

# MAIN MENU

PITCH

WHAT IT IS

HOW IT SOUNDS

HOW IT FEELS

HOW IT LOOKS

WHAT IT ISN'T



PRE-QUIZ

POST-QUIZ

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Effortlessly teach the element of pitch:

- ✓ Fun playalongs
- ✓ Interactive audio
- ✓ Real-life images
- ✓ Pre & post quiz
- ✓ Sample lesson plans

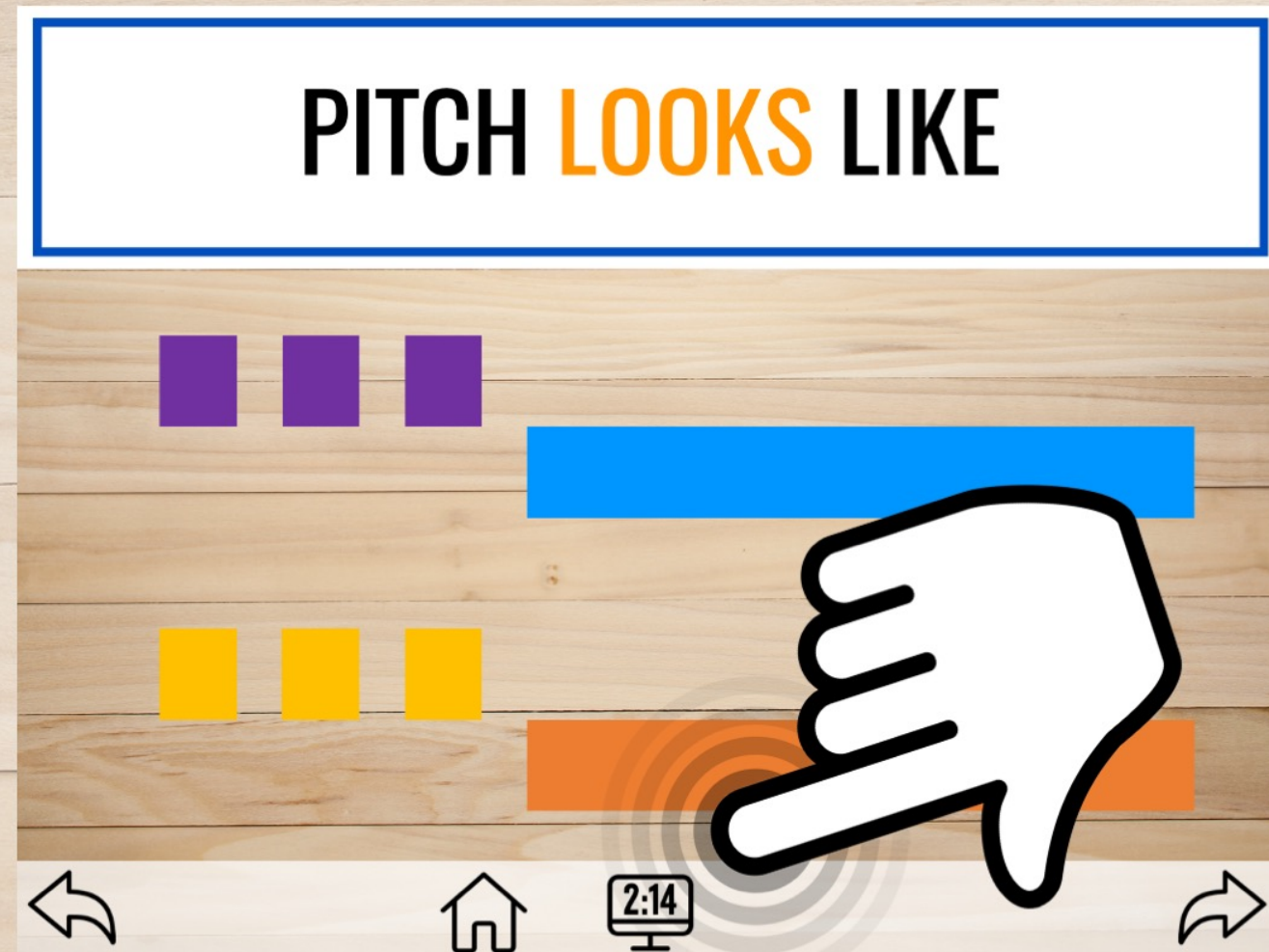
✓ Google Slides & PowerPoint Versions

Students make meaningful connections with **interactive audio** that connects to their daily lives outside of music class



Ask students to **recreate** **each sound** using their **bodies or voices.**

Students **see** pitch via engaging videos



This was a great resource to use when I was reviewing Pitch with my third and fourth graders. They loved the interactive aspect of the slides presentation. My students were also a fan of the real-life connections that could be made from the presentation.

– Bernadette T.



**Discuss** the examples of pitch in each video.

**Ask what they discovered.**

# Students **move** to interactive audio

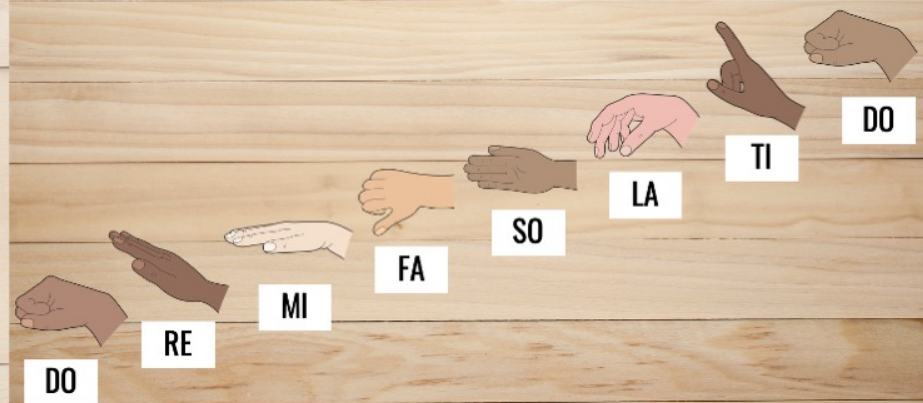
## PITCH FEELS LIKE

Follow the line with your singing voice. As the line moves higher, you'll sing higher. As it moves lower, you'll sing lower. This is called vocal exploration.



What did you notice? How did it feel as you sang higher and lower?

## FEELS LIKE



## FEELS LIKE



Level: Easy

Play along with percussion tubes, handchimes, or Orff instruments.

CDEFGA

ACEFGABCDEF#G



Have students **create their own vocal explorations** as they explore the pitch of **their singing voice.**

# Quick & easy assessments with immediate feedback

**QUESTION #1**

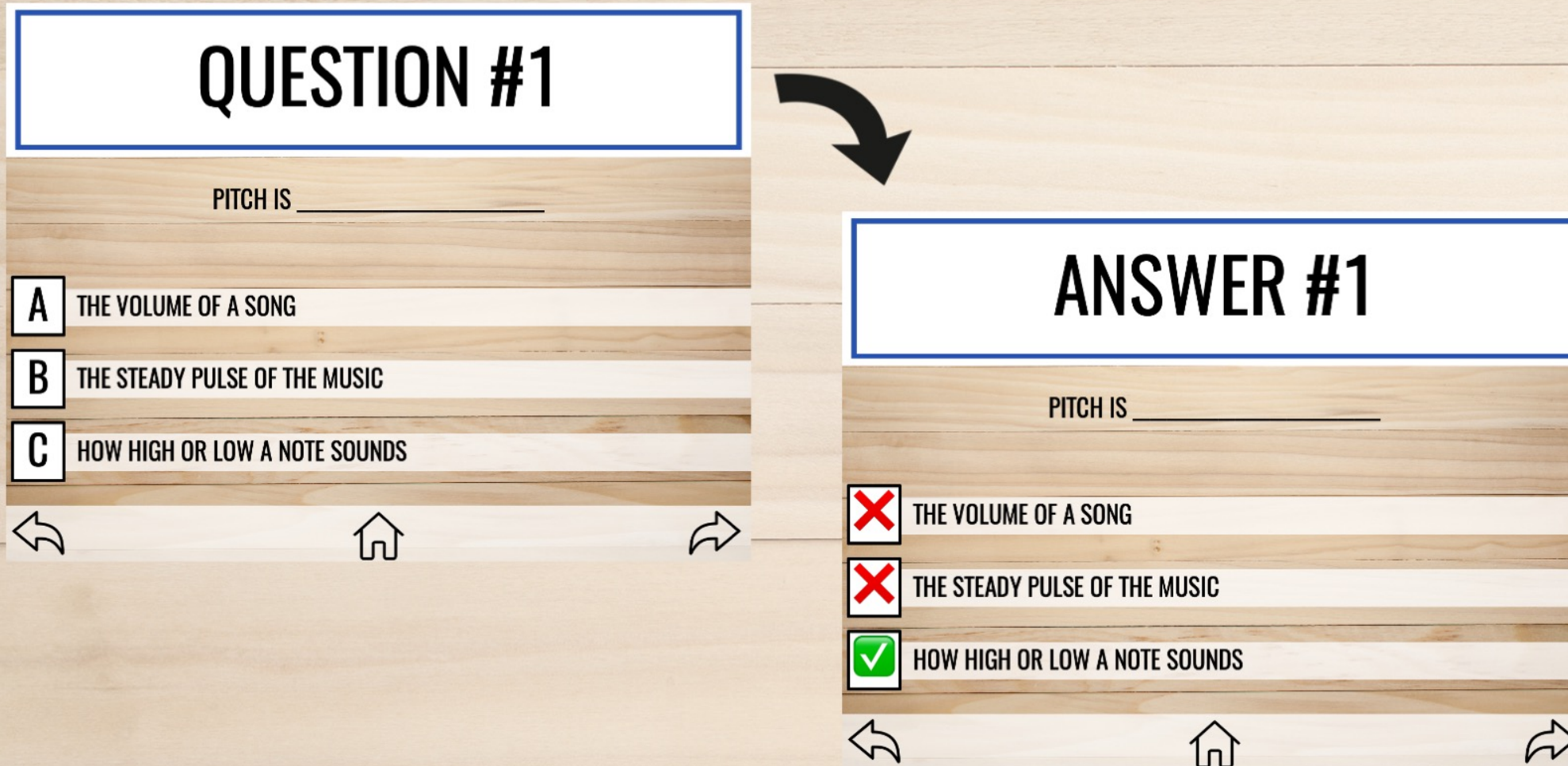
PITCH IS \_\_\_\_\_

- A** THE VOLUME OF A SONG
- B** THE STEADY PULSE OF THE MUSIC
- C** HOW HIGH OR LOW A NOTE SOUNDS

**ANSWER #1**

PITCH IS \_\_\_\_\_

- THE VOLUME OF A SONG
- THE STEADY PULSE OF THE MUSIC
- HOW HIGH OR LOW A NOTE SOUNDS

The image shows a digital quiz interface on a wooden background. On the left, a box labeled 'QUESTION #1' contains the text 'PITCH IS \_\_\_\_\_' and three multiple-choice options: 'A THE VOLUME OF A SONG', 'B THE STEADY PULSE OF THE MUSIC', and 'C HOW HIGH OR LOW A NOTE SOUNDS'. A curved arrow points from this box to a second box on the right labeled 'ANSWER #1'. This box contains the same text 'PITCH IS \_\_\_\_\_' and the same three options. In the answer box, the first two options are marked with a red 'X' in a box, and the third option is marked with a green checkmark in a box. At the bottom of both boxes are navigation icons: a left arrow, a house icon, and a right arrow.

I've used this for a couple of years and all six of my grade levels love it!

– Laurie B.



Play a quick game by having students separate into groups, answer each question, then see which group answered the most questions correctly.

Musical opposites with audio samples help students understand what is **NOT** pitch

**PITCH IS **NOT** UNPITCHED INSTRUMENTS**

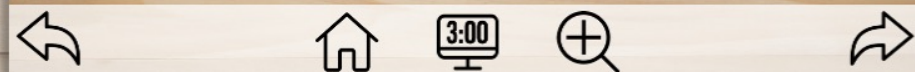
**PITCH IS **NOT** SILENCE**



Ask students to share some more examples of sounds that aren't used to create melodies.

Bonus slides allow students to dig deeper for even more interesting facts

PITCH LOOKS LIKE



## ELECTRIC INSTRUMENTS

THE ELECTRIC GUITAR ISN'T THE ONLY INSTRUMENT POWERED BY ELECTRICITY

There's no need for a hollow body to project the sound, because the electricity will be used to adjust the volume.



THEREMIN

2:01



VIOLIN

2:16



I love that it's so interactive – not just a boring slide show!

– Rebecca H.



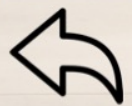
Ask **early-finishers** to find all the bonus slides and share what they learned.

Challenge students with bonus questions

## BONUS QUESTIONS

Click on the question you chose to check your answer

- A** What part of a musical note shows the pitch?
- B** What is needed to break glass using your voice?
- C** What famous piece of music features a piccolo solo?
- D** Why don't electric instruments need a hollow body?



These questions come from the bonus slides



Ask students to **work in pairs**  
to answer all the bonus  
questions.



# Sample lesson and ideas to help you review, sequence, and extend the presentation

**BASICS OF PITCH**  
SAMPLE LESSON IDEA

**GRADE**  
2nd Grade General Music

**OBJECTIVES**  
Students will identify and review do, re, and mi.  
Students will perform do, re, and mi on pitched instruments (bars, bells, Boomwhackers™, etc.)

**SAMPLE LESSON FLOW DAY 1 (approximately 25 minutes)**

- Lead students through the "What it is" and "What it Sounds Like" sections of the [Basics of Pitch](#) presentation.
- Then, sing [Closet Key](#) to students as they quietly tap the beat on their knees. Ask them to listen for the high and low pitches.  
It's important that students stay engaged as they listen, whether through active movement or listening for a specific concept within the song (such as high/low).
- Play the Closet Key Game.
  - Ask students to form a circle, with one student in the middle.
  - Students in the circle stand with their hands behind their backs.
  - The student in the middle will close their eyes, while the teacher drops a key into the hands of one student in the circle.
  - As the teacher sings the song, the students will pass the key around the circle behind their backs. Their goal is to keep the student in the middle from seeing who has the key.
  - At the end of the song, the student in the middle gets three chances to guess who has the key.
  - If the student guesses correctly, they get to choose the next student to go in the middle.
  - If the student guesses incorrectly, they have to try again for one more round.
  - To hear additional verses to the song, click [HERE](#).
- Encourage students to "take over" and sing the song for you as they feel comfortable.

End of Day One

**SAMPLE LESSON FLOW DAY 2 (approximately 25 minutes)**

- Sing the song once through as students pat the beat.
- Ask students to sing the song for you as you use Curwen hand signs or other system to show high/low.  
It's worth noting that current research suggests that Curwen Hand Signs neither significantly benefit nor hinder students' ability to match pitches (Frey-Clark, 2017).
- Start another game of Closet Key. Be sure that every student has had a chance to be in the center. End the game once everyone has had a turn. Be sure that you aren't singing with the students as they play the game.  
John Feierabend, the noted music education pedagogue, "strongly recommends that teachers always sing for, not with, students." In fact, he goes on to say that "the significance of not singing with the class cannot be overstated." (Feierabend et al., 2018)

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**BASICS OF PITCH**  
ADDITIONAL LESSON IDEAS

**REVIEW OF PITCH (approximately 50 minutes)**

Students review "What It Sounds Like" slides from the presentation.  
Students perform the relevant activities (moving, singing, & playing) from the blog post of your choice.  
Students review "What It Isn't" slides from the presentation. They discuss the difference between beat and rhythm.  
Students play and move to rhythms in the "How It Feels" slides from the presentation.  
Students take the quiz at the end of the presentation.

**INTRODUCTION OF PITCH (spread out over multiple class periods)**

Students follow the "What It Is" and "What It Sounds Like" slides from the presentation.  
Students perform the relevant activities (moving, singing, & playing) from the blog post of your choice.  
Students follow the "What It Isn't" and "How It Feels" slides from the presentation.  
Students follow the "How It Looks" slides from the presentation.  
Students take the quiz at the end of the presentation.

**ADDITIONAL REPERTOIRE CHOICES WITH BLOG POST LINKS**

Choose one of the songs below. Then, follow the relevant activities laid out in the blog post.

- [Closet Key](#)
- [g \(dr,m\) in 4/4](#)
- [Sailor, on the Sea](#)
- [g \(dr,m\) in 6/8](#)
- [Pocket](#)
- [g \(m,s,l\) in 2/4](#)
- [Rain](#)
- [g \(m,s\) in 2/4](#)
- [The Dragon Game](#)

Use this interactive game for vocal exploration

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Click on the blog post links in the sample lesson for more fun, **movement-filled** ideas!



I used this to relate to elements of reading fluency in an ELA RTI course last year with my 2nd graders. They responded very well and loved it!

– James H.

It's so easy to navigate that students can use it during e-learning days!

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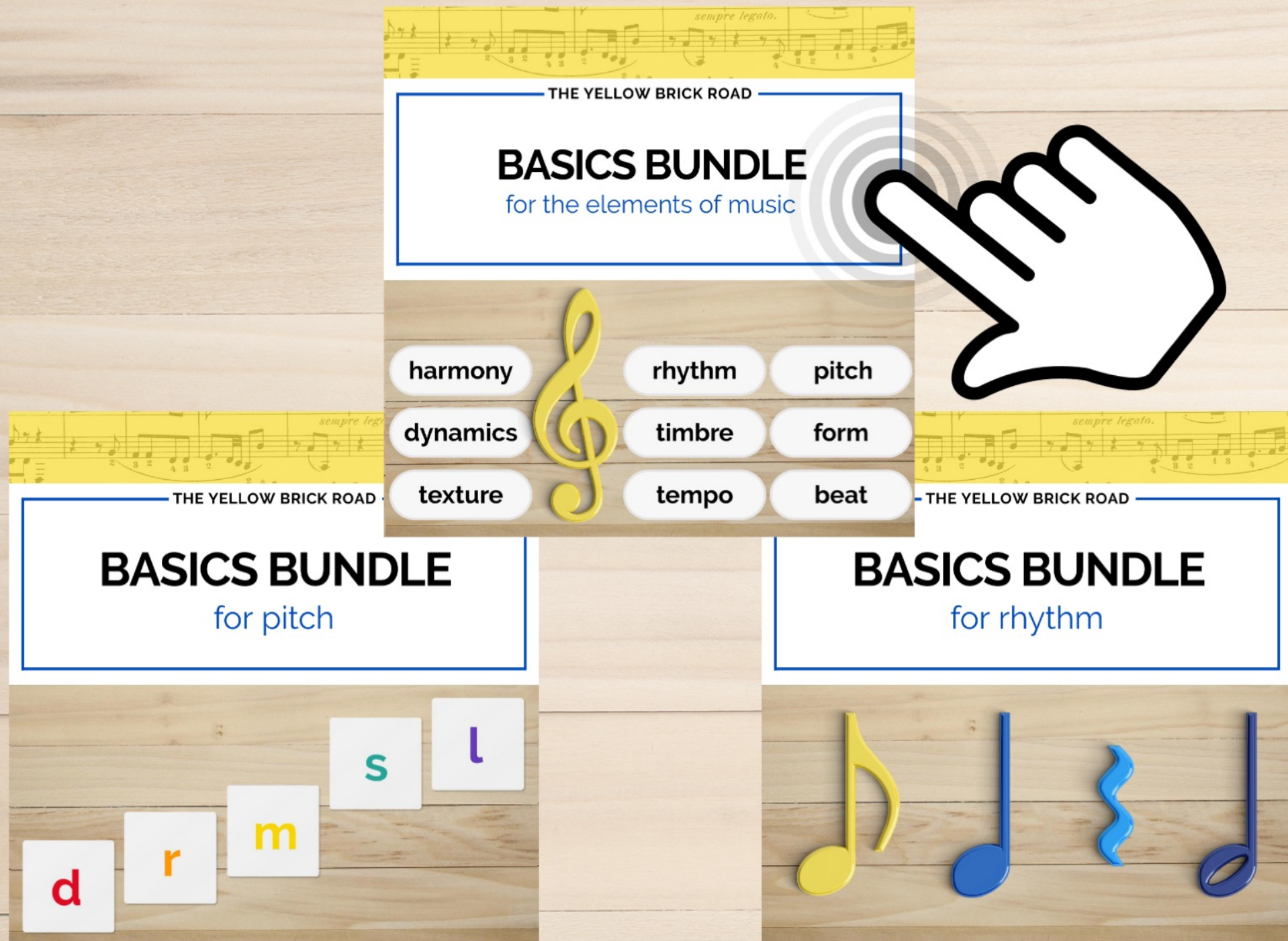
POST-QUIZ



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Use the presentation as a **no-prep activity** for e-learning days or for subs.



THIS RESOURCE IS THE ONLY REASON I HAVEN'T TORN ALL MY HAIR OUT YET. I am a teacher in a small private elementary school, and we have two classrooms for grades K-8. I am also the de facto music teacher on Thursdays, and I was FREAKING OUT about what and how I would teach such a wide variety of ages and skill levels. A GREAT place to start is the basics of music, and this resource has all the slideshows and links ready to go so there is minimal prep on the part of the teacher. Seriously, this is like my favorite thing in the whole universe, and I will never not recommend it to others.

– Kathleen N.



Save money by  
grabbing the **BUNDLES**