

# Learn to Play pBuzz

## Book 2

### UNIT 1

#### Run for the Buzz

This unit covers the semi-breve 4 count note.

Students should learn to count both the rest bars and the notated theme.

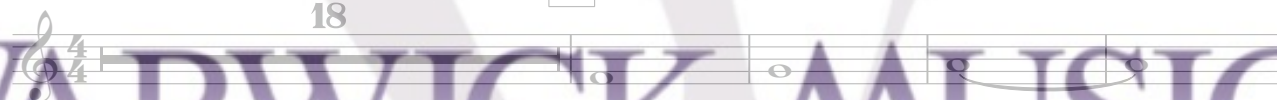
- Hum or sing the theme with the track.
- Listen to the track run for the buzz.
- Learn to count the beats 1.2.3.4.
- Play the theme without the backing track.
- Play the theme with the backing track.

Martin Yates

$\text{♩} = 128$

18

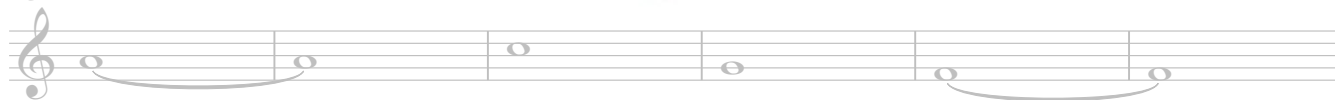
**A**



23



29



35



18

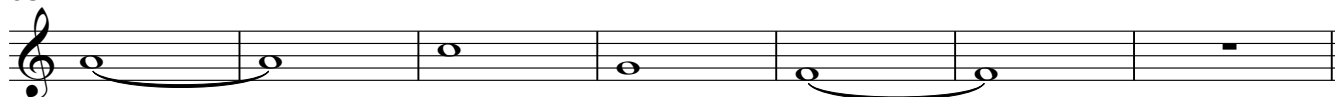
**D**

57



**E**

63



## UNIT 4

### Swing with a Buzz

This unit uses 1, 2, 3, and 4 count notes.

The notation uses crotchets, minims, semi-breves and dotted minims (three-count notes.)

The backing track is in simple four-bar phrases.

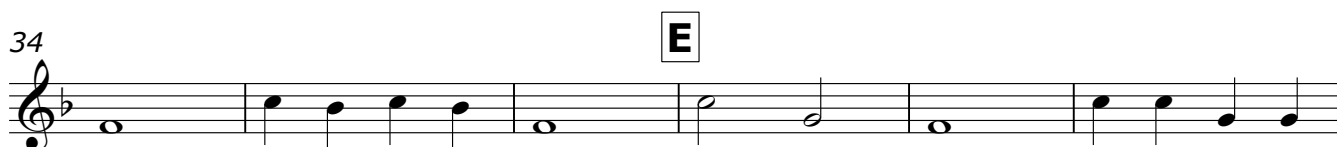
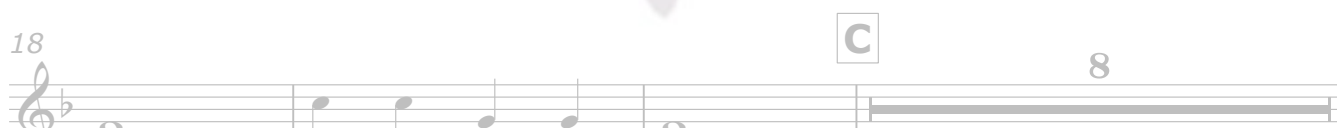
The theme and backing track are in a major key, and the theme includes the note B $\flat$ .

Students should learn to count both the rest bars and clap the rhythm.

Listen to the track Swing with a Buzz.

- Clap the pattern.
- Sing, say, and clap the pattern.
- Play the theme without the backing track.
- Play with the backing track.

Martin Yates



## UNIT 6

### Gentle Buzz

This unit uses long and tied notes, and a combination of unison writing and two-part harmony (which begins at bar 29).

The music is in rhythmic unison throughout.

The introduction on the backing track is a simple four-bar phrase.

The theme and backing track are in a major key.

Students should learn to count both the rest bars and clap the rhythm.

Listen to the track Waiting for the Buzz.

- Clap the pattern.
- Sing, say, and clap the pattern.
- Play the theme without the backing track.
- Play with the backing track.

Martin Yates

$\text{♩} = 120$

**A**

pBuzz 1

pBuzz 2

**B**

16

23

**C**

**D**

6

34

**E**

## UNIT 10

### Buzz off!

This unit combines major and minor tonalities, unison writing and two part harmony. The accompaniment is more complex, and the introduction is more difficult, too. The melody parts start at bar 15.

- Divide the class into two groups.
- Play the track.
- Have the children listen.
- Have the class listen for the major and minor changes.
- Play the parts without the backing track.
- Have the class play both parts with the backing track.

Martin Yates

$\text{♩} = 128$

**14** **A**

pBuzz 1

pBuzz 2

**19** **B**

**25**

**31** **C** **D**