



MUSIC CLIL UNIT: PITCH OF SOUND

4th CLASS

LESSON PLAN KEY-POINTS

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SOUND QUALITIES (MULTI-YEAR MUSIC MODULE)



MUSIC CLIL UNIT “PITCH OF SOUND”

TOPIC

- Pitch of Sound – ‘high’ and ‘low’ – as one of the quality of sound perception
- Correlations between pitch and properties of sounding objects (cross-curricular link to science)

TIMING

- Series of 6 lessons
- Estimated time: 5/6 hours

FOCUS OF THE LESSONS

- I. The “High and Low Game”: identifying the pitch of sounds
- II. ‘Higher’ and ‘Lower’: comparing sounds
- III. Pitch vs Loudness: sorting sounds according to their pitch and loudness
- IV. Pitch and strings: experimenting correlations (link to Science)
- V. Pitch and Glass Percussion: ranking sounds (link to Science)
- VI. Summary of Sound Qualities (Duration, Loudness, Pitch)

MAIN LEARNING OUTCOMES - CONTENT

To know...

- that sounds vary in pitch: it can be 'high' or 'low'
- that pitch (high/low) and loudness (loud/soft) define two distinct qualities of the sound
- That pitch is one of the qualities of sound (besides distance, direction, duration, loudness and timbre)

To be able...

- to identify the pitch of a sound ('high' or 'low')
- to compare sounds according to their pitch ('higher'/'lower')
- to rank sounds ('highest'-'lowest')
- to sort/classify sounds according to their pitch and loudness in a combined way

To be aware...

- that comparison between sounds is important to define their pitch
- that musical instruments are designed to produce different sound's pitches
- that everyday-objects can produce sounds of different pitches, relating to specific properties of them.

LEARNING OUTCOMES - CULTURE

To be aware...

- that in different cultural areas there are different musical instruments
- that the idea of 'musical instrument' is relative to a cultural context: even everyday-objects used creatively can become (unconventional) musical instruments



SAMBA WHISTLE –
'APITO'

<https://youtu.be/JEgXAU30yuY>



<https://m.youtube.com/watch?v=zYrKyvQyVkM>

LEARNING OUTCOMES

COGNITION - COMMUNICATION - LANGUAGE

COGNITION (THINKING SKILLS)



- identifying the pitch of sounds – CTS 1
- giving examples of sounds according to their qualities – CTS 2
- comparing sounds according to their pitch – CTS 3
- sorting/classifying sounds (pitch and loudness) – CTS 4
- ranking sounds (pitch) – CTS 4
- inferring correlations (pitch – properties of an instrument/sounding object) – CTS 4
- predicting how the pitch of an instrument/sounding object will be altered – CTS 5

COMMUNICATIVE FUNCTIONS



- defining sounds according to their pitch
- telling examples according to a set of qualities
- comparing sounds according to their pitch
- defining sounds according to their pitch and loudness
- describing a rank order
- expressing correlations condition-result
- predicting a future result from given conditions

LANGUAGE STRUCTURES

- ... is + adjective: *This sound is high/low*
- 'such as...': *A low and soft sound, such as ...*
- comparative: *higher/lower*
- ...is + adjective: *This sound is high in pitch and soft in loudness*
- superlative: *from lowest to highest pitch*
- 'if' clause 1st type, present-present: *If the string gets shorter, the sound gets ...*
- 'will' prediction: *The smaller glass will produce the higher sound*

VISUAL ORGANISERS

- To understand subject features/concepts
- To [redacted] and compare



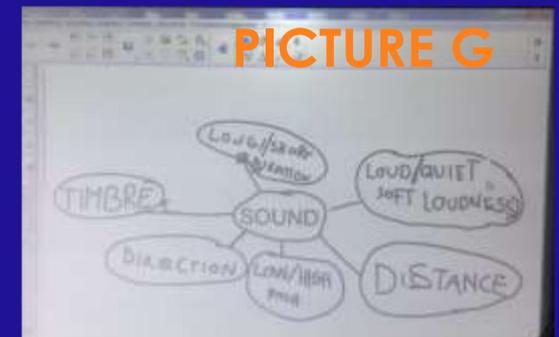
- To sort information

		LOUDNESS	
		SOFT	LOUD
PITCH	HIGH		
	LOW		



QUALITIES	DURATION			LOUDNESS		PITCH	
	short	long	intermittent	soft	loud	low	high
SOUNDS							
tuba							
alarm clock							
triangle							
ship siren							
didgeridoo							
cricket							
contrabass							
school bell							
thunder							
piccolo							
bass drum							

- To recall and connect ideas



MULTI-MEDIA, GAMES, INTERACTIVE E-TOOLS



"The sound is high
Touch the sky
The sound is low
Touch your toe"

(Adapted from "The High and Low Game"- The Children Music Workshop)

<https://m.youtube.com/watch?v=KSEojtRAoHw>

Experimenting
virtually...

A screenshot of the BBC Schools Science Clips website. The page features a navigation menu on the left with age groups from 5-6 to 10-11. The main content area displays an interactive game titled "Changing sounds" which includes a guitar graphic and a slider to adjust the string length. The game interface has buttons for "Help", "Reset", "Quit", "Full screen", and "What next?". A message at the top of the page states: "This page has been archived and is no longer updated." The page also includes a search bar and a "Explore the BBC" link.

[HTTP://WWW.BBC.CO.UK/SCHOOLS/SCIENCECLIPS/AGES/9_10/CHANGING_SOUNDS.SHTML](http://www.bbc.co.uk/schools/scienceclips/ages/9_10/changing_sounds.shtml)

LANGUAGE FOR THINKING PROGRESSIVELY CHALLENGING TASKS LINKS TO SCIENCE

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Predicting

PTS

Inferring correlations
from listening,
observing,
manipulating

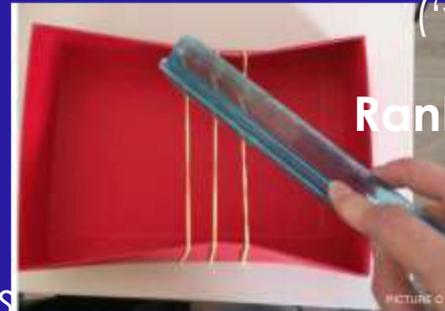
"The larger glass will produce
the lower sound"
(*'will'* prediction)



and
nds

Ranking

"If the string gets
shorter, the sound
gets higher"
(*'If'* clause)



higher!"
(*'ve'*)

"From the lowest to the
highest sound's pitch"
(*superlative*)

