

## Science and Technology sample unit: What's that sound?

Stage 1 (Year 2)

Duration: 10 weeks (1.5 hours per week)

### Unit context

Sounds are all around us and affect our lives in many different ways. In Science and Technology, Year 2 students will be investigating sound and presenting their suggestions for materials that could be used to reduce noise in the quiet place/space.

### Outcomes

A student:

- ST1-3VA** develops informed attitudes about the current and future use and influence of science and technology based on reason
- ST1-4WS** investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know
- ST1-5WT** uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants
- ST1-6PW** describes some sources of light and sound that they sense in their daily lives
- ST1-13MW** relates the properties of common materials to their use for particular purposes
- ST1-14BE** describes a range of places and spaces in the local environment and how their purposes influence their design

### Links to other KLAs

- English:**
- EN1-6B** recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
  - EN1-12E** identifies and discusses aspects of their own and others' learning
  - EN1-1A** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
  - EN1-2A** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

### Unit overview

At the centre of this unit of work is the collaborative group project in which students will use the results of investigations to inform and refine their design ideas. Throughout the unit, students use skills in Working Scientifically and Working Technologically to develop ideas about the properties of sound and materials. They use their findings to develop a proposal for choices of materials that contribute to creating a quiet place/space, such as a quiet corner in a classroom. Groups present their findings to the class using a range of representations and digital technologies as appropriate.

| Content   | Teaching, learning and assessment   | Adjustments   |
|---|---|---|
| <p><b>Skills</b></p> <p><b>Working Scientifically</b></p> <p>Students question and predict by:</p> <ul style="list-style-type: none"> <li>responding to and posing questions (AC SIS024, AC SIS037)</li> </ul> <p>Students conduct investigations by:</p> <ul style="list-style-type: none"> <li>working cooperatively and individually when participating in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources, surveys, and fieldwork (AC SIS025, AC SIS038) 🧑🏫</li> </ul> <p><b>Knowledge and Understanding – Physical World</b></p> <p>Light and sound are produced by a range of sources and can be sensed (AC SSU020)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>share their observations and ideas about different sources of light and sound encountered in their daily lives and their senses that detect them 🧑🏫</li> <li>produce different sounds from familiar objects using actions, eg striking, blowing, scraping or shaking</li> <li>explore how the loudness and range of types of sounds are related to the action used to produce them</li> <li>compare the range of types of sounds produced by musical instruments used by people from different cultures, eg didgeridoo or sitar 🌐👉🎵</li> </ul> | <p><b>Introducing the unit</b></p> <p><b>Teacher background</b></p> <p><i>During the unit, students investigate some sources of sound that they sense in their surroundings. Throughout the unit, they use a variety of ways to keep a record of ideas and observations in their portfolios, eg worksheets, photographs, and informative and persuasive writing, using digital technologies as appropriate. Students participate by adding their questions and predictions to a visual display in the classroom, eg a visual collage, spider map or mind map. The visual display will be reviewed and updated throughout the unit to include what the students know and what they want to learn about sound.</i></p> <p>Students review their knowledge from Early Stage 1 about the five senses through activities such as watching a video or reading texts.</p> <p><b>Conducting investigations: Finding out about sound</b></p> <p><i>Students conduct a variety of investigations to identify different ways sounds are made such as by familiar objects, eg musical instruments.</i></p> <p>The teacher allocates students to collaborative groups. Students recall their responsibilities when working collaboratively and in some team roles.</p> <ul style="list-style-type: none"> <li>Students are provided with a range of musical instruments to investigate how they make sound. These can include instruments from different cultures or everyday materials such as kitchen utensils.</li> <li>For each instrument, students observe what type of sound it makes and add these words to a theme-related word bank. Students place the instruments into one of four large hoops to group the instruments based on the way they produce the sound, eg striking, blowing, scraping and shaking. They record their grouping findings using drawings or digital images.</li> <li>Ask students to make the loudest and quietest sound on their instrument.</li> <li>Using the word bank, introduce the term onomatopoeia, eg boom, bang, rip, clap, clink. Investigate onomatopoeia sounds by watching onomatopoeia YouTube videos.</li> </ul> | <p><i>Adjustments for students with hearing impairment:</i></p> <p>Provide students with instruments within their range of hearing and ensure they are able to feel and observe when sound has been produced. Pair students with a buddy and instruct the buddy to encourage the students to touch and observe the instruments, as well as hear them.</p> <p>Provide sentence models to illustrate what onomatopoeic words describe, such as, 'Matt was so angry that he <b>slammed</b> the door', "<b>Woof, woof!</b>" barked the dog when the children ran past'.</p> |
| <p><b>Skills</b></p> <p><b>Working Scientifically</b></p> <p>Students plan investigations by:</p> <ul style="list-style-type: none"> <li>identifying the purpose of the investigation</li> </ul> <p>Students process and analyse data and information by:</p> <ul style="list-style-type: none"> <li>describing changes in objects and events observed in investigations (AC SSHE021, AC SSHE034)</li> </ul> <p>Students communicate by:</p> <ul style="list-style-type: none"> <li>representing and communicating observations and ideas using oral and written language, drawing and role-play (AC SIS029, AC SIS042) 🗣️</li> </ul>   | <p><b>Planning investigations: Sensing sounds</b></p> <p><b>Teacher background</b></p> <p><i>Students participate in guided investigations and follow a planned method to describe some sources of sound that they sense in their surroundings.</i></p> <p><b>Class activity: How are we able to detect sounds?</b></p> <p>The teacher asks the students to think about and share what they know about sound, including:</p> <ul style="list-style-type: none"> <li>different sources of sound</li> <li>different types of sound</li> <li>how sounds can be made</li> </ul>   | <p><i>Adjustments for students with hearing impairment:</i></p> <p>Encourage students to share how they feel, see and hear sounds.</p>  |

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| <p><b>Knowledge and Understanding – Physical World</b><br/>Light and sound are produced by a range of sources and can be sensed (ACSSU020)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>share their observations and ideas about different sources of light and sound encountered in their daily lives and their senses that detect them </li> <li>use their sense of touch to feel vibrations from familiar objects and infer that sound is made when an object vibrates, eg vocal cords, a stringed instrument or a rubber band</li> </ul>   | <ul style="list-style-type: none"> <li>how sounds are detected.</li> </ul> <p>The teacher demonstrates sensing sound by seeing and feeling its effects, eg by connecting an audio player to a speaker (such as a computer speaker or MP3 dock with the cover removed) and observing the speaker cone vibrating. The music being played should include a range of sounds that are loud, soft, high and low. Students should watch and take turns to feel the speaker as the sounds are played. (Alternatively, students watch Questacon video.)</p> <p>Through teacher questioning, students are introduced to the word ‘vibrate’ when describing sound.</p> <p><b>Pair activity: Observing vibrations</b></p> <p>Students make model musical instruments such as a drum and guitar. They follow a planned procedure at workstations, recording their observations on a teacher-provided worksheet (Attachment A: Sensing sound), using words and pictures.</p> <p>Students share their observations and add to the visual display, their findings and ideas about sources and types of sound, and how sound is detected.</p>  | <p>Demonstrate with objects that are obviously vibrating, before working with objects that cause vibrations that can only be detected by touch.</p> <p>For example, vibrating ruler – place a ruler against a desk and tap the end to feel the vibration. Move the ruler to increase or decrease the ruler length and observe how vibrations/sounds change.</p> <p>Ensure closed captioning is on if watching video.</p> <p>Attachment A: rubber bands may not be within students’ range of hearing. Students may not be able to make the rubber band guitar. OR students may need to observe and feel the differences in vibrations in the rubber bands by placing their other hand on the box or over the bands.</p> |
| <p><b>Skills</b><br/><b>Working Scientifically</b></p> <p>Students question and predict by:</p> <ul style="list-style-type: none"> <li>responding to and posing questions (ACSIS024, ACSIS037)</li> </ul> <p>Students conduct investigations by:</p> <ul style="list-style-type: none"> <li>working cooperatively and individually when participating in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources, surveys, and fieldwork (ACSIS025, ACSIS038) </li> <li>using a range of methods to gather data and/or information, including using their senses to make observations safely and carefully, using simple tools and equipment </li> </ul> <p>Students process and analyse data and information by:</p> <ul style="list-style-type: none"> <li>describing changes in objects and events observed in investigations (ASSHE021, ASSHE034)</li> <li>comparing observations with those of others to identify similarities and differences in the findings of their investigations (ACSIS213, ACSIS041)</li> </ul> | <p><b>Conducting investigations: Searching for sound</b><br/><b>Class activity: How would I describe that sound?</b></p> <p>The students sit quietly in the classroom for 1 minute and listen for any sounds they observe (sense by hearing or feeling). During the listening activity the teacher makes a recording of the sounds in the room, eg using a smartphone or a microphone and computer software such as sound buttons.</p> <p>In a class discussion, the students share and compare their observations. They listen to the audio recording made by the teacher, and pose, respond to and suggest answers to questions such as:</p> <ul style="list-style-type: none"> <li>What sounds did I hear?</li> <li>What do I think made that sound?</li> <li>Where did the sound come from, eg inside or outside the room?</li> <li>How would I describe that sound?</li> <li>How do different sounds make you feel?</li> </ul> <p>The teacher demonstrates a way the loudness of the recorded sounds can be displayed and compared using, for example, a VU meter on a smartphone or a computer software sound file. The students use words from the prompt list to describe some features of the observed sound, eg high, squeaky and soft.</p> <p>A range of words that students have selected to describe sounds could be included in the visual display.</p> | <p><i>Adjustments for students with hearing impairment:</i></p> <p>Provide specific experiences of sound for students within their range of hearing, eg alarm clock. Prompt students to listen for the sound before activating. Ensure the students are sitting close enough to hear the sound.</p> <p>Some students may require sound experiences that can be felt or seen, rather than heard, eg alarms with light activation/vibrations.</p> <p>Students use the sound display to identify which sounds are loud and which are soft.</p>  |

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| <p><b>Skills</b></p> <p><b>Working Scientifically</b></p> <p>Students communicate by:</p> <ul style="list-style-type: none"> <li>displaying data and information in a variety of ways, including drawings, simple texts, provided tables and graphs, using digital technologies as appropriate  </li> </ul> <p><b>Knowledge and Understanding – Built Environments</b></p> <p>There is a range of places and spaces in the local environment.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>observe ways people use a range of places and spaces in their local environment, eg areas within the schoolyard and home  </li> </ul> <p>The purposes of places and spaces in the local environment influence their design.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>describe how the different purposes of places and spaces in the local environment influence their design, eg storage and cooling areas in a supermarket and enclosures for pets and farm animals  </li> <li>examine some familiar places and spaces in the local environment and suggest modifications to their design</li> </ul> | <p><b>Planning and conducting investigations: How can we sense and record sounds in our environment?</b></p> <p><b>Teacher background</b></p> <p><i>The students conduct fieldwork to identify sounds and explore some materials used in places and spaces in their environment.</i></p> <p><b>Group activity: School sound search</b></p> <p>With teacher guidance, students describe the method used by the teacher to record sounds in the listening activity.</p> <p>In their collaborative groups, students plan how they will use the method to collect sounds when they conduct the searching for sound activity at several locations around the school, eg in the playground, near the school gate, in the library, in the school office or in other locations selected by the students.</p> <p>At each site, students use their senses to make observations (hear, feel, see) of the sounds and materials or structures in their surroundings (internal or external). With teacher guidance, they respond to and pose questions, eg Can I sense the same types of sounds I heard in the classroom? Is it quieter or noisier here than in the classroom? What might be making it quieter?</p> <p>In their groups, students take turns to record sounds and use a camera to record images of a range of materials at each site.</p> <p>On returning to the classroom, the students share and compare their observations by:</p> <ul style="list-style-type: none"> <li>listening to the recordings to compare the differences in the type and loudness of the sounds</li> <li>viewing the sound files to make simple comparisons of the loudness of sounds</li> <li>talking about the texture and features of some materials used in the spaces they observed</li> <li>identifying the materials used in the spaces where the sounds are quiet or noisy</li> <li>using a scaffold to record their investigation and findings and including it in their portfolios to refer to when developing their design ideas.</li> </ul> <p>Students add to the visual display, new ideas and information from the sound search around the school.</p> | <p><i>Adjustments for students with hearing impairment:</i></p> <p>Specify specific role/collaboration goals for students to increase their participation in the group. Remind the group of general rules for working with a hearing impaired person, eg sit in a circle so the student can see everybody, and only one person speaks at a time.</p> <p>Pair students with a buddy. Reinforce the role of the buddy in encouraging participation of the students with hearing impairment, as well as reminding other group members of good practice when working with a hearing impaired person. The buddy can assist the student to identify sounds they hear, feel and see. Buddies could draw attention to sounds and include sound visuals and vibrations in the students' sound experiences. Provide students with an audio recorder that includes a volume scale to assist students to recognise when sounds are being created.</p> <p>Encourage students to predict locations around the school where it might be louder or quieter than in the classroom and justify their responses.</p> <p>When comparing sounds, students view the sound files to identify when sounds are loud or soft.</p> |

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| <p><b>Skills</b></p> <p><b>Working Scientifically</b></p> <p>Students question and predict by:</p> <ul style="list-style-type: none"> <li>responding to and posing questions (AC SIS024, AC SIS037)</li> </ul> <p><b>Skills</b></p> <p><b>Working Technologically</b></p> <p>Students explore and define a task by:</p> <ul style="list-style-type: none"> <li>identifying needs and wants of users/audiences, eg using interviews, observations and surveys </li> </ul> <p>Students generate and develop ideas by:</p> <ul style="list-style-type: none"> <li>researching and exploring different sources of information, including the internet</li> <li>exploring different materials by observing and manipulating them and using trial-and-error </li> </ul> <p><b>Skills</b></p> <p><b>Working Scientifically</b></p> <p>Students plan investigations by:</p> <ul style="list-style-type: none"> <li>recognising that the results of investigations can inform the processes of Working Technologically</li> </ul> <p><b>Knowledge and Understanding – Natural and Made Environment</b></p> <p><b>Material World</b></p> <p>The different properties of materials enable them to be used for particular purposes.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>use their senses to identify the similarities and differences in the properties of materials, eg the textures of different fabrics, the difference in hardness of solid materials and the runniness of different liquids</li> <li>identify the properties of some common materials and why they are used for particular purposes, eg the waterproof property of plastic rainwear or insulating property of a woollen jumper </li> </ul> | <p><b>Generating and developing ideas: Investigating materials that reduce noise</b></p> <p><b>Teacher background</b></p> <p><i>Students working collaboratively in groups investigate and gather information about the effect of a range of materials on the loudness of sound. They use the findings of their investigation to develop and present a plan for materials that could be used to reduce the noise in a quiet space.</i></p> <p>The teacher and students discuss the noise problem at the school. The teacher introduces how they will contribute to the school project by posing and responding to questions about the task such as:</p> <ul style="list-style-type: none"> <li>What is making the noise?</li> <li>Why is the noise a problem?</li> <li>Why do we need a quiet space?</li> <li>Is there anything we know or could learn about sound that might help us understand what is happening?</li> <li>How might we find out more about the problem?</li> </ul> <p><b>Class activity</b></p> <p><b>Teacher background</b></p> <p><i>The students review their investigation of different places around the school and how the findings from their investigation about sound can be used to find solutions which will reduce the problem of noise in the quiet space.</i></p> <p>Students observe a variety of teacher-provided images of building interiors or structures that improve sound quality or reduce noise, eg library, concert halls, cinemas, roadside barriers.</p> <p>The teacher engages the students in thinking about why particular materials are used and poses questions such as: What are some ways that the built environment is designed to reduce/minimise sound? Are there materials and/or other methods (eg trees) that can be used to reduce noise?</p> <p><b>Group activity</b></p> <p>In their groups, the students review their images and findings about materials that they observed being used in the quieter internal spaces of the school.</p> <p>The teacher conferences with each group and through guided questions encourages students to identify a number of familiar materials that are used to make internal spaces quieter.</p> <p>The students record and share their predictions about suitable types of everyday materials that could be used for reducing noise, eg curtain fabric, carpet, foam, egg cartons, etc.</p> <p>The students' ideas and suggestions could form the basis of the class investigation to explore and collect data/information about different materials that could be used to reduce noise in the quiet space.</p> | <p><i>Adjustments for students with hearing impairment:</i></p> <p>Encourage students to reflect on what interferes with their hearing, eg background/competing noise. What contexts/situations do they find it harder to hear or communicate in?</p> <p>Ask students what strategies they use to reduce the level of sound, eg moving away, turning off or taking out hearing aids.</p> |



| Content   | Teaching, learning and assessment   | Adjustments   |
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| <ul style="list-style-type: none"> <li>using a range of everyday tools, equipment, materials and techniques</li> <li>working cooperatively and safely </li> </ul>  |   |   |
| <p><b>Skills</b></p> <p><b>Working Technologically</b></p> <p>Students generate and develop ideas by:</p> <ul style="list-style-type: none"> <li>describing the features of design ideas and the materials they select</li> <li>using feedback from others to refine design ideas</li> <li>using the results of investigations to refine design ideas</li> </ul> <p>Students evaluate by:</p> <ul style="list-style-type: none"> <li>identifying how their solution meets the needs and wants of users/audiences </li> </ul> <p><b>Skills</b></p> <p><b>Working Scientifically</b></p> <p>Students communicate by:</p> <ul style="list-style-type: none"> <li>representing and communicating observations and ideas using oral and written language, drawing and role-play (AC SIS029, AC SIS042) </li> </ul> | <p><b>Communicating: Preparing and presenting ideas to reduce or muffle sound</b></p> <p>Each group discusses and records in their individual portfolios how the information about the materials that reduce noise could be used in their plan to produce a quiet space in the school, eg create a quiet corner of the classroom. The teacher conferences with students in their groups and using questioning, guides the students to use their observations to explain their choice of the best materials for reducing the loudness of the sounds.</p> <p>Groups share and compare their results and use the feedback to refine their ideas for materials that could be used for noise reduction in the design of the quiet area.</p> <p>In groups, students present their ideas for the most suitable materials that could be used to reduce noise in designing the quiet space, including:</p> <ul style="list-style-type: none"> <li>identify the problem</li> <li>identify the needs and wants of the users/audience</li> <li>list the best materials for the task</li> <li>provide a reason for their choice, based on the evidence collected in their investigation.</li> </ul> <p>Using negotiated criteria, students provide feedback about the presentation to their peers.</p> |   |
|   | <p><b>Evaluation and reflection</b></p> <p>Students reflect on their learning by:</p> <ul style="list-style-type: none"> <li>participating in a teacher-led discussion about the information recorded in the class display, identifying new learning arising from the ideas they were curious about</li> <li>comparing the similarities and differences in the class presentations</li> <li>peer assessment of the oral presentations, identifying what they liked about them, and why</li> <li>individually reflecting on their learning by identifying one thing they already knew, one thing they learned and one question they would like to ask</li> <li>identifying what they learned from working with others in a group.</li> </ul>   | <p><i>Adjustments for students with hearing impairment:</i></p> <p>Encourage students to reflect on the collaboration goals or group role they were assigned when working in a group. How well did they fulfil or achieve the role or goals? What would they like to improve on in terms of their collaboration and communication skills?</p> |

| Resources   | Assessment overview  |
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| <p><b>Materials and equipment required for hands-on practical investigations, including:</b></p> <ul style="list-style-type: none"> <li>• Primary Connections: Stage 1 Sounds Sensational</li> <li>• <i>The Magic School Bus Explores the Senses</i> by Joanna Cole</li> <li>• video: <i>Onomatopoeia</i> by Mindy Bauer</li> <li>• sound/audio recorders</li> <li>• computer/MP3 speakers (with removable covers) or a loudspeaker</li> <li>• computer software to convert recorded sounds to sound files</li> <li>• cameras</li> <li>• equipment for investigating how sounds are produced, eg a range of musical instruments (include some that make sound by striking, blowing, shaking and scraping)</li> <li>• cardboard boxes</li> <li>• pieces of different materials, eg carpet, egg cartons, cloth, foam pre-cut to size to cover the cardboard boxes</li> <li>• glue for attaching the material to cardboard boxes</li> <li>• alarm clocks</li> <li>• pictures of soundproofing measures in the built environment</li> <li>• sound buttons: a free application that enables recorded audio from a microphone to be saved into MP3 format sound.</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://canberra.questacon.edu.au/sciencetime/#togger_music">http://canberra.questacon.edu.au/sciencetime/#togger_music</a></li> <li>• <a href="http://www.reachoutmichigan.org/funexperiments/agesubject/lessons/other/una4.html">www.reachoutmichigan.org/funexperiments/agesubject/lessons/other/una4.html</a></li> <li>• <a href="http://en.kioskea.net/download/download-7281-flash-sound-buttons">http://en.kioskea.net/download/download-7281-flash-sound-buttons</a></li> <li>• <a href="http://www.edsoft.com.au/rm-talking-points">www.edsoft.com.au/rm-talking-points</a></li> <li>• <a href="http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sound_hearing.shtml">www.bbc.co.uk/schools/scienceclips/ages/5_6/sound_hearing.shtml</a></li> <li>• <a href="http://www.crickweb.co.uk/ks1science.html#sound1f">www.crickweb.co.uk/ks1science.html#sound1f</a></li> <li>• <a href="http://www.ngfl-cymru.org.uk/vtc/16022007/sound_loundness/lesson.html">www.ngfl-cymru.org.uk/vtc/16022007/sound_loundness/lesson.html</a></li> <li>• <a href="http://www.ngfl-cymru.org.uk/vtc/16022007/sound_sources/lesson.html">www.ngfl-cymru.org.uk/vtc/16022007/sound_sources/lesson.html</a></li> </ul> | <p>Assessment opportunities could include:</p> <ul style="list-style-type: none"> <li>• verbal interaction demonstrating acquired/applied knowledge</li> <li>• written texts/findings</li> <li>• use of digital applications</li> <li>• cause-and-effect reasoning.</li> </ul> |

**Attachment A – Worksheet: Sensing sound**

**Procedure: Making a model drum**

(eg a balloon stretched over the open end of a large empty can)  
Put your hand flat on the drum and tap it with your other hand.  
When you tap the drum, what can you feel?  
Pour a little rice on the drum and tap it again.  
What can you see happening to the rice?  
Why do you think this is happening?  
With the rice on the drum, tap it a little bit harder.  
Try again using pasta instead of rice.  
Is it any different?

**My observations**

**Procedure: Making a rubber band guitar**

Stretch a small rubber band and a large rubber band across the top of an empty box.  
Pluck the small rubber band with a finger.  
Now pluck the large rubber band with a finger.  
Do both bands sound the same?  
What can you see happening to the rubber bands? Why do you think this is happening?  
What would happen to the sound if you use a different box, or a tin?

**My observations**