

# Tubby the Tuba



QUEENSLAND SYMPHONY  
ORCHESTRA

ALONDRA DE LA PARRA  
MUSIC DIRECTOR



LEARNING  
CONCERTS 2018





# TUBBY THE TUBA

**Music Composed by**

George Kleinsinger

**Lyrics composed by**

Paul Tripp

Tubby the Tuba was composed as a song in 1945.

In 1975 Tubby's story was set to music and played by an orchestra.

Tubby is the most famous tuba in the world.

Tubby is so famous he has his own website.

Click to discover the world of [Tubby the Tuba](#)



# THOMAS ALLELY

Thomas is our famous tuba player.

Tuba player Thomas Allely hails from Christchurch, New Zealand. Thomas completed his undergraduate degree at Victoria University Wellington, and his postgraduate study in Australia with Steve Rosse of the Sydney Symphony, and also at DePaul University, Chicago, with Floyd Cooley of the San Francisco Symphony. In 2007, Thomas was appointed section principal tuba of the Queensland Symphony Orchestra. Thomas also teaches at the Queensland Conservatorium at Griffith University. Recent career highlights have included a solo appearance in the QSOs inaugural "Just Concerti" series giving the Australasian Premiere of the Samuel Jones Tuba Concerto, and presenting a recital of Australasian tuba music at the International Tuba Euphonium Conference in Linz Austria in 2012. In his spare time, Thomas enjoys reading and spending time with his wife Lisa, and son Ian.







## The Characters – Tubby the Tuba

### VALVES

A valve is pressed by the fingers to open up extra tubing so the air has to travel further. This will change the sound.

The tuba is the largest instrument in the brass family and is the lowest sounding instrument of the orchestra.

The tuba is made of a metal called brass.

Listen to [Andrew Cresci](#) from the London Philharmonia Orchestra talk about the tuba.



### BELL

The bell takes the sound that has been amplified and spreads it around the space.

### MOUTHPIECE

The sound is made by buzzing your lips (like blowing a raspberry)

### BODY

The long length of the tubing gives the low sounds of the tuba.

The bigger the instrument the lower the sound.



CLOSE YOUR EYES AND [LISTEN](#):

WHAT COLOUR DO YOU SEE  
WHEN YOU HEAR THE TUBA?

BLACK

YELLOW

PURPLE

BLUE

ORANGE

RED

WHITE

PINK

GREEN

GOLD

MAROON

Add your  
own words  
and  
colours to  
describe  
the tuba

## Tuba



FIND WORDS TO DESCRIBE  
THE SOUND OF THE TUBA.

LOW

HIGH

DARK

LIGHT

MYSTERIOUS

SCARY

BIRD

FUN

ELEPHANT

CHOCOLATE

LION

MELLOW

GOLD FISH

BRIGHT

SHARK

FORREST

MOUSE

BEACH

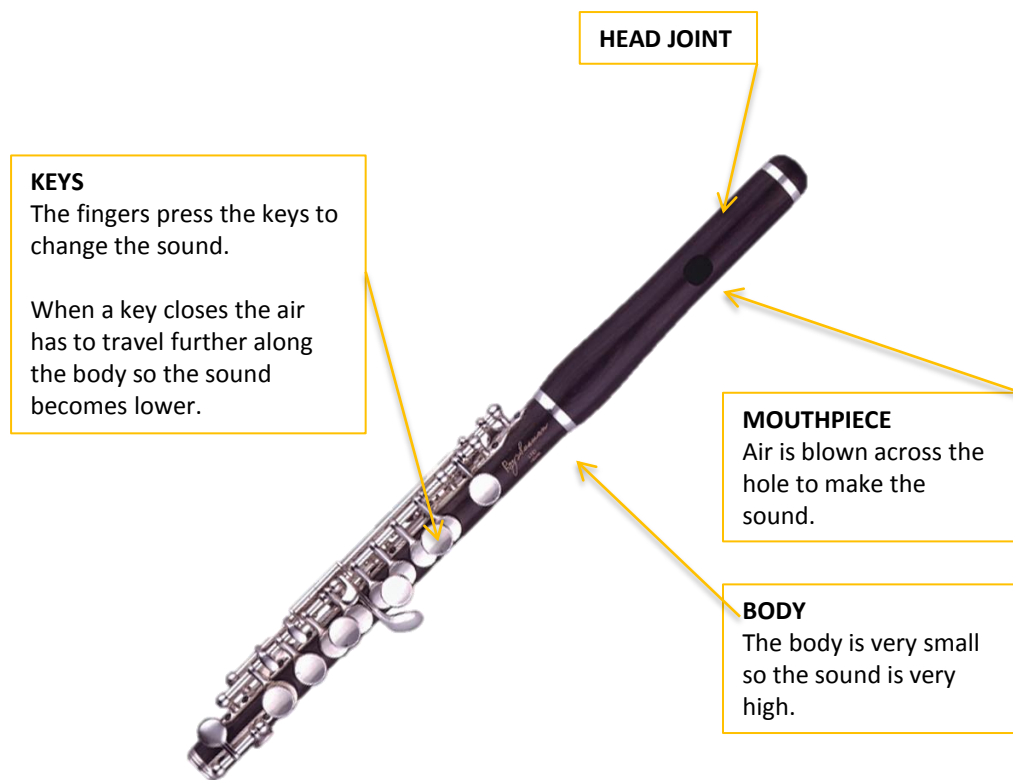


## The Characters - Peepo the Piccolo

The piccolo is a member of the woodwind family and is the smallest and the highest sounding instrument in the orchestra.

The piccolo is half the size of a flute and is played the same way except that the sound is one octave higher than a flute.

Listen to [Keith Bragg](#) from the London Philharmonia Orchestra talk about the piccolo.







CLOSE YOUR EYES AND [LISTEN](#):

WHAT COLOUR DO YOU SEE

WHEN YOU HEAR THE TUBA?

BLACK

YELLOW

PURPLE

BLUE

ORANGE

RED

WHITE

PINK

GREEN

GOLD

MAROON

## PICCOLO



Compare the words and colours you gathered for the tuba and the piccolo.  
Are they the same or different?

FIND WORDS TO DESCRIBE  
THE SOUND OF THE TUBA.

LOW

HIGH

DARK

LIGHT

MYSTERIOUS

SCARY

BIRD

FUN

ELEPHANT

CHOCOLATE

TIGER

MELLOW

GOLD FISH

BRIGHT

SHARK

FORREST

MOUSE

BEACH



## The Characters – Bass Clarinet

The bass clarinet is a member of the woodwind family. It is a larger and lower sounding version of a clarinet.

The body of the bass clarinet is made of wood while the bell is made of metal.

The clarinet and bass clarinet uses a single reed in the mouthpiece. This vibrates to make the sound.

Listen to [Mark van de Wiel](#) from the London Philharmonia Orchestra talk about the clarinet.

Listen to [Laurent Ben Slimane](#) from the London Philharmonia Orchestra talk about the bass clarinet.

MOUTHPIECE



CLARINET



BASS  
CLARINET







## The Characters – Bull Frog the Bassoon

The bassoon is a member of the woodwind family. Like the tuba, the bassoon is the largest and lowest sounding instrument in its family.

The bassoon is made of wood.

The sound is made with a mouthpiece made of two pieces of cane, called a double reed, which are tied together. They vibrate when air passes between the reeds.

Listen to [Amy Harman](#) from the London Philharmonia Orchestra talk about the bassoon.

**BELL**

**CROOK**

The double reed is attached to the end of the crook.

**KEYS**

The fingers press the keys to change the sound.

**DOUBLE REED**



**BODY**

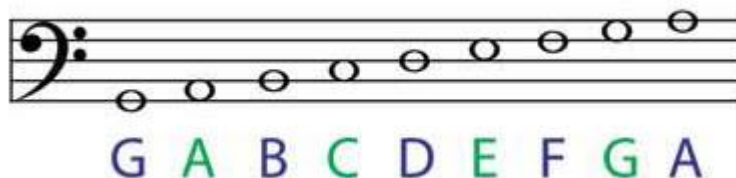
The body is long so the sound is low.





## Tubby's melody

Low sounding instruments such as the bassoon, the trombone, the cello, the double bass and the tuba read music using the bass clef.



Name the first three notes that Tubby plays:

Bass clef

*solo*

Solo – Tubby plays the melody all by himself.

*mf*

Mezzo forte *mf* moderately loud

Staccato – play short and detached



## Tubby's RHYTHMS

Tuba

ta ti - ti ta - a

Clap and say the rhythms (with and without repeat).

Count the beats in each bar.

ta ti - ti ta ti - ti

In two groups perform the rhythms at the same time and as question and answer.

Find the rhythms in Tubby's melody.





## Tubby's RHYTHMS

*solo*  
Tuba *mf*

ti - tic-a ti - ti ta ti - ti

Clap the rhythms (with and without repeat).

Count the beats in each bar.

Trip-e-let tic-a-tic-a ta - a

In two groups perform the rhythms at the same time and as question and answer.

Find the rhythms in Tubby's melody.



## Tubby's RHYTHM



Clap Tubby's rhythm while keeping the beat.

Choose a percussion instrument that would suit Tubby and perform the rhythm.



## Tubby's RHYTHM

4  
4

3

Follow the shape of the melody as you clap Tubby's rhythm.

Tuba





## The Tubby the Tuba song

*Tubby the Tuba was originally a song and was recorded in 1945.  
Click the title to hear Danny Kaye sing the song.*

*Sing along and listen to the tuba.*

There once was a band, best in the land  
Everybody said, oh my, they're grand  
But oh, how they laughed when the tuba went by  
With an oompah pah, - and a great - big – sigh.

Tubby the tuba, puffing away  
Never had a tune to play  
Always dreamed he'd sing a song  
Instead of puffing all day long

With his oompah - oom pah pah, oom pah, oompah pah pah  
Tubby said, oh gosh, oh gee, wish I had a melody  
I'd be better off I know, if I didn't have to blow  
This oompah, oom pah pah, oompah, oom pah pah

Then a friendly frog came by  
And said, now Tubby don't you cry  
Take my bullfrog serenade  
And you'll be the star of the big parade.

Tubby sang the song so grand  
Now he's leader of the band  
He's as famous as can be  
With Tubby the tuba's melody.

Then a friendly frog came by  
And said, now Tubby don't you cry  
Take my bullfrog serenade  
And you'll be the star of the big parade.

Tubby sang the song so grand  
Now he's leader of the band  
He's as famous as can be  
With Tubby the tuba's melody  
Tubby the tuba's melody.

## DISCOVER - Level 1 Beginning

Ideal for those beginning their musical journey.

Content and delivery relates to Levels 1 and 2 of Australian Curriculum (The Arts).

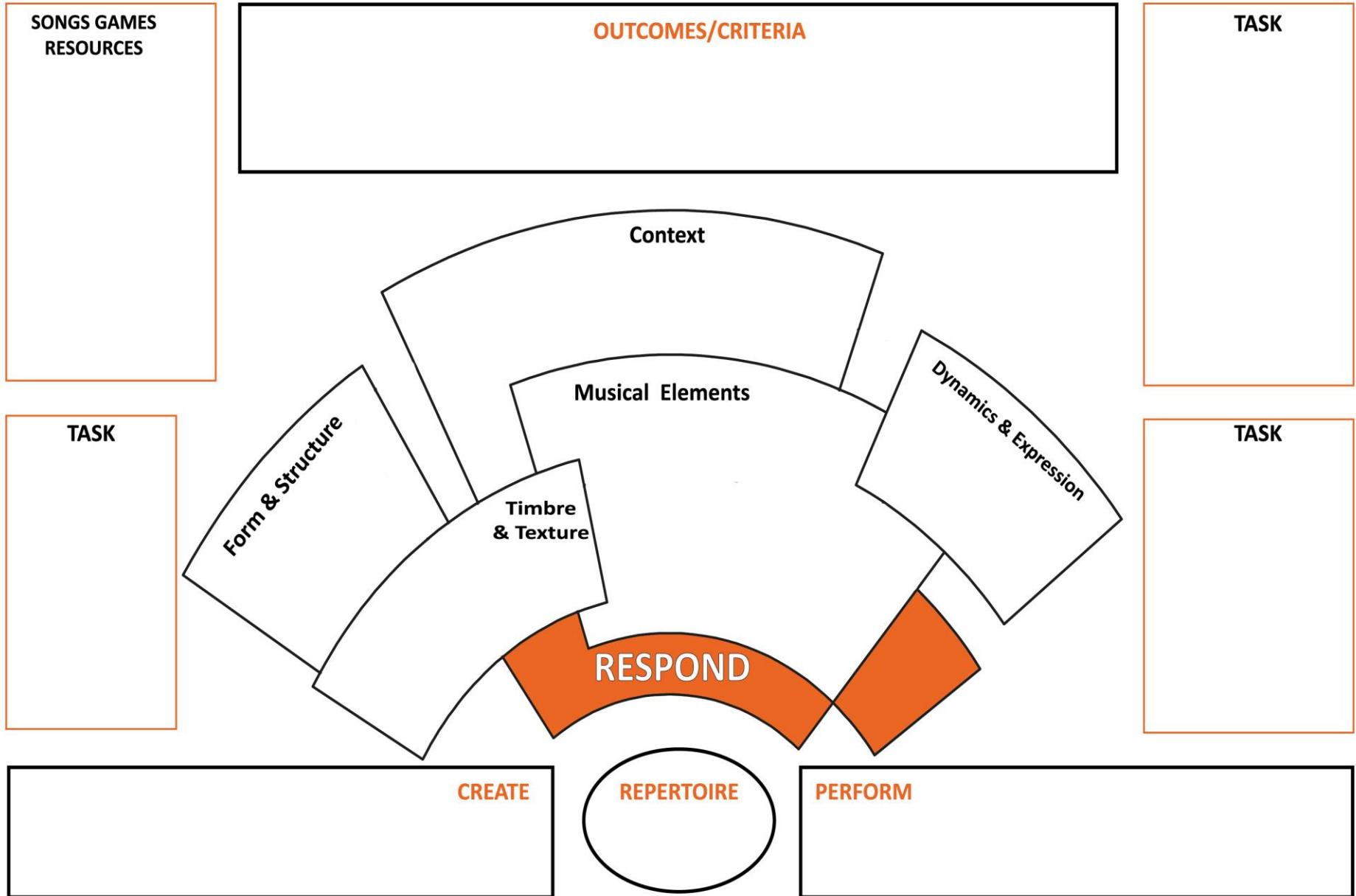
CURRICULUM	DETAILS
Literacy	<ul style="list-style-type: none"><li>• Cause and effect, compare and contrast</li><li>• Compose, contribute and respond in groups and different settings.</li><li>• Summarise and analyse information</li><li>• Acknowledge viewpoints of others</li><li>• Use music, historical and context language appropriately in written and spoken form.</li><li>• Understand and use music literacy, creating and writing concepts as per The Arts – Music Curriculum up to Year 5</li></ul>
Numeracy	<ul style="list-style-type: none"><li>• Subdivision into groups</li><li>• Fractions in relation to time signatures</li></ul>
Studies of Society & Environment (SOSE)	<ul style="list-style-type: none"><li>• Time, Continuity and Change</li><li>• Place and Space</li><li>• Culture and Identity - ANZAC</li></ul>
Design and Technology and Science	<ul style="list-style-type: none"><li>• Sound changes according to devices and materials used.</li><li>• Design and development of musical instruments</li><li>• Languages and cultural practices</li><li>• Enhance intercultural communication</li><li>• Understand regional and cultural diversity</li></ul>
The Art	<ul style="list-style-type: none"><li>• Gross and fine motor skills (music, dance)</li><li>• Rhythm, beat and patterns, structure and form (music, dance, drama)</li><li>• Storytelling and improvisation (music, media)</li><li>• Duration, beat, time values (music)</li><li>• Pitch, intervals, melody , harmony (music)</li><li>• Sound sources, tone colour (music)</li><li>• Dynamics (music)</li><li>• Texture ,shade, contrast and patterns (visual arts, music)</li><li>• Positive and negative space (visual arts)</li></ul>
Health &Physical Education	<ul style="list-style-type: none"><li>• Physical, social, emotional and cognitive dimensions of music.</li><li>• Behaviours and choices for quality of life.</li><li>• Individual and group interaction for health and well-being.</li><li>• Enhance experiences through interpersonal behaviours, respecting cultural protocols, relationships in groups, working cooperatively and being aware of others.</li></ul>

# Australian Curriculum – Music

Elements of Music	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Rhythm	<b>Beat and rhythm</b> Fast/slow Long/short	Tempo changes ostinato	Compound metre	Time signature Rhythmic devices - anacrusis, syncopation, ties and pause	Regular and irregular time subdivision <b>Triplet</b> , duplet Motif, Augmentation/ diminution
Pitch	<b>High/low</b> <b>Pitch direction</b> Pitch matching Unison	Pentatonic patterns <b>Melodic shape</b> Intervals Treble clef and staff	Major scales Pitch sequences, arpeggio, riff, <b>Bass clef</b>	Minor scales Key and key signatures Major/minor chords Ledger lines	Tonal centres, Modulation Consonance/dissonance Chromaticism
Dynamics & Expression	<b>Forte, piano</b>	Dynamic gradations <i>pp</i> to <i>ff</i> <b>Legato &amp; staccato</b>	<b>Staccato</b> , legato accent	Dynamic gradations Articulations relevant to style	Rubato, vibrato, ornamentation
Form and Structure	Introduction <b>Same/different</b> , echo patterns, repetition Verse, chorus, round	<b>Question &amp; answer</b> <b>Repeat signs</b> Binary (AB) form Ternary (ABA) form	Theme, motif Phrase Rondo (ABACA) form ostinato	Repetition and contrast Theme and Variation Verse chorus, bridge	Motivic development Sonata form Interlude, Improvisation
Timbre	<b>How sound is produced</b> <b>Every voice and instrument has its own sound</b>	<b>Recognise orchestral instruments by sound</b> <b>In isolation and in combination</b>	Acoustic and electronic sounds Voice and instrument types	Recognise instrumental groups	Identify instruments by name and sound production.
Texture	<b>Melody</b> Accompaniment Drone	Patterns occurring simultaneously	Contrast within layers of sound	Layers of sound and their role. Unison, homo/ polyphonic	Horizontal/vertical layers countermelody
Creating	Creating sounds using voice and instruments				
Performing	Playing instruments in groups.	<b>Rhythms</b>	<b>Playing and reading melodic and rhythmic excerpts</b>		Sing and play in two or more parts
Responding	<b>Moving to beat and rhythms</b>	<b>Respond to the stories.</b>	Historical context		Awareness of ensemble



# Queensland Symphony Orchestra Mind Map





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