The page features a decorative border with illustrations of various musical instruments including a drum, guitar, trumpet, pan flute, and CD, along with musical notes and a treble clef. The central text is written in a cursive font on a white background.

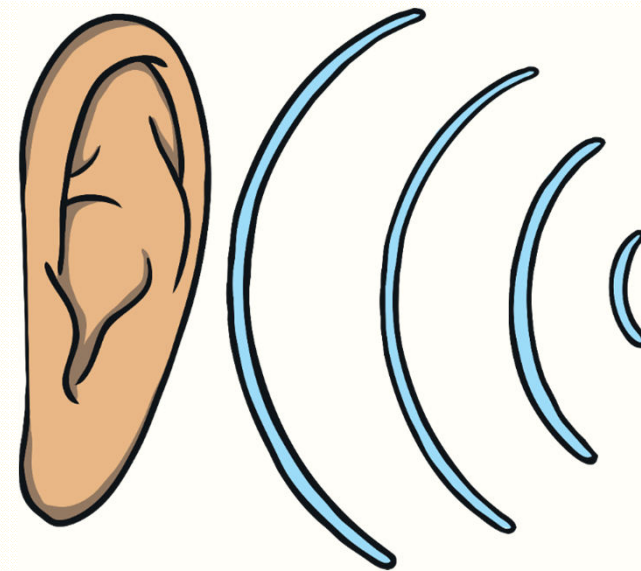
LO: To recognise that sounds get fainter as the distance from the sound source increases.


I can look for patterns between the volume of a sound and the object that has produced it.

I can write up and carry out a fair test  
I can record my results in a table.

# Recap- Think back to last lesson

- How does sound travel?
- What is sound made by?
- How do we hear sound?






How does the distance from the sound source affect the volume of the sound?

Today we will conduct an investigation testing whether the volume of a sound is affected by the distance from the sound source.

How do you think we could investigate this?





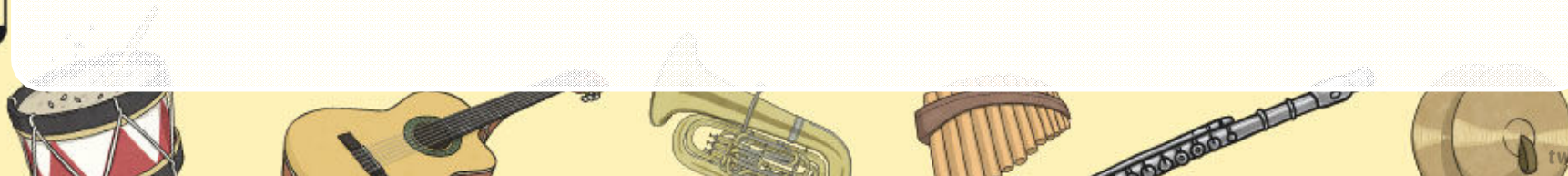


We are going to have a sound source (ipad or boombox) playing music.

The sound source will stay in the same place on the playground.

You will record observations every 5 steps in the direction moving away from the sound source.

- How can we make this investigation fair? Which variables must we keep the same?



A decorative border surrounds the central text area. At the top and bottom, there are illustrations of various musical instruments: a red and white drum, an acoustic guitar, a brass instrument (possibly a trumpet or trombone), a wooden pan flute, and a CD. On the left and right sides, there are vertical lines of musical notes and a treble clef.

# Variables to keep the same

- The volume that the music is playing at.
- The person who is making the observations.
- The location of the sound source.
- The distance per step.



# Hypothesis and Results

Complete the table to record whether the sound waves had a “high”, “medium” or “low” volume at 0 steps, 5 steps, 10 steps and 15 steps and 20 steps away from the sound source.

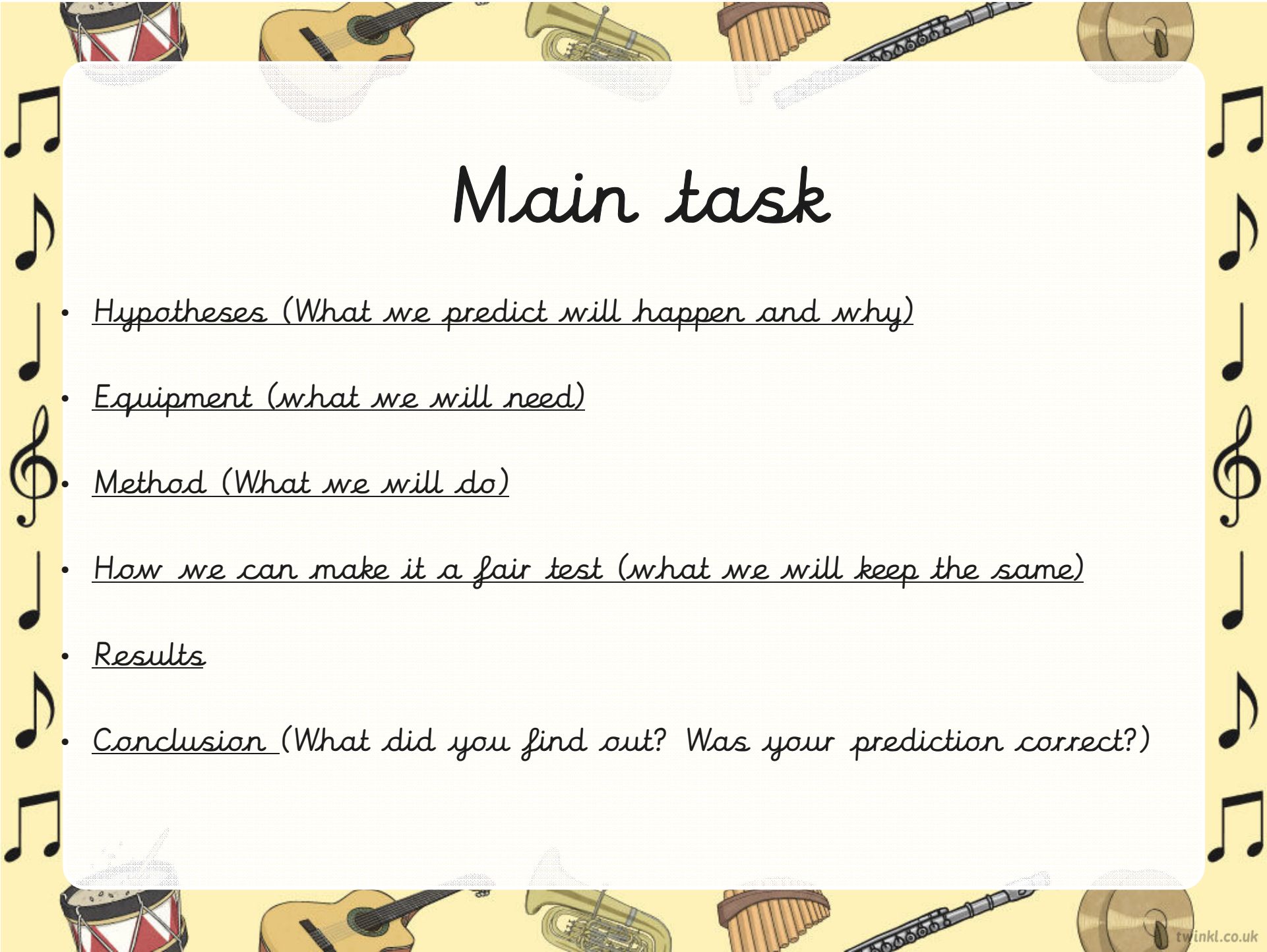
What do you predict will happen?



# Conclusion

- *What did you find out?*
- *Why do think this was the case?*
- *Was your hypotheses correct? Explain why?*



A decorative border surrounds the central text area. At the top and bottom, there are illustrations of various musical instruments: a red and white drum, an acoustic guitar, a brass instrument (trumpet or trombone), a wooden pan flute, and a CD. On the left and right sides, there are vertical columns of black musical notes and a treble clef on a yellow background.

# Main task

- Hypotheses (What we predict will happen and why)
- Equipment (what we will need)
- Method (What we will do)
- How we can make it a fair test (what we will keep the same)
- Results
- Conclusion (What did you find out? Was your prediction correct?)



