

RESOURCES TO PHOTOCOPY



SOUND MAP

- Pick your own listening space and stand or sit still
- On a piece of paper write your name, the place where you are, the date and the time then mark yourself (use a cross, head or ear) in the centre of the page
- Listen very carefully and draw a map of the sounds around you. Use straight lines to show the direction and distance of the sounds. Next to the line describe the sound
- You can show how loud the sound is by using thin lines for quiet sounds and thick lines for loud sounds
- If the sound is moving try and show this too

NAME:	
DATE:	TIME:
PLACE:	

SOUND SCAVENGER HUNT

Find one example of each of the following and write it down:

A beautiful sound	
A loud sound	
A rhythmic sound	
A fast moving sound	
A sound that reminds you of something else	
A quiet sound from a huge object	
An ugly sound	
A big sound from a small object	
A sound from far, far away	
A sound produced by something you cannot see	
A relaxing sound	
A sound you've never heard before	
The lowest pitched sound	
A sound you can hardly hear	
A sound that reminds you of home	
The highest pitched sound	
A sound from the top of something	
A sound that makes you smile	

LOCATE THE CAN

- 1. Blindfold one pupil and spread the rest of the class out around the room;**
- 2. Another pupil rolls a can or other noisy object across the room;**
- 3. The blindfolded pupil waits till it stops and tries to locate it. If they miss, another pupil rolls it again;**
- 4. How long does it take to find the can?**
- 5. Swap roles and try again.**

BATS!

BATS USE SOUND TO COMMUNICATE AND NAVIGATE

- 1. In pairs, encourage pupils to create their own unique identifying sound – one sound per pair. Pupils will use this chosen sound to communicate, like bats, to each other. For example Gggrrrrr; beeeep; sssss; sshhh; ffrrrr; rrrrr etc.;**
- 2. Mix the group up and when everyone is ready, pupils find their partners with their eyes closed, by repeating their chosen sound. When pupils have found their partners, they sit down and remain silent and listen until the last pair have found each other;**
- 3. Experiment with different volumes of sound. Which volume is more successful – whispering or shouting?**

VARIATIONS:

- 1. Single sounds can be developed into a multiple-part 'call' with different elements of pitch, character and dynamic. For example, Ffrrr ge bleep bleep; Zzz de sshhh zzz;**
- 2. Have the whole group in a circle and choose a conductor to conduct the sounds. Agree the use of specific hand gestures to decide when to make their sounds, and to achieve different volumes, continuous or short sounds, high pitch or low pitch sounds.**

SOUND QUIZ

YOU WILL BE PLAYED 6 SOUNDS: TRY TO GUESS EACH SOUND AND CHOOSE 2 WORDS TO DESCRIBE IT:

EXAMPLE:

1	<i>Train</i>	<i>Clattering</i>
		<i>Chugging</i>

1		
2		
3		
4		
5		
6		

SOUND DIARY

Choose a location, it could be inside, outside, a new place or somewhere you are familiar with. Sit quietly for five minutes and describe all the sounds you can hear. Be as descriptive as you like. Make a note of the time and return to the same place at a different time of day. Does it sounds different?

NAME:	
DATE:	TIME:
PLACE:	

NAME:	
DATE:	TIME:
PLACE:	

NAME:	
DATE:	TIME:
PLACE:	

DESCRIBING WORDS

CHOOSE SOME WORDS TO DESCRIBE THE SOUND OF:

A small stream

A washing machine

A fire

WHAT SOUNDS MIGHT YOU HEAR IN THE FOLLOWING SONIC POSTCARDS:

A busy street corner

A walk in the woods

A boat trip across the sea

A ride on a steam train

A football match

A birthday party

MAKE UP A SENTENCE USING EACH OF YOUR FAVOURITE WORDS:

RECORDING LOG

DATE OF RECORDING:
RIVER COLOUR:
NAME/S:

FILE NAME	SOUND NAME	DESCRIPTION	LENGTH
VOICE 001	<i>Birdsong 1</i>	<i>One bird singing in tree. Short chirps. Nearby.</i>	<i>20 seconds</i>

GRAPHIC SCORE TEMPLATE

IN THE LEFT COLUMN WRITE THE NAME OF THE SOUND AND IN THE RIGHT COLUMN DRAW A SYMBOL OR PICTURE TO DESCRIBE THAT SOUND. YOU COULD USE COLOUR. YOUR SYMBOLS AND TEXT COULD THEN BE CUT OUT AND USED TO ORGANISE YOUR SOUNDS ON A BLANK PAGE, JUST AS YOU'D LIKE THEM ORGANISED IN YOUR COMPOSITION, BEFORE YOU WORK AT THE COMPUTER.

<i>e.g. Stones Sploshing</i>	

CONTRIBUTORS

PIPPA MURPHY
PETE STOLLERY
BECCA LAURENCE

DESIGNED BY DAVID ROGERSON

THANKS MUST GO TO MARGARET RATTRAY FROM INVERURIE MARKET PLACE SCHOOL AND JANE CRAIK FROM TULLYNESSLE PRIMARY SCHOOL IN ABERDEENSHIRE FOR THEIR VALUABLE FEEDBACK DURING THE CREATION OF THIS RESOURCE.

THANKS ALSO TO ANDREW HINTON AND MARTYN MULLENDER FOR THEIR ENDORSEMENTS, THE SONIC POSTCARDS PROJECT MANAGERS, JANA PHILLIPS AND DAN STONE, AND TO THE SONIC POSTCARDS WORKSHOP LEADERS WHO HAVE CONTRIBUTED THEIR IDEAS AND WORKSHOP RESOURCES TO THIS PACK.

PRODUCED BY **SONIC ARTS NETWORK**

THE JERWOOD SPACE
171 UNION STREET
LONDON SE1 0LN
INFO@SONICARTSNETWORK.ORG
INFO@SONICPOSTCARDS.ORG

SONIC ARTS NETWORK
www.sonicartsnetwork.org

Sonic Postcards

