



Współfinansowane przez  
Unię Europejską



## MUSIC LESSON PLAN – THE WATER ORCHESTRA

Grades: 6–8

Duration: 45 minutes (can be extended to 60 minutes)

Lesson Topic:

“Tuning the Water! Creating an orchestra that plays on glasses.”

### General Objective:

Students explore how the amount of water in a glass changes the pitch of sound and create a simple orchestra using glass instruments.

### Learning Objectives (students will):

- explain what determines pitch;
- experiment with pitch by changing the amount of water;
- tune a glass to a given note using a tuner app;
- cooperate during ensemble music-making;
- read letter notation;
- perform a simple melody in a glass orchestra.

### Methods:

- experimentation
- group work
- instruction/demonstration
- ensemble music-making
- hands-on learning

### Forms of Work:

- individual work
- pair/desk work
- group performance (orchestra)

### Materials:

- glasses (one per pair/desk)
- bottles with water
- wooden sticks or pencils for tapping
- note labels (C, D, E, F, G, A, B)
- teacher’s phone with tuner app
- students’ phones (if school rules allow)
- whiteboard + marker

## LESSON FLOW

### 1. Introduction – 5 min

Teacher:

“Today we turn our classroom into a sound lab and create an orchestra... using glasses!”

Short discussion:

- What affects the pitch of a sound?
- Can everyday objects become instruments?

## **2. Introductory Experiment – 5–7 min**

Teacher shows 3–4 glasses with different amounts of water.

Student task:

“Guess which glass will have the highest pitch and which the lowest.”

Students vote.

Teacher taps each glass and compares the sounds.

Summary:

“The less water, the higher the pitch. More water means a lower pitch.”

Brief reflection: why? (Different masses of water vibrate differently.)

## **3. Preparing the ‘Instruments’ – 5 min**

Each desk receives:

- one glass
- water bottle
- a card with an assigned note (e.g., Desk 1 = C, Desk 2 = D).

Instructions:

“You will now tune your glasses just like real instruments.”

## **4. Tuning the Orchestra – 10–12 min**

Teacher opens tuner app and quiets the class.

Students:

- tap the glass and observe the tuner,
- add or remove water until they reach the correct pitch.

Teacher supports groups with difficulties.

Each desk tunes in complete silence.

When ready, the teacher tests the orchestra:

“Play together when I raise my hand!”

## **5. Learning a Melody – 10–12 min**

Teacher writes a simple melody in letter notation on the board.

Examples:

- “Twinkle, Twinkle Little Star”
- “Happy Birthday”
- “Frère Jacques”
- “Ode to Joy” (opening)

**Flow:**

Teacher points to each note in rhythm.

Students play when their letter appears.

The whole class becomes a glass orchestra.

Optional:

- play 2–3 melodies,

- challenge version: “How fast can we play it without mistakes?”

## **6. Conclusion – 3 min**

Short discussion:

- What was harder: tuning or playing?
- How is this orchestra different from a typical one?
- What surprised you the most?

Teacher highlights collaboration, focus, and creativity.



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