FIRST AND SECOND CLASSES – SOUND

Teacher Guidelines:

- Pp. 92-95

Linkages:

- Living Things - Plants and animals, Myself
- Environmental awareness and care
- Materials - Properties and characteristics of materials

Integration:

- Music
- Oral Language Development – English and Gaeilge
- SPHE
- Visual arts

FIRST AND SECOND CLASSES – SOUND

Content Objective:

- **RECOGNISE AND IDENTIFY A VARIETY OF SOUNDS IN THE ENVIRONMENT**

Some suggested activities:

- Ask the children to close their eyes and listen to sounds in the classroom. Ask them to list all the sounds they can hear.
- Go on a sound walk in the school grounds (Exemplar 11, Teacher Guidelines, p. 62). The children could be encouraged to record where sounds were heard on simple sound map
- Sounds behind a screen: A child goes behind a screen/blackboard and uses one of the sound makers provided (e.g. bicycle bell, balloon, spoon, zip etc). Others children try to guess the sound.
- Guess who is speaking behind the screen.
- Children record sounds at home e.g. washing machine, shower, door bell and get other children to guess what they are.
- Record theme tune to their favourite programme and see can they match them.

FIRST AND SECOND CLASSES – SOUND

Content Objective:

- **IDENTIFY AND DIFFERENTIATE BETWEEN HIGH AND LOW SOUNDS, LOUD AND SOFT SOUNDS**

Some suggested activities:

- Choose 5 musical instruments. Ask the children to play them and listen to the sounds they make. Sort them in order from the one that makes the loudest sound to the one that makes the softest sound.
- Make set of shakers. Try out your shakers.
- Children walk away from tape recorder until they can no longer hear it. Mark the spot. As they walk back towards the tape recorder what do they notice? Increase the volume and repeat. What do they notice?
- Fill three or four bottles with different amounts of water. Tap each one or blow across the top. Which makes the highest note? Which makes the lowest note? Why do you think this is?
- Underwater Recorder: cover all the holes on a recorder (instrument) with your fingers and blow gently into recorder. What do you notice? (You should hear a low-pitched note). Now blow into the recorder while pushing it into a jug of water. What happens to pitch of note? Blow into recorder as you pull it out of the water. How does the sound change?
- Music – divide class into groups of 4. Each group has 3 bottles. Identify Soh Mee Doh. Give the children a nursery rhyme e.g. Mary had a little lamb. Get them to try a play the bottle along with the nursery rhyme. 3 of the children have notes (Soh Mee or Doh), the 4th child is the conductor who notates the song with the initials of the other children. Each note is played when the conductor points to the child. The rest of the class have to guess from a displayed list which song they are playing.
- Each group has a box of materials. Predict which materials will make loud sounds and which will make soft sounds. Sort the materials and the test your ideas. Make sound boxes and see can the other groups guess what's in the box.

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Some suggested investigations:

- What can you do to change the loudness of the sounds your shaker can make?

Some suggested designing and making:

- shakers

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Content Objective:

- **EXPLORE WAYS OF MAKING DIFFERENT SOUNDS USING A VARIETY OF MATERIALS**

Tins, metals, bottles, paper

Some suggested activities:

- Fill three or four bottles with different amounts of water. Tap each one or blow across the top. Can you play a tune?
- Use different containers to make sounds, e.g. cardboard box, biscuit tin, lunch box etc.
- What sounds can be made by gently hitting objects in the classroom? Desk, books, bag, coat etc
- Make instruments that you pluck, shake and beat. (see below)

FIRST AND SECOND CLASSES – SOUND

Content Objective:

- **DESIGN AND MAKE A RANGE OF SIMPLE PERCUSSION INSTRUMENTS-**

Investigate how changes in materials, volume and beaters affect the sound produced

Some suggested activities:

- Make drums, shakers, tambourines, xylophone, castanet's and/or triangles and of different sizes and different materials.
- Test different fillings. Does the filling make a difference to the sound? (High/low; loud/soft)
- Does material the container is made from make a difference?

Some suggested investigations:

- Does the size of the container make a difference to the sound?
- Does the amount of filling make a difference to the sound?

Some suggested designing and making:

- Design and make percussion instruments