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 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.
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

FIND WORDS TO DESCRIBE THE SOUND OF THE TUBA.
LOW
HIGH
DARK
LIGHT
MYSTERIOUS
SCARY
FUN
BIRD
ELEPHANT
LION
GOLD FISH
SHARK
MOUSE

BRIGHT
FORREST
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**: PICCOLO

WHAT COLOUR DO YOU SEE WHEN YOU HEAR THE TUBA?

BLACK
YELLOW
PURPLE
BLUE
ORANGE
RED
WHITE
PINK
GREEN
GOLD
MAROON

FIND WORDS TO DESCRIBE THE SOUND OF THE TUBA.

LOW
HIGH
DARK
LIGHT
MystEriOus
ScaRy
FUn
CHeCoLAtE
MELLOw
BriGhT
FOrRESt
BEaCH

Compare the words and colours you gathered for the tuba and the piccolo. Are they the same or different?
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.
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.
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:
Clap and say the rhythms (with and without repeat).

Count the beats in each bar.

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

Clap the rhythms (with and without repeat).

Count the beats in each bar.

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

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

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<th>CURRICULUM</th>
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| **Literacy**                                | • Cause and effect, compare and contrast  
• Compose, contribute and respond in groups and different settings.  
• Summarise and analyse information  
• Acknowledge viewpoints of others  
• Use music, historical and context language appropriately in written and spoken form.  
• Understand and use music literacy, creating and writing concepts as per The Arts – Music Curriculum up to Year 5 |
| **Numeracy**                                | • Subdivision into groups  
• Fractions in relation to time signatures |
| **Studies of Society & Environment (SOSE)** | • Time, Continuity and Change  
• Place and Space  
• Culture and Identity - ANZAC |
| **Design and Technology and Science**       | • Sound changes according to devices and materials used.  
• Design and development of musical instruments  
• Languages and cultural practices  
• Enhance intercultural communication  
• Understand regional and cultural diversity |
| **The Art**                                 | • Gross and fine motor skills (music, dance)  
• Rhythm, beat and patterns, structure and form (music, dance, drama)  
• Storytelling and improvisation (music, media)  
• Duration, beat, time values (music)  
• Pitch, intervals, melody, harmony (music)  
• Sound sources, tone colour (music)  
• Dynamics (music)  
• Texture, shade, contrast and patterns (visual arts, music)  
• Positive and negative space (visual arts) |
| **Health & Physical Education**             | • Physical, social, emotional and cognitive dimensions of music.  
• Behaviours and choices for quality of life.  
• Individual and group interaction for health and well-being.  
• Enhance experiences through interpersonal behaviours, respecting cultural protocols, relationships in groups, working cooperatively and being aware of others. |
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<th>Elements of Music</th>
<th>Foundation to Year 2</th>
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<td>Ternary (ABA) form</td>
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<td>In isolation and in combination</td>
<td>Voice and instrument types</td>
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