October - SOUND

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| **Monday 24th** |

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| 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. |
| 4.02 | Show how the frequency can be changed by altering the rate of the vibration. |
| 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. |
| 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. |
| 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |
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| **Concept/Vocabularly Word**  | **Definition**  |
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| timbre | quality; the unique characteristic of a voice or musical instrument that distinguishes its sound from another |

Gather students together and ask them to listen to the sounds you are going to play for them. Play a sound from the CD and ask students to identify it. Record their guesses on the board. Then play the student’s voice that was recorded before class. Challenge students to guess whose voice it is and record their guesses on the board.**Review:** Compare three of the drums from earlier lessons.  Compare string instruments from earlier lessons to the drums.  Review the meaning of the words “timbre” or “quality”. **Engagement:** Direct students to draw pictures that represent the sounds they have just heard.  Play music for the students and direct them draw pictures that represent this music.  Gather students and have them share their drawings.  Challenge students to add to a list of descriptive words for sound.  Ask the children what questions they may have about the quality of sound and record them on a chart.**Questions to ask:** If you wanted to describe this sound [on CD] to someone else, what words would you use?  What are some words that describe that describe how this sound is different from other sounds?  What is at least one word that describes this voice [on tape]?  What makes you think this is \_\_’s voice and not \_\_’s or another person's?  What is special about \_\_’s voice that makes it different from other voices?  Who can tell me which drum was the chamois drum? The vinyl drum? How can you tell?  What words would you use to describe how these drums sound the same and how they sound different?  Which sound is the string and which is the drum? How do you know?  What are some words that describe how the sound of the string is different from that of the drum?  Have you tried different colors [in your drawing]?  Have you tried listening for individual sounds in the music? What colors or shapes does each remind you of?  How could you use shapes [in your drawing] to represent the music?  Did you represent the qualities of individual sounds in the music or of the overall sound of the music? What individual sounds did you draw? **Guided Practice Strategies or Activities:** Students distinguish and describe individual sounds on a CD.  Students compare and describe the quality of sounds made with their instruments.  Students draw pictures that represent sounds and music.  Students share their drawings with the class during a class discussion.  Students contribute more descriptive words for the qualities of sounds in the music.**Independently:** Students make a science notebook entry titled “My Favorite Sound Qualities” and  list the types of sound qualities they like the most. |
| **Tuesday 25th** |

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| 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. |
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**Engagement:** Gather students together and play a song from a CD.  Guide students to look for patterns in the music and which instruments they can hear.  Remind students to consider various factors as they create their own songs.  Invite students to work in their groups to create their own song to play for the class.  Gather students together and let each group play its song for the class.**Questions:**  How are the different instruments being used [on the CD]?  What instruments do you hear most often?  How is the voice used in the song?  Can you hear any patterns in the music?  Can you think of any music you heard throughout the module that you might want to imitate?  What is your favorite kind of music? How might you play it using he instruments we have here in the classroom?  Do you want to write a song with words?  What kind of feeling do you want people who hear your song to have?  Which instruments make the lowest sounds? The highest?  How did this group make its music loud? Soft?  What did you do to make the pitch of the instrument so low? High?  How could we draw the route of the sound vibrations from the source to our ears?**Group/Partners:** Students are challenged to use what they have learned about making sounds to create music.  Students work in small groups to create the song they want to play.  Student groups play their songs for one another.**Independent:** Students draw and label their instruments then write sentences to summarize what they have learned about pitch, volume, and quality of sound. |
| **Wednesday 26th** |

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| 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. |
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**ASSESSMENT: Give the Sound Assessment to your class.** |
| **Thursday 27th – NO SCIENCE Field Trip** |  |
| **Friday 28th – NO SCIENCE catch up/data NB day** |  |