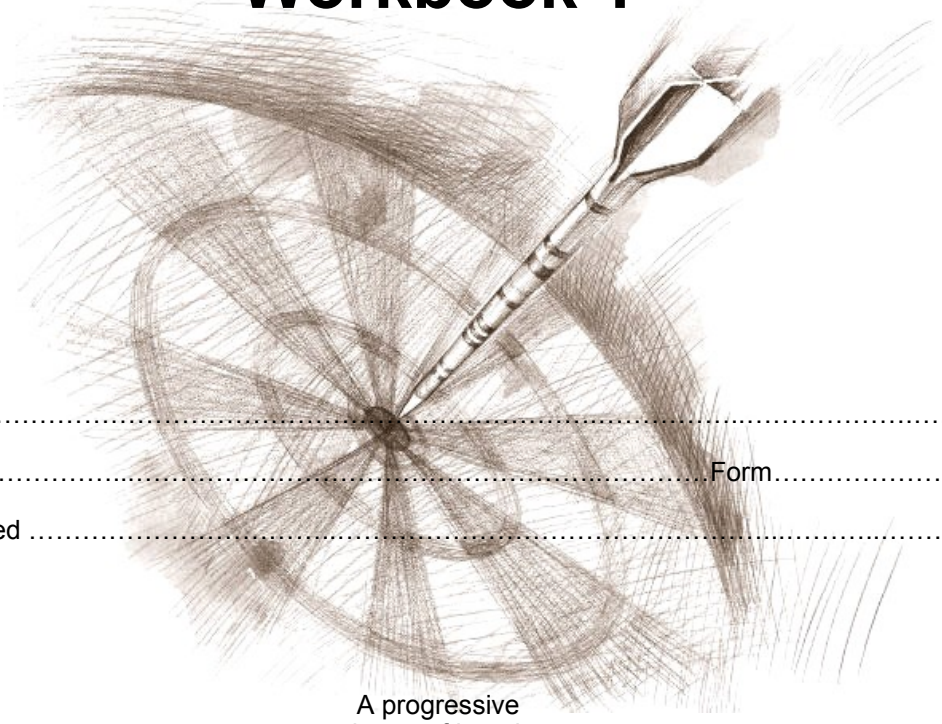
Target Practice
for
Trumpet

Target 1

Workbook 1



Name ……

School……Form……...

Date Started ……..……..……..

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

Devised by Jeff Snowdon

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. Quiz - 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.

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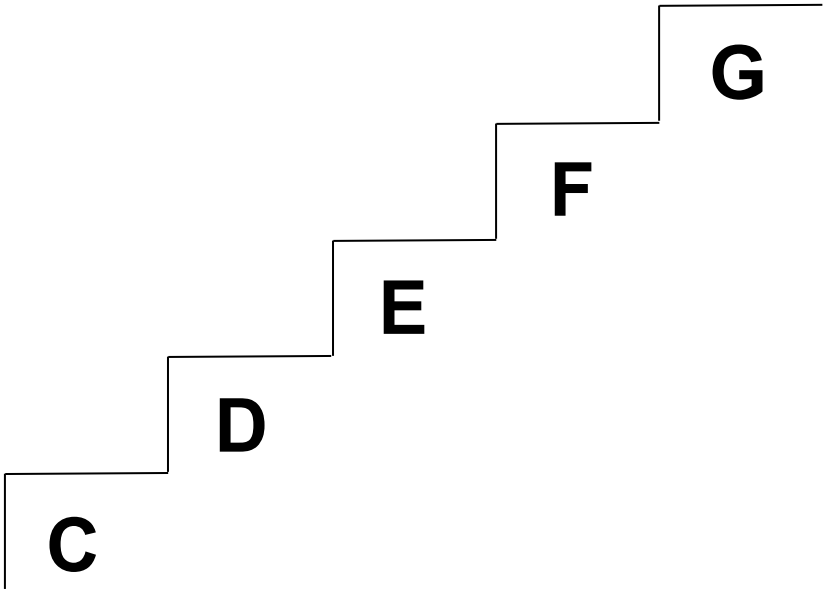
BEFORE WE START ...

we need to learn some basics!

A sound is produced on a brass instrument by buzzing the lips into the mouthpiece.

The first five notes are:



Valves:	**Open**	**1 3**	**1 2**	**1**	**Open**

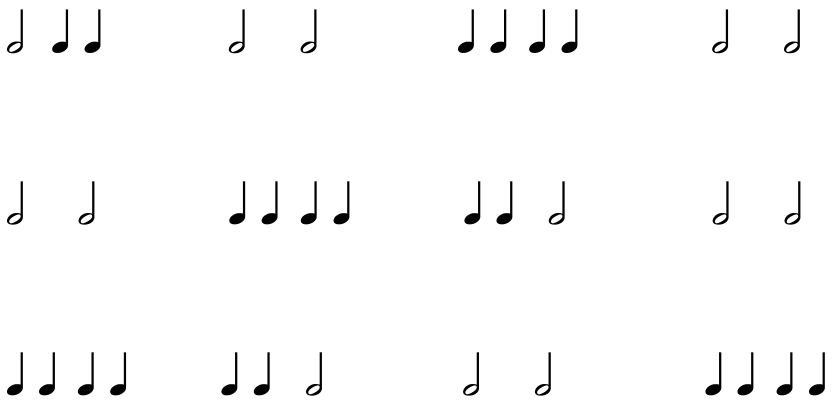
- **See which of these notes you can play and with the help of your teacher try to get all five.**
- **You can start at the top or at the bottom, depending on which note is easiest to get.**

LONG NOTES AND SHORT NOTES

Short notes are written with this symbol

Long notes are written with this symbol

Try playing these rhythms on any one of your five notes:

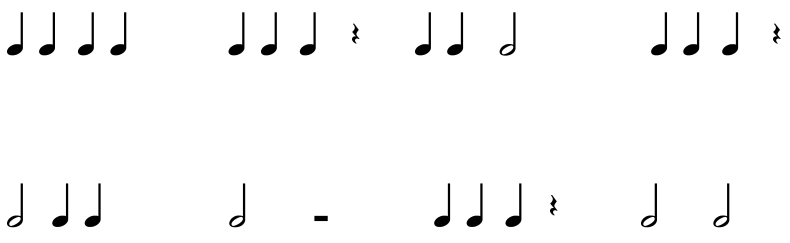


Music also has silences which are called RESTS

A short rest is written with this symbol

A long rest is written with this symbol

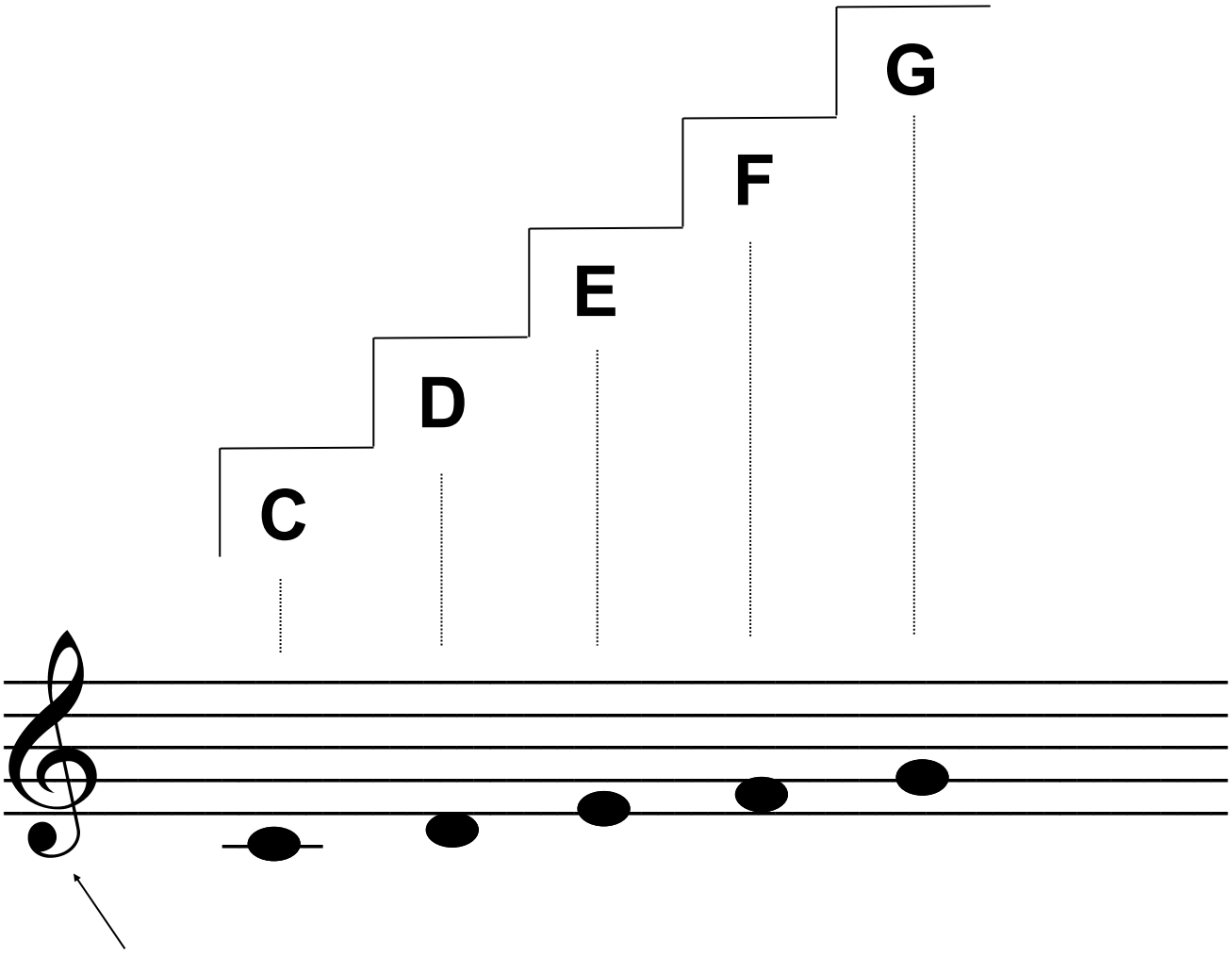
Try playing these rhythms on any one of your five notes:



WHERE DO THE NOTES LIVE?

Each note has its own position on the stave

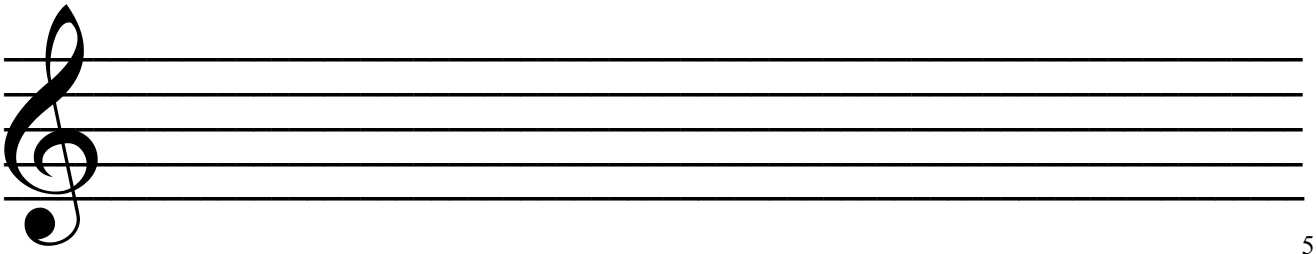
The stave is like a ladder with five lines
The higher up the ladder, the higher the note
Notes are written on the lines or in the spaces



This is called the TREBLE

Can you draw these notes on the stave?

D E C F C G E F

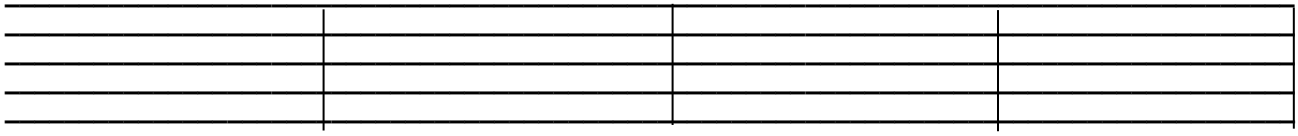


YOUR FIRST TUNES

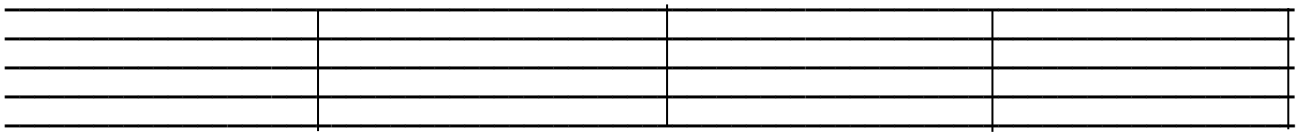
For these tunes we are using the letter names only and showing the length with a line.

When you have learnt the tune, try writing it out using music notation on the stave below.

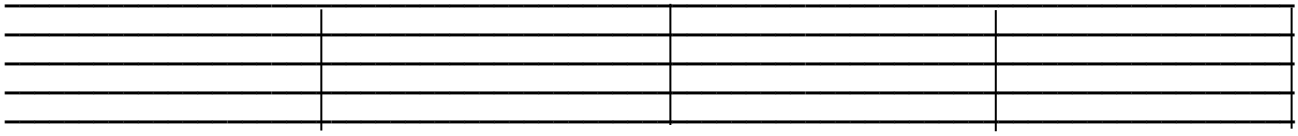
C C C D C___ C___ D D D C C_____



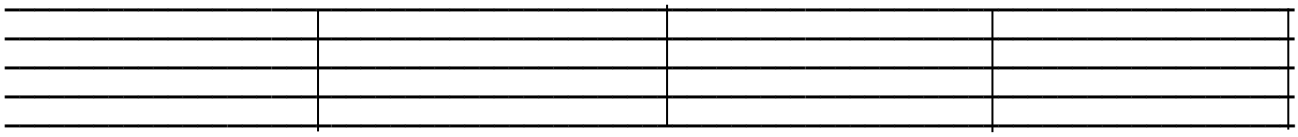
C C D___ E E D___ C C D D E_____



E E D___ E E C___ D D E E C_____



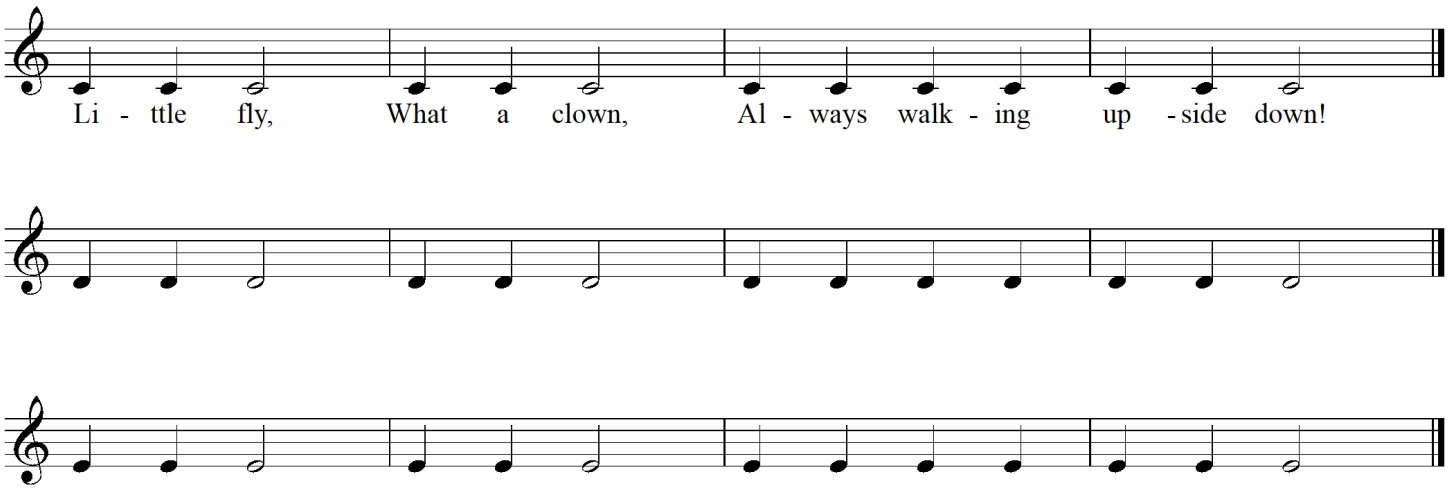
C D E___ F E D___ E D C D E___ C___



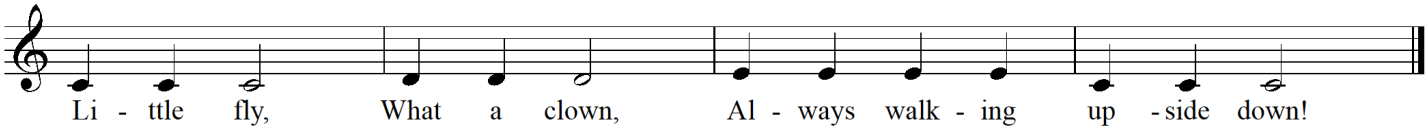
The Little Fly …. using the notes C, D and E

These tunes will help you to get used to reading the notes C, D and E

Tongue each note clearly, pronouncing too-too-too



Now using all three notes ….

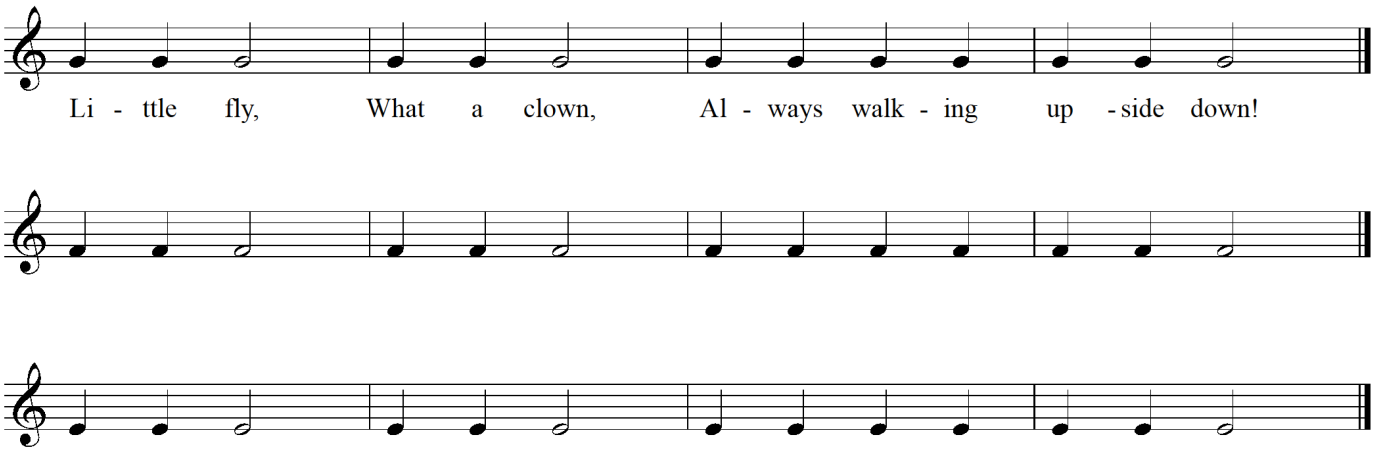


Maybe you could think of some different words to fit this rhythm

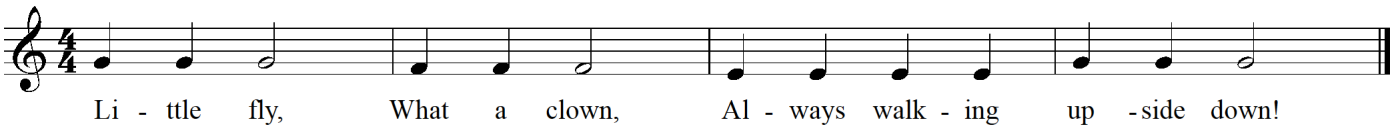
The Little Fly …. using the notes G, F and E

These tunes will help you to get used to reading the notes G, F and E

Tongue each note clearly, pronouncing too-too-too



Now using all three notes ….

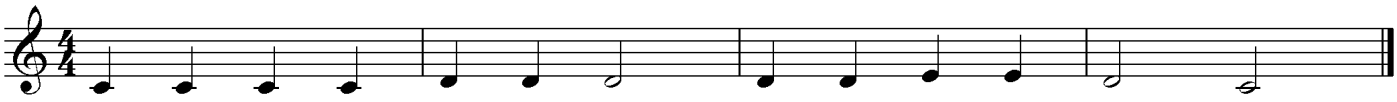


Maybe you could think of some different words to fit this rhythm

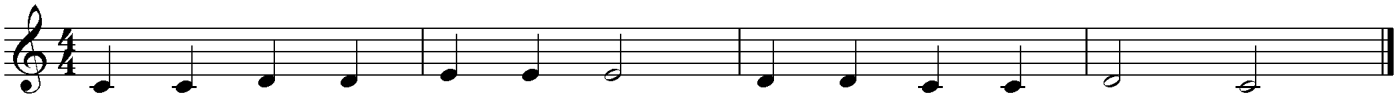
LET'S GET SOME PRACTICE
IN READING THE NOTES C, D and E

If you need to write in notes or fingerings you can, but you will learn to read much quicker if you can do this without!

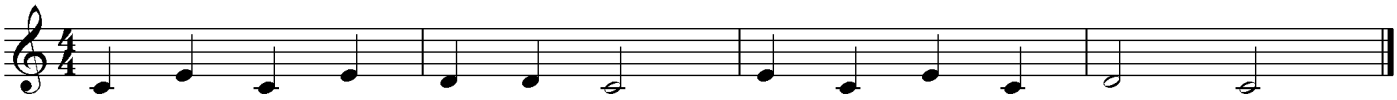
1. Marching Home



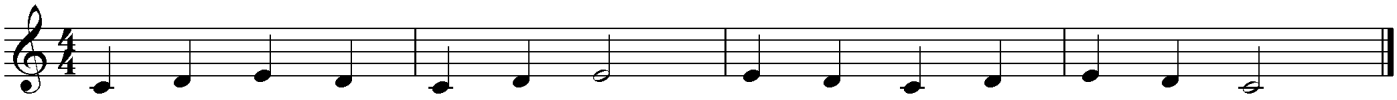
2. Simple Steps



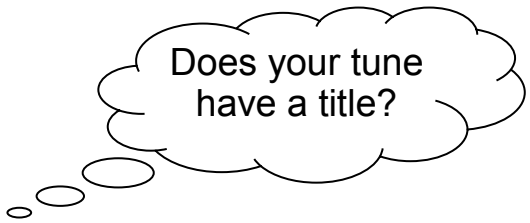
3. The Rabbit



4. The Earthworm



Use this space to write some tunes of your own with the help of your teacher!



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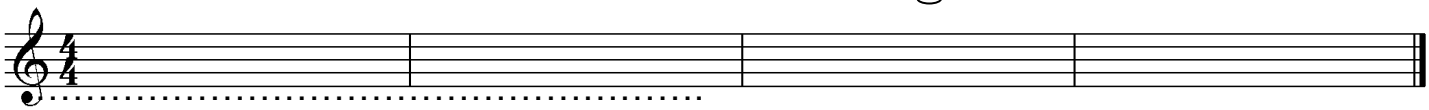

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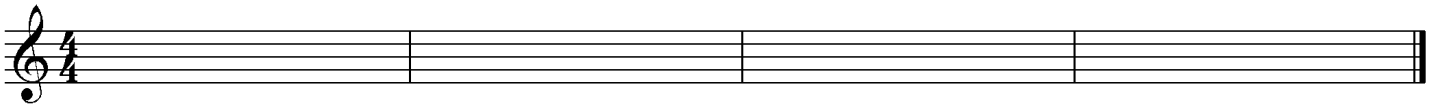
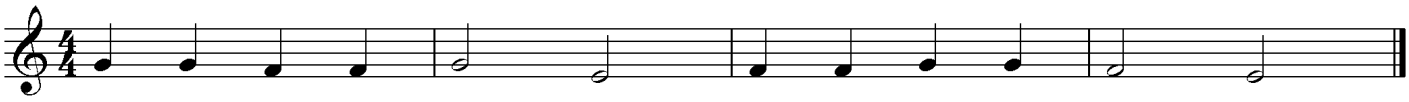


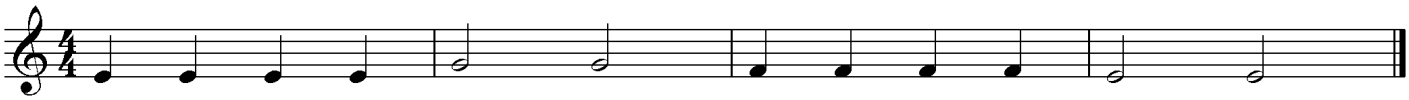
LET'S GET SOME PRACTICE
IN READING THE NOTES G, F and E

If you need to write in notes or fingerings you can, but you will learn to read much quicker if you can do this without!

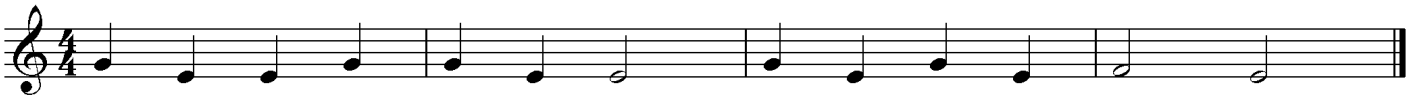
1. A Hymn Tune



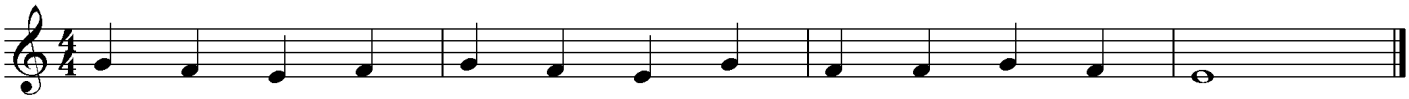
2. The Setting Sun



3. The Machine



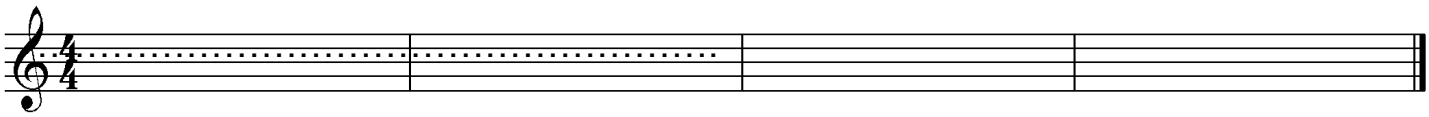
4. By a Warm Fire

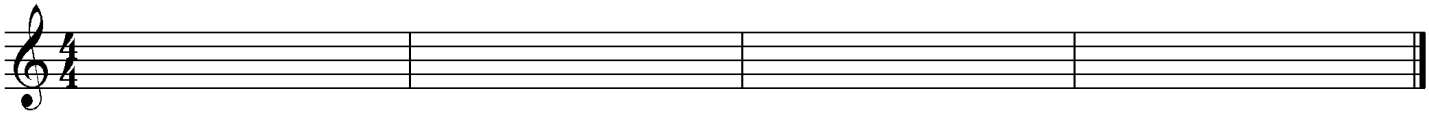


Use this space to write some tunes of your own with the help of your teacher!

……

Does your tune have a title?





TARGET 1 : WORKBOOK 1

1: DEVELOPING TECHNIQUE

BUZZING

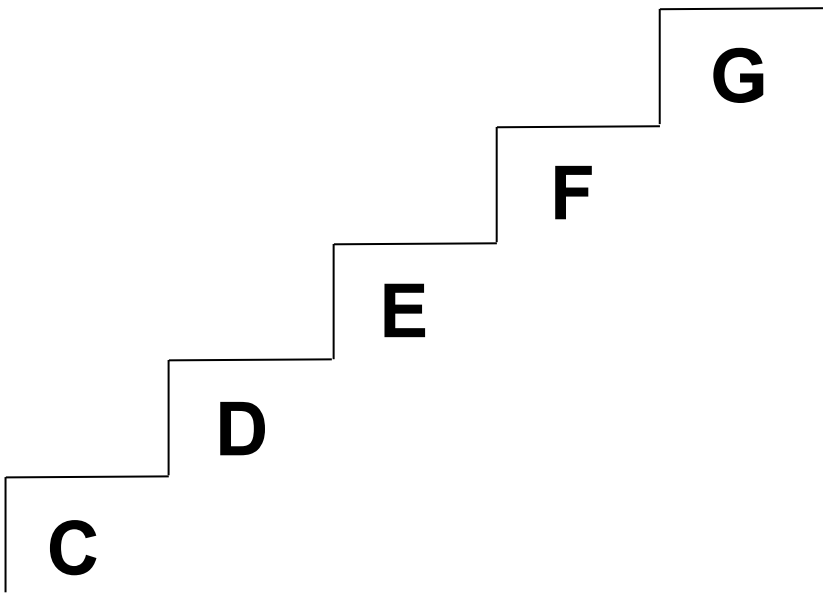
1.1

- 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.

THE FIRST 5 NOTES

1.2

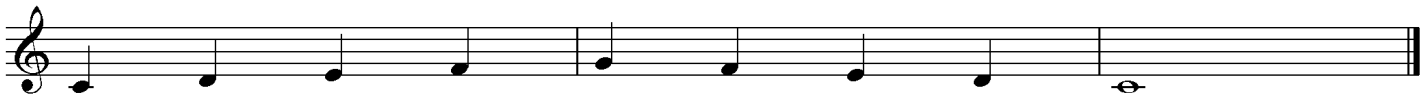
- Play these notes, holding each note for 4 seconds, with a rest between.



1.3

UP AND DOWN THE STAIRS

- Play these 5 notes as fast as you can …..



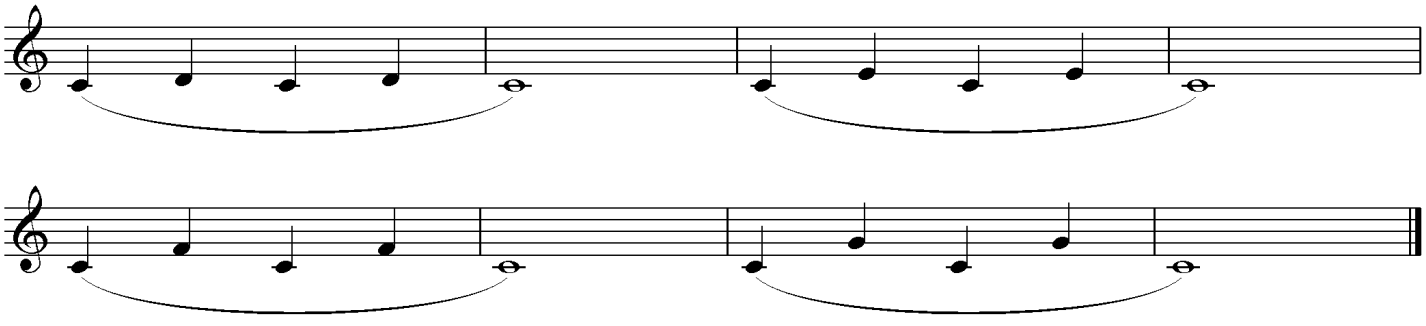
…... …... …... …... …... …... …... …... …...

What are the names of these notes?

1.4

FIRE–ENGINES

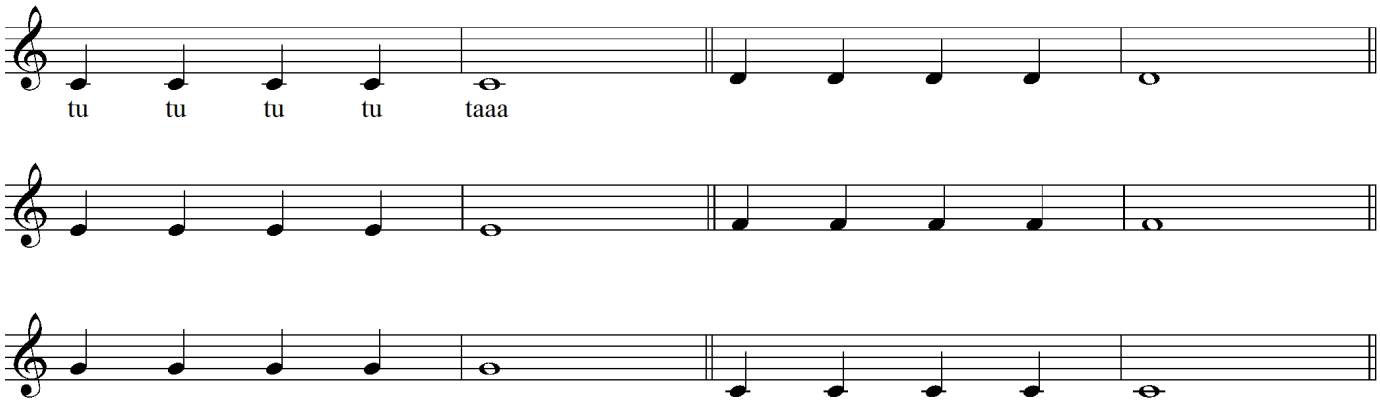
- This is an important brass players technique we call “SLURRING” where we join the notes together without re-tonguing.



1.5

TONGUING

- Pronounce every note clearly using the tongue and keep a good air flow.



POSTURE

1.6

- Demonstrate to your teacher how to sit or stand correctly when playing

BREATHING

1.7

- Show your teacher how you take a full breath when you play.

FACT FILE

The trumpet goes back to the beginnings of Human history.

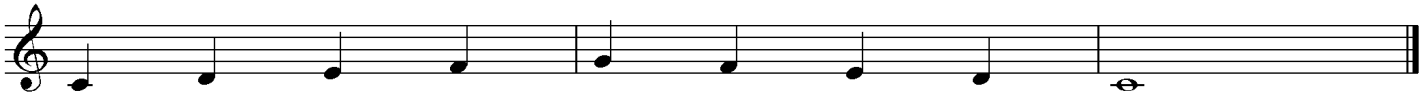
It is mentioned in the Bible as being important in religious ceremony and trumpets were found in the tomb of the Egyptian Pharaoh, Tutankamen.

The ancient Greeks even had a competition in trumpet playing in their Olympic Games

UP AND DOWN THE STAIRS

1.3

- Play these 5 notes as fast as you can …..



…... …... …... …... …... …... …... …... …...

What are the names of these notes?

POSTURE

1.4

- Demonstrate to your teacher how to sit or stand correctly when playing

BREATHING

1.5

- Show your teacher how you take a full breath when you play.

FACT FILE

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2: PERFORMING

2.1

- Perform three tunes for your teacher or other pupils, using the notes C, D, E, F and G

2.2

- Give a performance of one of your tunes for your class, or in an assembly or concert.

Here are some well known tunes that use the notes C , D, E F and G.

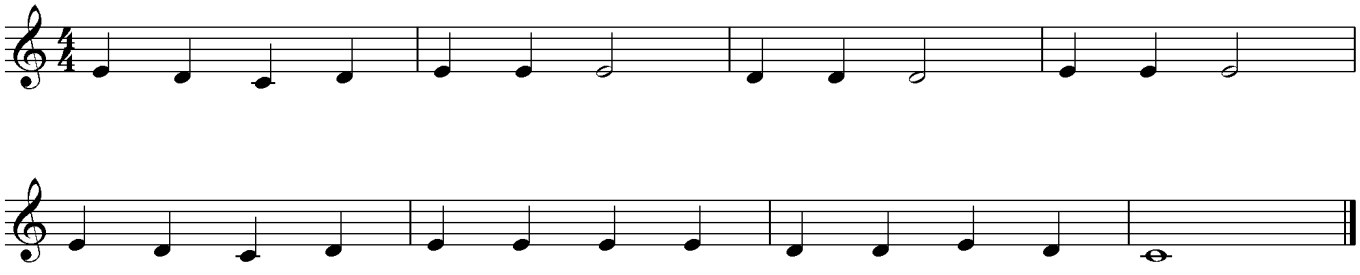
You will find plenty more in your other books.

If you have not learnt to read the music confidently yet you can use the letter names.

MERRILY WE ROLL ALONG

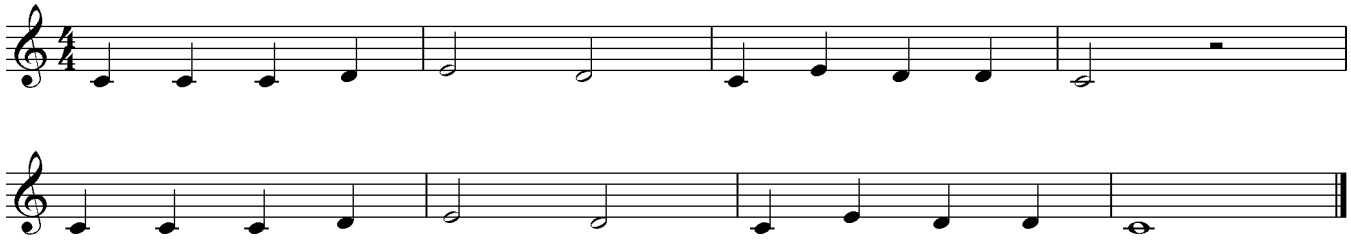
e d c d e e e__ d d d__ e e e__

e d c d e e e e d d e d c_____



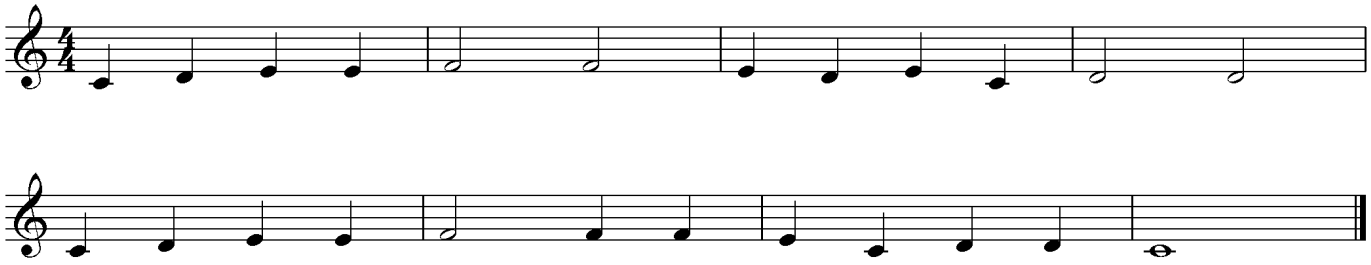
AU CLAIR DE LA LUNE

A French song



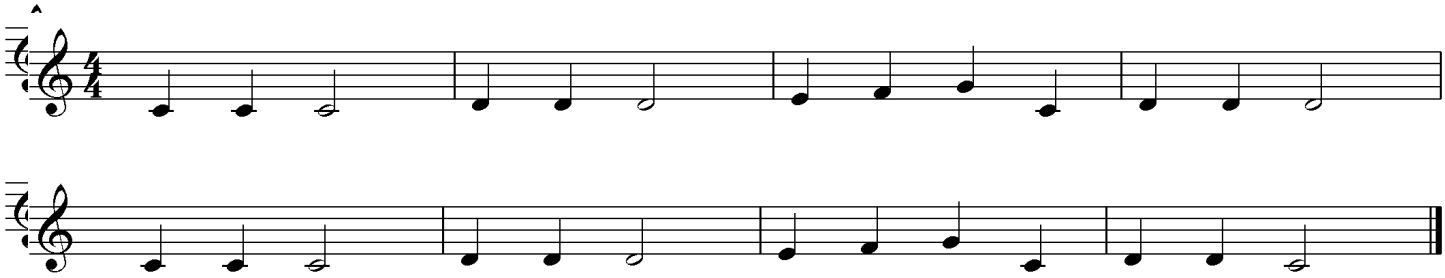
CLOWN DANCE

An old French song

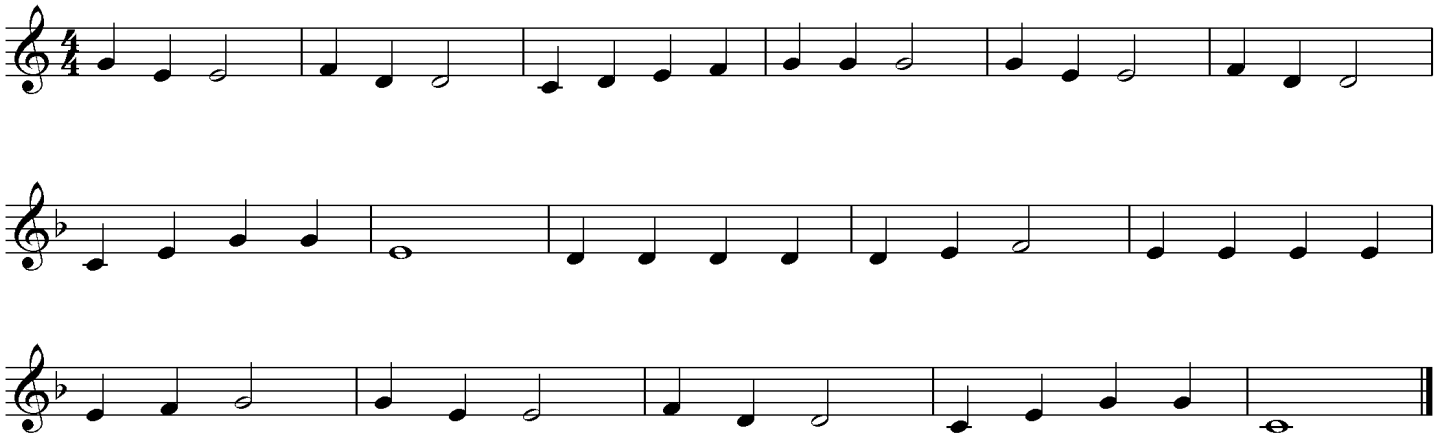


SUR LA PONT D'AVIGNON

Another old French song



LIGHTLY ROW



AU CLAIR DE LA LUNE

A French song

c c c d e__ d__ c e d d c___

c c c d e__ d__ c e d d c_____

CLOWN DANCE

An old French song

c d e e f__ f__ e d e c d__ d__

c d e e f__ f f e c d d c_____

SUR LA PONT D'AVIGNON

Another old French song

c c c___ d d d___ e f g c d d d___

c c c___ d d d___ e f g c d d c___

LIGHTLY ROW

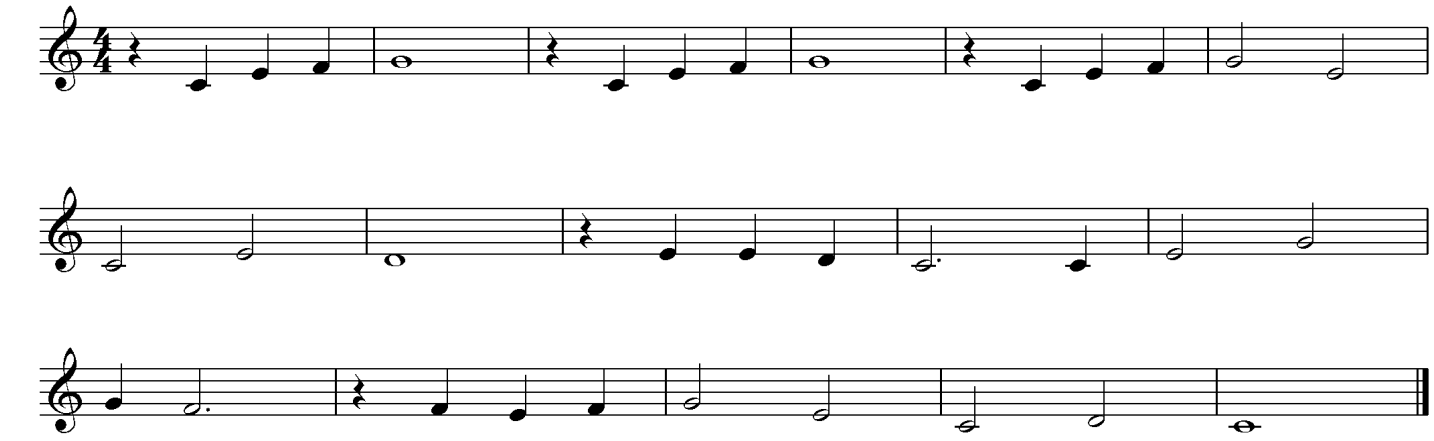
g e e__ f d d__ c d e f g g g__

g e e__ f d d__ c d e f g g g__

d d d d d e f__ e e e e e f g__

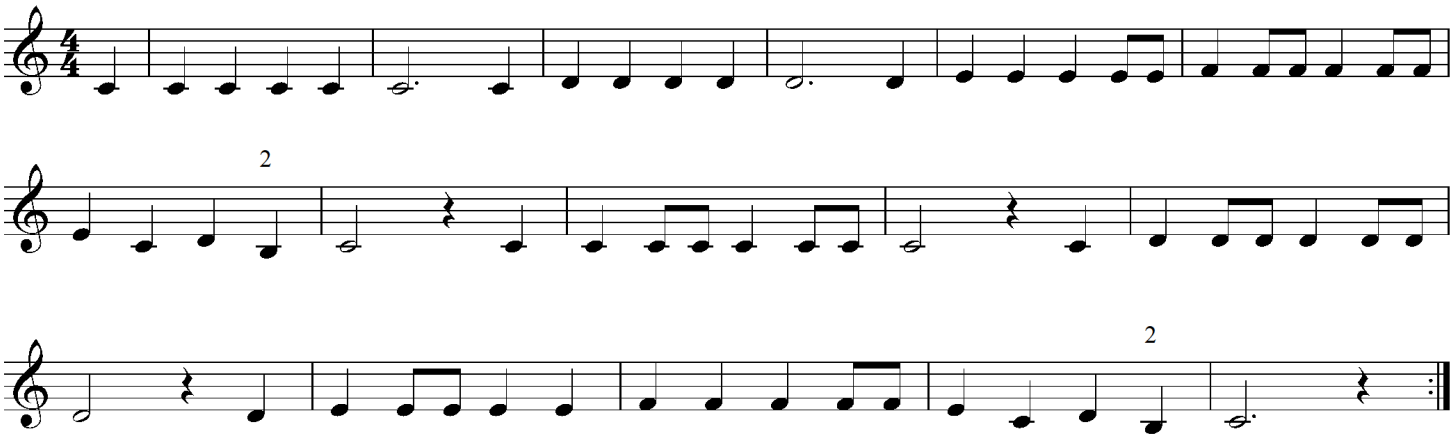
g e e__ f d d__ c e g g c_____

WHEN THE SAINTS GO MARCHING IN



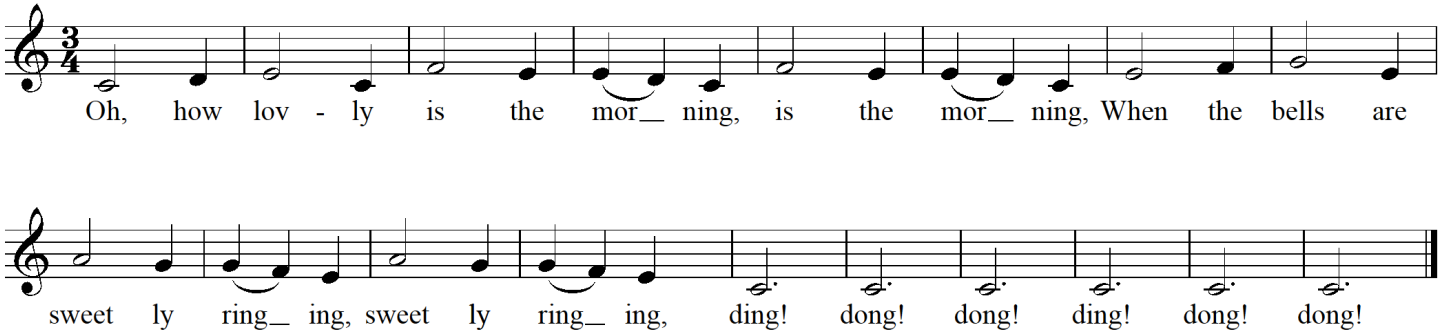
THE GRAND OLD DUKE OF YORK

This tune has a low B in it - fingered 2nd valve
Notice it also starts on the last beat of a bar - we call this the UPBEAT



OH HOW LOVELY IS THE MORNING

This tune has 3 beats in each bar.
It can be played as a round.



WHEN THE SAINTS GO MARCHING IN

c e f g_____ c e f g_____

c e f g__ e___ c__ e__ d_____

e e d c____ c e__ g__ g f____

f e f g__ e__ c__ d__ c_____

THE GRAND OLD DUKE OF YORK

This tune has a low B in it - fingered 2nd valve
Notice it also starts on the last beat of a bar - we call this the UPBEAT

c | c c c c | c_____ c | d d d d | d_____

d | e e e ee | f f f ff | e c d b | c_____

c | c cc c cc | c_____ c | d dd d dd | d_____

d | e ee e ee | f f f ff | e c d b | c_____

OH HOW LOVELY IS THE MORNING

This tune has 3 beats in each bar.
It can be played as a round.

c__ d e__ c f__ e e d c

f__ e e d c

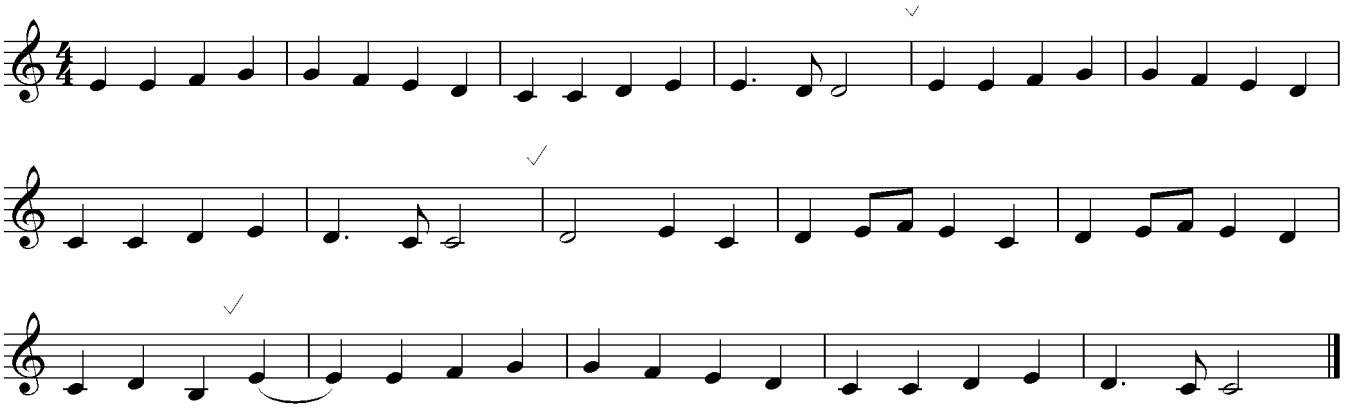
e__ f g__ e a__ g g f e

a__ g g f e

c___ c___ c___ c___

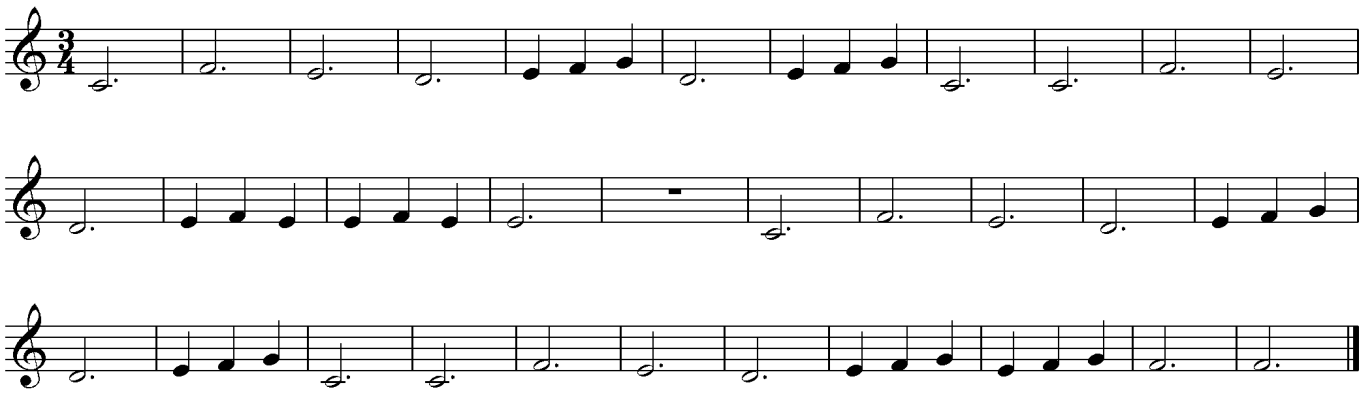
Ode to Joy

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,

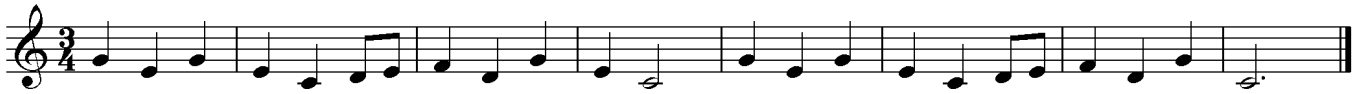


Roses from the South

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



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.

3.1

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

If you have a photo of your group stick it in here:

Section 4: PRACTISING

KEEPING A PRACTICE DIARY

- Using your Practice Diary or the Practice Record Chart on this workbook, keep a record of how often you practise.
- Aim to practise 4 times each week, at least 10 minutes each session.
- Ask your parents to sign your record to confirm that you have achieved your target.

4.1

SIGHT READING

- Sight read a simple tune set by your teacher.
- It should use the notes C, D and E or E, F and G and should include the rhythms used so far.

4.2

A SOUNDSCAPE

5.1

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

The Chocolate Machine

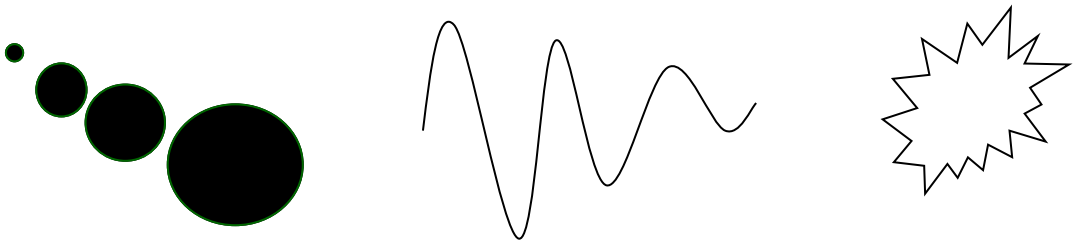
A Haunted House

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

Under the Sea

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?

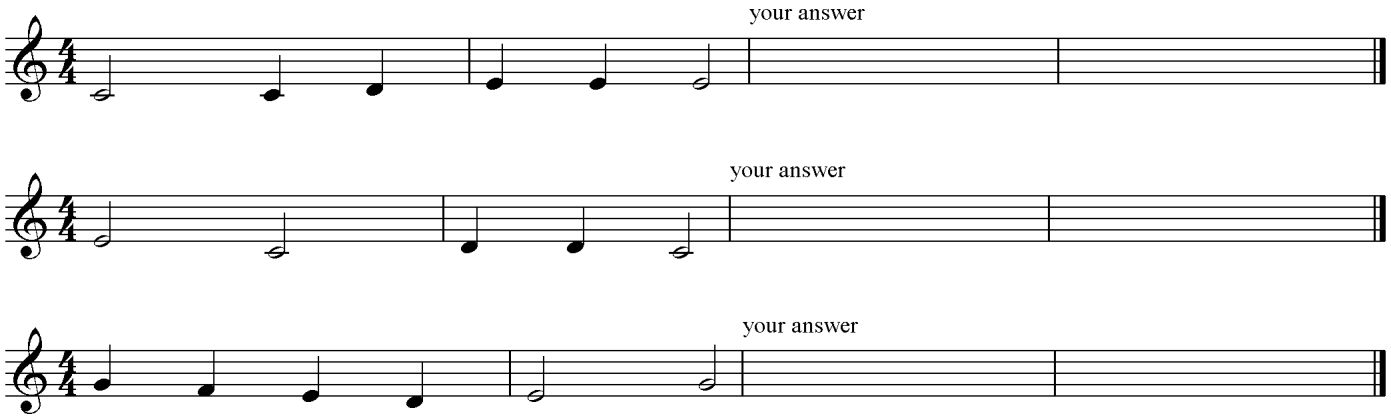


Draw your graphic score here and then perform it to each other:
(This game is best in small groups).

IMPROVISING

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.

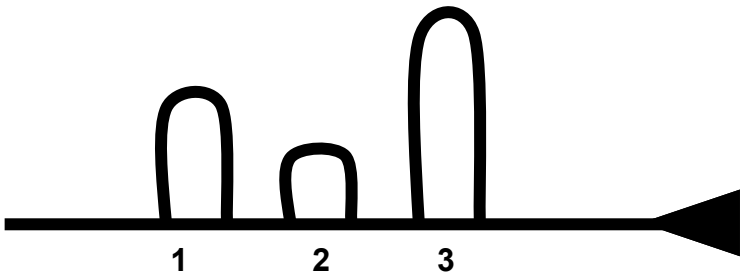
FACT FILE

Do you know how the valves on your trumpet work?

When you press a valve down it diverts the air through an extra length of tube called "The Crook"

Each crook is a different length and makes the pitch go lower:

2nd Valve— 1/2 tone
1st Valve— 1 tone
3rd Valve—1 1/2 tone



6: LISTENING AND ENJOYING MUSIC

- Experience a live or recorded performance by an expert on your instrument.
- Write a short account of the performance, saying where you heard it, who was playing and what you enjoyed about it.

6.1

The Concert

.....

.....

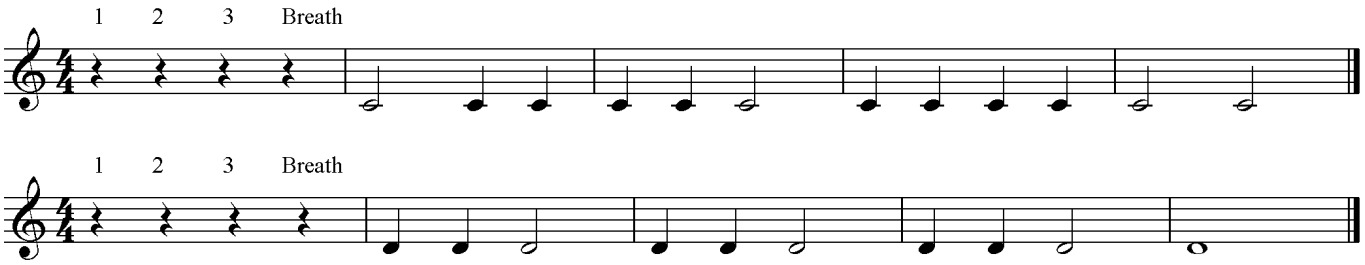
.....

.....

7: THE RHYTHM BANK

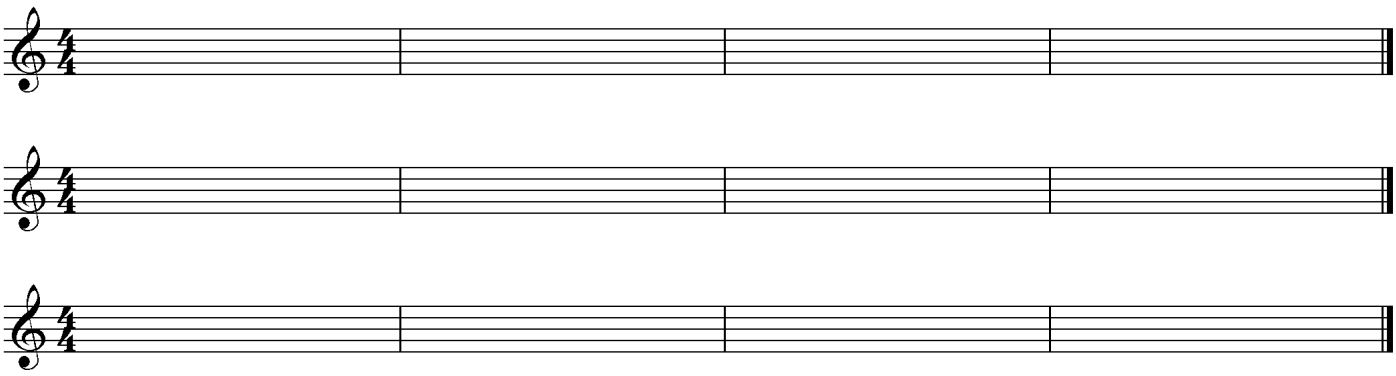
7.1

- Play these rhythms on one note.
- Count yourself in, breathe in time and keep a steady pulse



7.2

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



8: QUIZ TIME

8.1

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

1. What does the 4/4 sign at the beginning of the stave mean?

   ……

2. What do we call the set of 5 lines which music is written on?

   ……

3. How many beats do these notes last?

   q ..... h ..... w .....

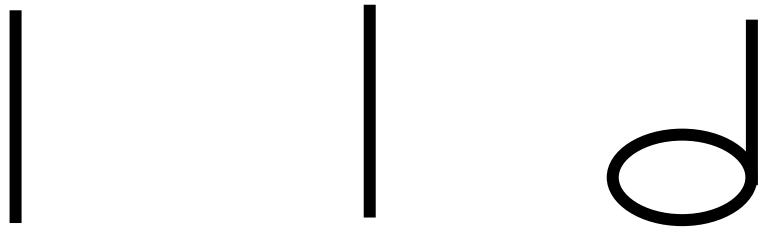
4. Can you draw the symbols for rests that last as long as these notes

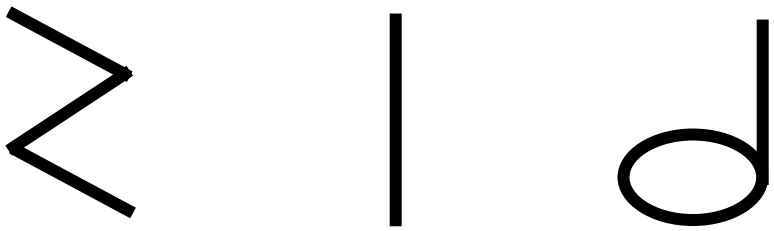
   q ..... h ..... w .....

Manuscript paper for you to write your own tunes:

Manuscript paper for you to write your own tunes:

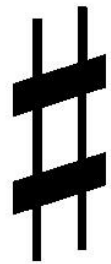
Photocopy this page to make your own set of Kodaly Rhythm Flash Cards





A B C D E F

G A B C D E

F G 

Photocopy this page to make your own set of movable notes

PRACTICE RECORD CHART

Week	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Parents Signature

Trumpet : Target 1 Workbook 1

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 5 notes C D E F and G holding each for 4 seconds	
	1.3	Play the 5 notes as a scale up and down	
	1.4	Demonstrate how to sit or stand correctly when playing	
	1.5	Demonstrate the correct way of breathing	
Performing	2.1	Perform three simple tunes using 3- 5 notes	
	2.2	Perform to others in school or within a group	
Playing in Groups	3.1	Perform a simple duet or trio with your teacher or another pupil	
Practising	4.1	Practice regularly 4 times a week, using the practice routine set by your teacher	
	4.2	Sight read a simple tune using three notes	
Exploring & Creating	5.1	Make up a short “sound-scape” on a given theme	
	5.2	Answer, musically, a short phrase played by the teacher	
	5.3	Create a short melodic phrase for imitation by others	
Listening & Enjoying Music	6.1	Experience a live or recorded performance played by an expert on their instrument and give a short written account of the performance.	
Rhythm Bank	7.1	q h w Rests 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 Quiz	8.1	Complete a short exam on notation introduced so far	

Target 1: Workbook 1 Completed

Signed ……..…… Date …….