



3 mins

Objective and Musical Focus

Pitch.

Instruments?

Yes, tuned percussion or two instruments with notably different pitches.

1. Warm up Activity

Have you brought your voices?

This is a call-and-response game to prepare your class for the main activity. Start by asking the class: 'Have you brought your talking voices?'

Encourage the children to respond: 'Yes we've brought our talking voices'. Repeat this call and response with different types of voices, mimicking the quality of each:

- your talking voices
- your squeaking voices
- your grumpy voices
- your happy voices
- your sad voices

End the activity with: 'Have your brought your singing voices', set to any melody you're comfortable with.

2. Song: *Bass Face*

Watch the *Bass Face* episode of *YolanDa's Band Jam*.

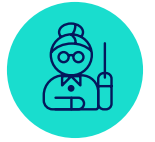
Follow along with the song and when the vocals or saxophone play high notes get the children to stand up tall with their hands in the air.

When the vocals and instruments are playing low notes get the class to crouch down. Can they make a 'Bass Face' when they are crouched down low?



3 mins





3. Exploring Pitch



10 mins



Encourage the class to picture themselves as baby bears. Would a baby bear speak with a low or a high pitched voice?

Next, invite them to imagine themselves as adult mummy and daddy bears. Would they speak in a lower or higher pitch than the baby bear?



Remind the class of the warm up game they played. Say in a low-pitched voice: 'Can you make a daddy bear voice?', for them to respond: 'We can make a daddy bear voice!'

Remember, the class are trying to copy both your words and how you're saying them.

Alternate between the daddy/mummy bear and baby bear voices, then move to other animal or fairy tale voices for the class to imitate:

Can you make a squeaky mouse voice?

Can you make a giant's low voice?

Finally go around the circle and ask them to say their own name in their best baby bear or mummy and daddy bear voice.



If they use the baby bear voice get them to lift their hands up high as they say their name. If they use the mummy/daddy bear voice, they put their hands down low.



4. Listen and Move; High and Low



10 mins



Introduce two different instruments that play different pitches from each other to the class. This could be a bass xylophone and a glockenspiel for low and high pitches respectively, chime bars, or it could just be two different sized drums that have distinct pitches.

When the children hear a low-pitched instrument they need to hop like a bunny around the room; when they hear a high-pitched instrument they need to tip-toe around the room.

When no instrument is playing they need to freeze on the spot, like a statue! Once the class are used to the game, let different children have a go at playing the instruments.

5. Ending the Session

To bring the session to a close, sing the following to the tune of *Hot Cross Buns*:

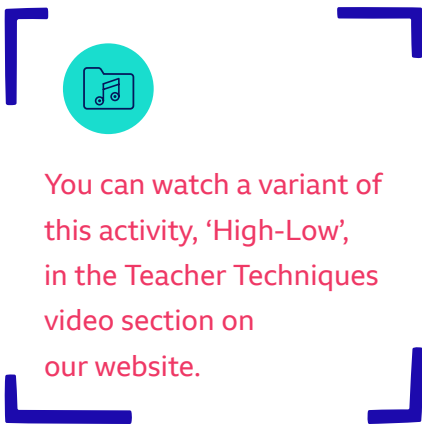
Time to stop
Time to stop
Music time has ended now it's
Time to stop

Repeat a few times until the class has settled or are joining in with you.

6. Troubleshooting

Young children often confuse the concept of high and low pitch with volume, loud and quiet (as we often say turn the sound up or down).

When reinforcing the language of high and low incorporate lots of physical movement e.g. jumping up for high notes, crouching down for low notes, drawing the shape of the melodies in the air.



2 mins