

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: Music: High vs. Low Pitch
 Number of Lessons: 4
 Time (in weeks): 2
Name: Melissa Green
Subject(s): Arts Education
Grade(s): Kindergarten

Rationale

This unit is important because it introduces students to high and low pitch through story, song, listening, and responding using their body.

Overview:

This unit introduces students to high and low pitch sounds using story, audio clips, video, song, reflection, a worksheet, and movement. Student will make high and low pitch patterns, seek out different pitch sounds in the classroom, hear different sounds of instruments, and through voice while stories are read. Students will have the opportunity to reflect on how different sounds and movements make them feel.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <i>Communicating</i> Students will communicate through engagement with the class as a whole through sharing and listening. They will express how different sounds and movements make them feel. • <i>Collaboration</i> Students will work together to echo certain aspects of story and song and be supportive of group interactions within sharing and learning together. As a class we will work towards respecting and honouring the experiences of one another. 	<ul style="list-style-type: none"> • <i>Creative Thinking</i> Students will each have a turn to create a “high-low” song pattern that will be echoed by the class. Students will seek out different high and low pitch sounds within the classroom. • <i>Critical Thinking & Reflective Thinking</i> Students will be guided in questioning and investigating the sounds they are hearing to consider whether they are a high or low pitch sounds. Throughout the unit students will be given opportunities to engage in reflective thinking. 	<ul style="list-style-type: none"> • <i>Personal awareness and responsibility</i> Students will be expected and guided in regulating their actions and reactions through this lesson while also doing what is needed for their personal well-being. • <i>Positive personal and cultural identity</i> Students will have the opportunity through this unit to continue to develop positive personal identity through singing, making different pitches with their voice and moving their body. • <i>Social awareness and responsibility</i> Not significantly present in this unit.

BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Arts Education

People connect to others and share ideas through the arts.

LEARNING STANDARDS

Curricular Competencies	Content
CC1: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. CC2: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.	C1: Music, pitch C3: Notation to represent sounds, ideas, and movement C8: Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.

Prerequisite Concepts and Skills:

- Students are familiar with the routine of having musical instruments and/or table tubs out at the beginning of class/the day.
- Students have experience using scissors and glue sticks

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Book: Up, Up, Down! By Robert Munch • Musical Instruments/Table tubs • Sound clips of high and low instruments, voices, sounds, etc
Lesson 2	<ul style="list-style-type: none"> • Musical Instruments/Table tubs • High and low pitch music for Pitch Dance
Lesson 3	<ul style="list-style-type: none"> • Musical Instruments/Table tubs • High and low image/word cards • Book: Goldilocks and the Three Bears
Lesson 4	<ul style="list-style-type: none"> • Musical Instruments/Table tubs • Copies of worksheets • Orange and purple crayons • Scissors • Glue sticks

Cross-Curricular Connections:

This unit connects to English Language Arts through the stories being read and Physical Education through the inclusion of dance. Patterning in lesson three connects to math.

Aboriginal Connections/ First Peoples Principles of Learning:

Through significant times of exploration and reflection throughout this unit the Circle of Courage: Belonging will be reflected. Students engagement with sound and materials as well as their sharing with the class will all embody the sense of community and supporting one another no matter what can be offered.

A local traditional Indigenous drum will be brought in for the unit as one “low pitch” sound, students will have the opportunity to both hear the sound and play the drum.

Universal Design for Learning (UDL)

- Engagement of auditory learners through verbal instructions
- Engagement of visual learners through visual examples by the teacher
- Engagement of kinesthetic learners including movement into lessons
- Children who are self-conscious about participation (possibly connected to not remembering words or moving)

their body) will be encouraged to choose one or two things to participate in: ie: doing the actions but not singing. Students will be expected to stand when the class is invited to stand and sit when invited to sit, this is basic participation and also for the safety of every student in the class. Students will always be encouraged and reminded that our singing, responding, and actions all show our love for God and we contribute in the unique ways in which we have been created by God.

Differentiated Instruction (DI):

None at this time - may be expanded upon based on children’s needs in the classroom. This will connect directly to students’ individual needs and/or IEP’s.

Overview of Lessons:

Lesson 1

Name &Time (Minutes Allotted):	Up, Up, Down! (40 min)
Learning Standards: Curricular Competencies	CC1
Learning Standards: Content	C1, C3
Instructional Objectives	TSWBAT echo key parts of the reading of “Up, Up, Down” while also moving their hand alongside the change in pitch. TSWBAT move their hand above their head or down to the floor based on the sounds they are hearing.
Assessment:	Formative <i>as</i> learning What: Book: Up, Up, Down How: Students will learn together as they begin to echo the teacher reading the story about high and low pitch which will be heard and visualized through hand movements. Formative <i>for</i> learning What: Hand movement to different high and low pitch sounds How: Teacher will watch students respond to the sounds and gauge overall understanding of high and low pitch.
Teaching Strategies:	Free exploration, story, sound clips, song, reflection
Materials:	Musical instruments/table tubs, book, sound clips
Lesson Activities:	
Introduction/Hook:	Free Exploration: musical instruments or table tubs out Read: Up, Up, Down! By Robert Munch – have children begin to join in to the “up and down” parts of the story. Be sure to change the pitch of the voice to be higher for “up” and lower for “down”. Use hand to also make up and down movements.
Body:	Introduce high vs. low sounds. Play clips of voices/song and instruments – have students indicate whether it is high or low by moving their hand position above their head or too the floor. Sing the classroom “good morning song”. Sing it again in a high voice. Sing it again in a low voice.
Closure:	Reflect together around the circle: “Do you have a preference between high or low sounds? Why?”

Lesson 2

Name &Time (Minutes Allotted):	Pitch Dance (40 minutes)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C1, C8
Instructional Objectives	TSWBAT find a sound in the classroom and together indicate whether it is a

	high or low pitch sound. TSWBAT dance as a low turtle or a tall tree based on the pitch of the music. TSWBAT share how they felt while dancing to the high sounds and the low sounds.
Assessment:	Formative <i>as</i> learning What: Find high and low sounds How: Students will learn from one another as they share sounds and respond using hand signals to the pitch of the sound. Summative <i>of</i> learning What: Pitch Dance How: Teacher will observe students as well as take a video of the students dancing as low turtles or tall trees based on the pitch of the music. Formative <i>as</i> learning What: Reflection around the circle How: Students will respectfully hear from one another and consider the feelings that others have had, which may or may not be similar to their own.
Teaching Strategies:	Free exploration, song, classroom searching, dance, reflection
Materials:	Musical instruments/table tubs, high and low pitch music
Lesson Activities:	
Introduction/Hook:	Free Exploration: musical instruments or table tubs out Sing the classroom “good morning” song twice in both a high and low voice.
Body:	Review high and low sounds. Find high and low sounds in the classroom; send two children at a time. Everyone listens and indicates whether it sounds high or low with their hands. Pitch Dance: go between playing music that is “high” and “low”, have students move/dance like turtles when the music is low and like tall trees when the music is high.
Closure:	Reflect together: How did you feel while dancing during the high sounds? Low sounds?

Lesson 3

Name &Time (Minutes Allotted):	Low and High Song (40 minutes)
Learning Standards: Curricular Competencies	CC2
Learning Standards: Content	C1, C3
Instructional Objectives	TSWBAT make a low/high song/pattern to share with the class who will chorally say it out loud in low/high pitch. TSWBAT recognize which bear had the lowest pitch and which bear had the highest pitch in the reading of the story.
Assessment:	Formative <i>as/for</i> learning What: Low and High word songs/patterns How: Students will learn from one another as they chorally say the created pattern verbally with the pitch. Formative <i>as</i> learning What: Pitch recognition during the reading of Goldilocks and the Three Bears. How: Through engagement with the book and hearing the story read verbally students will recognize high and low pitch.
Teaching Strategies:	Free exploration, video/song, classroom leadership, story
Materials:	Musical instruments/table tubs, projector with song cued, low and high word/image cards, book

Lesson Activities:	
Introduction/Hook:	Free Exploration: musical instruments or table tubs out Play “Low, High Word Song”: https://www.youtube.com/watch?v=mAhW1MHmTTs
Body:	Using “low” and “high” word/image cards (echo on the cards what was in the video) make a “low, high” word song/pattern. The class says together the words/patterns. Have students one at a time arrange the cards and then point so the class can repeat.
Closure:	Read: Goldilocks and the Three Bears. Which bear had the lowest pitch voice? The highest pitch voice? Have an image with the three bears on it. Students are called one at a time to the teacher and indicate which bear had the lowest pitch and which had the highest pitch. Teacher makes note on class list and then dismisses students after they have been called to the next part of the day.

Lesson 4

Name &Time (Minutes Allotted):	Is it high or is it low? (40 minutes)
Learning Standards: Curricular Competencies	CC1
Learning Standards: Content	C1, C8
Instructional Objectives	TSWBAT complete the “is it high or is it low” worksheet. TSWBAT share something that makes a high or low sound.
Assessment:	Summative <i>of</i> learning What: Worksheet How: Teacher will review completed worksheet Summative <i>of</i> learning What: Circle sharing How: Teacher will hear students responses to being invited to share something that makes a high or low pitch sound.
Teaching Strategies:	Free exploration, song, worksheet, sound files, reflection
Materials:	Musical instruments/table tubs, copies of worksheets, orange and purple crayons, glue sticks, scissors, “pitch dance” music
Lesson Activities:	
Introduction/Hook:	Free Exploration: musical instruments or table tubs out Sing: “Someone Standing”. Have children move their hands high and low to the pitch of the song. Do a clapping pattern and have students echo it. After the students have the hang of it, have different students provide a simple clapping routine to the echoed.
Body:	Introduce students to the “Is it high or is it low” sheet. Share that we will listen to each sound, after each sound we will colour the box orange if it sounded high and purple if it sounded low. (sound files: https://brittanyward.weebly.com/music-videos.html) Students cut out the images and paste into the high and low boxes on the second handout. Have them colour the up arrow orange and the down arrow purple.
Closure:	Go around the circle and have students one at a time share something that makes a high or low sound. And/or (depending on time and energy) do “Pitch Dance” from lesson two).

Resources:

<https://fraumusik.com/2019/05/13/teaching-high-low-kindergarten-music-assessment/>
Someone Standing: <https://caldwellorganizedchaos.blogspot.com/2016/01/teacher-tuesday-teaching-high-and-low.html>

Ideas: <https://dynamicmusicroom.com/high-and-low-songs-for-kindergarten/>

Worksheet sound files: <https://brittanyward.weebly.com/music-videos.html>

Worksheet sample: <http://brittsteachsmusic.blogspot.com/2015/06/high-and-low-worksheet-activity.html>

Extensions to Unit:

This unit could be extended to include an art project connected to different pitches and also include more high and pitch singing as a group. While engaging in outdoor learning listen for high and low pitch sounds ie: birds, wind through the trees, sirens, ice, etc.

Reflections and Revisions

To be completed after unit is taught.