



# Science

## Sound

# Making Music



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A decorative border surrounds the central text boxes. At the top, there are illustrations of a red and white drum, an acoustic guitar, a brass instrument (possibly a tuba or euphonium), a pan flute, and a CD. The sides are decorated with black musical notes of various shapes and sizes. The bottom features more illustrations of the same instruments: a drum, guitar, brass instrument, pan flute, and CD.

# Aim

- I can make a musical instrument to play different sounds.

## Success Criteria

- I can use my knowledge of sound to answer questions.
- I can create a musical instrument that will play sounds of different pitch and loudness.
- I can explain how my musical instrument makes different sounds.


# Sound Q and A



Your Sound Q and A Activity Sheet has 12 different questions about sound. You will use your knowledge and understanding of sound to answer these questions. But there is a twist!

You need to get a different person in your class to answer each question. They should write their answer in the box and sign their name or initials. Make sure you ask a different person for every question. Remember, other people will be asking you to answer questions on their sheet too!

Sound Q and A			
<div>○○○</div>			
Q. When playing a guitar, the shorter the string, the _____ the sound is.	Q. Sound is caused by _____.	Q. Louder sounds are created by _____ vibrations.	Q. Sound travels as a _____.
A. _____	A. _____	A. _____	A. _____
Q. Sounds travel from a sound source through each _____ to our ears.	Q. _____ is a measure of how high or low a sound is.	Q. If you hit a drum softly, it will make a _____ sound.	Q. A sound will seem quieter as you move _____ away from its source.
A. _____	A. _____	A. _____	A. _____
Q. Sound travels faster through a _____ than it does through water or air.	Q. In order to stop sounds getting in or out of a room, you should _____ the room.	Q. On a set of pan pipes, the longest pipe will make the _____ sound.	Q. We hear sounds with our _____.
A. _____	A. _____	A. _____	A. _____

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# Making Music

You have been learning all about sound.



Today, you are going to use your knowledge and understanding of sound, including pitch and loudness, to design and create your own musical instrument!

Your musical instrument should be able to make high, low, loud and quiet sounds.

You may use junk modelling items to create your musical instrument. It could be a string, wind or percussion instrument.

Talk to your partner about your first thoughts about this challenge.





# Making Music

Did you come up with some ideas?

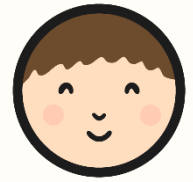


Watch this clip to see a band called 'Weapons of Sound', who make all their instruments out of junk. Look carefully to see how they change the sounds their musical instruments make. Can you see anything that will help you make your own musical instrument?



Click on this image to play the video in a new window.

# Design and Create



Use your Making Music Activity Sheet to design your musical instrument.

Look at the materials you have available, and decide how you will use them to bring your ideas to life. Make sure you plan how you will make your musical instrument play high, low, quiet and loud sounds.

**Test and Evaluate**  
Test your musical instrument out to see how it works.  
Has it turned out how you expected?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
How did you solve any problems you had with it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Can you explain how you can hear different sounds?  
Refer to vibrations, particles and your ear.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
You may want to stick a photo of your musical instrument here.

**Making Music**

**Design and Create**  
What will you use to make your musical instrument? Draw or write a list of things you will need.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Draw a picture of how you think your musical instrument will look when it is finished. Label it to show what each part will be made from and how it will work.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
How will you make high and low sounds on your musical instrument? Draw a picture or write about it.  
\_\_\_\_\_  
\_\_\_\_\_  
How will you make loud and quiet sounds on your musical instrument? Draw a picture or write about it.  
\_\_\_\_\_  
\_\_\_\_\_

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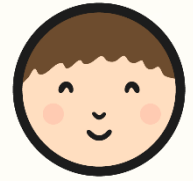
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Test your musical instrument out to see how it works.  
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How did you solve any problems you had with it?  
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You may want to stick a photo of your musical instrument here.

**Making Music**

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\_\_\_\_\_  
\_\_\_\_\_

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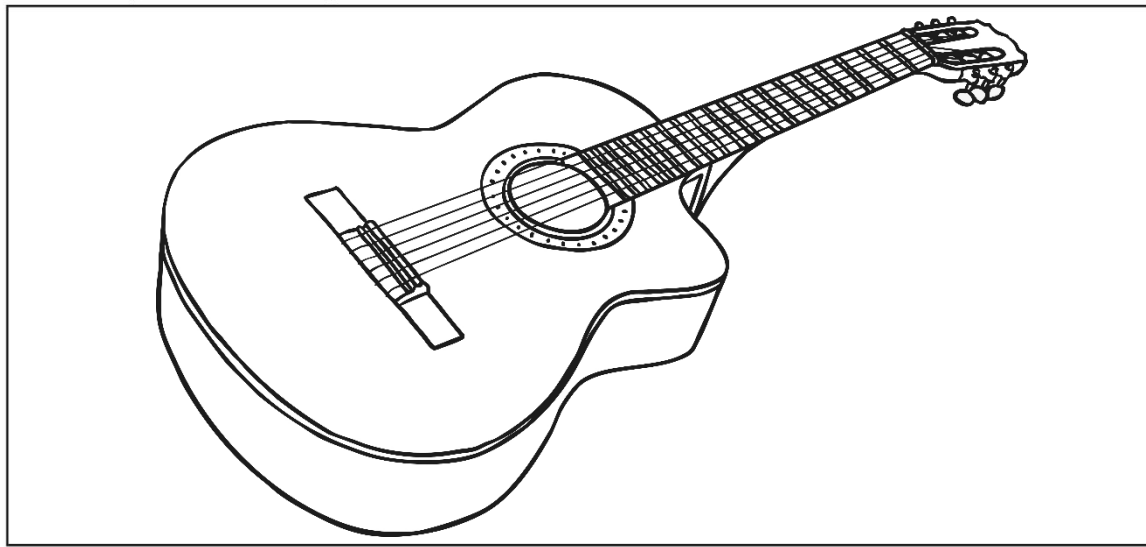
# Design and Create



Now it's time to turn your plan into reality! Use your design to create your musical instrument.

While you make it, remember to try it out at regular intervals to make sure it works the way you want it to. If you come across any problems, think carefully to find a solution. Try different ideas if you need to.

Draw a picture of how you think your musical instrument will look when it is finished. Label it to show what each part will be made from and how it will work.





# Test and Evaluate



Once your musical instrument is complete, you need to test it out.

Show your partner how you play it and how you use it to make different sounds. Think about whether your musical instrument has turned out the way you planned it.


Complete the Evaluation section of your Making Music Activity Sheet, explaining how your musical instrument works.

**Test and Evaluate**  
Test your musical instrument out to see how well it works.  
Has it turned out how you expected?  
It has turned out better than expected. I have done very well in making the musical instrument with particular adjustments.

How did you solve any problems you had while making it?  
I managed to solve most of the problems through thinking a lot about what could go wrong beforehand. This way I planned things to try and avoid problems.

Can you explain how you can hear different sounds from your musical instrument?  
Refer to vibrations, particles and your ear as well as high, low, loud, and quiet sounds.

You may want to stick a photo of your musical instrument below.



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**Test and Evaluate**  
Test your musical instrument out to see how well it works.  
Has it turned out how you expected?  
It has turned out better than expected. I have done very well in making the musical instrument.

How did you solve any problems you had while making it?  
Some parts didn't stick done well so to solve that I used a hairdryer to help the glue dry quicker.

Can you explain how you can hear different sounds from your musical instrument?  
Refer to vibrations, particles and your ear as well as high, low, loud, and quiet sounds.

Use these words to help you:  
low particles pluck hit long high blow hard  
ear vibrations loud hit vibrate travel short air play quiet soft

You may want to stick a photo of your musical instrument below.



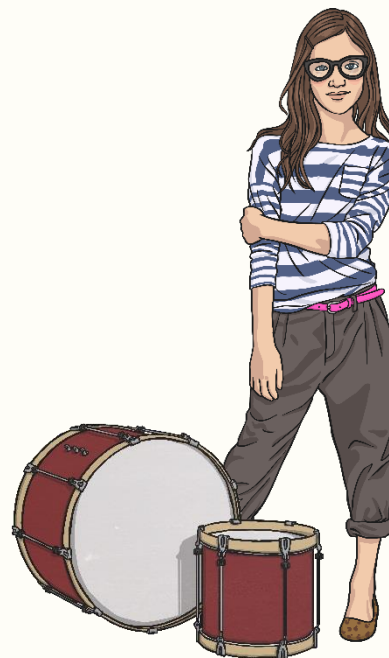
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# Perform!



Show your musical instruments to the rest of your class, or another audience.

You have learnt a lot about sound, and you should be proud of how you have used this learning to create your own musical instruments that can change pitch and loudness.



Remember to applaud everybody's hard work!



# Aim



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