

Martin Yates
Learn to Play
pBUZZ®

"For some reason people who steal copyright from authors and publishers do not feel the same sense of guilt which troubles some shoplifters."

© 1981 Elizabeth Smith, Times Newspapers Ltd. Reproduced by kind permission of Times Supplements Limited

PHOTOCOPYING & SCANNING

Since our formation, Warwick Music has been committed to the development of new repertoire for wind and brass, commissioning and publishing over fifteen hundred works. Every illegally copied piece of music means a lost sale and lost income to the composer. Please report illegal copying to the Music Publishers Association www.mpaonline.org.uk

Total Quality

Warwick Music strives to produce clear and accurate music to the highest standards. If you find any typographical errors in this or other publications, please contact us.

WARWICK MUSIC LIMITED

Suite 4, Stablethorpe, Thorpe Constantine,
Tamworth, B79 0LH

Tel: +44 (0)24 7671 2081

Fax: +44 (0)24 7671 2550

sales@warwickmusic.com

www.warwickmusic.com

© Copyright 2016 Warwick Music Limited
All Rights Reserved. Unauthorised Reproduction is Illegal.



Welcome to your pBuzz

This book is designed for non-brass instrument specialists, teaching in a Primary School setting. This is mainly aimed at EYFS and Key Stage 1, but can also be used in Key Stage 2.

It is designed to give children as young as Reception the chance to learn to play a brass instrument, even though the pBuzz is plastic the way you produce a sound is exactly the same as any brass instrument. Students will learn and perform the five notes on a pBuzz and play some simple tunes.

There are 6 Steps, these may be achieved 1 per week or 1 over a number of weeks depending on the number of children, the time available and the level of the children

Accompanying this book is a comprehensive PowerPoint presentation for pBuzz containing the music and associated audio tracks.

It is expected that the class or instrumental teacher would have a basic knowledge of musical terms: notation, pitch, etc.

The aim is that pupils will fulfil all areas of the music curriculum by learning to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Overview of Lesson Plan of pBuzz introduction

| Session no. | Main learning objective | Other learning objectives | Learning outcomes | Resources |
|-------------|--|---|--|---|
| 1 | To produce a buzz and make a sound on the pBuzz | <ul style="list-style-type: none"> • To feel a pulse/beat • To breathe in and out correctly • To sing songs together • To make a buzzing sound through the mouthpiece • To hold the instrument correctly | <p>All children will be able to set up and put away the instrument. They will be able to breathe in through their mouths and exhale over a number of different beats.</p> <p>Most children will also be able to buzz through the mouthpiece and make a sound through the instrument starting and stopping following directions from the teacher.</p> <p>Some children will be able to control the sound well.</p> | <ul style="list-style-type: none"> • Large space –hall or large classroom • Laptop or PC and Smart board or projector to show Power point • Plastic ruler • Teacher Book Step 1 |
| 2 | To make a controlled sound through the instrument. | <ul style="list-style-type: none"> • To learn the note F • To copy 4 beat rhythms played by the teacher • To recognise a crotchet • To follow some notes on a score | <p>All children will be able to play an F on the pBuzz.</p> <p>Most children will be able to play a controlled F and follow the notation.</p> <p>Some children will be able to play a controlled F and read the notation.</p> | <ul style="list-style-type: none"> • Large space –hall or large classroom • Laptop or PC and Smart board or projector to show Power point • Teacher Book Step 2 |
| 3 | To play 2 different notes F and G | <ul style="list-style-type: none"> • To create simple 4-beat rhythms for others to copy • To recognise 1 beat notes (crotchets) and 2 beat notes (minims) | <p>All children will be able to play an F and G</p> <p>Most children will be able to pitch the two notes correctly and make up a 4 beat rhythm</p> <p>Some children will be able to play F and G with accurate pitch, good rhythm and a clear sound.</p> | <ul style="list-style-type: none"> • Large space –hall or large classroom • Laptop or PC and Smart board or projector to show Power point • Teacher Book Step 3 |

| | | | | |
|---|------------------------------|---|---|--|
| 4 | To learn new note A | <ul style="list-style-type: none"> • To produce a well-controlled sound on 3 notes • To start to move quickly and accurately between notes | <p>All children will be able to play A, G and F. They will be able to move the slide to the correct place for each note even if the pitching is inaccurate. They will be able to make up simple rhythms on the mouthpiece but may not have a steady beat.</p> <p>Most children will be able to pitch the three notes correctly most of the time. They will be able to make up more interesting rhythms and maintain a steady beat.</p> <p>Some children will be able to play with correct rhythm and pitch, they can make up interesting rhythms and keep a steady beat.</p> | <ul style="list-style-type: none"> • Large space –hall or large classroom • Laptop or PC and Smart board or projector to show Power point • Teacher Book Step 4 |
| 5 | To play pieces using 3 notes | <ul style="list-style-type: none"> • To play with good posture and hold of instrument • To hear a little from each child. | <p>All children will be able to make a sound through the instrument and know where to put the slide for the notes taught so far. They will be able to play all of the exercises that remain on 1 pitch.</p> <p>Most children will also be play all of the exercises so far learnt but with the odd mistakes and/or poor pitching.</p> <p>Some children will be able to play all of the pieces so far learnt with accuracy of pitch and rhythm.</p> | <ul style="list-style-type: none"> • Large space –hall or large classroom • Laptop or PC and Smart board or projector to show Power point • Teacher Book Step 5 |
| 6 | To learn the notes Bb and C | <ul style="list-style-type: none"> • To play all notes at the correct pitch • To recognise from the board which note is which • To move quickly and accurately between notes | <p>All children will be able to play 5 notes and tunes but may make pitch and rhythm mistakes</p> <p>Most children will be able to play the notes and tunes with more accurate pitching and correct rhythm, read from the board</p> <p>Some children will be able to play with accurate pitching and a good sound. They will be able to recognise quickly the notes from the board</p> | <ul style="list-style-type: none"> • Large space –hall or large classroom • Laptop or PC and Smart board or projector to show Power point • Teacher Book Step 6 |

Step 1

Main Learning Objective:

To produce a buzz and make a sound through a pBuzz

Other Objectives:

- To feel a pulse/beat
- To breathe in and out correctly
- To sing songs together
- To make a buzzing sound through the mouthpiece
- To hold the instrument correctly

| Learning outcomes | Resources |
|--|--|
| <p>All children will be able to set up and put away the instrument. They will be able to breathe in through their mouths and exhale over a number of different beats.</p> <p>Most children will also be able to buzz through the mouthpiece and make a sound through the instrument starting and stopping following directions from the teacher.</p> <p>Some children will be able to control the sound well.</p> | <ul style="list-style-type: none">• Large space –hall or large classroom• Laptop or PC and Smart board or projector to show Power point• pBuzz ready to give to the children• Plastic ruler |

Rules of the classroom

Make it clear what is expected of the children, this is normally the same as their class rules but you may want to include something about the care of the instruments, or not buzzing/playing whilst you are speaking.

I' m a little Bee

Play the track for the children to listen to, now sing along.

Do the children know how a bee makes its buzzing sound? By flapping its wings.

Can the children flap their wings? Explain that sound is made with vibrations and travels through the air.

Sing the song again, this time the children can flap their arms to be like a Bee.

If you want to further explain vibrations you can use a ruler. Flap the ruler rapidly through the air and ask the children to put their hand up when they can hear it. You can also vibrate the ruler on a table, this means that the children can see the ruler vibrating

Buzzing

Explain to the children that when we make a sound on a pBuzz that it is our lips that vibrate.

Ask the children to make a mouth shape like they are saying the letter 'M'. Then they must blow air through their lips really fast to make them vibrate.

Let all of the children try to make a buzzing sound using the mouthpiece. Now play I'm a little bee and this time buzz on the mouthpiece instead of saying 'buzz buzz buzz'

I' m a Little Duck

Now ask the children to put their mouthpieces into their pBuzz. Show the children how to hold the instrument correctly with their left hand at the top and the right hand on the slider.

Play I'm a Little Duck. Ask the children to listen the first time, then on the second time the children will play a note just like they did when buzzing in the 'quack, quack, quack' parts.

Games

At this point it is nice to let the children explore the pBuzz a bit more. Question them on what they can see on it. Can they change the notes? How did they do it? Look at the colours, what else can they see?

Play a game of 'Who can play the longest?' Who won? Why? What did they do differently?

Putting it away and closing

Encourage the children to put the instruments away carefully.

Ask the children what they have learnt today? Did they enjoy listening to the music? Which part was their favourite?

Step 2

Main Learning Objective:

To make a controlled sound through the instrument.

Other objectives:

- To learn the note F
- To copy 4 beat rhythms played by the teacher
- To recognise a crotchet
- To follow some notes on a score

| | |
|--|--|
| <p>All children will be able to play an F on the pBuzz.</p> <p>Most children will be able to play a controlled F and follow the notation.</p> <p>Some children will be able to play a controlled F and read the notation.</p> | <ul style="list-style-type: none">• Large space –hall or large classroom• Laptop or PC and Smart board or projector to show Power point• Teacher Book Step 2 |
|--|--|

Recap

Recap last week's lesson, what can the children remember? Do they remember how to make a buzz? Can they show you how to hold it? Make sure each child has the correct posture and is holding their pBuzz correctly.

I'm a Little Bee/Duck

Play the track for I'm a Little Bee and let the children sing along, can they remember when to buzz? How about playing along on their pBuzz?

First Note 'F'

Show the children how to extend the pBuzz out all of the way to F. Demonstrate the new note. Play 'Can you copy me?' Play a rhythm for the children to copy on the note F.

Now use the backing track 'F for First Note'. Listen to the track a couple of times. Let the children play along and show them how the notes are written.

Now let the children explore their own rhythms using the track. Dance to the track or clap and create something new.

Putting it away and closing

Encourage the children to put the instruments away carefully.

Ask the children what they have learnt today? Did they enjoy listening to the music? Which part was their favourite?

Step 3

Main Learning Objective:
To play 2 different notes F and G.

Other objectives:

- To create simple 4-beat rhythms for others to copy
- To recognise 1 beat notes (crotchets) and 2 beat notes (minims)

All children will be able to play an F and G

Most children will be able to pitch the two notes correctly and make up a 4 beat rhythm

Some children will be able to play F and G with accurate pitch, good rhythm and a clear sound.

- Large space –hall or large classroom
- Laptop or PC and Smart board or projector to show Power point
- Teacher Book Step 3

Introduction

Use tracks from step 1 and 2 as a whole class warm up.

Copy Me

Revisit the 'Can you copy me?' game, this time model to the children how to lead it. Choose some volunteers to lead the game, you can use the 'Just Bounce' backing track to play along to.

New note G

Ask the children if they can find the note G on their slider. What colour is it? Get the children to practice moving the slide to the correct position. Demonstrate the note, play together.

Listen to the track 'G for Two'. Show the notation on the PowerPoint and follow the notes whilst listening to the track. The music repeats 3 times - Repeat as many times as required following the notation on the board.

G and F

Show track 'G and F' on the board. Explain what the difference between 2 and 4 beat notes. How do we know the difference between a G and F? How can the children recognize the different notes?

Demonstrate for the children, now it's their turn. Encourage them to listen to the different notes, does theirs sound like yours? Ask them to practice moving between the notes.

Step 4

Main Learning Objective:
To learn new note A.

Other objectives:

- To produce a well-controlled sound on 3 notes
- To start to move quickly and accurately between notes
- To continue to create simple 4 beat rhythms

All children will be able to play A, G and F. They will be able to move the slide to the correct place for each note even if the pitching is inaccurate. They will be able to make up simple rhythms on the mouthpiece but may not have a steady beat.

Most children will be able to pitch the three notes correctly most of the time. They will be able to make up more interesting rhythms and maintain a steady beat.

Some children will be able to play with correct rhythm and pitch, they can make up interesting rhythms and keep a steady beat.

- Large space –hall or large classroom
- Laptop or PC and Smart board or projector to show Power point
- Teacher Book Step 4

Introduction

Use tracks from step 1 and 2 as a whole class warm up.

Copy Me

Revisit the 'Can you copy me?' game. Encourage those who didn't participate last week to have a go, again, use Just Bounce to play along to as this will help them to keep a steady beat.

New note A

Ask the children if they can find the note A on their slider. What colour is it? Get the children to practice moving the slide to the correct position from the top of the slider and how about from the end of the slider. Demonstrate the note, play together.

Listen to the track 'A for Apple'. Show the position of the note on the stave and the length of the note on the PowerPoint, what can they tell you about it? Follow the notes whilst listening to the track. Repeat as many times as required following the notation on the board.

Con

Go over some of the children's favourite tunes so far, how well do they remember them?

Step 5

Main Learning Objective:

To play pieces using three notes A, G and F.

Other objectives:

- To produce a well-controlled sound on 3 notes
- To play with good posture and hold of the instrument
- To hear a little from everyone

All children will be able to make a sound through the instrument and know where to put the slide for the notes taught so far. They will be able to play all of the exercises that remain on 1 pitch.

Most children will also be play all of the exercises so far learnt but with the odd mistakes and/or poor pitching.

Some children will be able to play all of the pieces so far learnt with accuracy of pitch and rhythm.

- Large space –hall or large classroom

- Laptop or PC and Smart board or projector to show Power point

- Teacher Book Step 5

Introduction

Use tracks from step 1 and 2 as a whole class warm up.

Copy Me and Don't buzz this one back

Choose 5 children to lead the game, they can do it themselves or they can be the 'teacher' and choose others to help. Introduce a new game 'Don't buzz this one back' choose a simple 4 beat rhythm and play it to the children. Tell them that each time you play that rhythm that they mustn't copy you. Play a range of 4 beat rhythms including the 'forbidden' one and each time you play it any children who copy are out until you have a winner.

A,G and F

Show track 'A, G and F' on the board. Do they notice anything familiar about the notes? How do we know the difference between the notes? How can the children recognize the different notes?

Demonstrate for the children, now it's their turn. Encourage them to listen to the different notes, does theirs sound like yours? Ask them to practice moving between the notes.

This is a good track to assess the children's sound and ability to move between the notes as the only notes used are semi breves.

Hot Cross Buns

The children are going to learn to play Hot Cross Buns on their pBuzz. Ask the children who knows the song. Teach the children to sing Hot Cross Buns together.

Now show them the notation on the Powerpoint, can they recognize the different length notes? Do the notes go up or down?

Ask half of the children to sing while the other try to play, swap over. Can everyone play together?

I would envisage that this Step will take more than 1 session, so it would be nice for the children to do a mini concert so you can either invite other classes in or take the children to another class.

Step 6

Main Learning Objective:
To learn new note Bb and C.

Other objectives:

- To play all notes at the correct pitch
- To recognise from the board which note is which
- To move quickly and accurately between notes

All children will be able to play 5 notes and tunes but may make pitch and rhythm mistakes

Most children will be able to play the notes and tunes with more accurate pitching and correct rhythm, read from the board

Some children will be able to play with accurate pitching and a good sound. They will be able to recognise quickly the notes from the board

- Large space –hall or large classroom

- Laptop or PC and Smart board or projector to show Power point

- Teacher Book Step 6

Introduction

Use tracks from step 1 and 2 as a whole class warm up.

Copy Me and Don't buzz this one back

Choose 5 children to lead the game, they can do it themselves or they can be the 'teacher' and choose others to help. Play last session's game 'Don't buzz this one back' choose a simple 4 beat rhythm and play it to the children. Tell them that each time you play that rhythm that they mustn't copy you. Play a range of 4 beat rhythms including the 'forbidden' one and each time you play it any children who copy are out until you have a winner.

New notes Bb and C

Ask the children which notes they haven't learned yet, ask them to find them on their pBuzz. Demonstrate what a Bb and C sound like.

Show the children 'Long Notes up and Down' can the children name the different notes?

Play together, check that they are all making a solid sound and trying to accurately get each position correct.

Ask the children to play the scale C, Bb, A G F individually. Tell them that you're listening to make sure that they have a good solid sound so you can remind them to take a big breath and play confidently.

My First 5 Notes

The last piece for our 6 steps is an accumulation of all of the notes that we have learned so far.

Play the piece for the children and demonstrate.

Play together, practice as many times as needed.

At the end of your 'Introduction to pBuzz' it would be great for the children to do an assembly for the rest of the school to show what they have learned. Maybe they could explain the things that they have done and the notes they have learned.

There are some extra resources at the end of the PowerPoint that show how different brass instruments are made, these may be a good extra activity for the children to show where you can progress to from the pBuzz.

There are more well-known 5 note pieces on www.pbuzz.co.uk/how-to-play/ along with backing tracks. The PDF printouts are included in this teacher pack.

Uses notes F G A C

Mary Had A Little Lamb



A G F G A A A G G G A C C
Ma - ry had a li - ttle lamb, li - ttle lamb, li - ttle lamb.



A G F G A A A A G G A G F
Ma - ry had a li - ttle lamb. It's fleece was white as snow

For backing tracks, visit www.pbuzz.co.uk

Uses notes F G A Bb C

Lightly Row



C A A Bb G G F G A Bb C C C C A A Bb G G



F A C C A G G G G G A Bb A A A A



A Bb C C A A Bb G G F A C C F

For backing tracks, visit www.pbuzz.co.uk

Uses notes F G A Bb C

Ode to Joy

A A Bb C C Bb A G F F G A A G G A A Bb C C Bb A G
 F F G A G F F G A F G Ab A F G Ab A A G
 F G C A A A Bb C C Bb A G F F G A G F F

For backing tracks, visit www.pbuzz.co.uk

Uses notes F G A Bb C

O When The Saints

F A Bb C F A Bb C F A Bb C A
 O when the saints go mar-ching in. O when the saints go
 mar - ching in. We will all be in that
 C Bb A Bb C A F G F
 num - ber when the saints go mar - ching in

For backing tracks, visit www.pbuzz.co.uk

Hot Cross Buns

Uses Notes: F G A

A G F Hot cross buns. A G F Hot cross buns. F F F F G G G G A G F Hot cross buns. One a pen-ny, two a pen-ny. Hot cross buns.

Uses Notes: G C

C G C Hot cross buns. C G C Hot cross buns. A A A A C C C C C G C Hot cross buns. One a pen-ny, two a pen-ny. Hot cross buns.

For backing tracks, visit www.pbuzz.co.uk

Jingle Bells

Uses Notes: F G A Bb C

A A A Jin-gle bells. A A A Jin-gle bells. A C F G A Jin-gle all the way. Bb Bb Bb Bb Bb A A A A Oh what fun it is to ride in a


A G G A G C A A A A A A A A A A C F G once horse o - pen sleigh, Hey! Jin - gle bells. Jin - gle bells. Jin - gle all the

A Bb Bb Bb Bb Bb A A A A C C Bb G F way. Oh what fun it is to ride in a once horse o - pen sleigh.

For backing tracks, visit www.pbuzz.co.uk

Oranges and Lemons

Uses Notes: F G A Bb C

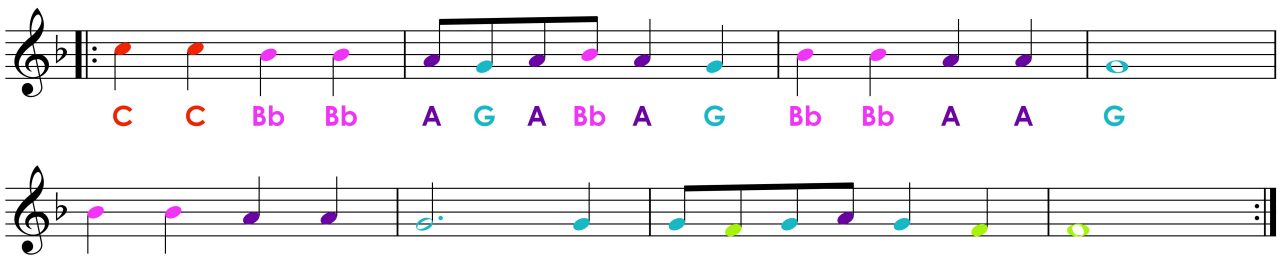


C C A C A F G A Bb G C A F C C A C A F G A Bb G C A F

For backing tracks, visit www.pbuzz.co.uk

Super Trooper

Uses Notes: F G A Bb C



C C Bb Bb A G A Bb A G Bb Bb A A G
Bb Bb A A G G G F G A G F F

For backing tracks, visit www.pbuzz.co.uk

Uses Notes: F G A Bb C

Vindaloo

Musical notation for Vindaloo. The first staff contains the melody with notes A, G, F, A, G, F, A, G, F, A, G, F, A, F. The second staff contains the melody with notes G, G, A, Bb, A, G, A, F, F, A, G, C, A, G, F.

For backing tracks, visit www.pbuzz.co.uk

Uses notes F G A Bb C

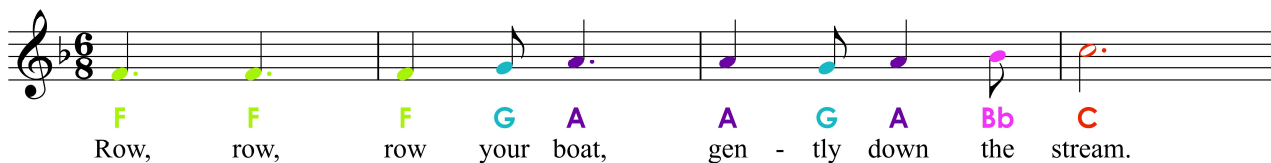
Incy Wincy Spider

Musical notation for Incy Wincy Spider. The first staff contains the melody with notes C, F, F, F, G, A, A, A, G, F, G, A, F, A, A, Bb. The second staff contains the melody with notes C, C, Bb, A, Bb, C, A, F, F, G, A, A, G, F, G, A. The third staff contains the melody with notes F, C, F, F, F, G, A, A, A, G, F, G, A, F.

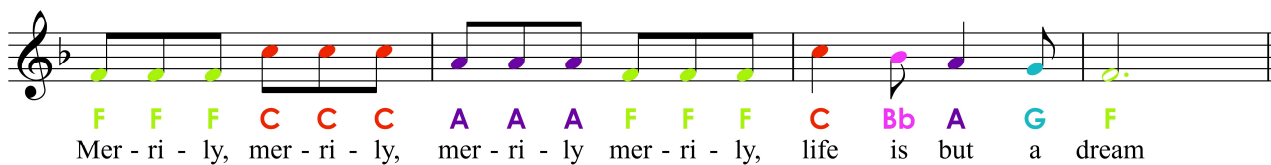
For backing tracks, visit www.pbuzz.co.uk

Row, Row Row Your Boat

Uses Notes: F G A Bb C



F F F G A A G A Bb C
Row, row, row your boat, gen - tly down the stream.

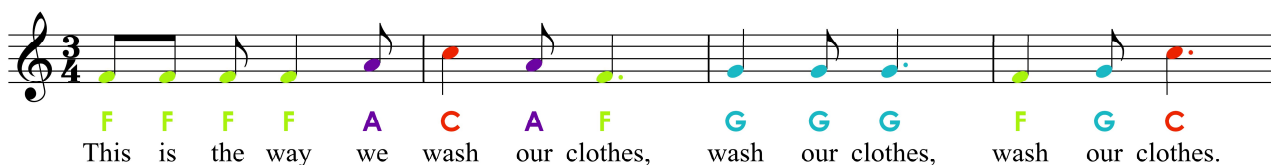


F F F C C C A A A F F F C Bb A G F
Mer - ri - ly, mer - ri - ly, mer - ri - ly mer - ri - ly, life is but a dream

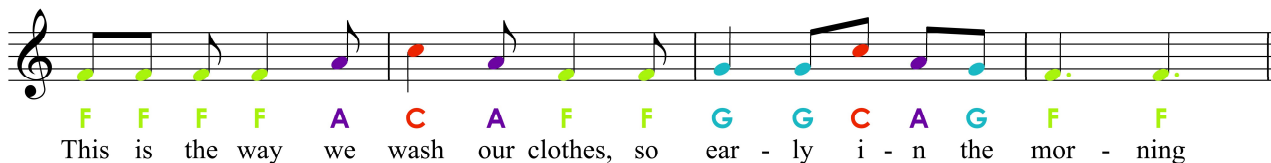
For backing tracks, visit www.pbuzz.co.uk

This is the Way We Wash Our Clothes

Uses Notes: F G A C



F F F F A C A F G G G F G C
This is the way we wash our clothes, wash our clothes, wash our clothes.



F F F F A C A F F G G C A G F F
This is the way we wash our clothes, so ear - ly i - n the mor - ning

For backing tracks, visit www.pbuzz.co.uk

Uses Notes: F G A C

The Old Gray Mare

Oh, the old gray mare, she ain't what she used to be, ain't what she used to be,
 ain't what she used to be. The old gray mare, she
 ain't what she used to be man - y long years a - go.

For backing tracks, visit www.pbuzz.co.uk

Uses Notes: G A B C

Hush, Little Baby

Hush, lit - tle ba - by, don't say a word. Ma-ma's gon-na buy you a mock - ing bird.
 If that mock - ing bird don't sing. Pa-pa's gon-na buy you a dia - mond ring.

For backing tracks, visit www.pbuzz.co.uk



Warwick Music Ltd
Suite 4, Stablethorpe, Thorpe Constantine,
Tamworth, B79 0LH
Tel: +44 (0)24 7671 2081
Fax: +44 (0)24 7671 2550
sales@warwickmusic.com
www.warwickmusic.com