

**Lesson Topic:**

Good Vibrations – Music That Resonates!

Grade Level

3 4 5

Subject

music

Curricular Expectations: Students will:

- Demonstrate a basic understanding of music
- Identify ways in which music is a part of their daily life
- Identify examples of beat in their environment and in music

Summary of Activity:

To understand music, children need to understand how music works. In this lesson, children will use the dictionary to find and write out the definition of the words 'vibration' and 'sound'. The students will name 10 things in their natural environment (house/school/car) that give off vibrations/sounds.

General Time Line:

- 5 minutes for the introduction to the activity and for handing out dictionaries to each student
- 10 minutes to write out the definitions
- 5 minutes to discuss vibrations in the environment
- 10 minutes to work on the handout - students will identify vibrations in their surroundings

**Strategies and Procedures:**

Use the Mystic Drumz performance as a starting point for your conversation about the many different vibrations in the world. Walk around the classroom and point out objects that vibrate. Make sure to clearly explain the definition of the words "vibration" and "sound" and how they are related. Take questions about the different types of vibrations found all around us. Have the student handout ready for the class.

Modifications:

1. Reinforcement Group: Have these students work in pairs. Each pair is responsible for one of the two definitions and just 5 vibrating sounds. Have the students draw pictures of things that vibrate.

2. Consolidation Group: Give these students more time on the assignment.
3. Enrichment Group: Have these students find more definitions of musical terms and more sounds that vibrate.

Closure:

Talk about the smallest and finest vibration - the vibrating of atoms that are inside of all of us.

Possible Extensions:

Students could also be asked to define other words relating to music using their dictionaries (e.g. pitch, tone, resonance, dynamics).

Materials:

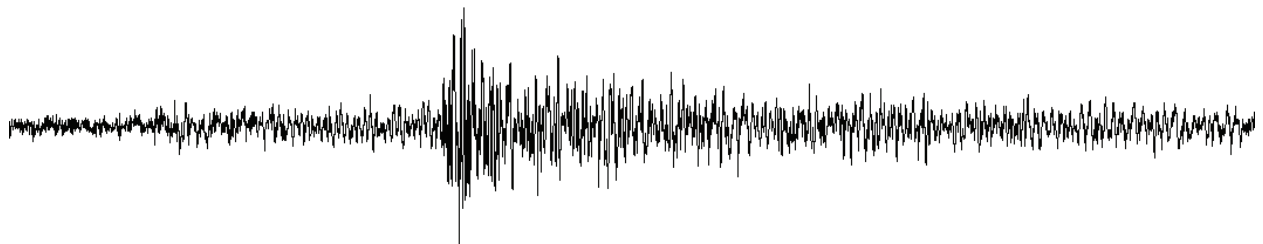
Handouts

Ongoing Observations:

- Were the children able to find the information?
- Did the children enjoy the activity?
- Did the children pick a wide variety of vibrating sounds?

Evaluation:

- Participation in activity
- Marking the finished activity sheet





Name: _____ Date: _____

Using the dictionary, write out the definition of the word "Vibration" below:

Name 10 things in your environment that give off vibrations and sounds:

1	_____	6	_____
2	_____	7	_____
3	_____	8	_____
4	_____	9	_____
5	_____	10	_____

