



Sonic Boom! Sound & Silence

EPIISODE 2

Sound shares their pitches (high and low)

Sound shows Silence what they've found in their exploration high and low pitches (instrument families).

STUDENT LEARNING OBJECTIVES:

I can identify high and low pitches and basic melodies.

I can perform high and low pitches and basic melodies.

RECOMMENDED ITEMS:

- Character cards/Powerpoint
- Instrument Examples: Boise Phil Sonic Boom Close Encounters/Learning Resources, [Boise Phil Carnival of the Animals – Saint Sæens](#)
- Musical Staff to show differences in pitch

ACTIVITY 1: (20-25 MIN)

- Teacher explains every instrument can play high and low pitches, but some can play higher or lower than others. (piccolo/violin = highest, Tuba/bass = lowest)

Discussion: Which animals makes low sounds and high sounds? (i.e. birds vs whale)

- Teacher introduces instrument families (strings, brass, woodwinds, percussion, vocal) and plays/performs high and low pitch musical examples of each.
- Students choose one high instrument and one low instrument from different instrument families to color and label that would help Silence in their universe exploration.

Extended Lesson: Have students choose instruments and draw their own instrument poster.

ACTIVITY 2: (15-20 MIN)

- Teacher has students echo Vroom on a grade appropriate high pitch, then on a low pitch, and siren on calls (up and down vocalization) (try different vowels “Vreem” “Vraam” “Vriim” “Vroam” etc.)
- Teacher has students echo “Vroom” on a “F” pitch (try different vowels “Vreem” “Vraam” “Vriim” etc.)
- Teacher has students echo “Vroom” on grade appropriate interval or melodic lines. (examples below)



- Teacher points out notes climbing up higher/down lower on the staff (use your most comfortable class notation system)
- Teacher has students stand and plays scale high to low and low to high. While scale descends students slowly sit back down, while scale ascends, students stand up.



continued on reverse

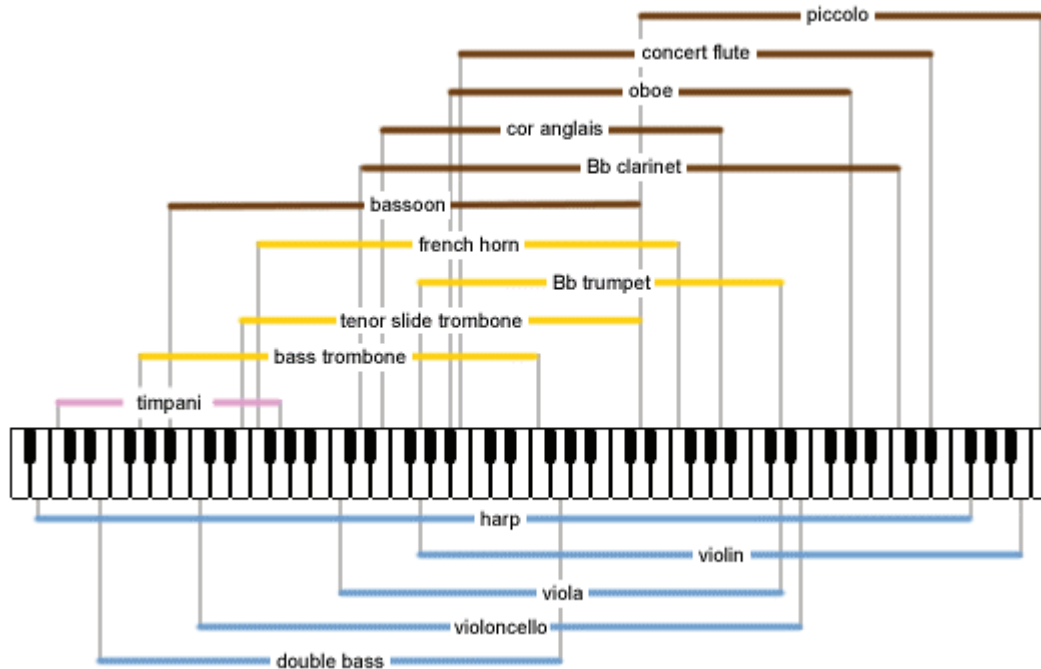
EPISODE 2 CONT.

- Teacher sings/plays (do, sol) (do, mi) (do, fa) (do, re, mi) and has students echo and points out which is low and which is high on staff and with movement and motions (i.e. stand up, sit down) (hand up, hand down)



- Teacher sings/plays (do, sol) (do, mi) (do, fa) (do, re, mi) and has students echo and points out which is low and which is high on staff and with movement and motions (i.e. stand up, sit down) (hand up, hand down)
- Teacher has students spread out around the room and leads a learned folk song. As students sing through song have them follow the pitch with their hands, then feet, then whole body.

Discussion/Review: All instruments can play high and low pitches, but which instruments are the highest/lowest? If these instruments can play the notes, why do they have different timbres?



Extended lesson: Camille Saint Sæens spotlight based on listening example