



BEGINNING  
**BAND**  
AND  
**STRINGS**

create.  
perform.  
**belong.**

## **VIOLIN**

The violin is the highest pitched instrument in the string family. As with all string instruments, sound is produced by drawing a bow over the strings or by plucking them with the fingers. The musician holds the instrument under the chin and rests it on the shoulder while playing. Music for violin is written in treble clef.



# **STRINGS**

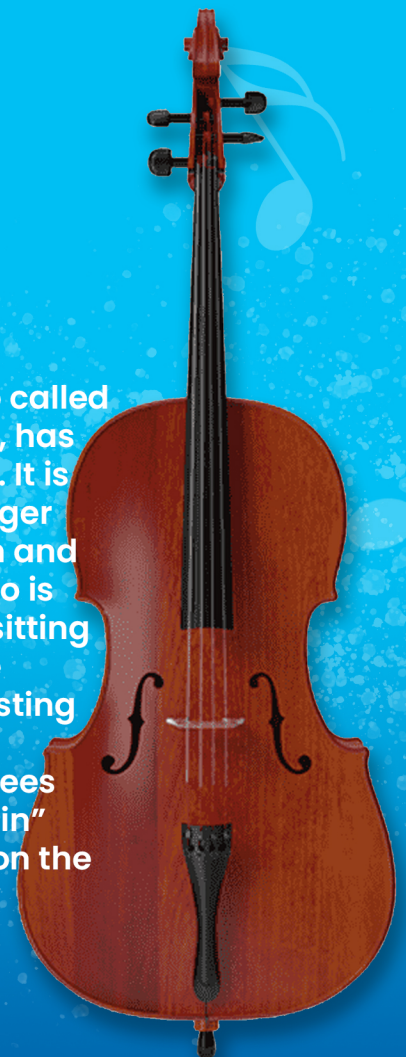
## **STRING BASS**

The string bass has deep powerful tones. It is also referred to as the Double Bass or Bass. Because string basses are so big, the musician stands or sits on a stool while playing. Like the cello, music for string bass is written in bass clef.



## **CELLO**

The cello, also called the violoncello, has rich low tones. It is noticeably larger than the violin and viola. The cello is played while sitting down with the instrument resting between the musician's knees with an "endpin" supporting it on the ground.



## **VIOLA**

The viola is slightly larger than the violin with a warm mellow tone and a lower pitch. Like the violin, the instrument rests on the shoulder, under the chin. Music for viola is written in alto clef.





## CLARINET

The clarinet is a single reed instrument with a warm, dark sound. When the musician blows through the mouthpiece, the reed vibrates to make the sound. As with all woodwind instruments, different pitches are produced by covering a combination



## ALTO SAXOPHONE

The saxophone is a single reed instrument that is usually made of brass. Changing notes on the saxophone works in the same manner as the other woodwinds.



## FLUTE

The flute is a high pitched woodwind instrument. Sound is produced by blowing a stream of air across a hole in the flute headjoint. Changing notes on the flute works in the same manner as the other woodwinds.

# WOODWINDS

INSTRUMENTS OFFERED AT THE BEGINNING OF THE FIRST YEAR MAY VARY BY AREA.



## OBOE

The oboe is a double reed instrument in similar pitches to flute and clarinet. Sound is produced when air moves between the two reeds which vibrate together. Changing notes on the oboe works in the same manner as the other woodwinds.



## BASSOON

The bassoon is a double reed instrument with a low range. Changing notes on the bassoon works in the same manner as the other woodwinds. Music for bassoon is written in bass clef.



## FRENCH HORN

The french horn - sometimes called horn - is a member of the high brass family. It is played with the right hand inside the bell while the left hand presses down the valves to change notes. Students who are interested in the horn sometimes start on trumpet.

# BRASS



## TROMBONE

The trombone is a member of the low brass family. It has a warm mellow tone and a lower pitch than trumpet or horn. It is the only brass instrument that uses a slide instead of valves to change notes which makes it very versatile.



## TRUMPET

The trumpet is the highest pitched instrument in the brass family. The musician presses valves with the right hand to change notes.



## TUBA

The tuba is the lowest sounding and largest instrument in the band. Students interested in the tuba sometimes start on the baritone. The tuba is the foundation of the band's sound.



## BARITONE

The baritone, sometimes called euphonium, has a warm mellow sound like the trombone but has valves instead of a slide. The musician presses valves in the same way as the trumpet.

# PERCUSSION

## SNARE DRUM, BELLS, TIMPANI, ETC.

The percussion family of instruments includes "pitched" percussion instruments like the bells, marimba and timpani and "non-pitched" instruments like the snare drum and auxiliary percussion instruments. Sound is produced by striking the instrument with mallets, sticks, the hand or fingers. The music for bells is written in treble clef, the music for timpani is written in bass clef and the music for snare drum and auxiliary percussion is written in percussion clef.



# BENEFITS OF BAND & STRINGS

## SENSE OF BELONGING

**Students who participate in the performing arts become part of a community.** There is a sense of belonging that comes with creating and performing together. Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Music is an enjoyable subject that can enrich students' lives and education. Learn more about why music education is so important and how it offers benefits even beyond itself in this excerpt from an article shared by the National Association for Music Education (NAfME.)

## LANGUAGE AND REASONING SKILLS

**Musical training helps develop language and reasoning.** Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.

## SPATIAL INTELLIGENCE

**Music can develop spatial intelligence.** Students who study music can improve the development of spatial intelligence, which allows them to perceive the world accurately and form mental pictures. Spatial intelligence is helpful for advanced mathematics and more.

## ENGAGEMENT IN SCHOOL

**Kids stay engaged in school.** An enjoyable subject like music can keep kids interested and engaged in school. Student musicians are likely to stay in school to achieve in other subjects.

## SELF-CONFIDENCE

**Music can cultivate self-confidence.** With encouragement from teachers and parents, students playing a musical instrument can build pride and confidence. Musical education is also likely to develop better communication for students.

## IMAGINATION & INTELLECTUAL CURIOSITY

**Music builds imagination and intellectual curiosity.** Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education develops the whole brain and develops a child's imagination.

## DISCIPLINE

**Musical instruments can teach discipline.** Kids who learn to play an instrument can learn a valuable lesson in discipline. They will have to set time aside to practice and rise to the challenge of learning with discipline to master playing their instrument.

## CREATIVE THINKING

**Music fosters creative thinking.** Kids who study the arts can learn to think creatively. This kind of education can help them solve problems by thinking outside the box and realizing that there may be more than one right answer.

## TEAMWORK

**Kids can learn teamwork.** Many musical education programs require teamwork as part of a band or orchestra. In these groups, students will learn how to work together and build camaraderie.

# ACQUIRING AN INSTRUMENT

There are different way to acquire an instrument. You'll learn more about these options from your teacher.



### RENT

You can rent an instrument from a local music store and often equity can be built toward the eventual purchase.



### PURCHASE

If you choose to buy a used instrument, please let your teacher know. They can assist with the selection of a high-quality instrument and help you avoid poor choices.



### BORROW

Collaboratively with the Blue Valley Educational Foundation, there are a limited number of instruments for students who demonstrate need. Contact your teacher for more information.