

ACTIVITY | VOICE AND VIBRATIONS



LEARNING GOALS

Introduction to the voice as an instrument and singing together.

STUDENTS WILL BE ABLE TO

- perform vowel sounds with their voice (CA VAPA Music 2.0 Creative Expression)
- investigate to provide evidence that vibrating materials can make sound (NGSS PS4-1)
- listen with attention and respond with statements and questions (CACCSS SL 1)



VOCABULARY

lungs	They fill with air when you breathe.
vibration	When something moves back and forth very fast.
vocal cords	They are found in your throat and help you make sound.
voice	Your voice is the sound you make when you speak, sing, shout, or whisper.
voice box	Where your vocal cords are located.



MATERIALS

Student Worksheet



STUDENT WORKSHEET LINK

[Click here](#)



PROCEDURE

Have students look at their student worksheet titled “Your Mouth, Throat, and Lungs!” Name the parts of the body in the picture.

Lead students in a discussion of how we make sound with the voice. Ask students to sit up straight and open their mouths. Now ask them to sing “Ah!” With just the mouth open, there is no sound. Once you asked the class to sing “Ah!” the brain sent the signal to the body to release the “Ah,” and all the parts of the body identified in the illustration responded, producing the wonderful sound. Breathing is the key to it all.

Sounds are made by vibrating objects. Students can feel sound vibrations by performing the following experiments. Having them exaggerate the sounds will make them easier to feel.

Tell the students:



Put your finger lightly on your lips and say “mmm”



Put your hand on your chest and say “ahh”



Put your finger on each side of your nose and say “nnnn”



Put your hand on the back of your neck and say “ing”

Have students gently rub their hand up and down the front of their throat. The bump they feel is their voice box. It is flexible, like the material that you can feel at the tip of your nose. Have the students swallow and feel the voice box go up and down.

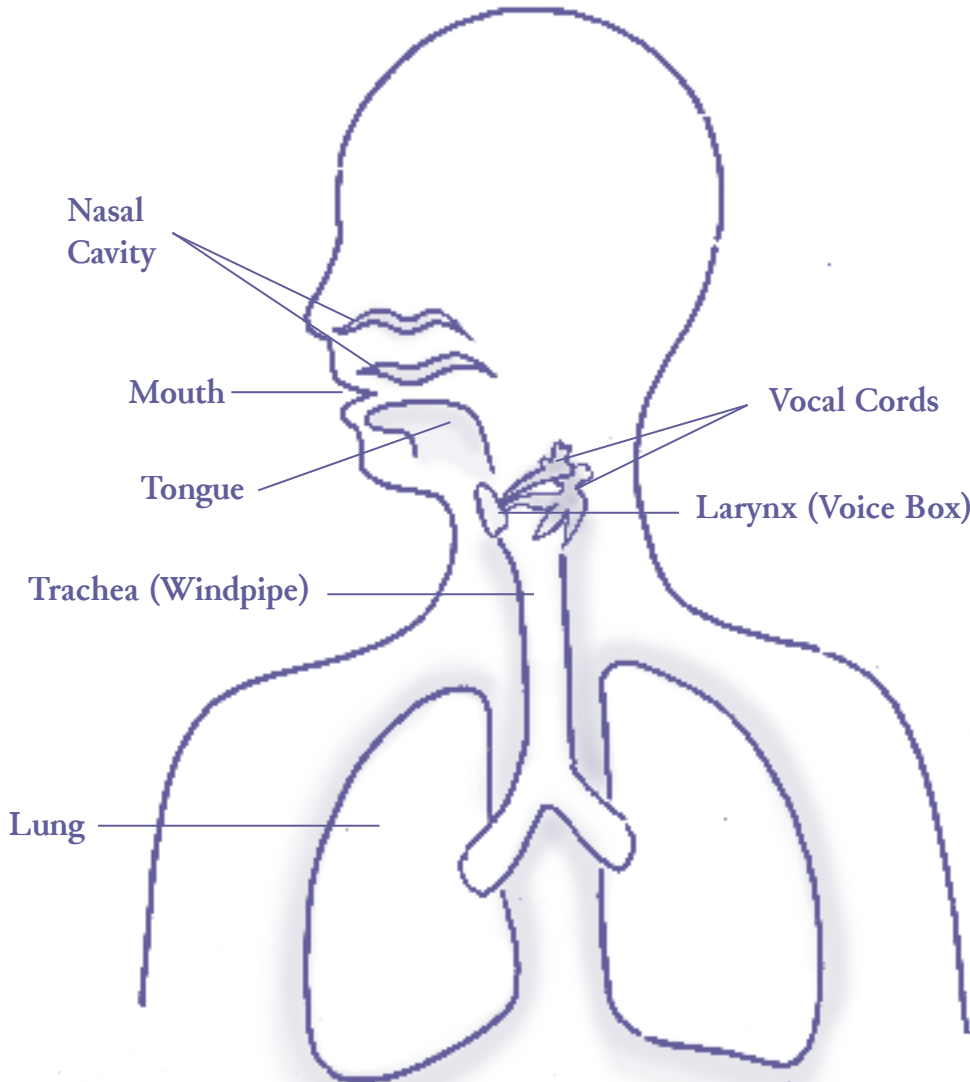
Ask the students: “Have you ever wondered why some people have really high voices and others have really low voices? People with high voices have short, thin vocal chords. People with lower voices have longer, thicker vocal chords. Longer vocal chords vibrate more slowly, making the notes lower.” Ask students to feel their voice box when they speak. Decide if they have a high voice or a low voice.

Show students that even our noses vibrate! Have them sing “me-me-me-me-me” while pinching their nose. Ask if they can feel their nose vibrating.

Ask the students to turn to their student worksheet and draw a picture of themselves showing the parts of their bodies necessary to make sound: the mouth, tongue, lungs, vocal cords, and voice box.

YOUR MOUTH, THROAT, AND LUNGS!

Having lungs makes it possible for you to breathe, like me. We need air to laugh, to play, to sing, to eat, to sleep, to cry, and to play music. My body is a little different on the outside, but is just the same on the inside.



Draw a picture of yourself showing the parts of the body necessary to make sound:
the mouth, tongue, lungs, vocal cords, and voice box.