

Title: Sound and Music		Year: 4 Duration: 2 weeks
Teaching Ideas	Subject	National Curriculum Objectives
<p>Explore a range of instruments and how they make their sound.</p> <ul style="list-style-type: none"> - Identify how the sound is made from different instruments, i.e. which part of the instrument vibrates - Explore the vibrations and patterns made, e.g. by putting rice on a drum skin and observing the patterns formed when the skin is touched with a vibrating tuning fork; placing a vibrating tuning fork in water and observing the patterns/waves formed - Identify from this work that sound travels in waves - explore the vibrations from airzookas. Pupils could design and make their own airzooka. <p>Explore different mediums that sound travels through, e.g. air, water, solids.</p> <p>Investigate how the distance from the sound source affects the volume of the sound heard by conducting a fair test, recording the change in volume using a digital device (e.g. iPAD)</p> <p>Explore how to change the pitch and volume of sounds, e.g. for pitch, use different sized instruments (tuning forks, width and length of guitar strings, drums, xylophones, glockenspiels, chime bars) to investigate how the pitch of the note changes. Explore what happens when the strings on string instrument are tightened / loosened. Children could create their own instrument which produces a range of sounds.</p> <p>Carry out investigations and fair tests relating to volume and pitch: e.g</p> <ul style="list-style-type: none"> - Does the size of the vibration affect the volume of the sound? - Does the size of an object affect the pitch of the note? Children to make generalising statements (e.g. the larger the object vibrating, the deeper the pitch of the sound) 	<p>Science Music</p> <p>Literacy links: Explanation text – how an object works</p>	<ul style="list-style-type: none"> • To be able to ask relevant questions and use different types of scientific enquiries to answer them • To be able to set up simple practical enquiries, comparative and fair tests • To be able to make systematic and careful observations and take accurate measurements using standard units, using a range of equipment • To be able to gather, record and present data in a variety of ways to help in answering questions • To be able to record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables • To be able to report on findings from enquiries, including oral and written explanations of results and conclusions • To be able to identify differences, similarities or changes related to simple scientific ideas and processes • To be able to use straightforward scientific evidence to answer questions or to support their findings • Identify how sounds are made, associating some of them with something vibrating • Recognise that sounds from vibrations travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and

		<p>the strength of the vibrations that produced it</p> <ul style="list-style-type: none">• Recognise that sounds get fainter as the distance from the sound source increases
--	--	--