

**Lesson Plan Title**

High and Low Sounds

**Grade Level**

Pre- K

**Subject Area**

Science

**MSCCRS**

Develop awareness of observable properties of objects and materials.

2. With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).

**Art Form**

Music

**MSCCR Creative Arts Standards**

MU: Pr4.2.PK Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.

a. With substantial guidance, explore and demonstrate awareness of musical contrasts.

**Duration**

30 Minutes

**Materials**

1. Pictures of someone holding a flute, tuba, violin, string bass. (The following links have a picture of each)

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.alamy.com%2Fstock-photo-portrait-of-a-boy-holding-a-flute-in-his-hands-83232151.html&psig=AOvVaw1erEpr99U18pXXUfAPCwG6&ust=1592773557561000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODO3LemkeoCFQAAAAAdAAAAABA](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.alamy.com%2Fstock-photo-portrait-of-a-boy-holding-a-flute-in-his-hands-83232151.html&psig=AOvVaw1erEpr99U18pXXUfAPCwG6&ust=1592773557561000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODO3LemkeoCFQAAAAAdAAAAABAJ)  
[J](#)

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.gettyimages.com%2Fphotos%2Ftuba&psig=AOvVaw1dVY89BO0j5T-7oTkvwR7&ust=1592773644372000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMDvqN2mkeoCFQAAAAAdAAAAABAD>

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.connollymusic.com%2Fstringovation%2Fhow-can-i-help-my-child-enjoy-playing-the-violin&psig=AOvVaw0-9dVPU0T4pbLxPvPQMFp&ust=1592773679939000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODkhu2mkeoCFQAAAAAdAAAAABAD>

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.classicsforkids.com%2Fmusic%2Finstruments.php%3Ffamily%3DAII&psig=AOvVaw2wwPMmJeFLgEQqAtflbwXt&ust=1592773708620000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCKD3tf6mkeoCFQAAAAAdAAAAABAK>

2. Promethean board, smartboard, speaker to play YouTube videos for high and low sounds

### **Objectives**

TSW identify/recognize high and low sounds and compare to big and little objects

### **Vocabulary**

Size words (big, small, tiny, large)

Pitch- the highness or lowness of sound created by voice or instruments

### **Lesson Description**

TTW say, "Today we are going to learn about high and low sounds. Can anyone tell me something that makes a high or a low sound?" TTW allow students to share. As the students share TTW ask if that object/animal is big or small.

TTW say, "The sounds that animals make can be high or low."

Birds tweet HIGH (TTW and TSW tweet high)

and cows moo LOW. (TTW and TSW moo)

Cat's meow HIGH (TTW and TSW meow)

and frogs ribbit LOW. TTW and TSW ribbit)

And lions Roar LOW. (TTW and TSW roar)

TTW ask, "which animals are small and which animals are big?"

TTW play the following video (TSW identify high and low sounds as the video plays)

<https://www.youtube.com/watch?v=hKQKAI2q1kg>

TTW show a picture of a flute and ask if it is small or big? TSW say "Small! TTW ask the students, "Do you think the flute will make a high or low sound" TSW respond. TTW play the following video. (Start the video at 1:30 b/c this is where the flute is being played in a high pitch). After the video, TTW and TSW discuss if their prediction was correct.

Flute (high sound) <https://www.youtube.com/watch?v=is68rIOzEio>

TTW show a picture of a tuba and ask if it is small or big? TSW say "Big!" TTW ask the students, "Do you think the tuba will make a high or low sound" TSW respond. TTW play the following video. After the video, TTW and TSW discuss if their prediction was correct.

Tuba (low sound) <https://www.youtube.com/watch?v=DiKPA9ArjKM>

TTW show a picture of a violin and ask if it is small or big? TSW say "Small!" TTW ask the students, "Do you think the violin will make a high or low sound" TSW respond. TTW play the following video. After the video, TTW and TSW discuss if their prediction was correct.

Violin (high sound) <https://www.youtube.com/watch?v=n47yP1yfJWQ>

TTW show a picture of a string bass and ask if it is small or big? TSW say "Big!" TTW ask the students, "Do you think the string bass will make a high or low sound" TSW respond. TTW play the following video. After the video, TTW and TSW discuss if their prediction was correct.

String bass (low sound) <https://www.youtube.com/watch?v=QupB4NN8fI0>

### **Recommended Resources**

<https://www.singplaycreate.com/2018/09/how-to-teach-high-and-low-in-music-class.html>

### **Extended Learning Activities**

Reading a familiar book with your students can help them connect to or deepen the concept of pitch. You can use the folktale "The Three Bears"? You (the teacher) can act out the Big Papa Bear (LOW PITCH), the Medium Mama Bear (MIDDLE PITCH VOICE) and the Little Baby Bear (HIGH PITCH VOICE). You could also read The Three Billy Goats Gruff.

You could invite students from the high school band who play the flute, violin, string bass, and tuba to come into the classroom and play for the students.

Students could find 1 object around the classroom and then as a class group the objects into high sounds/small objects and low sounds/big objects categories

You could show the following videos to demonstrate how the composer used the size of different instruments to represent various animals.

Camille Saint-Saens "Carnival of the Animals"

Elephants (Big animal) - double bass (low sound)

<https://www.youtube.com/watch?v=jWUt2D0FkdU>

Aviary (small bird) – flute (high sound)

<https://www.youtube.com/watch?v=t5C7CudAQVA>

**Sources**

<https://www.singplaycreate.com/2018/09/how-to-teach-high-and-low-in-music-class.html>

**Tips**

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