

Johanes “Mo’ong” Santoso Pribadi

Making sound-music

Lesson plan



Repository
of Knowledge

Riga
International
Biennial of
Contemporary
Art

Netherlands
Art Academy
of Visual Arts

helsinki
international
artists
programme



EMPOWERING TOOLS

Making Sound-Music

Keywords: Play, sound-music, improvisation, community, environment, geography

Age group: 7–12 years old, primary school age

Number of participants: 10–20 per group

Duration: 30–40 minutes per activity (4 x 40 min)

Learning outcomes:

1. The students will learn how both natural elements and recycled waste materials (plastic, bottles, canned food or drink, etc.) can be used as instruments to produce sound and make music.
2. Understand the collective and social nature of making music and playing musical games.
3. Explore the embodied experience of making sounds and music.

Suggestions for a lesson plan

Lesson 1: Making sounds from the world around us

The purpose of this lesson is to recognize the ability of our bodies and the objects surrounding us, both organic and non-organic, to produce sound.

1. Invite your students to explore the natural environment (gardens, woodland, parks etc.) to find objects that can produce sound.
2. Invite your students to explore their surrounding environment for any non-organic objects that can also produce sound.

Examples of objects from nature: branches, leaves, pebbles, etc.

Examples of non-organic objects: plastic, cans, bottles, etc.

Lesson 2: Turn places into sound-music

The purpose of this lesson is to stimulate the imagination and conjure mind-body memories by describing a place through its associated sounds.

Teachers should pick a place and provide some information about the surrounding geography when introducing it to the students. This will help the students think of the natural elements that are likely to be found in such a place—for example, wind, rain, waves, specific animals, etc.



The aim of the activity is to translate the elements of this imagined place into sound elements in order to create a soundscape.

Step 1: Introduce a place and name different features associated with it.

Step 2: Describe each of the selected features as a sound by using your voice, clapping your hands, or by using objects that can produce different sounds.

Step 3: As a group, describe each of the selected features of that place.

Step 4: Create a graphic notation of all the created sounds along with their levels of intensity (1 to 3) and perform them as an ensemble in a group.

Example image 1: Rainforest soundscape

- Wind
- Trees, leaves
- Animals (monkeys, birds, snakes, insects, mosquitos, etc.)
- Rivers
- Waterfalls

Example image 2: Volcanic soundscape

- Wind
- Animals (monkeys, birds, snakes, insects, mosquitos, etc.)
- Eruptions
- Earthquakes

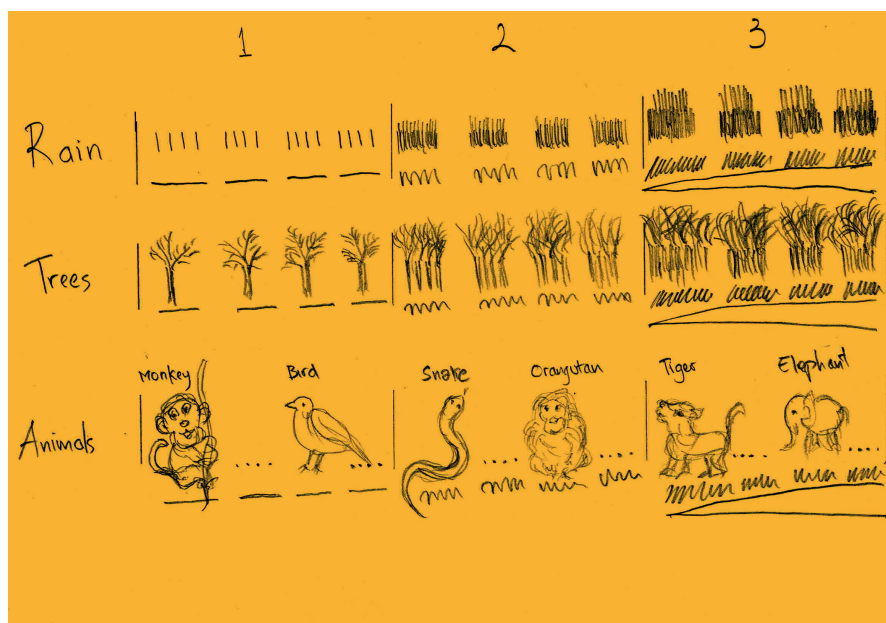
Example image 3: Ocean soundscape

- Waves
- Wind
- Animals/creatures
- Ships
- Tsunamis
- Earthquakes

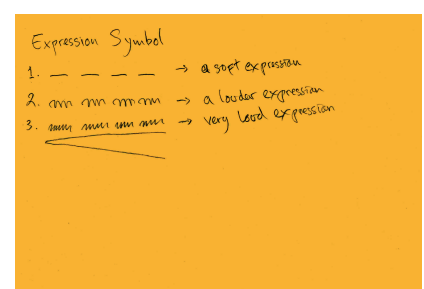
Learning suggestions:

The students should try and make all of the sounds that connect with the features of each place. One by one, making sounds with voice, body and objects the students can sing, clap, stamp, and experiment with their objects. The teacher should assign each sound element of a given soundscape to a student or a small group of students, which will later become an ensemble.

Example of a graphic notation for step 4.



ENSEMBLE				
Rain	3	1	2	
Trees	2	3	1	
Animals	3	1	2	



Lesson 3: Listen to a recorded soundscape and add your own sound-music

Listen to a recorded soundscape and accompany it by playing or making complementary sound-music. The students can then form a response to the soundscape recordings by composing their own sound-music.

- Step 1: Choose several soundscape recordings to play in the classroom.
- Step 2: After listening, the students should discuss where they think the soundscape recordings were made.
- Step 3: Respond to the soundscape recordings by making sounds associated with the recording.

Learning suggestions:

The students or teacher should select one of the soundscape recordings (forest, beach, city, etc.) After the recording is played in the classroom and the students have guessed where it was made, the teacher should then provide additional information about the time of year and location to help students further imagine being in this environment.

Lesson 4: Group communication and performance

The students should play together with sound-making objects gathered from their surrounding environment. The purpose of this session is to create a space for free expression and new forms of group communication using sound-music.

Questions to ask in a group:

How can you use harmony to communicate? What kinds of sounds are produced by each of the participants and their instruments? Are they pleasing? Unpleasant? How does it feel to make that sound?

Discussion:

- How has this sound-making experience been for you?
- How does it feel to communicate with each other and express yourself through sound?
- What can we communicate using sound that we find hard to do with words?
- Do you feel that these exercises have helped you to better understand yourself, each other, and the world around you?

Learning kit by Johanes "Mo'ong" Santoso Pribadi
Produced within the framework of Empowering Tools
project and residency at Nida Art Colony (NAC) of Vilnius
Academy of Art, 2022

The Erasmus+ project "RIBOCA Repository of Knowledge"
is co-financed by the European Union. The European
Commission is not responsible for the content of this
publication.



Co-funded by
European Union