Activities:

N.B.: There might be slight shifts in the schedule depending on how fast the activities are completed.

* Defining sound (**Monday**):
	+ Online piano (15 min)
		- Ask students:
			* Click on the button in the lower right corner to see how each air molecule behaves.
			* What happens to the air molecules when you play a higher pitched sound?
			* What do you think the blue dots represent?
			* What does the squishy stretchy motion represent?
		- <https://musiclab.chromeexperiments.com/Sound-Waves/>
	+ Lab: Dancing salt grains
		- (<https://www.pbs.org/parents/crafts-and-experiments/see-sound-waves>)
		- Materials:
			* Get a large bowl, but not too large.
			* Saran Wrap (Get a large enough piece of plastic wrap.)
		- Procedure:
			* Tightly stretch the saran wrap over the bowl.
		- Questions:
			* What happens to the salt/pepper when you make a louder sound. What about making a higher pitched sound?
	+ Lecture: Explaining sound waves and pitch.
		- <https://lsintspl3.wgbh.org/en-us/lesson/ilunctv18-il-ilsoundwaves/2>
		- Here, students will be exposed to how pitch is generated by changing certain elements of sound waves.
		- Please **only** complete pages 2, 3, 4, 7, 8. (You can see the page number in the upper right corner).
* Music as art (**Tuesday)**
	+ Materials
		- Worksheet (attached in email)
		- Remember your superhero color pencils? They are coming back to help us today! Go find the toolbox and find the colored pencils.
		- Draw a picture based on what you feel. There is no right answer. For instance
	+ I will provide a piece of music for them to listen to: Saint-Saëns Carnival of the Animals (Introduction)
	+ They will then fill out a sheet with 3 things they hear, and 3 artistic motives that could represent that and why. You may use any idea you like, as long as you can provide a bit of explanation!
	+ Flip over and begin drawing!
* Sound maker things (15 min) (**Wednesday**):
	+ Materials:
		- Search browser on computer/mobile device
	+ Spectrograph
		- <https://musiclab.chromeexperiments.com/Spectrogram/> (5 min)
		- What do you notice?
		- Click on the different buttons. Make different sounds and see what the spectrograph displays.
	+ Lecture on Music Theory
		- First, there will be a short lecture with music theory
			* <https://www.musictheory.net/lessons/10>
	+ Activity to help reinforce concepts
		- <https://www.classicsforkids.com/games/note_names.php>
		- Backup: <http://artsedge.kennedy-center.org/interactives/steprightup/whackanote/>
	+ ***Below activities only if time remains:***
	+ Strings! (8 min)
	+ Sound wave figures
		- <https://musiclab.chromeexperiments.com/Oscillators/>
		- What does click higher do? What do you notice about the waves in the mouth?
* Technique (**Thursday**)
	+ Learning note values
		- Lecture(<https://www.musictheory.net/lessons/11>)
		- Game (<https://www.musicteachers.co.uk/games/rhythm-bandit/index.html>)
	+ Review Kahoot
	+ ***Below activities only if time remains:***
	+ Keyboard basics
		- What a keyboard looks like
			* (tool) <https://www.imusic-school.com/en/tools/online-piano-keyboard/>
* Friday
	+ Decorating/making their own instruments
	+ Decorating maracas
	+ Homemade harmonica
		- Materials:
			* Straws (**3 if standard length of 8.5 inches, 4 if shorter than that)**
			* Tape (any tape works)
			* Scissors (for cutting tape)
	+ ***Below activities only if time remains***
		- Cup Xylophone
			* Materials:
				+ 4-6 cups of the same size, shape, and material