



**ZEPHYR BRASS**  
COLLECTIVE

# STUDY GUIDE



**MARIAN LIEBOWITZ ARTIST MANAGEMENT**



# Biography

Based in Denver, Colorado, Zephyr Brass Collective is redefining what a brass quintet can be. Known for their fearless blend of classical precision and boundary-pushing creativity, this powerhouse ensemble seamlessly moves from reimagined pop anthems to bold new commissions, and from jazz-infused grooves to electrifying takes on orchestral favorites.

In just the past year, Zephyr has premiered multiple new works, collaborated with award-winning composers, and racked up thousands of new fans through viral performance videos—proving that brass chamber music can be as fresh and current as any genre on stage today.

Collaboration fuels their artistry: whether commissioning genre-bending works, partnering with fellow creatives, or engaging communities through dynamic workshops and school programs, Zephyr creates experiences that are as inclusive as they are inspiring.

From intimate listening rooms to festival stages, their performances radiate energy, precision, and charisma. Every show is an invitation—to discover the unexpected, to connect with the music and musicians, and to experience brass chamber music as vibrant, daring, and unapologetically alive.



# Instruments

## Trumpet

A brass instrument with a bright, clear sound produced by buzzing the lips into a small, cup-shaped mouthpiece. The trumpet uses three valves to change pitch and is the highest voice in the brass family. Modern trumpets come in various keys and sizes—Bb, C, Eb, piccolo trumpets in Bb/A, and flugelhorns—each offering unique tonal colors and range. The trumpet plays a leading role in classical, jazz, and popular music alike, with its modern form developed in the early 19th century. In Zephyr Brass Collective, the trumpet often carries the melody or rhythmic energy of a piece, adding sparkle and brilliance to the group's overall sound.

## French Horn

A coiled brass instrument with a wide range and a warm, mellow tone. Sound is produced by buzzing into a funnel-shaped mouthpiece, and players use their right hand inside the bell to adjust pitch and tone. Most modern horns are double horns in F and Bb. The French horn is used in orchestras, film scores, and chamber music, often symbolizing nobility, nature, or adventure.

In Zephyr Brass Collective, the horn serves as a bridge between the higher and lower voices—blending seamlessly while adding warmth, color, and expressive depth to the ensemble.

## Trombone

Distinct among brass instruments for its slide mechanism instead of valves. The player changes pitch by extending or shortening the slide while buzzing into a large mouthpiece. Its sound ranges from smooth and lyrical to bold and brassy. The most common type is the tenor trombone, though bass trombones add even deeper tones. The trombone is found in symphonies, jazz bands, marching bands, and brass ensembles.

In Zephyr Brass Collective, the trombone provides a powerful, flexible middle voice—moving effortlessly between harmony and melody, and adding a rich, vocal quality to the group's sound.

## Tuba

The largest and lowest member of the brass family. Sound is made by buzzing into a deep mouthpiece and pressing valves to change pitch. Despite its size, the tuba can produce a rich range of tones—from warm and supportive to playful and melodic. It anchors the harmony in orchestras, concert bands, and brass groups, and was invented in the mid-19th century as the foundation of modern brass music.

In Zephyr Brass Collective, the tuba lays the foundation of the ensemble's sound—providing rhythmic drive, harmonic depth, and, at times, unexpected moments of melodic humor and virtuosity.



# Collaborative Opportunities

Zephyr Brass Collective offers adaptable collaboration opportunities with middle school, high school, university, and community ensembles. Programs can be customized to fit educational goals and performance settings.

## **Workshops & Clinics**

Focused sessions on brass technique, ensemble playing, audition preparation, and performance skills.

## **Side-by-Side Performances**

Students and community musicians perform alongside Zephyr members in classical, contemporary, or crossover works.

## **Masterclasses**

Individual and group instruction emphasizing tone, phrasing, and professional musicianship.

## **University Collaborations**

Guest artist residencies, open rehearsals, and performances featuring student or faculty composers.

## **Community Engagement**

Collaborative projects with community concert bands and regional ensembles to inspire participation and connection through live performance.

These programs foster mentorship, musical growth, and creative exchange—helping musicians of all levels experience the excitement of performing with professional artists.

# Spanish-Language Elementary Lessons

## Kodály-Based

### Context

While teaching in El Paso, Amanda built a Spanish-language immersion music curriculum aligned to Texas standards and district sequencing. Selecting developmentally appropriate, culturally respectful repertoire was challenging because melodic and rhythmic vocabularies vary across cultures. For instance, sol-mi appears frequently in both North American and Mexican folk songs, but meter often differs—North American folk frequently uses duple, while Mexican folk often favors triple, limiting options that are simultaneously sol-mi and duple.

### Goal

Provide simple, approachable Kodály-based Spanish lessons you can drop into your Elementary curriculum—either as a full lesson or as individual song activities—to teach core concepts while celebrating culture authentically and respectfully.

### What Students Will Do (K–5)

- Sing & Move: Echo-sing sol-mi (and later la) patterns; explore duple vs. triple through simple claps/steps; transfer patterns to barred or non-pitched percussion.
- Hear & See: Identify sol-mi on hand signs and staff; compare duple/triple by body percussion and walking patterns.
- Create: Improvise a 4-beat sol-mi question; classmates respond with a 4-beat answer (call-and-response).
- Connect: Brief song origins discussion (who, where, why), with teacher notes on authenticity and respectful context.

### Sample Micro-Sequence (20–25 minutes)

1. Engage (3 min): “Meter detective”—students listen and vote with body moves (march = duple, waltz sway = triple).
2. Teach (8 min): Sol-mi echo in Spanish; add text from a culturally authentic children’s song (teacher guide includes pronunciation and context).
3. Practice (6 min): Small-group ostinatos; rotate instruments.
4. Create (5 min): Students improvise 4-beat sol-mi in chosen meter; peers respond.
5. Reflect (2–3 min): Exit ticket: draw note patterns for duple vs triple or circle sol-mi on a mini staff.

### Teacher Pack Includes

Spanish lyrics with phonetics, cultural notes, printable rhythm cards for 2/4 and 3/4, sol-mi staff slides, and assessment rubrics.

# Grades 6-8 (Middle School)

## **Brass Fundamentals Lab**

Breath, buzz, resonance, articulation, and time.

## **Ensemble Skills**

Balance/blend, intonation strategies, subdivision drills, and cueing.

# Grades 9-12 (High School)

## **Sectionals & Full-Band Clinics (Concert/Jazz)**

Tone concept, style specificity, phrase shaping, and listening hierarchy.

## **Audition Ready**

Excerpt strategy, mental rehearsal, mock panel, feedback forms.

## **Career in Music 101**

Paths in performing, touring, production, arranging, arts admin, and arts adjacent careers.

# College/University Offerings

## **Brass Studio Class**

Masterclasses on Efficiency, excerpt & etude strategy, ensemble rehearsal techniques.

## **Repertoire & Interpretation**

Period style to contemporary crossover; commissioning/consortia.

## **Composition/Arranging Reading**

Bring student works; immediate, constructive feedback.

## **Entrepreneurial Musicianship**

Branding, EPKs, pricing, grant framing (Prop 28 context for K-12 partners), community partnerships, music adjacent careers.

# All-School Concert: The Language of Brass

Our 45-60 minute interactive concert for K-12 audiences explores how music communicates emotion and story across styles and cultures—without using words. Zephyr Brass Collective performs everything from Baroque fanfares to Latin grooves and pop favorites, showing how rhythm, melody, and tone shape musical “conversation.” Students learn how each brass instrument produces sound, clap along to rhythmic patterns, and discover how musical expression connects people around the world. The program concludes with a short Q&A and high-energy finale that inspires students to find their own musical voice.

## Duration

45-60 minutes

## Grade Range

K-12 (adaptable by age)



# Educational Standards

This study guide references the various musical and cultural aspects you'll find in Zephyr Brass Collective's educational outreach performances, as outlined in the Visual and Performing Arts Content Standard for California Public Schools. Programs can be adjusted to approximate age levels. For a full version of this resource, please visit the California Department of Education online at [www.cde.ca.gov](http://www.cde.ca.gov).

## **1.0** Artist Perception Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music

**1.2** Identify and describe basic elements in music (e.g. high/low, fast/slow, loud/soft.)

**1.3** Identify common instruments visually and aurally in a variety of music.

## **2.0** Creative Expression Creating, Performing, and Participating in Music

**2.1** Move or use body percussion to demonstrate awareness of beat and tempo.

**2.2** Use the singing voice to echo short melodic patterns.

## **3.0** Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of Music

**3.1** Use personal vocabulary to describe music from diverse cultures.

**3.2** Sing and play simple singing games from various cultures.

**3.3** Use personal vocabulary to describe voices and instruments from diverse cultures.

**3.3** Explain how music has reflected social functions and changing ideas and values.

**3.4** Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

**3.6** Compare and contrast musical styles within various popular genres in North America and South America.

## **4.0** Aesthetic Valuing Responding to, Analyzing, and Making Judgments About Works of Music

**4.1** Create movements to music that reflect focused listening.

**4.2** Participate freely in musical activities.

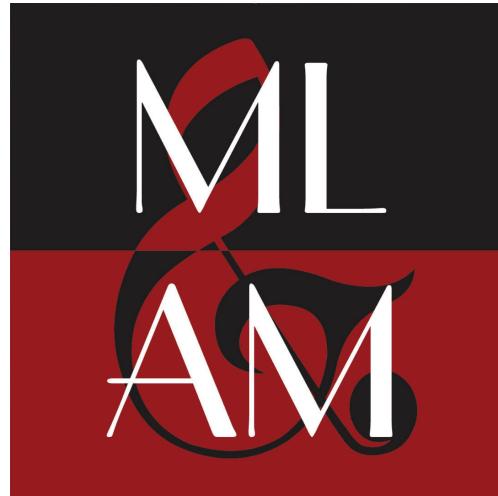
## **5.0** Connections, Relationships, Applications Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

**5.1** Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

**5.2** Identify and discuss who composes and performs music pieces, and works of visual art.

# Booking

For booking, contact:



**Marian Liebowitz**

619-988-0751

[Marian@MarianLiebowitz.com](mailto:Marian@MarianLiebowitz.com)

[www.MarianLiebowitz.com](http://www.MarianLiebowitz.com)