

**Musical Elements:**

Beat, rhythm, pitch, tone colour

**Objectives:**

Students identify instruments by sound. Students identify long & short sounds and respond by moving and creating graphic notation.

**Activities:**

Listening, singing, moving, creating (organising movement), graphic notation

**Useful vocab:**

Long & short sounds, high, low, chart, notation

**You will need:**

CD 1; Chart No. 3

## Unit 1 – Lesson 3:

# Long and short sounds

### RHYTHM AND PITCH: Long and Short Sounds

#### Swanee whistle shuffle

Class moves to the CD track Swanee Whistle Shuffle.

Students make *long* and *short* moves, responding to the *long* and *short* sounds in the music.

They can also move *high* and *low*, responding to the shifting pitch of the music.

Class in 2 groups.

One group moves only to the *long* sounds, the other group moves only to the *short* sounds. (Each group rests when their sounds are not being played).

