

Sound and Vibration

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Artform(s): Music

Learning Objectives

Students will:

- Be able to identify long and short sounds.
- Learn that some instruments sound like other things (timbre).

Children's Prior Knowledge Necessary For This Experience

- Knowledge from previous lesson: *Part 1: Sound and Vibration*

Vocabulary

Arts Vocabulary:

- Duration (long vs. short)
- Timbre: the character or quality of sound; the unique sound of an instrument.
- Vibration (sound waves)

Materials Needed

- Rainsticks
- Listening ears

Lesson Plan

Warm Up

- Listen to the sound of multiple rainsticks of varying size and materials.
 - What does the sound make you think of?

Main Experience

- Discussion regarding sound and vibration. The transparent rainsticks allow students to see, hear, and when live, feel the vibration for a multisensory experience.
- Compare duration of sound between multiple rain sticks made of plastic and wood.
 - Which rainsticks make the longest/shortest sound?
 - Would you expect a longer rainstick to make a longer sound?

Wrap Up

- Play the rainstick while singing a familiar song, for example "It's Raining, It's Pouring."

"It's Raining, It's Pouring" (traditional)

It's raining, it's pouring.

The old man is snoring.

He bumped his head and went to bed

And couldn't get up in the morning.

Intentional Questions

Open-Ended

- What does the sound of the rainsticks make you think of?

Problem Solving/Critical Thinking

- How can you change the sound of the rainstick?
- How can you make a long sound with the rainstick?
- How can you make a short sound with the rainstick?

Factual Questions

- What is the rainstick made of?
- What makes the sound in the rainstick?
- Which rainstick makes a longer sound?
- Which rainstick makes a shorter sound?