



**Overview:** *Students have the opportunity to construct musical instruments to create a “storm.”*

**Theme:** Weather

**Grade Level:** 3<sup>rd</sup> – 5<sup>th</sup>

**Concept:** Relationships

**Time needed for lesson:** 60-75 minutes

**Objective:** Students will read and discuss a weather related story such as “Night of the Twister”, by Ivy Ruckman. The students will construct instruments to create a soundscape behind the narrative.

**Essential Question:** Will the story be enhanced with the addition of sound?

**Preparation for lesson:** Students should read or be exposed to stories relating to all types of weather. Discuss how this element affects the story and its’ characters. How does weather affect us? How does music affect us? Show a portion of a familiar movie without the sound. Does it still hold your interest?

**Lesson Activities:**

Divide the class into two groups. Half of the students construct a rainstick while the other half makes thundertubes. If you want to extend the lesson, the entire class could construct one instrument at a time. (The rainsticks take longer to assemble than the thundertubes.)

**Rainsticks:**

- Draw a spiral opposite of existing spiral on the 24” x 2” cardboard mailing tube. (This line serves as a guide for hammering nails.)
- Starting approximately 1” from top edge, hammer nails on spiral about 2” apart.
- Glue 1 end cap onto tube.
- Fill tube with rice, beans, popcorn, etc. Notice that different materials create different sounds. (This is an excellent example of timbre in music.)
- Close tube with remaining end cap.
- Decorate tube with paint, strips of cloth, tape, contact paper, etc.

### **Thundertubes:**

- Each student chooses 1 aluminum can. (One end of the can has already been cut off). Different sizes can be used, however, the bigger the can, the better the sound. E.g., #10 size can is great!
- Teacher assists students by drilling a hole smaller than the diameter of the spring into the center of the closed end.
- Student twists the spring into the hole.
- Glue the spring at the base of the can, using a hot glue gun or Elmer's glue. (Hot glue dries very quickly, 5 minutes).
- Decorate can using paint, strips of cloth, tape, contact paper, etc.



Using their newly constructed instruments, the students can begin to create a “storm.”

Start with one rainstick and gradually add the others, then begin to add the “thunder.” For the full effect, turn the overhead lights off. Finish the piece the way it was started.

Now, ask your weather orchestra to create a soundscape to accompany a weather related story.

Discuss with the students their observations about the stories with and without a soundtrack. Which version did they prefer? Why?

**Extension of the lesson:** Students could create a journal that would be a collection of weather related art in advertisements, magazines, etc. They would glue their pictures in their journal and write a story relating to that picture. What's going on in this picture? What does this picture make me feel?

**Materials needed:** Electric drill, hammers, nails (1 1/2” long), glue gun, scissors, pencils, 24” x 2” cardboard mailing tubes, aluminum cans of various sizes, filler: rice, beans, popcorn, rocks, etc., assorted

cloth and contact paper, tape (different colors), 12" very thin flexible springs.

**Vocabulary:** wind, rain, thunder, rainstick, thundertube, spiral, soundscape, soundtrack, orchestra, timbre, spiral.

### **Benchmarks**

#### *Language Arts:*

The student will be encouraged to participate in activities that foster individual creativity.

Vocabulary - The student will develop and expand knowledge of words and word meanings

- To increase vocabulary
- retell, reenact and dramatize a story

#### *Science:*

The student will investigate and describe objects that can be sorted in terms of physical properties.

- Observe, describe, sort and classify the sensory attributes of objects according to taste, smell, hearing, touch and sight.

#### *Music:*

Elements of Music:

- Timbre, volume

Students will participate in music though playing instruments.

### **Whole child**

*Thinking/Cognition:* Students understand relationship between sound and a story's narrative.

*Feelings/Emotions:* Students feel the excitement of discovering the power of nature's sounds.

*Doing/Physical:* Students are constructing their own musical instruments.

*Creating/Intuition:* Students are creating a musical soundscape, using non-traditional instruments.

### **Teacher Assessment**

Using a scale of 0 to 5 (5 = *very much*, 0 = *not at all*)

\_\_\_\_\_Student participated in discussions about weather.

\_\_\_\_\_Student was able to follow directions for instrument construction.

\_\_\_\_\_Student showed interest in performing in the “orchestra.”

\_\_\_\_\_Student understood that sound greatly affects the narrative of a story or a movie.

<b><u>Student Assessment</u></b>	<b><u>Disagree</u></b>			<b><u>Agree</u></b>
1. I liked studying stories about weather.	1	2	3	4
2. I understand how music can create a mood.	1	2	3	4
3. I enjoyed making the instruments.	1	2	3	4
4. I felt like I did a good job playing my instrument.	1	2	3	4