

Grades 1–5 Trombone
Early elementary–Intermediate

Improve your sight-reading!

Paul Harris

Introduction 2

Grade 1

Stage 1 **B \flat major** •  • $\frac{2}{4}$ • ***f* and *mf*** 3

Stage 2 **C minor** • $\frac{4}{4}$ •  6

Stage 3 $\frac{3}{4}$ •  9

Grade 2

Stage 1 **A \flat major** •  • ***mp*** • **Ties** 12

Stage 2 **C major** •  •  15

Stage 3 **More varied patterns** • **Revision** 18

Grade 3

Stage 1  •  •  • ***p*** 21

Stage 2 **D minor** •  24

Stage 3 **Rhythms in $\frac{3}{8}$** • γ • **Revision** 27

Grade 4

Stage 1 **E \flat major** • **2-note slurs** • **Up-beats** • **Staccato** 30

Stage 2 **Rhythms in $\frac{6}{8}$** •  •  33

Stage 3 **G minor** •  •  • **Revision** 37

Grade 5

Stage 1 **F major** • **Syncopation** 40

Stage 2 **D \flat major** • **B \flat minor** 43

Stage 3 **D major** • **E minor** • ***pp* and *ff*** • **Revision** 46

Grade 1 Stage 1

B \flat major

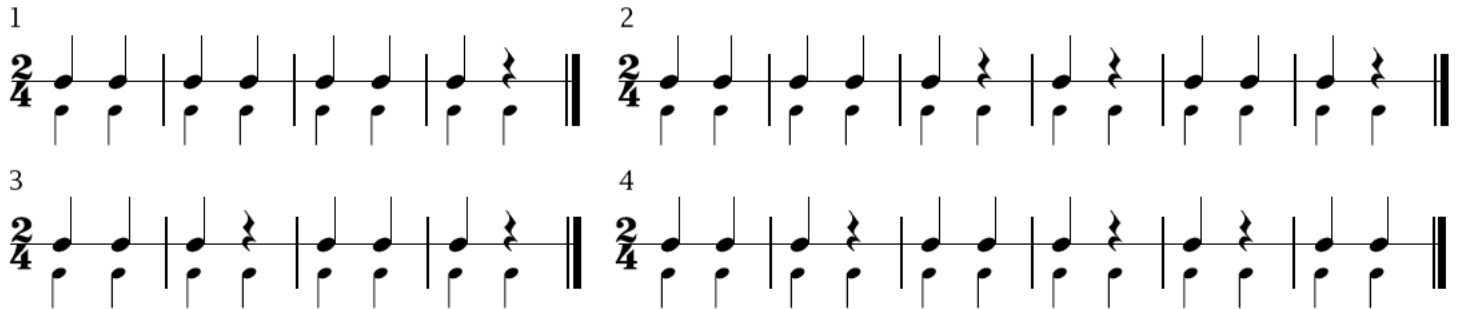
$\frac{2}{4}$
f and *mf*

Rhythmic exercises

Always practise the rhythmic exercises carefully first. There are different ways of doing these exercises:

- Your teacher (or a metronome) taps the lower line while you clap or tap the upper line.
- You tap the lower line with your foot and clap or tap the upper line.
- You tap one line with one hand and the other line with the other hand on a table top or any flat surface.
- You tap the lower line and sing or play the upper line with a note of your choice.

Before you begin each exercise count two bars in – one out loud and one silently.



Melodic exercises

Play the scale and arpeggio of B \flat major from memory or notation – or even better, from both! Then play the first note and with that pitch in your mind, hear the piece in your head before you play it. Always look ahead in the rests.

1 <input type="checkbox"/>	
2 <input type="checkbox"/>	
3 <input type="checkbox"/>	
4 <input type="checkbox"/>	
5 <input type="checkbox"/>	
6 <input type="checkbox"/>	

Prepared pieces

- 1 Look through this piece. Do you feel you really understand it?
- 2 Each phrase is two bars long, how will you make this clear in your performance?
- 3 Play the appropriate scale first at *mf*, then at *f*.
- 4 Play the first note, then hear the piece in your head, with all the musical expression.
- 5 How will you give the piece character?

Grazioso

1



- 1 How much of this piece is based on scale patterns?
- 2 Set a pulse in your mind, then subdivide the pulse into and then . How will this help you play the first bar?
- 3 Count two bars of $\frac{3}{4}$ aloud, then continue counting silently and tap the rhythm of the whole piece.
- 4 Give the piece a running commentary, mentioning rhythms, melodic patterns, and markings.
- 5 Play a D, then study bars 1 and 2 for a few moments. Hear them in your head, then try to play them from memory.

Andantino

2



Improvise and compose!



Make up your own short piece beginning with this phrase, then write it down on manuscript paper.



Now compose a piece in D minor, including the pattern. Try to write it down.

Going solo!

Expressively

1

p *mf* *pp* *mf* *p* *rit.*

Con spirito

2

ff *mp* *f* *mf*

Humorously

3

p *f* *p* *f* *mf* *pp* *mp* *mf* *f* *ff*