Session Description:

Students will learn about sound. Students will be taught about what is sound, how sound is generated. There will be several activities about sound: 1) feel the vibration while sound is made; 2) produce own sound; 3) discuss facts of sound; 4) Understand the influence of sounds on the way we feel; 5) Understand the creative use of sound in film and television production. 6) Reflect upon skills and future goals. By the end of the session, children will understand vibration is the reason behind the sound and have a brief understanding about why some sounds, sound different. They will also understand how the use and understanding of sound relates to a career.

Resources:

Handout sheet
PowerPoint with sound
You may wish to provide some materials such as string, tube, lollipop sticks, elastic bands for making instruments but this is not essential.

Aims

- Understand what sound is
- Understand how to produce sound
- Understand different types of sound
- Understand some facts of sound
- Link the use of sound to a career

Objectives

- Understand the key facts of sound
- Understand vibration
- Build an instrument to produce their own sound
- Understand the effects that sound can have on our emotions.
  Reflect upon the use of sound in the production of film and television

Prep and materials

Print worksheets
Load PowerPoint
Disperse any craft materials you wish to provide

Delivery

The delivery of this activity requires a presentation screen and access to sound. The session involves a lot of discussion and encourages the students to identify and experience the knowledge that is presented to them for themselves.

You may wish for the students to complete the ‘Sound’ handout as they go through the session, or, you may wish to use it in the plenary to recap what they have learnt.

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Activity</th>
<th>Description (times including teaching time as well as active time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>Introduction</td>
<td>Introduce the topic- sounds</td>
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<td>Outline any additional classroom rules.</td>
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<tr>
<td>6- 15</td>
<td>What is sound?</td>
<td>Talk about what sound is; ask the students what they already think sound is before playing the video clip. Recap on what</td>
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<td>Time</td>
<td>Activity</td>
<td>Details</td>
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| 16-40 | Identifying sound vibrations, recognising different sounds and understanding why sounds, sound different. | - Feel the vibration when talking; Explain why the vibrations feel different when talking in different voices. Encourage the children to try again and pay attention to how the vibrations feel in high- and low-pitched voices now they have this knowledge.  
- Extension: You may also wish to use water and a fork/prong to demonstrate how vibrations travel in ways. Explain that even though we may not always be able to see the vibrations that produce sound, if sound is present they are always there.  
- Extension: What sounds can the students make with other body parts? What do they notice about these sounds? |
| 41-60 | Making sound                                                              | - Outline rules (materials they can and can’t use) and health and safety (use of scissors etc)  
- Hands-on activity of making sound instrument with daily material; Show students the pictures of common musical instruments. Discuss what the instruments are and what sounds they make. Challenge the students to use the materials available around the classroom to produce an instrument that aims to mimic these sounds. Eg. The students may use elastic bands on a tube to form a string instrument, or they may beat the table with different implements to create the sounds of percussion instruments. It is up to you how many materials you make available for this activity. |
| 61-71 | How sound makes us feel                                                  | - Getting a feel for it- explain that sounds and music have the ability to make us feel a certain way. Ask the students to reflect on sounds that make them feel a certain way (happy/scared) to help them recognise this.  
Play the 5 sound clips, students to complete THE ‘listen up’ worksheet stating how each clip makes them feel. Prompt words on slide but you may wish to add some target vocabulary. |
| 72-82 | Career link/                                                              | - Ask the students what job roles they think might involve sound or using the knowledge of sound. Discuss answers.  
- If not already mentioned, which it probably wont be, introduce the fact that the knowledge of sound is used in film and television production.  
- Play video clip introducing use of sound in media film and T.V production.  
- Students to complete ‘career link’ work sheet.  

**Link to University:** course available in Engineering at many Universities including local HEIs like UCLan, Lancaster, Liverpool and Manchester.
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<thead>
<tr>
<th>Time</th>
<th>Section</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>82-90</td>
<td>Plenary</td>
<td>- Recap on what the students have learnt today</td>
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<td>- Did they know that sound would be linked to a career in music/TV/theatre production?</td>
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<td></td>
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<td>- What did they enjoy and not enjoy?</td>
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