

Trumpet Concerto (3rd movement) by Joseph Haydn

Activity ideas for young people with sensory impairments

This is the 3rd movement from Haydn's *Trumpet Concerto*, the trumpet is a brass instrument. The focus of these activities is around blowing, forming different mouth shapes and learning to start and stop on a cue. It also focuses on the concept of being part of a piece of music that allows different sounds to fit together.

Module : Communication and Interaction. *(This can be a standalone lesson, or repeated to allow further development of skills)*

There are 2 skills to focus on when working with this piece, blowing, and starting/stopping. The activities for each can either be separated to have just one focus, or taught in the same session to form part of a more extended learning activity. This will depend on how long the pupils can engage for, or how much response time/repetition they need.

Outcome: pupils improve vocal responses and develop muscular mouth movements

Outcome: pupils demonstrate some understanding of following a cue

Skill	Context	Stimuli	Suggested teaching methods	Pupil response
Blowing into a mouthpiece Introduce the session by playing the Hayden 3 rd Movement.	Playing a Brass instrument	Different tastes and smells from acidic to sweet.	Give the pupils opportunities to taste and smell strong flavours. If pupils are not able to taste, the focus should be on smell. (Suggestions for taste might include lemon, vinegar, honey, syrup, or specific flavours pupils are known to like/dislike) (Suggestions for smell might include lavender oil, citronella, onion, vanilla, cinnamon) Touch the pupils' lower lip with one flavour and wait for responses. Allow a short period between tastes/smells so pupils can separate them.	Any mouth or tongue movement is encouraged as this builds up muscle responses and movement, so developing capacity for verbal communication Pupils attempt to follow feathers/bubbles Pupils may open their mouths
		Bubbles	Blow bubbles around the pupils to gain interest. Gently blow towards pupils so they feel the air. If any mouth movement from the pupil is observed, try to synchronise this with blowing bubbles to allow them to make the connection. Some pupils may be able to blow through a straw, this can be made more interesting and stimulating by blowing into: bubbly water dry flour, puddles of paint on a page to make patterns	Pupils attempt to form a circular mouth shape to blow Pupils actively blow to move a feather/object Pupils can start to use direction when blowing
		Feathers	Use a fan to gently blow feathers around the pupils. Drop single feathers from above the pupil so they float down past their line of vision. Encourage pupils to blow feathers off a table top or tray. Extension Use bigger feathers that require more effort to blow. Use other objects such as ping pong balls, pieces of fabric (these can be hung on a frame in front of the child so they do not have to move their head). Different weights will require different amounts of effort. For VI pupils, objects that make a noise when they move should be used.	

Skill	Context	Stimuli	Suggested teaching methods	Pupil response
Starting and stopping	Playing as part of an ensemble	Andy's Haydn Trumpet Concerto theme. Range of tuned/ untuned percussion.	<p>Play the track and adults to tap in time with the beat over the pupils' body.</p> <p>Offer a choice of 2 instruments for each pupil that have contrasting sounds and use pupil response for them to make a choice as to which one they want to play.</p> <p>Start with hand over/under hand support pupils to join in and play/clap on the beat. Stop on the "hey"</p>	<p>Pupil may become more animated when the music is playing and "still" when the music stops</p> <p>Pupils who experience involuntary movements may "still" when the music starts (listening)</p> <p>Pupils may start to take control by actively responding to a cue to play or stop</p>
	Becoming a soloist		<p>Repeat the track but be familiar with the change that is preceded by the count 2, 3, 4 leading into the "hey" x 2.</p> <p>Play as a group with support for the first section. For each of the "solo" sections starting 2, 3, 4, identify one pupil in the group to feature. This can be done by showing them a photograph, using a spotlight or torch to shine on them when it is their turn etc.</p> <p>With support encourage all other pupils to be quiet during the solo section.</p> <p>On the vocal cue "woooo" reintroduce the rest of the group to play until the next solo section.</p>	<p>Pupils develop some consistent patterns of movement or movement responses to different pieces of music</p>
	Extension	<p>Over the weeks observe consistent responses or choices of instruments. Pupils have the opportunity to develop physical responses over time.</p> <p>This activity can be repeated with other pieces of music that feature a solo instrument</p> <p>Further listening suggestions: Mozart Horn Concerto 3rd Movement or Clarinet Concerto 3rd movement. Both feature solo instruments that require some form of "blowing"</p>		