

# Heart Mind Bell

## First Studies

- Release the air, allowing the dynamic taper to occur as the airflow naturally dissipates at the tip of the lip revealing the top of the tone.
- DO NOT squeeze or push the air at the attack or at the end of the note.
- Play for the duration of a relaxed, comfortable, effortless, flowing exhale.
- Inhale for a natural, free release.
- Remove and replace mouthpiece, in coordination with aperture formation, at the release of the air.
- Use "who" or "pooh" attacks
- Vary tempo
- Play moderate dynamic level.
- Play Lip Tone; then Play on Horn
- Play these in a manner in which benefits YOU; vary soft/loud, short/long, tongue/slur, fast/slow, rhythm/meter.

### Lesson 1: 1 2 3 "Huh - Who" Taper Tones

JC Heisler

① Diatonic

(1) (2) (3) huh G (1) (2) (3) huh F (1) (2) (3) huh  
 (0) (1)  
 sol fa

(1) (2) (3) huh E (1) (2) (3) huh D (1) (2) (3) huh C  
 (12) (13) (0)  
 mi re do

② Tier 3: Chromatic (1/2 Steps) 7 Bugles Down: (0) (2) (1) (12) (23) (13) (123)

G	F#	F	E	E <sub>b</sub>	D	C#
(0)	(2)	(1)	(12)	(23)	(13)	(123)
sol	fi	fa	mi	me	re	di

③ Tier 2: Chromatic (1/2 Steps) 7 Bugles Down: (0) (2) (1) (12) (23) (13) (123)

C	B	B <sub>b</sub>	A	A <sub>b</sub>	G	F#
(0)	(2)	(1)	(12)	(23)	(13)	(123)
do	ti	te	la	le	sol	fi

Lesson 2: 1 2 3 "Huh - Who" Whistle Too.

① Tier 2 to Tier 3

7 Bugles Up: (123) (13) (23) (12) (1) (2) (0)

F#	C#	G	D	A <sub>b</sub>	E <sub>b</sub>
(123)	(123)	(13)	(13)	(23)	(23)
fi	di	sol	re	le	me

A	E	B <sub>b</sub>	F	B	F#	C	G
(12)	(12)	(1)	(1)	(2)	(2)	(0)	(0)
la	mi	te	fa	ti	fi	do	sol

② Tier 3 to Tier 2

7 Bugles Down: (0) (2) (1) (12) (23) (13) (123)

*hü, pü, dü*

G C F# B F Bb E A  
 (0) (0) (2) (2) (1) (1) (12) (12)  
*sol do fi ti fa te mi la*

③ Tier 2-3-2 Whistle Too.

*hü, pü, dü*

Eb Ab D G C# F# F# C# F#  
 (23) (23) (13) (13) (123) (123) (123) (123) (123)  
*me le re sol di fi fi di fi*

G D G Ab Eb Ab A E A  
 (13) (13) (13) (23) (23) (23) (12) (12) (12)  
*sol re sol le me le la mi la*

Bb F Bb B F# B C G C  
 (1) (1) (1) (2) (2) (2) (0) (0) (0)  
*te fa te ti fi ti do sol do*

④ Tier 3-2-3 Whistle Too.

7 Bugles Down: (0) (2) (1) (12) (23) (13) (123)

• hü, pü, dü

G C G F# B F#  
 (0) (0) (0) (2) (2) (2)  
*sol do sol fi ti fi*

F Bb F E A E  
 (1) (1) (1) (12) (12) (12)  
*fa te fa mi la mi*

Eb Ab Eb D G D  
 (23) (23) (23) (13) (13) (13)  
*me le me re sol re*

⑤

• hü, pü, dü

C# F# C# C# F# C# F#  
 (123) (123) (123) (123) (123) (123) (123)  
*di fi di fi*

D G D G Eb Ab Eb Ab  
 (13) (13) (13) (13) (23) (23) (23) (23)  
*re sol re sol me le me le*

E A E A F B $\flat$  F B $\flat$   
 (12) (12) (12) (12) (1) (1) (1) (1)  
*mi la mi la fa te fa te*

F# B F# B G C G C  
 (2) (2) (2) (2) (0) (0) (0) (0)  
*fi ti fi ti sol do sol do*

⑥ *hü, pü, dü*

C G C G B F# B F#  
 (0) (0) (0) (0) (2) (2) (2) (2)  
*do sol do sol ti fi ti fi*

B $\flat$  F B $\flat$  F A E A E  
 (1) (1) (1) (1) (12) (12) (12) (12)  
*te fa te fa la mi la mi*

A $\flat$  E $\flat$  A $\flat$  E $\flat$  G D G D  
 (23) (23) (23) (23) (13) (13) (13) (13)  
*le me le me sol re sol re*

⑦ *hü, pü, dü*

F# C# F# C#  
(123) (123) (123) (123) (123)  
*fi di fi di*

(13) (23)

(12) (1)

(2) (0)

⑧ *hü, pü, dü*

(0) (2)

Two musical staves in treble clef. The first staff contains exercise (1), a sequence of eighth notes: Bb, A, G, F, E, D, C, Bb. The second staff contains exercise (12), a sequence of eighth notes: Bb, A, G, F, E, D, C, Bb. Both exercises are marked with a comma above the staff and a slur underneath.

Two musical staves in treble clef. The first staff contains exercise (23), a sequence of eighth notes: Bb, Ab, G, F, E, D, C, Bb. The second staff contains exercise (13), a sequence of eighth notes: Bb, A, G, F, E, D, C, Bb. Both exercises are marked with a comma above the staff and a slur underneath.

*May Move on to Lesson 3 \* ⑨*

A musical staff in treble clef. The first part of the exercise (123) consists of eighth notes: B, C, D, E, F, G, A, B. The second part consists of eighth notes: B, C, D, E, F, G, A, B. A double bar line with a 4/4 time signature is placed between the two parts. The exercise is marked with a slur underneath.

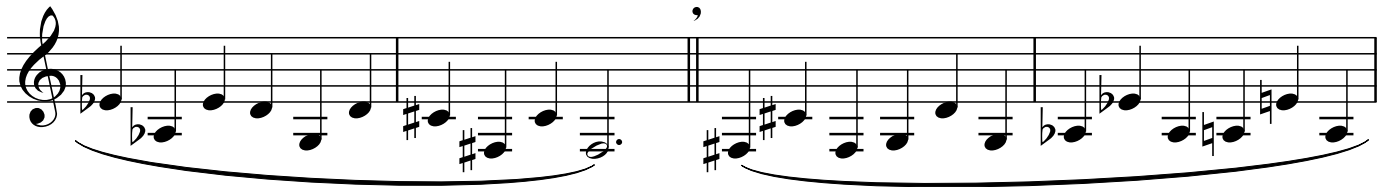
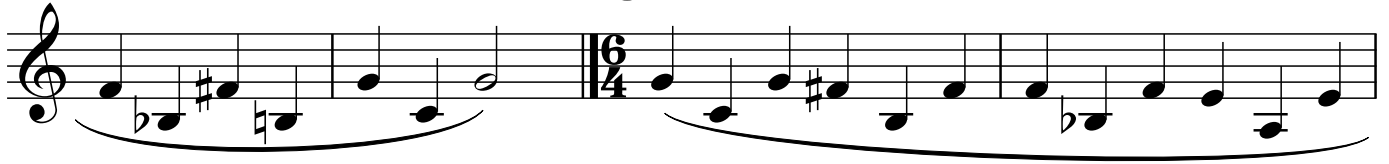
A musical staff in treble clef. The first part of exercise (10) consists of eighth notes: Bb, Ab, G, F, E, D, C, Bb. The second part consists of eighth notes: B, C, D, E, F, G, A, B. A double bar line is placed between the two parts. The exercise is marked with a slur underneath.

⑩

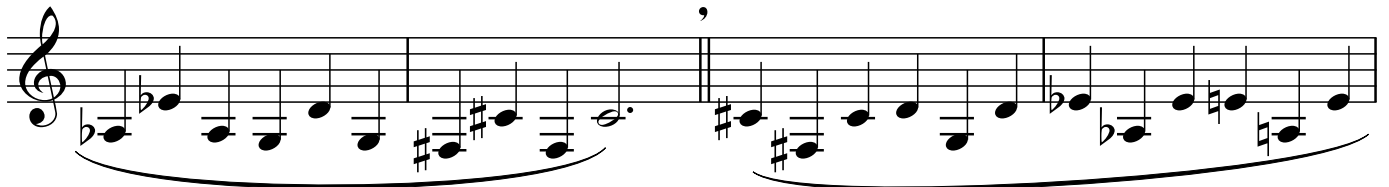
A musical staff in treble clef. The first part of exercise (10) consists of eighth notes: Bb, Ab, G, F, E, D, C, Bb. The second part consists of eighth notes: B, C, D, E, F, G, A, B. A double bar line with a 4/4 time signature is placed between the two parts. The exercise is marked with a slur underneath.

A musical staff in treble clef. The first part of exercise (10) consists of eighth notes: Bb, Ab, G, F, E, D, C, Bb. The second part consists of eighth notes: B, C, D, E, F, G, A, B. A double bar line is placed between the two parts. The exercise is marked with a slur underneath.

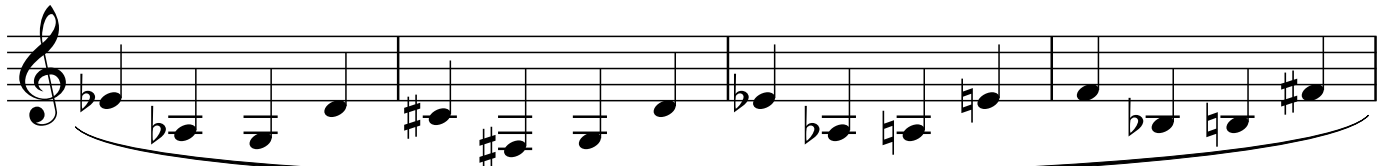
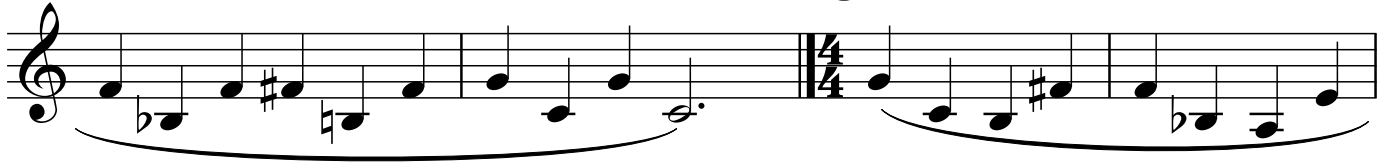
11



12



13







**Lesson 3: 1 2 3 "Huh - Who" Whistle Too.**

① Tier 2-3-4 Whistle Too.

*hü, pü, dü*

F# (123) *fi*      C# (123) *di*      F# (123) *fi*

G (13) *sol*    D (13) *re*    G (13) *sol*    Ab (23) *le*    Eb (23) *me*    Ab (23) *le*

A (12) *la*    E (12) *mi*    A (12) *la*    Bb (1) *te*    F (1) *fa*    Bb (1) *te*

B F# B C G C  
 (2) (2) (2) (0) (0) (0)  
 ti fi ti do sol do

② Tier 4-3-42 Whistle Too.

*hü, pü, dü*

C G C B F# B Bb F Bb  
 (0) (0) (0) (2) (2) (2) (1) (1) (1)  
 do sol do ti fi ti te fa te

A E A Ab Eb Ab G D G  
 (12) (12) (12) (23) (23) (23) (13) (13) (13)  
 la mi la le me le sol re sol

③ Tier 2-3-4-3-2 Whistle Too.

*hü, pü, dü*

F# C# F# F# C# F#  
 (123) (123) (123) (123) (123) (123)  
 fi di fi fi di fi

G D G D G Ab Eb Ab Eb Ab  
 (13) (13) (13) (13) (13) (23) (23) (23) (23) (23)  
 sol re sol re sol le me le me le

A E A E A      Bb F Bb F Bb  
 (12) (12) (12) (12) (12)      (1) (1) (1) (1) (1)  
 la mi la mi la      te fa te fa te

B F# B F# B      C G C G C  
 (2) (2) (2) (2) (2)      (0) (0) (0) (0) (0)  
 ti fi ti fi ti      do sol do sol do

④ Tier 4-3-2-3-4 Whistle Too.

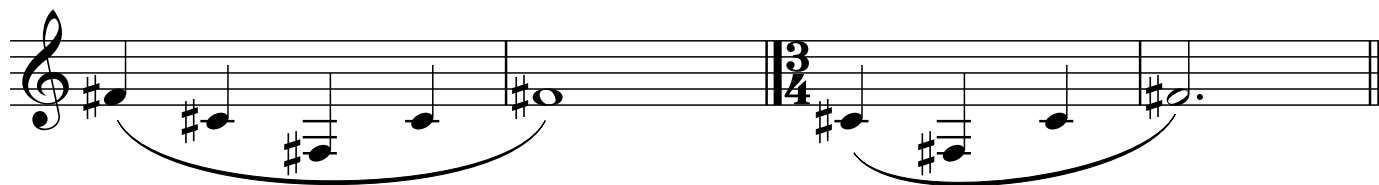
• hü, pü, dü

C G C G C      B F# B F# B  
 (0) (0) (0) (0) (0)      (2) (2) (2) (2) (2)  
 do sol do sol do      ti fi ti fi ti

Bb F Bb F Bb      A E A E A  
 (1) (1) (1) (1) (1)      (12) (12) (12) (12) (12)  
 te fa te fa te      la mi la mi la

Ab Eb Ab Eb Ab      G D G D G  
 (23) (23) (23) (23) (23)      (13) (13) (13) (13) (13)  
 le me le me le      sol re sol re sol

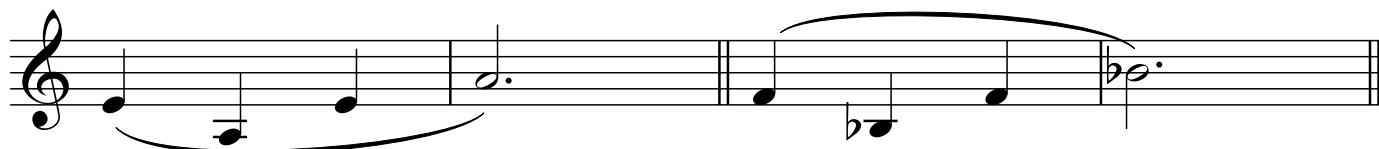
⑤



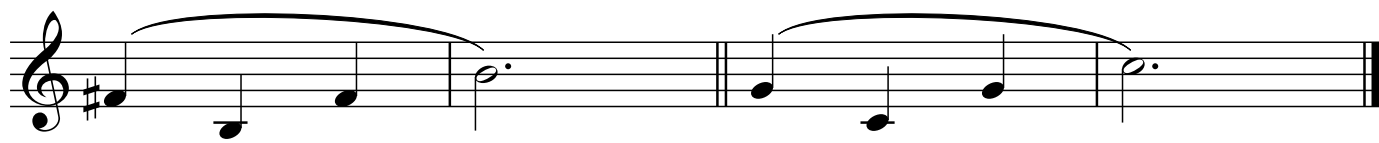
F#	C#	F#	C#	F#	C#	F#	C#	F#
(123)	(123)	(123)	(123)	(123)	(123)	(123)	(123)	(123)
<i>fi</i>	<i>di</i>	<i>fi</i>	<i>di</i>	<i>fi</i>	<i>di</i>	<i>fi</i>	<i>di</i>	<i>fi</i>



D	G	D	G	E $\flat$	A $\flat$	E $\flat$	A $\flat$
(13)	(13)	(13)	(13)	(23)	(23)	(23)	(23)
<i>re</i>	<i>sol</i>	<i>re</i>	<i>sol</i>	<i>me</i>	<i>le</i>	<i>me</i>	<i>le</i>



E	A	E	A	F	B $\flat$	F	B $\flat$
(12)	(12)	(12)	(12)	(1)	(1)	(1)	(1)
<i>mi</i>	<i>la</i>	<i>mi</i>	<i>la</i>	<i>fa</i>	<i>te</i>	<i>fa</i>	<i>te</i>

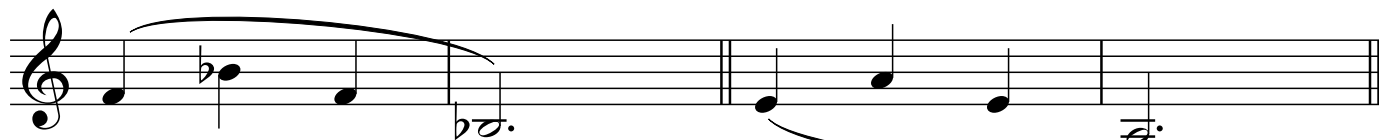


F#	B	F#	B	G	C	G	C
(2)	(2)	(2)	(2)	(0)	(0)	(0)	(0)
<i>fi</i>	<i>ti</i>	<i>fi</i>	<i>ti</i>	<i>sol</i>	<i>do</i>	<i>sol</i>	<i>do</i>

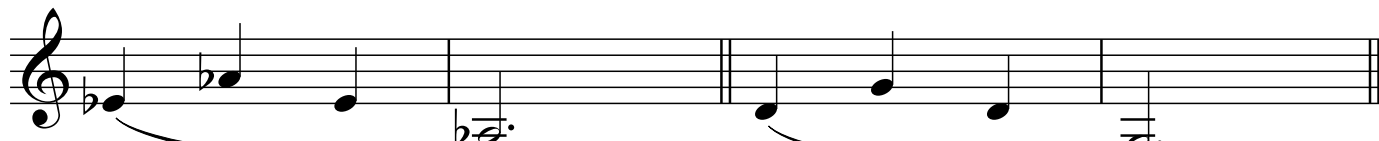
⑥



G	C	G	C	F#	B	F#	B
(0)	(0)	(0)	(0)	(2)	(2)	(2)	(2)
<i>sol</i>	<i>do</i>	<i>sol</i>	<i>do</i>	<i>fi</i>	<i>ti</i>	<i>fi</i>	<i>ti</i>



F Bb F Bb E A E A  
 (1) (1) (1) (1) (12) (12) (12) (12)  
*fa te fa te mi la mi la*

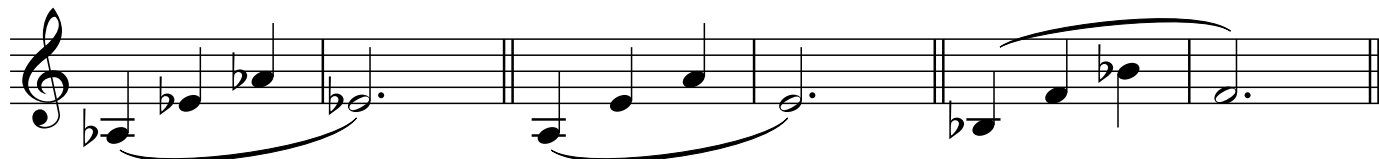


Eb Ab Eb Ab D G D G  
 (23) (23) (23) (23) (13) (13) (13) (13)  
*me le me le re sol re sol*

⑦

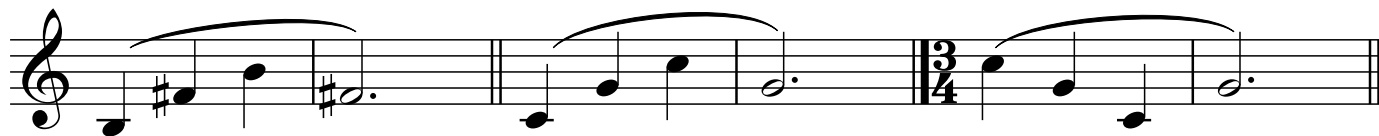


C# F# C# F# (123) (123) (123) (123) (123) (13)  
*di fi di fi*



(23) (12) (1)

⑧



(2) (0) (0)



(2) (1) (12)

(23) (13) (123)

⑨

(123) (13)

(23) (12)

(1) (2)

⑩

(0) (0)

(2) (1)



A C# A E A A E A C#  
 (12) (12) (12) (12) (12) (12) (12) (12)  
*la di la mi la la mi la di*

Bb D Bb F Bb Bb F Bb D  
 (1) (1) (1) (1) (1) (1) (1) (1)  
*te re te fa te la mi la di*

B D# B F# B B F# B D#  
 (2) (2) (2) (2) (2) (2) (2) (2)  
*ti ri ti fi ti ti fi ti ri*

C E C G C C G C E  
 (0) (0) (0) (0) (0) (0) (0) (0)  
*do mi do sol do do sol do mi*

②

E C G C D# B F# B D Bb F Bb  
 (0) (0) (0) (0) (2) (2) (2) (2) (1) (1) (1) (1)  
*mi do sol do ri ti fi ti re te fa te*



C# A E A (12) *di la mi la*  
 C Ab Eb Ab (23) *do le me le*  
 B G D G (13) *ti sol re sol*

③

A# F# C# F# (123) *li fi di fi*  
 C G C E C G C (0) *do sol do mi do sol do*

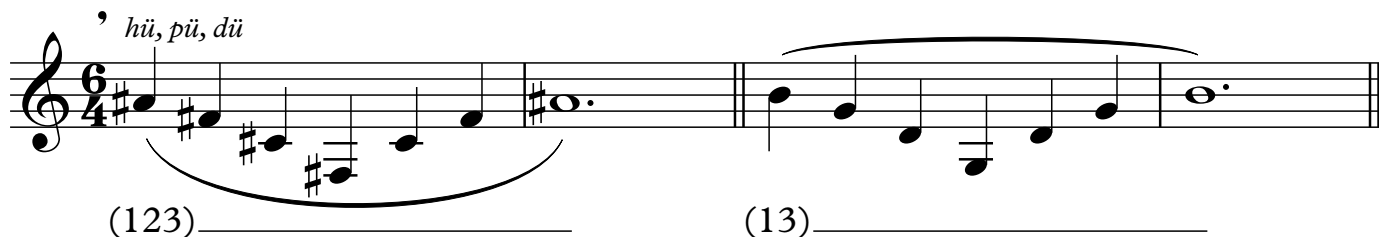
B F# B D# B F# B (2) *ti fi ti ri ti fi ti*  
 Bb F Bb D Bb F Bb (1) *te fa te re te fa te*

A E A C# A E A (12) *la mi la di la mi la*  
 Ab Eb Ab C Ab Eb Ab (23) *le me le do le me le*

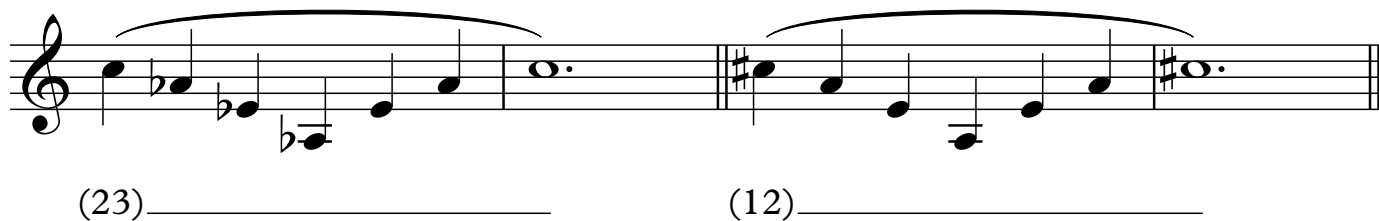
G D G B G D G (13) *sol re sol ti sol re sol*  
 F# C# F# A# F# C# F# (123) *fi di fi li fi di fi*

④ Tier 5-4-3-2-3-4-5 Whistle Too.

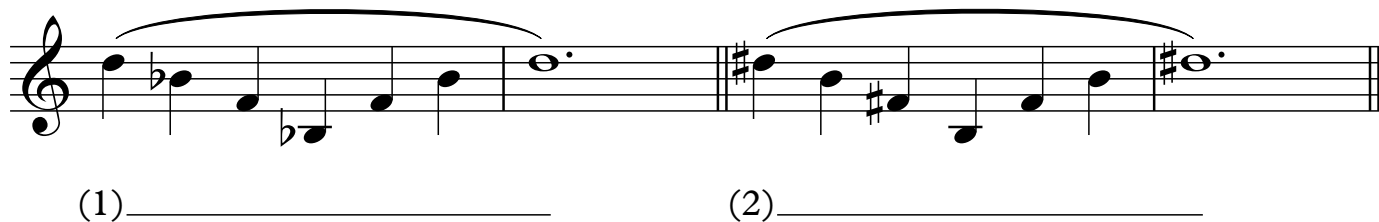
hü, pü, dü



Musical staff 1: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: F#4, G4, A4, B4, C5, D5. The second measure has a slur over four eighth notes: E5, D5, C5, B4, followed by a dotted half note F#4. Below the staff are two blank lines for counting: (123) \_\_\_\_\_ and (13) \_\_\_\_\_.



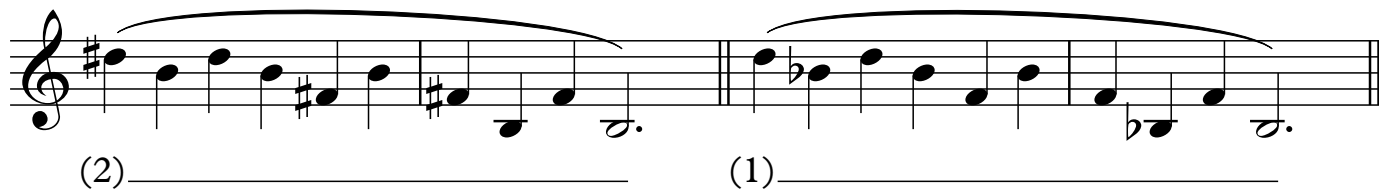
Musical staff 2: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: D5, C5, B4, A4, G4, F#4. The second measure has a slur over four eighth notes: E4, D4, C4, B3, followed by a dotted half note F#4. Below the staff are two blank lines for counting: (23) \_\_\_\_\_ and (12) \_\_\_\_\_.



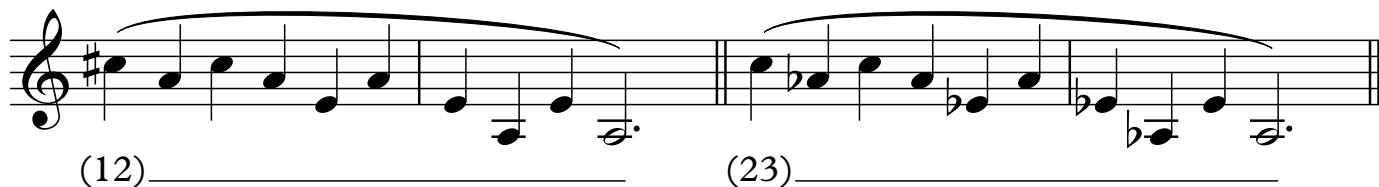
Musical staff 3: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: G4, F#4, E4, D4, C4, B3. The second measure has a slur over four eighth notes: A3, G3, F#3, E3, followed by a dotted half note F#4. Below the staff are two blank lines for counting: (1) \_\_\_\_\_ and (2) \_\_\_\_\_.



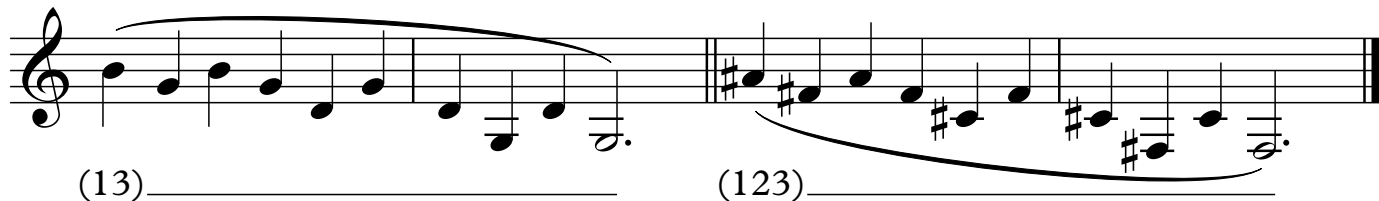
Musical staff 4: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: D4, C4, B3, A3, G3, F#3. The second measure has a slur over six eighth notes: E3, D3, C3, B2, A2, G2. Below the staff are two blank lines for counting: (0) \_\_\_\_\_ and (0) \_\_\_\_\_.



Musical staff 5: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: F#4, G4, A4, B4, C5, D5. The second measure has a slur over six eighth notes: E5, D5, C5, B4, A4, G4. Below the staff are two blank lines for counting: (2) \_\_\_\_\_ and (1) \_\_\_\_\_.



Musical staff 6: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: G4, A4, B4, C5, D5, E5. The second measure has a slur over six eighth notes: F#4, E4, D4, C4, B3, A3. Below the staff are two blank lines for counting: (12) \_\_\_\_\_ and (23) \_\_\_\_\_.



Musical staff 7: Treble clef, 6/4 time signature, key signature of one sharp (F#). The staff contains two measures. The first measure has a slur over six eighth notes: F#4, G4, A4, B4, C5, D5. The second measure has a slur over six eighth notes: E5, D5, C5, B4, A4, G4. Below the staff are two blank lines for counting: (13) \_\_\_\_\_ and (123) \_\_\_\_\_.

⑥

(123) \_\_\_\_\_ (13) \_\_\_\_\_

(23) \_\_\_\_\_ (12) \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(0) \_\_\_\_\_ (0) \_\_\_\_\_

(2) \_\_\_\_\_ (1) \_\_\_\_\_

(12) \_\_\_\_\_ (23) \_\_\_\_\_

(13) \_\_\_\_\_ (123) \_\_\_\_\_

⑧

(123) (13)

(23) (12)

(1) (2)

(0) (0)

⑨

(2) (1)

(12) (23)

(13) (123)

⑩

(123) (13)

(23) (12)

(1) (2)

⑪

(0) (0) (2)

(1) (12) (23) (13)

**Lesson 5: 1 2 3 "Huh - Who" Whistle Too.**

① Tier 2-3-4-5-6 Whistle Too.

• hü, pü, dü

(123) 123

Musical staff 1: Treble clef, two measures with slurs and fingerings 13 and 23.

Musical staff 2: Treble clef, two measures with slurs and fingerings 12 and 1.

Musical staff 3: Treble clef, two measures with slurs and fingerings 2 and 0.

② *Tier 6-5-4-3-2-3-4-5-6 Whistle Too.*

, *hü, pü, dü*

Musical staff 4: Treble clef, 4/4 time signature, one measure with slur and fingering 0.

Musical staff 5: Treble clef, one measure with slur and fingering 2.

1 \_\_\_\_\_

12 \_\_\_\_\_

23 \_\_\_\_\_

13 \_\_\_\_\_

123 \_\_\_\_\_

# Isometry 1

JC Heisler

either, →

or ↓

①

123

②

13

③

23

④

12

⑤

1

⑥

2

⑦

0