



10 mins

### Objective and Musical Focus

Pitch.

### Instruments?

Yes, tuned percussion  
- ideally glockenspiel  
or xylophone

## 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.



3 mins



## 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?



5-10 mins



### 3. Stand Up, Sit Down

For this activity you'll need a pitched instrument. A glockenspiel, xylophone or chime bars are ideal.

With the children sitting in a circle, play the note G followed by the note B above it on your instrument, simultaneously singing 'stand' on the note G and 'up' on the note B.

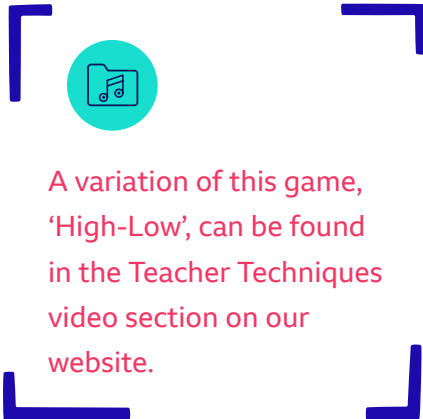
Ask the children to stand up whenever the sound goes up in pitch like this. Then play and sing 'sit down' by playing the notes in reverse order – B followed by G below it.

Do this several times with the class so that they are familiar with reacting to the command and the pitched notes. Catch them out sometimes by playing 'sit down' twice in succession.

Once the children are confident explain you are going to play the notes without a sung command to stand up or sit down. Remind the children to listen carefully! Play a few rounds without any sung commands.

To add a variation to the game, have the children stand in a circle. Explain you are going to play the notes for 'sit down' for each child individually round the circle, but that you will sometimes 'catch out' a child by playing the notes for 'stand up'. If they are listening carefully they will stay standing.

Start at the beginning of the circle until each child has had a turn. You could even go around the circle a second time playing the notes for 'stand up' for those sitting.





10–15 mins

## 4. Xylophone Slide

Hold the xylophone in a nearly vertical position so that the shorter (higher pitch) bars are at the top, longer (lower pitch) bars at the bottom. Take a beater and play one note on each bar from the bottom to the top of the xylophone and then back from top to bottom.

Ask the children questions:

- Is the sound higher at the top or the bottom of the xylophone?
- Starting at the bottom of the xylophone and playing upwards, does the sound get higher or lower?
- Do the longer bars at the bottom make higher or lower sounds than the shorter bars at the top?
- Starting at the bottom, count with each note played until the top note. How many notes were there?



Play the highest note, then the lowest note. After each note ask the children to put their hands high or low to correspond with the sounds.



**Extension:** If you have enough instruments for the class to share, give the children time to experiment with pitch on their own xylophones and glockenspiels. Can they all play the same note together?





2 mins

## 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**

Once the children are familiar with singing this 'tidy-up' song, you might like to encourage them to use their hands to mark the pitch of the song as they sing:

Time	to	stop		Time	to	stop
high	low	middle		high	low	middle
Mu-	sic	time	has	en-	ded	
high	low	low	low	low	high	
now	it's	Time	to	stop		
high	high	high	low	middle		

## 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/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.