

# **Community in the Classroom Presentation Plan**

**Lesson Name:** Making the Band

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**Grade Level** 2<sup>nd</sup> **Standards Connection(s):** Sound is vibration- describe w/pitch and volume

## **Abstract:**

*Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!*

## **Vocabulary/Definitions:**

Vibrate: to move quickly back and forth (scientists say oscillate). Sounds occur because the air or some other material is vibrating.

Pitch: the degree of a sound or tone. Ex. low (lion) vs. high (humming bird)

Frequency: how fast a material vibrates

Volume: the intensity of a sound. Ex. loud vs soft

## **Materials:**

*What you'll bring with you*

- Materials for crafts and stations (details about crafts materials on attached handouts)...
- Musical instruments
- Handout

*What students should have ready*

- Pencils

## **Classroom Set-up:**

- Empty space large enough for classroom to sit in a circle or gather around
- 3 stations (enough space to hold 1/3 of the class)
- Set up / Clean up Time: 5 mins each

## **Classroom Visit**

### **1. Personal Introduction:**

**3 Minutes**

*Who are you? What do you want to share with students and why? How will you connect this with students' interests?*

We will introduce ourselves briefly and try to give a relatable example of what we study.

### **2. Topic Introduction:**

**10 Minutes**

*Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?*

- Start with story and play instruments during story (< 5 mins)
- See what students know about sound and music
- Emphasize key vocabulary: pitch, volume, frequency
  - We will relate the definitions to animals like lions vs. bumblebees and perhaps bring in a tuning fork if we can find one so that they can see it vibrate
- Share instruments, show vibrations on a drum head

### **3. Learning Experience(s):**

**30 Minutes**

Students will rotate through three stations to experiment with percussion, wind, and stringed instruments and explore what's vibrating, and explore how sounds are created by different kinds of vibrations.

*Note: Specific instructions for music crafts are attached to use as take-home hand-outs!*



- *Drumming (Amadu)*
  - a. Ask questions such as *what sound is*.
  - b. different materials/sizes produce different pitch/volume – compare homemade versus real drums and experiment
  - c. figure out pitch and volume relative to three homemade drums
- *Wind (Celeste)*
  - a. What's vibrating when you blow? What's vibrating when you hit with a pencil?
  - b. Experiments: bottles with different levels of water, straw oboe
- *Strings (Tim)*
  - a. Show how sound can travel through string → plastic cup phone (loose string and tight string)
  - b. Relate to guitar and show them a homemade guitar with different size strings/rubber bands

### **3. Wrap-up: Sharing Experiences and Building Connections 5 Minutes**

*Putting the pieces together – how will students share learning, interpret experience, build vocabulary?*

- Have students recap what we learned- pitch, volume, frequency etc.

### **4. Close:**

**3 Minutes**

*How can kids learn more? Thanks and good-bye! Clean-up.*

- Take-home handout – recipes for instruments kids can make

**TOTAL 50 – 60 Minutes**

## **Follow-up – After Presentation**

Suggest students write a letter explaining “How we learned about \_\_\_\_\_?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.

- Take-home handout – recipes for instruments kids can make

