Preparing to teach this sequence • Year 2 • Sound studio

**Year 2**

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# Science journals

Create a class science journal, either in hard-copy or digitally. You might:

* use/create a large scrap book or flip chart.
* use poster/butchers’ paper so learning can be displayed in sequence on the wall.
* create a digital journal using your platform/ technology of choice.
* any combination of the above.

Plan for students’ creation of an individual science journal, either in hard-copy or digitally. They might:

* use an exercise book, scrap book or flip chart to record their thinking and gather resource sheets together.
* use a folder to store and collate resource sheets, diagrams, photographs etc.
* use a digital folder to store work samples, images and videos.
* any combination of the above.

See [Using a science journal throughout inquiry](https://primaryconnections.org.au/resources-and-pedagogies/strategies/using-science-journal-throughout-inquiry) for more detailed information on the importance of science journals.

# General preparation

* Read through the teaching sequence.
* Note any adaptations you would like to make to suit your schools’ and students’ context.
* Prepare demonstration copies of Resource sheets as required.
* Read the information below to make further decisions relevant to the teaching of this sequence.

# Sound table

A sound table is covered in items, collected by the students and teachers, that make noise, or have the potential to make noise when a specific action is applied. Examples include musical instruments, leaves, paper, spoons, bubble wrap, bottles of rice/popcorn/buttons, cotton wool, bowls of pebbles etc.

The sound table is intriguing to many students and something they can all experience success contributing to. It also provides an opportunity for students to share their knowledge and experiences, reinforcing that we value them and their understandings.

Special items (such as instruments) may need to be returned to students—a collection of small boxes/tubs/trays can help to keep those items sorted and named while on the table.

As a class, ensure everyone knows which items they are allowed to touch. It may be simpler to only permit items onto the table that can be touched by everyone, to encourage free exploration.

# Recording students in conversation

Prepare a recording of the students from your school in a noisy environment- for example as they are eating their lunch. Include one or two students speaking or answering questions about something relevant to the context, for example about what's in their lunch box.

You might prefer to record students from another class or year group, to avoid any embarrassment students might feel when it is played back during the lesson.

In lesson one, students watch a television commercial set in a school environment, specifically as students eat lunch. By pre-recording an occasion where students are doing the same thing, they are able compare what things sound like in a real-life environment as compared to a carefully produced one, noting that background noise is present in real-life, and specific sound effects are not heard.

# Class noise meter

Decide if your students will be making a physical or virtual noise meter in the *Integrate* phase of [Lesson 3](https://primaryconnections.org.au/teaching-sequences/year-2/sound-studio/lesson-3-sounds-loud).

If students are making the virtual noise meter, print 1 x A3 colour copy of **Virtual class noise meter**.

# Selecting the prompt for the Act phase

Selecting an appropriate prompt which students can create sound effects for will depend on numerous factors, including student interest, local context and whether the students will share their ideas within the classroom or in the wider community. For example, an upcoming school concert, buddy activity or school assembly provides an opportunity for students to share their sound effect ideas with a larger audience and may lend itself to a particular theme or topic. Alternatively students might simply explore, design, test and share sound effects with their peers in their usual science class.

Some examples of prompts include:

### Role plays

* Puppet shows
* Skits
* Mimes
* Poetry or short story
* [Thunderstorm choir](https://www.youtube.com/watch?v=29qaN0M0o0s)
* Charades—in pairs students create a charade to perform to the class. One student performs the action while the other adds a sound effect. The remaining students attempt to guess what is happening.
* 20 Second Scene—all students work with a partner to design and act a short scene (20 seconds) containing movements and actions, not just dialogue. The performance is recorded using tablets/phones/video cameras. Recording each performance on a different device creates the opportunity to easily distribute scenes. Each pair is then allocated a scene to add sound effects to. Groups could be creating sound effects for all different scenes or all working on the same scene. Then, the filmed scene(s) is played as pairs have their turn performing their chosen sound effects.

### Advertisements

* [Specsavers airport](https://www.youtube.com/watch?v=fd9WXIrNUq8)(0:30)
* [Coca-Cola Happiness Factory](https://www.youtube.com/watch?v=1PKtnI_DLnM) (0:45)
* [Coca-Cola Masterpiece](https://www.youtube.com/watch?v=VGa1imApfdg) (1:52)
* [Cadbury Aliens](https://www.youtube.com/watch?v=ZNRSHr3b4uA) (0:40)
* [KitKat Dancing Babies](https://www.youtube.com/watch?v=xTpv9lc_qMw) (0:45)
* [Apple iPad Pro Crushing](https://www.youtube.com/watch?v=ntjkwIXWtrc) (1:08)
* [Pepsi advertisement](https://www.youtube.com/watch?v=7oBZ8sBjdyQ) (0:30)

### Movie scenes or trailers

* [Puffin Rock](https://www.youtube.com/watch?v=jtpFrhNDUx0) (1:40)
* [Inside Out Guess the feelings](https://www.youtube.com/watch?v=dOkyKyVFnSs) (3:16)
* [Moanna-How Far I’ll Go](https://www.youtube.com/watch?v=cPAbx5kgCJo) (2:35) add sounds over top of music
* [Moanna trailer](https://www.youtube.com/watch?v=LKFuXETZUsI) (2:34)
* [Sing- pig inventions](https://www.youtube.com/watch?v=kVMmcpSdvJk) (2:56) mute at 1:17 and add sound effects

### Cross-curricula

* [Transport in Australia](https://www.youtube.com/watch?v=U95J92eIw8w)

# Gather the resources for the sequence

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | Lesson in which this resource is required | | | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** |
| Class science journal (digital or hard-copy) | X | X | X | X | X | X | X |
| Individual science journal (digital or hard-copy) *per student* | X | X | X | X | X | X | X |
| Materials to create a word wall | X | X | X | X | X | X | X |
| Optional: large piece of fabric approximately 2m x 1m, or something that can be used to screen partners from the rest of the class | X |  |  |  |  |  |  |
| An audio recording of students from your school in a noisy environment—see the [*Preparing for this sequence* tab on the Sequence overview page](https://primaryconnections.org.au/teaching-sequences/year-2/sound-studio?tabIndex=3#toc-recording-students-in-conversation) for more information | X | X | X | X | X | X | X |
| Equipment to enable the viewing of online resources including images, videos and websites | X |  |  |  |  |  |  |
| Optional: A sound recording device *per group* | X |  |  |  |  |  |  |
| Readily available classroom or schoolyard items that can be used to make sounds such as textas, paper, leaves, twigs, ball, zips, etc. | X |  |  |  |  |  |  |
| An item to demonstrate sound as a vibration, for example a guitar/ukelele, a ruler, a xylophone/glockenspiel, or an elastic band |  | X |  |  |  |  |  |
| 1 x inflated balloon *per group*  NOTE: Take care of students with allergies to rubber |  | X |  |  |  |  |  |
| 1 x wire coat hanger *per group* |  | X |  |  |  |  |  |
| 2 x 60cm lengths of string, with a loop tied in one end, large enough to fit over students’ ears *per group*  NOTE: These strings will be attached to the coat hanger. See the [material list in lesson 2](https://primaryconnections.org.au/teaching-sequences/year-2/sound-studio/lesson-2-vibrations-my-ears?utm_source=docx&utm_medium=lesson2&utm_campaign=SS) for more detail. |  | X |  |  |  |  |  |
| 1 x 'striker' or ‘tapper’ *per group*  Use something firm and long enough for students to hold, whilst still having a good length of the item protruding from their hands. For example a pen, pencil or texta, ruler, paintbrush, popstick, metal/plastic spoon, chopstick, rubber mallet etc. |  | X | X |  | X |  |  |
| Optional: 2 x plastic/paper cups with a hole punched in the base |  | X |  |  |  |  |  |
| ‘Sound stations’ containing everyday items/materials that can be used to make different sounds. For example:   * metal station containing spoons, forks, baking trays, pots, pans, foil, metal musical instruments etc. * plastic station containing cup, rulers, plastic toys, tubs and containers, plastic musical instruments etc. * wood station containing blocks, sticks, boxes, wooden musical instruments etc. * fabric station containing different fabrics and items made of fabric etc. * paper station containing paper, cardboards, boxes, crepe paper, newspaper, tissue paper etc. |  |  | X |  |  |  |  |
| Sticky notes |  |  | X |  |  |  |  |
| Blu tack |  |  | X |  | X (optional) |  |  |
| Various noise making items  Note: This is only required if you choose to make a physical noise meter. See [lesson 3](https://primaryconnections.org.au/teaching-sequences/year-2/sound-studio/lesson-3-sounds-loud?utm_source=docx&utm_medium=lesson3&utm_campaign=SS) for more details. |  |  | X |  |  |  |  |
| 1 x story book |  |  |  | X |  |  |  |
| Optional: Sound source such as tapping sticks, bell, speaker, popping bubble wrap |  |  |  | X |  |  |  |
| 1 x balloon |  |  |  | X |  |  |  |
| 1 x hex nut |  |  |  | X |  |  |  |
| Optional: Xylophone or glockenspiel |  |  |  | X |  |  |  |
| 2 x elastic bands *per group*  These should be of the same thickness and (if possible) the same colour, but different lengths (so that one can be stretched further than the other) |  |  |  | X | X |  |  |
| 1 x ruler *per group*—wooden, plastic or metal. Plastic rulers should be of the non-flexible kind. Each group might have a different type of ruler to enable discussion about the different tones made by different materials. |  |  |  |  | X |  |  |
| 1 x small empty box *per group* (tissue box, muesli bar/snack box, small packaging box). Alternatively any rectangular prism, such as a book or pack of cards, will suffice as long as an elastic band can fit around it. |  |  |  |  | X |  |  |
| 2 x textas/pencils *per group* |  |  |  |  | X |  |  |
| Optional: Sticky/masking tape |  |  |  |  | X |  |  |
| 1 x device that can be set to make a sound after a delay *per group*  For example, a kitchen timer, iPad timer etc. |  |  |  |  |  | X |  |
| 1 x container large enough for the above device to sit in *per group* |  |  |  |  |  | X |  |
| 3 x ‘muffling’ materials, enough to fill the container *per group*  for example:   * fabrics such as towels, clothes, blankets, felt etc. * paper products such as paper, newspaper, magazines, paper towels etc. * foam—including polyurethane and styrofoam. * plastic materials such as bubble wrap, soft plastic, etc. * assorted classroom materials, which might include maths equipment. |  |  |  |  |  | X |  |
| Optional: To measure the volume of sounds accurately, groups might use a:   * web-based decibel meter such as this [sound meter](https://www.checkhearing.org/soundmeter.php), the [Applause Meter](https://classroomscreen.com/templates/applause-meter) * decibel measuring app downloaded onto a smart device * digital sound level meter |  |  |  |  |  | X |  |
| Various everyday items to use to make sound effects, including those on the sound table and items that have been investigated throughout the sequence |  |  |  |  |  |  | X |
| Student resource sheets **Demonstration copies** for whole class discussion and representation, and **individual copies for each student/group** are typically required for each resource sheet in this sequence. Instances where **demonstration** or **individual** copies ONLY are required are noted in the list below, as well as any resource sheets that are **optional**.  Teachers are best placed to make decisions about any modifications resource sheet may require to best suit the needs of their students. | | | | | | | |
| Sound makers Resource sheet |  |  | X |  |  |  |  |
| **Optional:** Virtual class noise meter Resource sheet **Demonstration only**  Note: This is only required if you choose to make a virtual noise meter. See [lesson 3](https://primaryconnections.org.au/teaching-sequences/year-2/sound-studio/lesson-3-sounds-loud?utm_source=docx&utm_medium=lesson3&utm_campaign=SS) for more details. |  |  | X |  |  |  |  |
| Playing the band Resource sheet |  |  |  | X |  |  |  |
| **Optional:** Sample box guitar Resource sheet **Demonstration only** |  |  |  |  | X |  |  |
| Box guitar Resource sheet |  |  |  |  | X |  |  |
| Variables grid Resource sheet **Demonstration only** |  |  |  |  |  | X |  |
| Muffled sounds investigation planner Resource sheet |  |  |  |  |  | X |  |
| Sound effects storyboard Resource sheet |  |  |  |  |  |  | X |