

## 10 week informal learning on pBuzz program

### Outline:

1. A foundation in brass skills using pBuzz
2. All pupils have an authentic musical experience learning and playing a brass instrument.
3. Pupils will develop the following skills: (objectives)
  - a. Pulse
  - b. Pitch
  - c. Posture
  - d. Breathing
  - e. Singing
  - f. Buzzing and embouchure creation
  - g. Playing with a good quality sound and technique
  - h. An ability to improvise
  - i. Developing musical memory
4. Each lesson will usually adhere to the following format:
  - a. Physical warm-up
  - b. Rhythm work, usually based on body percussion
  - c. Singing
  - d. Brass warm up/technique builder
  - e. Working with musical materials to contextualize skills and develop new skills and knowledge

f. A celebratory performance

A thumbnail of what a program may look like:

<b>Week</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Body/percussion</b>	Establishing a concept of the beat or musical pulse.  Brain gym style warm up exercises for coordination  Ready posture	Continue with wk 1  Add: Call and response  Clapping posture  Marching games	Add more complexity and depth to work so far  Teach exercise to prepare rhythmic basis for First material (March)	Maintain developing work  Introduce simple improvisation to call and response.  Call and Explore marches and "WWRY" beats	Quick warm-up/attention grabber  Group and individual improvisations  Call and Explore marches and "WWRY" beats	Quick warm-up/attention grabber  Group and individual improvisations  Improvise patterns for backings	Quick warm-up/attention grabber  Group and individual improvisations  Develop backings	Quick warm-up/attention grabber  Group and individual improvisations  Kumala Vista patterns	Quick warm-up/attention grabber  Group and individual improvisations  Kumala Vista patterns	performances
<b>Singing</b>	Simple calls  Ready posture  Singing posture  Breathing warm-up	Deepen confidence in calls/add kinetic work  Finding the voice exercises  Sing-along to fun marches	Continue calls  Extend finding the voice with body percussion into simple compositions  Begin learning material to come.  "Elevator"	Extend existing work  "WWRY"  "Elevator"  "I Feel Good"	"WWRY"  Elevator song  "Twinkle"	"Target Song simple" with mouthpieces on chins and slides in correct positions  German Tune	Songs with mouthpieces on chins and slides in correct positions  add some vocal improv as in body percussion  "Elevator"	"Target Song simple" with mouthpieces on chins and slides in correct positions  "Elevator"	"Elevator"	performances

			Song", C to F "I Feel Good"							
<b>Instrumental</b>	Inspirational demo  How a brass instrument works  Mouthpiece buzz/posture  First note	Getting to grips with pBuzz  Buzzing exercises match in with finding the voice  Posture  Practice more first note patterns  Introduce marches	Recap: wk 1 & 2  Add a variety of note length, beat combinations.  Introduce pitch relationship to length  "I Feel Good"	"practice week"  deepen and correct: "breathe, sing, buzz play"  Deepen and correct posture	Checking technique  Learn "WWRY"	Checking technique  Practice slide positions on chin and when playing for "WWRU", "I Feel Good" and "twinkle"	Instrumental warm up  Rehearse "target song simple"  Add German Tune	Instrumental warm up Rehearse Program  Rehearse any movements	Instrumental warm up  Rehearse Program  Rehearse any movements	performances

Suggested Materials:  
Simple one-note patterns.  
Marches to listen to.

Marches with F-C to join in with.  
“I feel Good” in F  
“We Will Rock You” starting on F or Bb  
Twinkle Twinkle  
German Tune (lightly Row) starting on C  
“Jingle Bells” (if time appropriate)  
“Super Trooper”

Outcomes:

**all children will;** have enjoyed taking part the activities using body percussion, singing and playing pBuzz; have a developing knowledge about how brass instruments work and the importance of good posture; musically contribute to a performance of two simple pieces with body percussion, voices and instruments; have a developing understanding of duration and pitch; listen, watch and maintain a rhythmic pattern in an ensemble; listen and respond to music; have an awareness of how to discern between and behave in both performance and non-performance situations.

**some children will;** use body percussion, sing and play with good posture controlling their voice and instrument to produce a musical sound; know how brass instruments work and how to hold a pBuzz correctly; sing and play two short pieces by ear; improvise short musical patterns rhythmically and melodically; understand and describe pulse, duration, pitch and dynamics; display a sense of aural awareness in their control of pulse, duration, dynamics and tone quality.

**a few children will** develop further and will be able to use body percussion, singing and playing the pBuzz to contribute the two pieces through improvisation; improvise a musical pattern as a solo activity in relation to a given pulse; understand and describe pulse, duration, pitch and dynamics in appropriate musical terms; suggest how they can improve their playing; listen discerningly to music and be responsive to different rhythms, enjoy communicating with an audience.

### **BROADER EXPECTATIONS**

Children will learn to work together as a team with some taking both leading and following roles. They will gain confidence in performing together and will respect others' contributions to the ensemble. Their concentration will improve and they will be highly motivated. They will develop greater self-esteem.