

Exploring Sounds

Subject	Age level	Time
Music	9 – 10 years old	50-55 min

Teaching and learning aims

At the end of the lesson pupils will be able to:

- Introduce children to different types of sounds and their sources.
- Demonstrate sound production through vibrations.
- Encourage creativity in sound exploration and basic instrument creation.
- Foster curiosity and appreciation for sounds in the environment.

Equipment and material

- Various objects that produce distinct sounds (bells, shakers, rattles, etc.).
- Simple materials for quick and basic homemade instruments (rubber bands, cardboard, etc.).
- Sound recordings (nature sounds, recognizable sounds, etc.): <https://youtu.be/gdGyvGPZ1G0>
<https://youtu.be/gACp7Wbc5og>
- Access to an internet-connected device for YouTube videos.

Learning outcomes (4 Cs)

Content

- Identification of different sound sources.
- Understanding vibrations as a mechanism for producing sound
- Basic exploration of sound through simple homemade instruments
- Recognition and imitation of familiar and natural sounds

Cognition

- Observation and analysis of objects and their respective sounds.
- Association of sounds with their sources:

Culture

- Exposure to different types of sounds present in nature and everyday life.
- Appreciation of sound diversity in various cultural contexts

Communication

Language Function:

- Usage of words related to sounds (vibration, pitch, noise, etc.).

- Participation in discussions related to sound production and recognition

Vocabulary:

- Key terms related to sounds and their production.
- Terms associated with instrument creation and its functionality

Verbs:

- Identification of verbs related to sound production (vibrate, resonate, mimic, etc.).

Language structure:

- Construction of simple sentences related to sounds and vibrations.
- Use of questions and answers to discuss and explain sounds

Activities

Step 1: Introduction to Sounds (10 minutes)

- **Quick Sound Identification:**
 - **Teacher's Explanation:** "Listen carefully to the sounds I'm about to play. Raise your hand when you recognize the sound. We'll then discuss where that sound might come from."
 - **Example:** Play a series of sounds (doorbell, laughter, a dog barking, etc.) for children to quickly identify.
- **Brief Explanation:**
 - **Teacher's Explanation:** "Today, we're going to explore sounds! But first, let's talk about how sounds are made. Can anyone tell me what they think makes a sound?"

Step 2: Quick Sound Exploration (15 minutes)

- **Sound Stations:**
 - **Teacher's Instructions:** "There are stations set up around the room with different objects. Listen carefully to the sound each object makes. Can you guess what each object is?"
 - **Example:** Stations with bells, shakers, and other objects for children to explore.
- **Imitating Nature:**
 - **Teacher's Guidance:** "Now, let's try to make some nature sounds! I'll play a short clip of a bird singing. Can you try to mimic the bird's song?"

Step 3: Basic Instrument Creation with YouTube Demonstration (15 minutes)

- **Quick Instrument Craft:**
 - **Teacher's Instructions:** "Today, we'll create our own instruments. I'll show a short video for inspiration. Then, use these materials to make your own instrument." There's some examples that you can use for the activity:
 - <https://youtu.be/XE-o2jp2RUM>
 - <https://youtu.be/8GTx4VEMDas>

- **Example:** Show a brief YouTube video on making a simple instrument using rubber bands on a cardboard tube.
- **Group Instrument Play:**
 - **Teacher's Guidance:** "Now that we've made our instruments, let's play them together as a group. Who can create the most unique sound?"

Step 4: Musical Engagement and Fun Activity (15 minutes)

- **Interactive Musical Storytelling:**
 - **Teacher's Direction:** "We're going to watch a fun video where you'll mimic sounds or actions from the story. Let's see who can do it the best!" Example:
 - <https://youtu.be/KA6azZALMiE> (play it in mute)
 - **Example:** Play an interactive storytelling video in mute where children imitate animal sounds or actions.
 - **Sound Recognition Game:**
 - **Teacher's Instructions:** "I'll play some sounds, and you'll guess what's making that sound. Try to match the sound to the right object or animal!"

Evaluation

- **Direct Observation:**
 - Observing students' performance during activities.
 - Assessing participation, understanding, and creativity in sound exploration.
- **Formative Assessment:**
 - Providing real-time feedback during activities to correct errors and enhance skills.
 - Offering comments on accuracy in reproducing patterns and creativity in sound exploration.
- **Presentation and Demonstration:**
 - Evaluating final group presentations and their sound compositions.
 - Observing the quality of execution, originality, and understanding of taught concepts.
- **Self-assessment and Peer Assessment:**
 - Allowing students to assess their own sound patterns and those of their peers.
 - Encouraging reflection on the learning process and group collaboration.

Evaluation Criteria

- **Sound Accuracy and Creativity:**
 - Assessing accuracy in reproducing sound patterns and originality in creating new sounds.
- **Participation and Collaboration:**
 - Evaluating active engagement in activities and collaboration with peers.
- **Conceptual Understanding:**
 - Verifying understanding of sound concepts and their application in activities.

The evaluation method can blend various approaches, including direct observation, review of final presentations, self-assessment, and peer assessment. This comprehensive assessment considers both individual performance and teamwork, conceptual understanding, and students' creative use of sound.