



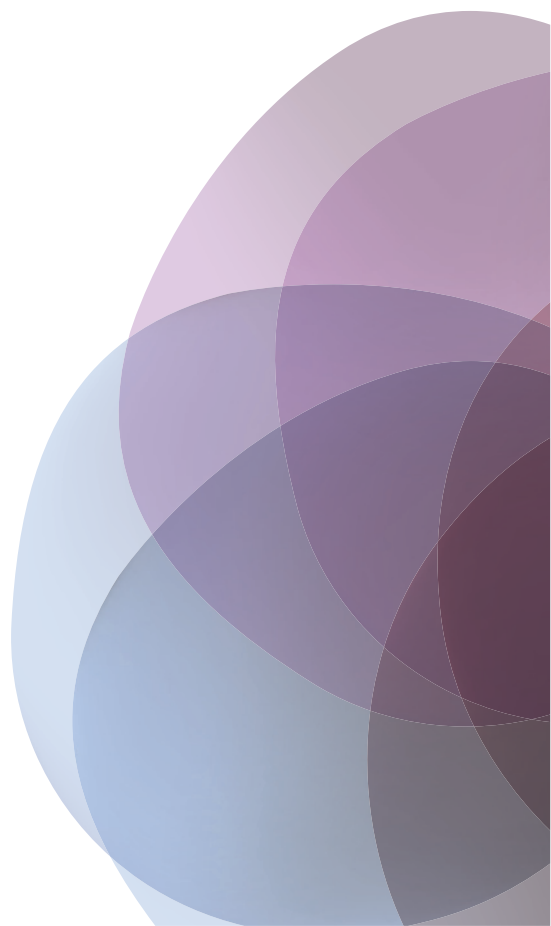
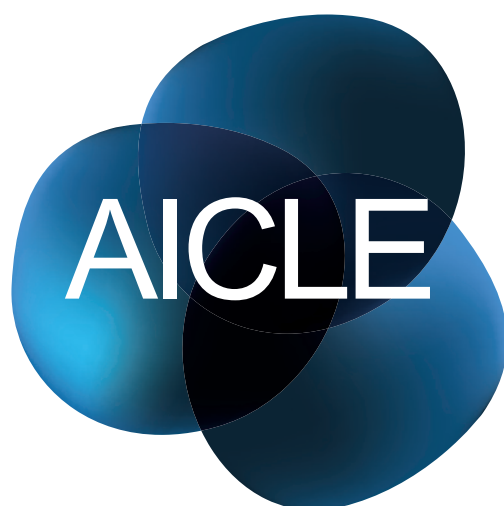
Educación Artística

Primaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Sound and music
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.3
IDIOMA	Inglés
ÁREA / MATERIA	Música-inglés
NÚCLEO TEMÁTICO	Cualidades del sonido y elementos de la música
GUIÓN TEMÁTICO	Las cualidades del sonido y los dos principales elementos de la música.
FORMATO	Documento PDF
CORRESPONDENCIA CURRICULAR	5º y 6º de Educación Primaria
AUTORÍA	Carmen Maldonado
TEMPORALIZACIÓN APROXIMADA	7 ú 8 sesiones.
COMPETENCIAS BÁSICAS	<p>Cultural y artística</p> <ul style="list-style-type: none"> - Conocer las cualidades del sonido - Reconocer los principales elementos de la música y la notación musical - Apreciar y reconocer los elementos que hacen posible la música y el sonido - Disfrutar con los sonidos y los efectos sonoros <p>Tratamiento de la información y competencia digital</p> <ul style="list-style-type: none"> - Buscar información sobre sonidos - Escuchar sonidos de diferentes fuentes - Realizar presentaciones sobre un tema requerido <p>Comunicación lingüística</p> <ul style="list-style-type: none"> - Conocer, adquirir, ampliar y aplicar el vocabulario del tema - Ejercitar una lectura comprensiva de textos relacionados con el tema de la unidad - Expresar oralmente opiniones sobre sonidos y cualidades de la música - Elaborar escritos <p>Aprender a aprender</p> <ul style="list-style-type: none"> - Interpretar la información sobre sonidos y elementos musicales - Organizar información en esquemas y mapas mentales <p>Autonomía e iniciativa personal y competencia emocional</p> <ul style="list-style-type: none"> - Ser capaces de expresar opiniones sobre la contaminación acústica
OBSERVACIONES	- Las imágenes utilizadas en la unidad están bajo la licencia "Creative commons" o bajo la licencia de documentación libre GNU. Algunas de ellas han sido modificadas. Otras han sido creadas por autora para esta unidad

Tabla de programación AICLE

OBJETIVO DE ETAPA	Comunicarse a través de medios de expresión verbal, corporal, visual, plástica, musical y matemática, desarrollando el razonamiento lógico, verbal y matemático, así como la sensibilidad estética, la creatividad y la capacidad para disfrutar las obras de arte y las manifestaciones artísticas.		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Identificación de los elementos del sonido - Reconocimiento de los elementos básicos de los sonidos y de la música 		
TEMA	La música y el sonido <ul style="list-style-type: none"> - Las cualidades del sonido - Los dos principales elementos de la música: el ritmo y la melodía - La notación musical 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Explicar diferencias entre distintos sonidos - Organizar información sobre cualidades de los sonidos - Describir los diferentes sonidos - Describir el proceso para producirse un sonido - Contrastar opiniones - Analizar los elementos de la música - Identificar las características de los elementos musicales - Identificar elementos de la escritura musical y sus funciones - Identificar palabras por su definición 		
TAREAS	<ul style="list-style-type: none"> - Realización de tablas clasificatorias y mapas mentales - Clasificación alturas, intensidades de sonidos - Elaboración de textos con palabras de ayuda - Organización de información en tablas - Exposición oral de un trabajo escrito previo - Construcción de instrumentos sonoros 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Mostrar acuerdo y desacuerdo - Preguntar sobre respuestas correctas o incorrectas - Preguntar sobre títulos de canciones 	ESTRUCTURAS: <ul style="list-style-type: none"> let us know.. is made of is formed depend on bump into is called is written I like/don't like to hear Is caused by 	LÉXICO: <ul style="list-style-type: none"> Vibration , waves, pattern, through, frequency, pitch, soft, loud, low, high, stave, hum, tap, persistence, blare, thunderous, hazardous Music notation term
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Complementación de un mapa mental sobre cualidades del sonido y elementos de la música 		

Sound and Music

1. What is music?



1. Look at the pictures.

He is playing a snare drum.



The choir is performing a concert.



A bird is singing.



They are playing string instruments



They are making music. Answer

I agree

I disagree

Check what you know about music.	Agree	Disagree
Pleasant sounds are music		
Music has intensity.		
Music is an art form that combines harmonic sounds with silence		
Music makes people feel emotions		
Noises are music too.		
Music can be made by people or using things.		
Animals can make music.		
Music can be written.		
Any sound that you can hear is music.		

The most important part of music is sound. Without sound, we can't make music at all.

Sounds are all around us, but what is sound?

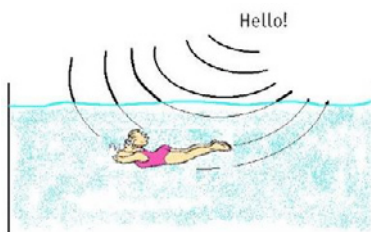


Sound is a type of energy that is produced when something is in **motion**. This produces a **vibration**. When an object vibrates, it causes movement in air particles. These particles bump into the particles that are close to them, which make them vibrate as well, causing them to bump into more air particles. These movements are called sound **waves**. They can travel through air, liquids and solids. If your ear is within range of the vibrations, you hear the **sound**.



There are sounds that humans cannot hear. Actually, they are not sounds because human beings do not hear them. They are called infra-sounds and ultrasounds. They can be heard by other creatures.

Sound can travel under the water.



Sound can travel under the water. It moves four times faster through water than through the air. It can travel such long distances that whales can hear each other when they are nearly a hundred miles apart.

There is no sound on the moon



Sound waves need a medium to travel through. Sound can travel through air because air is made of molecules. These molecules carry the sound waves by bumping into each other, like dominos knocking each other over. Sound can travel through anything made of molecules, even water! There is no sound in space because there are no molecules there to transmit the sound waves.

The speed of sound

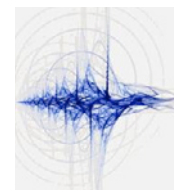


The speed of sound depends on the medium through which the waves are passing.

Sound travels through air at 340 meters per second. Some aircrafts fly faster than sound. In the picture, a plane is breaking the sound barrier.

2. Put the phrases in the correct order.

The air particles vibrate. An object is in motion. Your ears can hear the sound. The sound waves travel through the air.



True or False

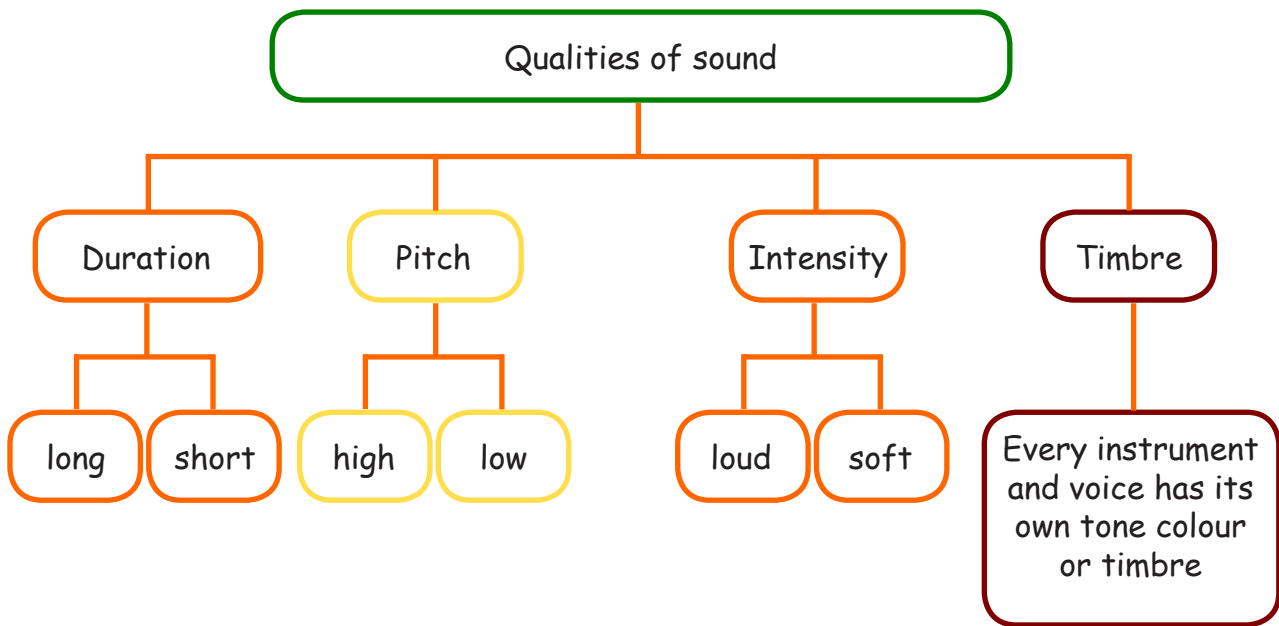


- Some marine mammals can communicate with sounds.
- The speed of the sound is faster than any craft.
- Human beings can hear as much as any animal.
- Space is quiet.
- Sounds can be heard by human ears.
- Sound can't be transmitted through the air.



2. Qualities of sound.

Sound has four elements or qualities.
They are duration, pitch, intensity and timbre.

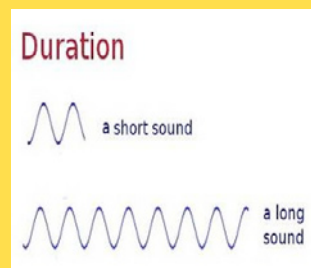


Duration

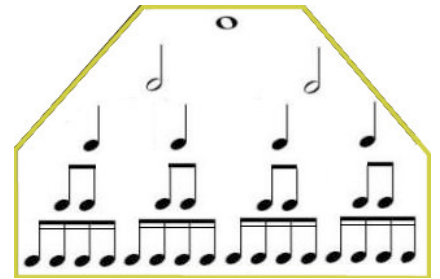


Duration is one of the four qualities of the sound. This quality lets us know how long or short a sound is. The duration depends on the persistence of the waves through time. A triangle makes a long sound and a woodblock makes a short sound.

In music scores we have a group of symbols called notes and rests, which indicate the length of the sound of each note and the length of each pause or rest. Remember a rest is an interval of silence in a piece of music.



American-English Name symbols	English name symbols	Notes symbols	Rest symbols	Duration
Whole note	Semibreve			Four beats
Half note	Minim			Two beats
Quarter note	Crotchet			One beat
Eighth note	Quaver			Half beat
Sixteenth note	Semiquaver			A quarter beat



The note pyramid is very useful. We can see at a glance the values of different notes.

3. Write the sentences in the correct box.

A man is tapping with a hammer. A horse is galloping. The wind is blowing. An ambulance siren is sounding. An alarm is beeping. A plane is taking off.

Short sound	Long sound

4. Play: Practise playing your recorder using these patterns to make long or short sounds.

1. short short long long
2. short long short long
3. long long short short

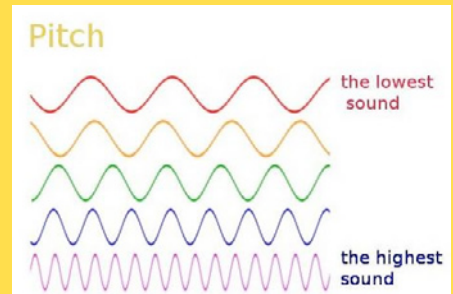
Create your own pattern.



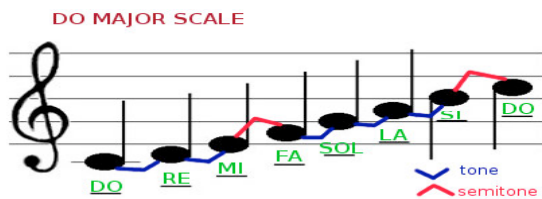
Pitch or height



Pitch is the quality of sound that lets us distinguish between high and low sounds. It depends on the frequency (number of vibrations per second) of the sound wave. When the vibrations are fast, you hear a high note. When the vibrations are slow, it creates a low note. The sound waves in the diagram show the different frequencies from high to low sounds.



Musically, the pitch is the position of a tone in the musical scale. The scale is a succession of seven notes ordered according to a pattern of tones and semitones. The most common scale is "Do Major". Its succession of tones and semitones is: TTS TTTS.



Perfect pitch is the ability to name any note heard, or to sing any note asked for. It is learned at a very young age through exposure to a well-tuned instrument. A person who has perfect pitch does not necessarily have any other musical ability. Perfect pitch is not particularly rare and many musicians have it.

Compare high or low pitch sounds.



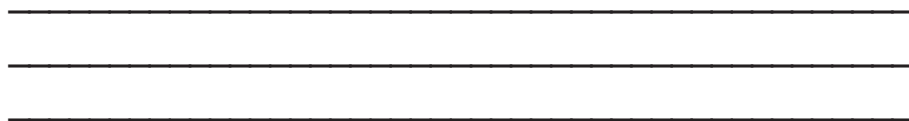
A policeman whistles in the street. A player is playing the bass guitar. A cow is mooing in the meadow. A cellist is playing in a concert. A phone is ringing. A ball is bouncing.

High sounds	Low sounds

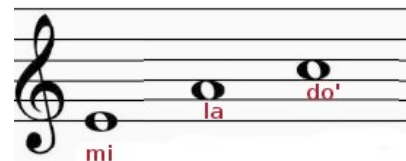
5. Write: Make phrases comparing the three notes in the staff using the expressions "lower than" or "higher than".



The note mi is lower than the note do.



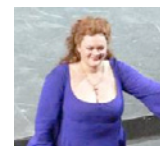
Compare the three notes in the staff.



6. Match: Use your computer; look for information about pitch ranges of human voice.

Bass
Tenor
Soprano
Alto

a high woman's voice
a low man's voice
a low woman's voice
a high man's voice



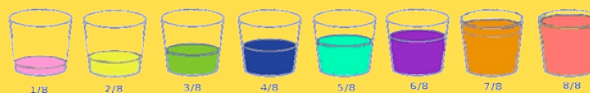
Violeta Urmana, soprano and Luciano Pavarotti, tenor.



Experiment: Make your own WATER CHIMES to play different pitches.

Water Chimes

Materials: glasses, teaspoons, water



Instructions:



Line up eight glasses of about the same size and shape. Fill the first glass about 1/8th full of water for the high note, the second glass should be 2/8ths full, the third glass should be 3/8ths full for the next note, and so on. Each glass should sound like a note on the music scale (do, re, mi, fa, sol, la, ti, do). Use a metal teaspoon to gently tap out the scale and any other melodies you know. Add a bit of food colouring to help you identify which glass is which sound.

7. Talk: with your partner about **HIGH** and **LOW** sounds



flute/playing
wind/blowing
animal/squeaking
engine/roaring

Whispering makes a low sound.



Broken glass makes a high sound.

Intensity

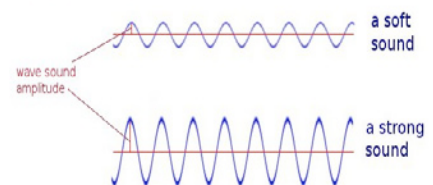


Intensity or volume is the quality of sound that lets us distinguish between soft or loud. It depends on the amplitude of the sound vibrations. The greater the vibration, the greater its amplitude will be and louder the sound.

In music, intensity is represented by dynamic markings. Dynamic is the gradation of soft and loud notes. These symbols were created by composers in eighteenth century, in order to produce more interesting and expressive music.

Dynamic markings are written using Italian words.

Intensity



Abreviation	...stands for	meaning
pp	pianissimo	very soft
P	piano	soft
mp	mezzopiano	half soft
mf	mezzoforte	half loud
f	forte	loud
ff	fortissimo	very loud

8. Classify intensities: Write the words in the correct bubble.

thunder, wind, rain, a squeak, a whisper, a whistle, tapping, applause, a snap, a generator, a violin, a siren.

loud
sounds

quiet
sounds

Acoustic Pollution



Sound is what we hear. Noise is unwanted sound. The difference between sound and noise depends on the listener and the circumstances. Rock music can be a pleasant sound to one person and an annoying noise to another. In either case, it can be hazardous to health if the sound is too loud or you are exposed to it for too long.

Traffic on the road, low-flying aircraft, dogs barking, lawn mowers, and music blaring are some of the noises that pollute our cities. This is called acoustic or noise pollution.

Many people today recognise noise pollution as a major environmental problem; it can cause hearing problems, stress, poor concentration, communication difficulties, fatigue from lack of sleep and a loss of psychological well-being. We should reduce the noise pollution in order to protect our health and well-being.

9. Talk to your partner about what sounds you like and what sounds you don't like.



I don't like to hear noisy machines because they are annoying.



I like to hear the sound of waves because it's relaxing.

Noises and Sounds

Words used to describe sounds

stream, thunder, chatting, truck-engine, dolphins, orchestra, drilling, waves, singing, bird, lion, raindrops, big, drum, violin, echo

sweet, amazing, noisy, annoying, relaxing, frightened, thunderous, scary, hazardous, pleasant, nice, enchanted, beautiful, shrill, funny

Timbre or tone color



Each instrument has its own colour and produces its own mood or emotion. Timbre or musical color lets us distinguish one voice or instrument from another. If a flute plays a note, and then an oboe plays the same note, for the same length of time, at the same volume, you can easily distinguish between the two sounds because a flute sounds different from an oboe. This difference is in the timbre of the sounds. Timbre is caused by the fact that each note from a musical instrument is a complex wave containing more than one frequency.



Sound wave of note la emitted from a clarinet

10. Put these words in order to make phrases

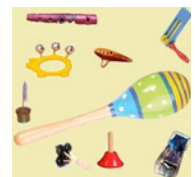
tone its color Every has own instrument timbre or

timbre violins Two different have

Do a sound experiment

Bring in music making toys from home. With your partner, try to guess what toy it is. "Play" all of your "instruments" for the same amount of time and with the same intensity.









Go to a sound effects web-site and try to guess what is making the sounds that you hear.



<http://www.soundsresource.com/es.html>

<http://efectos-de-sonido.anuncios-radio.com/gratis/index.php>

11. Read: Put the words in the correct column.

Picture	Description	Onomatopoeia
		
		
		
		
		
		
		
		

onomatopoeias

Splash Beep
 Pitter-patter
 Hush Click
 Chug
 Splishsplash
 Crash

Descriptions

Train
 Ocean-waves
 Stamping-water-puddle
 Switch Quiet
 Car
 Dialling
 Raining

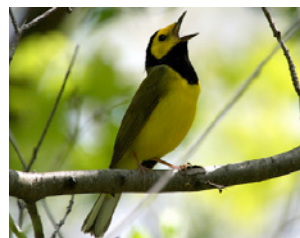
12. Write: Make sentences



The duration of a sound	depends on the amplitude	from another.
The intensity of a sound	depends on the persistence	of the sound waves.
Pitch is the quality of sound	distinguishes one instrument or voice	of the waves in time.
Timbre is the quality of sound that	that lets us distinguish	between high and low sounds.

13. Compare: Fill the boxes with correct sound qualities.

HIGH
LONG
LOW
SOFT
SHORT
LOUD



Use these words

Lion

Bird singing

Duration

Pitch

Intensity

Timbre

Elements of music

Melody



Melody is a series of notes arranged in a particular rhythmic pattern and divided up into smaller units called phrases. Melody is the horizontal structure of music. Melody is one of the most basic elements of music. A note is a sound with a particular pitch and duration. Play a series of notes together, one after the other, and you have a melody. But the melody of a piece of music isn't just any line of notes. It's the notes that catch your ear as you listen; the line that sounds most important is the melody.

Melodies are made up of phrases. A musical phrase is actually a lot like a grammatical phrase. A phrase in a sentence is a group of words that make sense together and express a definite idea, but the phrase is not a complete sentence by itself.

A melodic phrase is a group of notes that make sense together and expresses a definite melodic "idea", but it takes more than one phrase to make a complete melody.



Join the notes with a line to make the melody line.

14. Read: What is melody and what isn't it



	it is	it isn't
Melody is just a group of notes one after another.		
The notes in a melody have the same pitch.		
Melody is a group of notes that make sense together.		
Melody is an element of sound.		
Melody is formed by musical phrases.		

15. Hum a tune, working in groups.

Hum a famous or well-known melody and have your classmates guess what it is.

- We are the world
- Oh Susana
- Old MacDonald
- Imagine
- The wheels on the bus

Hm hm
hmmm
hmm



16. Make your own song list.

Rhythm



Rhythm is the basic temporal element of music. It is the heartbeat of music. Rhythm is anywhere, for example when the raindrops are falling or when you clap your hands you are making rhythm. It is what makes music move and flow.

Rhythm is made of sounds and silences. Sounds and silences are put together to form patterns of sound, which are repeated to create rhythm. A rhythm has a steady beat. Some beats may be stronger or longer or shorter or softer than the others.

Music is normally divided into equal time-lengths called bars, each consisting of the same number of beats; the strongest beat is the first so it has the accent. Rhythm in music is more than just a beat however, it is the way that sounds with differing lengths can combine to produce patterns in time.

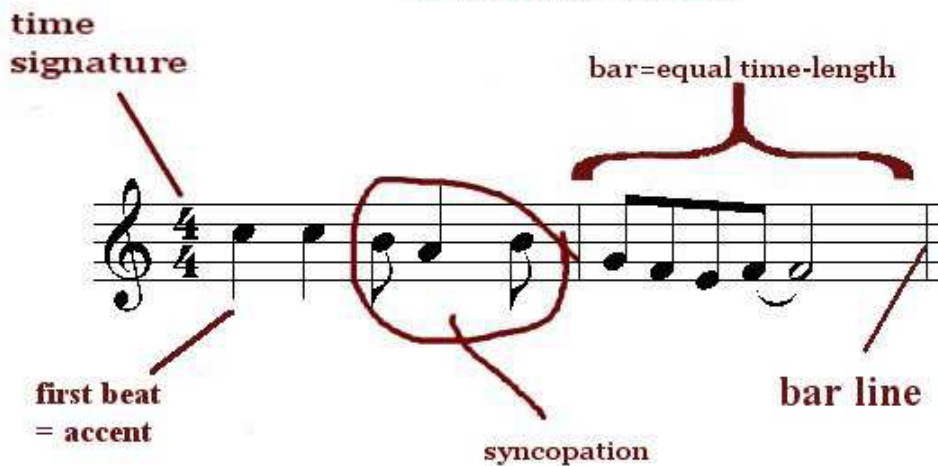


Syncopation is a type of rhythm where some of the accents are "off the beat". The quaver-crotchet-quaver rhythm in the first bar is a form of syncopation. Syncopation exists in very old music, including that of Bach and Mozart. It has become very popular in the last 100 years because of the strong influence of African music on dance music, rock and pop music.

The time signature tells us how many beats are in each bar and what kind of beats they are.

Beat: is a regular, recurrent pulsation that divides music into equal units of time. When you clap your hands or tap your foot to music, you are responding to its beat.

Rhythm notations



17. Work in pairs. Play patterns by tapping the table with your pencil.



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

18. Make sentences about rhythm



Rhythm	is	patterns with repeated sounds.
	is made of	a steady beat.
	forms	music move and flow.
	makes	more than just a beat.
	has	an element of music.
		sounds and silences.

19. Sort: What do these words relate to? **MELODY** or **RHYTHM**
Colour them in.

beat	sing	bars
notes	pitch	length
duration	pattern	phrases

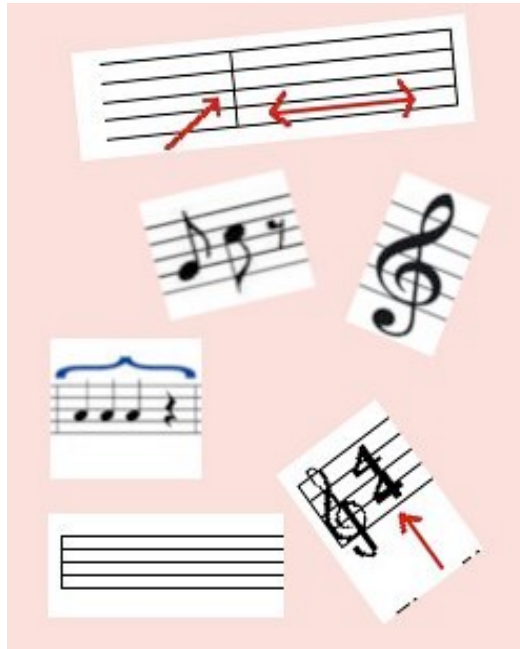
20. Read: Match each text box to picture box about music notation.



Music is written on the staff. The staff consists of five lines and four spaces.

A staff is divided into equal parts called measures or bars. Bar lines are vertical dividers.

The notes and rests contained between two bar lines on the staff.

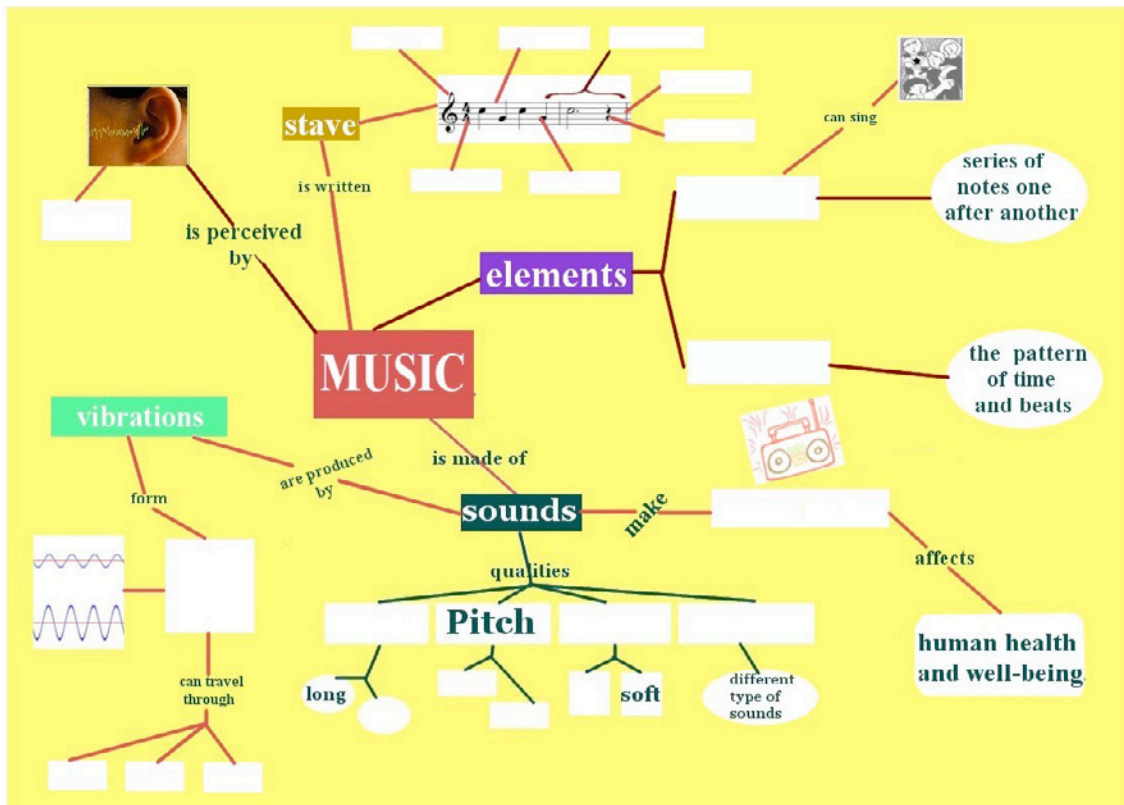


Each staff begins with a treble clef to fix the location of a specific pitch.

The top number indicates the number of beats in each bar. The bottom number is a code for a kind of beat.

A musical sound or the symbol used to write it down.

21. Read, write and think: Complete the map about music.











22. Answer the questions: Choose the best answer.

1	Words whose sounds make you think of the meaning.	Onomatopoeia	Particles	Voices
2	How many beats does a crotchet get?	One	Two	Four
3	Another word for melody.	Tone	Tune	Pause
4	Which term describes the colour of sound?	Rhythm	Black	Timbre
5	What is a steady pulse?	Beat	Crotchet	Symbol
6	What element means "high or low"?	Duration	Intensity	Pitch
7	Sound travels faster through...	Air	Liquid	Gasses
8	What element of music is a combination of short and long sounds with silences?	Timbre	Intensity	Rhythm
9	How loud and soft of a sound is ...	Intensity	Timbre	Duration
10	A sign at the beginning of a staff which gives the starting point for finding the notes on the staff.	Treble Clef	Time signature	Key signature

Glosary

a	ability	Capacidad, habilidad para hacer algo.
	accent	Acento.
	agree	Estar de acuerdo.
	annoying	Pesado, molesto.
	arranged	Organizar, arreglar, ordenar.
b	barrier	Barrera.
	blaring	Estridente. Sonar muy fuerte, atronar.
	bump into	Chocarse con, Toparse con.
c	choir	Coro.
	combine	Combinar.
	complex	Complejo.
e	enough	Bastante, demasiado. Suficiente
	exposure	Expuesto.
f	feel/felt	Sentir.
	flow	Fluir.
g	gently	Suave.
	gradation	Graduación.
h	hazardous	Arriesgado, peligroso.
	however	Sin embargo.
	heartbeat	Latidos del corazón.
	hum	Tararear con la boca cerrada.
k	knock	Golpear.
	know	Saber, conocer
l	lack of sleep	Falta de sueño.
	lawn mowers	Maquina corta césped.
	length	Longitud.
	measures	Medida.
p	pass	Pase. Pasar por...
	pattern	Pauta, diseño. Modelo, patrón.
	perceive	Percibir, darse cuenta.
	persistence	Persistencia, durar por largo tiempo. Perseverancia.
	piercing	Penetrante.
r	range	Registro. Ámbito, gama. Alcance.
	rare	Raro, excepcional.
s	scary	De miedo.
	scores	Partitura.
	should	Debería...
	shrill	Chillón, estridente.
	snap	Chasquido, instantánea.
	steady beat	Pulso o ritmo constante o regular.
t u w	tap	Dar golpecitos.
	through	A través de...
	thunderous	Atronador, ensordecedor.
	unwanted	Indeseable, sin querer.
	waves	Ondas, olas.
	well being	Bienestar.
	whisper	Susurro, cuchicheo.

Self assessment. Tick your progress in this unit.

				
	I can recognize words and expressions related to the content of the lesson.			
	I can understand the most important information in the texts in the lesson			
	I can speak about different themes in the lesson.			
	I can talk to my classmates about the lesson topics.			
	I can write short texts about the lesson topics.			