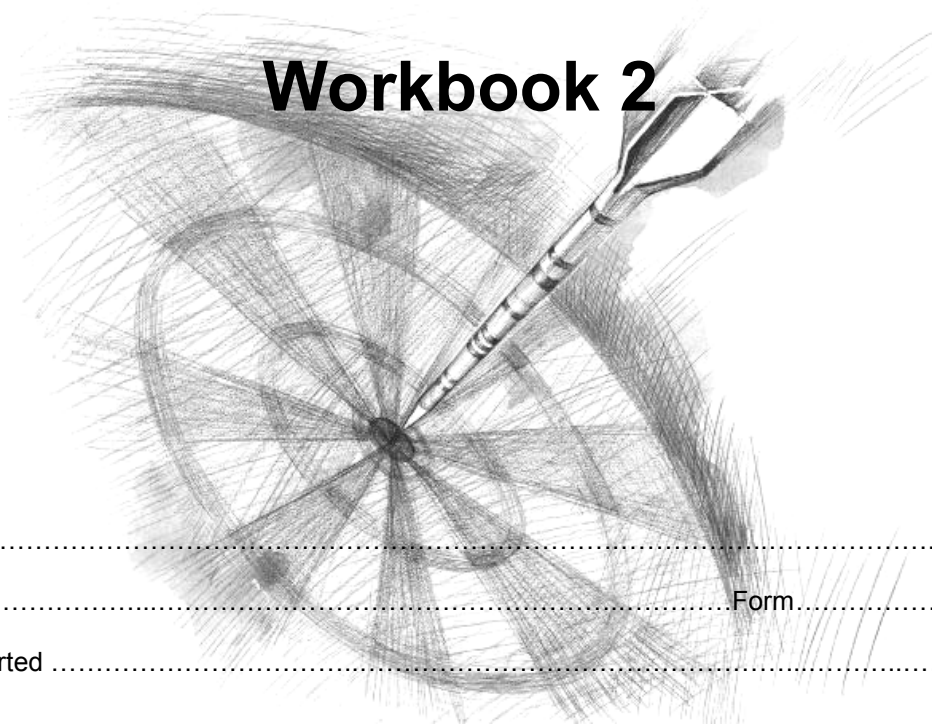


# Target Practice for Horn

## Target 1

### Workbook 2



Name .....

School..... Form .....

Date Started .....

A progressive  
scheme of learning  
for the first three years of study

Devised by Jeff Snowdon

Horn  
**1.2**

## Target Practice for Horn

Target Practice is a progressive syllabus of study corresponding roughly to the first three years of learning and running parallel with the Associated Board graded practical exams 1 to 3.

It has three Levels of achievement, Targets 1, 2 and 3, each subdivided into three workbooks.

Some children may find certain sections easy while others may take a little longer to achieve them ... It must be emphasised that it is not a race and there is no time limit. The syllabus is devised to help all learners, regardless of talent or aptitude.

The content of the syllabus is derived from the Derbyshire Music Partnership Scheme of Work. It is designed to provide children with a framework for developing all aspects of their playing and providing firm foundations for musical development at the higher grades. Musical examples are given although it is assumed that teachers will supplement these with material from other publications.

Each programme of study consist of 8 modules covering all aspects of musical development.

1. Developing Technique
2. Performing
3. Playing in Groups
4. Practising
5. Creating Music
6. Listening and Enjoying Music
7. Rhythm Bank
8. Theory of Music

Children may find that some sections are passed more easily than others and may be working on parts of several stages at once.

Certificates are awarded after each stage to affirm progress and hopefully encourage enthusiasm for the next stage. A stage may be awarded before completion of all sections if the teacher feels that a child has done their best and needs to move on, or if a section is not relevant.

### Target Practice

#### Target 1

In Target 1 players learn the basic **technical** skills of their instrument:

- Producing and sustaining tone
- Simple techniques of tonguing and slurring
- Playing tunes using the first few notes
- They learn the importance of **regular practice**, give their first **performances**, either solo or in small groups and learn the basics of **reading and writing** music.
- They will begin to develop **musical skills** through games and start to explore **creating** music and **listening** to others playing.

During the first year most children will start to take part in groups, either at school or in their area music centre.

The third stage consolidates the achievements of Target 1 and will often lead to taking the Associated Board **Grade 1** Practical Examination.

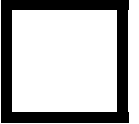
# TARGET 1 : WORKBOOK 2

## 1: DEVELOPING TECHNIQUE

### BUZZING

- Show your teacher how you can make a buzzing sound on your mouthpiece.
- Hold each buzz for at least 4 seconds or have a competition to see who can hold it longest

1.1



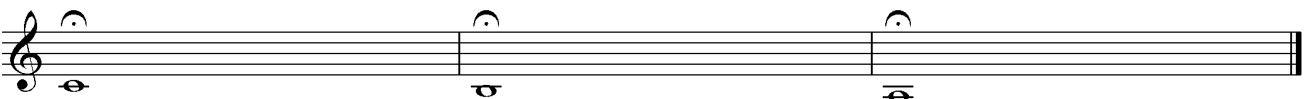
### LONG NOTES

- Play the C Major Scale holding each note for 4 to 6 seconds, with a rest between each note.

1.2



These are the lower notes going down to A



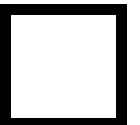
Low B - 2nd Valve

Low A - 1st and 2nd

### THE C MAJOR SCALE

- Play the C Major Scale as fast as you can.
- 
- When you can play it easily tongued, try doing it slurred

1.3



# LIP SLURS



- Perform the following exercises from memory

Use Open for the A (instead of the usual 1/2)

This is called the fire-engine exercise!

## SPOT THE TUNE !

Can you get what this tune is?

.....

e e e__	e e e__	e g c d	e_____
f f f f	f e e ee	e d d e	d__ g__
e e e__	e e e__	e g c d	e_____
f f f f	f e e ee	g g f d	c_____

## 2: PERFORMING

- Perform pieces in a variety of different ways  
eg. Fast / Slow, Loud / Soft, Angry / Calm

2.1

- Give a performance of one of your tunes for other pupils or your class, if possible from memory

2.2

In this section you will learn a lot of tunes with a range from low A to high C

You will also learn two new notes: F sharp and B flat

Make a list here of other books you have in your library and tunes that you enjoy playing:

Book

Favourite Tunes

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

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.....

.....

## Ode to Joy

This very simple melody was composed by Beethoven in his 9th Symphony.  
It was adopted as the European National Anthem as the words speak of liberty,



## Roses from the South

This tune is a waltz .... A type of dance with 3 beats in each bar.  
It was written by Johann Strauss who also composed the famous "Blue Danube" Waltz

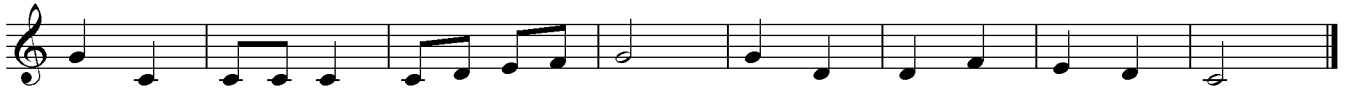


## Oranges and Lemons



# TUNES WITH 6 NOTES C to A

## This Old Man



## Twinkle, Twinkle, Little Star



## Congratulations



# Freres Jacques

\* enter here when playing as a round

# Blow the Man Down

Test: See if you can work out where the breaths should be and mark them with a tick or comma.

# Balli Bene Bella Bimba

This is a traditional Italian rhyme.

Ma co-me ba-lli be-ne bim-ba be-lla bim-ba be-lla bim-ba Ma co-me ba-lli be-ne bim-ba co-me  
 ba - lli ba - lli ben! Guard - a che pa - ssa la vi - llan - ell - a.  
 A - gile e sne - lla sa - ban ba - llar. Ma co - me ba - lli be - ne  
 bim - ba be - lla bim - ba be - lla bim - ba Ma co - me ba - lli be - ne bim - ba co - me ba - lli ba - lli ben!



## The National Anthem of Great Britain



## London Bridge is Falling Down



## Theme from the New World Symphony



# INTRODUCING TWO NEW NOTES

## B flat

B flat is half a step lower in pitch than a normal B (known as B natural)

It is fingered using the 1st valve

The symbol for a flat is **b**

Play a B natural followed by a B flat to hear the difference in pitch

B natural - 2nd Valve

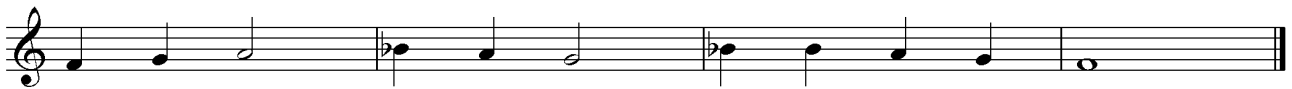
B flat - 1st Valve



There are two ways to indicate that a note should be a flat:

### 1. Using an ACCIDENTAL

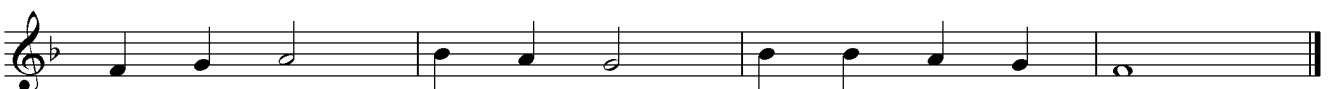
The flat sign is placed before the note each time.



(note that the flat is only used once in this bar but applies to both notes)

### 2. Using a KEY SIGNATURE

This is exactly the same tune but this time the B flat is indicated at the start of the stave



# F sharp

F sharp is half a step higher in pitch than a normal F (known as F natural)

It is fingered using the 1st and 2nd valves

The symbol for a sharp is



Play a F natural followed by a F sharp to hear the difference in pitch

F natural—open

F sharp—1st and 2nd Valves



There are two ways to indicate that a note should be a sharp:

## 1. Using an ACCIDENTAL



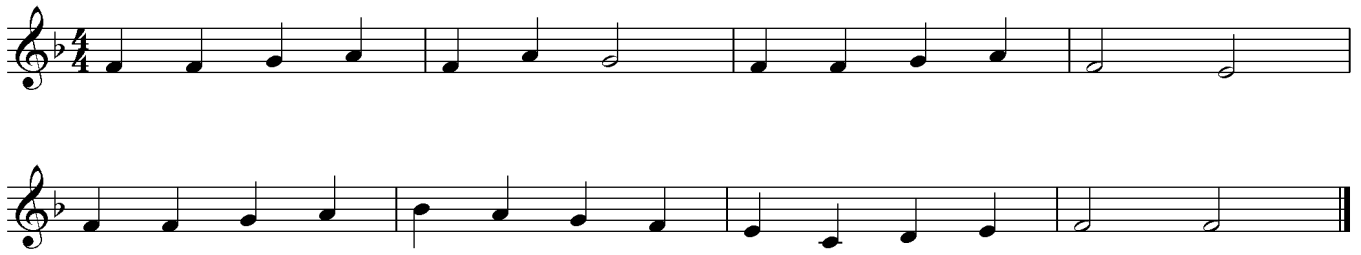
The flat sign is placed before the note each time.

## 2. Using a KEY SIGNATURE

This is exactly the same tune but this time the F sharp is indicated at the start of the staff



## Yankee Doodle



## Aura Lee

This tune was made famous by Elvis Presley. It is also known as "Love me Tender, Love me True"



## Old Lang Syne

This is a very old Scottish Song, traditionally sung to welcome in the New Year



## Little Brown Jug



## My Bonny Lies Over the Ocean

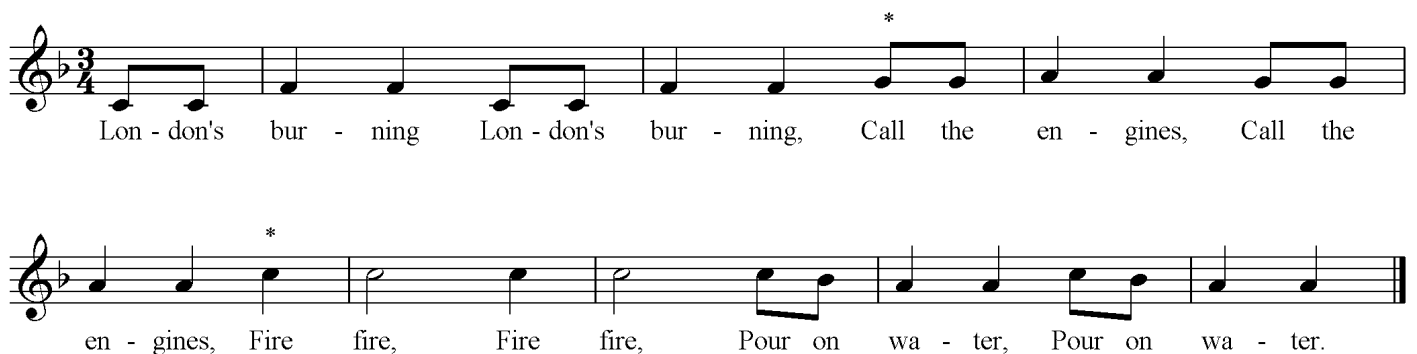


## London's Burning

This well known tune can be played as a round.

The second player starts when the first player gets to the place marked with an asterisk.

Notice that the tune starts on the 3rd beat of the bar.

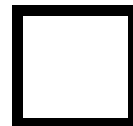


### 3: PLAYING IN GROUPS

It is great fun playing in groups with other pupils. It involves special skills to learn to play in time with each other and keep your place.

- Perform a piece of music as a duet with your teacher or with another pupil or group of pupils

3.1

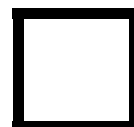


If your performance was part of a school concert, cut out the entry in the programme and stick it in here ....



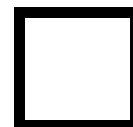
- Perform a round with your teacher eg. London's Burning or Frere Jacques

3.2



- Join a Music Centre Beginner Group and / or your School Band

3.3



- Support and play along with a fellow pupil who is on Stage 1

3.4



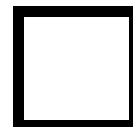
## Section 4: PRACTISING

- Using your Practice Diary or the Practice Record Chart on this workbook keep a record of how often you practise.

Aim to increase your practise sessions to 4 times each week, at least 15 minutes each session

Ask your parents to sign your record to confirm that you have achieved your target.

4.1

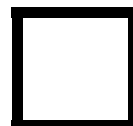


- Sight read a simple tune set by your teacher.

It should be in 3 or 4 time using the rhythms learnt so far.

It should use the notes from low A to high C, including B flat and F sharp

4.2



- Find a difficult passage in a piece of music.

Explain and demonstrate how you would go about practising it.

4.3



# 5: EXPLORING AND CREATING MUSIC

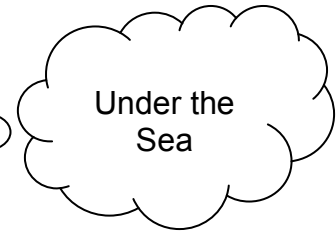
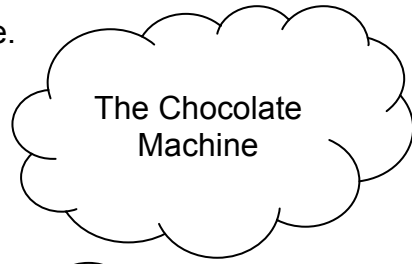
## A SOUNDSCAPE

- Make up a short **SOUNDSCAPE** on a given theme.
- You could then try to notate your ideas using a graphic score

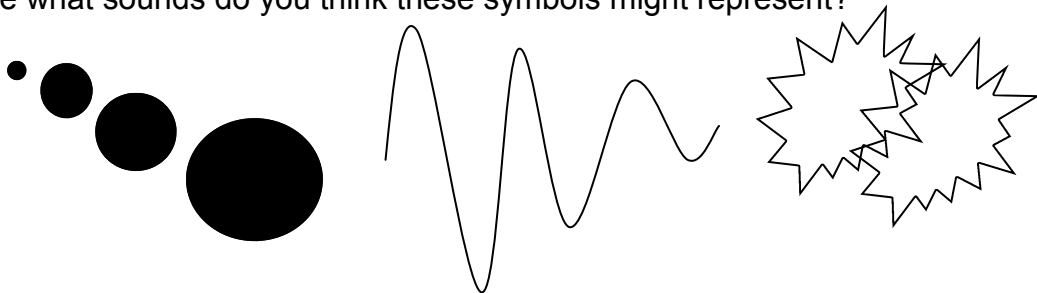
5.1



You can make up your own story, but some ideas might be .....mmm!



For your graphic score you can invent all sorts of designs that represent sounds. For example what sounds do you think these symbols might represent?



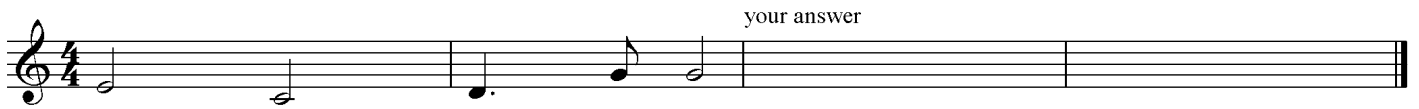
Draw your graphic score here and then perform it to each other:  
This game is best in small groups.



5.2



- Answer musically a short phrase played by your teacher.

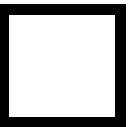


5.3



- Make up a short melody (similar to the ones above) for another pupil to extend or copy

5.4

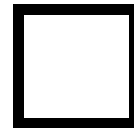


- Work out the first bar phrase of a simple well known tune by ear

# 6: LISTENING AND ENJOYING MUSIC

- Attend a live performance or concert.
- Write a short account of the performance, saying where you heard it, who was playing, what type of music was performed and what you enjoyed about it.

6.1



**The Concert**

.....

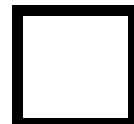
.....

.....

.....

6.2

Listen to a piece of music selected by your teacher and be able to identify and describe characteristics including dynamics, tempo and articulation. Use the terms below in your answers.



**DYNAMICS** - How loud or soft the music is!

Write the symbol for each of these dynamics and say what they mean

Piano ..... ..

Mezzoforte..... ..

Forte ..... ..

**TEMPO** - How fast the music is!

What is the term for these tempi?

Fast .....

Slow .....

Medium speed .....

**ARTICULATION** - How detached are the notes

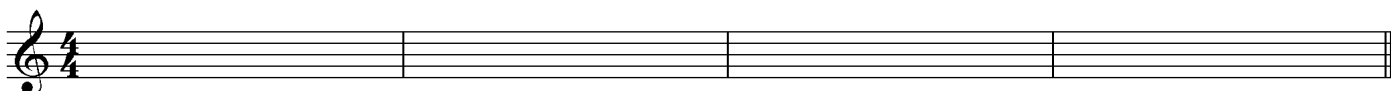
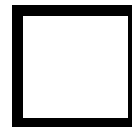
What are the terms for these articulations?

Short and detached .....

Smooth and joined .....



- Make up some rhythms of your own using either one or two different notes.



## 8: QUIZ TIME

- Complete this short quiz which tests your knowledge of theory covered so far.

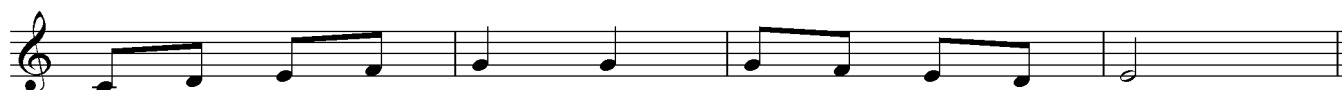
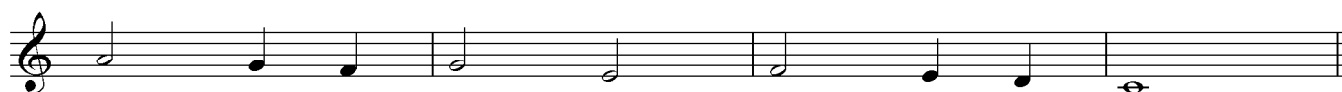


### SECTION 1 - TIME SIGNATURES

What do these time signatures mean?



.....  
Fill in the time signatures for these tunes:

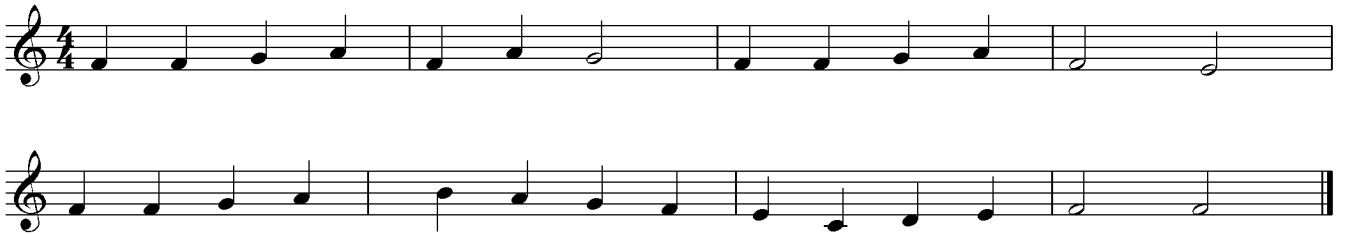


**SECTION 2 - KEY SIGNATURES and ACCIDENTALS**

This is a well known tune, but it needs B<sub>b</sub>  
Can you write in the accidental?

The try playing the tune and see if you can recognise it.

What is the title of this tune? .....



This is a well known tune, but it needs F#  
Can you write in the key signature?

The try playing the tune and see if you can recognise it.

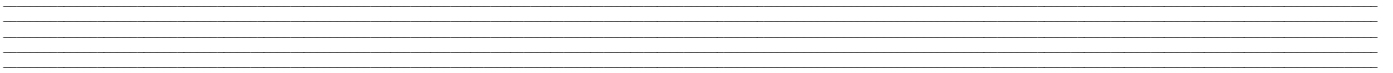
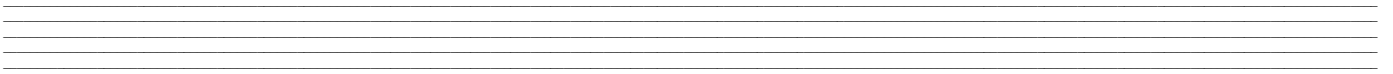
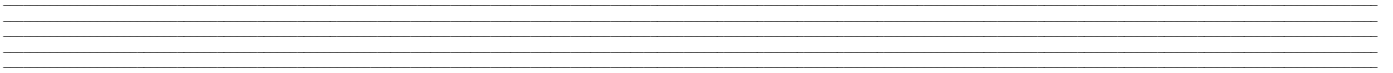
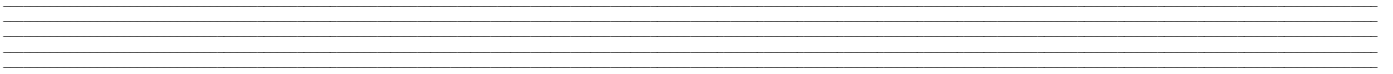
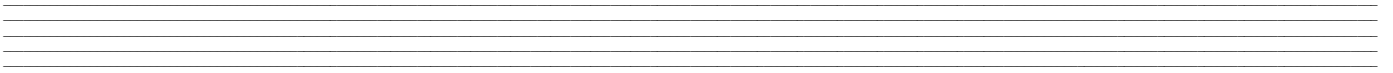
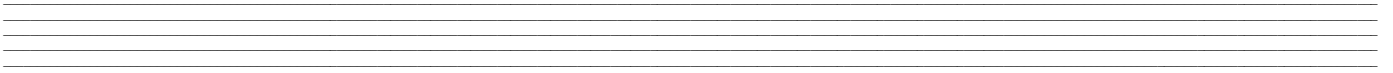
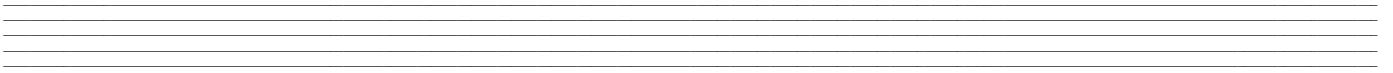
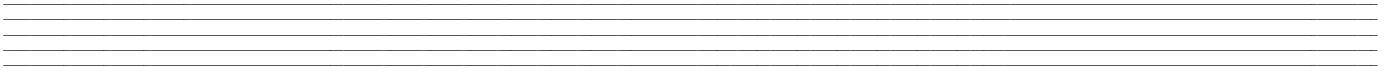
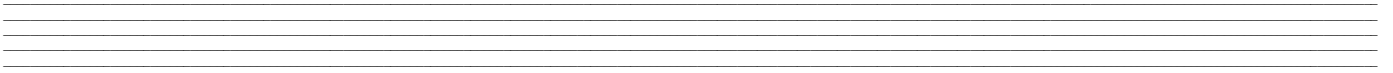
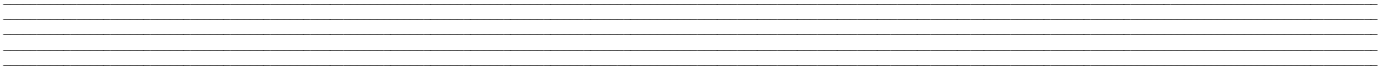
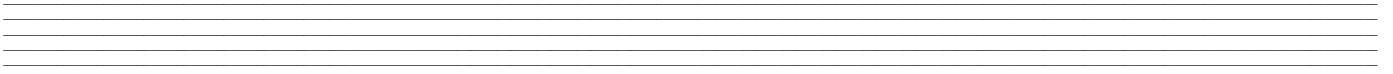
What is the title of this tune?

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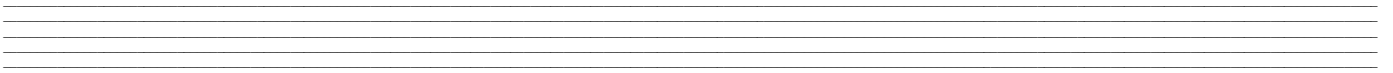
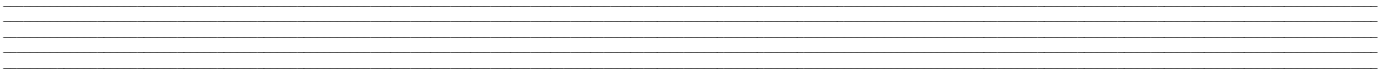
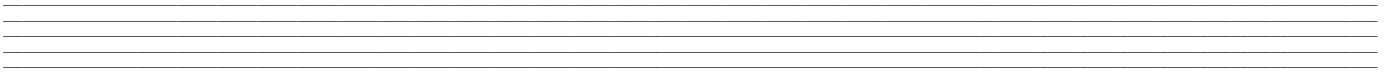
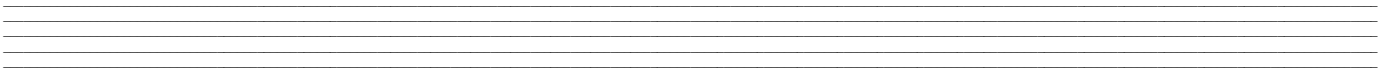
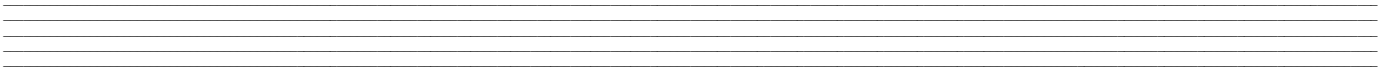
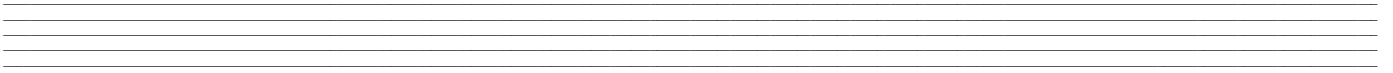
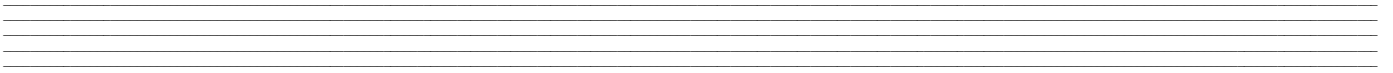
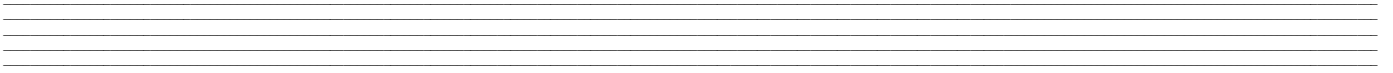
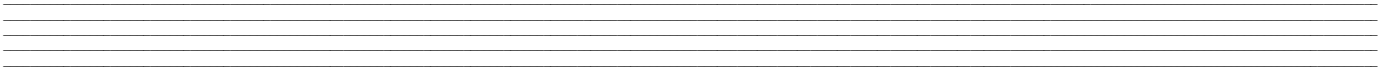
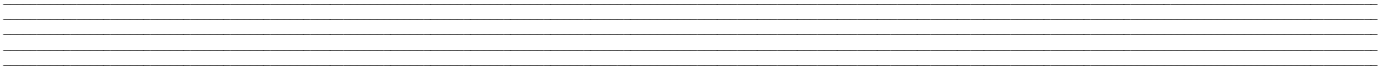
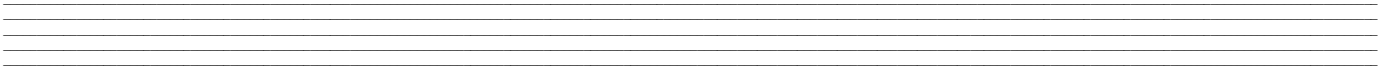
REMEMBER the KEY SIGNATURE has to be written at the start of each staff!



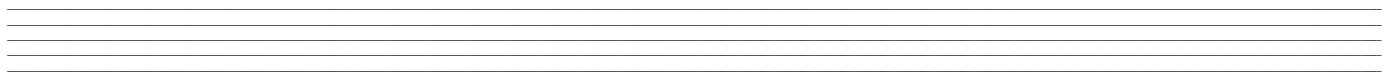
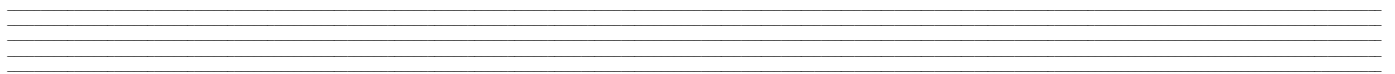
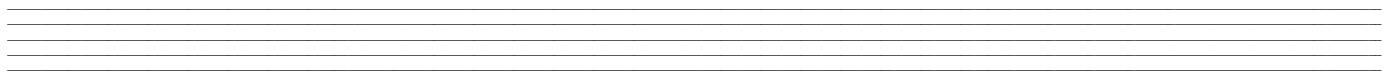
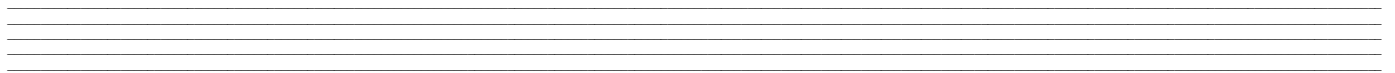
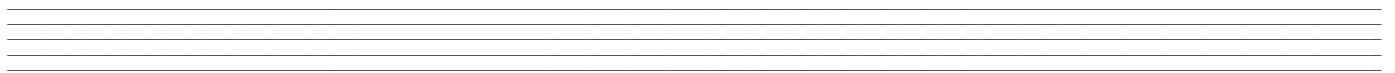
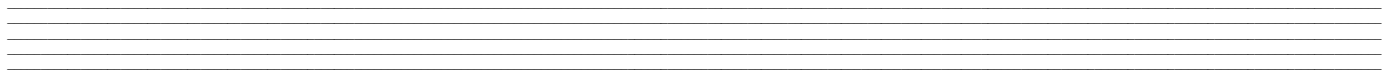
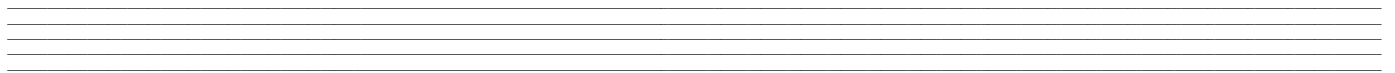
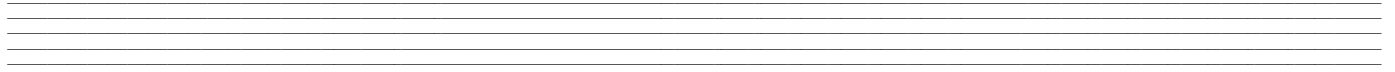
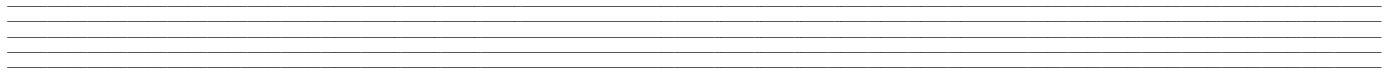
Manuscript paper for you to write your own tunes:



Manuscript paper for you to write your own tunes:



Manuscript paper for you to write your own tunes:





Photocopy this page to make your own set of movable notes

F

E

H

E

D

#

D

C

b

C

B

B

A

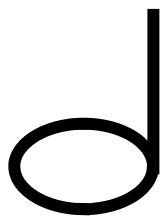
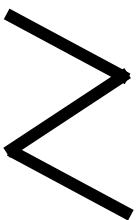
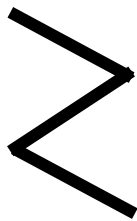
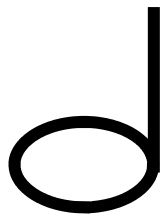
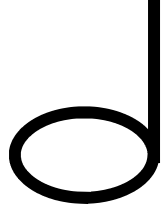
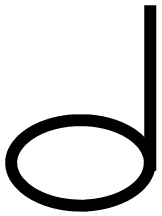
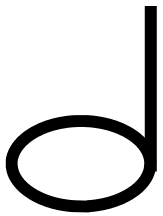
G

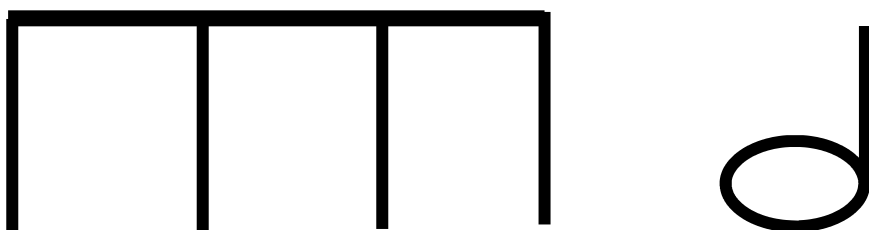
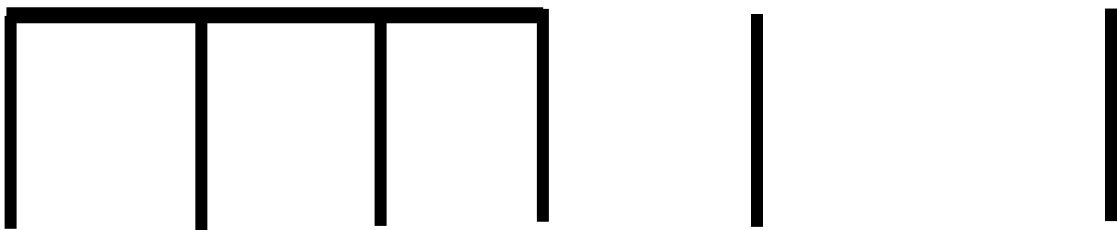
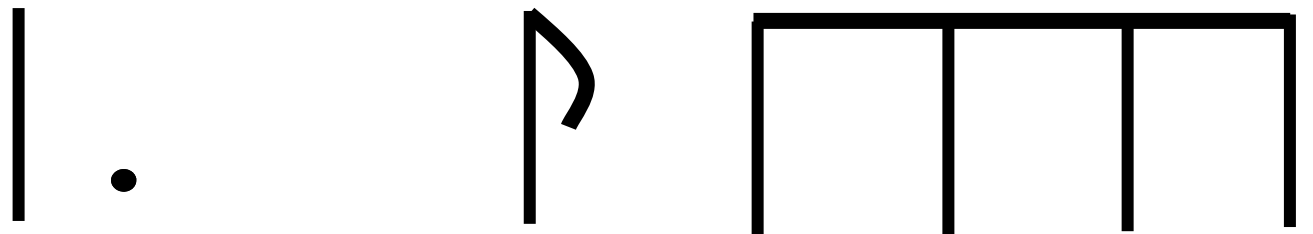
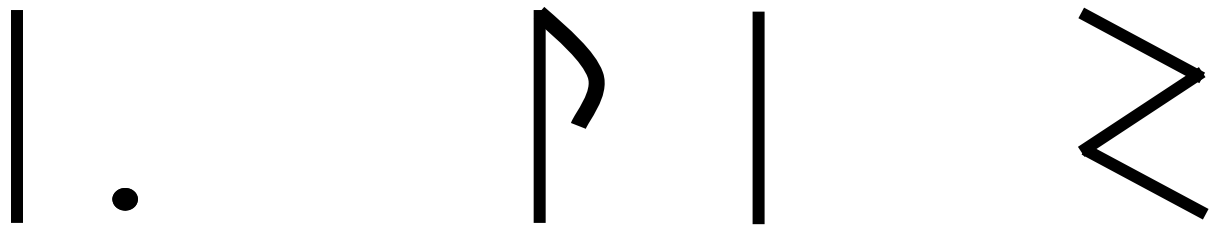
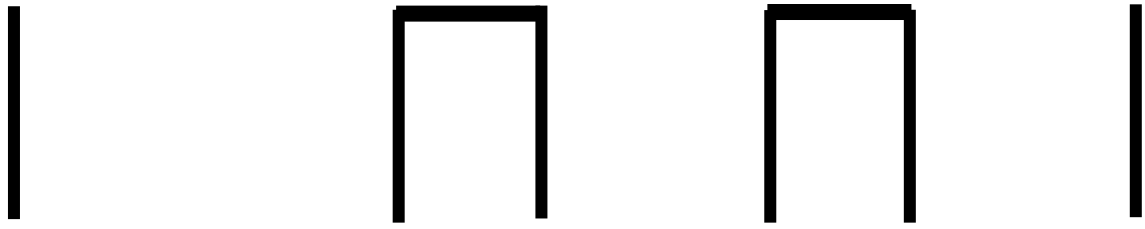
A

G

F










## Horn: Target 1 Workbook 2

### Progress Chart

			Completed
Developing technique	1.1	Perform a simple buzzing exercise using the mouthpiece, sustaining a steady pitch for 4 seconds	
	1.2	Play an octave C-C' and down to low A, sustaining each note for 4-6 seconds	
	1.3	Play C major scale from memory legato and with detached tonguing	
	1.4	Play 2 flexibility exercises using the note from C to G from memory	
Performing	2.1	Perform pieces in a variety of different ways (eg. Fast/slow, loud/soft, angry/calm)	
	2.2	Perform to others in school or within a group—at least one piece should be played from memory	
Ensembles	3.1	Perform a duet or trio	
	3.2	Perform a simple round	
	3.3	Join a music centre satellite group and/or school ensemble	
	3.4	Support and play along with a fellow pupil who is on stage 1 in a small group or band situation	
Practice skills	4.1	Maintain the practice routine and increase time spent practising to 15 minutes	
	4.2	Sight read a tune in 2 or 3 time using notes including C, D, E, F, G, A, F sharp and B flat	
	4.3	Find a difficult passage in a piece of music, explain and demonstrate how you would practise it	
Exploring & Creating	5.1	Make up a short “sound-scape” on a given theme	
	5.2	Improvise a response to a phrase played by the teacher, finishing on the home or key note	
	5.3	Create a short melodic phrase for imitation by others	
	5.4	Work out the first bar phrase of a simple well known tune by ear	
Listening & Enjoying	6.1	Attend a live music concert and give a brief written account of the experience.	
	6.2	Be able to identify characteristics of music such as tempo pitch dynamics and gradation of tone	
Rhythm Bank	7.1	 Rests 2/4, 3/4, 4/4 Time Clap and play simple rhythms	
	7.2	Make up some simple rhythms using the rhythm bank for another pupil to play	
Theory	8.1	Complete a short theory test, including understanding of time signatures in 2, 3 and 4 time and the use of B flat and F sharp	

**Target 1: Workbook 2 Completed**

Signed ..... Date .....