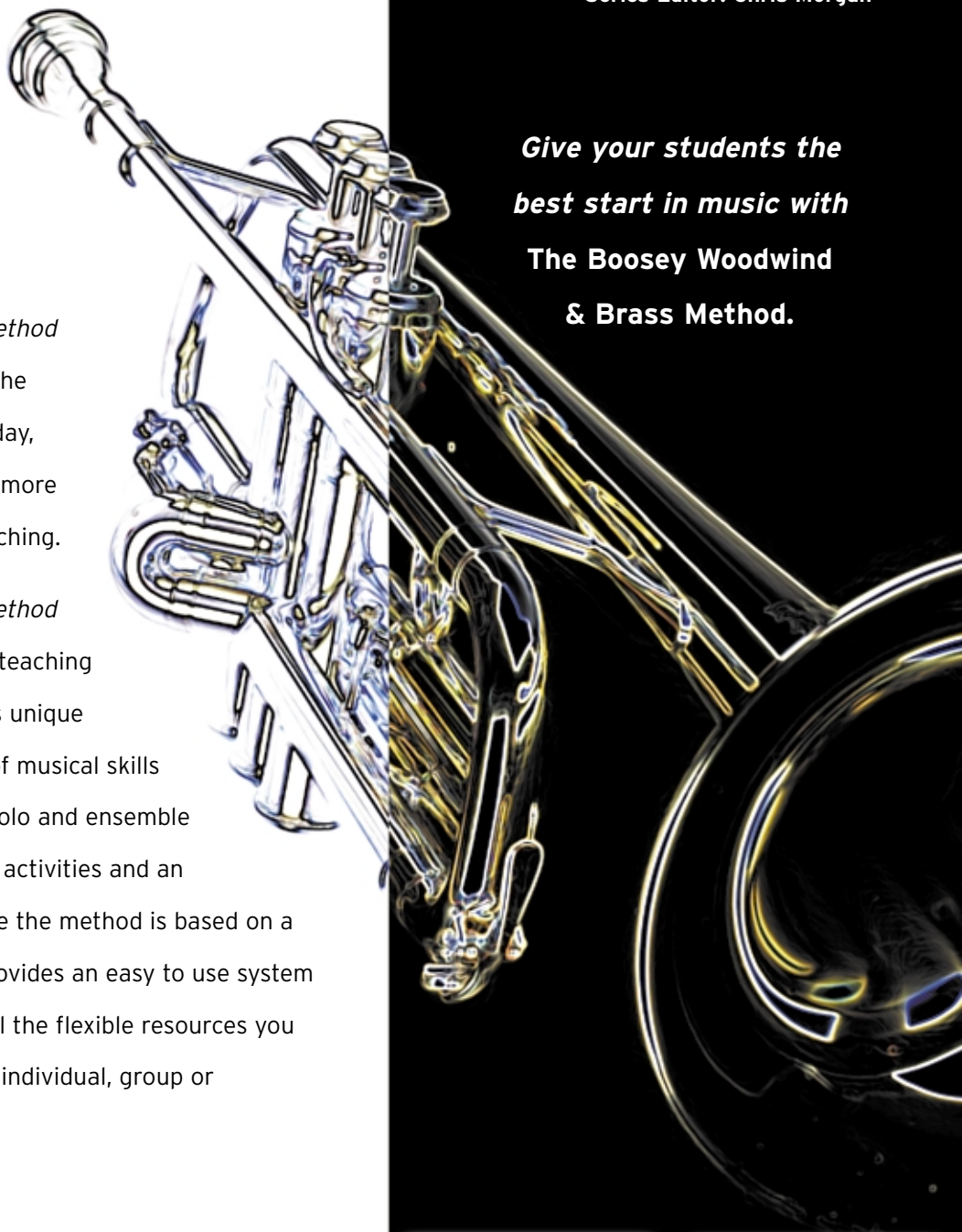
## THE ART OF INSTRUMENTAL TEACHING IS CHANGING...

*The Boosey Woodwind & Brass Method* is the first method to respond to the changing demands in teaching today, bringing you resources for easier, more effective and more integrated teaching.

*The Boosey Woodwind & Brass Method* provides everything you need for teaching music through the instrument. Its unique approach develops a wide range of musical skills through a programme of quality solo and ensemble

music, with additional activities and an  audio CD. And because the method is based on a clear curriculum, it provides an easy to use system for learning and teaching - plus all the flexible resources you need for every situation, whether individual, group or mixed instrument teaching.

*Give your students the best start in music with The Boosey Woodwind & Brass Method.*



PRACTICAL SOLUTIONS FOR TODAY'S TEACHERS



## QUALITY MUSIC

- Real musical encounters right from the start
- A wide variety of solo, ensemble and mixed instrument group music with CD backings
- Pieces from different styles, cultures and times. From boogie to beguine and Purcell to Prokofieff, plus music from all around the world, well-known tunes and newly composed music
- Technical skills are always introduced and reinforced through the music

## MUSICAL ACTIVITIES

Activities help students learn and explore all aspects of music:

- Feeling the rhythm activities: tap, clap, step, move
- Breathing exercises
- Musical activities: listen and respond, arrange, improvise and compose

**A Groovy Kind of Love**

Listen carefully to both versions of A Groovy Kind of Love on the CD. What are the differences? Which do you prefer?

**Mattachine**

Mattachine is a waltz dance. Learn to play both parts of the duet. Listen carefully to both versions of Mattachine on the CD. What are the differences? Which do you prefer?

**STAGE 1**

**Playing E**

This diagram shows you how to play the note E. Cover the tone holes firmly with the fleshy pads of your left first finger and your left thumb.

Each time you play E, start the note by taking your tongue off the reed. This is called **tonguing**.

**Starting Blocks**

Using the note E, play long notes.

Now play shorter notes.

Then play these patterns of long and shorter notes.

**Echo Games**

Clap, sing or play these Echo Games with your teacher.

**Fastfire Tune**

Now join in with Fastfire Tune on track 1 of the CD. Here is your part written as blocks. What for the children to finish, then play your part eight times on the note E. Take a breath after each long note.



**Playing E**

This diagram shows you how to play the note E. Cover the tone holes firmly with the fleshy pads of your left first finger and your left thumb.

Each time you play E, start the note by taking your tongue off the reed. This is called **tonguing**.

**LEFT HAND**  
Thumb  
First Finger  
Second Finger  
Third Finger

**RIGHT HAND**  
First Finger  
Second Finger  
Third Finger



## AUDIO CD

Audio CD enhances lesson learning and home practice:

- Full performances
- Backing tracks to many of the pieces. Some pieces have 2 different backing tracks in contrasting styles
- Listening activities

**Starting Blocks**

Play these blocks slowly, then a little faster.

C 

B  breathe  breathe 

Now play them using C and another lower note.

**Echo Games**

Clap, sing or play:



**MAXIMUM FLEXIBILITY**

- Flexible ensemble music - suitable for any number of players in mixed ensembles
- Solos, duets and trios for all levels of experience
- Music for mixed ability groups allow everyone to join in
- A consistent approach makes it easy for teachers to move between different books and instruments

**Playing C**

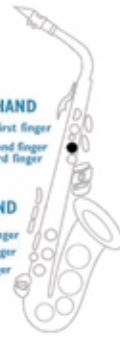
To play C, put the second finger of your left hand on the fourth key down. Keep your left thumb on the thumb rest.

This is what C looks like written down.



**LEFT HAND**  
First finger  
Second finger  
Third finger


**RIGHT HAND**  
First finger  
Second finger  
Third finger

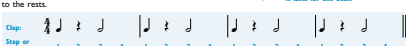


**PRACTICAL SOLUTIONS**

- Provides more help than other methods
  - More help with instrumental skills**
- Practical ideas for teaching breathing, rhythm, tone production, practising and performing
  - More help with musical skills**
- Quick and easy ways into areas not usually covered in other methods including aural awareness, improvisation, arranging and composition

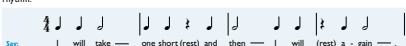
16 STAGE 2

**Feeling the Rhythm**  
Use track 2 of the CD to keep a pulse while you clap this rhythm. Turn your palms upwards when you get to the rests.  This sign is a **trichord** (two up, one down) and it lasts for one beat.

Clap: 

Step or skip: 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4


Step the pulse while you say these words to the rhythm.

Major or "ah" "ah" "ah" "ah" 


Say: I will take one short (rest) and then I will (rest) a - gain - .

Step: 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

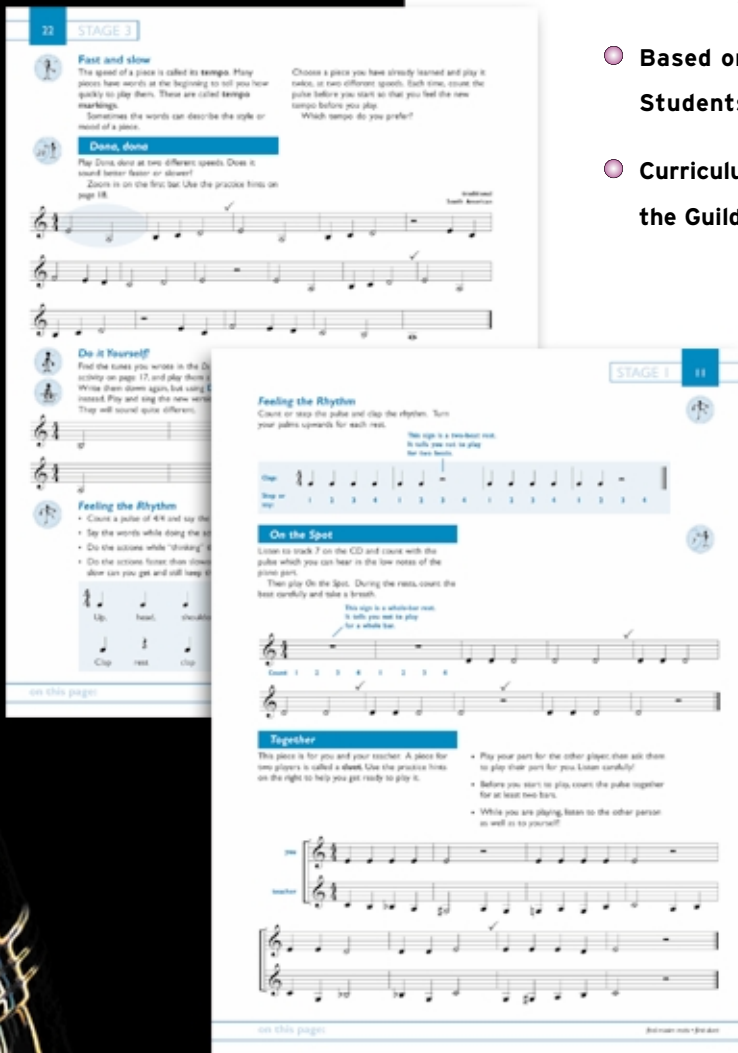
**Knights Templar March**  
Carol Barnett



**Beach Hut**  
You can play this piece on your own, with the CD, or with anyone using a Boosey Woodwind or Boosey Brass book.  
Chris Barnett



on this page Ref cracker notes • play with others



- A clearly structured progressive course
- Based on a clear instrumental music curriculum. Students perform, create, listen and respond
- Curriculum framework developed with the assistance of the Guildhall School of Music & Drama

- Quick and easy lesson planning helps you make the most of your time
- For all woodwind and brass teachers. Easy to use - whether you're teaching your specialist instrument or not

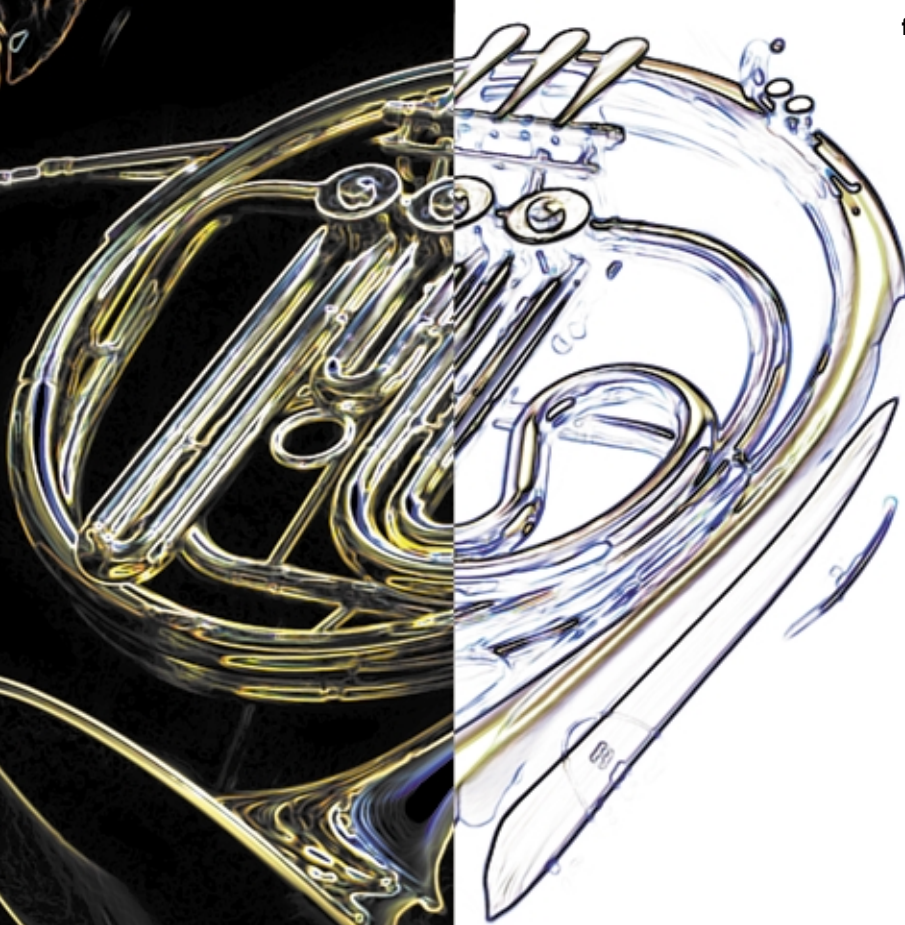
MUSICIANSHIP FROM THE START

- Helps the student develop as an all-round musician
- Integrates instrumental technique with musical awareness and understanding
- Helps develop a solid grounding in musical skills, building a firm foundation for the student's future musical progress

**Feeling the Rhythm**

- Count a pulse of 4/4 and say the words below.
- Say the words while doing the actions.
- Do the actions while "thinking" the words.
- Do the actions faster, then slower. How fast or slow can you get and still keep the rhythm?

Up,	head,	shoulders,	knees,
Clap	rest	clap	rest,



## MOTIVATING

- Fun and supportive; keeps students involved at every stage
- Audio CD backing tracks and listening exercises enhance lesson learning and home practice
- Plenty of ideas for practice to keep students motivated between lessons

## ASSESSMENT

- Get real results and be able to quantify them!
- Clear goals and checklists help teacher and student measure their progress
- Students are encouraged to think about and assess their own performance



**Breathing activity** - are you breathing in the right way? See page 6 for more about this.



**Feel the rhythm** - this could mean clapping, moving, counting, singing or two of these things at once.

## BY TEACHERS FOR TEACHERS

- Created and developed by leading educators and instrumental specialist teachers under the editorship of Chris Morgan
- The result of extensive research, designed to meet the changing needs of today's instrumental teachers
- Thoroughly field-tested; draws on recognised concepts in good teaching practice

**Chris Morgan** began teaching in 1974 and has been committed to instrumental teacher and curriculum development since 1979, when he was appointed Head of Woodwind for the Inner London Education Authority (ILEA). Subsequent posts have included Head of Instrumental Services with ILEA, Director of Instrumental Teacher Training at Guildhall School of Music & Drama, London, responsibility for professional and curriculum development with Cornwall Education Authority, and as a provider of professional development programmes with the Associated Board of the Royal Schools of Music, Guildhall School of Music & Drama and numerous music services in the UK and elsewhere. He is currently co-director of Music and Dance Education, based in Cornwall.



54 STAGE 7

**Karpe Melody**  
The words for this song, for written in Wilkies, mean "We are the children of Karpe".

Attribution: Arranged by S. J. King

**Thinking about practising**

- Could you play this piece differently - a bit faster or slower for example? Which speed works best?
- Are you making a clear difference between the loud sections of the piece and the quiet sections?
- Are you making a clear difference between the longest notes and the shortest notes?
- Record your piece and listen to it. Does it sound as you expected? Will you make any changes now that you play it?

on this page: Release exercise parts - record and discuss

## THE COMPLETE PACKAGE

- Everything you need for the first few years of learning
- 2 books for each instrument, each with CD. From absolute beginner level to Grade 3
- Audio CD containing performances, backing tracks and listening activities
- Online resources at [www.boosey.com](http://www.boosey.com)
- Teacher training and professional development available

## ONLINE RESOURCES

Supplementary resources available at [www.boosey.com](http://www.boosey.com) include:

- Free downloads: extra pieces, activities, games, puzzles and backing tracks
- Articles, advice, online forums and more

### EACH BOOK CONTAINS:

#### BASICS:

All you need to know about putting your instrument together, how to stand, how to hold the instrument, how to form an embouchure, rudimentary breathing exercises and how to look after the instrument.

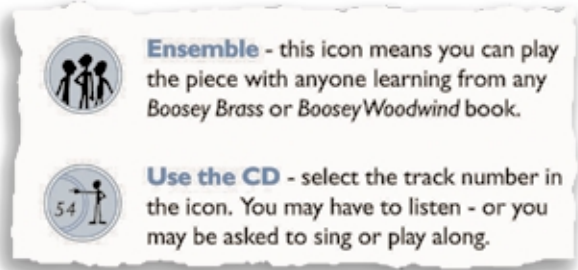
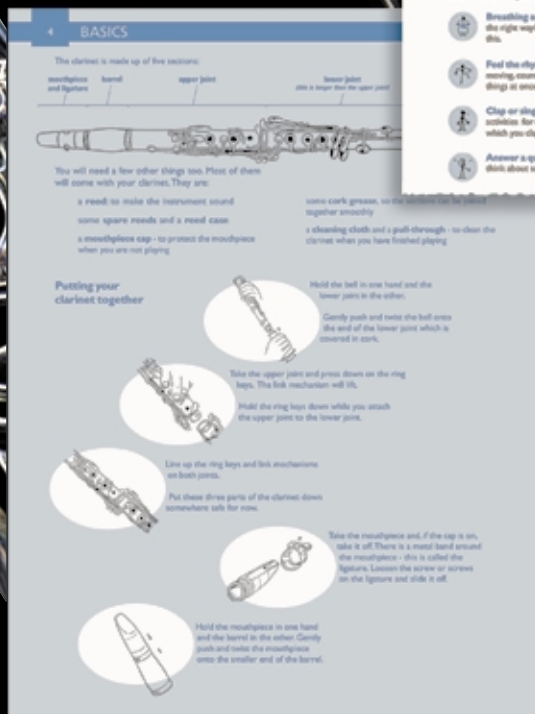
#### PIECES AND ACTIVITIES:

**Book 1:** Around 80 notated pieces, duets and trios. Plus activities and ideas that add at least another 50 things to play or do musically.

**Book 2:** Around 60 pieces and a further 20 musical activities and encounters.

At least 6 pieces per book are for full ensemble. Plus many duets and trios for same instrument groups, often with mixed ability parts too.

Divided into progressive stages with clear layout, readable text, icons and tips to help you navigate the material.



# THE BOOSEY WOODWIND & BRASS METHOD



## HELPS YOU:

- Improve your teaching. Teach the musician, not just the instrument
- Deliver a rounded music education that is relevant to the school curriculum
- Encourage quality musical experiences; loads of pieces and listening activities
- Keep pupils motivated; plenty of help and fun ideas for home learning and practice
- Get real results and be able to quantify them; lots of help with pupil assessment
- Make the most of your time; packed with flexible activities that can be used in many different contexts

BOOSEY & HAWKES

[www.boosey.com](http://www.boosey.com)

THE COMPLETE PACKAGE FOR SUCCESSFUL TEACHING

**PRIORITY ORDER FORM** Each book costs £9.99, which includes a CD

Designed by Electric Echo +44 (0)20 7704 5300

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Horn in F  Other (please specify) \_\_\_\_\_

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**ORDER INFORMATION** Each book costs £9.99, which includes a CD

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Instrument/Book Available ISMN ISBN

**BOOSEY WOODWIND METHOD BOOKS**

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	<b>2</b>	<b>Autumn 2001</b>	M 060 11294 2	0 85162 332 8

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	<b>2</b>	<b>Spring 2002</b>	M 060 11313 0	0 85162 334 4

*The Boosey Woodwind & Brass Method Books are available from all good music shops.*

**YOUR LOCAL MUSIC SHOP:**

*Books for Bb brass band instruments and Eb brass band instruments will be available Summer 2002.*

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 Trumpet  Trombone  Horn in F  
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