

SOUND

YEAR 3

SPRING 1



LESSON 2

How are different sounds produced?



Do Now – retrieval practice

1. What are sounds?

Sounds are _____ that spread through the air.

2. Put the steps for how we hear in the correct order.

First three steps:

	The outer ear funnels the sound into the middle ear
1	An object produces a sound
	The sound vibrations spread through the air

Now try the next three:

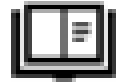
	Hearing receptors turn vibrations into signals
	Sound causes the eardrum to vibrate
	Signals get sent to the brain

From previous learning:

3. Match up the words below with the right definition:

Independent variable ... how it is affected	...the thing you observe to see
Dependent variable ... the same to make sure it is a fair test.	... the things you have to keep
Control variables...	... the thing that you change





Read the following passage about different sounds.

As we learned in the previous lesson, all sounds are made by making vibrations travel through the air. The vibrations that come from different objects are very different. Sometimes they sound high pitched like a mouse's squeak, or low like a cow's moo. Sometimes they are very quiet like a whisper or very loud like a car

horn. Every time there is any kind of sound however, there are vibrations in the air.

This means that, to create a sound, all we need to do is make the vibrations in the air. We can often do this by striking something (like a drum), plucking it (like a guitar) or blowing through it (like a flute).



Answer the questions using the text.

1. What is an example of a high pitched sound?

2. What are three ways to create a sound:

S _____

P _____

B _____



Watch your teacher's demonstration and add labels to the pictures below to describe how a sound is produced:

Striking a drum:



Plucking a guitar:



Blowing a flute:





How is the sound produced in each of these instruments? Tick the correct box.

Instrument	Sound is made by...		
	plucking	striking	blowing
Drum 			
Guitar 			
Flute 			

Harp



Saxophone



Xylophone





Watch your teacher's demonstration and build your own musical instrument.



Write a method for building your musical instrument.



Compare the sound your instrument makes with other members of the class. Do you notice a difference? Can you suggest a reason for that difference?



Can you design an experiment to test this prediction?

What would your variables be?

Dependent variable: _____

Independent variable: _____

Control variables: _____



Return to page 3 to complete the learning review.