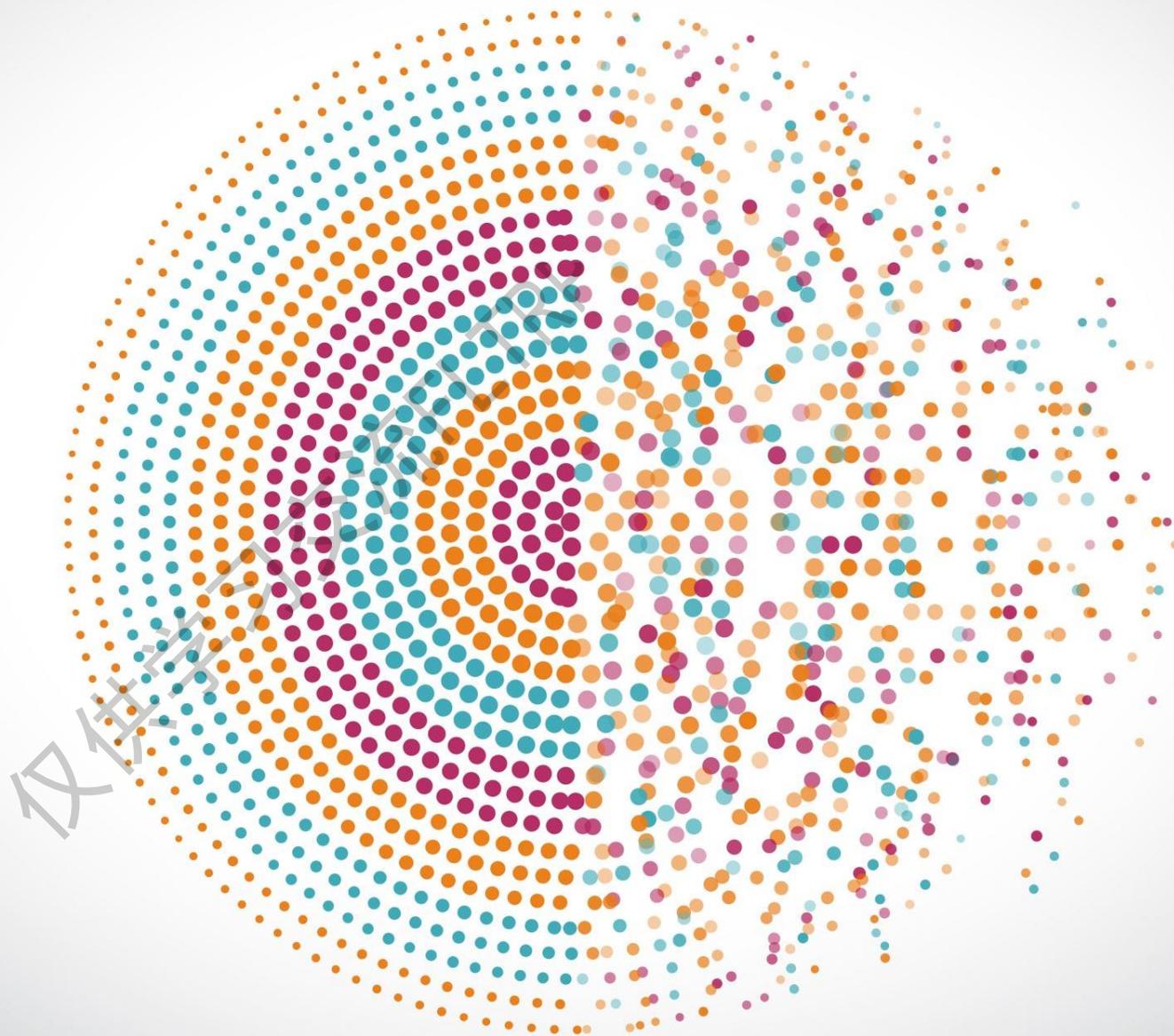


Vibration and Sound

无锡市梁溪区英禾双语学校

王宁炜





**K: What do you
know about
sound?**

Guess what musical instrument has this sound?

Use your finger to show the answer



**GUESS THE
SOUND**



Instrument Sound

Let's enjoy a poem.

Can you hear different **sounds**?

Do they travel all **around**?

Some are high, some are **low**.

What makes sound? Do you **know**?



rhyming
words



W: What do you
want to know
about sound?

1. What makes sound?

Pre-activity: Can you make sound?
Try inside the group.



1. What makes sound?

Activity 1

Touch your throat with your finger. Sing a song. What can you feel?

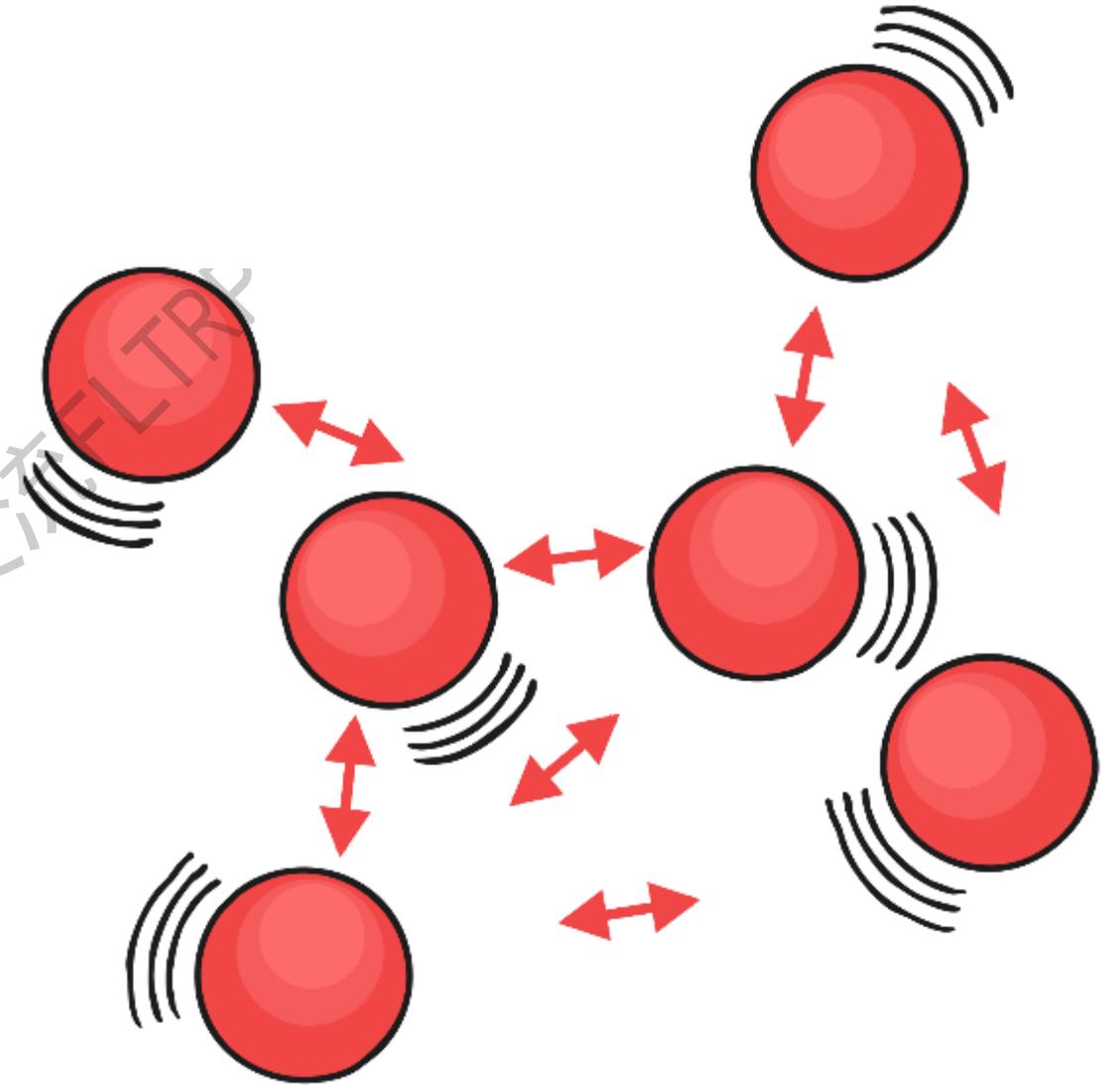
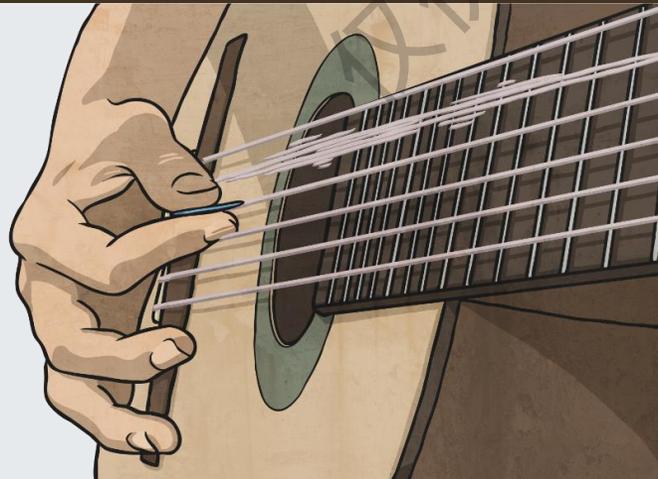


vibration

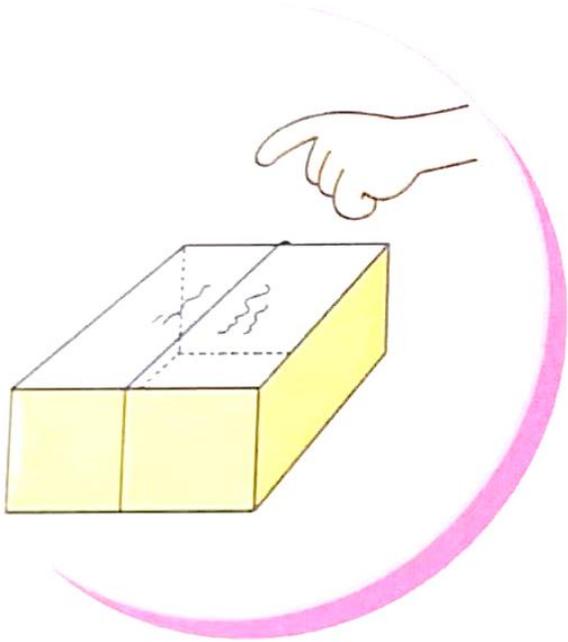
(vi • bra • tion)

shaking quickly

back and forth



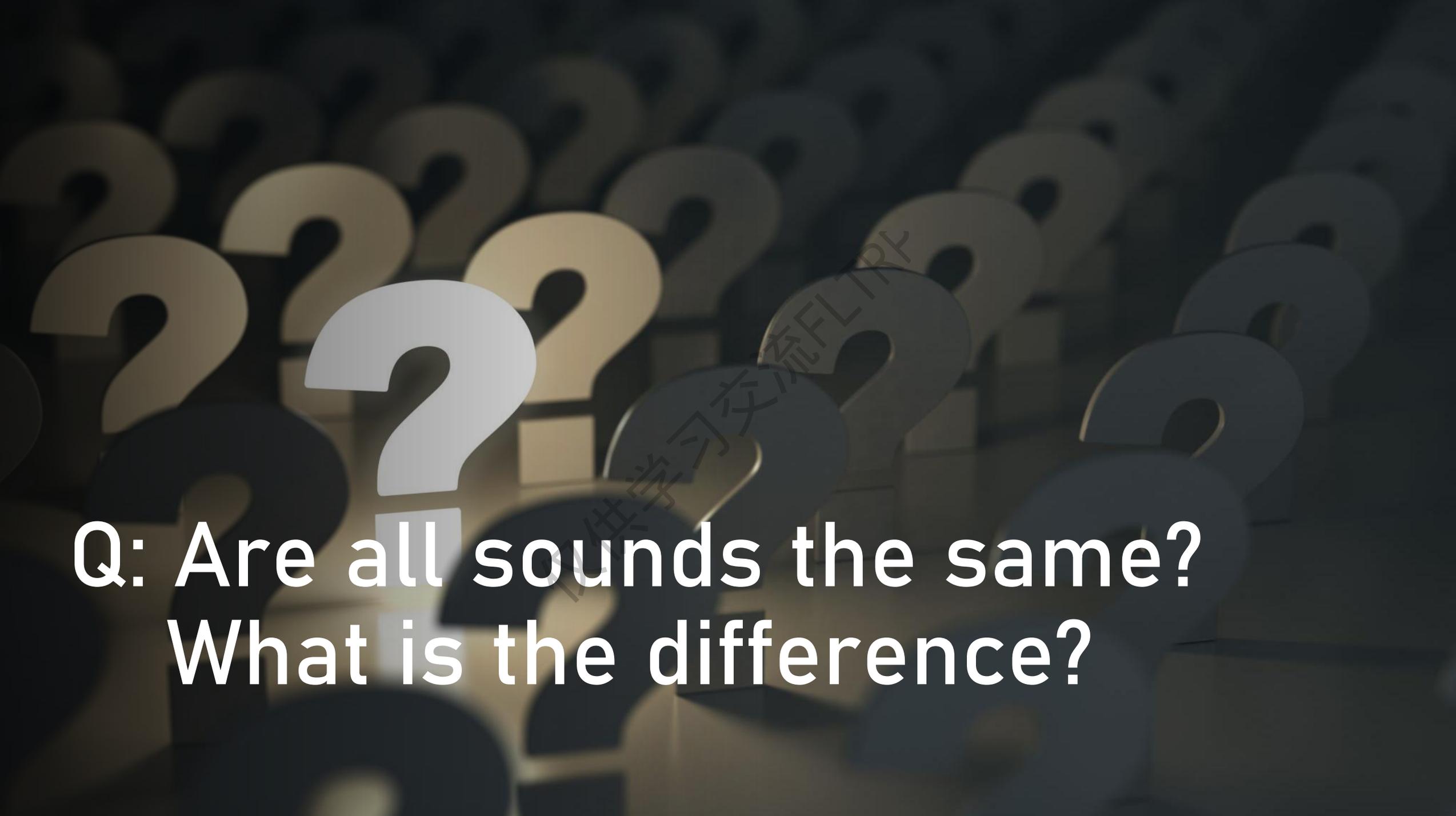
Observe these vibrations.
Can you see the vibrations?



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How our
eardrums
work!



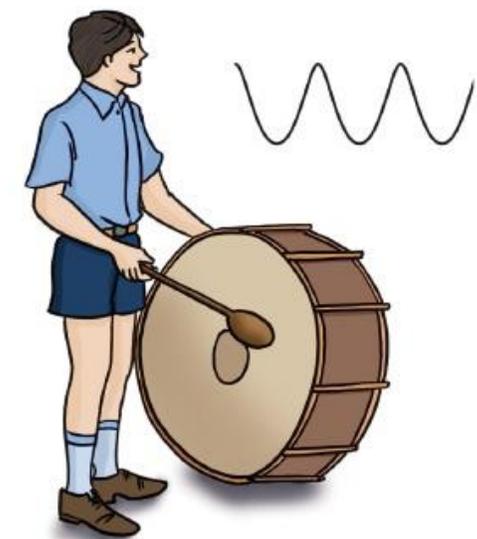


Q: Are all sounds the same?
What is the difference?

Some are *high*,
some are *low*.



The high or low sound is called ---
pitch.



Listen and decide which sound
has high pitch or low pitch.
Thumb up to show high pitch.
Thumb down to show low pitch.



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2. Why is the sound high or low?



1. Put some water into the glass. Tap it.
2. Put more water into another glass. Tap it.
3. Do they sound the same? What do you find out?

2.1 Why is the sound high or low?



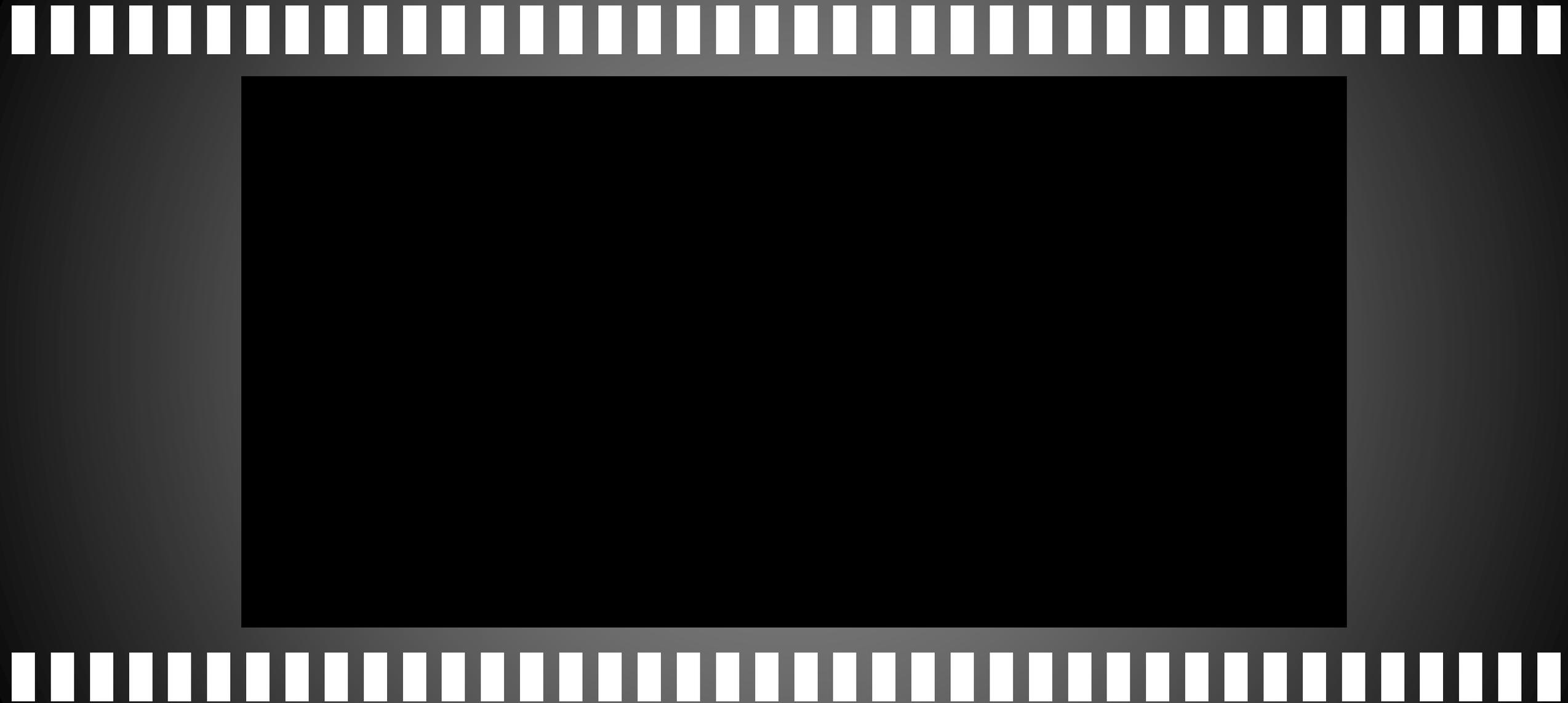
1. The glass with **less** water **high** pitch.
2. The glass with **more** water has pitch.

2.2 How can we make use of the low or high pitch?



1. Can you make a music scale by using the glasses and a spoon?
2. Can you make a simple song by using the glasses and a spoon?

What song can you make?



3. Vibration and pitch

Activity 3

Pluck a ruler to make a sound. Then pluck a longer length of the ruler. What can you find out? Tick (✓).

		
Vibration	<input checked="" type="checkbox"/> Fast <input type="checkbox"/> Slow	<input type="checkbox"/> Fast <input checked="" type="checkbox"/> Slow
Pitch of sound	<input checked="" type="checkbox"/> High <input type="checkbox"/> Low	<input type="checkbox"/> High <input checked="" type="checkbox"/> Low

Attention:

1. Use the same ruler to test.
2. Use the similar strength to pluck the ruler twice.

3. Vibration and pitch

Activity 3

Pluck a ruler to make a sound. Then pluck a longer length of the ruler. What can you find out? Tick (✓).

		
Vibration	<input checked="" type="checkbox"/> Fast <input type="checkbox"/> Slow	<input type="checkbox"/> Fast <input checked="" type="checkbox"/> Slow
Pitch of sound	<input checked="" type="checkbox"/> High <input type="checkbox"/> Low	<input type="checkbox"/> High <input checked="" type="checkbox"/> Low

Conclusion:

Fast vibration makes the **high pitch**.

Slow vibration makes the **low pitch**.

Sound and Music



Can you make a mini band by clapping hands? 拍拍小乐队



Let's make some fun with our band! 拍个节奏，嗨起来!

A close-up photograph of a DJ's hands on a turntable. The DJ is wearing large, over-ear headphones with a white headband and blue earcups. The turntable is illuminated with vibrant purple and blue light. The DJ's hands are positioned on the turntable's platter and tonearm. The background is dark and out of focus, showing other DJ equipment and lights.

Try inside your
groups and share
your music next
period!



L: What have
you learned
today?



Now I Know ...

Sounds come from vibrations.

Sounds can have high pitch or low pitch.
The glass with **more** water has **low** pitch.

Fast vibrations have **high** pitch.

Slow vibrations have **low** pitch.





How I Know ...

- I made sounds.
- I compared sounds.
- I did experiments.

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Why does
it seem to
be quieter
in snowy
days?



What if your mini band went underwater?

What if your mini band went to the space?

Would you be able to hear the same sound? Why?

NextLesson



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