

Johanes “Mo’ong” Santoso Pribadi

Making sound-music

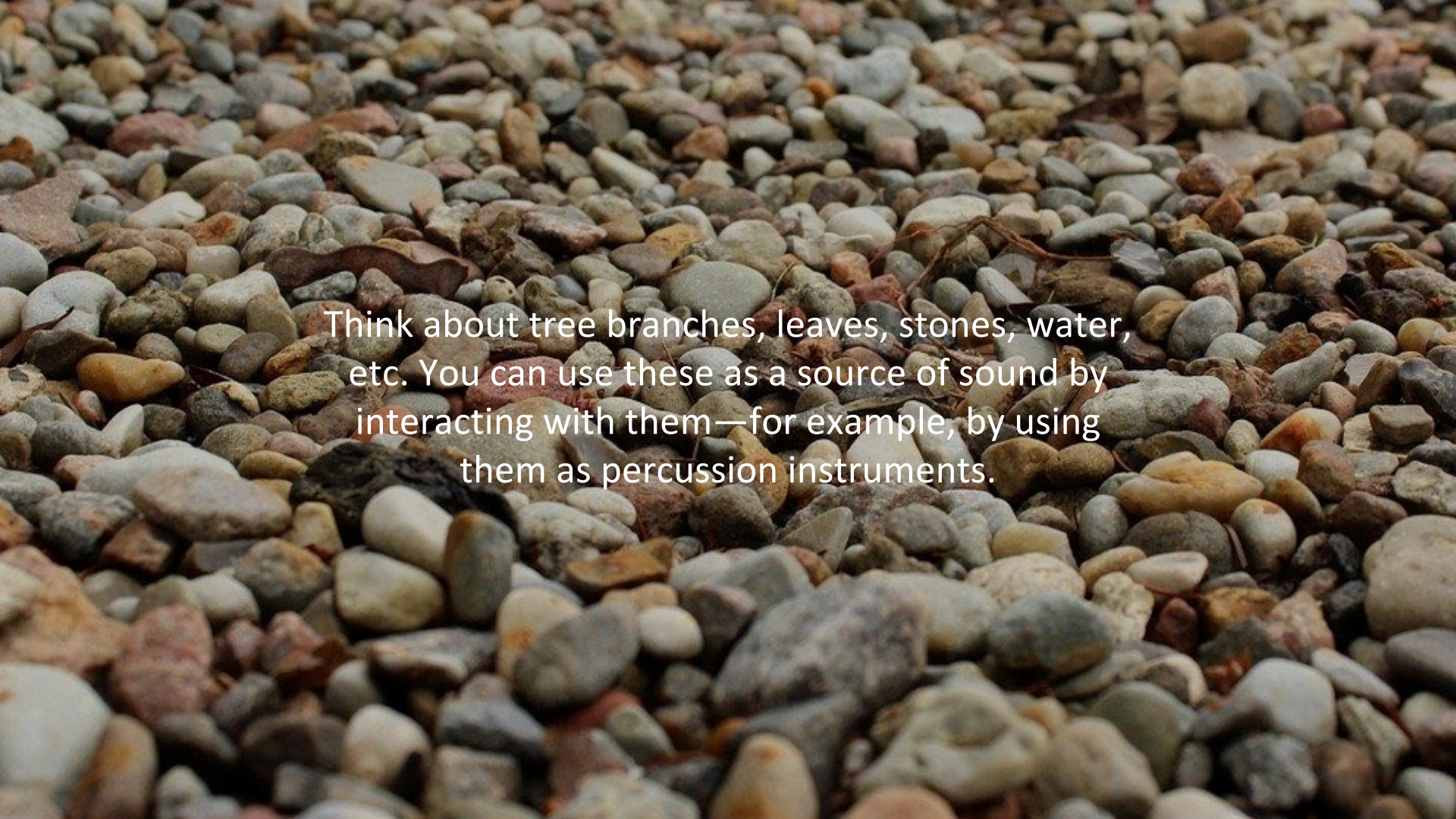
Activity 1: Making sounds from the world around us

The world is full of various objects—both natural and man-made—that your body can use to make sound.



What kinds of **natural objects** can be used to make sound?





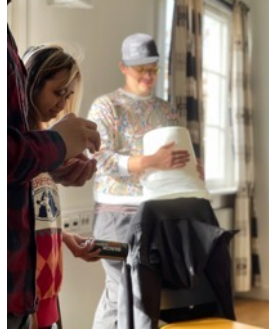
Think about tree branches, leaves, stones, water, etc. You can use these as a source of sound by interacting with them—for example, by using them as percussion instruments.



What kinds of **human-made objects** could make sound?

Think about objects that typically become waste—such as plastic bottles, construction materials (iron, glass, wood, PVC pipes, etc.), as well as household waste that can be recycled or reused.





Have you ever thought about playing and making sound-music without a 'proper' musical instrument?

What if you made a sound instrument using nothing but the objects around you and your own creativity?



Step 1: Have a look around and find some objects that you think might produce sound if you played with them by tapping, swiping, pounding, etc.

Step 2: What kinds of sounds can you make from these objects?

Activity 2: Turn images into sound-music

Sound is part of our daily life, whether produced by nature, our man-made environment, or by other living beings on earth.

In this session, you will recreate the sound elements of a particular environment.





Step 1: Imagine being in a tropical rainforest. What kinds of sounds would you hear?

Rain

Wind

Leaves and trees blowing in the wind

Animals and other living creatures

Rivers

Waterfalls

Step 2: Game

As a group, choose the sound elements you want to play with and then create the sounds that best represent them.

For example:

Rain

Leaves and trees blowing
in the wind

Animal sounds (monkeys, birds,
snakes, orangutans, tigers, and
elephants)

Step 3: Describe all of these elements as sounds. Experiment by making sounds with your voice, clapping your hands, or using objects to produce a variety of sounds.

Rain

You can use your voice, bottles filled with sand, or the friction of objects that can produce sound.

The sound of leaves and trees

You can use your voice or hit objects like they are percussion instruments.

**Animal sounds (monkeys, birds, tigers,
snakes, orangutans, and elephants)**

You can use your voice or objects—
pound, blow, shake or tap them to
make sounds.

Step 4:

- Create a graphic notation of each of your chosen sound elements—for example, rain, trees, and snake
- To show the dynamics of different sounds, make a table of these elements alongside levels from 1–3.
- Then, start playing the sound of each element by reading the graphic notation.



Example graphic notation and dynamic symbol

	1	2	3
Rain			
Trees			
Animals	Monkey  Bird 	Snake  Orangutan 	Tiger  Elephant 
	Level 1: A soft expression	Level 2: A louder expression	Level 3: A very loud expression

For example:

- First, experiment with making the sound of rain ranging the first, second and third level (from soft to loud).
- Repeat with the other sound elements (leaves, trees) paying attention to the expression of each level and how it feels to get louder.
- Then, play animal sounds (monkeys, birds, snakes, orangutans, tigers, and elephants) again paying attention to the way the sounds change as they get louder and quieter.

Step 5:

First, play each of the elements individually playing either loudly or quietly according to the number on the table. Then play them again in an ensemble—either a large or small group.

Rain	:	3	1	2
Trees	:	2	3	1
Animals	:	3	1	2

ENSEMBLE

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

Expression Symbol

1. — — — — → a soft expression
2. mm mm mm mm → a louder expression
3. mm mm mm mm → very loud expression

In this game it is important to pay close attention to others so that the sound composition becomes harmonious.

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

The purpose of this activity is to combine the actions of sensing, listening, feeling, thinking and acting while responding to soundscape recordings by adding your own sounds.



Step 1: Choose soundscape recordings to play in the classroom [from this playlist](#).

Step 2: After listening, discuss where the soundscape recordings are from.

Step 3: Respond to the recordings by making sounds associated with the environment where the recording was taken.

Listen to the [playlist here](#)

What kind of sound could accompany this soundscape? For example, wind, steps, fire crackling, animal noises, etc.

What activities and experiences do you want to convey through sound to accompany this soundscape?

For example, footsteps crunching through leaves, an owl calling at night, etc.

Activity 4: Group communication and performance

Experiment playing as a group with the sound-making objects and instruments around you!

Explore making harmonies with your chosen instruments or sounds. How does it feel to build soundscapes as pairs or in groups?

What kinds of sounds are produced by each participant and their chosen instrument or body?

Do you enjoy hearing the sounds being made around you?

How does it feel to make your own sounds?

Remember to pay attention, listen, and be respectful to each other.

Thank you!

Learning kit by Johanes "Mo'ong" Santoso Pribadi
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