

Connecting with Local Students through Trumpet

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I have been playing the trumpet since fourth grade, and I have fond memories of devoting many hours in middle school to learning a new instrument. Going into high school, I participated in various concert and jazz bands and attended workshops, such as the yearly jazz festival at Western Connecticut State University. During my time at UVA, however, my musical study has centered on vocal performance, namely through my lessons with Pamela Beasley and participation in the University Singers and Chamber Singers. Lately, I have been hoping to get back into playing the trumpet, as continual practice in a second instrument will undoubtedly enhance my musical knowledge and retention of strategies studied in voice lessons.

Recently, Bonnie Gordon, one of my music professors, invited students in her class to work with local middle schoolers as [Music Mentors](#). As a mentor, I will help out as a trumpet practice partner, meeting via Zoom for two to three hours per week and going over new subject material together. During a “non-COVID” semester, I usually volunteer with kindergarteners at Cale Elementary School, and I have missed the opportunity to work directly with local youth. The “practice partner” program is particularly exciting: it blends my love of music with a sustained opportunity to connect with local students, and will challenge me to think critically as a music teacher. In order to become a more effective tutor and mentor, I need to practice trumpet more regularly, but there is one slight problem: my trumpet is in disrepair.

During my senior year of high school, my trumpet mysteriously was damaged, and though we never discovered who was behind it, someone likely broke into the band room and wreaked havoc on multiple instruments. * The trumpet is still playable, but the body is heavily scratched and the bell is dented, which adversely impacts the sound quality. I have owned this trumpet for approximately 10 years, and believe it is time for an upgrade. **In order to be a more effective practice partner, I am requesting \$500 to purchase a new trumpet, in consultation with a local Charlottesville music store.** In turn, I believe rediscovering my passion for trumpet will benefit my own musical literacy and application-based skills, and allow me to connect with students in the Charlottesville community in a unique way.

**please see pictures below for reference*

Timeline:

- Late October: Visit *Music & Arts* or a comparable instrument store in Charlottesville. In consultation with store employees, identify a trumpet for my skill level and price range. Purchase the trumpet, along with valve oil, slide grease, and any practice books.
- Remainder of the semester/academic year: practice trumpet regularly so to enhance my capabilities as a music mentor. Zoom each week with a local Charlottesville student. Complete an outcome report within 60 days of receiving funding.

Budget:

<i>Item</i>	<i>Cost</i>
Trumpet: <u>Allora Vienna Series or comparable brand</u>	\$599.99*

*I am requesting \$500 to subsidize the cost of the trumpet; anything over \$500 I will cover with personal funds. This is a ballpark estimate based on personal research, and may change once I consult with store employees. Should the cost of the trumpet amount to less than \$500, I will use the remaining funds to purchase slide grease, valve oil, and practice books/sheet music.

Photos of Damage:

