

LIGHT AND SOUND

Years 1–6 · 1 hour · Up to 30 students

Students investigate the characteristics of light and sound through sensory, hands-on methods. They visualise sound vibrations on a speaker, explore the light spectrum and conduct a UV light investigation, then build a string instrument from everyday materials and work as a group to construct a wave machine.

Australian Curriculum: Science (Version 9.0)

Sub-strand	Year	Content description	Code
Science understanding — Physical sciences			
Physical sciences	2	explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate	AC9S2U02
Physical sciences	5	identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted	AC9S5U03
Science as a human endeavour			
Use and influence of science	1–2	describe how people use science in their daily lives, including using patterns to make scientific predictions	AC9S1H01 / AC9S2H01
Use and influence of science	3–4	consider how people use scientific explanations to meet a need or solve a problem	AC9S3H02 / AC9S4H02

Australian Curriculum: Design and Technologies (Version 9.0)

Sub-strand	Year	Content description	Code
Knowledge and understanding — building the string instrument and wave machine			
Engineering principles and systems	1–2	explore how technologies including materials affect movement in products	AC9TDE2K02
Engineering principles and systems	3–4	describe how forces and the properties of materials affect function in a product or system	AC9TDE4K02

Science inquiry: students pose questions about observed patterns, make predictions, follow safe procedures, and record and compare observations (Years 3–4 band: AC9S3I01–AC9S3I05 / AC9S4I01–AC9S4I05; equivalent descriptions apply in the Years 1–2 and 5–6 bands).

Secondary extension: for Year 9 groups this content connects to AC9S9U04 — using wave and particle models to describe energy transfer through different mediums.

Delivery note: our facilitators arrive 30 minutes before the session to set up. A classroom or small hall and a projector or TV are required. All facilitators hold current Working with Children Checks (Blue Cards).