



# Taking off

## Exploring pitch

This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.

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# Taking off

Exploring pitch



## MEDIUM TERM PLAN

### Learning Objectives

Children should learn

### Teaching Activities

With your class

### Learning Outcomes

Children

#### INTRODUCTION: WHAT IS PITCH?

<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>• what is meant by pitch?</li> <li>• to respond to changes in pitch</li> <li>• how to control the pitch of the voice</li> <li>• to relate sounds to symbols</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate pitch movement in <i>I jump out of bed in the morning</i> with whole body movements</li> <li>2. Sing <i>Looby Loo</i> and identify pitch movement</li> <li>3. Listen to <i>Six little ducks that I once knew</i> and play a notation game</li> </ol>	<ul style="list-style-type: none"> <li>• follow pitch movement with hands and use high, low and middle voices</li> <li>• move up or down following changes in pitch</li> <li>• sing a melody accurately at pitch</li> <li>• recognise that symbols can represent sound</li> </ul>
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#### EXPLORATION: HOW CAN WE MAKE SOUNDS HIGHER/LOWER?

<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>• how to control the pitch of the voice</li> <li>• to respond to changes in pitch</li> <li>• to relate sounds to symbols</li> <li>• how simple tunes are made of different pitches</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Six little ducks that I once knew</i> and use instruments and whole bodies to demonstrate pitch movement</li> <li>2. Improvise <i>Jazzyquacks</i> music to enjoy playing with pitch movement</li> <li>3. Play <i>Listen, Looby Loo</i> to focus on pitch movement</li> </ol>	<ul style="list-style-type: none"> <li>• sing a melody accurately at pitch</li> <li>• move up or down following changes in pitch</li> <li>• recognise that symbols can represent sound</li> <li>• recognise simple patterns repeated at different pitches</li> </ul>
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• how to control the pitch of the voice</li> <li>• to respond to changes in pitch</li> <li>• to relate sounds to symbols</li> <li>• how simple tunes are made of different pitches</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to pitch movement in <i>The prehistoric animal brigade</i></li> <li>2. Make a score of <i>The Prehistoric animal brigade</i> melody</li> <li>3. Listen to <i>Fossils</i> and notice pitch differences in the melody</li> </ol>	<ul style="list-style-type: none"> <li>• sing a melody accurately at pitch</li> <li>• move up or down following changes in pitch</li> <li>• sing phrases from notation</li> <li>• recognise simple patterns repeated at different pitches</li> </ul>
<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• to relate sounds to symbols</li> <li>• that percussion instruments produce different pitches</li> <li>• how simple tunes are made of different pitches</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform <i>The prehistoric animal brigade</i> with a drone accompaniment</li> <li>2. Sing <i>Fossils in the rock</i> and notice how the pitch moves</li> <li>3. Perform <i>Fossils in the rock</i> with a drone accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• sing phrases from notation</li> <li>• perform different pitches on percussion instruments</li> <li>• recognise simple patterns repeated at different pitches</li> </ul>

#### BRINGING IT ALL TOGETHER: HOW CAN WE USE HIGHER/LOWER SOUNDS?

<b>5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• that percussion instruments produce different pitches</li> <li>• how simple tunes are made of different pitches</li> <li>• that pitch can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>1. Plan a class arrangement of <i>Fossils in the rock</i></li> <li>2. Create a <i>Dinosaur brigade march</i></li> <li>3. Use the <i>Fossils</i> melody to focus on listening</li> </ol>	<ul style="list-style-type: none"> <li>• perform different pitches on percussion instruments</li> <li>• recognise simple patterns repeated at different pitches</li> <li>• create and choose sounds in response to a given stimulus</li> </ul>
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• that pitch can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>1. Rehearse for a <i>Prehistoric music show</i></li> <li>2. Make a plan of the <i>Prehistoric music show</i></li> <li>3. Present the <i>Prehistoric music show</i> to an audience</li> </ol>	<ul style="list-style-type: none"> <li>• create and choose sounds in response to a given stimulus</li> </ul>

# Taking off

Exploring pitch



# 1<sup>st</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- what is meant by pitch?
- to respond to changes in pitch
- how to control the pitch of the voice
- to relate sounds to symbols

### Learning Outcomes

Children

- follow pitch movement with their hands and use high, low and middle voices
- move up or down following changes in pitch
- sing a melody accurately at pitch
- recognise that symbols can represent sound

### RESOURCES AND PREPARATION

- CD tracks: 34–37
- *Looby Loo lines* photocopiable (p25): enlarged copy
- *Quack card* photocopiable (activity 3 p24): three enlarged copies

## Teaching Activities

### 1 Demonstrate pitch movement in *I jump out of bed in the morning* with whole body movements



The children recognise pitch changes in the melody of this song and move in response to them.

*SUPPORT:* some children will think 'higher' refers to volume rather than pitch. Check that they are clear about the meaning by asking them to demonstrate high, medium and low voices.

### 2 Sing *Looby Loo* and identify pitch movement



The children follow pitch movement with their hands and match the pitch shapes of the melody to pitch notation.

### 3 Listen to *Six little ducks that I once knew* and play a notation game



The children explore pitch using their voices in response to notation.

### VOCABULARY:

**dynamics/volume:** the volume of the music, usually described in terms of loud/quiet

**pitch** refers to the complete range of sounds in music from the lowest to the highest

**pitch movement:** the steps and jumps by which a melody moves up and down

### Lesson Extension

Place the three *Quack* cards (activity 3 p24) in the music corner with three instruments of different pitches, eg large, medium and small hand drums. Ask pairs of children to play a sequence of one low, one medium and one high sound, then order the cards to match. Some children may play longer sequences of sounds: give them more copies of the quack cards to notate their patterns, eg *high high low low medium*.

# Taking off

Exploring pitch



# 2<sup>nd</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- how to control the pitch of the voice
- to respond to changes in pitch
- to relate sounds to symbols
- how simple tunes are made of different pitches

### Learning Outcomes

Children

- sing a melody accurately at pitch
- move up or down following changes in pitch
- recognise that symbols can represent sound
- recognise simple patterns repeated at different pitches

### RESOURCES AND PREPARATION

- CD tracks: 36–38
- *Quackers* photocopiable (p27)
- *Jazzyquacks* photocopiable (p27)
- Two or three enlarged copies of each *Jazzyquacks* card
- Chime bars: notes F G A
- Chime bars: notes C D E F G A

## Teaching Activities

### 1 Sing *Six little ducks that I once knew* and use instruments and whole bodies to demonstrate pitch movement



The children accompany a simple pitch pattern on tuned percussion and respond with matching whole body movements.

**SUPPORT:** to check whether all children recognise pitch movement, play this game: hide the three chime bars. Play them in the descending order of the melody (A G F) then in the reverse order (F G A). Ask the children to respond by making the matching quacking movements (they should move the body lower then higher). Continue until all the children are confidently moving up or down in response to the ascending or descending pitches.

### 2 Improvise *Jazzyquacks* music to enjoy playing with pitch movement



The children listen to and identify different pitches and match them to notation. The children improvise music at a variety of pitches on tuned percussion instruments.

### 3 Play *Listen, Looby Loo* to focus on pitch movement



The children identify differences in pitch in the phrases of the song by making matching hand movements. Individuals play the lines of the tune.

### VOCABULARY:

**phrase:** a small unit of melody, often corresponding to a line of a song in vocal music

### pitch/pitch movement

**texture** refers to layers of sound in music, eg the two layers of sound created by a melody accompanied by a drum beat

## Lesson Extension

Cut the *Looby Loo lines* photocopiable (p25) into four separate cards and place them in the music corner with a set of chime bars (C D E F G A). Give individual children the opportunity to work out how to play the lines (phrases) by reading the notes on the cards. Some children may be able to play the whole melody.

# Taking off

Exploring pitch



# 3<sup>rd</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- how to control the pitch of the voice
- to respond to changes in pitch
- to relate sounds to symbols
- how simple tunes are made of different pitches

### Learning Outcomes

Children

- sing a melody accurately at pitch
- move up or down following changes in pitch
- sing phrases from notation
- recognise simple patterns repeated at different pitches

### RESOURCES AND PREPARATION

- CD tracks: 39–42
- *Dinosaur footprint* photocopiable (p28): twenty-two enlarged copies and double-sided sticky tape
- Picture gallery score of *The prehistoric animal brigade* melody

## Teaching Activities

### 1 Listen to pitch movement in *The prehistoric animal brigade*



The children identify the changes in pitch of each verse and add matching body percussion on the beat.

### 2 Make a score of *The Prehistoric animal brigade* melody



The children show the pitch movement of the melody with their hands, then relate this to symbols by notating each line of the song.

**SUPPORT:** ask the children to move their bodies higher and lower to match the shape of each line of the melody to reinforce the changes in pitch.

### 3 Listen to *Fossils* and notice pitch differences in the melody



The children compare two sections of the music and notice the difference in the pitch movement of each ending. They confirm their recognition of the different endings by counting the repetitions of the melody in Saint Saens' orchestral arrangement of *Fossils*.

### VOCABULARY:

**body percussion:** sounds that can be made using parts of the body, eg clapping, tapping knees ...

**pitch/pitch movement**

**score:** a written representation of a piece of music

## Lesson Extension

Ask small groups to work out their own prehistoric animal dance to perform with *The prehistoric animal brigade*, choosing their own actions for each verse.

# Taking off

## Exploring pitch



# 4<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to relate sounds to symbols
- that percussion instruments produce different pitches
- how simple tunes are made of different pitches

### Learning Outcomes

Children

- sing phrases from notation
- perform different pitches on percussion instruments
- recognise simple patterns repeated at different pitches

### RESOURCES AND PREPARATION

- CD tracks: 43–45
- *What a noise!* photocopiable (p30): cut up and arranged as shown in the picture gallery
- *Fossils in the rock* photocopiable (p31): copies for the class
- Four chime bars and beaters: notes F G A Bflat
- Xylophone and two beaters: notes C and G
- Picture gallery *What a noise!* score

## Teaching Activities

### 1 Perform *The prehistoric animal brigade* with a drone accompaniment



The children add a drone accompaniment to the song. The drone moves up in pitch to match the higher pitch of each verse. They use the *What a noise!* score to perform the accompaniment (a reference layout of the score is given in the picture gallery).

**SUPPORT:** some children may have difficulty playing the chime bar drone accompaniment on the beat. Ensure that they are holding the beater correctly and that they are not lifting the beater too far away from the bar after each bounce. Keeping their eyes on the head of the beater as it hits the centre of the bar will help them coordinate with the beat.

### 2 Sing *Fossils in the rock* and notice how the pitch moves



The children learn the song, then identify how a pattern of notes is repeated at different pitches.

### 3 Perform *Fossils in the rock* with a drone accompaniment



A small group play a two-note chord on the beat as a drone accompaniment to the song.

### VOCABULARY:

**chord:** when two or more notes are played at the same time they are called a chord

**drone:** a sound, or sounds played constantly throughout all or part of a piece of music

**pitch**

**pulse/beat**

**score**

### Lesson Extension

Give some children the opportunity to play the whole drone accompaniment for *The prehistoric animal brigade* using the set of chime bars (notes F G A Bflat)



# Taking off

## Exploring pitch



# 5<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- that percussion instruments produce different pitches
- how simple tunes are made of different pitches
- that pitch can be used descriptively

### Learning Outcomes

Children

- perform different pitches on percussion instruments
- recognise simple patterns repeated at different pitches
- create and choose sounds in response to a given stimulus

### RESOURCES AND PREPARATION

- CD tracks: 39, 44
- *Fossils in the rock* photocopiable (p31)
- *Fossils in the rock* photocopiable (p32)
- A variety of untuned percussion
- Chime bars: C and G
- A variety of low-pitched soundmakers, eg large drums, bass xylophone notes C and F, cardboard boxes
- Xylophone and beaters: notes G B C D E F G

### VOCABULARY:

**pitch**

**rhythm**

**score**

**untuned percussion:** percussion instruments which make sounds of indefinite pitch

## Teaching Activities

### 1 Plan a class arrangement of *Fossils in the rock*



Using untuned percussion instruments, the children select different pitches to complement the pitch changes of each melody line.

### 2 Create a *Dinosaur brigade march*



The children select low-pitched percussion to create music which describes a dinosaur march.

### 3 Use the *Fossils* melody to focus on listening

To demonstrate the children's understanding of pitch, they identify patterns played at a high, medium and low pitch and make matching movements.

*SUPPORT:* some children may find it difficult to distinguish between the high, medium and low repetitions of the pattern. They may benefit from trying out the three patterns for themselves on a xylophone placed in the music corner with the photocopiable chart given on p32.

## Lesson Extension

Place the *Fossils in the rock* photocopiable (p31) and a set of chime bars (notes G, B, C D Dsharp E F G) in the music corner to give individuals the opportunity to play phrases from the song. Small groups may work together, distributing phrases between them to play the whole melody.

# Taking off

Exploring pitch



# 6<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- that pitch can be used descriptively

### Learning Outcomes

Children

- create and choose sounds in response to a given stimulus

### RESOURCES AND PREPARATION

- CD backing tracks (if required): 39, 42–44
- Tuned and untuned percussion used in previous lessons
- Recording equipment

## Teaching Activities

### 1 Rehearse for a *Prehistoric music show*



The children practise the two songs and the instrumental march from previous lessons in preparation for a class performance.

*SUPPORT:* Some children may need picture, word or action cues to remind them of each of the verses of *The prehistoric animal brigade*.

### 2 Make a plan of the *Prehistoric music show*

The children plan their class performance and make a pictorial reminder of the order of its content. They rehearse, record, appraise and refine their performance.

### 3 Present the *Prehistoric music show* to an audience



The performance is presented to an audience.

### VOCABULARY:

drone  
 dynamics/volume  
 pitch  
 pulse/beat  
 rhythm

### Lesson Extension

Place the *Fossils in the rock* photocopiable, sets of chime bars and a variety of percussion in the music corner. Small groups may work together playing the whole melody on chime bars and accompanying it with the chime bar drone, and with percussion on the word rhythms.



# Glossary

## accompaniment

the underlying sounds used to support a melody line

## body percussion

sounds that can be made using parts of the body, eg clapping, tapping knees ...

## call and response

a style of song in which a leader sings a short melody (the call) and a chorus of singers respond with an answering short melody (the response)

## chord

two or more notes played at the same time

## conductor

the person elected to lead the group

## crescendo

getting louder

## diminuendo

getting quieter

## drone

a sound, or sounds, played constantly throughout all or part of a piece of music as an accompaniment

## duration

the word used in music to refer to the length of a sound or silence

## dynamics/volume

the volume of the music, usually described in terms of loud/quiet

## glockenspiel

a tuned percussion instrument with metal bars

## graphic score

a score in which musical intention is recorded by means of graphic symbols

## improvisation

music invented as you go along

## layering

the process of creating texture by combining layers of sound

## musical elements

pitch, rhythm, timbre, dynamics, tempo, duration, texture, structure (see definitions)

## notation

ways of writing music down

## ostinato (plural ostinatos/ostinati)

a short rhythmic or melodic pattern that is repeated over and over

## phrase

a small unit of melody, often corresponding to a line of a song in vocal music

## pitch

refers to the complete range of sounds in music from the lowest to the highest

## pitch movement

the steps and jumps by which a melody moves up and down in pitch

## playing methods

acoustic (non-electronic) sounds are made by shaking, scraping, tapping or blowing a soundmaker

## pulse/beat

pulse and beat are used synonymously to refer to the regular heartbeat of the music - the 'steady beat'

## rhythm

patterns of long and short sounds played within a steady beat

## score

all the parts of a piece written down

## soundmaker

any sound source used as a musical instrument

## sound sources

sounds in music may come from any source - there are no limitations

## structure

most music is underpinned by a structure which may be as simple as beginning, middle and end

## tempo (plural tempi)

the speed at which music is performed, usually described in terms of fast/slow

## texture

layers of sound, eg the two layers of sound created by a melody accompanied by a drum beat

## timbre

quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

## tuned percussion

the family of instruments which includes chime bar, glockenspiel, hand chime, metallophone, tubular bell, xylophone

## untuned percussion

percussion instruments which make sounds of indefinite pitch

## xylophone

a tuned percussion instrument with wooden bars