

Grade 2 4 - Stairs



COMPOSE

Students create a piece of music that explores the element of high and low pitch.

Curriculum connection: Australian curriculum v9

Content statement: **Select and combine elements of music when composing and practising music for performance. (AC9AMU2C01)**

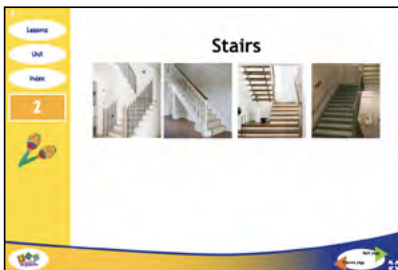
Elaboration: Using voices and body percussion to create music that features contrasting examples of elements of music, such as sound/silence, fast/slow, long/short, **high/low**, loud/soft.



Watch video introduction.

This lesson focuses on the musical element of pitch (high or low sounds), and it uses the concept of stairs to explore it.

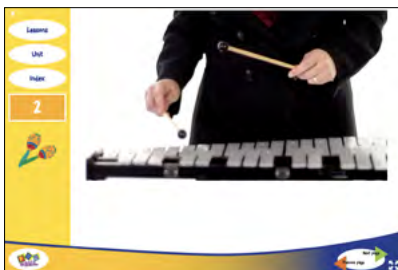
For this reason, for this lesson students will need a pitched instrument. Mallet percussion instruments, such as xylophones or glockenspiels are ideal.



Step 1. Arrange and assign instruments to students.

If possible have all students set up with a xylophone or glockenspiel in a position where they can see the classroom screen.

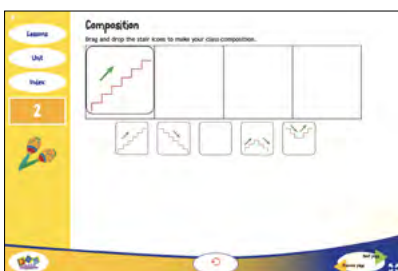
Step 2. Discuss as a group and practise how to perform each type of square on an instrument.



The squares are:

- 1 - Moving up
- 2 - Moving down
- 3 - Silence
- 4 - Down and up
- 5 - Up and down

It does not matter if different students play different notes, or play them out of time with each other. This activity does not need musical perfection, the idea is just that the students use the concept of pitch to create music.



Step 3. Create class compositions

Use the drag and drop screen to create a group composition, and then perform it. Each square means one time going up, or one time going down etc. Once you have done it once, have students take turns at the board to create the class composition.