

mytekDev

Chime Lab: Same Bounces, Different Mood

Grades 4-6 · 45 minutes

Music



Slides, rubric and answer key

Print and go

No student accounts

Hear the mood change

What's included

- A one-page overview: objectives, essential question, vocabulary, standards and assessment
- A 45-minute lesson sequence: warm-up, direct instruction, guided practice, independent practice, closure
- Slides for the board: a PowerPoint file that also opens in Google Slides
- A student worksheet with a QR code
- A 3-question exit ticket, two to a page, with an answer key
- A rubric: 3 criteria, 4 levels, scored out of 12
- Differentiation for English learners, students with IEPs or 504 plans, and students who need more support or more challenge
- Cross-curricular extensions, and notes for teaching it in grades 2-3 and 7-8
- Standards: National Core Arts Standards in Music

Chime Lab: Same Bounces, Different Mood

Grades 4-6 · 45 minutes · Music

Eight pegs around a ring play one octave of C, and two balls bounce off them.

Students switch the scale from Major to Minor and back while it plays: the balls bounce exactly the same way, but the music changes mood. They find out which notes changed, compare five scales with words for how each one feels, count how many notes each scale has, and then set up a ring to fit a mood card, record a take, and have a partner guess the mood.

At a glance

ESSENTIAL QUESTION

How can the same rhythm feel happy, sad or spooky?

OBJECTIVES

Students will be able to:

- explain that a scale is the set of notes a piece of music uses
- name the notes that change between the major and minor scales on C
- describe the mood of several scales with specific words, and compare them
- choose a scale, tempo and sound to fit a mood, and explain the choices

VOCABULARY

scale, major, minor, octave, pentatonic, mood, tempo

STANDARDS

MU:Re7.2.4a, MU:Re7.2.5a, MU:Cr2.1.5a

TIME AND MATERIALS

45 minutes, grades 4-6.

- One computer or Chromebook per student or pair, with headphones
- A projector and speakers
- The worksheet and exit ticket, one copy each per student
- The rubric, one copy per student if you grade the worksheet
- Optional: a piano or keyboard, or a picture of one

PREP

Make copies of the worksheet and exit ticket. Cut out the mood cards on the worksheet, or write them on the board. Before class, open mytekdev.com/try/chimelab?lesson=same-bounces-different-mood&ref=tpt-chimelab-1 once on a student computer with sound on, to hear the ring and to check that your school's filter allows it. No account is needed.

ASSESSMENT

- Formative: the questions under What to look for, asked while students work, and the exit ticket (answer key included).
- Summative: the completed worksheet and the student's mood ring and take, scored with the rubric out of 12.

TECHNOLOGY AND PRIVACY

Runs in any browser, Chromebooks included, with nothing to install. Students need no account and no email: the link works signed out, and nothing they make is stored on our server unless they choose to save it to an account. Headphones keep a room of rings from turning into one big ring. If your school blocks new sites, ask IT to allow mytekdev.com.

Lesson sequence

MINUTES	STAGE	WHAT YOU DO	WHAT STUDENTS DO
0 to 6	Warm-up Hook	Show the title, essential question and Today I can slides (about 1 minute). Students open the link or scan the QR code on the worksheet, with headphones on. The ring has eight pegs that play one octave of C, from low C at the bottom up to high C. A short guide runs along the top; have students do its first step only (Play). Ask: "What word would you use for how this music feels?" Collect words on the board.	Listen and offer a mood word.
6 to 14	Direct instruction (I do) Model it	On the projector, finish the guide: open Music and change Scale from Major to Minor while it plays. Ask for new mood words. Explain that a scale is the set of notes the music uses, and that the ring's pegs always play notes from the scale, so changing the scale retunes every peg at once. Show the two scales on the board (and on a keyboard if you have one): Major on C is C D E F G A B C; Minor on C is C D D# F G G# A# C. Three notes move down: E, A and B. The app names black keys with sharps, so D# is E-flat, G# is A-flat and A# is B-flat. Then press From the top in both scales: the balls bounce exactly the same way, hitting the same pegs at the same moments. Only the notes changed, and the mood changed with them.	Write the two scales on the worksheet and circle the notes that changed.
14 to 24	Guided practice (We do) Five scales	Students press From the top (and Play, if the ring is paused) and listen to each of five scales for about 20 seconds: Major, Minor, Major pentatonic, Blues and Hirajoshi. For each, they write a mood word and count the notes in one octave. They can read the notes in Stats, where each peg is listed by its note (W1 C, W2 D, and so on). Compare as a class: Major and Minor have 7 notes in an octave, Blues has 6, Major pentatonic and Hirajoshi have 5. Ask why the pentatonic never seems to play a wrong note: with only five notes, spread apart, no two neighbors clash.	Fill in the scale table: mood word and number of notes.
24 to 38	Independent practice (You do) Match a mood	Each student or pair takes a mood card (a lullaby, a spooky hallway, a sunny morning, a race, rain on a window) without showing it. They choose the Scale on the Music tab, a sound for each ball on the Balls tab, and Gravity on the Ring tab: less gravity means slower, gentler bounces and fewer notes, more gravity faster and busier ones. Tempo on the Music tab does not change the bounces; it sets the beat the notes snap to (with Snap notes on) and the echo, so it changes the feel of the rhythm rather than how many notes there are. They write why they chose each setting. They press From the top, then Record, let it play for 20 to 30 seconds, and press Stop (the Record button's label while recording); Play take plays it back. A partner listens and guesses the mood. Walk the room and ask the questions under What to look for.	Build a ring for the mood card, record a take, and trade guesses with a partner.
38 to 45	Closure Say it back, and exit ticket	Ask the essential question again. From the class: the rhythm comes from the bounces, the mood comes mostly from the notes the scale allows, and tempo and sound change it too. Then hand out the exit ticket.	Answer the essential question out loud, then the exit ticket on their own.

What to look for

Ask these while students work. A student who has understood the lesson can answer them without help:

- What changed when you switched from Major to Minor? What stayed the same?
- Which three notes moved?
- Which scale has the fewest notes in an octave? How does it sound?
- Why did you choose that tempo for your mood?
- Without trying it: if you changed only the sound of the balls from Kalimba to Glass, would the mood change? How?

The last one is the real test. A student who separates the notes (the scale) from the sound that plays them (the timbre) and predicts what each does to the mood understands that mood comes from several musical elements working together.

Cross-curricular extensions

- Language arts: write a short scene for one of the mood cards, and choose a scale to play under it.
- Science: sound is vibration. Why does a heavier, slower bounce not change the notes, only when they happen?
- Social studies: the Hirajoshi scale comes from Japanese music, and the pentatonic is used in folk music all over the world. Find a song that uses each.
- Math: Lesson 2 counts every peg hit and asks which peg gets hit most, and why.

Vocabulary

scale	The set of notes a piece of music uses, in order from low to high.
major	A scale that usually sounds bright or happy.
minor	A scale that usually sounds darker or sad. On C it lowers three notes of the major scale.
octave	From one note up to the next note with the same name, such as C to the next C.
pentatonic	A scale with five notes in each octave. Almost any order of its notes sounds pleasant.
mood	The feeling a piece of music gives the listener.
tempo	How fast the beat goes, in beats per minute.

Differentiation

ENGLISH LEARNERS

- Post the vocabulary with a picture for each word: a row of piano keys for scale, a sun and a cloud for major and minor.
- Offer a word bank of moods: happy, sad, scary, calm, sleepy, exciting, mysterious.

STUDENTS WITH IEPS OR 504 PLANS

- Where the IEP allows a modified assignment, compare only Major and Minor, and skip counting notes.
- Allow the mood card to be chosen rather than drawn.
- Pair students: one changes the settings, the other writes the reasons.

- Let students draw a face for each scale's mood instead of writing a word.

- Read the exit ticket aloud.

STUDENTS WHO NEED MORE SUPPORT

- Play Major and Minor on the projector twice more, back to back, before students work alone.
- Give a starting point for each mood card, such as Minor and low Gravity for the spooky hallway.
- Check in at minute 30: has the student written a reason for each setting?

STUDENTS READY FOR MORE

- Try Dorian and Whole tone. Which notes does each one change compared with Major? How does each feel?
- Change Key from C to another note. Does the mood change, or only how high or low it sounds?
- Pick Tune above the ring and click a peg, then choose Gate: it sings only on every 2nd hit (or 3rd, up to 8th). How does that change the feel?

Adapting for other grades

Younger students: For grades 2 and 3, compare only Major and Minor, keep to mood words and drawings, and skip counting notes. Score the second and third rubric rows only (out of 8; 6 or more meets the objectives).

Older students: For grades 7 and 8, write each scale as whole steps and half steps (Major: whole, whole, half, whole, whole, whole, half), find the step pattern of Minor, and explain why Major pentatonic has no half steps at all.

Student worksheet

Name: _____ Date: _____



Open the app: scan the QR code, or go to mytekdev.com/try/chimelab?lesson=same-bounces-different-mood

Essential question: How can the same rhythm feel happy, sad or spooky?

1. Major on C: C D E F G A B C. Minor on C: _____. Circle the notes that changed.
2. Listen to each scale for 20 seconds (press From the top each time).

SCALE	ONE MOOD WORD	NOTES IN ONE OCTAVE
Major		
Minor		
Major pentatonic		
Blues		
Hirajoshi		

Mood cards: a lullaby, a spooky hallway, a sunny morning, a race, rain on a window.

1. **Build it.** Choose **Scale** on Music, a sound for each ball on Balls, and **Gravity** on Ring (less gravity, slower bounces).
2. **Record it.** Press **From the top**, then **Record**. After 20 to 30 seconds, press **Stop**.

MY MOOD CARD	SETTING	WHAT I CHOSE	WHY IT FITS
	Scale		
	Gravity		
	Sounds		

3. My partner guessed: _____. How can the same rhythm feel happy, sad or spooky?

Exit ticket

Name: _____

1. You change Scale from Major to Minor. What changes? (A) where the balls bounce, (B) which notes the pegs play, (C) how fast the balls fall.
2. How many notes are in one octave of the Major pentatonic scale? (A) 5, (B) 7, (C) 12.
3. Name two settings you chose for your mood card, and how each one helped the mood.

Exit ticket

Name: _____

1. You change Scale from Major to Minor. What changes? (A) where the balls bounce, (B) which notes the pegs play, (C) how fast the balls fall.
2. How many notes are in one octave of the Major pentatonic scale? (A) 5, (B) 7, (C) 12.
3. Name two settings you chose for your mood card, and how each one helped the mood.

Answer key: worksheet and exit ticket

Read from the app on the starter ring (key C, eight pegs from low C up to high C). The app names black keys with sharps: D# is E-flat, G# is A-flat, A# is B-flat.

SCALE	THE EIGHT PEGS PLAY	NOTES IN ONE OCTAVE
Major	C D E F G A B C	7
Minor	C D D# F G G# A# C	7 (E, A and B move down)
Major pentatonic	C D E G A C D E	5
Blues	C D# F F# G A# C D#	6
Hirajoshi	C D D# G G# C D D#	5

With fewer notes than pegs, the pentatonic, blues and Hirajoshi rings reach past high C. Mood words vary: any specific word with a reason is correct. The bounces are the same in every scale: after From the top, each peg is hit at the same moments whatever the scale.

EXIT TICKET	ANSWER	WHY
1	B	The scale sets the notes; the bounces stay exactly the same.
2	A	C, D, E, G and A: five notes before C again.
3	Any two settings with a reason	For example: Minor for a spooky hallway because three notes are lower; low gravity for a lullaby, so the balls drift and play fewer notes.

Rubric

Score each row from 1 to 4.

Name: _____

CRITERIA	4 EXCEEDS	3 MEETS	2 APPROACHING	1 BEGINNING
Names what changed	Names the three notes that change from Major to Minor, and explains that the bounces stayed the same.	Names the three notes that change from Major to Minor.	Names some of the changed notes.	Does not name the changed notes.
Describes and compares moods	Every scale has a specific mood word and a correct note count, and two scales are compared with reasons.	Every scale has a mood word and a correct note count.	Some scales are described or counted.	The table is empty.
Fits a mood on purpose	The take fits the mood card, a partner guessed it, and every setting has a reason tied to the mood.	The take fits the mood card and every setting has a reason.	A take is recorded, but the reasons are missing or do not fit.	No take is recorded.

Total: ____ / 12. A score of 9 or more meets the objectives.

Standards

Responding to music is the center of this lesson: students explain how the scale, one element of music, changes how a piece feels, then create with a purpose.

FRAMEWORK	CODE	GRADES	STANDARD	HOW THE LESSON MEETS IT
National Core Arts Standards, Music	MU:Re7.2.4a	4	Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	Students explain how the same bounces sound different in each scale, and name the notes that changed.
National Core Arts Standards, Music	MU:Re7.2.5a	5	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	Students cite the changed notes and the note counts as evidence for the moods they describe.
National Core Arts Standards, Music	MU:Cr2.1.5a	5	Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	Students choose a scale, tempo and sounds to express a mood card, and explain each choice.

Checked October 2026 against: National Core Arts Standards.

Optional: save student work in a free class

The whole lesson runs at the link on the worksheet, with no accounts and no sign-up. Work stays in the browser tab until it is closed.

To keep students' rings and takes, and hear every student's work in one place, make a free class. It takes about ten minutes, once, and covers every lesson in this series: mytekdev.com/tools/class-setup

Students in a class open mytekdev.com/tools/chime-lab/lessons/same-bounces-different-mood/start instead of the worksheet link. Each one gets their own copy of the starter, and the same link reopens it next time. A student who started at the worksheet link and then signs up keeps what they made.

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