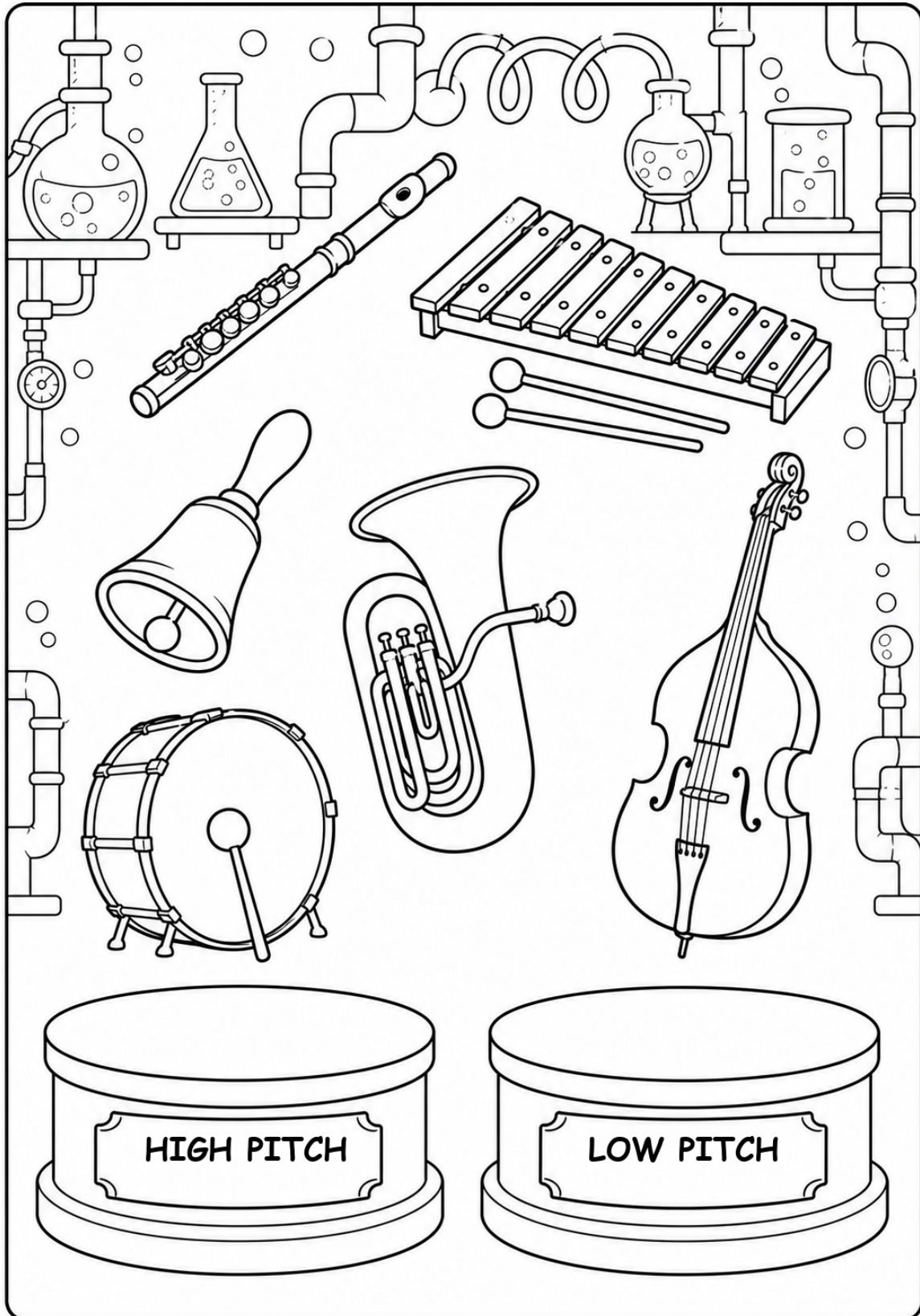


High and Low Sound Laboratory Colouring Sort

KS1 / Year 1 - Music

Colour six instruments, then sort them by their usual pitch range: piccolo, glockenspiel and small handbell high; tuba, double bass and bass drum low.



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Parent & Teacher Guidance

Curriculum focus

Topic: High and low sounds. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: KS1 Music: listening with concentration, playing tuned and untuned instruments and experimenting with sounds through interrelated musical dimensions including pitch..

Before you begin

Review the picture together and ask the learner what they already notice about High and low sounds. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to High and low sounds. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about High and low sounds can you explain using the picture?

Answers and checking

Usually higher-pitched examples: piccolo, glockenspiel and small handbell. Usually lower-pitched examples: tuba, double bass and bass drum. Pitch means how high or low a sound seems, not how loud or quiet it is. Instruments can produce ranges of notes, so demonstrate or play examples rather than relying only on size.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
