

# What Do You Hear?

## Sound Matching

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The image shows a musical score for the song 'What Do You Hear?'. The first staff is a melody in G major (one sharp) and 4/4 time. The notes are D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (half). Chords D, G, A, D, A, D are written above the staff. The lyrics are: 'What do you hear be - hind the board? Lis - ten to the sound, what do you hear? Does it shake or ring, what do you hear?'. Below the staff is a sound matching exercise. It consists of four measures. The first measure has three eighth notes (D, E, F#) and a quarter rest, with 'x' marks below each eighth note. The second measure has a quarter note (D), a quarter rest, and a quarter note (D), with '(echo) \_\_\_\_\_' below. The third measure has three eighth notes (D, E, F#) and a quarter rest, with 'x' marks below each eighth note. The fourth measure has a quarter note (D), a quarter rest, and a quarter note (D), with '(echo) \_\_\_\_\_' below.

I typically play the instruments behind a large magnetic dry erase board. A set of matching instruments is given to the child who is sitting in front of the board. It is important to establish echo singing (previous page) before attempting this activity.

Multiple levels of difficulty can be addressed. A child may initially be given only one instrument to establish the 4-beat call and response. Difficulty can be increased by using two or more instruments. You can also play the same instrument for 3 beats or play a sequence of sounds (e.g., shake maraca, play a drum with the maraca, shake maraca).

This also presents an opportunity for incorporating metaphonological skills by talking about first, middle, last. You can say, "First, we shook the maraca. In the middle, we played the drum with the maraca. Last, we shook the maraca again." Structured with musical instruments, kids are working on emergent literacy skills but they just think they're having fun!