

The Art of Sound & Science

Program: The Art of Sound & Science

Organization: A Noble Foundation ANF

Duration: 4 days, 45 Minutes

Grade Level: 2–5

Program Overview

The Art of Sound & Science introduces students to the artistic and sensory experience of sound through listening, rhythm, and visual expression. Students sit in a circle surrounding singing bowls and chimes while exploring how sound travels, how it can be felt in the body, and how it can be expressed through art.

Through guided listening and simple creative exercises, students use crayons or markers to visually represent sound using color, line, and pattern. The program emphasizes artistic interpretation of sound while introducing foundational scientific ideas such as vibration, the nervous system, and how sound travels through water.

The experience encourages focused listening, creative expression, and sensory awareness while aligning with Alabama Arts Standards in music and visual arts.

State Standards

Alabama Arts Education Standards

Music (Grades 2–5)

Students will:

- Explore and respond to sound through focused listening experiences
- Identify and describe characteristics of sound such as rhythm, tone, and vibration
- Participate in creating rhythmic and tonal sound experiences
- Reflect on musical experiences and express observations through discussion and creative work

Alabama Arts Education Standards

Visual Arts (Grades 2–5)

Students will:

- Use line, color, and pattern to represent sensory experiences
- Create artwork that expresses ideas and observations
- Explore how artists interpret sound, movement, and emotion visually
- Communicate meaning through artistic choices

Science Connection (Supporting Concept)

Students are introduced to the concept that sound travels as vibration. The program lightly explores how the nervous system helps the body hear sound and how vibration can move through water, connecting to the fact that the human body is composed largely of water.

Day 1 Lesson Plan – Drawing What We Hear

Materials

- Printed outline of the human body
- Crayons, colored pencils, or markers
- Sound-making instruments such as:
 - chimes
 - bells
 - singing bowls
 - sitting mats
- Optional: soft recorded tones or musical sounds

Lesson Overview

In this introductory lesson, students explore how artists can translate sound into visual art. Students will listen to a variety of sounds and interpret those sounds through color, shape, and artistic marks.

Using a body outline as their canvas, students will create a sound map, illustrating where they hear or sense sound and how that sound inspires creative expression.

Students will be briefly introduced to the idea that sound begins with vibration, laying the foundation for future lessons that explore the connection between art and science.

This lesson emphasizes creative interpretation, artistic experimentation, and sensory observation.

Day 1

Alabama Standards Alignment

Alabama Course of Study: Visual Arts

Students will:

Create

- Use color, line, shape, and pattern to represent ideas and experiences.

Respond

- Observe and describe how artistic choices communicate feeling, movement, or sensation.

Connect

- Explore how art can represent experiences from everyday life, including sound and music.

Alabama Course of Study: Music

Students will:

- Listen to and respond to different types of sound and tone.
- Describe how sound can inspire creative ideas and artistic expression.

Science Connection (Introduction)

Students will be briefly introduced to the concept that:

- Sound begins with vibration, which is movement that travels through the air and can be heard by our ears.

This idea will be explored more deeply in later lessons.

Learning Objectives

Students will:

- Listen to a variety of sounds and interpret them through visual art
- Use color, line, and shape to represent how sounds move or feel
- Create a body-based sound map showing where they notice sound while listening
- Experiment with abstract artistic expression inspired by sound
- Explore how artists use color and pattern to represent sensory experiences
- Share and explain the artistic choices they made in their artwork



Day 1

1. Introduction to Sound & Art (5 minutes)

Instructor introduces the lesson:

“Today we are going to explore how sound can inspire art. Artists often use color, shape, and pattern to show movement, energy, and feeling. We are going to listen to sounds and create artwork inspired by what we hear.”

Instructor briefly explains:

“Sound begins with something called vibration, which means something is moving very quickly back and forth. Those movements travel through the air and become the sounds we hear.”

2. Listening to Sound (10 minutes)

Students sit comfortably while the instructor plays a series of sounds such as:

- a bell
- a chime
- a drum
- a singing bowl

Students are asked to simply notice the sounds carefully.

Discussion questions may include:

- Was the sound soft or strong?
- Did the sound feel smooth, sharp, long, or short?
- What colors or shapes come to mind when you hear the sound?

This encourages students to begin thinking about how sound can become art.



Day 1

3. Sound-to-Art Body Mapping (20 minutes)

Students receive a body outline worksheet.

Instructions:

Students will listen to sounds again while creating artwork on the body outline.

Students may:

- use colors
- draw shapes
- create patterns
- add lines or textures

Their artwork should represent how the sound feels or moves.

Students may also color areas of the body where they noticed the sound most.

Instructor encourages creativity by asking:

- What color represents this sound?
- Does the sound look like lines, waves, or shapes?
- Is the sound bold or soft in your artwork?

Students are reminded there are no right or wrong interpretations.



Day 1

4. Artistic Sharing & Reflection (10 minutes)

Students share their artwork with the group.

Discussion prompts:

- What colors did you choose for the sound?
- What shapes or patterns did you draw?
- Did different sounds inspire different artistic ideas?

Instructor concludes:

“Artists often turn what they hear, see, and feel into creative expression. Today you used sound as inspiration for art.”

Learning Outcomes

Students will be able to:

- Interpret sound through visual art
- Use color, shape, and pattern to represent sensory experiences
- Create an artistic sound map of the body
- Describe the artistic choices used in their artwork
- Recognize that sound begins with vibration

Assessment

Students will be assessed through:

- participation in listening activities
- completion of their sound artwork
- ability to explain their artistic choices.

Day 2 Lesson Plan – Drawing the Sound

Materials:

- Singing bowls
- Chimes
- Blank paper
- Crayons or markers

Lesson Overview

In this lesson, students explore how sound can be represented visually through art. While listening to singing bowls and chimes, students will translate what they hear into drawings using lines, shapes, and patterns. The goal is to help students recognize that sound has movement and rhythm that can be expressed creatively.

Lesson Preparation

Students should be seated comfortably in a circle or half circle on the floor surrounding the instruments.

Day 2 Standards Alignment

Alabama Course of Study: Visual Arts

Students will:

Create

- Use color, line, shape, and pattern to represent ideas and experiences.

Respond

- Observe and describe how artistic choices communicate feeling, movement, or sensation.

Connect

- Explore how art can represent experiences from everyday life, including sound and music.

Alabama Course of Study: Music

Students will:

- Listen to and respond to different types of sound and tone.
- Describe how sound can inspire creative ideas and artistic expression.

Science Connection (Introduction)

Students will be briefly introduced to the concept that:

- Sound moves through vibration and can travel in patterns or waves.

Students will observe how sound can feel different depending on tone, rhythm, and movement.

This idea will continue to be explored through artistic interpretation.

Learning Objectives

Students will:

- Listen to a variety of sounds and interpret them through visual art
- Use color, line, and shape to represent how sounds move or change
- Create abstract drawings inspired by sound and rhythm
- Experiment with artistic expression inspired by listening experiences
- Explore how artists use line and pattern to represent movement and sound
- Share and explain the artistic choices they made in their artwork



Day 2

1. Introduction (5 minutes)

The facilitator gathers students in a circle and introduces the activity.

Instructor may say:

“Yesterday we explored how sound can be felt in the body. Today we are going to explore how sound can be seen through art. Artists often use lines, shapes, and colors to show movement and energy.”

Explain that there is no right or wrong way to draw sound. Each student may experience it differently.

2. Listening Experience (10 minutes)

The facilitator gently plays the singing bowls and chimes.

Students are asked to sit quietly and listen.

Encourage students to notice:

- Does the sound feel smooth or sharp?
- Does it feel slow or fast?
- Does the sound move or stay still?

Students may close their eyes during listening if they choose.



Day 2

3. Art Activity: Drawing the Sound (20 minutes)

Students receive paper and crayons or markers.

While the facilitator softly plays the bowls and chimes again, students begin drawing.

Encourage students to represent sound using:

- Flowing lines for smooth sounds
- Zigzag lines for sharp sounds
- Repeating shapes or patterns for rhythm
- Large or small marks to represent loud or soft sounds

Remind students that their artwork should show how the sound feels or moves, not what the instrument looks like.

4. Sharing and Reflection (10 minutes)

Students are invited to share their drawings with the group.

Ask guiding questions such as:

- What part of the sound inspired your drawing?
- Did the sound feel smooth, sharp, or flowing?
- How did you decide which lines or shapes to use?

Encourage students to notice how each person's drawing is unique.



Day 2

Discussion Prompts

- What colors did you choose for the sound?
- What shapes or patterns did you draw?
- Did different sounds inspire different artistic ideas?
- Did the sound feel smooth, sharp, or flowing?

Instructor Concludes

“Artists often turn what they hear, see, and feel into creative expression. Today you listened carefully to sound and turned those sounds into lines, shapes, and patterns through your artwork.”

Learning Outcomes

Students will be able to:

- Interpret sound through visual art
- Use color, shape, and pattern to represent sensory experiences
- Translate rhythm and tone into artistic movement on paper
- Describe the artistic choices used in their artwork
- Recognize that sound begins with vibration

Assessment

Students will be assessed through:

- participation in listening activities
- completion of their sound artwork
- ability to explain the colors, shapes, and patterns used in their artwork

Day 3 Lesson Plan-Sound and Water

Materials:

- Singing bowls
- Chimes
- Clear glass of water
- Blank paper
- Crayons or markers

Lesson Overview

In this lesson, students explore how sound travels through vibration and how vibration can move through water. The facilitator demonstrates this concept using a clear glass of water placed near a singing bowl or chime.

Students are introduced to the idea that the human body is made mostly of water and that sound vibrations can travel through water and through the body. Students will then create artwork that represents sound waves and vibration using lines, shapes, and patterns.

The focus of this lesson remains artistic interpretation of sound while introducing a simple science connection.

Students should be seated comfortably in a circle on the floor surrounding the instruments.

Place the glass of water in the center of the circle where students can see it clearly.

Day 3 Standards Alignment

Alabama Course of Study: Visual Arts

Students will:

Create

- Use color, line, shape, and pattern to represent ideas and experiences.

Respond

- Observe and describe how artistic choices communicate feeling, movement, or sensation.

Connect

- Explore how art can represent experiences from everyday life, including sound and vibration.

Alabama Course of Study: Music

Students will:

- Listen to and respond to different types of sound and tone.
- Describe how sound can inspire creative ideas and artistic expression.

Science Connection (Introduction)

Students will be briefly introduced to the concept that:

- Sound travels through vibration.
- Vibrations can move through water as well as air.

Students will observe a simple demonstration showing how vibration can create movement in water.

This idea helps students understand how sound can travel through the body, which contains a large amount of water.

Learning Objectives

Students will:

- Observe how vibration can create movement in water
- Listen carefully to sound and reflect on how vibration moves
- Use line, shape, and pattern to represent sound waves through art
- Create artwork inspired by the movement of sound and vibration
- Explore how artists represent movement and rhythm visually
- Share and describe the artistic choices used in their artwork



Day 3

1. Introduction (5 minutes)

The facilitator gathers students in a circle and introduces the concept of vibration.

Instructor may say:

“Sound travels through vibration. When something vibrates, it creates waves that move through the air. Today we are going to see how vibration can also move through water.”

Explain to students that our bodies are made mostly of water, which is one reason we can feel sound vibrations in our bodies.

2. Water Demonstration (10 minutes)

Place the clear glass of water in the center of the circle.

The facilitator gently plays a singing bowl or chime near the glass of water. Students observe the surface of the water and look for small ripples or movement.

Ask students to observe:

- What do you notice happening to the water?
- Do you see small movements or waves?

Explain briefly:

“Sound creates vibrations, and those vibrations can move through water. Since our bodies contain a lot of water, sound can travel through our bodies too.”



Day 3

3. Listening Experience (10 minutes)

Students close their eyes or sit quietly while the facilitator plays the bowls and chimes.

Encourage students to notice:

- Where they feel the vibration in their body
- Whether the sound feels calm, strong, or gentle

Remind students that everyone may experience the sound differently.

4. Art Activity: Drawing Sound Waves (15 minutes)

Students receive paper and crayons or markers.

Students draw lines, shapes, or wave patterns that represent the movement of sound.

Encourage students to draw:

- Wave shapes to represent vibration
- Repeating lines or patterns to represent rhythm
- Large or small lines to represent louder or softer sounds

Explain that they are drawing the movement of sound rather than drawing the instruments.



Day 3

5. Reflection and Sharing (5 minutes)

Students share their drawings with the group.

Ask questions such as:

- What kind of movement did you draw?
- Did you draw smooth waves or sharp lines?
- How did the sound make you feel?

Encourage students to notice that everyone may represent sound differently through art.

Discussion Prompts

- What did you notice happening to the water when the bowl or chime was played?
- What colors did you choose to represent vibration or sound waves?
- What shapes or patterns did you draw to show the movement of sound?
- Did the sound feel calm, strong, or flowing?

Instructor Concludes

“Today we observed how sound creates vibration and how those vibrations can move through water. Artists often use lines, shapes, and patterns to show movement and energy. Just like scientists observe waves and motion, artists can express those ideas through creative artwork.”



Day 3

Learning Outcomes

Students will be able to:

- Observe how vibration can create movement in water
- Interpret sound and vibration through visual art
- Use color, shape, and pattern to represent sound waves
- Describe the artistic choices used in their artwork
- Recognize that sound travels through vibration and can move through water

Assessment

Students will be assessed through:

- participation in the water vibration demonstration
- participation in listening activities
- completion of their sound wave artwork
- ability to explain the colors, shapes, and patterns used to represent vibration

Day 4: Lesson Plan- Sound Journey and Artistic Reflection

Materials:

- Singing bowls
- Chimes
- Blank paper
- Crayons or markers

Lesson Overview

In this final lesson, students participate in a guided sound listening experience using singing bowls and chimes. Students are encouraged to notice how the sound feels in their body and how the vibrations move around them.

After the listening experience, students create a final piece of artwork that represents their personal experience of sound. They may use color, lines, and patterns to show how the sound felt, moved, or changed during the sound journey.

This lesson encourages reflection on how sound can influence the body, emotions, and creative expression while reinforcing the idea that sound travels through vibration and can be felt throughout the body.

Students should be seated comfortably in a circle on the floor surrounding the instruments.

Day 4 Standards Alignment

Alabama Course of Study: Visual Arts

Students will:

Create

- Use color, line, shape, and pattern to represent ideas and experiences.

Respond

- Observe and describe how artistic choices communicate feeling, movement, or sensation.

Connect

- Explore how art can represent experiences from everyday life, including sound, music, and personal reflection.

Alabama Course of Study: Music

Students will:

- Listen to and respond to different types of sound and tone.
- Describe how sound can inspire creative ideas and artistic expression.

Science Connection (Introduction)

Students will be briefly reminded that:

- Sound travels through vibration.
- These vibrations move through the air and can also be felt in the body.

Students will reflect on how sound can influence the body and emotions through listening experiences.

Learning Objectives

Students will:

- Participate in a guided listening experience with singing bowls and chimes
- Reflect on how sound feels in the body and how it changes over time
- Use color, line, and pattern to represent their personal experience of sound
- Create a final artwork inspired by the movement and feeling of sound
- Explore how artists express sensory experiences through creative work
- Share and explain the artistic choices they made in their artwork



Day 4

1. Introduction (5 minutes)

The facilitator gathers students in a circle and explains that today they will participate in a sound journey.

Instructor may say:

“During the past few days we have explored how sound can be heard, felt, and expressed through art. Today we are going to listen carefully to the sounds and notice how they move through the space and through our bodies.”

Remind students that sound travels as vibration and that their bodies can sense these vibrations.

Encourage students to sit comfortably and focus on listening.

2. Guided Listening Experience (15 minutes)

The facilitator slowly plays the singing bowls and chimes, allowing the sounds to rise and fade naturally.

Students sit quietly and listen.

Encourage students to notice:

- Where they feel the sound in their body
- Whether the sound feels calm, strong, or gentle
- How the sound changes over time

Students may close their eyes if they feel comfortable doing so.



Day 4

3. Art Activity: Sound Reflection (20 minutes)

Students receive paper and crayons or markers.

Students create a drawing that represents their sound experience.

Encourage students to represent sound using:

- Flowing lines to show smooth sounds
- Wave patterns to show vibration
- Colors that represent how the sound made them feel
- Repeating patterns to represent rhythm

Remind students that they are drawing their experience of sound, not the instruments.

4. Sharing and Reflection (5 minutes)

Students are invited to share their artwork with the group.

Ask reflection questions such as:

- What part of the sound experience inspired your drawing?
- What colors or patterns did you choose and why?
- Did the sound make you feel calm, energized, or curious?

Celebrate the unique ways students expressed sound through art.
“Sound is a complex phenomenon, and it is through the combination of sound and motion, artists can express those ideas through creative artwork.”



Day 4

Discussion Prompts

- What part of the sound journey inspired your artwork?
- What colors did you choose to represent the sound?
- What lines, shapes, or patterns did you create to show the movement of sound?
- Did the sound feel calm, strong, or flowing?

Instructor Concludes

“Over the past few days we explored how sound can be heard, felt, and expressed through art. Artists often turn what they hear and feel into creative expression. Today you reflected on your sound experience and used color, line, and pattern to represent sound in your own unique way.”

Learning Outcomes

Students will be able to:

- Participate in focused listening experiences with singing bowls and chimes
- Interpret sound experiences through visual art
- Use color, shape, line, and pattern to represent movement and rhythm
- Reflect on how sound can influence feelings and creative ideas
- Describe the artistic choices used in their artwork
- Recognize that sound travels through vibration and can be felt in the body

Assessment

Students will be assessed through:

- participation in the guided sound listening experience
- completion of their final sound reflection artwork
- ability to explain the colors, shapes, and patterns used in their artwork
- participation in discussion and reflection activities