

The Story of the Woodwind Family

A Musical Story for Woodwind Quintet by Richard Goldfaden

STUDY GUIDE

Provided by *jewel winds*

The Story of the Woodwind Family is a delightful musical selection which includes a narrated tale depicting the five instruments of the woodwind quintet. It was written by composer Richard Goldfaden (see his biography below), and is a light-hearted and amusing account of how the woodwind quintet instruments got together. Each instrument is given a distinct personality relative to its musical characteristics. The accompanying music is descriptive and tuneful, and the entire piece is a great way to introduce the five instruments of the quintet to young listeners.

Information and activities on the following pages can help to prepare your students to hear this piece live in concert. The instrument pages which follow were designed to be used before hearing the concert, and the “Follow-Up Activity” page was meant to be used after students have been audience to the live performance, but teachers should certainly use all materials at their own discretion. Some information for the “String Family” activity page was accessed on the website <http://datadragon.com/education/>. This site is also a nice source for hearing the sounds of the instruments. Go to the site and click on “Learn and Hear About Different Instruments” and you will be able to play examples of the instruments for your students. Please feel free to print/copy any material in this guide for use with your classes as you see fit.

We hope your students will enjoy learning about all of the musical instruments and we look forward to performing the charming piece, *The Story of the Woodwind Quintet* for them very soon! Please feel free to contact us with any questions you might have about this study guide.

Sincerely,

Colleen O’Neil – *jewel winds* – cconeil@verizon.net

Composer Biography

Richard Goldfaden

Richard Goldfaden, second horn player for the Charlotte Symphony, joined the orchestra in September of 1985.

While earning his Bachelor of Music-Performance from the University of Michigan, Richard played the horn in the Toledo Symphony and continued playing with them after graduating in 1978. In 1979, Richard joined OFUNAM in Mexico City, where he remained until he became a member of the Charlotte Symphony.

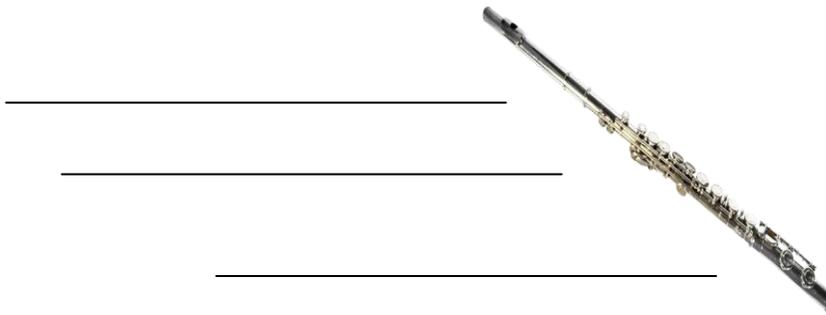
Besides performing with the Symphony, Richard enjoys a wide variety of outdoor activities including running, bicycling, hiking, kayaking and relaxing by the lake in Northern Ontario. Richard composes and arranges music for brass ensembles. He also sings tenor at Siler Presbyterian Church, where his wife, who is also a musician, is the director of music.



Richard’s piece, “The Story of the Woodwind Quintet” was written for the quintet of the Charlotte Symphony, to be performed at young people’s concerts when introducing the instruments of the group.

Name _____ Date _____

THE FLUTE



The flute is a woodwind instrument. Other members of the flute family include the recorder and the piccolo. The flute is a high woodwind instrument. There are three main parts to the flute. From top to bottom they are: headjoint, main body and foot. **Please label these parts on the flute above.**

To create a sound on flute, the player blows across the hole on the headjoint. There are many fingerholes and keys on the flute. The player covers the holes or presses keys to get different notes (pitches). Also, in many cases, more than one note can be sounded using the same fingering and different lip position.

Flute is pitched in the key of C, or concert pitch, and plays in the treble clef on the music staff.

Please answer these questions about the flute:

1. The flute is a member of the _____ family.
2. Other relatives of the flute are the _____ and the _____.
3. Its three parts are: _____, _____ and _____.
4. The flute player blows air over the tone hole, which creates a _____.
5. The flute plays in the key of _____, also called _____.
6. The clef for flute is the _____ clef on the staff.

Name _____ Date _____

THE CLARINET



The clarinet is a woodwind instrument. Other members of the woodwind family that we have learned are the flute and the saxophone. The clarinet is a high woodwind instrument, but has a wide range of notes. There are five main parts to the clarinet. From bottom to top they are: bell, lower joint, upper joint, barrel and mouthpiece/reed/ligature. **Please label these parts on the clarinet above.**

The clarinet uses a single reed, attached to the mouthpiece. The player positions his or her lips around the mouthpiece and blows gently. The air causes the reed to vibrate and creates the sound. There are many fingerholes and keys on the clarinet. The player covers the holes or presses keys to get many different notes (pitches).

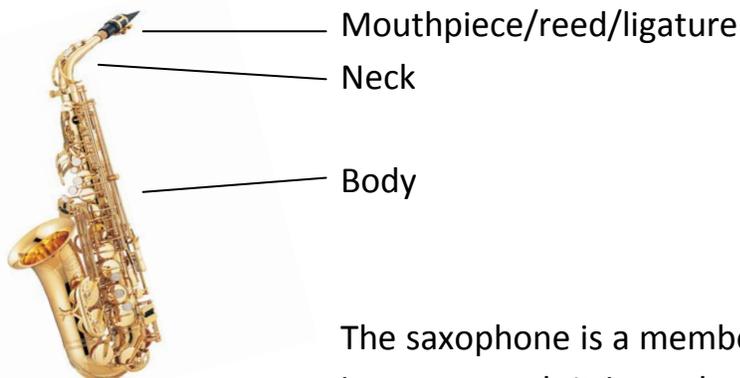
The clarinet can have a low, mellow sound, and can also play very high. Some other relatives of the clarinet are E-flat soprano, A-clarinet, alto clarinet, bass clarinet, and contrabass clarinet. The larger the clarinet, the lower the sound will be. Most students in school begin learning on the B-flat clarinet. Beginners' instruments are usually made of plastic. After a few years of study, the clarinet student may switch to a wooden clarinet for a more refined sound.

Please answer these questions about the clarinet:

1. The clarinet is a member of the _____ family.
2. Its five parts are: _____, _____, _____, _____ and _____.
3. The clarinet player blows air into the mouthpiece, which creates a _____.
4. In school, most clarinet players start learning on the _____ clarinet.
5. Most beginners' clarinets are made of _____.

Name _____ Date _____

THE SAXOPHONE



The saxophone is a member of the woodwind family, mainly because it uses a reed. It is made of a brassy material, and when it was first invented, it was meant to be an instrument that combined the qualities of both brass and woodwinds. The sax comes in three main pieces: the body, which has lots of keys and curves into a bell that faces out; the goose neck; and the mouthpiece/reed/ligature part. **These are labeled for you on the picture above.**

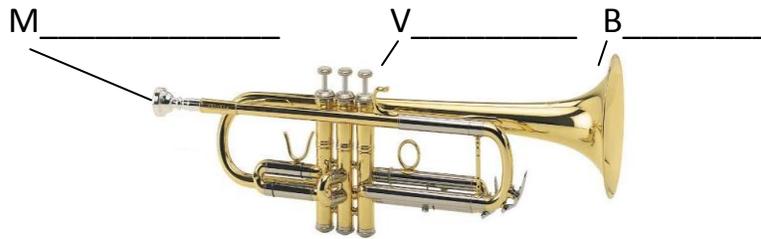
The saxophone has a mouthpiece. The reed is attached to the mouthpiece and the sax player forms his or her lips around the mouthpiece and blows gently. The air causes the reed to vibrate, which creates the sound. The sound of the saxophone ranges from very low to very high. It is an important member of the band because it is so versatile. The saxophone is also a great instrument for playing jazz.

The sax has lots of buttons and keys, which the player will press to get the different notes. Saxes come in different sizes: soprano, alto, tenor, baritone and bass. The bigger the sax, the lower the sound will be. All saxes are held up by a neck strap around the player's neck, and the biggest saxes also have their own stands too. The sax that most students start out on is the alto sax.

Please answer these questions about the saxophone:

1. The saxophone is a member of the _____ family.
2. It is made of a _____ material.
3. List the three main parts of the saxophone: _____, _____, _____.
4. A _____ is attached to the mouthpiece.
5. When a sax player blows, the air causes the reed to _____, which creates the _____.
6. The saxophone that most students begin on is the _____ saxophone.

THE TRUMPET



The trumpet is a member of the brass family. Other members of the brass family include the trombone, euphonium, French horn and tuba. The trumpet has a bell at the end of its coiled tubing. The trumpet's voice can be loud and bright, but can also sound warm and sweet.

A trumpet player will “buzz” his or her lips on the mouthpiece to create a sound. The trumpet has three valves which the player presses in different combinations to get different notes (pitches).

The trumpet has some other relatives: piccolo trumpet, B-flat and C trumpets, cornet, bugle and flugelhorn. The trumpet that most students play in school is the B-flat trumpet.

Please label these parts of the trumpet, above: mouthpiece, valves, bell. The first letter of each is listed for you.

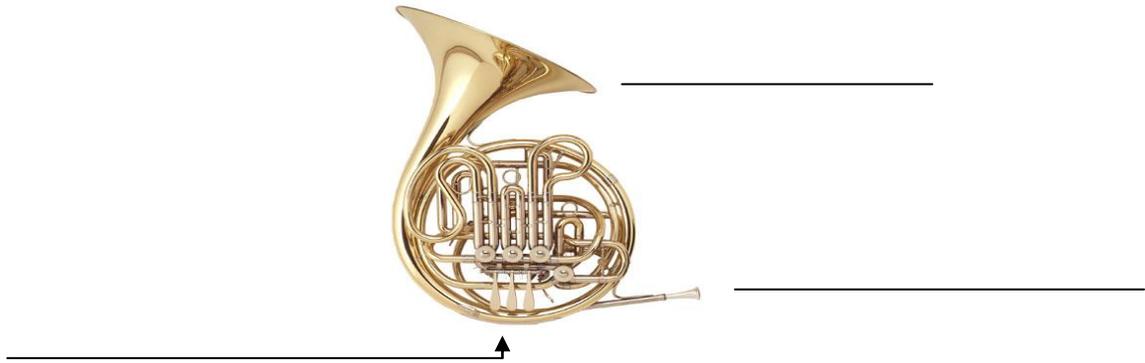
Some famous trumpet players that you may have heard of are Louis Armstrong, Miles Davis and Dizzy Gillespie, to name a few.

Please answer the following questions:

1. The trumpet is a member of the _____ family.
2. To create a sound, a trumpet player will _____ his or her lips on the mouthpiece.
3. A trumpet player presses the _____ in different combinations to get the different notes.
4. List two other relatives of the trumpet: _____ .
5. Name one famous trumpet player mentioned on this page: _____ .

Name _____ Date _____

THE FRENCH HORN



The French horn is a brass instrument. It is made of many feet of coiled tubing, wound around many times. There is a large bell at one end, and a mouthpiece at the other. The horn has valves which help the player to get the different notes (pitches). **Please label these parts on the horn above: bell, valves, mouthpiece.** Use your knowledge of trumpet parts to help you figure out the Horn parts.

Like all brass instruments, the French horn player must buzz his or her lips on the mouthpiece to create the sound. The French horn is a medium sized instrument, and its sound is mellow and warm.

There are single horns and double horns. The single horns are made in the keys of B-flat or F. The double horns are made in both keys, with a trigger that helps the French horn player switch from one side to the other. Most students in school start out on the F single horns, and move on to double horns as they get older.

Please answer these questions about the French horn:

1. The French horn is a member of the _____ family.
2. List three parts of the horn: _____, _____, _____.
3. A French horn player must _____ his or her lips on the mouthpiece to create the sound.
4. To get the different notes (pitches), a horn player presses the _____ in different combinations.
5. The sound of the horn is _____ and _____.
6. Most students in school start out on the _____ horn.

Name _____ Date _____

THE TROMBONE



The trombone is a member of the brass family. It is a medium sized instrument, with a large bell at the end of the tubing and a long, curved slide. Other members of the brass family include trumpet, tuba, euphonium and French horn.

The sound on the trombone is made by “buzzing” on the mouthpiece. The different pitches, or notes, are created by placing the slide in one of seven different positions. The trombone can be loud and brilliant, but its soft voice is very mellow.

Label these parts on the trombone below: bell, slide, mouthpiece. By now, you should have no trouble finding the bell or mouthpiece!



Please answer these questions about the trombone:

1. The trombone is a member of the _____ family of instruments.
2. To create a sound on trombone, a person must _____ on the mouthpiece.
3. To play different notes (pitches), a person must put the slide in different _____.

Name _____ Date _____

THE EUPHONIUM AND TUBA



The euphonium is also known as the baritone horn, or just baritone. The euphonium and tuba are members of the brass family. The brass family also includes trombone, trumpet and French horn.

The euphonium is shaped like a tuba, only smaller. It has a wide bell at the end of coiled tubing, and three valves for playing notes. The notes it plays are in a similar range as the trombone. Tuba notes look and sound one octave lower than euphonium.

To create a sound on euphonium or tuba, one must buzz on the mouthpiece (like on all brass instruments). To get different notes, a player must press the valves down in different combinations.

Please label the following parts on the instrument below: bell, valves, mouthpiece.



Please answer the following questions:

1. The euphonium is also known as the _____ or just _____.
2. To get different notes on the euphonium or tuba, a player must press the three _____ in different combinations.
3. The euphonium and tuba are members of the _____ family of instruments.

PERCUSSION

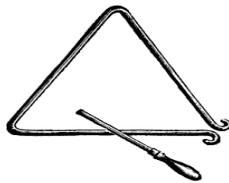
In the school band, percussionists play a variety of instruments. These include (below, please label):

1. Snare drum; 2. Bass drum; 3. Bells; Crash Cymbals.



1. _____ 2. _____ 3. _____ 4. _____

Students who play percussion are also responsible for playing the following smaller instruments in band (please label): 5. Tambourine; 6. Triangle; 7. Woodblock; 8. Claves.



5. _____ 6. _____ 7. _____ 8. _____

A Percussion player needs to have excellent time and rhythm. Patience and good concentration are also important qualities for the percussion player. As percussion students become more advanced, they might learn techniques for playing timpani (label #9) and drum set (label #10).



9. _____ 10. _____

Name _____

The String Family

Violin

The violin is by far the most common orchestral instrument. It is also the smallest out of all the strings and has the highest pitch.



Viola

The viola is slightly larger than the violin and has a deeper pitch in comparison. It is also in the "middle register" of the string family. It is an important part of the orchestra.

Cello

The cello is still bigger than the violin and viola. It has a beautiful, mellow sound. The cello must rest on the floor because it is too big to be held like the violin or viola.



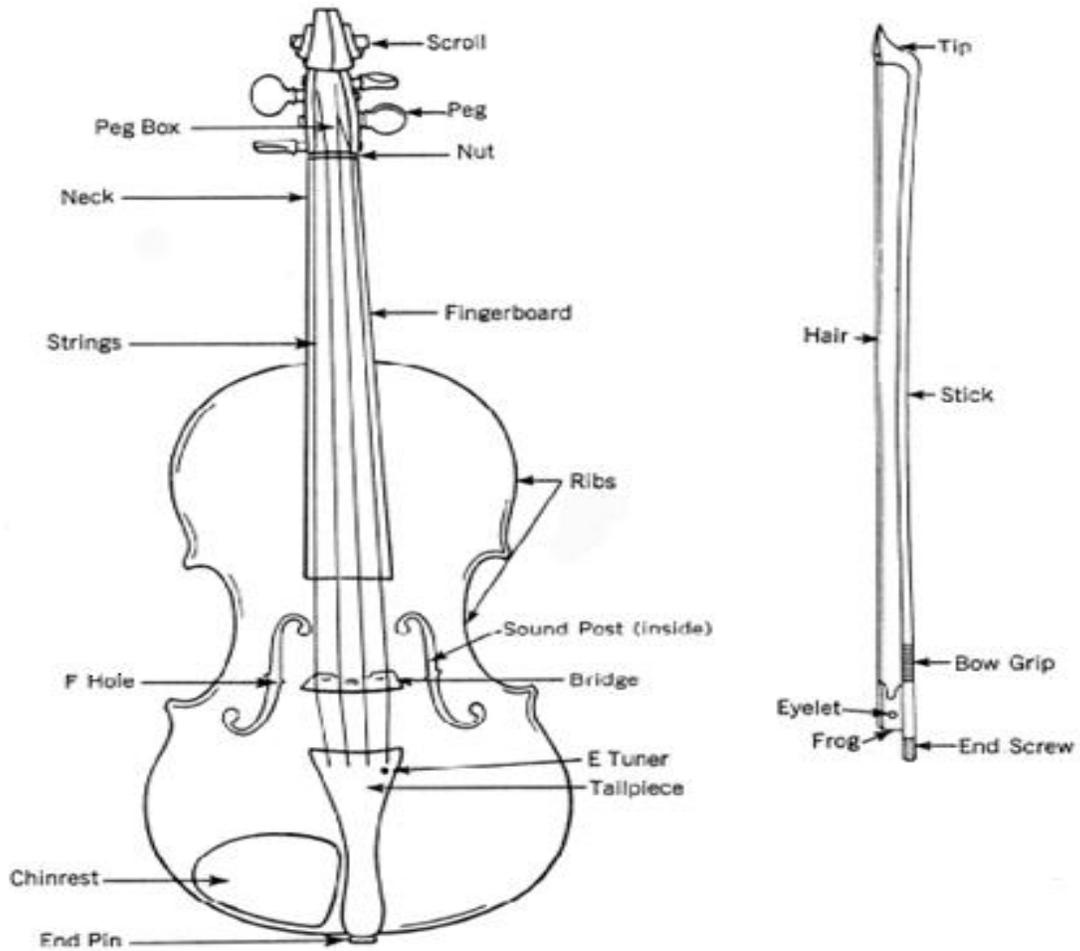
Bass

The bass is the biggest instrument in the string section. It also plays the widest assortment of music from classical to Broadway to jazz. Although it appears the same size as the cello in the picture, it actually about 1 1/2 to 2 times taller.

Write the names of the four string instruments from smallest to largest:

_____ , _____ , _____ , _____
(smallest) (largest)

Below is a very detailed picture of the parts of a violin and a bow!



Sketch your own violin and bow, below. Label as many parts as you can.

A large empty rectangular box provided for the student to draw and label their own violin and bow.

Post-Concert Activity: Instrumental Characteristics

By now you know that in *The Story of the Woodwind Quintet*, all of the instruments have names and personal characteristics. For example, Felicia the Flute had a high voice like a bird. She also liked to bounce around and play, and didn't like to see anyone unhappy. Review the chart below which lists the characteristics of Felicia, Clarice, Olivia, Barbara and Fiona from *The Story of the Woodwind Quintet*. There is room in each box to add more thoughts if you wish.

Instrument	Name	Musical Characteristics	Personal Characteristics
Flute	Felicia	High voice, like a bird	Playful, happy, a helpful friend
Clarinet	Clarice	Medium voice	Athletic, likes jazz as well as classical music
Oboe	Olivia	Uses double reed, medium high voice	Bouncy, but often melancholy
Bassoon	Barbara	Low, deep voice	Grandmotherly, supports everyone
French Horn	Fiona	Brassy, loud voice	Tries hard to blend in

You have also read some information about brass, percussion and string instruments in this study guide. Use the following chart to give a name to each brass and string instrument listed. Also, list their musical characteristics and give them some personal characteristics based on what you know about them.

Instrument	Name	Musical Characteristics	Personal Characteristics
Trumpet			
Trombone			
Violin			
Cello			
Bass			
Snare Drum			
Cymbals			

If YOU were an instrument, which one would you be – *and why* ??? ☺