

# Lesson 10 – High, Low, Middle, Steps & Leaps

*Learning objectives and preliminary activities*

## Learning Objectives

- Use body movements to show understanding of pitch as high, low, and middle.
- Identify stepwise melodic movement and melodic leaps.
- Create a melody made up of phrases moving in steps and leaps, and using high, middle, and low pitches.



## Suggested Preliminary Activities

- Play high, medium, and low pitches on a keyboard, xylophone, or chime bars. When you play a high note, ask the children to reach high. When you play a low pitch, have them bend low, and when you play a medium pitch, they should stand straight. Challenge the children by playing from a place where the children cannot see, so that they respond solely to what they hear.
- Using a xylophone or keyboard, show the children phrases moving in steps (pitches moving consecutively up or down without skipping bars or keys) and leaps (skipping bars or keys.) Play the children short phrases and ask them to describe the phrases as 'steps' or 'leaps,' 'up' or 'down.' Invite whoever answers correctly to improvise the next phrase for the class. As children become familiar with these sounds, play from a place where they cannot see the instruments so that they rely on their ears.
- Extend the previous activity by playing the phrases at higher (shorter bars) and lower (longer bars) pitches.

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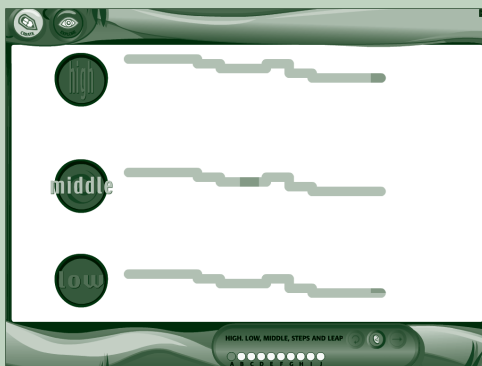
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## ● Step A

Ask the children to listen and hold their hands high above their heads, low to the floor, or at their waist for high, low, and middle pitched sounds.

## ● Step B

Ask the children to read the words 'high,' 'middle,' and 'low.' Click on the shapes and have them continue to move their hands to match the pitch of the sounds. Then drag the shapes to the matching words.



## ● Step C

Click on the shape to hear a melody made up of high, low, and middle pitches.

## ● Step D

Help children describe the different kinds of melodic motion. For example, movement in step is like walking up and down stairs, one step at a time. Leaps in music jump up or down, like skipping steps. The same note looks flat.

## ● Step E

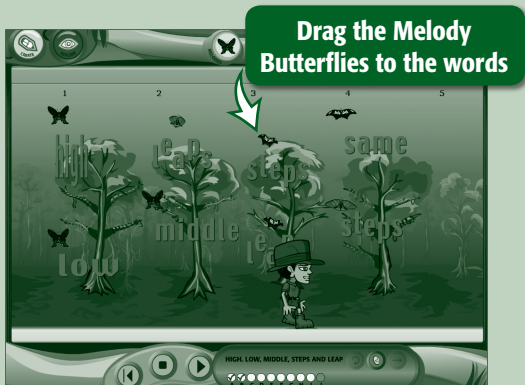
Ask the children to read the words 'steps,' 'leaps' and 'same.' Click on the shapes to hear them and ask the children to move to show what they hear or to describe the music. Then, drag the shapes to the words.

## ● Steps F–I

Invite the children to read the pairs of words. Then click on the shapes to hear them. Ask the children to describe the sounds they hear using the vocabulary 'high,' 'low,' 'upward,' 'downward,' 'stepping,' 'leaping,' and 'staying the same,' and then drag the shapes to the matching words.

## ● Step J

Drag the shapes that match the words onto the Play Space. Then click on the Play button to hear the music.



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## Introduction

In this lesson, we're going to use short melodies made up of steps, leaps, or notes that stay the same to create a longer melody. We will also add a rhythmic accompaniment to the melody.



## Resources



### StepsLeaps.grs

You are given an eight-bar **Play Space** in the **Jungle Create mode**, with melody profile instructions printed underneath each bar.

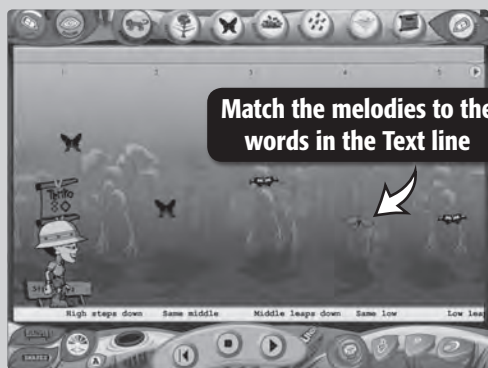
There are eight **Melody Butterflies**: upward steps, upward leaps, downward steps, downward leaps, and the same note at high, medium, or low pitch. There is also a choice of three **Trees**.



If you have an interactive whiteboard, turn the **Screen Toggle** on for classroom use.

## Jungle Create mode lesson

- Open **StepsLeaps.grs** and click on the **Melodies button** to reveal eight **Melody Butterflies**. Click on these to hear phrases made up of steps, leaps and notes that stay the same at high, medium and low pitch. Ask the children to trace the melody shapes in the air with their hands, reflecting the pitch with the height of their arm.
- Next, invite children to drag some of the shapes into the **Play Space** and double-click on them to open the **Editor**. Look at how the phrases are written (using graphic or standard notes), and ask the children to describe the melodies (e.g. stepping up, leaping down, or staying on the same note.) Click on the **Play button** to see if the sounds match the children's descriptions. Click **Done** to return to the **Play Space**.
- Guide the children as they create a melody using the **Melody Butterflies** and by following the instructions at the **Text line**. Ask the children to read the words under each bar of the **Play Space**, then find the matching phrase by clicking on the **Melody Butterflies**. Encourage them to listen frequently as they work by clicking on the **Play button**.
- When they have finished, ask the children to click on **Play** to hear the whole melody. Ask them to identify any phrases that don't match the instructions under the bar, and to make any necessary changes by swapping the **Melody Butterflies** or moving them to the **Trash**.



- When the children have placed the **Butterflies** in the correct order, click on the **Rhythm Trees** button to reveal three **Rhythm Trees**. Invite the children to add rhythms to accompany the melody.
- Finally, click on the **Song Name sign** and give the melody a name.

## Extension tasks

- Use the **Editor** to practice identifying melodic movement in steps and leaps using both **Graphic Notes** and **Normal Notation**. Also, move a **Butterfly** to the top and then to the bottom of bars and open the **Editor** in each position to see and hear how high and low melodies are notated.
- Write a story based on the melody created, perhaps about a jungle animal or butterfly.
- Ask children to write stories to use as a plan for a melody that moves in steps and leaps and that uses high, medium, and low pitches. They can then create music to represent their stories using the **Melody Butterflies** we have been given in [StepsLeaps.grs](http://StepsLeaps.grs).

**US National  
Standards  
(K-4): 3d, 4a, 4b,  
4c, 5b, 5d, 6b,  
6d, 6e**