

Title: <b>Soundscape</b> <b>Lesson #5</b> <b>Grade 1 Unit</b> <b>Approximately 180 minutes</b> <b>“Listen Up!”</b>	
<b>Critical Learning</b>	<b>Guiding Questions</b>
<p>Sounds produced by different sources (vocal, body percussion, found sounds, and instruments) have different characteristics or tonal qualities. (Timbre).</p> <p>Creating and using a variety of rhythms and dynamics enhances musical sounds and adds interest.</p> <p>Music and/or sound can describe an event, tell a story or paint a picture on its own.</p> <p>Music can be composed using <a href="#">The Creative Process</a>.</p> <p><a href="#">The Critical Analysis Process</a> is used to respond to their own and others` works.</p>	<p>What are all the different sources of sound we have explored in this unit?</p> <p>How can we change sounds to make them more effective?</p> <p>What are some of the choices we need to make when we create a soundscape?</p> <p>How does The Creative Process help us compose and perform an effective piece of music?</p>
<b>Curriculum Expectations</b>	<b>Unpacked Expectations</b>
<p><b>C1. Creating and Performing:</b> apply The Creative Process to create and perform music for a variety of purposes, using the elements and techniques of music;</p> <p style="padding-left: 20px;"><b>C1.2</b> apply the elements of music when singing, playing, and moving; and</p> <p style="padding-left: 20px;"><b>C1.4</b> use the tools and techniques of musicianship in musical performances.</p> <p><b>C2. Reflecting, Responding, and Analysing:</b> apply The Critical Analysis Process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p> <p style="padding-left: 20px;"><b>C2.2</b> describe ways in which the elements of music are used for different purposes in the music they perform; and</p> <p style="padding-left: 20px;"><b>C2.3</b> identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p>	<p style="text-align: center;"><b>Learning Goals</b></p> <p><b>At the end of this lesson, students will be able to say:</b> At the end of this lesson <i>I can:</i></p> <ul style="list-style-type: none"> <li>• create sounds for a soundscape by using my voice, body percussion, found sounds, and non-pitched percussion instruments;</li> <li>• change the sounds I produce by making them longer, shorter, louder, softer, higher, lower, faster, and slower;</li> <li>• perform a soundscape; and</li> <li>• be a good listener as a member of an audience.</li> </ul>

## Instructional Components and Context

<p><b>Readiness</b>                  Knowledge of the elements of music, related concepts, and terminology from the previous lessons in this unit.</p> <p>Experience with all four sound sources in this unit: vocal, body percussion, non-pitched percussion, and found sounds.</p> <p>List of the “Sound Bank” of sounds used in Lessons 1 – 4. (see <b>Teacher Resource 5 Sound Bank</b>)                  Experience with <a href="#">The Critical Analysis Process (p. 23)</a>                  (<a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf</a>)</p> <p><b>Terminology</b>  <a href="#">Soundscape (p. 182)</a>  <a href="#">Refine, Revise: The Creative Process (p.19)</a>                  (<a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf</a>)</p>	<p><b>Materials</b></p> <p>“Sound Story”, p. 7. from Hardie, M., &amp; Mason, E. (2000). <i>Music Builders K</i>. Caledon, ON: Berandol.  <a href="https://cmccanada.org/product-category/sheet-music/berandol/">https://cmccanada.org/product-category/sheet-music/berandol/</a></p> <p>or record your own series of everyday sounds</p> <p><b>Teacher Tip:</b> <i>Music Builders II</i> also has a Sound Story recording</p> <p>Chart paper                  Markers</p> <p>Visual/audio recording device for recording sound stories and performances</p> <p><b>Teacher Resource 5 Sound Bank</b>  <b>Teacher Resource 6 Storyboard Template</b></p>
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Minds On	Approximately 30 minutes	Pause and Ponder
<p><b>Whole Class &gt; Directed Listening</b>                  Play and have class listen to “Sound Story” from <i>Music Builders K</i>, or your own ‘sound story’.</p> <p>Focus the listening:  <b>Teacher Prompts:</b> <i>When I play the sound story, listen carefully to see if you can tell what is happening. Were there any words to tell you what was going on? How did you know what was happening? When I play the sound story again, listen carefully to see if you hear any other clues/sounds which tell you what is happening.</i></p> <p>Play the story again; create a list of sounds students heard in the order they heard them (e.g., 1. dog barking etc.).</p> <p><b>Whole Class</b>                  Review the list of sounds that was created during Lessons 1-4 (see <b>Teacher Resource 5 Sound Bank</b>) -vocal sounds, body percussion, non-pitched percussion, and found sounds.</p> <p>Using <b>Teacher Resource 6 Storyboard</b> Template, have students use</p>	<p><b>Assessment For Learning:</b>                  Assess students’ ability to choose effective sounds and tell why the sounds were chosen.</p>	

<p>the vocal, instrumental and found sounds from the list to replicate the environmental sounds heard in the “Sound Story”, and represent the chosen sound with a symbol. For example, dog barking – wood block - <i>///</i> Add students’ selections and their symbols on the chart.</p> <p>In small groups, students will create their own performance of the “Sound Story” using their own choices of sounds from the “Sound Story” list.</p> <p>Reflect on the effectiveness of each group’s choice of sounds and their performances using <a href="#">The Critical Analysis Process</a>.</p> <p><b>Teacher Prompts:</b> <i>What sounds worked the best in retelling the story? What techniques did you notice students using that were really effective? Did the performance retell the “Sound Story”? Why? Why not?</i></p>	
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<b>Action!</b>	<b>Approximately 120 minutes</b>	
<p><b>Whole Class</b> Have students suggest ways to use sounds from their Sound Bank (<b>Teacher Resource 5 Sound Bank</b>) to create mini sound stories.</p> <ul style="list-style-type: none"> <li>• Movement: walking, running, skipping, dragging feet e.g., walking = tapping on a wood block</li> <li>• Feelings: happy, sad, angry, joyful e.g. happy = skipping sound with rhythm sticks</li> <li>• Environment: opening and closing of doors, running upstairs, eating at the table, telephone ringing e.g. running = patsching at a fast tempo</li> </ul> <p>Follow <a href="#">The Creative Process</a>. Have students explore and experiment with a variety of sounds and ways of performing their movements and choice of instrument, to create their sound stories.</p> <p>Follow <a href="#">The Critical Analysis Process</a> and reflect on each performance.</p> <p><b>Teacher Prompts:</b> <i>What was it about the sound you chose that made you think of skipping? (feeling sad, shutting a door, etc.) How could we perform our mini sound story to make it more believable? (use loud dynamics, fast tempo etc.) Apply the suggestions and perform again. How was our new performance more effective?</i></p> <p><b>Teacher Tip:</b> Honour all student suggestions by applying and experimenting with their ideas and then reflect on the effectiveness of the performance.</p> <p>Play a guessing game where one student performs a sound for the class to guess what was being depicted (e.g., a long hissing sound). Students guess the sound to be either a snake or a balloon with a leak. Have students support their guesses with descriptions of the performance such</p>		<p><b>Teacher Tips:</b> Suggested criteria for selecting a theme or story for a soundscape: -has plenty of action -there are scenes which would generate a variety of contrasting sounds such as high/low, fast/slow, different timbres -several students would be needed to perform the sounds; -would relate to the interests of the students and their lives, their cultures, and community.</p> <p><b>Check Point #4</b> Peers and teacher will provide feedback and assessment of the soundscape performance.</p> <p>Self-reflection and feedback will result in the revising and refining of the composition.</p>

as 'I thought it sounded like a snake because it had a very long `s` sound and some parts were really loud like the snake was ready to attack.'

### **Whole Class**

Brainstorm some familiar events or activities students have experienced (e.g., a trip to the zoo, going out for dinner to celebrate a birthday, etc.)

**Teacher Prompts:** *Which theme or story would make a longer and more interesting soundscape- a class going on a trip to the zoo or a friend eating a banana? Why?*

Through discussion, have students suggest criteria for choosing a theme or event to depict in sound (e.g., have different kinds of sounds, a few different and interesting things happening, etc.).

Choose a theme or event for the composition to be created about such as  
A Trip to Kakabeka Falls (or any waterfall)  
Participating in the Carassauga Festival (or any festival)  
Saturday Morning at St. Lawrence Market (or any market)  
Visiting Old MacDonald on His Farm  
The Drive-In Car Wash  
Exploring a Haunted House

Break the story down into sound "scenes" and plan the sounds that would best be used to depict each scene.  
A Trip to the Zoo: 1) getting on the bus 2) on the highway 3) parking at the zoo 4) going through the gates 5) visiting the polar bears, etc.

In groups of 2 or 3, have students create a soundscape for their own scenes. Perform by combining the small group soundscapes into one large, continuous soundscape. Reflect on the soundscapes with feedback from the students (and teacher)

**Teacher Prompts:** *How were the performances different? What was the same? Different? What was effective? What musical ideas could we add to make the performance more interesting? Why would that work?*

**Teacher Tips:** Have students make the connection between a change in the elements of music such as louder, slower, etc. and what the resulting effect of the change might be (e.g., gradually getting louder would make it feel more exciting).

Revise and refine the composition; practice.

**Teacher Prompts:** *How did you improve your performance after the feedback was given? How can you demonstrate good audience behavior while watching the group performances?*

Create a title for the soundscape.

### **Assessment of Learning:**

Teacher feedback and assessment will identify strengths and areas of growth as performers and audience members.



**Consolidation****Approximately 30 minutes**

Perform the soundscape and videotape or make an audio recording.

Watch or listen to their performance and provide students with time to self-assess, and peer-assess their performance, through a think-pair-share strategy.

Celebrate the performance and share with another class!

Extension:

Provide opportunities for free exploration of sound related to creating soundscapes. Both provide the teacher with the opportunity to observe and provide feedback.

Integration: Make a cross-curricular link to Dance, and have students create movement sequences to accompany the soundscape.

e.g., Dance Expectation: [A 1.2 Use dance as a language to express feelings and ideas suggested by songs, stories, and poems.](#)

(<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>)