

Chapter 13

SOUNDS AND INSTRUMENTS



In Grade 3, we learnt how to create rhythm patterns using claps, snaps, and stamps. Now, let us learn how else we can use our body to create percussion sounds and rhythm patterns. Then, let us explore the sounds of musical instruments.

How do we use our body language and gestures to express how we feel?

CLAPS



SNAP



STOMP



Learn this activity and then see if you can add a few more actions of your own.



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Activity 13.1 If You're Happy and You Know It

If you're happy and you know it, clap your hands ...

If you're happy and you know it

And you really want to show it

If you're happy and you know it, clap your hands

If you're happy and you know it, stomp your feet ...

If you're happy and you know it

And you really want to show it

If you're happy and you know it, stomp your feet

If you're happy and you know it, shout hurray (hurray) ...

If you're happy and you know it

And you really want to show it

If you're happy and you know it, shout hurray (hurray)

If you're happy and you know it, do all three (hurray) ...

If you're happy and you know it

And you really want to show it

If you're happy and you know it, do all three (hurray)

Jab bhi khush ho, aap bajao taali (2)

Jab bhi khush ho, ab banegi har baat

Jab bhi khush ho, aap bajao taali

Jab bhi khush ho, aap kar lo dance (2)

Jab bhi khush ho, ab banegi har baat

Jab bhi khush ho, aap kar lo

Dance, dance, dance

Jab bhi khush ho, aap bolo Hurray ... (2)

Jab bhi khush ho, ab to banegi har baat

Jab bhi khush ho, aap bolo Hurray ...

Ab khush ho, aap bajao taali Hurray ...

Ab khush ho, aap karlo dance Hurray ...

Jab bhi khush ho, ab to banegi har baat

Jab bhi khush ho, aap bolo Hurray ...



Note: Can you write the words for this song in your language? Work with your friends to write and then sing it together.

Activity 13.2 Superheroes without Capes



Composer: The Thayir Sadam Project
(Bindu Subramaniam, Ambi Subramaniam,
Mahesh Raghvan, Akshay A)

*In comic books and video games,
Superheroes fly away
Let's be real, who needs a cape?
Let's get together and save the day*

P, DP D, SD S, RS R, GR

P, DP D, SD S, RS R, GR

ta ka dhi mi tam ta ka dhi mi tam ta ka dhi mi tam

*Don't use plastic, teach some kids,
Marvel at the good you did*

*Don't waste food, compost too,
There's so much more that you can do*

P, DP D, SD S, RS R, GR

P, DP D, SD S, RS R, GR

ta ka dhi mi tam ta ka dhi mi tam ta ka dhi mi tam

Song link: <https://tinyurl.com/Superheroes-without-Capes>



Classification of Instruments

All sound is produced because of vibrations. When an object vibrates, it creates sound waves, which travel through air or water to reach our ears.

Musical instruments are divided into categories based on which part of it vibrates to produce sound. This is important because it helps us understand the instrument better and how it is played.

There are four basic categories of musical instruments, which are:

Category	Vibrating part	Sanskrit name	Example
String	String	Tata vadya	<p>Veena</p> 
Wind	Air inside a tube	Sushira vadya	<p>Bansuri</p> 
Percussion	Stretched membrane	Avanaddha vadya	<p>Tabla</p> 
Solid	Object	Ghana vadya	<p>Manjira</p> 

 **Do You Know?**

This system of classification of musical instruments originated in India. The four categories were first mentioned in the *Natya Shastra* written by Bharata Muni, around 2500 years ago. All musical instruments around the world generally fall into one of these categories.

Activity 13.3

What is that sound?

Musical instruments sound different because of the materials they are made of and how they are played. Can you identify the instrument by listening to the sound?

Note for Teachers:

Play sound samples of different musical instruments and help the students identify the sounds of common Indian musical instruments.

★ Activity 13.4

Classify the Instrument

Now that you know about the different categories of instruments, you can easily identify which category an instrument belongs to by seeing a picture.

Match the instrument and the category.



String



Wind



Percussion



Solid

Activity 13.5 Exploring Musical Instruments

Can you name the different musical instruments you know?



- Bring a musical instrument to the class.
- Observe its shape, size, and colour.
- Does the instrument have decorative elements like carvings or paint? Does the instrument have a label that indicates its place of origin or the name of the manufacturer?
- Gently touch and feel the instrument. Describe its parts in your own words.
- Find an audio or video recording of the instrument being played and listen carefully to its sound.

Draw a picture of the instrument

★ Activity 13.6 Make Your Own Instrument

2 Popsicle Sticks



2 Rubber Bands



1 Long Strip of Paper

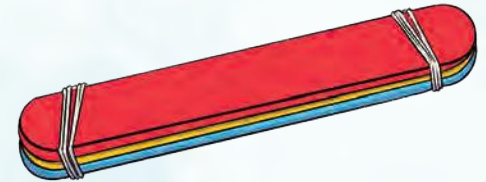


1 Toothpick



Materials Required

- Trace and cut a strip of paper in the shape of a popsicle stick.
- Place it over one popsicle stick.
- Place another popsicle stick under it and secure it using one of the elastic bands on one side.
- Once that is done, break a toothpick into half and push one half between the sticks near the secured end.
- Hold the other end of the toothpick at the open end of the sticks. Then, secure it again with the other elastic band.



If you have made a slight gap between the two sticks, then your harmonica is ready. Hold the sticks against your mouth and blow out the air or draw in the air till you hear sounds.



ASSESSMENT — Chapter 13: Sounds and Instruments

Competencies	Learning Outcomes	Teacher	Self
C-3.1	Is able to make a simple musical instrument using available materials		
C-3.1	Creatively uses body percussion to embellish a song		
C-4.2	Understands the principle of instrument classification		
C-3.1	Is able to sing and accompany the song with available objects		

Teacher's feedback on student's strengths _____

Teacher's feedback on areas of improvement _____

Any other observation _____

Summative Assessment

	Examples of Summative Assessment	Criteria for Summative assessment
Individual	<ul style="list-style-type: none">• Student is asked to choose and present a song on a given theme• Student is asked to listen to a piece of music and interpret it through words or art• Student is asked to present a simple classical composition, along with <i>arohana</i> and <i>avarohana</i> and while keeping the <i>tala</i>	<ul style="list-style-type: none">• Ability to choose appropriately and sing fluently in pitch and rhythm• Spontaneity• Active listening, creativity, and expression• Ability to sing the correct notes of the <i>raga</i> with the correct <i>tala</i>
Group	<ul style="list-style-type: none">• Ideates and creates a soundscape using body percussions and available objects	<ul style="list-style-type: none">• Creative ideas, coordination, teamwork, and enthusiasm



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