



And the band played
on...



Education Pack

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And the band played on...



Is a study pack for schools looking at the life of the village of Aldbourne, Wiltshire, using the Aldbourne Brass Band as a focus to compare how life was in 1860, when the band was formed, with the present day. Lesson plans and worksheets suitable for various ability levels are attached. It was devised as part of a Lottery Funded heritage project that the band received in 2013 to celebrate and record the 150 years plus of its existence.

Aldbourne is a village and civil parish about 6 miles (10 km) northeast of Marlborough in Wiltshire, England. It is in a valley in the south slope of the Lambourn Downs, part of the North Wessex Downs Area of Outstanding Natural Beauty.

The Aldbourne Brass Band was formed in 1860 by the then organist of the parish church of St. Michael. The original band had woodwind and brass players but soon developed into a brass band with the conventional arrangement of instruments and players as the Brass Band movement rapidly developed in Victorian England. It was seen as the domain of the working class and a chance for them to access music and entertainment. By 1860 there were over 750 bands in England as mass production of instruments was making it easier to obtain them. Although in industrial areas the band was seen as a way of channeling the workers' energies in their spare time in other places churches were responsible for starting them and to this day the Aldbourne Band still has close links with St. Michael's church and also St. Michael's C of E aided school.

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Aldbourne Band in the 1880's.



Aldbourne Band 2013

What is the same about these photos?
What are the differences?

Brass instruments used in the



Band



cornet



flugel horn



tenor horn



baritone



euphonium



bass



trombone

The size of the instrument makes a difference as to how high or low it can play. Can you explain why?

Which one is the odd one out in each set of 4? There may be more than one correct answer!

violin	drum	bass	cornet
cornet	trombone	tenor horn	euphonium
bass	baritone	cornet	tenor horn
triangle	xylophone	guitar	drums

Can you put these in order?

Highest sounding instrument first lowest sounding instrument last.

Bass, trombone, tenor horn,
Baritone, cornet, euphonium, flugel

Choose another way to list them and explain what you have done.

r	h	o	b	a	s	s	n	o	t	a	b
o	t	t	g	e	c	i	t	c	a	r	p
t	r	o	m	b	o	n	e	d	h	w	q
c	r	o	s	b	a	r	i	t	o	n	e
u	m	b	r	a	s	s	b	a	n	d	y
d	c	j	e	u	p	h	o	n	i	u	m
n	o	t	e	r	e	s	t	o	i	m	u
o	h	e	n	r	u	o	b	d	l	a	s
c	o	r	n	e	t	l	r	y	c	n	i
l	r	a	b	r	h	y	t	h	m	b	c
k	n	o	h	k	l	e	e	s	n	o	h
s	t	p	e	r	c	u	s	s	i	o	n



Wordsearch



Conductor percussion music rhythm
 baritone horn cornet bass baton
 euphonium note rest trombone practice
 Aldbourne brass band

And the band played on...



KS1 Music lesson

Aim: for the children to understand that musicians in bands and orchestras have different parts to play but that they need to work together as a team.

Resources: recorded march music, access to a pitched instrument (piano, recorder, glock), simple percussion instruments, Banana Splits songbook.

1. Warm up: Sit children in a circle where they can all see you. Play some stirring march music like "Entry of the Gladiators" by Julius Fucik and get the children to copy your movements as you tap, clap, stamp, nod your head in time to the music. You can be quite imaginative in the actions you do but try to mimic the style of the music e.g. smooth actions for legato passages, sharp precise ones for rhythmic passages.

2. Explain to the children that in a band or an orchestra different instruments take different parts that all build together to make the band sound. Get the class clapping to a steady beat, and then get them tapping with 2 fingers to the same beat. Finally get them marching to the beat with their feet (this might be more difficult to control as some children might like to drum their feet very quickly!) Now divide the class into 3 (adult helpers for each group would be ideal.) Start the group who are marching with their feet off then add those tapping their fingers then add those clapping.

3. Ask the children if they can hear each sound distinctly? No, because they are all making sounds at the same time. Explain that you are going to try to give each group a different pattern that will still fit together but will allow each sound to be heard.

a) Get the children to count 1234,1234. Now add the foot stampers on beats 1 and 3
the Clappers clap on beats 12 then rest for 34
Tappers rest for 12 then tap for 34

b) Substitute the body sound effects with instruments by choosing one or two children from each group to demonstrate. Drum, triangle and wood block would provide a good range of different sounds

b) You can build more complex rhythms once the children get used to this. Try

1) Stampers on 1 and 3

2) Clappers 2 and 4

3) Tappers tapping double time throughout.

Again choose children to try the new patterns on instruments.

3. As instruments play notes at a pitch this can be developed using voices. If you feel confident pitch the notes C and Middle G for the first group to sing on beats 1 and 3, the note E for the second group to sing on beats 2 and 4 and the third group sing the notes GGEEFFEE. It is probably easiest to sing the word lah for each group.

4. A song which reinforces this idea is *The Band* by Sue Nicholls P.38 found in "**Banana Splits**" published by Black.



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KS2 history project

Aim: for the children to understand how life in a Victorian village was very different to life today. For them to appreciate that many of the things we take for granted had not been invented in 1860 or if they had would not have reached a rural village. By giving them access to maps both period and current for them to appreciate the growth of the village and to consider what events, discoveries or inventions may have produced this growth.

1. Introductory discovery game:

Ask each child to visualise an object that they use nearly every day. They must keep it a secret and when they have thought of one to stand up. This is similar to a game of Guess Who when the children will be asked to sit if they meet the criteria given them.

- A) Ask anyone whose object uses electricity, batteries, wireless etc to sit down.
- B) Ask anyone whose object contains any kind of plastic, foam or stretchy material to sit down.
- C) Ask anyone whose object contains metal and was made in a factory by machinery to sit down.

Now ask each of the remaining children to tell the class the object they had chosen. Hopefully all the

things they mention would have been around in 1860 but they would have most likely been made in the village by craftsmen rather than bought in.

2. When all the children are seated get them to verbalise what **they wouldn't have found** if they lived in the village of Aldbourne in 1860. e.g. street lights, tarmac roads, pavements, flushing toilets, anything that used electricity, any form of transport that wasn't pulled by horses.
3. Give out copies of the map of Aldbourne in the 19thc and a current day map of the village. Ask the children for things they spot that are the same and for things that have changed. Get them to work in groups to list the differences and also to try to come up with reasons as to why things have changed.
4. Are there any special buildings they've spotted that are on both maps? St. Michael's church would have been very important in the life of the village in 1860. The church was responsible for the village school and all the teachers had to be church members. The church ran a Sunday School and also a band of various instruments but in 1860 the organist a Mr Richard Brown-Bunce started up a band which developed into a brass band who met and rehearsed in the church.
5. What are the important and special buildings marked on the modern day map?

Show large copies of pictures of the following buildings for the children to try and identify.



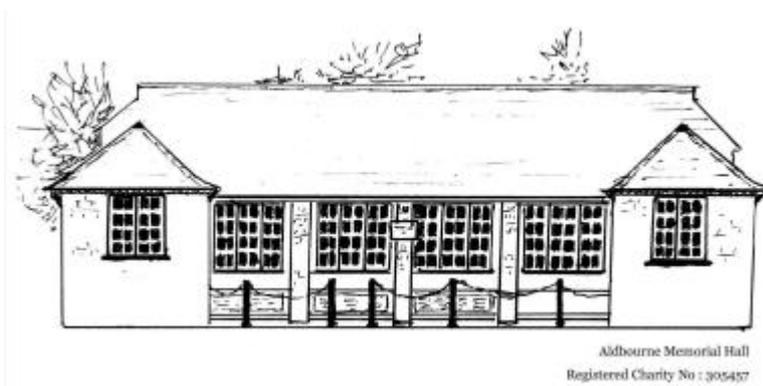
Can you identify these buildings in the village? One of them is an odd one out can you explain why? Find them and mark their positions on the village map if you can.



Answers:

St. Michael's Church

The Forge



The Memorial Hall

The library (which is the smallest in Wiltshire and possibly the smallest public lending library in the country!)



The Memorial Hall is the odd one out as it was built in the 20thc, 1923 using funds collected by the villagers. Why was it built and who were they remembering?

6. The band also existed back in 1860 although none of those players are still alive (they would be well over 150 years old if they were!) much of what the band did then has continued. The band would have played at important events in the life of the village like church parades and village fetes, celebrating royal occasions and often marching around the village. Ask the children on what occasions the band might be seen today?

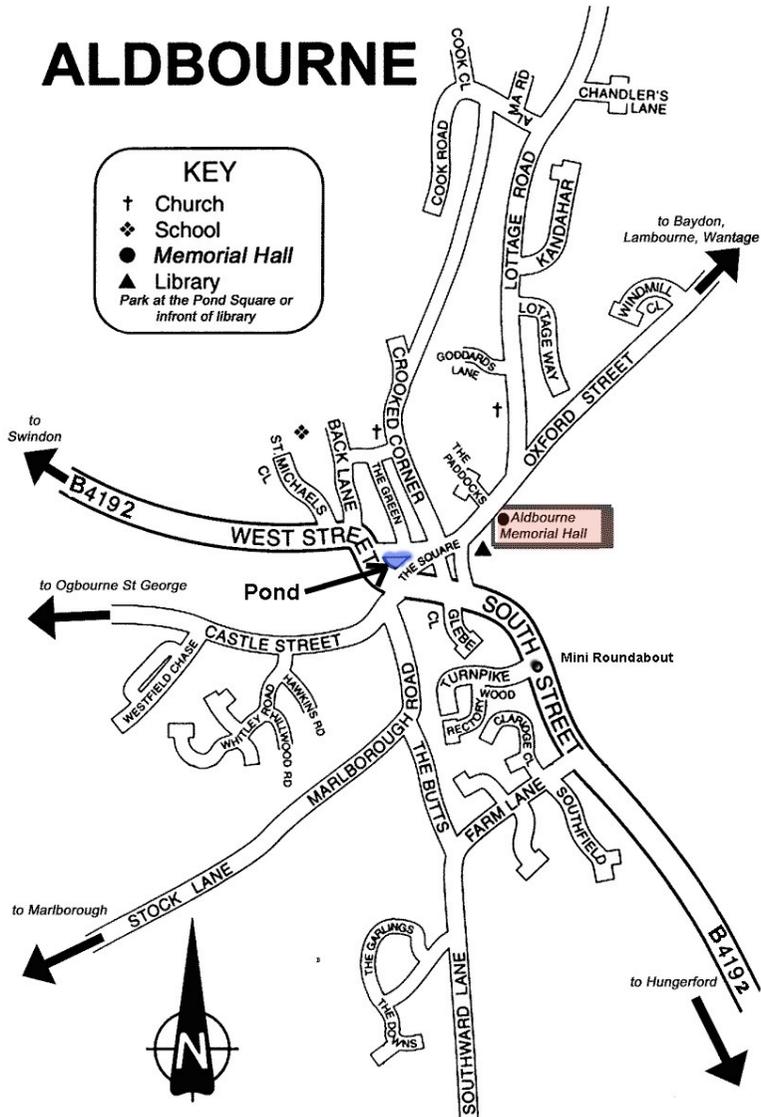
7. Assemble the children in lines of 4 equally spaced to resemble a band on parade. Choose a child to beat a regular pulse on a drum and get the children marching on the spot in time to the beat. Try to get everyone to start with the same leg. Now try these exercises:
 - a) The drum plays 5 beats and on the 6th the "band" starts marching on the spot. When the drum gives 2 quick double beats in succession the "band" stop marching. (This is really difficult to co-ordinate!) If possible you could try these exercises outside and actually march around. The children will need to make sure they keep the spaces between them the same. Again they will realise how difficult marching is especially when you are reading music and playing an instrument at the same time!
 - b) When the children return to the classroom play them a recording of the band playing a march and get them to march on the spot in time.
 - c) Watch a dvd clip of the Aldbourne Band performing.

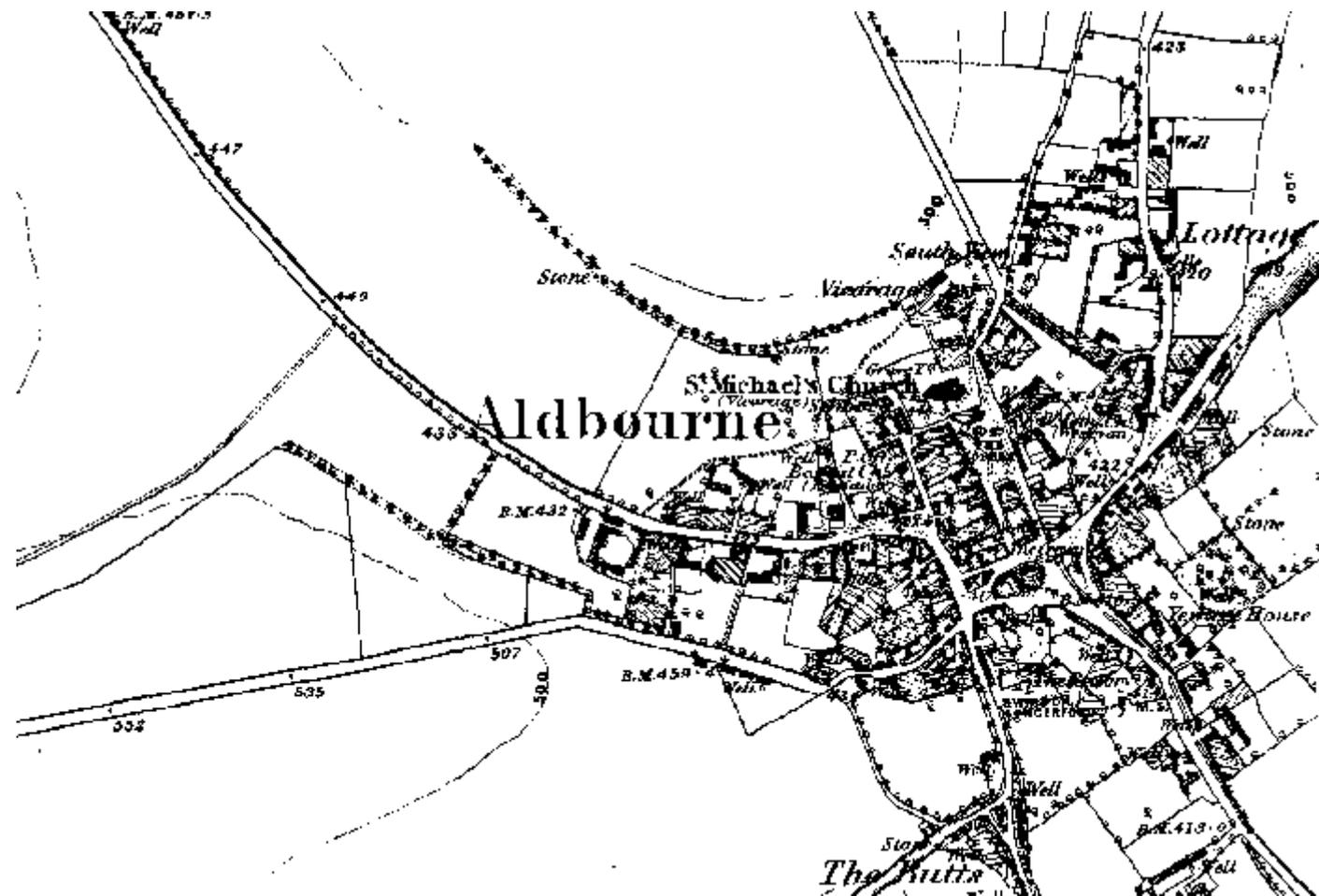
ALDBOURNE

KEY

- † Church
- ◆ School
- Memorial Hall
- ▲ Library

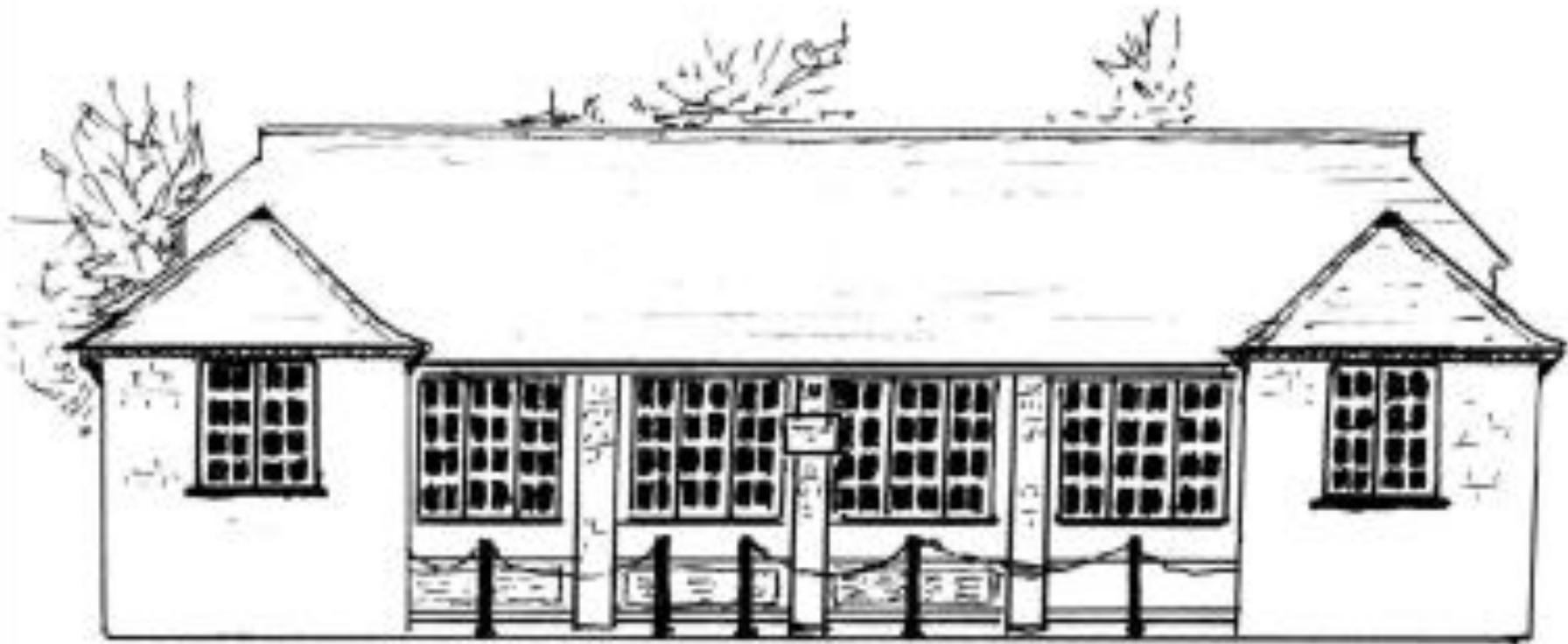
Park at the Pond Square or in front of library











Aldbourn Memorial Hall
Registered Charity No : 305457

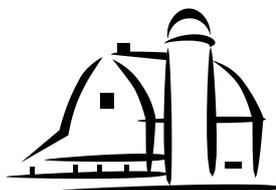


Guess the words in Aldbourne



The first letter is given.

1	b-----	A huge rock
2	b---	Inside a body
3	a----	Really love something
4	r---	A royal outfit
5	d---	To take a risk
6	l---	Noisy
7	b----	Part of a knife
8	b---	A farm building
9	b---	A teddy
10	l-----	One of our political parties



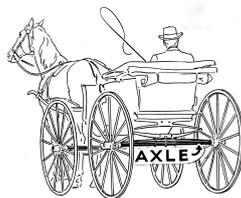
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KS2 geography project.

Aim: To help the children to collate and understand data then to transfer that information into a chart or graph to give visual evidence of a fact.

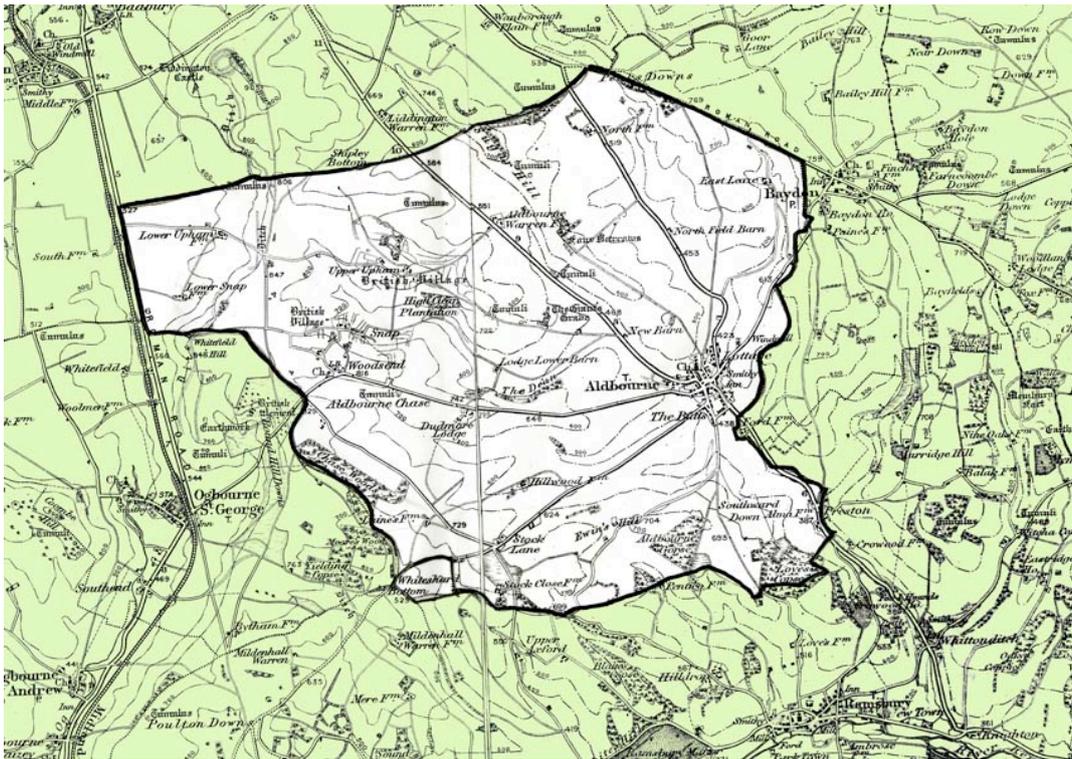
In 1860 all the members of the Aldbourne Band either lived in the village or on neighbouring farms. Why was that? (They would have had to be fairly close to travel to practices as they would either be walking or travelling by some kind of horse drawn transport.)



The band members today live much further afield as they can drive to practices. Use the information collected to show the range of distances the band members travel to get to Aldbourne. Create either a chart or a graph making it colourful and easy to understand. Don't forget to label it and also provide a title to your work.

- 3 Members live in the village.
- 7 Members travel less than 5 miles to practice.
- 8 Members travel between 5 and 10 miles to practice.
- 6 Members travel between 10 and 20 miles to practice.
- 2 Members travel over 20 miles to practice.





Extension: using a map or car atlas list the towns and villages that are less than 5 miles away, between 5-10 miles away, between 10-20 miles away. Create a pie chart or graph to show this information clearly.

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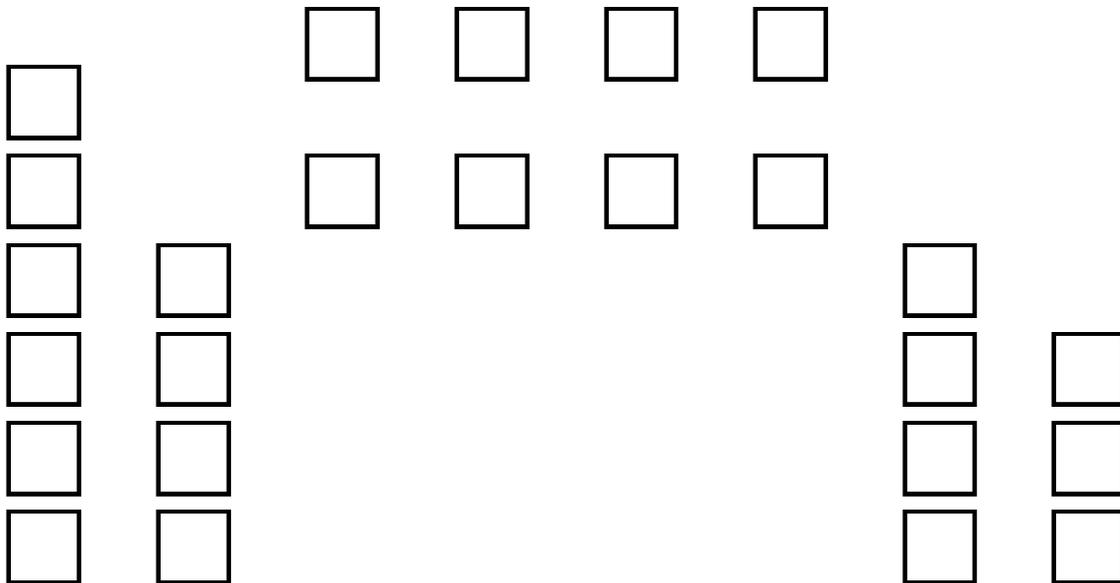


The Conductor's Challenge

When the band performs the conductor decides where it is best for the instruments to go. This is a seating plan they will often use. Using the clues he has given can you colour code the seating plan so that the players know where to sit?



BACK



FRONT



You will need some coloured pencils for this.

1. The lowest pitched instruments sit at the back colour their seats **purple**.
2. The 3 instruments without valves sit on the row to the far right. Colour their seats **red**.
3. The row to the left of those instruments is for the horns with the flugel at the front. Colour these seats **blue, light blue** for the flugel.
4. The 10 players who play the highest sounding instruments sit in the 2 rows on the left. Colour their seats **yellow**.
5. There are 4 seats left. Colour them **green**.

So you now have the information to colour code the instruments to their seats.



cornets



flugel



tenor horns



trombones



baritones and euphoniums



basses

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The Treasurer's puzzle

The Treasurer has been given £1000 to buy some new instruments for beginners to learn on. He has located some really good value instruments and has to decide what to buy.

Cornets		£100
Tenor horns		£200
Trombones		£150
Baritones		£400
Euphoniums		£500
Bass		£750

Select 3 different ways he can spend the money. What is the greatest number of instruments he can buy making sure he chooses at least 4 different ones?

