

**EPISODE 1****Exploring Timbre and Developing Tone (using vowels)**

Silence meets Sound and explores tone with their ship (Vroom!)

**STUDENT LEARNING OBJECTIVES:**

**I can identify and describe tone color and timbre.**

**I can perform different vowel tone colors.**

**RECOMMENDED ITEMS:**

- Character cards/Powerpoint
- Listening examples: [John Williams](#), Gustav Holst (Boise Phil learning resources, YouTube, Spotify)
- [Digital Drone Generator](#)
- Sound and Silence drawing worksheet

**ACTIVITY 1: (15-20 MIN)**

- Teacher explains that sound is made from vibrations that create sound waves. (vocal chords (singing), instrument vibrations (brass=buzzing, woodwinds=reeds, strings=plucking/bowing, percussion=hitting a drum or everyday object).
- Teacher has students clap hands together and then clap hands together on desk/carpet/other surface and then describe the differences in the sound.
- Teacher asks students about sounds they enjoy listening to? Soothing sounds? Harsh sounds? Beautiful sounds? Scary sounds?
- Teacher describes timbre as what makes every sound unique and tone is a consistent sound.
- Teacher plays or performs contrasting tone examples (instruments, vocal, drone)
- Teacher sings on grade level fundamental pitch exaggerating vowel placement (i.e. “F” “G”. “I can sing a smooth tone - Vroom”). Focus on vocalizing the vowel with a short “V”.

**Vroom -solid line**

(“I can sing a smooth tone”)

**Vriim – jagged line**

(“I can sing a bright tone like a door bell”)

**Vreem -squiggle line**

(“I can sing a tense tone like an alarm”)

**Vroam -thick line**

(“I can sing a dark tone like a tug boat horn”)

**Vrahm -wavy line**

(“I can sing a breathy tone like a seagull”) “Cah”

- Teacher draws tone line examples for each vowel tone.
- Have students draw and color spaceship tone lines on worksheet as they listen to examples to “see” the sound they hear.

**Extended Lesson:** Create your own picture using spaceship tone lines. What would the tone lines sound like? Share pictures and have students sing their tone pictures.

**Science of Sound:** Vibrations, guessing an objects timbre and creating a hypothesis.

continued on reverse

## EPISODE 1 CONT.

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### ACTIVITY 2: (10-15 MIN)

- Teacher has students “fly around room” in space like Silence (silent)
- Teacher plays listening example and students move around the room vocalizing and mimicking “Vroom” (Oo and hum) and or other spaceship noises and exclamations. (play “ET Theme” or “The Planets” listening example (1min) while students vocalize and freeze when music stops)
- Teacher has students echo “Vroom” matching pitch, then addsiren calls (up and down vocalization) (try different tone vowels “Vreem” “Vraam” “Vriim” “Vroam” etc.) (buzzing lips, humming)
- Teacher has students echo “Vroom” on a “F” pitch (try different vowels “Vreem” “Vraam” “Vriim” etc.)
- Teacher has students echo “Vroom” on grade appropriate interval or melodic lines.
- Teacher has students echo “Vroom” in different vowel placements:

**Dark/Warm (egg in your mouth)**

**Light/Harsh (very forward, small cavity and nasal)**

**Airy/Thin (hoo)**

**Humming (Mmm)**

**Discussion:** What did you hear differently in the sound you made? (dark, light, airy, humming)  
Which was your favorite? Have students choose, vocalize, and teacher and class echo.

**Extended lesson:** John Williams or Gustav Holst spotlight based on listening examples.