



# Make Your Own Musical Instrument Project



Due Date: \_\_\_\_\_

During this unit of science, students will be learning about sound. One element of this objective is that students will be able to understand how different musical instruments vibrate to produce sound. There are many different types of musical instruments and each instrument causes the vibrations in different ways. The most widely accepted way to classify musical instruments is to classify them by the way in which the sound is produced by the instrument.

**In this project, students will create a homemade musical instrument.** Students have chosen from a variety of instruments presented to them in class. Instruments must be playable and demonstrate a range of pitches (high and low) along with loud and soft volumes. Students should be able to play a simple song, such as *“Twinkle, Twinkle, Little Star”* on their instrument in order to demonstrate the different pitches.

**Students have received an information page about their instrument with instructions on how to build it.**

Helpful Links – The links below will lead you to websites that offer step-by-step directions on creating a variety of musical instruments at home.

## **Xylophone, Banjo, Horn**

<http://www.delightfullearning.net/2009/01/tot-tools-1-musical-instruments.html>

## **Pipe**

<http://deceptivelyeducational.blogspot.com/2012/05/diy-palm-pipes.html>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete the sheet below. **Be prepared to turn this sheet in with your project.**

The instrument I created is a/an: \_\_\_\_\_

It belongs to the percussion / brass/ wind / string / (circle what is applicable) family of instruments.

Here is a diagram of my instrument. Label all important parts of your instrument:



**Materials Used:**

My instrument makes different pitches by:

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My instrument makes different volumes by:

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One interesting fact I learned about my instrument is:

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Name: \_\_\_\_\_

## Musical Instrument Project Rubric

<b>Criteria</b>	<b>5 Exceeds the Standard</b>	<b>3 Meets the Standard</b>	<b>1 Approaching the Standard</b>	<b>0 Does Not Meet the Standard</b>
<b>Describes instrument in detail in presentation and</b>	<b>Tells audience:</b> name of instrument, what family it belongs to, and 1 interesting fact <b>in presentation and on paper</b>	Missing one of the Level 5 standards.	Missing two of the Level 5 standards.	Missing all of the Level 5 standards.
<b>Uses instrument to produce different pitches with an explanation</b>	Demonstrates 5 different pitches. Clearly explains why each pitch is either high or low.	Demonstrates 3-4 different pitches. Explains why each pitch is either high or low.	Demonstrates 1-2 different pitches. Does not correctly explain or somewhat explains why each pitch is either high or low.	Demonstrates 0-1 different pitches. Cannot or did not correctly explain why each pitch is either high or low.
<b>Uses instrument to produce different volumes with an explanation</b>	Demonstrates 2 different volumes. Clearly explains how each volume is loud or soft.	Demonstrates 2 different volumes. Explains how each volume is loud or soft.	Demonstrates only 1 volume and/or cannot explain how volume is created.	Does not demonstrate volume in presentation.
<b>Creates Instrument</b>	Made an instrument that works without falling apart. Made the design original and unique	Made an instrument that works without falling apart.	Made an instrument but is having problems or is falling apart.	Did not make an instrument.
<b>Demonstration/ Presentation</b>	Uses instrument correctly and performs a song in a well prepared and practiced demonstration.	Uses instrument correctly in a prepared demonstration but does not have a recognizable song.	Can use instrument but does not have a prepared demonstration or song.	Has done little or no preparation for demonstration.

Rubric Score: \_\_\_\_\_

Grade: \_\_\_\_\_