

# Music Maker Session plan/ideas

<https://primarylibrary.crestawards.org/all-star-challenges/61746949/28>

In this activity, children will test different objects to investigate how different sounds are made.

## Plan

1. Introduce the activity by reading out the story on the activity card and making the noises on each object as mentioned in the story (teapot, glass, mug).
2. Discuss what children think they'll be investigating based on the story.
3. Demonstrate high and low sounds using audio clips of different animals (e.g. <https://www.youtube.com/playlist?list=PLIFOcHqVLi91z3pTf5Wal9YSs2jdASng>). Children could fill out the worksheet as you go along.
4. Give out the glass bottles and ask children to tap gently with a pencil.
5. Fill half of the bottles with water, ask children to tap again, and compare with empty bottles.
6. Collect the bottles ASAP to avoid distractions.
7. Teacher demo: have ~5 bottles with increasing volumes of water from empty to full. Ask children to listen to each being tapped and identify whether it's a higher or lower sound.
8. Give out the lunchboxes with rubber bands and pipes of different sizes. Ask children to investigate the different sounds that they can make, and with any other objects they can find. They can write down the object and whether it made a high or low sound on the worksheet .
9. Discuss how sound is made through vibrations e.g. musical instruments.
10. Using the worksheet as a prompt, discuss occupations and other situations that might require the skills/knowledge they've developed e.g.
  - a. Audiologist ([www.healthcareers.nhs.uk/explore-roles/physiological-sciences/audiology](http://www.healthcareers.nhs.uk/explore-roles/physiological-sciences/audiology))
  - b. Music producer ([https://nustem.uk/careers\\_resource/music-producer/](https://nustem.uk/careers_resource/music-producer/))
11. Discuss related activities they could do (at home). Give out take-home sheets.
12. Give out stickers/stamps for their passport.

# Music Maker Session plan/ideas

<https://primarylibrary.crestawards.org/all-star-challenges/61746949/28>

## Tips and safety

- Remind children to tap the bottles gently. The noise can become extremely loud and potentially distressing for some.
- Remind children to be careful with glass.
- Have some tissue on hand to clear up spillages.
- It can be useful to discuss why holding objects, cracked containers, objects touching each other do not produce clear notes.
- Remind children to be careful with elastic bands and to not take them off the lunch boxes.

## Additional ideas/extension/home activities

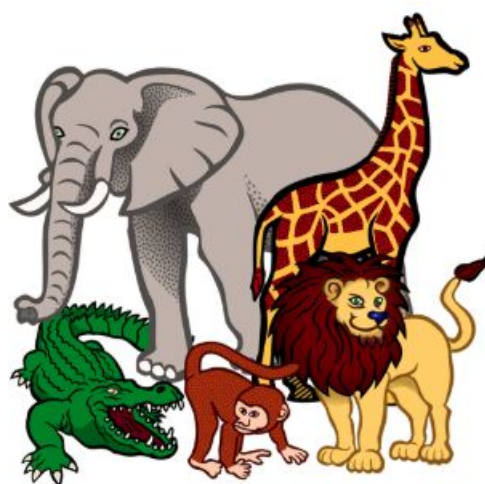
- Try making a tune with bottles filled with different volumes of water, or with different objects - twinkle twinkle little star is a good choice!
- Try blowing across bottles with different volumes of liquid in - best done at home for hygiene reasons.
- Find out if anyone in your family or if your friends play a musical instrument. Could they show you how it works and how they make different sounds?
- Watch this video to learn about your senses (including sound!) with Maddie Moate and Greg Foot: <https://www.youtube.com/watch?v=59WteJbrykY>
- Listen to these sounds and see if you can identify the 10 mystery sounds in the quiz at the end:  
<https://www.stem.org.uk/resources/elibrary/resource/32005/listening-sounds>

# Music Maker

Today we are thinking about **SOUND**

Write down examples of animals that make high sounds and low sounds

Animal	High or low sound?



# Music Maker

What did I test?	High or low sound?
Tapping an EMPTY bottle	
Tapping a FULL bottle	

What jobs do these people do?



Why do they need to know about HIGH and LOW sounds?