The pBuzz is FUN!!

An EXCITING, NEW MUSICAL INSTRUMENT for Kindergarten through 6th grade.

Why the pBuzz?

1. CREATED BY MUSICIANS
2. ENDORSED BY EDUCATORS
3. LOVED BY CHILDREN
Why the pBuzz?

- Beginner instrument experiences are often limited to recorder
- **EFFORTLESS** creation of first sounds
- Emphasizes **PITCH MATCHING**
- Focus on **BUZZING**
- Ability to **LEARN, READ and PLAY** notation
- Design suitable for **YOUNG** children
- Increase the number of **MUSICIANS** and potential future **BRASS PLAYERS**

What pBuzz teachers say…

The pBuzz is a great solution. From teaching high and low in kindergarten to articulation in the upper elementary grades, the pBuzz is a lifesaver! - Juli Salzman, Music Specialist, Angleton ISD / Elementary Division Vice President, TMEA

The pBuzz opens a whole new dimension of instrumental music participation in the elementary school; there are so many great, creative, **performance options**! - Jenny Dees, Elementary Music Education, Texas Tech University School of Music

To have an instrument suitable for K-5 is so beneficial...the whole experience has been really fun and the children have grown in self-confidence. - Natalie Crozier, Annie Leonard Primary School

“...PBuzz with older students is an exciting journey as I watch them make connections to recorder, reading music notation, and singing! I am excited to listen to their ear training develop as the students match pitch... That's the excitement I love seeing in children when they learn to make music.” - Analisa Salinas, Elementary Music, NorthEast ISD

An introductory brass instrument for ANY student. I’ve been thrilled with the results of using this to teach basic fundamentals in my brass classes. - Keith Dye, Past-President, TMEA / Professor of Music Education, Texas Tech University School of Music

RESOURCES:

http://education.warwickmusicgroup.com/teaching-resources/

As use of the pBuzz in school music settings grows, we keep adding more and more resources!
The pBuzz is FUN!!

**pBuzz Facts:**
- ✔ Pitched in C
- ✔ Range C down to F (8 Chromatic Pitches)
- ✔ Color Coded Slide
  - ✔ Color scheme is the SAME as existing Orff instruments, Boom-whackers and more
- ✔ Note Name Labels
- ✔ Note Number Labels
- ✔ Ultra Light Weight
- ✔ Flexible Hand Positions
- ✔ Hygienic Bio-cote Antimicrobial Mouthpiece

**Dedicated pBuzz Teaching Resources**

http://education.warwickmusicgroup.com/teaching-resources/

**includes:**

*Videos*

- ➡ How to hold a pBuzz Circle
- ➡ pBuzz Projects with Elementary Children
Mary Had A Little Lamb

Uses notes F G A C

Mary had a little lamb, little lamb, little lamb.

Hot Cross Buns

Uses Notes: F G A

Hot cross buns. Hot cross buns. One a penny, two a penny. Hot cross buns.

Uses Notes: G C

Hot cross buns. Hot cross buns. One a penny, two a penny. Hot cross buns.
Ode to Joy

Jingle Bells
pBuzz Lesson Ideas

Preschool/Kindergarten/1st Grade pBuzz Activities

- Teacher plays glissando on pbuzz, students echo (vocal exploration). Students can show the vocal siren on the Smartboard, with a ribbon wand, or drawing in the air.

- Teacher plays the pbuzz allowing the children to move the slide.

- Students move slide (no mouthpiece) in and out as they perform corresponding vocal slides.

- Students experiment with entire instrument. Many will achieve sounds naturally.

- Echo rhythm game on 1 pitch following the teacher. Then follow a student leader.

- “I Spy/I Hear”-Teacher says “I spy with my little eye something blue.” Students respond vocally with “#5” or “G” as they place the slide in that position. Teacher says “I hear with my little ear #5 or G.” Students respond playing PBuzz in correct position.

2nd-5th grade Games/Experiences for pBuzz Alone or pBuzz/Orff Instruments

- As lip warmup teacher shows “horse sound” video and students imitate the sound

- “How did you make your lips move/vibrate? AIR!

- Teacher shows how to pull back corners of mouth, making lips vibrate using air. Students imitate.

- Work first on mouthpiece alone, then on assembled instrument.

- Echo rhythm game on 1 pitch following the teacher: Then follow a student leader. (rhythmic dictation)

- “Two Step”- Standing in circle, leader plays 2 pitches to the group. Group repeats. Next person plays 2 pitches and group repeats. (melodic dictation)

- “2 X 2”- Standing in circle, student plays 4 pitches (group repeats.) Her neighbor plays the last 2 pitches of the previous pattern and adds 2 new pitches (group repeats all 4). (memory and melodic dictation).

- “Color Compose”- Students write note names/positions on coordinating color strips. Students “compose” a pattern using the paper then perform the composition. (composing, performing)

- Sing and teach “Au Clair de la lune” folk song in French, English or on “loo”. Play on PBuzz (start 6th position).

- Students use Orff instruments to make/compose an accompaniment. All play together w/ pBuzz.
pBuzz Collaborative Color Coded Music Making Activities

✱ “Music-Go-Rounds” Alphabet Dots- Teacher or student holds up different dots to compose while students perform on PBuzz.

✱ “Music-Go-Rounds” Rhythm n’ Counters- Teacher or students compose using these cards then students perform rhythms on PBuzz with pitches according to colors.

✱ 8-person classroom cajon- Students perform rhythms on cajon then students repeat on PBuzz or vice-versa.

✱ Chroma-Notes Handbells- Students perform either on PBuzz or Chroma-Notes and the other group performs what is heard.

✱ 8 note color coded resonator bells - Students perform songs on bells then on PBuzz.

✱ 8 note color coded glockenspiels- Students perform songs on bells then on PBuzz.

✱ Music-Go-Rounds Spinners- Students spin, write the note name OR position then perform the pattern.

✱ Rainbow hoops Game- Students jump in hoops (which are laid on the ground) and students with PBuzz play the rhythm of what the students in the hoop has “dictated.” Vise-versa.

✱ Rainbow hoops- Teacher or student lays out 2-3 hoops (allowing ficus on only those notes) and students jump a pattern. PBuzz performs.

✱ Students bring an item from home that matches a color on the PBuzz. Students use those items to compose melodies, then all perform those melodies on PBuzz.

✱ Students use colored scarves to wave as students with PBuzz play the note (color) shown AND interpret the way the music should be performed by how the scarf is moving.

✱ Students use colored ribbon wands to wave as students with PBuzz play the note (color) shown AND interpret the way the music should be performed by how the ribbon is moving.

✱ Students use colored pool noodles to create/compose patterns then perform on PBuzz. Vise-versa.

✱ Teacher cuts pool noodle in different lengths to match rhythms. Students use these to compose rhythmic patterns and then perform on PBuzz.

Teachers Can Substitute the pBuzz for Almost ANY Other Instrument Used in an Existing Lesson Plan!
The following is a list of Kodaly songs specifically prepared with colored notation for the pBuzz. A great instrumental application of solfege, literacy and singing skills to a FUN instrument!

All Around the Buttercup
Ickle, Ockle
Apple, Apple
Little Tommy
Lucy Locket
Circle Round the Zero
Tideo
Ding, Dong
Kookaburra
Laughing, Singing

Liza Jane
On the Mountain
Queen Alexandra
Star Light, Star Bright
Snail, Snail
See Saw
Rain, Rain
Bounce High, Bounce Low
Doggie, Doggie
Matthew, Mark, Luke and John

The Mill Wheel
Cobbler, Cobbler
Bow, Wow, Wow
Busy, Buzzy, Bee
Dinah
Great Big House
Green Gravel
Here Comes a Bluebird
Mouse, Mousie
Valentine, Valentine

Here’s a series of sequential, introductory lessons (courtesy of Analisa Byrd, San Antonio, NISD) that demonstrate how easy it can be to include the pBuzz as a part of normal curricular lesson cycles.

Lesson One (20 minutes)
I. Warm Up
   a. How to create a buzz and proper embouchure placement for a brass instrument
      Say “Mmm” like something is delicious
      Corners of the mouth in
      Flat chin
      Space between the front teeth
      “O” shape in the mouth
      Relaxed breath
      Lips touch and vibrate
   b. How to create a focused, intentional buzz
      Create a buzz using your fingers on the corners of your mouth to help “activate” the muscle groups needed to create the buzz. Breathe in for four counts and out for 4 counts creating a buzz with an intentional focused sound not just blowing air through your lips. Listening for a focused sound as if blowing air toward a target.
      Create a buzz “freely” without the use of the fingers on the muscles to try to memorize the feel of how to set the mouth properly. Breathing in for 4, out for 4, and increasing to 8 counts.

II. Buzz on the Pbuzz
   a. Quick tour of the parts of the instruments, emphasizing the mouthpiece and bell making it a member of the brass family of instruments although it is made of plastic
   b. Create a buzz on the mouthpiece, no emphasis on mouthpiece placement this lesson
   c. Breathing in for four, buzz for four (gradually increasing to 8 counts)
   d. Add the Pbuzz, allowing the mouthpiece to be where it is comfortable, play an F
   e. In for 4, out for 4 on F (increasing to 8 counts)
Lesson Two (20 minutes)
I. Warm Up
   a. Review how to create a buzz and proper embouchure placement for a brass instrument
   b. Focused, intentional buzz
      Create a buzz using your fingers on the corners of your mouth to help “activate” the muscle groups needed to
      create the buzz. Breathe in for four counts and out for 4 counts creating a buzz with an intentional focused sound not
      just blowing air through your lips. Listening for a focused sound as if blowing air toward a target.
      Create a buzz “freely” without the use of the fingers on the muscles to try to memorize the feel of how to set the
      mouth properly. Breathing in for 4, out for 4, and increasing to 8 counts.
II. Buzz on the Pbuzz
   a. Create a buzz on the mouthpiece, encouraging 2/3 of the mouthpiece on the upper lip and 1/3 of the mouthpiece
      on the bottom lip
   b. Breathing in for four, buzz for four (gradually increasing to 8 counts)
   c. Add the Pbuzz, allowing the mouthpiece to be where it is comfortable, play an F
   d. In for 4, out for 4 on F (increasing to 8 counts)
III. F to C
   a. Play F whole note, slide to C whole note
   b. Listen to pitch on piano

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Lesson Three and Four (20 minutes)
I. Warm Up
   a. Review how to create a buzz and proper embouchure placement for a brass instrument
   b. Focused, intentional buzz
      Create a buzz “freely” without the use of the fingers on the muscles to try to memorize the feel of how to set the
      mouth properly. Breathing in for 4, out for 4, and increasing to 8 counts.
II. Buzz on the Pbuzz
   a. Create a buzz on the mouthpiece, encouraging 2/3 of the mouthpiece on the upper lip and 1/3 of the mouthpiece
      on the bottom lip
   b. Breathing in for four, buzz for four (gradually increasing to 8 counts)
   c. Play an F whole note emphasizing matching pitch to a piano and to one another
III. F to C
   a. Play F whole note, slide to C whole note
   b. Listen to pitch on piano, match F slide to C on teacher cue
   c. Listen to pitch on piano, match F half note, slide to C whole note, match C

Things to consider:
Relaxed breathing
Huffing and puffing
Horsey lips and not a true buzz
Puffy cheeks

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Lesson Five (20 minutes)

I. Warm Up
   a. Long tones (varying rhythms depending on number of pitches, no more that 8 counts) F-C-F
   b. F-C-B
   c. F-C-B-Bb
   d. F-C-B-Bb-A
   e. F-C-B-Bb-A-G
   f. F-C-B-Bb-A-G-F

II. F to C – Matching pitch
   a. Play F whole note, slide to C whole note
   b. Listen to pitch on piano, match F slide to C on teacher cue
   c. Listen to pitch on piano, match F half note, slide to C whole note, match

III. Hot Crossed Buns in F
   a. Listen to piano first
   b. Listen and move slide position
   c. Play

Things to consider:
Moving from Low F back to A will be troublesome at first because they will either
-master and not articulation
- miss the A by either not sliding up enough or going too far

Where is “in tune” for you? Having a conversation with players about listening and matching not only the piano pitch, but
the pitch of the other players around them.

Future lessons: Hot Crossed Buns in G and any 2 – 5 note, folk songs

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The pBuzz as an Introductory Instrument for Beginning Brass

Pre-Band

Beginning Brass Class

Collegiate Brass Methods Class

The pBuzz offers the following advantages for all of these classes:

- Lightweight
- No worrying about hand positions
- Easy to produce a sound
- Easy to focus on the embouchure
- Emphasizes a single partial leading
- Teach all basics (tone production, articulation, etc.) without the cumbersomeness of a real instrument
- Allows experience of proper use of air
- Aural skills development - pitch matching
- Creativity - students can instantly make up their own songs
- Glissando exercises lead to development of flexibility
- Transfer - All skills immediately transfer over to a real brass instrument