

FIND OUT MORE... learn the BF song (information)



#PromsInThe
Playground

Your school has a special day in July when it is going to be visited by a Brass Band. We think you'll love it! British Brass Bands are traditional, musical ensembles that include a wide variety of brass instruments and percussion. The music that they play is really varied, from operatic overtures to pop music.

The Brass Foundations song is intended as an activity to unite the singing voices of the children (and staff) in your school, children (and staff) who are playing brass instruments in your school and the Brass Band visiting your school.

What's provided (for download)?

- A score and parts for a competent Brass Band to play
- A reduced score and parts if the brass band is a smaller than usual group
- A backing track of the full band version
- A backing track of the full band version with no bridge
- Simplified parts for children playing brass instruments to play along.
- Song lyrics
- Song lyrics with the melody line in notation
- Piano reduction (two different standards)
- Suggestions of how to bring a performance together.

Info about the song.

- Age Guidance: KS1 & 2
- Ideal for: unison class singing, unison assembly singing, unison community singing, singing to a backing track, singing with a live ensemble
- Builds skills in ensemble playing, ensemble playing to a backing track, combining singing with a live ensemble, articulating lyrics
- Style: medium swing, 4/4 time signature
- Musical Features: Popular song structure, major key, brief excerpts of other brass styles, chant / chant in the bridge section (3 parts)
- Promotes playing brass instruments



Rehearsing Voices

- Divide the children into 2 groups for the chorus, one will sing the first "Brass!", the other will sing the echo (but just as loudly).
- Feel free to add actions for the word "Brass". Arms in the air, a jump for younger children if you're feeling energetic.
- There is an 8 bar introduction. Count the bars carefully with the children: 1, 2, 3, 4 2, 2, 3, 4. 3, 2, 3, 4. etc
- There are additional actions for the chorus. Rehearse these once the children know the words and feel confident with them
- The chant can be performed in one part, two parts, or three, as a round. Each part picks up after 8 beats. Part 1 and part 2 will keep repeating the penultimate line of lyrics until part three has caught up and the lyrics are in unison.
- There are two versions of the chant so that it can be left out entirely if you are running out of time or you are performing solely with younger children. The song will just end with a double chorus.

Rehearsing Instruments

- Instrumental parts are focused on the chorus only, to allow the maximum number of children to sing the verse. We expect the volume of singing to go up in the chorus as the children sing and shout "BRASS!"
- The melody is played on the glockenspiel and on Part 1 in B Flat.
- The Glockenspiel is simplified so that all notes (except one) are played on the black notes, The white note is printed in RED
- Children playing untuned percussion instruments will have fun copying the rhythm of "BRASS" and its echo. You can take some time to practise this just by counting and clapping initially.
- One of the tambourine parts is for a more able musician who might like the challenge of playing a swing rhythm, replicating the sound of the word "Boun-cy".
- Other children will enjoy the parts that the boomwhacker and the guiro contribute to the chorus. These and the easier tambourine part, are simple and will suit children in KS1 and lower KS2

Performing Together

- There are options to play and sing in a variety of scenarios, with a full backing track played by a brass band, a second backing track which omits the chant in the middle 8 and there are two piano parts which hopefully make playing the piano accessible to as many pianists as possible.
- All parts - untuned percussion, tuned percussion and school brass parts, can be played along with any of the above.
- If you have brass players, it might be nice to set these up in a traditional brass band formation - the horseshoe, with the conductor at the open end. Key percussionists can create a second line around the outside, standing behind the brass players.
- If you have a lot of percussionists,, it might be an idea to divide the brass from the percussion and if you have a willing second pair of musical hands, to direct the percussionists separately.
- Please send us evidence of your music-making and how you have brought your unique performances together, either as a school or with a brass band.

CHORUS

CHORUS ACTIONS

start the actions on the word that is underlined in the chorus lyrics

Brass! (brass! shouted as an echo) if you

choose it,



Count to 4, pointing.

Brass! (brass!) can groove it,



Boogie those hips side to side

Brass! (brass!) it's instrumental



Pretend to play a trumpet or trombone

Brass! (whispered) soft and gentle.



Fingers on lips

Brass! (brass!) can power through it,



Pretend to play a trumpet or trombone

Brass! (brass!) can Jazz and Blues it,



Boogie those hips side to side

Brass! (brass!) march to it,



March on the spot on 'to' for 5 steps

Brass! you can do it!



Point positively to a friend

FIND OUT MORE... learn the BF song

VERSE 1

We can learn to do something
that's cool and sounds quite clever,
Making music makes us feel good,
isn't boring whatsoever.

We get to be a part of something
mind-blowing and fun
And you'll love being in a band cos there's a
place for everyone.

CHORUS (with actions)

Brass! (brass! shouted as an echo) if you
choose it, (point 4 times)

Brass! (brass!) can groove it,
Brass! (brass!) it's instrumental
Brass! (whispered, fingers on lips)

Soft and gentle.

Brass! (brass!) can power through it,
Brass! (brass!) can Jazz and Blues it,

Brass! (brass!) march to it,

Brass! you can do it!

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VERSE 2

You can play the cornet when you're
hanging out at home,
You can play the tenor horn, the bass, or
even the trombone,
But when we play together and the
sound blows you away,
That's the Brass Band bug that's got you
and that's
why we learn to play (hold it on, build it
up...)

CHORUS (with actions)

Brass! (brass! shouted as an echo) if you
choose it, (point 4 times)
Brass! (brass!) can groove it,
Brass! (brass!) it's instrumental
Brass! (whispered, fingers on lips)
Soft and gentle.
Brass! (brass!) can power through it,
Brass! (brass!) can Jazz and Blues it,
Brass! (brass!) march to it,
Brass! you can do it!

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BRIDGE

(chanted, in a round)

Being in it means being on it

Being in it and getting lots from it

Being right in the middle giving it some
class

Acing life and playing

(hold it on, build it up...)

CHORUS (with actions)

Brass! (brass! shouted as an echo) if you
choose it,

Brass! (brass!) can groove it,

Brass! (brass!) it's instrumental

Brass!

Soft and gentle (whispered).

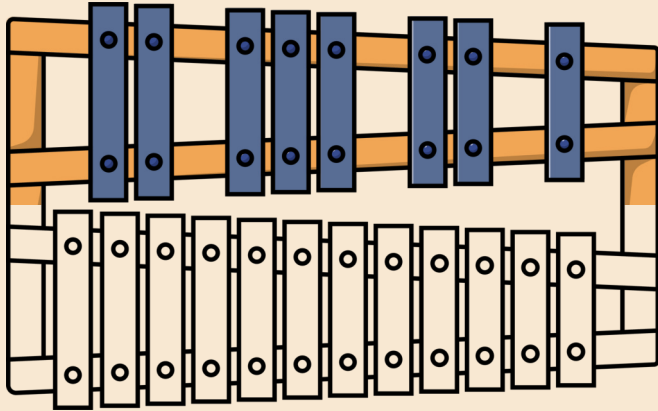
Brass! (brass!) can power through it,

Brass! (brass!) can Jazz and Blues it,

Brass! (brass!) march to it,

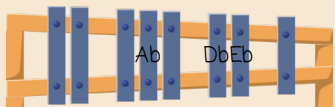
Brass! you can do it!

FIND OUT MORE... learn the Glockenspiel part



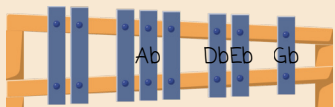
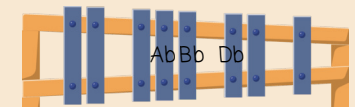
For the Glockenspiel part, you will only need to play the BLACK notes of your instrument. These are arranged so that they are furthest away from you. They have a pattern of 2 bars together, then a gap. Then, three bars together followed by a gap. These are the notes you will need to be able to play the chorus of our song. There is a diagram at each end of every line of the music which shows you the bars to use for the notes nearest to them. Where notes are piled on top of each other, we play these at the same time (two beaters, two hands)

CHORUS

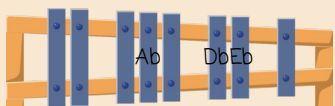
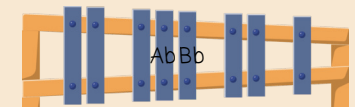


Glockenspiel

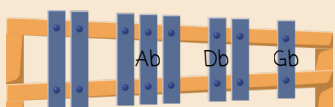
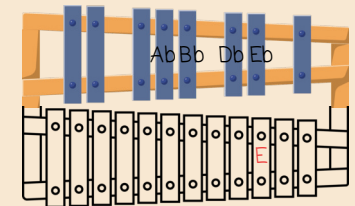
Db Eb Db Eb Db Db Db Bb Db
Ab



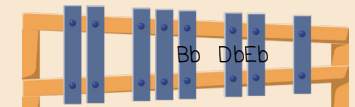
Db Db Eb Db Gb Db Ab Ab Bb Ab
Ab



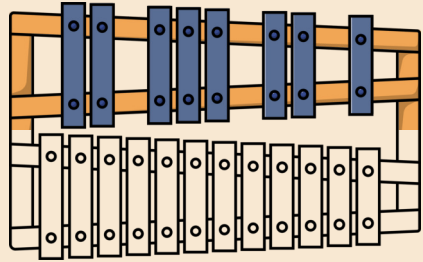
Db Eb Db Eb Db Db Ab Bb Db Fb Eb (E)
Ab



Db Db Gb Db Bb Db Eb Db
Ab



FIND OUT MORE... learn the Glockenspiel part



For those who are confident reading notation, here is the glockenspiel part without any additional prompts.

Glockenspiel



The musical notation is written on four staves in treble clef, with a key signature of three flats (B-flat, E-flat, A-flat) and a 4/4 time signature. The notation includes various note values, rests, and dynamic markings such as 'p' (piano) and 'f' (forte).

FIND OUT MORE... learn the Boomwhacker part



For the Boomwhacker part, there is only one note to play, the note F. The F Boomwhacker is pale green and it doesn't matter what size the tube is because if it is pale green it will still play the note F. On the music below, there are two Fs for on the staff for each time you play - a low one and a high one. You should divide your Boomwhacker players into two groups. One group will play the first of the pair of notes and the other group will play the second pair. This fits with the word "Brass!" in the song and the echo that follows it.

CHORUS

1, 2, 3, 4 1, 2, 3, 4 3

BRASS! BRASS! etc.

- 1, 2, 3, 4
- 2, 2, 3, 4
- 3, 2, 3, 4

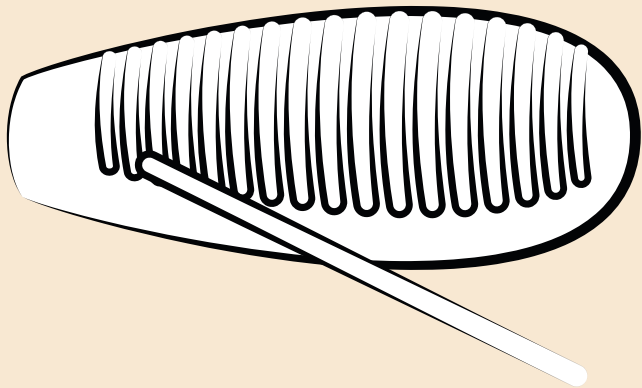
In between each pair of Fs, count 1, 2, 3, 4 to get ready to play the next pair in the right place.

1, 2, 3, 4 1, 2, 3, 4 3

BRASS! BRASS! etc.

The number 3 over the line tells us that we have to count to 4 three times. To help, instead of saying 1 each time, we say the number of times we've said it. As above.

FIND OUT MORE... untuned classroom percussion



The GUIRO makes a fun sound when the beater stick is quickly scraped against the ridges.

Guiro players will need to count really carefully in the CHORUS. They will play for the echo of the word "BRASS!"

If you are able to count beats, your note comes immediately after the second beat, but squeezed in before the third beat.

Count these beats with your teacher and either play your guiro or clap at the end of the second beat

1 2 3 4 | 1 2 3 4

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

PLAY PLAY

4/4

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

3

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

3