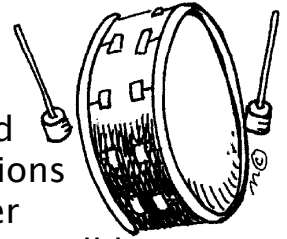


Due Date _____

6th grade Sound Instrument Homework Assignment
AKA – Battle of the bands



You will be creating an instrument at home from household materials. Remember that sound is created through vibrations and that pitch can be controlled by creating larger or longer materials/spaces that vibrate. The end result of your project will be you presenting your instrument and then playing it for the class.

In your presentation you need to answer the following questions.

- 1* Show the class the part of the instrument that makes the sound.
- 2* Describe to the class the purpose (function) that other parts of the instrument have.
- 3* Show the class how you can make the sound louder.
- 4* Show the class how you can change the pitch (how high or how low the sound is) of the sound.
- 5* Tell the class about how you made the instrument, including
 - a.What kind of instrument did you want to make?
 - b.How close is the instrument you wanted to make is the one you actually made?
 - c.What changes and Why did you change your design?
 - d.What tools and materials did you use to make your instrument?

Following your **presentation of your instrument you must play a short song with a band** (a small group of students from your class (2 to 3.) Good ideas for songs would be simple songs like lullabies or other songs from your childhood. If you create your own song, it needs to be recognizable as a song and not just noise.

EVALUATING STUDENT PERFORMANCE: Student understanding of sound will be revealed by understanding that the sound is produced in the instrument by the part of the instrument that vibrates (moves rapidly back and forth), that the pitch (how high or how low) can be changed by changing how rapidly the vibrating part moves, and the loudness can be changed by the force (how hard you pluck, tap, or blow the vibrating part) with which the vibrating part is set into motion. An average student performance would include the ability to

identify the source of the vibration and ways to change either pitch or loudness in two directions (raise and lower the pitch of the instrument or make the instrument louder and softer) or change the pitch and loudness in one direction (make the pitch higher and the sound louder). An exemplary performance by a student would include not only the ability to identify the source of the vibration but also to change pitch and loudness in both directions.

Grading Rubric

| Description | | | | | | Total |
|--|---|---|---|---|---|-------|
| Student's writing showed understanding of how sound is made in their instrument. | 5 | 4 | 3 | 2 | 1 | |
| Instrument is capable of making at least 2 pitches | 5 | 4 | 3 | 2 | 1 | |
| Student's instrument shows a consideration for art and quality. | 5 | 4 | 3 | 2 | 1 | |
| Student's project showed evidence of self-learning. | 5 | 4 | 3 | 2 | 1 | |
| Oral report activity. | 5 | 4 | 3 | 2 | 1 | |
| Performance of simple song. | 5 | 4 | 3 | 2 | 1 | |