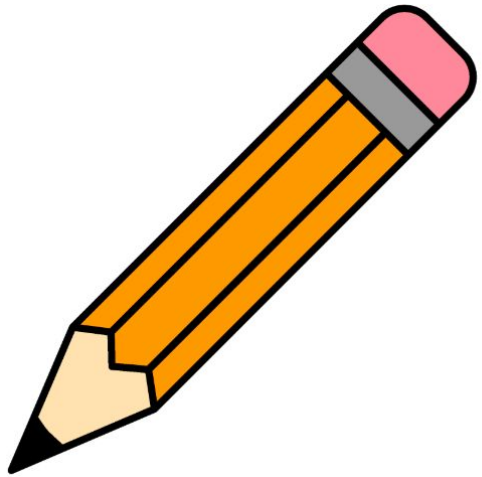
Welcome!

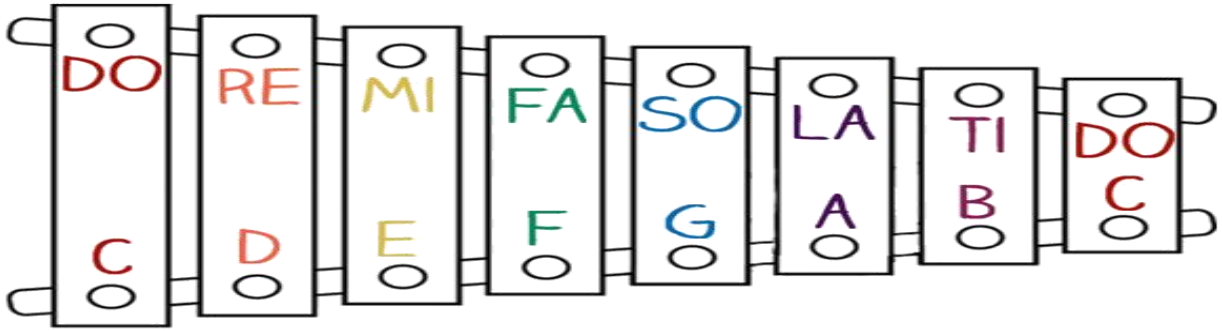
Do you have...?

1) your pen/pencil? →

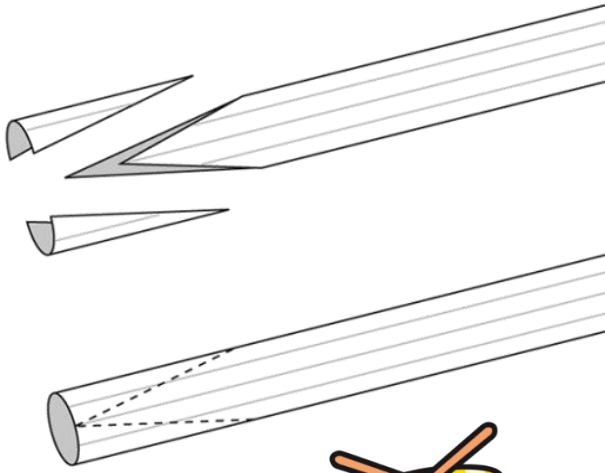


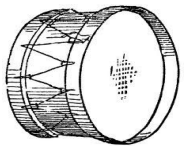
← 2) your notebook/paper?

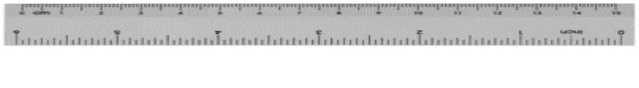
3) some water? →

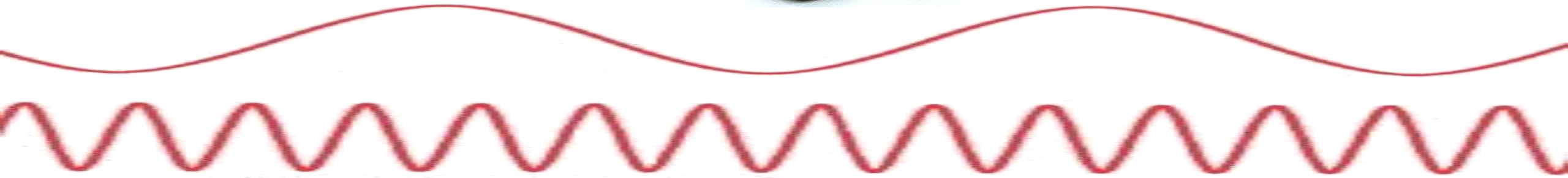


Pitch





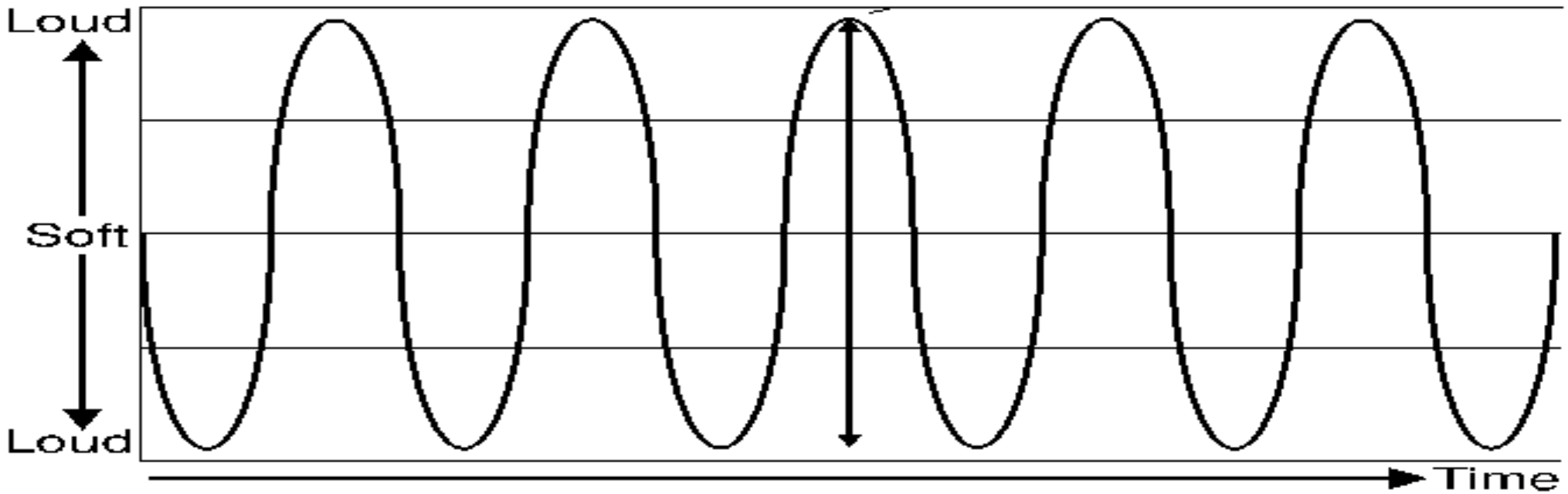




We know that sounds can be **loud** or **quiet** (soft).

Loud sounds have **more energy**.
Look at the sound waves.

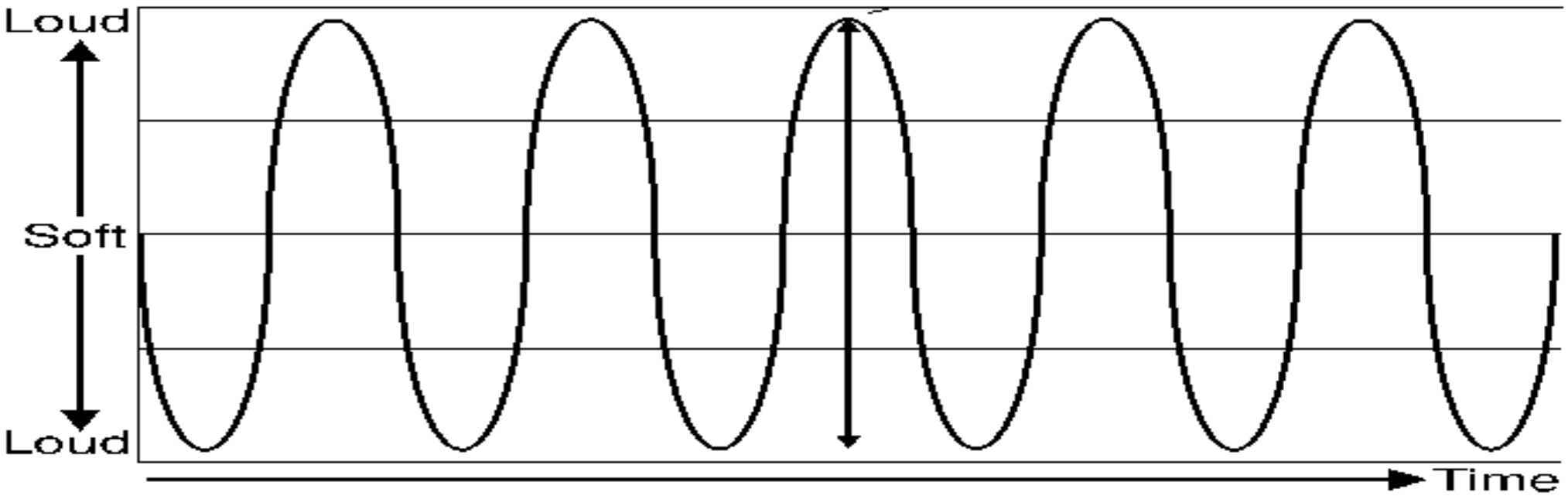
Loud sound = high volume



When a sound is loud, the waves go very high and very low.

Please **copy** a simple version of this diagram.

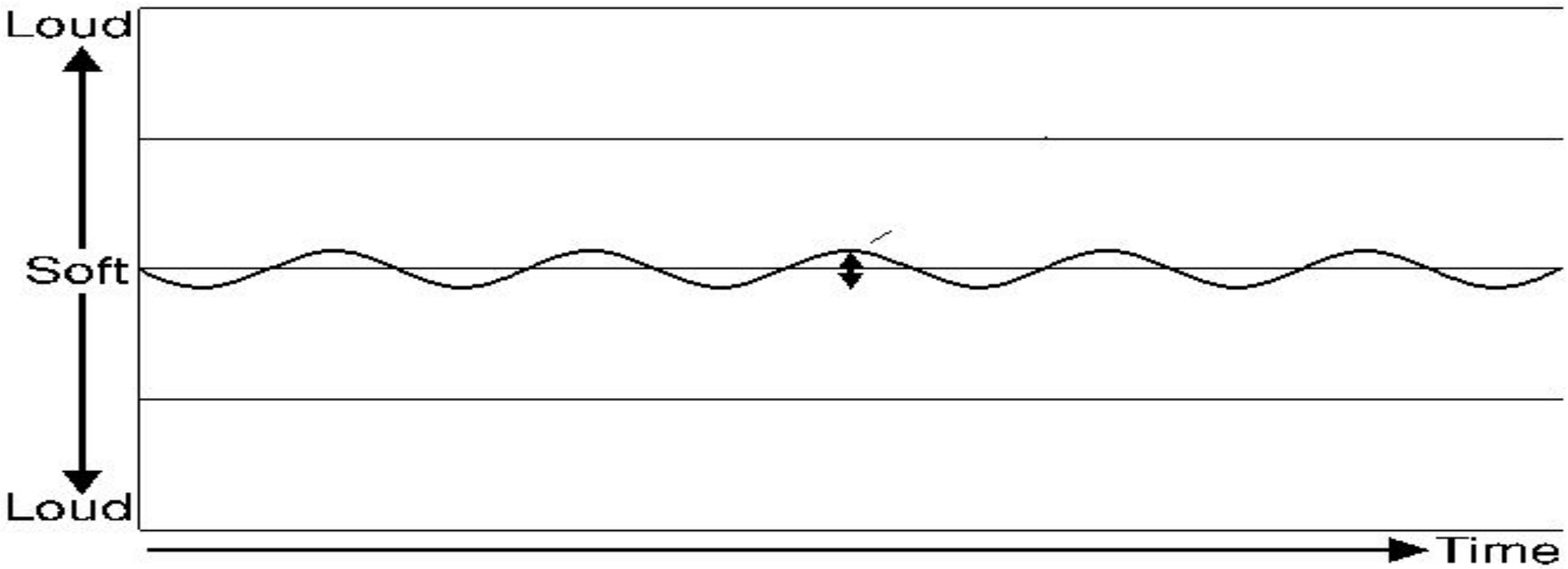
Loud sound = high volume



When a sound is loud, the waves go very high and very low.

Quiet (soft) sounds have **less energy**. Look at the sound waves.

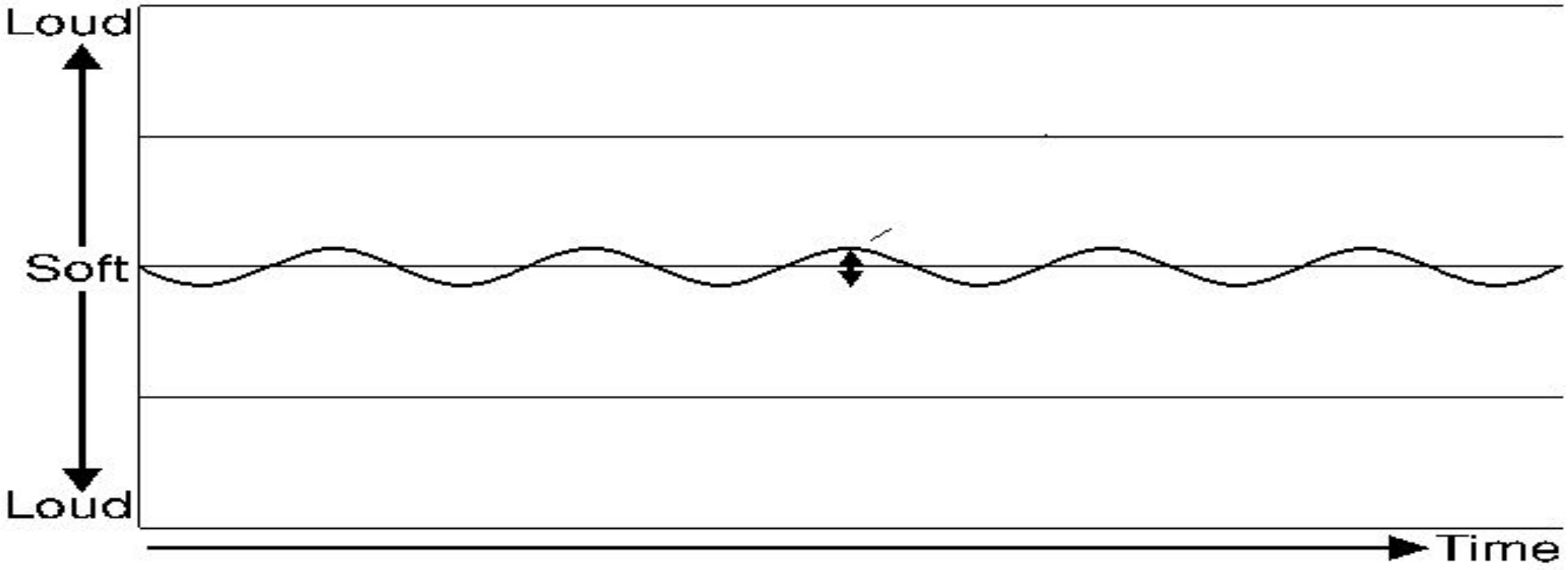
Quiet (soft) sound = low volume



When a sound is quiet (soft), the waves don't go very high or very low.

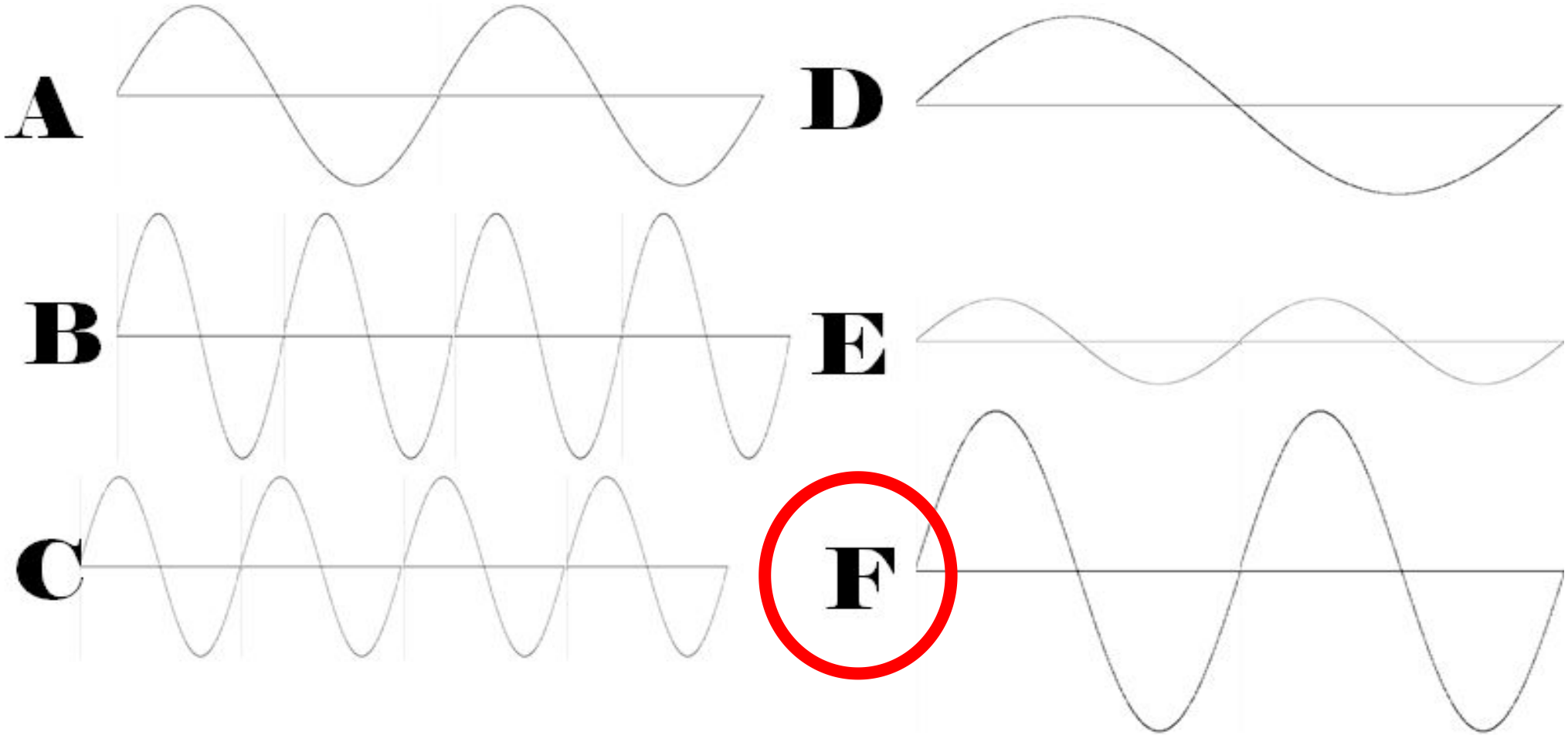
Please **copy** a simple version of this diagram.

Quiet (soft) sound = low volume

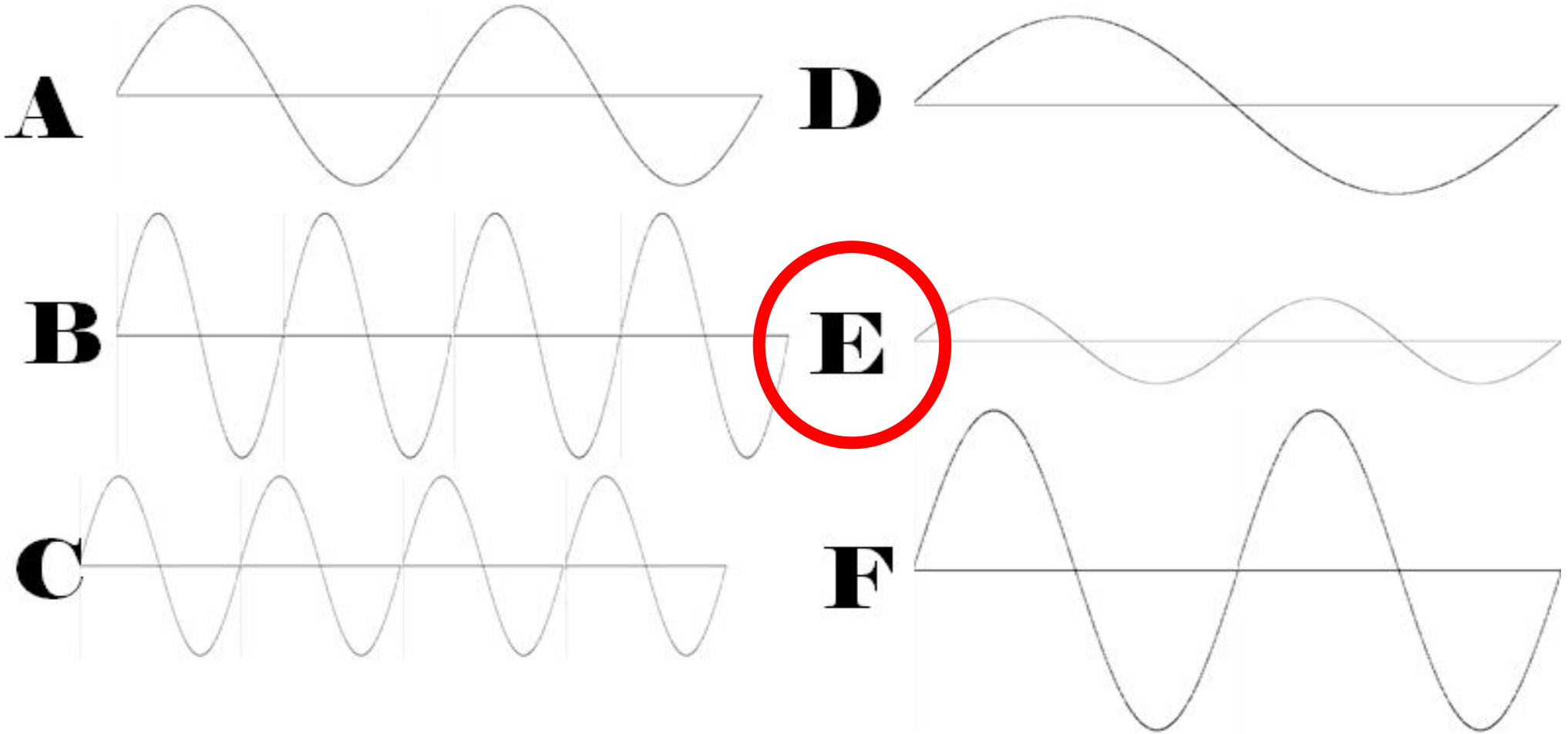


When a sound is quiet (soft), the waves don't go very high or very low.

Which diagram shows the **loudest** sound?

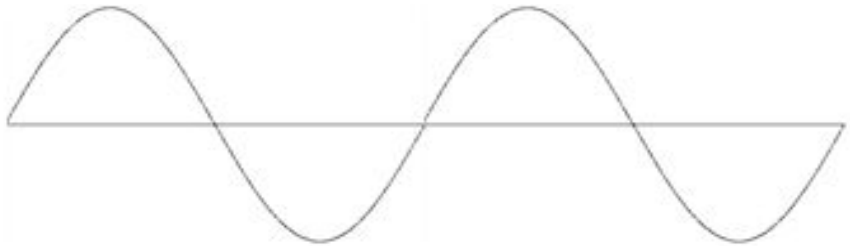


Which diagram shows the **quietest** sound?

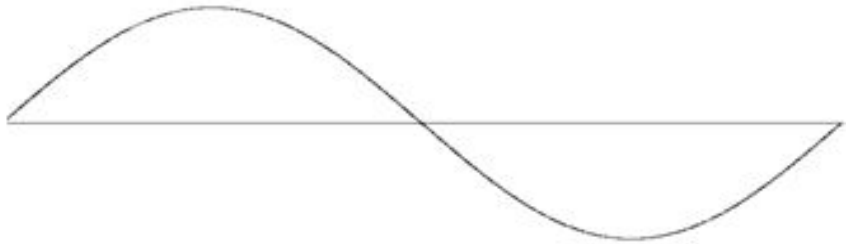


Complete the sentence below.

A



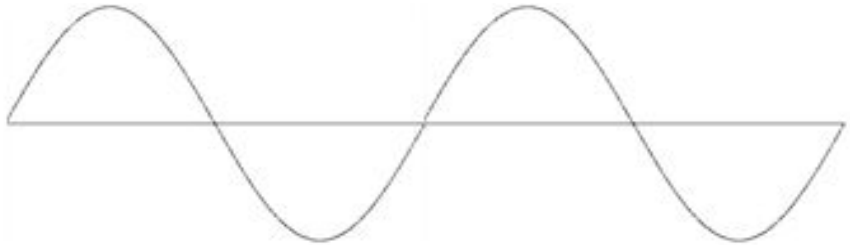
D

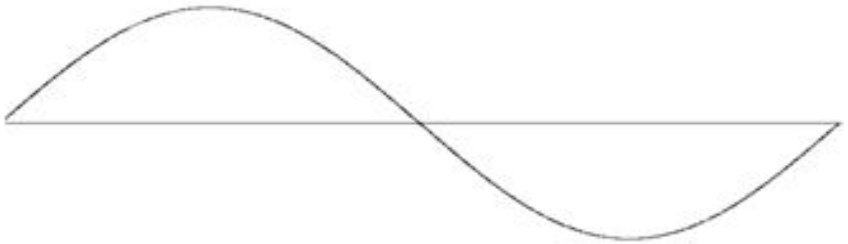


Sound A and sound D have _____ volume.

a different	*the same*

Complete the sentence below.

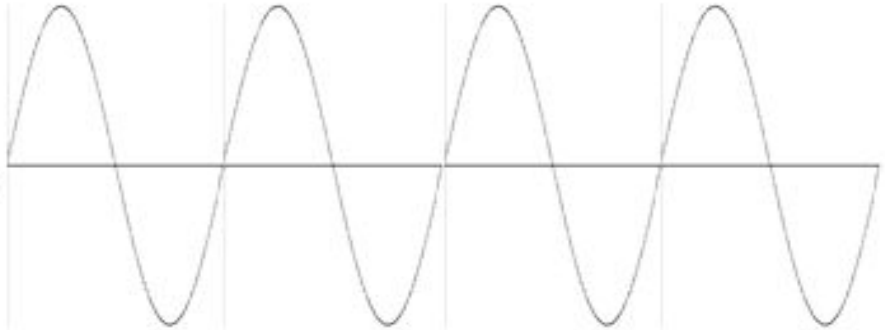
A 

D 

Sound A and sound D have the same volume.

a different	*the same*

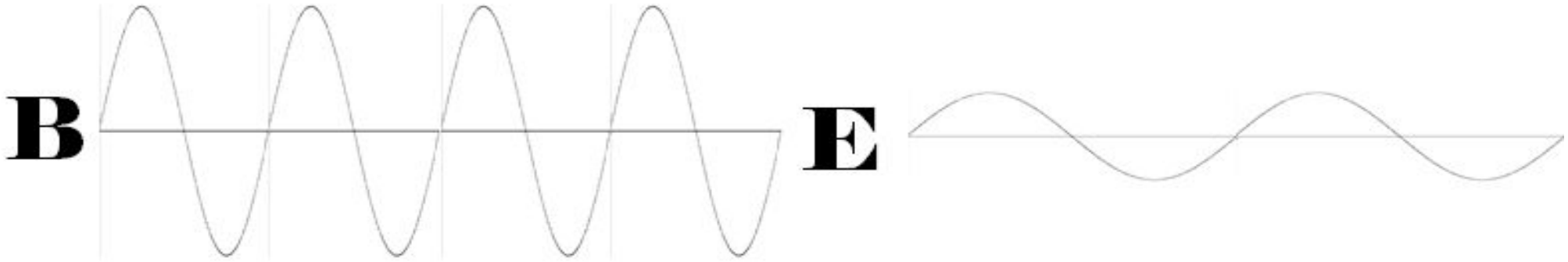
Complete the sentence below.

B  **E** 

Sound B is _____ than sound E.

louder	*quieter*

Complete the sentence below.

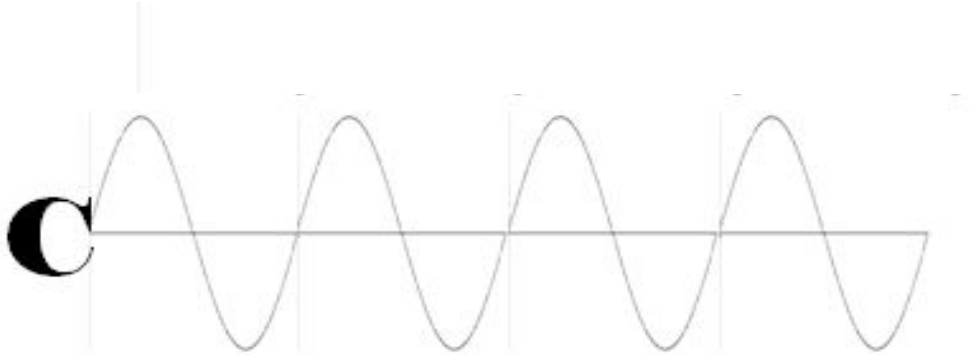


Sound B is louder than sound E.

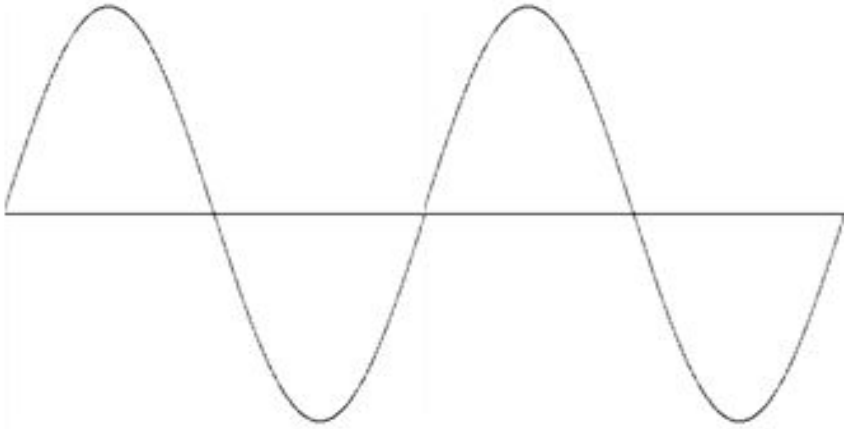
louder	*quieter*

Complete the sentence below.

C



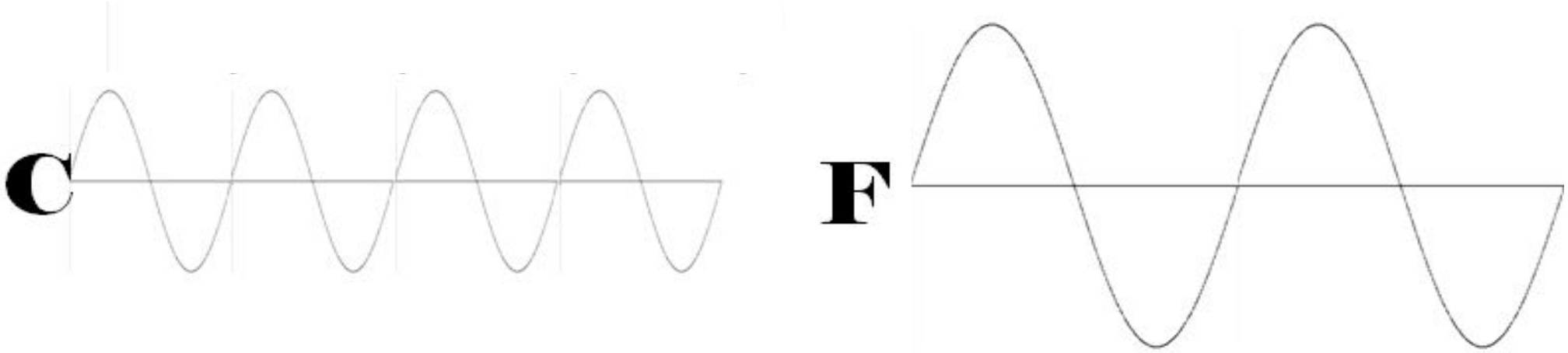
F



Sound C is _____ than sound F.

louder	*quieter*

Complete the sentence below.



Sound C is quieter than sound F.

louder	*quieter*

Sounds are not only loud or quiet.

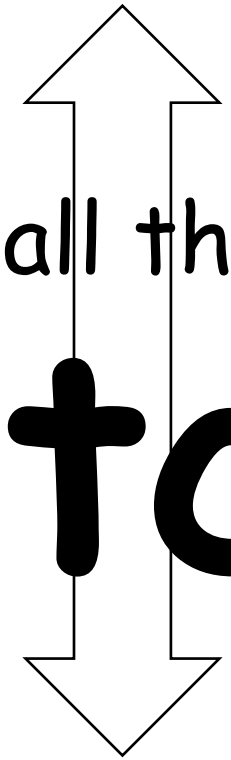
How are the sounds below **different**?

?

Some sounds are **high**.

Some sounds are **low**.

Some sounds are **high**.

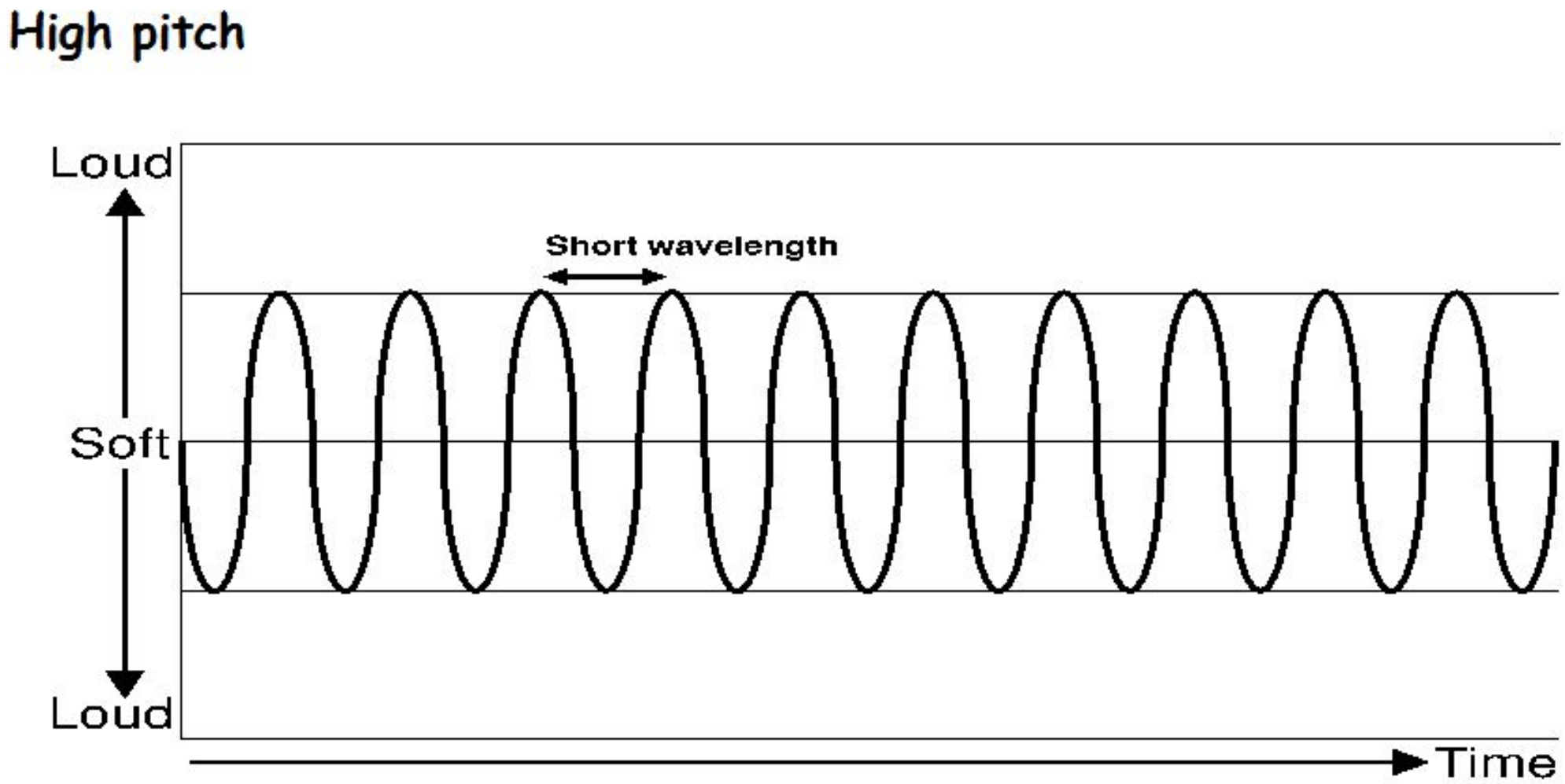


We call this the

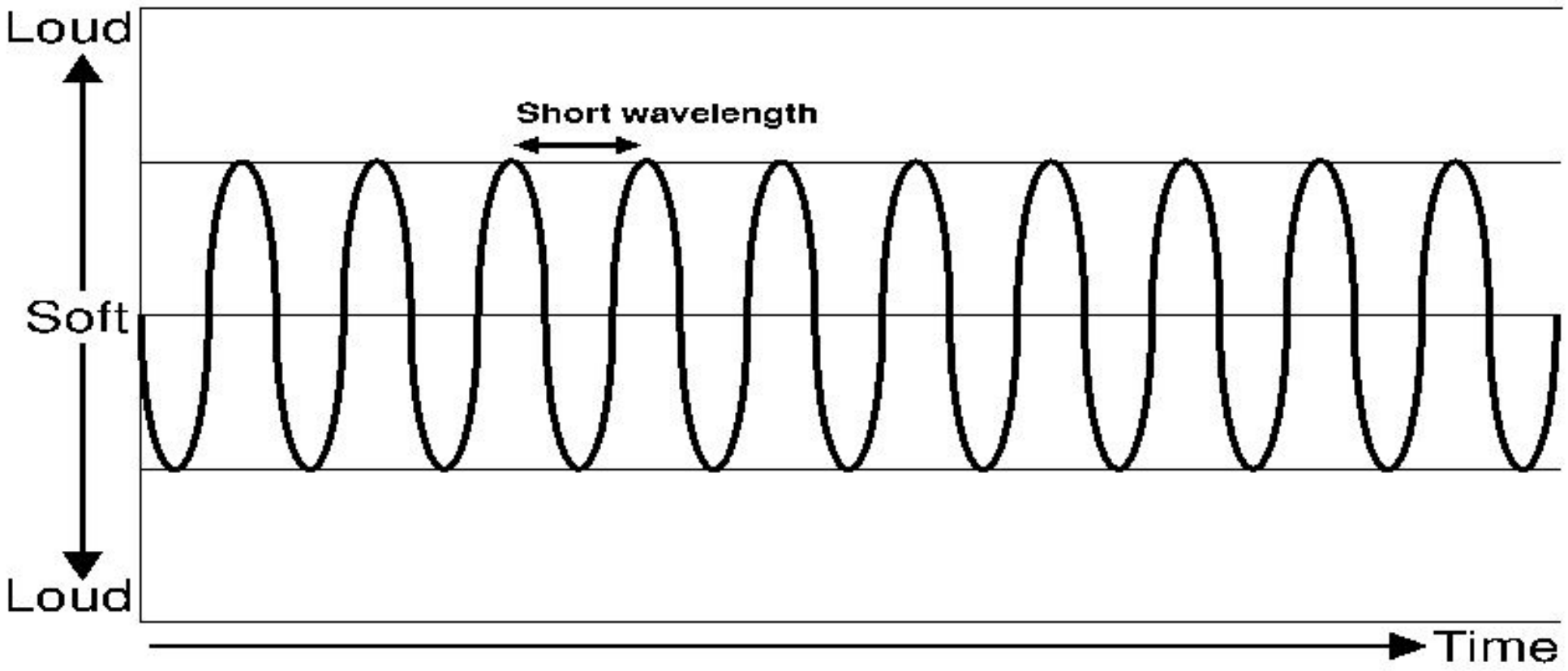
pitch.

Some sounds are **low**.

Sound waves for **high pitch** sounds look like this.

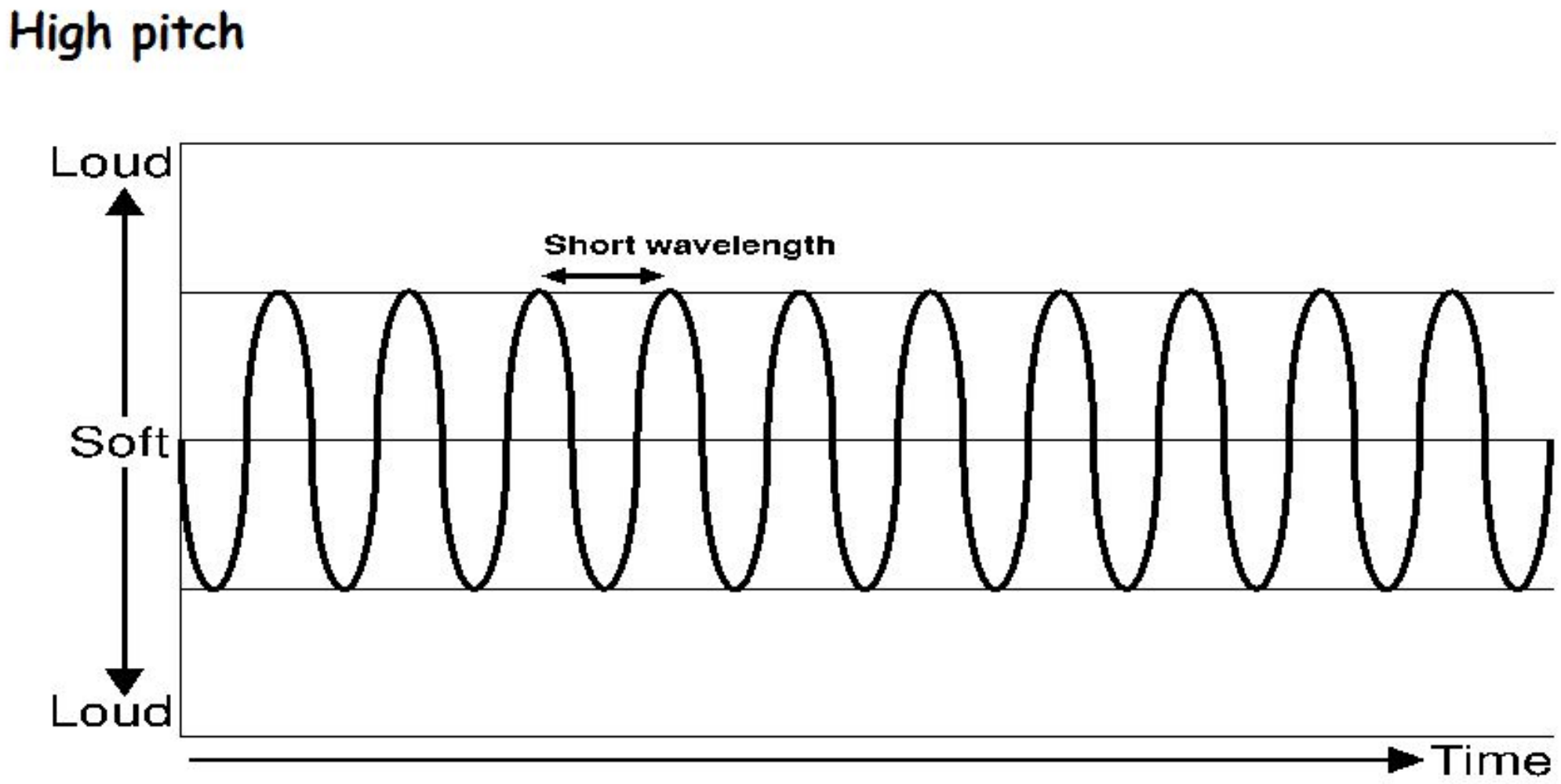


High pitch

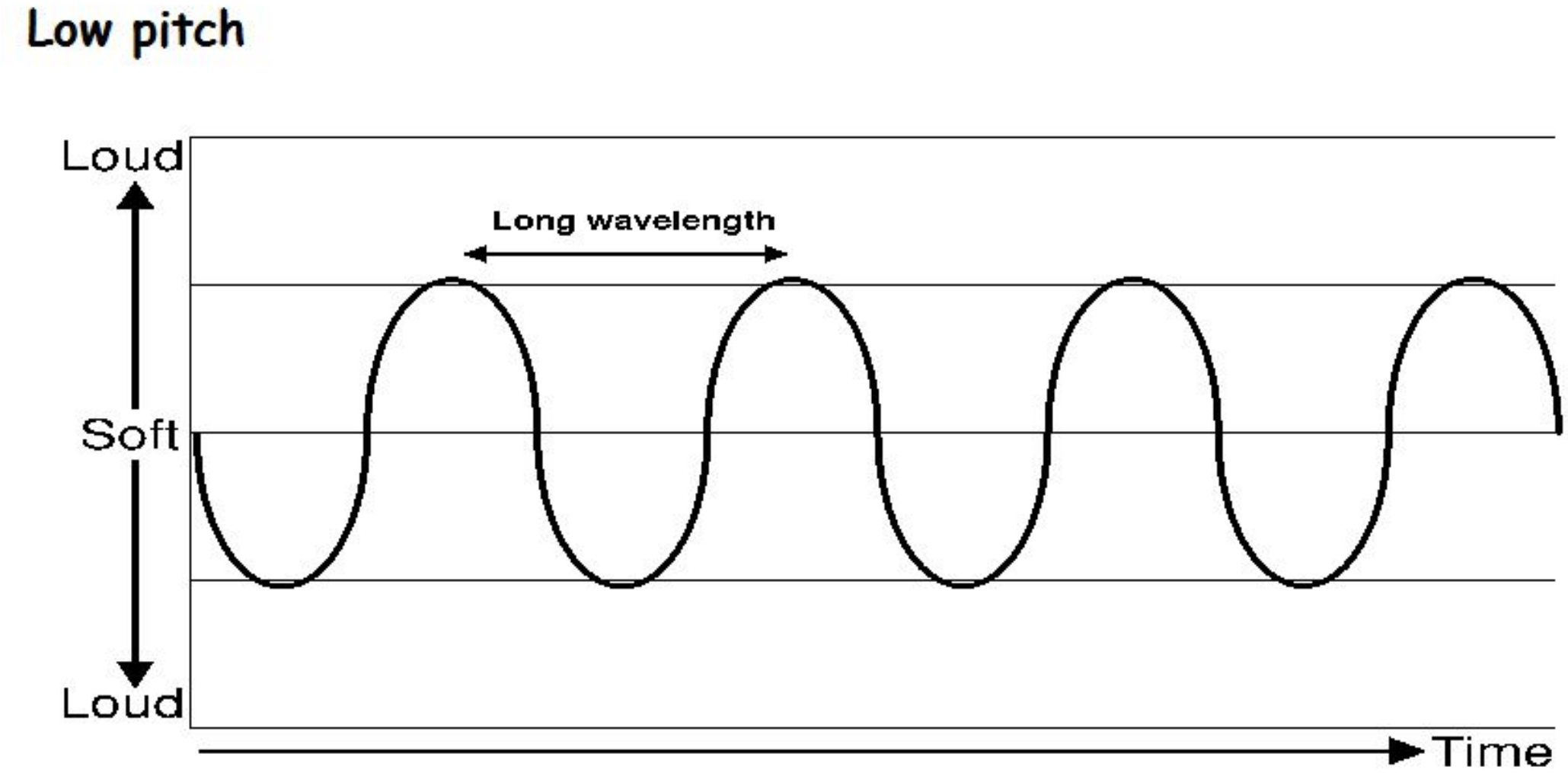


There are **many** sound waves **close together**.
This is because there are **more vibrations**.

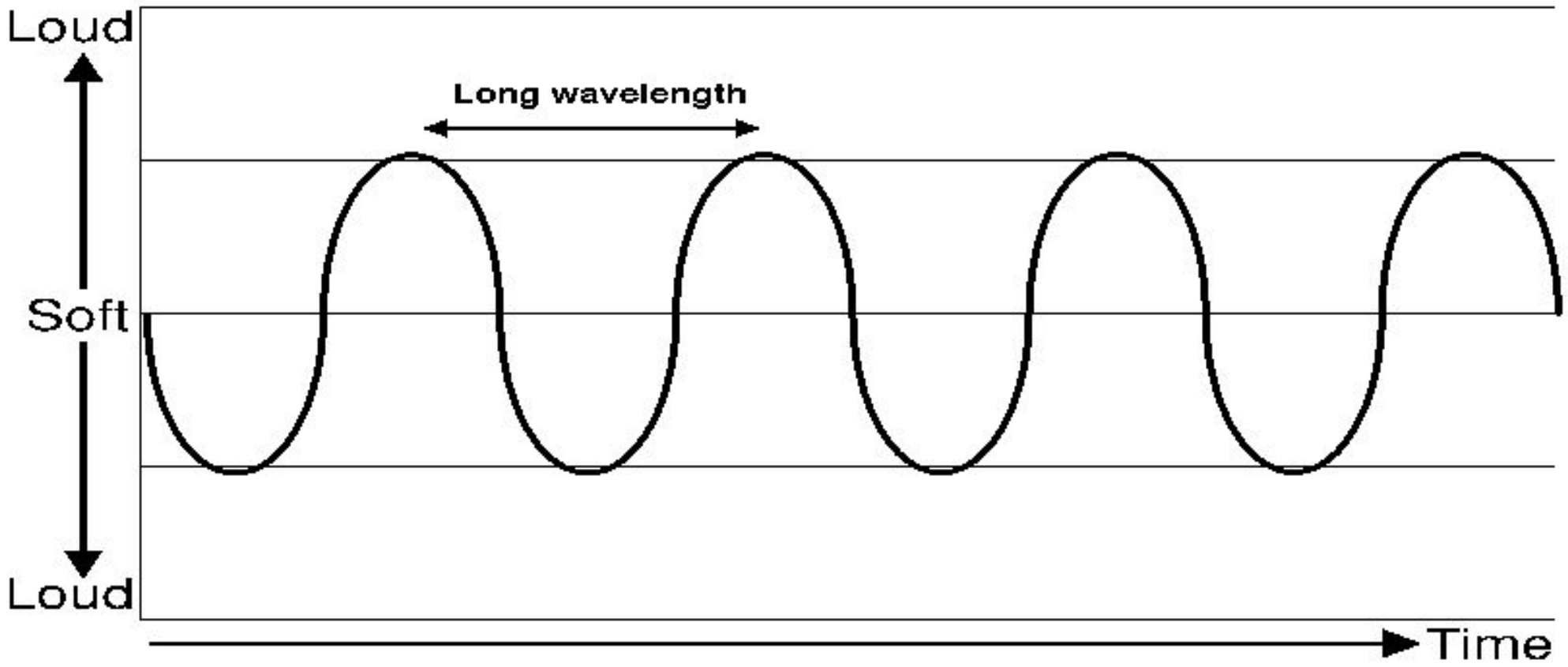
Please **copy** a simple version of this diagram.



Sound waves for **low pitch** sounds look like this.

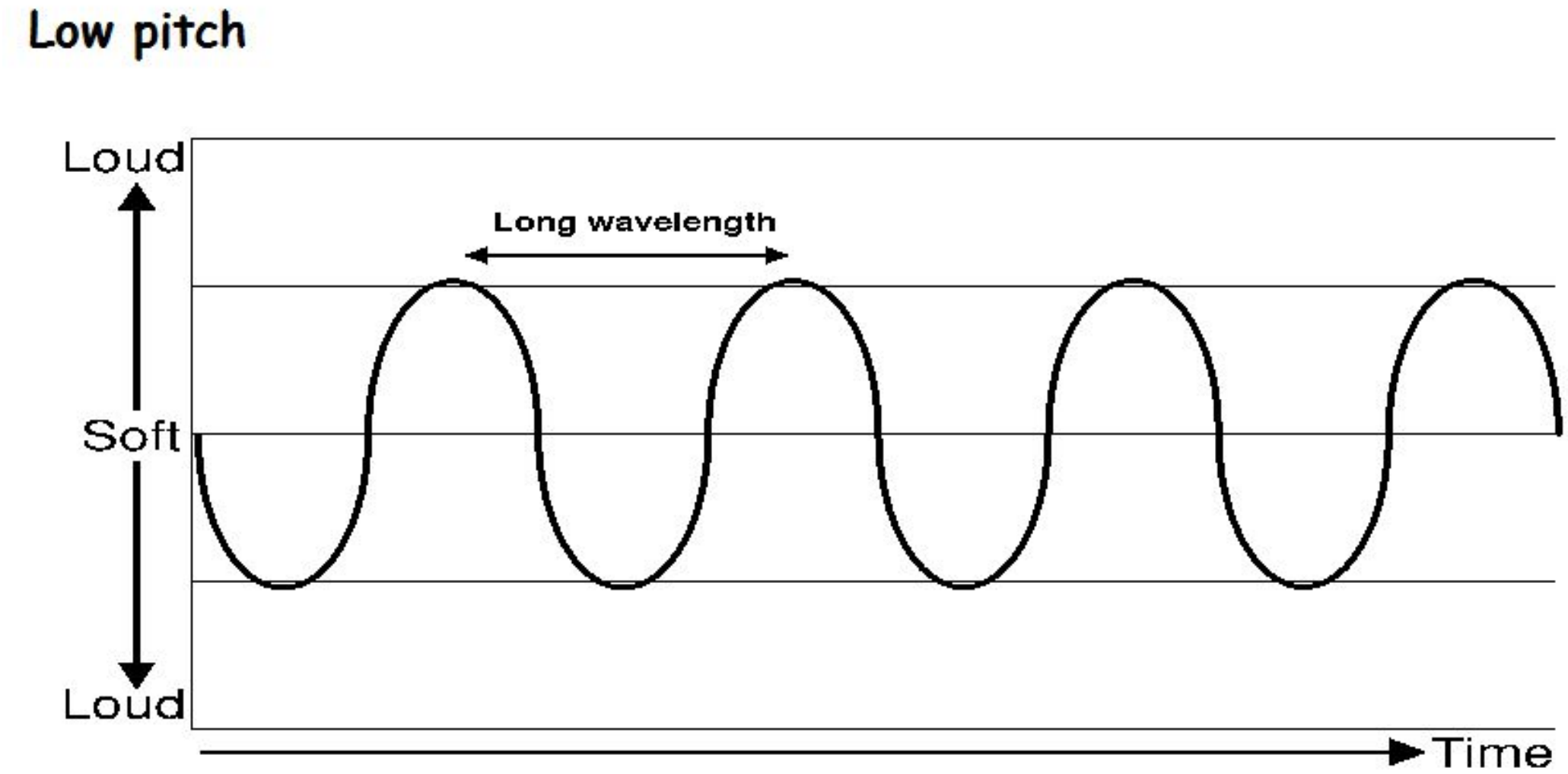


Low pitch

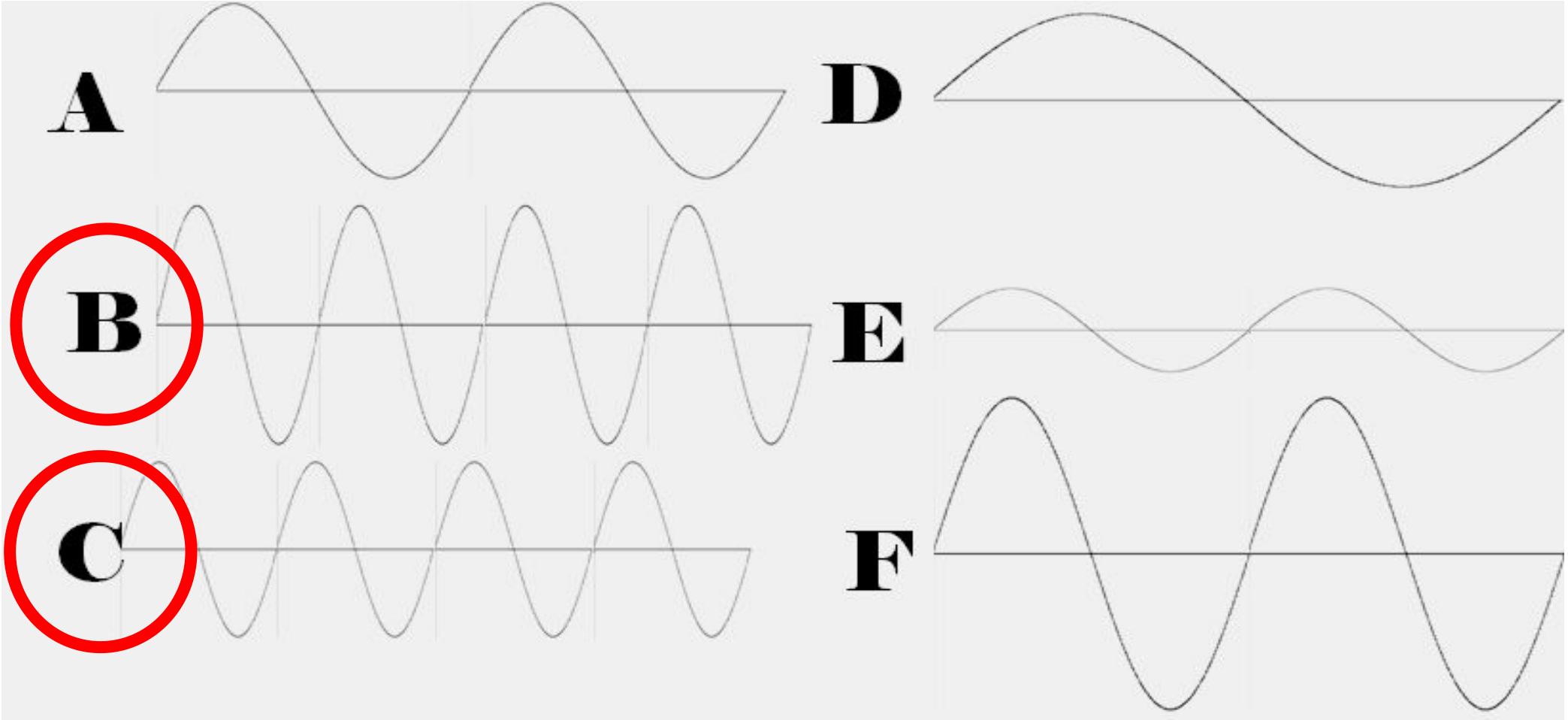


There are **not many** sound waves and they are **far apart**.
This is because there are **fewer vibrations**.

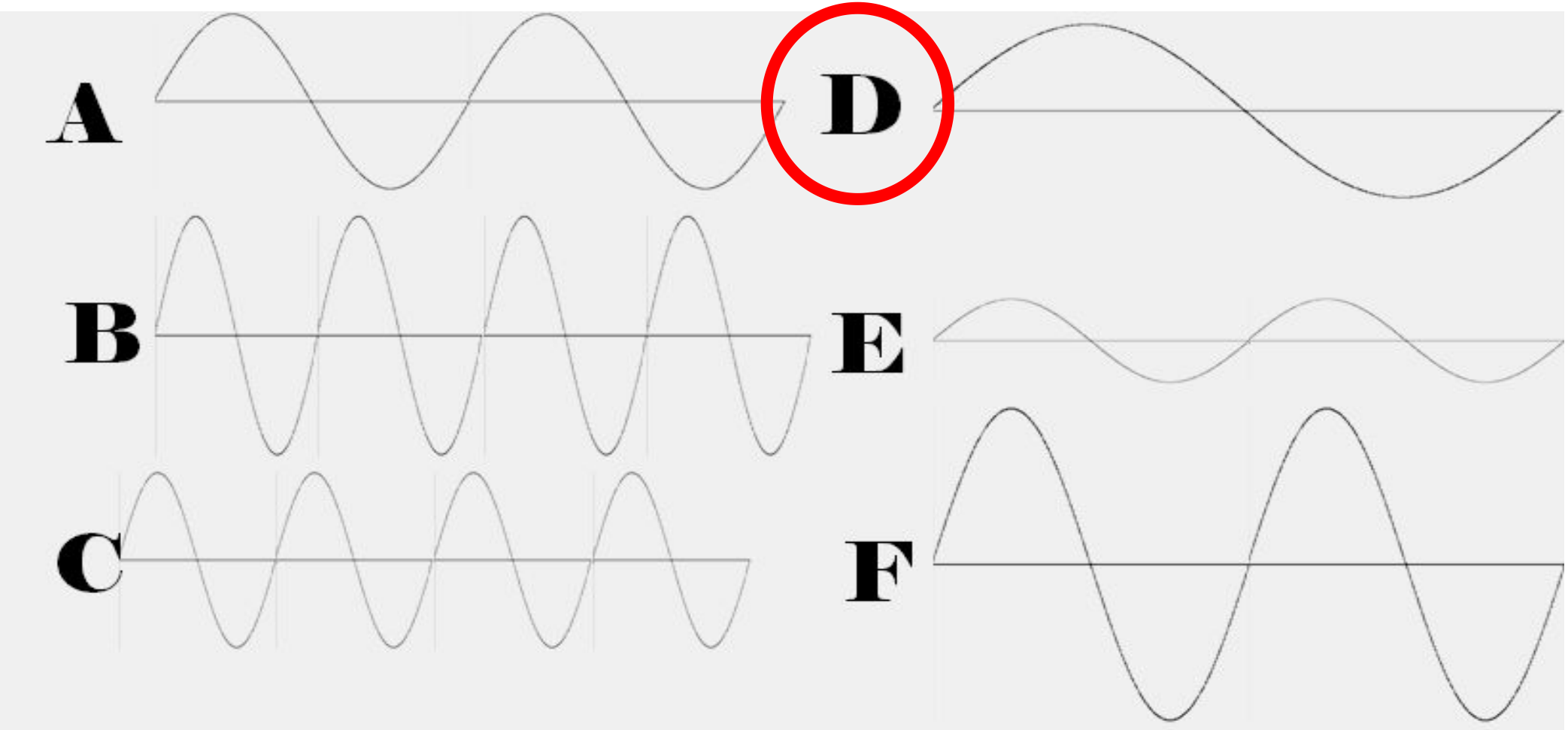
Please **copy** a simple version of this diagram.



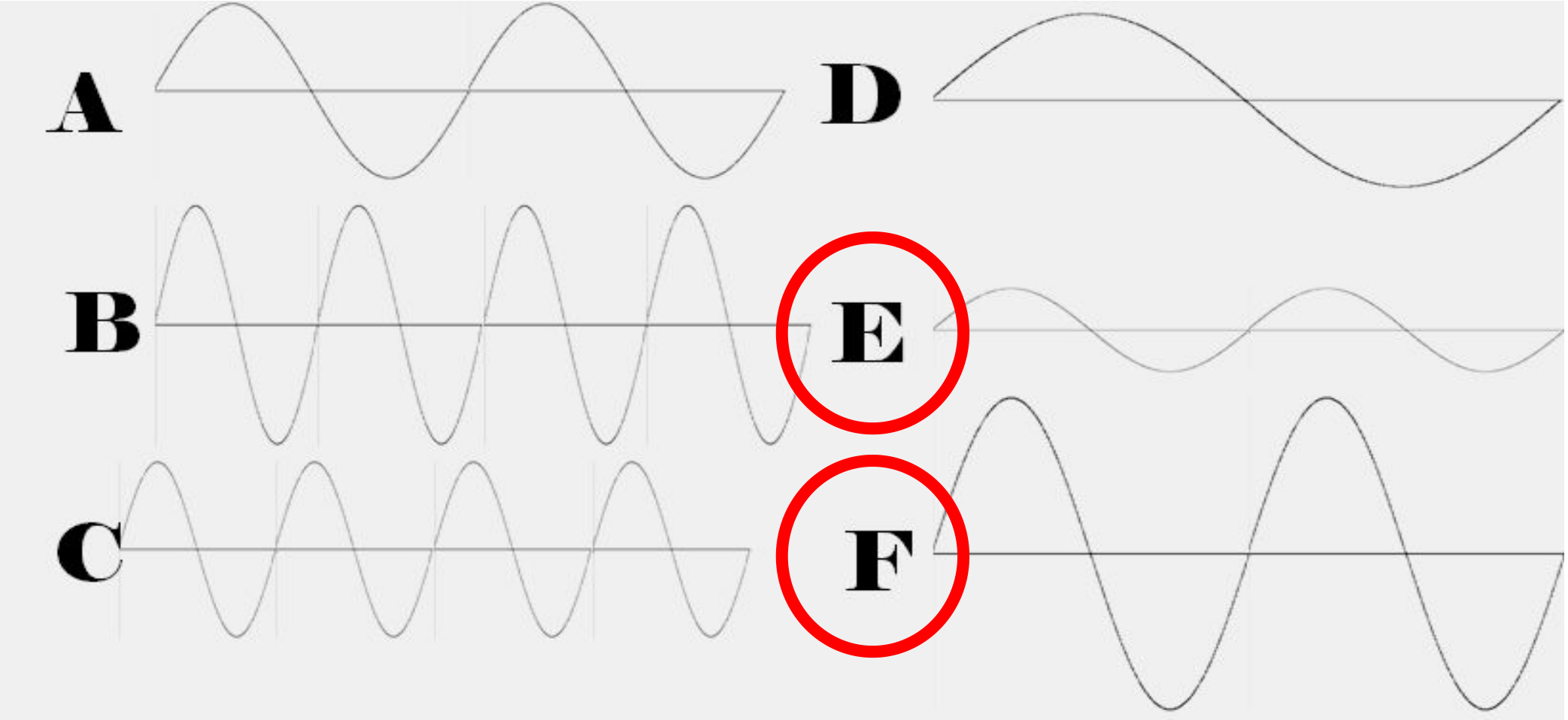
Which diagrams show a **higher pitch** than *A*?



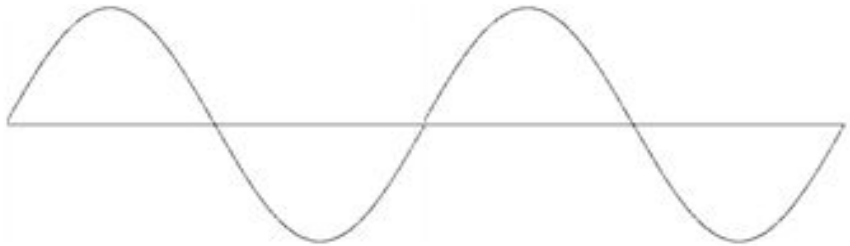
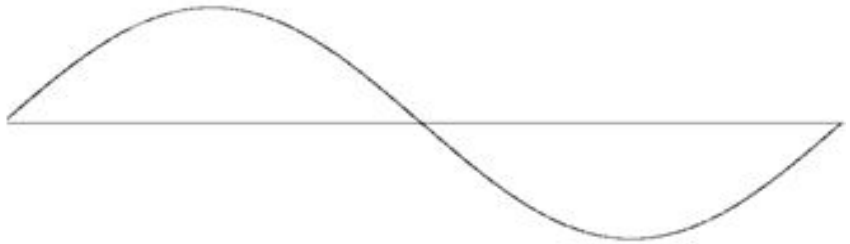
Which diagram shows a **lower pitch** than *A*?



Which diagrams show **the same pitch** as *A*?



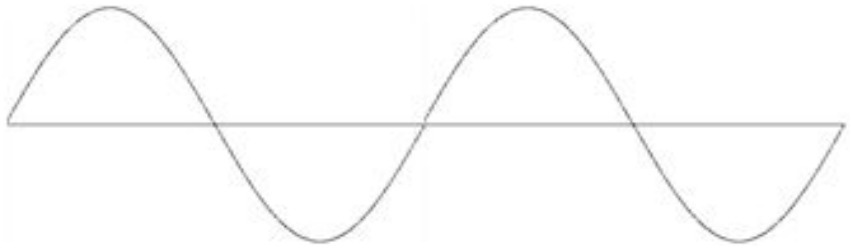
Complete the sentence below.

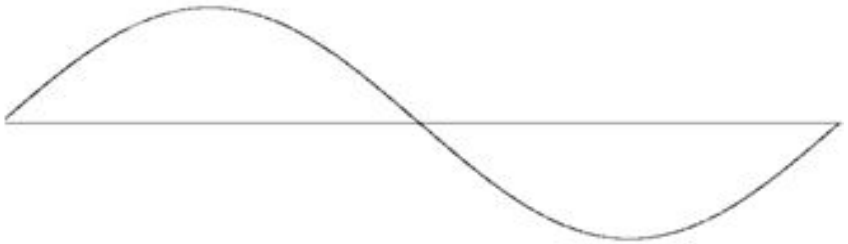
A  **D** 

Sound A has a _____ pitch than sound D.

higher	*lower*

Complete the sentence below.

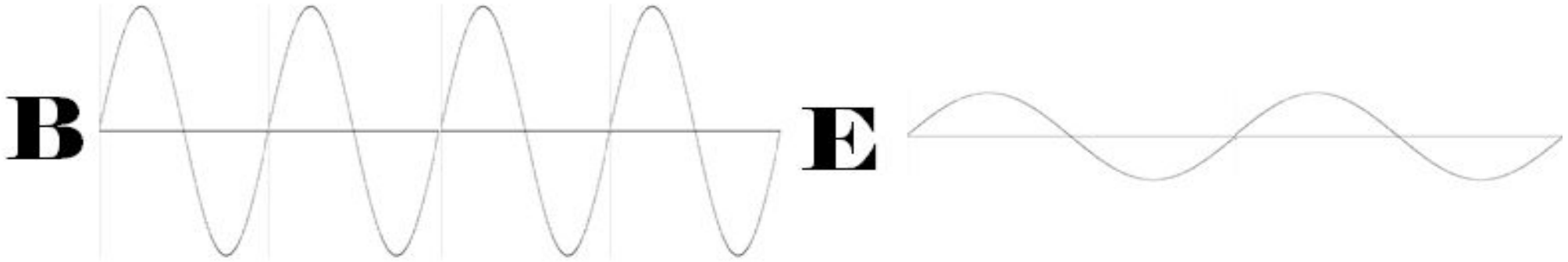
A 

D 

Sound A has a higher pitch than sound D.

higher	*lower*

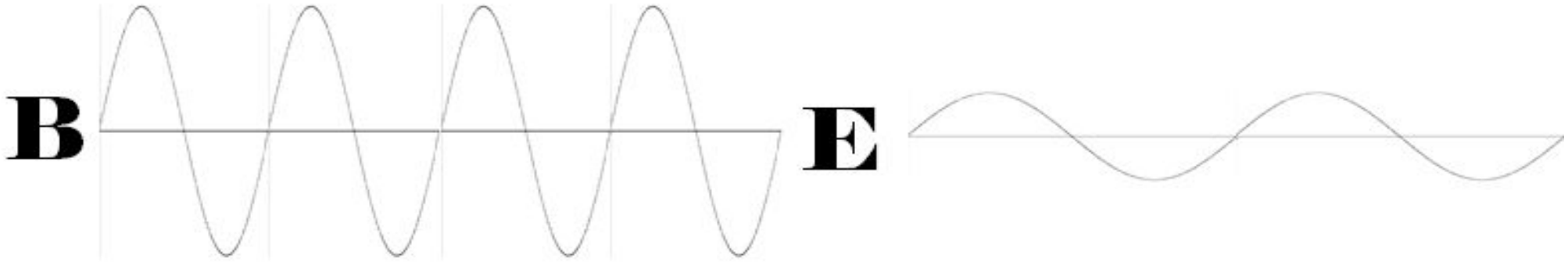
Complete the sentence below.



Sound B has a _____ pitch than sound E.

higher	*lower*

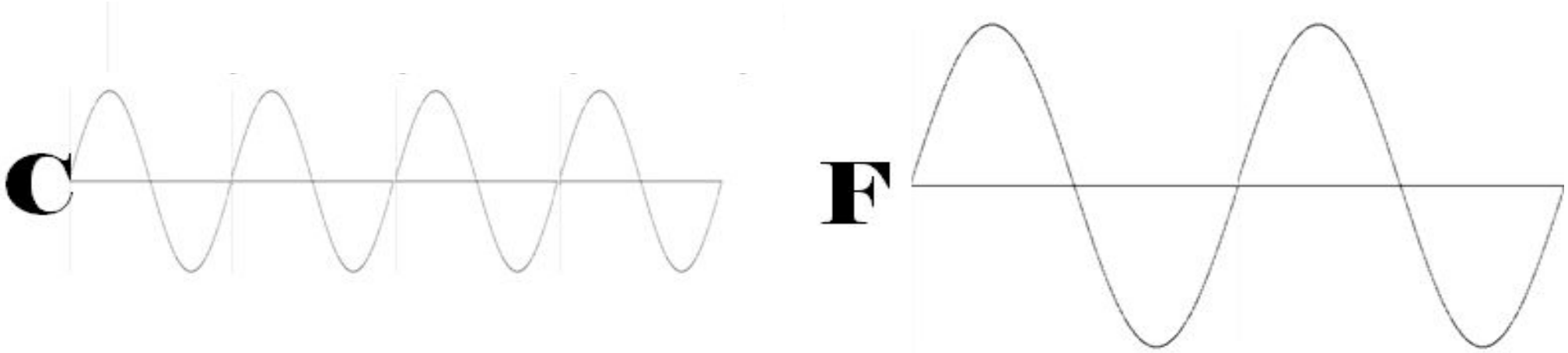
Complete the sentence below.



Sound B has a higher pitch than sound E.

higher	*lower*

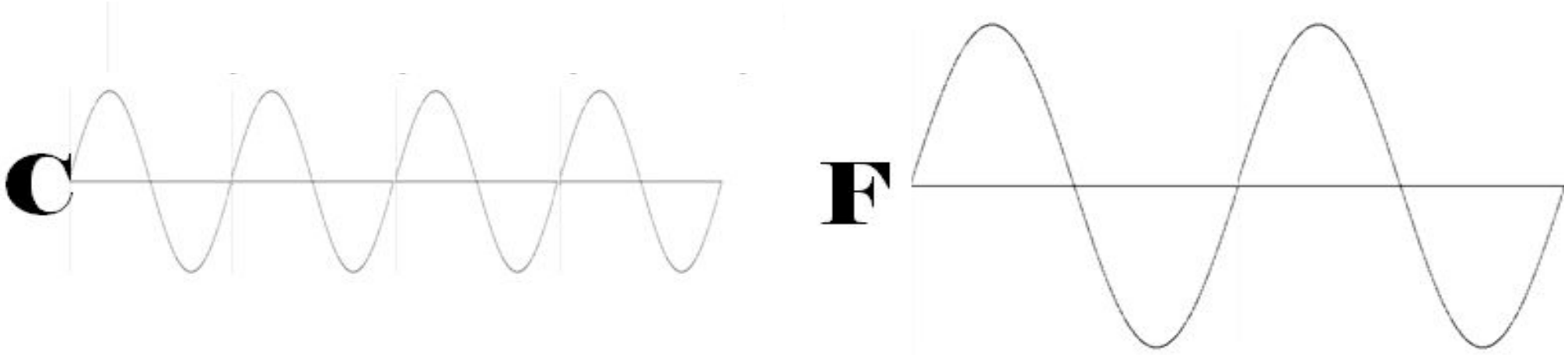
Complete the sentence below.



Sound C has a _____ pitch than sound F.

higher	*lower*

Complete the sentence below.



Sound C has a higher pitch than sound F.

higher	*lower*

End of Period 1

Period 2

Do you play any instruments?

Which instrument(s) do you play?

This instrument is called a xylophone.

"zii" "lo" "phone"

How do you think you make a **high** pitch sound on it?

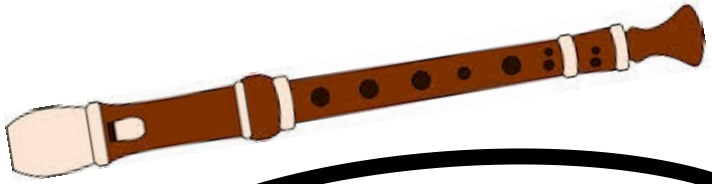
How do you think you make a **low** pitch sound on it?

The small, short bars make a **high pitch** sound.

The big, long bars make a **low pitch** sound.

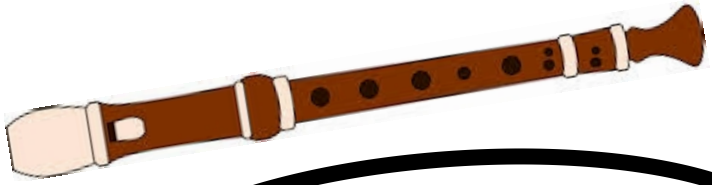
Something similar is true with other instruments.

Smaller/shorter instruments make **higher pitch** sounds.

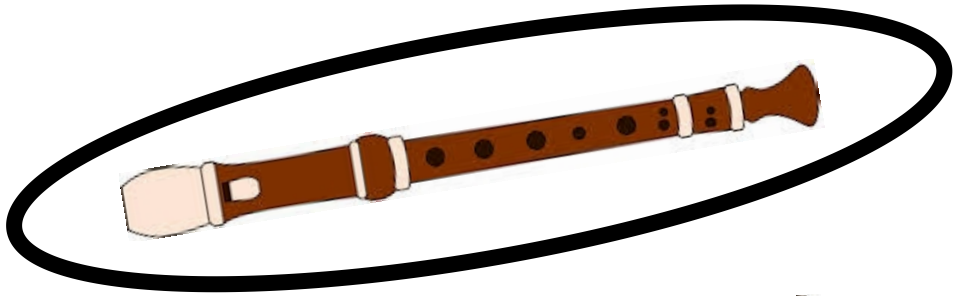


Please copy this sentence

Smaller/shorter instruments make **higher pitch** sounds.

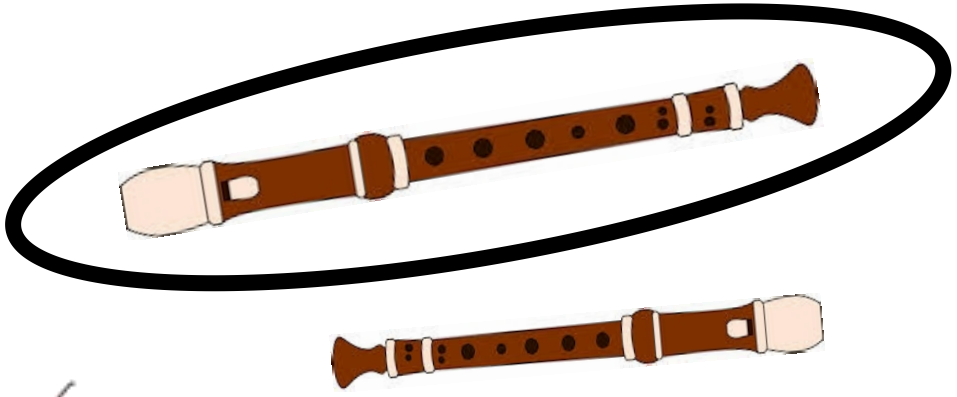


Bigger/longer instruments make **lower pitch** sounds.



Please copy this sentence

Bigger/longer instruments make **lower pitch** sounds.



Complete the sentence below.

The _____ the instrument, the lower the pitch.

bigger	*smaller*

Complete the sentence below.

The bigger the instrument, the lower the pitch.

bigger	*smaller*

Complete the sentence below.

The smaller the instrument, the _____ the pitch.

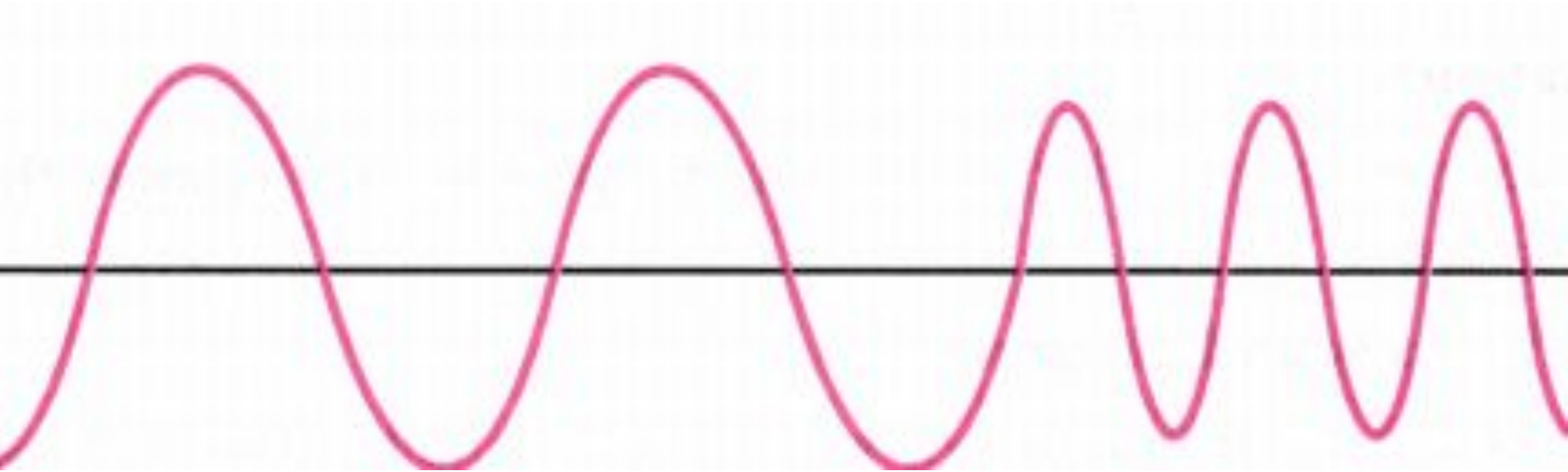
higher	*lower*

Complete the sentence below.

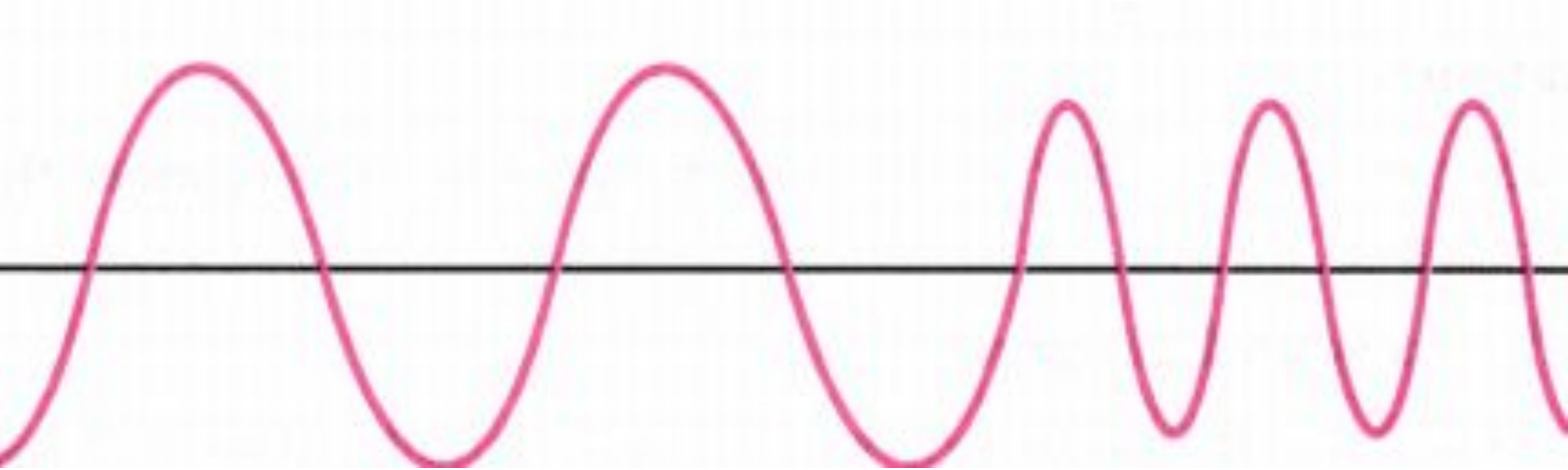
The smaller the instrument, the higher the pitch.

higher	*lower*

Look at this sound wave.

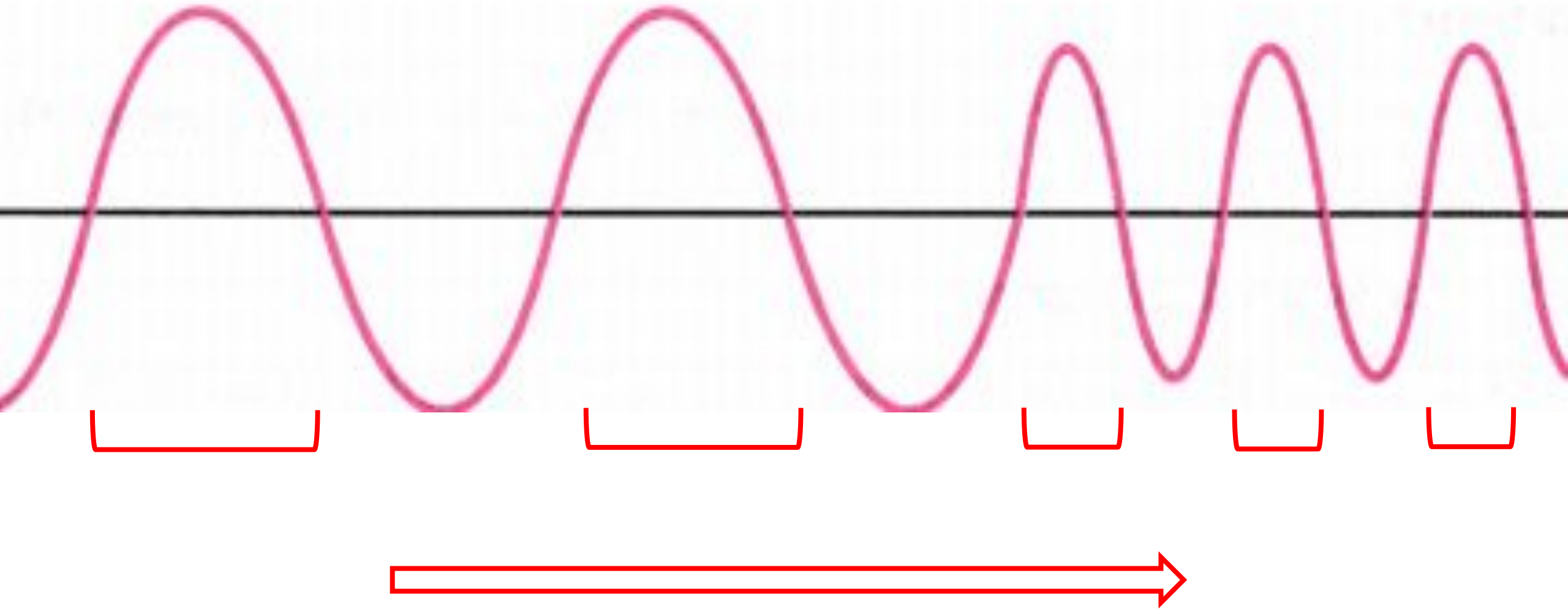


What is happening to the **pitch**?

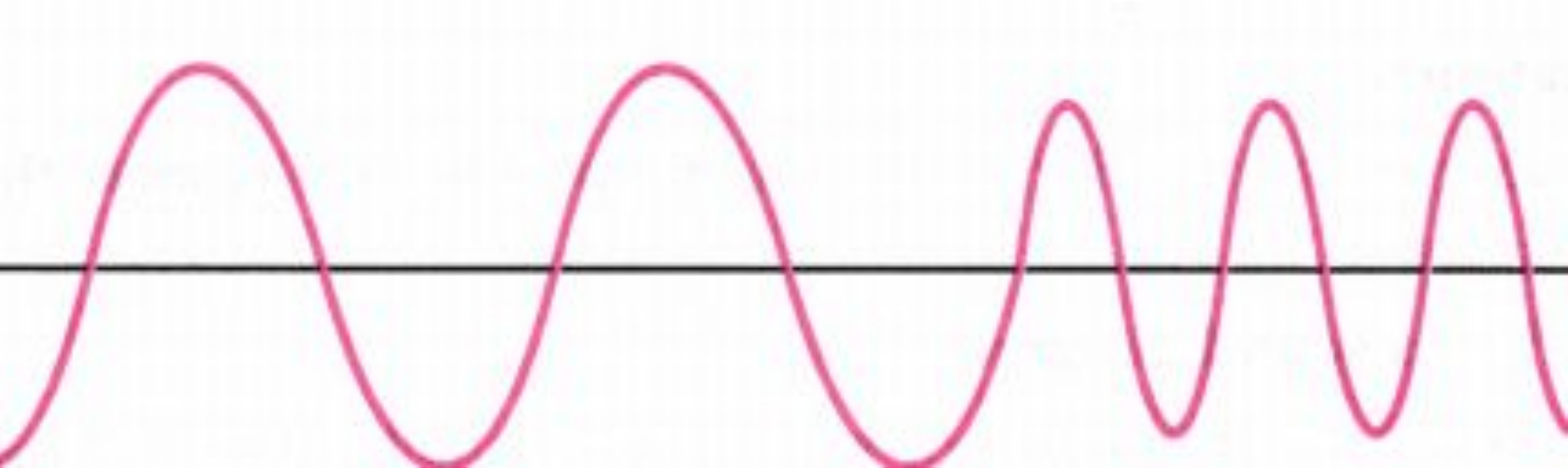


Is it getting higher or lower?

The pitch is getting higher.

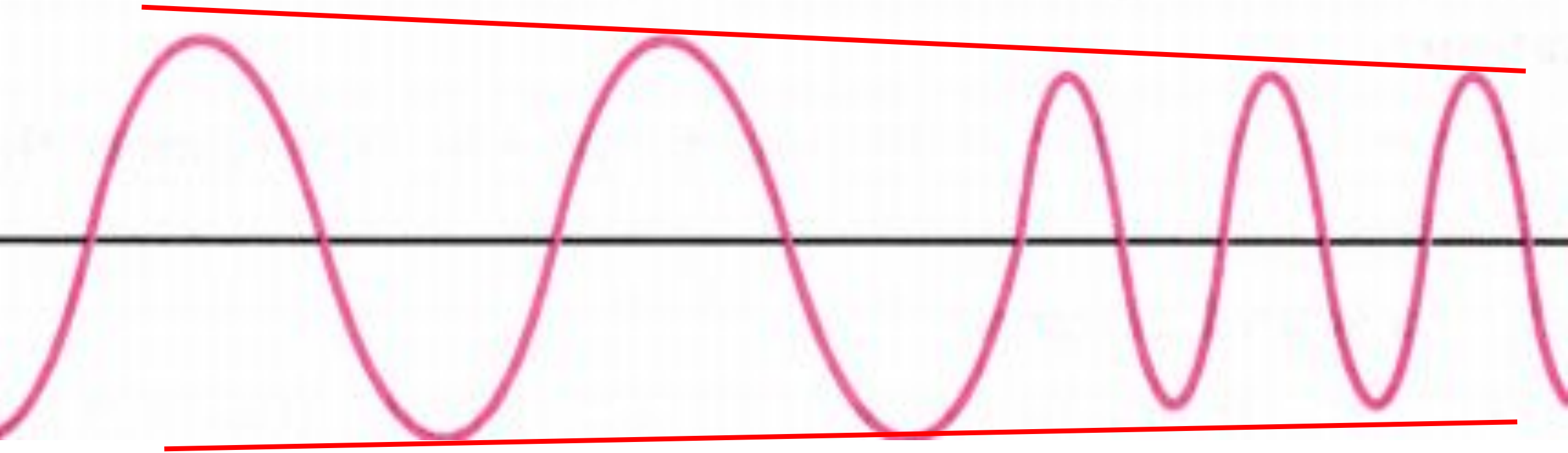


What is happening to the **volume**?



Is it getting louder or quieter?

The volume is getting quieter.

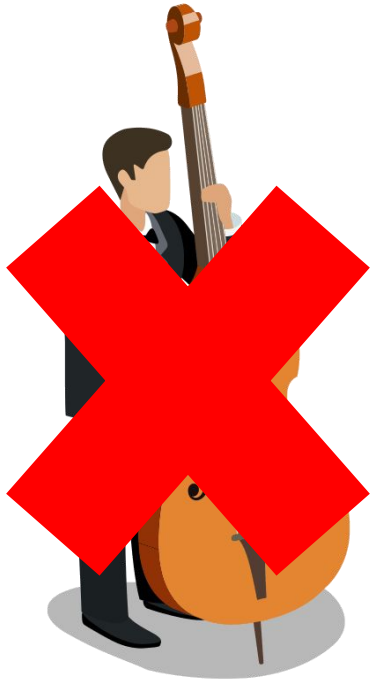


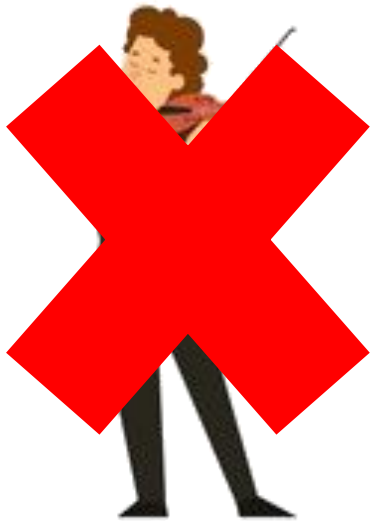
Different instruments have different ways of changing the pitch.

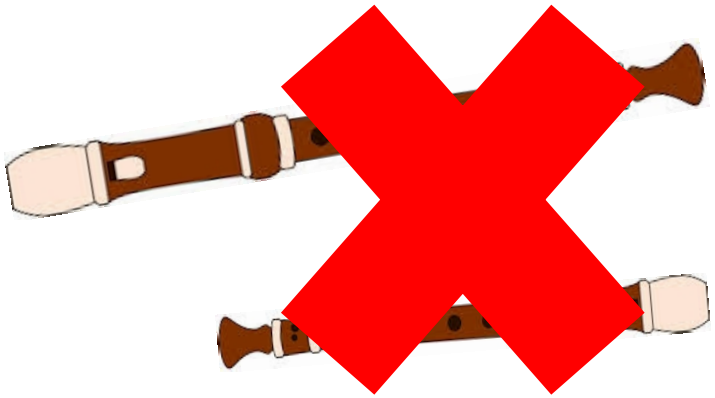
We can make the strings more or less tight.

We can put our fingers in different places.

... but do we have instruments to play with now?!





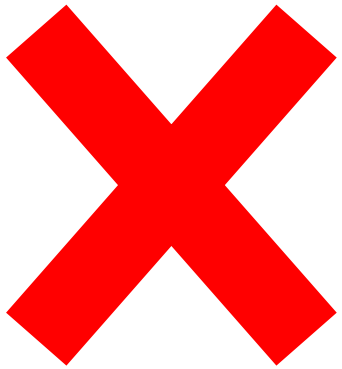


Let's play a game instead!

If I say 'Teacher Says...', you do it!

✓

If I don't say 'Teacher Says...', don't do it!



Make a soft, low-pitch sound.

Make a loud, high-pitch sound.

Make a soft, high-pitch sound.

Make a loud, low-pitch sound.

Make a *very* loud, *very* high-pitch sound.


Make it stop!

End of Period 2

Thank you and see you next lesson!