

Facilitation Guide

The Sound Song SABES Lessons 2 – 5



EXPERIENCE OVERVIEW

In this activity, students use music and song to review and rehearse the core unit vocabulary/content, specifically: sound, vibration, pitch, volume, and echo.

Standards

SCIENCE

- SEP4:Analyzing and Interpreting Data. PS3: Use observations to describe patterns and/or relationships in the natural and designed world in order to answer scientific questions and solve problems.
- PS4.A: Wave Properties. PS1: Sound can make matter vibrate and vibrating matter can make sound.
- CCC3:Scale, Proportion, and Quantity. PS1: Relative scales allow object and events to be compared and described (e.g. bigger and smaller, hotter and colder, faster and slower)

MARYLAND STATE ARTS STANDARDS

- I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.
- I:P-2:2: Make appropriate performance choices according to context.

Getting Ready

SABES LEARNING OBJECTIVES:

- Unit Goal 1– Students will use observations from a listening activity to identify the source of a sound, and identify the sounds as loud or soft, and high or low pitch.
- Unit Goal 2– Students will record observations to describe the effects of vibrations through different mediums and explain how the vibration of objects creates the sounds we hear.

MATERIALS:

- Printed handout of song lyrics or anchor chart with lyrics large enough for the entire class to see.

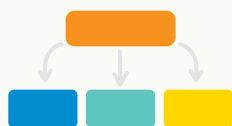
TEACHER BACKGROUND

Teachers should have an understanding of the basic unit understanding of sound, including that sound is produced through vibrations and the differences between high pitch and low pitch and high volume and low volume sounds. Teachers should also have a very, very basic understanding of how to manipulate their voice to create high and low pitch and high and low volume sounds.

STUDENT PREREQUISITES

Students should have some general knowledge of sound, pitch, volume, and echo.

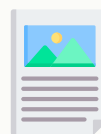
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



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**VIDEO
PLAYLIST**



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LYRICS

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TEACH

Engage

Option A

- Begin by playing the “Sound Song” video or audio for students.
- Explain to students that we will be using our voices to create sounds and different sound types through song.

Option B

- Ask students who their favorite singers are or to share their favorite songs. This could serve as an opportunity to explain to students that all of their favorite singers create different types of sounds with their voices and that we will be doing the same in our “Sound Song” activity.



VIDEO TUTORIAL



LYRICS & AUDIO

Experience

- If possible, have students arrange themselves into a “Singing Circle”.
- Students should be provided printed lyrics of the song, or lyrics should be posted in clear view of the singing circle.
- As a whole group, facilitate the singing of the “Sound Song.” Singing the song should be used not only as an opportunity to review unit vocabulary through recitation of the lyrics but also to practice creating and hearing different types of sounds.
 - Note: Verses reviewing volume may be sung at high volume or low volume, depending upon the lyrics of the verse. Verses reviewing pitch should be sung at a high or low pitch, and the final echo stanza performed as a call and response to imitate the production of an echo.



LYRICS

The sound song can be applied to any subsequent lessons and activities as a review of core unit content.

Assess

- This activity does not serve as a summative assessment. However, it can be used as a (per)formative assessment of student knowledge and understanding of the unit concepts. As students perform the song, they demonstrate their understanding of volume, pitch, and echo.