

Teacher Tips Sound

Lesson 3- Seeing Sound



- Discuss the word “parts” when talking about alarm call. Students with a musical background may think “parts” = pitch
- When doing a demo for a way to represent the birdcall, don’t draw one for the students, just brainstorm ideas.
- Be sure to set-up the story of the “Speckled Bubblebird.”
 - The students really need to understand why you need to make a visual representation of sound, the story does a great job of providing the necessary context for the students.
- Have students use their hands and body to follow the pitch, and then volume.
 - For pitch, have students hold hands higher or lower as the pitch changes to higher or lower.
 - For volume, have students hold their hands as though they are clapping and make them smaller/wider as the volume increases/decreases. This helps the students visually differentiate between pitch and volume.
 - OR use hands to make different sized circles or wave patterns; stand and change your body – crouch, stand normally, stand on tip-toes. This can be an opportunity for students to develop their own ideas and teach it to the class.
- Be aware that there will be confusion between pitch and volume. Use the words “high and low” to describe changes in Pitch and “loud and soft” to describe the changes in volume.