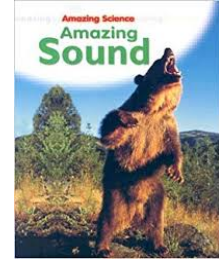


Unit 4: Communicating with Sound and Light



WEEK 2 Day 5

Text Talk
***Amazing Sound*, pages 24-25**
and audio clips

Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Light and sound travel. Humans and other animals communicate with light and sound.
Weekly Question	How do sounds change?
Content Objectives	I can answer questions about key details in words and music (R.4.1.a) I can distinguish between information provided in a text and information provided in a video. (R.9.1.b)
Language Objectives	I can use adjectives and descriptive phrases to clearly describe my ideas and feelings about music. (SL.3.1.a, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
SEL Objective (BOSTON SEL Standard)	I can describe the emotions I feel when listening to various kinds of music. (SA.1.1)
Vocabulary	produce: to make pitch: how low or high a sound is volume: how loud or quiet a sound is rhythm: a repeated pattern of movement or sound communicate: to share or exchange information or ideas
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Amazing Sounds</i>, “Music,” pages 24-25, by Sally Hewitt ● Amazing Sounds slides

	<p>Review the slides, which contain a number of music/video clips. The first slide is central; beyond this, determine whether to use all of the music clips or to select some of them. (Each piece of music is clipped at specific points; to play the full piece, open the video on YouTube.)</p> <p>On the whiteboard write: What do you feel when you listen to music? Leave space to write underneath.</p>
<p>Opening 1 minute</p>	<p><i>This week we've been thinking about different kinds of sounds that musical instruments make and about how music makes people feel. Today we will continue thinking about the emotions that different instruments communicate through pitch, volume, and rhythm.</i></p> <p>Set a purpose for the lesson. <i>First, we'll read a short section from Amazing Sounds. We'll use the illustrations and words to describe how stringed instruments change sounds to make music. Then we'll listen to some music clips and describe the emotions we feel as we listen. The music is our text today!</i></p>
<p>Text and Discussion 17 minutes page 24</p>	<p>Invite children to make gestures to show the verbs blow, bang, pluck, and shake.</p>
<p>page 25 Slide 1</p>	<p><i>Look closely at the photograph of the cello player while I read the caption.</i></p> <p>Read the caption. <i>How does pressing a string create a new sound?</i></p> <p><i>We're going to watch someone play the cello now. As you watch and listen, pay attention to how pressing the strings changes the sound.</i></p> <p>Listen to and watch the first (larger) video clip on slide 1 (:00 to :51).</p> <p><i>Turn and talk. How did watching and listening to the cellist add to your understanding of how a cellist makes sound change?</i></p> <p><i>Let's experience some more of this music, but just listening this time. After you listen, be ready to share how the music made you feel.</i></p> <p>Click on the second (smaller) video clip on slide 1 to play the music without video (:50 to 2:20).</p> <p><i>How did you feel when you were listening?</i></p> <p>Record children's feelings in list form on the whiteboard. Continue to do this for each piece of music during the lesson.</p>

Slide 2	<p><i>Now we'll see and hear some more string instruments; this time you might get very different feelings from the music!</i></p> <p>Play the music clip on slide 2 (5:27-6:42). To limit distraction, listen to the first minute without the video; then show the video for the remainder of the music so children can see the instruments.</p> <p><i>Turn and talk. How did the music make you feel?</i></p> <p>Record children's feelings.</p>
Slide 3	<p><i>Stringed instruments can be used to communicate so many different feelings. Let's listen to two more clips, both with a stringed instrument called a bass. The first clip is a double bass, and the second clip is a bass guitar.</i></p> <p>Play the first clip through (does not include video, :00-:30)</p> <p><i>What feelings did the bass and the voice give you?</i></p> <p>Record a few feeling words.</p> <p>Play the second clip and show the video.</p> <p><i>What kind of emotions does this bass guitarist communicate?</i></p> <p>Record children's responses.</p>
Slide 4	<p>Play both music clips (these do not include video). After each clip, ask children to share the feelings the music surfaced, and record their responses.</p>
Slide 5	<p>Play the music clip with the video.</p> <p><i>What feelings did the drumming give you?</i></p> <p>Record children's responses.</p> <p><i>How do you think the musicians might feel while playing this music?</i></p>
Slides 6 and 7	<p>Play music clips (no video on slide 6, do not show video on slide 7). Ask these two questions after playing each clip:</p> <p><i>What feelings did the music give you? [Record responses.]</i></p> <p><i>How does having words in the music impact the way the music makes you feel?</i></p>
Slide 8	<p>Play the clip (no video).</p> <p><i>What feelings did the music give you?</i></p>
Key Discussion 2 minutes	<p>Read through the list of emotions on the board. Facilitate a whole class discussion.</p> <p><i>Think about the instruments you are making in Studios. As a musician, what kind of emotions do you want to communicate when you play the instrument you created? How will you do that?</i></p>
Closing	<p><i>You will make all kinds of music and communicate different emotions with your instruments!</i></p>

<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How do sounds change? Today we learned about how musical instruments can make many different sounds. Let's add something about that to our chart.</i></p> <p>Invite children to suggest a sentence to add to the chart. Then read the whole chart together. Identify and color-code two or three themes that emerge. Some themes might be: sound can change in pitch, volume, and rhythm; changing sounds can invoke different emotions; different motions on an instrument cause sound to change.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SA 1.1. Label and recognize emotions. Express understanding of emotions using different forms of representation.</p>
<p>Ongoing assessment</p>	<p>Listen to children's discussions.</p> <p>Do children distinguish between information provided in the Foss text and information provided from the video?</p> <p>What emotions do children describe in response to the music?</p> <p>Review the Weekly Question chart and reflect on children's thinking and learning. What contributions have specific children made? What misconceptions have surfaced? Consider how to re-introduce and highlight ideas in the coming week.</p>

<p>Notes</p>
