Facilitation Guide

Weird Sounds

EXPERIENCE OVERVIEW

Students will experiment with various classroom materials and textures to create different sounds. They will understand how materials affect pitch, dynamics, and emotions associated with sound. This activity fosters creativity, real-world application, and an understanding of the impact of materials on sound.

Getting Ready

MATERIALS

- Collect and have available various classroom objects with different textures and shapes (books, pens, containers, etc.)

CONSIDERATIONS

- Space for movement

TEACHER BACKGROUND KNOWLEDGE:

For explaining how material texture and composition impact sound to students:

When you make a sound, you're actually making something vibrate or shake. And different materials and textures vibrate in their own special ways.

Imagine a bouncy ball and a soft pillow. If you bounce the ball on the floor and then drop the pillow, they make different sounds because they're made of different stuff.

Materials can be hard, like wood or metal, or soft, like cloth or rubber. When you hit something hard, it usually makes a louder and more "ringing" sound. That's because hard things can vibrate quickly and make a strong noise.

On the other hand, when you hit something soft, like a stuffed animal, it usually makes a softer and more "thud" sound. Soft things don't vibrate as quickly, so the sound they make is not as strong.

Textures also matter. Imagine you're tapping your fingers on a smooth glass surface and then on a rough brick wall. The glass sounds smooth and clear, while the brick sounds rough and scratchy. That's because the textures of things can change the way they vibrate and create sound.

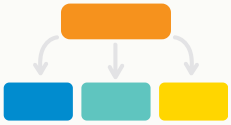
Different materials and textures make different sounds because they vibrate and move in their own special ways when you make them "talk." And that's why things around us sound so interesting, unique, and sometimes weird!

Facilitation Guide

Weird Sounds

ARTS EVERY DAY IN BALTIMORE CITY PUBLIC SCHOOLS

ARTS INTEGRATION MATERIALS



CONCEPT MAP

VIDEO PLAYLIST

VOCAB

REFLECTION

RUBRIC

Facilitation Guide

Weird Sounds

ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

TEACH

Introduction

1. Engage: Select two of the classroom objects you've collected for the class. Ask students:
- What do you notice about these two objects?
- How do you think they might sound if we tapped or struck them?
- Invite a few students to share their predictions. Then, gently strike each object so the class can hear the difference in sound. Ask:
- What did you notice about the sounds?
- What might cause the difference between them?

2. Explain the Objective: Tell students that today's lesson will explore how different materials and textures influence sound when struck. Explain that they'll be experimenting with objects to discover how sound is created and how its qualities—like pitch, volume, and tone—can change depending on what something is made of.

Explore

1. Ask students to look around the room and find an object that they think could make a unique or "weird" sound when struck, shaken, or scraped or have them select from the items you've collected.
- Remind students that in music, percussion refers to producing sound when an instrument (or object) is struck, shaken, or scraped.

2. Give students a minute to experiment with their chosen object, producing different sounds by striking or manipulating it.

3. Each student can take a turn for a 5-second sound solo, showcasing their chosen object's sound.

Check for Understanding & Connect to Vocabulary

1. As students share their sound, again point out how different materials and textures create distinct sounds.

2. Ask several students to again model the sound their chosen "instrument" makes. Ask the rest of the class to classify the pitch and dynamics of each sound.
- Is the pitch of this sound high or low?
- Is the volume (also known in music as dynamics) of this sound loud or soft?

3. Ask students to notice if their materials are hard or soft. Are they smooth or textured? What connections can they draw between the type of material used and the pitch and volume being produced?

VIDEO

VOCAB

Facilitation Guide

Weird Sounds

ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

TEACH

Extension: Music Creation

- Encourage students to think about turning these weird sounds into music.
  - *Explain that **music** is the intentional organization of sound.*
- Ask students how they can use these found classroom materials to create their own **beat** (a steady, underlying pulse that gives a piece of music its rhythmic structure) or **rhythm** (arrangement of different durations (long and short sounds) and silences in music, creating patterns).
- Invite students to share their rhythms and patterns with the class.

Extension: Water Xylophone

▶ WATER GLASS

▶ MUSICAL JARS

▶ GLASS BOTTLE

▶ GLASS CUP