

RESPECT

Appreciation

GRATITUDE

LOVE

Acknowledgment

Honor

Thank you

CARE

Praise

Grateful

THE

TEACHER'S GUIDE

Fanfare

PROJECT





Welcome to the Fanfare Project!



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Introduction

The New Bedford Symphony Orchestra's Fanfare Project began with a partnership with a local nonprofit organization that provides opportunities for experiential learning outside of the school day. In partnering with this organization on several occasions, the NBSO piloted the Fanfare Project. What was first conceived as a simple, 3-lesson project where children composed original fanfares for someone important in their life transformed into a powerful and emotional experience for all involved. As an organization, we wanted to share this curriculum to encourage others to enact it within their own classroom, after-school program, or arts organization.

The project is designed for any educator, with or without prior experience in music. The use of the Compose-It graphic notation software removes the barrier of prior music reading experience for both the instructor and the student. However, music educators are free to supplement the curriculum with standard music notation or standard rhythmic note names if they wish to do so.

While not a required aspect of the project, the final presentation is highly recommended as this was where we observed the strong emotional impact of the project. In this presentation for invited guests, students read their dedications to their fanfare recipients and then hear their original fanfare performed live by a musician or an audio recording. Each student presentation provided a unique opportunity for all to share in the experience as students expressed authentic and heartfelt gratitude toward an important person in their lives.

Project Overview

The Fanfare Project is a cross-discipline curriculum combining music listening, writing, and music composition. At the beginning of the project, we start with a question, “How do we show appreciation for important people in our lives?” Students are then introduced to fanfares as a musical genre, and musical examples are provided in the first lesson. The students are then asked to select a person in their lives that is deserving of their own fanfare. These honorees could be family members, school faculty or staff, or other individuals that have made an impact on their life.

Once the honorees are selected, students compose a fanfare for their recipient. Short videos are provided to instruct the students on musical aspects that are used in composing a fanfare. The students compose and play back their fanfares using the graphic music composition program “Compose-It ”. Prior to the presentation event, the students write tributes to their recipients to describe why they were chosen. These dedications offer expressions of gratitude for the recipient’s action or just the appreciation of the recipient’s presence in their lives. Students then write out their dedications on the supplied dedication page.

At the presentation event for invited guests, students read their dedication to their recipient standing alongside them. Following the reading, a musician (preferably a musician playing a trumpet or brass instrument) performs the student’s original fanfare. As an alternative to a musician’s performance, audio files of the student’s fanfare could be played at the event.

Project Attributes

1. **Easily Accessible**- The use of graphic notation gives students the ability to experience the authentic work of a composer while not having to wait until they have reached a level of comprehension and fluency in reading standard musical notation.
2. **Promotes the Expression of Gratitude**- The program is designed to offer students an opportunity to reflect upon the importance of specific people in their lives, and create meaningful ways for them to demonstrate their gratitude and appreciation.
3. **Requires Minimal Time Commitment**- The project is structured to be completed in three lesson periods that may occur within one school day, or across three separate sessions. In addition, fanfares, as a musical form, offer a real opportunity to compose music in a short duration piece that often lasts only 20 seconds. Therefore, this specific musical form allows for students to complete their musical compositions in less time.
4. **Builds Confidence**- Students who may, or may not have had prior experience playing a musical instrument have an opportunity to discover pride, confidence, and recognition of their musical abilities through the art of musical composition. In past programs, students have gained interest in starting, or restarting music lessons after finding success as a composer. In addition, in the final presentation of student-composed fanfares, students gain valuable experience in public speaking as they read their dedications to their fanfare recipients.
5. **Minimal Expense**- The project does not require the purchase of musical instruments or music composition software. The teacher's guide, student workbook, and online music composition program provide all materials necessary to complete the project. Online materials provide easy access to musical examples and lesson instruction videos.

Lesson 1

Learning Objectives

Students will:

- Define and describe the purpose of a fanfare.
- Listen to and analyze characteristics of fanfare music.
- Select an important person (honoree) to celebrate.
- Identify adjectives that describe their honoree.
- Recognize the motion of steps, skips, and jumps in a melody.
- Explore the features of the Compose-It music composition program.



Materials

- Student Fanfare Workbooks
- Access to The Fanfare Project webpage
- Audio playback system
- Compose-It music composition program

Instructional Sequence

1. Opening Discussion (3 minutes)

Begin with the question:

How do we show appreciation for important people in our lives?

Invite students to share responses. Guide the discussion toward the idea that music can be a powerful way to honor someone.

2. Listening Activity: What Is a Fanfare? (8 minutes)

Play **Listening Example #1: *Imperial Fanfare* (Leeb)** located on the Fanfare Webpage

Lesson 1

After listening, direct students to:

- **Page 2** – Write descriptive words that describe the music.
- **Page 3** – Describe a setting or event where this music might be performed.
- **Page 4** – Circle the instruments heard in the example.

Ask a student to read aloud the definition of *fanfare* on **Page 5**.

3. Project Introduction (5 minutes)

Direct students to **Page 6** and read the project description aloud as a class.

Students should:

- Select their honoree.
- Write the honoree's name on Page 6.

If a presentation ceremony is planned, encourage students to select someone local who may be able to attend. Instruct students to select a person rather than a pet or fictional character.

4. Describing the Honoree (3 minutes)

Direct students to **Page 12**.

Students circle **4–8 adjectives** that describe their honoree.

5. Melodic Motion: Steps, Skips, and Jumps (7 minutes)

Play Video **Lesson 1: Melodic Ideas for Your Fanfare** located on the Fanfare Webpage.

Pause the video at **3:05** and have students complete **Page 13** in their workbook.

Resume the video to review the answers together.

Lesson 1

6. Introduction to Compose-It (4 minutes)

Play **Lesson 1: Introducing Compose-It** video located on the Fanfare Webpage.

Preview the full video in advance and determine which segments are most appropriate for your students. While many students will understand basic drag-and-drop note entry, they may need explicit instruction in:

- Multi-select features
- Creating and using motifs
- Editing tools

7. Guided Exploration & Composition (Remainder of Class)

Students use the Compose-It program to:

- Experiment in creating melodies using steps, skips, and jumps
- Create short melodic ideas
- Save early drafts of their work

Teacher Notes

- Emphasize that early drafts are exploratory and part of the creative process.

Lesson 2

Learning Objectives

Students will:

- Identify musical elements in a fanfare listening excerpt.
- Recognize and experiment with rhythmic ideas commonly used in fanfares.
- Understand and apply the concept of a motif.
- Compose an original fanfare using Compose-It.
- Draft a written dedication honoring their selected recipient.

Materials

- Student Fanfare Workbooks
- Access to the Fanfare Project webpage
- Audio/video playback system
- Access to Compose-It music composition software

Instructional Sequence

1. Review: What Is a Fanfare? (3 minutes)

Begin by reviewing the definition of a fanfare established in Lesson 1.

Invite students to recall:

- What is the purpose of a fanfare?
- What musical characteristics did we notice in previous examples?

2. Rhythmic Exploration (10 minutes)

Play **Lesson 2 Video: Rhythmic Ideas for Your Fanfare** located on the Fanfare Webpage.

Lesson 2

After viewing, invite students to experiment with several of the rhythmic ideas demonstrated in the video using Compose-It.

Encourage students to:

- Repeat rhythmic patterns on a single pitch
- Combine short, energetic rhythms with longer sustained tones

Emphasize that rhythm is one of the strongest tools for creating excitement in a fanfare.

3. Composition Guidance: Tips & Motifs (6 minutes)

Direct students to Page 14 in the workbook.

Review the composition tips provided on the page.

Next, turn to Page 15 and review:

- The definition of a motif
- The benefits of using a motif in composition
- The process of creating and developing a motif

4. Composition Time (Use the remainder of class for steps 4 and 5)

Students begin composing their original fanfares using Compose-It.

Encourage them to:

- Incorporate rhythmic ideas explored in class
- Develop and repeat a motif
- Use longer duration notes for phrase endings

Lesson 2

5. Written Dedication Draft (Use the remainder of class for steps 4 and 5)

Direct students to Pages 8–9 in the workbook. Students begin drafting their dedication statement, explaining:

- Who is their honoree
- Why this person is important to them
- Why this person is deserving of their own fanfare

Teacher Notes

Remind students that revision and refinement are part of the creative process.

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Bonus Listening Activity: to be used on Lesson 2 or 3 if time allows (6 minutes)

Tell students: “As you listen, focus on the following elements:”

- Brass instrumentation
- Active rhythmic patterns repeated on the same pitch
- Phrases that end with longer sustained notes
- Melodic ideas repeated in different instruments

Then play **Listening Example #3: *Fanfare pour précéder La Péri*** (Paul Dukas) located on the Fanfare Webpage from the beginning to 1:19, then stop the video.

Follow with discussion asking students what musical elements they were able to perceive.

Lesson 3

Learning Objectives

Students will:

- Complete and refine their original fanfare composition.
- Finalize a written dedication honoring their selected recipient.
- Rehearse reading their dedication with clarity, expression, and confidence.

Materials

- Student Fanfare Workbooks
- Compose-It music composition software
- Audio playback system (if needed for reviewing compositions)

Instructional Sequence

1. Composition Completion & Refinement (15–20 minutes)

Students complete their fanfare compositions using Compose-It.

Encourage students to:

- Listen through their piece from beginning to end before finalizing

2. Dedication Writing: Final Draft (10–15 minutes)

Direct students to Pages 10–11 in the workbook. Students finalize their dedication statement, ensuring that it:

- Clearly identifies their honoree
- Explains why this person is meaningful to them

3. Presentation Rehearsal (Remainder of Class)

Students rehearse reading their dedication aloud in preparation for the presentation.

Lesson 3

One at a time, students practice reading to the class. Emphasize the following performance skills:

- Projecting the voice so all classmates can hear
- Reading slowly and clearly
- Using expression that reflects the meaning of the dedication
- Standing with confident posture

Provide supportive feedback focused on clarity and expression.

Teacher Notes

- Encourage respectful listening while classmates rehearse.
 - Reinforce that confidence comes from preparation and clear pacing.
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Fanfare Presentation Events

At the presentation event for invited guests, students read their dedication to their recipient standing alongside them. Following the reading, a musician (preferably a musician playing a trumpet or brass instrument) performs the student's original fanfare. If no musician is available, play the recording of the student's fanfare audio file.

Depending on class size, this presentation event can be scaled appropriately to fit time constraints. By using two musicians, or recordings, in two separate spaces, larger groups can be divided to reduce the time needed for every student to present their fanfare to their recipient.

Prior to the event it is important to confirm the attendance of the students' recipients to prevent any recipient absence causing the student disappointment or embarrassment.

On the day of the event, check that all honorees have arrived before starting. If someone is missing, try to contact them to see if that student's fanfare performance can be moved to the final spot. However, if the honoree can not be reached, or is unable to attend, announce that the honoree had unforeseen circumstances and has asked that you film the student fanfare dedication and music.

Following the presentation, students may invite attendees, classmates, and faculty to sign the **Rave Reviews** pages in their workbook (Pages 16–19). While the Fanfare Project is designed to give each student the opportunity to express gratitude to an important person in their life, this moment allows that gratitude to come full circle, through messages of appreciation and praise for their dedication and original fanfare composition.

THE

Fanfare

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