

SECOND TERM

Unit 2

Sound, silence, noise

Qualities of the sound

Introduction: SOUND, SILENCE AND NOISE

Activity 1: LOOK AT THESE PICTURES. MATCH TWO PICTURES AND USE ONE WORD TO DESCRIBE THEM:

1.



2.



3.



4.



5.



6.



Introduction: SOUND, SILENCE AND NOISE

Activity 1: LOOK AT THESE PICTURES. MATCH TWO PICTURES AND USE ONE WORD TO DESCRIBE THEM:



Vocabulary:

- | | |
|-------------|------------------------|
| 1. desert | 2. traffic jam; |
| 3. birds; | 4. funeral; |
| 5. stadium; | 6. Symphony orchestra. |

.

- A. sound,
- b. silence,
- c. noise

PICTURE ____ (____) + PICTURE ____ (____) = _____

PICTURE ____ (____) + PICTURE ____ (____) = _____

PICTURE ____ (____) + PICTURE ____ (____) = _____

SOLUTION activity 1:

PICTURE 1 (DESERT) + PICTURE 4 (FUNERAL) = **SILENCE**

PICTURE 2 (TRAFFIC JAM) + PICTURE 5 (STADIUM) = **NOISE**

PICTURE 3 (BIRDS) + PICTURE 6 (CONCERT) = **SOUND**

Activity 2: Think of situations in which you would find sounds, silence or noise, and write them in the box.

SOUNDS	SILENCE	NOISE

SOUNDS	SILENCE	NOISE
-BEACH FOREST CAVE CONCERT WEDDING	CHURCH SPACE LIBRARY	PARROT CLASS RECESS

ACTIVITY 3: Is real silence possible? Try to be completely quiet for one minute. Write all the sounds you can hear both inside or outside the classroom.

1.

2-

3.

4.

5.

ACTIVITY 3: Solution

1. Pens clicking
 2. Chairs creaking
 3. Projector
 4. Other teachers and students
 5. shh-ing
 6. breathing or sighing
 7. Tapping
 8. Whispering
 9. Wind
 10. cough and sneeze
 11. someone clapping
- correction tape

Activity 4: What is noise pollution? Talk about it with your partner, and talk about different situations which can create **noise pollution**.

Expression to use:

Noise pollution is caused by...

You get noise pollution when...

There is noise pollution...

John Cage, an American composer who explored the possibilities of sounds and silence in his compositions, was interested in silence.

He wanted to experience absolute silence. He entered a soundproof chamber at Harvard University. It was supposed to be totally silent, but he heard two sounds.

Later he discovered that these sounds were his heart beats. He discovered then that real silence is impossible while you are alive.

JOHN CAGE'S COMPOSITION 4'33''

One of John Cage's most famous compositions is 4'33'' (Four minutes thirty three seconds). In this composition, musicians don't have to play any instrument.

Whatch this video: <http://www.youtube.com/watch?v=zY7UK-6aaNA>

Activity 5: Try to fill in the gaps while you listen to the introduction of the video.

- 1.
- 2.
- 3.
- 4.
- 5.

Cage wrote “Four minutes thirty three” as a piece in the three movements but where the performers do absolutely nothing, allowing the audience to absorb the 1 _____ around them, everyone experiencing the piece in a different way therefore, because we all 2 _____ things in a different way.

Tonight the piece is being presented in full orchestra version conducted by Lawrence Foster. He is going to give a down bat to each of the three movements, he'll turn pages when he needs to, and of course the orchestra will remain 3 _____ - we hope- throughout the piece.

I reckon Cage would be pretty pleased that this piece is being televised because of course you at 4 _____ are going to experience this piece in a very different way of to those of us here in the hall.

Well, I promise you, this is the piece everyone here 5 _____ has come to experience. There really is nothing like John Cage's “Four minutes Thirty three seconds”

Solution activity.

1. sounds
2. hear
3. silence
4. home
5. tonight

Activity 6: Is this art? Discuss with a partner. Is this composition “art” or not? Make a list of arguments for and against this idea to help you.

For Against

Expressions to use:

In my opinion...

To me, this composition...

I think this is...

For:

Something new, and

An experiment

Against:

There isn't any sound

Anyone could "play" this

Is bored

Theory:

We hear sounds all the time. All sounds are a form of energy produced by the **vibration** of an object. The vibration makes the air around the object vibrate too. These vibrations are called **sound waves**. Sound waves travel outwards and bring the sound to our ears. Our ears send a message to our brain and we hear the sound.

Activity 6. Answers these questions

- 1.- What is sound?
- 2.- What are sound waves?
- 3.- Where does sound travel?
- 4.- Why do you think we sometimes hear something after we see it (for instance, a thunderstorm)?

SOLUTIONS: Activity 6.

- 1.- What is sound? **Sounds are a form of energy produced by the vibration of an object.**
- 2.- What are sound waves? **Sound waves are the air around the object that is vibrating.**
- 3.- Where does sound waves travel? **Sound travel outwards and bring the sound to our ears.**
- 4.- Why do you think we sometimes hear something later we see it (for example, a thunderstorm)? **Because light travels faster than sound waves.**

2. Qualities of sounds:

Activity 1: Have a look at the pictures and try to match them with the words to describe the sounds. Words to describe: A. low, B. long, C. short, D. soft, E. loud, F. high.



- 1) Ambulance
- 2) Mosquito
- 3) Clap-board
- 4) Bird
- 5) Thunderstorm
- 6) Cow



1. Ambulance. Loud
2. mosquito: soft
3. Clap-board: short
4. bird: high
5. thunderston: long
6. Cow: low

2. Qualities of sounds:

Every sound has qualities. These qualities relate to different aspects of the sound. There are four sound qualities: **pitch, duration, intensity and timbre**.

1. Pitch is the sound quality that distinguishes **high** sounds from **low** sounds.

2. The quality of sound that refers to a sound's length is duration. It distinguishes **long** sounds from **short** sounds.

3. Intensity is the sound quality which relates to volume. There are **loud and soft** sounds.

4. Timbre is the sound quality which makes it possible to identify the **object that produces the sound**. For example, we can distinguish a violin from a piano, even if they play the same sound with identical pitch, duration and intensity.

ORAL ACTIVITIES:

Activity 1: How low/high is your voice range? In turns, try to make the lowest sound and the highest sound that you can.

Remember! There is no need to shout!!!

Activity 2: We can find long sounds and short sounds. Think of a long sound and a short sound and tell your partner. Do you agree?

Expressions to use: I think X is a long/short sound. Do you agree?

I agree/ I disagree with you, because in my opinion.

Activity 3: Everyone together. Take a loooooooooong inhalation and make the longest sound that you can. Who can make the longest sound?

Activity 2: Listen to the different sounds that your teacher makes. After each one, fill in the following table.

SOUNDS	PITCH	DURATION	INTENSITY	TIMBRE
1.				
2.				
3.				
4.				

	PITCH	DURATION	INTENSITY	TIMBRE
1.	HIGH	LONG	SOFT	TRIANGLE PERCUSSION, METAL INSTRUMENT
2.	LOW	SHORT	LOUD	BASS DRUM PERCUSSION, HEAD INSTRUMENT
3.	LOW	LONG	LOUD	PIANO ELECTRONIC INSTRUMENT
4.	HIGH	SHORT	SOFT	WOODBLOCK PERCUSSION INSTRUMENT

Activity 3: Work in groups of four.

1. Choose a symbol for each feature of the sounds: high, low, long, short, loud, soft and some different timbres.
2. Then combines the different symbols creating a score. (15 symbols)
3. Finally, the group perform the score. You can use instruments.

^=high

V=low

<>=long

><=short

*=loud

x=soft

Score:

^ ^ x x * * <><>V>< *****

high, high, soft, soft, loud, loud,
long, long, low, short, loud! loud! loud! loud
loud!

PROJECT:

DATE:

1. Work in groups of FOUR.

2. Each group has to record SOUNDSCAPE which represent sound, noise and silence (at least one of each). The recordings can be either video or audio, you can also download from internet. The tracks have to be **mp3, flv o mp4** and to play in the computer keep in a **pen drive**.

3. Then, each group will describe their soundscape using vocabulary from the unit in a power point or posters. Explain the video using “the expressions to use”.

4.Oral presentation to the rest of the class. Don´t read!!

Expressions to use:

We recorded this soundscape in...

This soundscape represents...

You can hear...

The general pitch/intensity of the sounds of this soundscape is.

SILENCE: desert, library,..

NOISE: Shopping center, construction...

SOUND:beach, nature,...

Examples: SOUNDSCAPE

Represent noise:

Traffic jump: <https://www.youtube.com/watch?v=nRRDe9lqlQ>

Represent sound:

Forest and nature

sounds: https://www.youtube.com/watch?v=vZjDi3Ooqx8

Represent silence:

4'33": https://www.youtube.com/watch?v=JTEFKFiXSx4