

# What does water sound like?

## Overview

Visual and performing art activities are used to orientate students to, and extend their understanding of, sensory properties of water and link students to location of water in their personal environment.

## Materials

- Craft and art materials Ref 34
- Open water-proof space for students to spread out
- Recording equipment
- Musical instruments, and other metal or wooden implements eg ice-cream containers and salad servers, pot lids, glasses and spoons

## Teaching and learning activities

Note: Some activities will be more suited to older children (Yr 2-3) than to Pre-school ones.

### *Creating with water*

- Listen to music associated with water as a background to creative design – patterns, pictures, collage, weaving. Use water and oil to make marble paint patterns (Devonshire, 1991).
- Make music/vocal sounds to express water movement, rain etc\*\*
- Record the sounds of water – rain on the roof, fountains, water features, water running down the sink, shower, dripping tap, downpipe during a storm, creek, waterfall, waves crashing on a beach.
- Match words and sounds to describe the recordings\*\*

## **Products/Outcomes**

- Images which give teacher a picture of prior and developing knowledge (visual arts)
- Collection and expression of sound experiences (music)
- Set of questions from science activities to direct Finding Out activities

## **Links to later stages**

Build or decorate a corner where class presentations can be made for group work.

\*\* Use later to build into an illustrated story, song or drama.

## **Resources**

Devonshire, H. 1991, *Science through Art - Water*, Franklin Watts, London.