

Investigation Nine – Battle of the Bands

Standard 06:

Students will understand properties and behavior of heat, light, and sound.

Objective 3:

Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

Intended Learning Outcomes:

3 – Understand science concepts and principles

4 – Communicate effectively using science language and reasoning.

**Standard
VI**

**Objective
3**

Background Information

This activity will allow students to create instruments from materials provided by the teacher or found in and around their homes. They will make and play instruments of their choice. They will also learn and be able to tell how each of the instruments in their band creates sound. Get ready for a few interesting class periods.

Pre-Assessment/Invitation to Learn

How did musical instruments get started? Have students speculate how musical instruments got started. Ask the students which were the first types of musical instruments. As the students to look around the room and see what musical instruments can be made out of the objects they see. Tell the students they are going to make musical instruments today.

Instructional Procedures

1. Show the class your set of materials and have them think of ways they could make musical instruments out of them. (If you have several sets of the same or miscellaneous items, pass them out to groups and have them make musical instruments.)
2. Have students brainstorm instruments they could build from materials around their homes. Each group should bring items to school to create their own band and perform for the class.
3. Explain the rules/requirements
 - Each student must have an instrument made of common items found around the house/neighborhood. (Items can be brought to school to make the instrument, or the instrument could be assigned as homework.)
 - Each student in the group must play his/her instrument in the group's band.

Materials

- Bottles
- String
- Boxes (shoe box size and smaller)
- Utensils
- Rubber bands
- Scissors
- Straws
- Other misc. items
- Journal

- Each group must play a recognizable tune (nursery rhyme, folk song, TV theme, Disney tune, etc.)
 - Each student in the group should be able to tell how all instruments in the group produced sound.
 - Each student must keep a journal of the steps he/she took in creating his/her band.
4. Use one class period for the “Battle of the Bands.” Each band gets a fixed amount of time for their performance. (5-10 minutes)

Curriculum Extensions

Music –

- Create a classroom orchestra/band from all groups. (Standard II, Objective 1)
- Have students create a “One Man Band.” (Standard II, Objective 2)
- Create instruments similar to those being studied in the social studies curriculum. (Standard II, Objective 2)

Assessment Suggestion

The following rubric could be used or adapted for grading this activity.

Description						Total
Student set up demonstration correctly.	5	4	3	2	1	
Student’s journal showed understanding in writing	5	4	3	2	1	
Student’s journal showed understanding with pictures/drawings	5	4	3	2	1	
Student’s journal showed evidence of self-learning	5	4	3	2	1	
Oral report activity	5	4	3	2	1	

Reference to Assessment Section

Unit Test	Multiple Choice	Constructive Response	Performance Test
1	13,14,15,16	3	Musical pop bottles
2	12,13,14	2,3	Musical pop bottles

Resources

See Resources, Investigation Seven