Activity 16: Listen to the world

Listen to the sounds around you, use vocabulary to describe them and recreate them musically. Imagine how the Jurassic world might have sounded.

Learning outcomes

Children will:

• develop listening skills and concentration
• develop and build language and vocabulary to describe sounds and experiences
• enjoy musical creativity using voices and instruments
• exploring the local environment using a variety of senses

Resources required

Provided by school:

• paper (writing frame) and pencils for collecting sound descriptions and numbers of sounds
• musical instruments
• device to record musical performance
Activity 16: Teacher notes

Can you imagine what the world sounded like when Dippy was alive? How do you think it compares to what you hear around you? The sounds you hear around you are your soundscape, just like what you see around you is your landscape.

Lie down on the floor in the classroom or hall, close your eyes and listen carefully for two minutes.

Remember the different sounds you hear. Work silently for a minute afterwards to make a tally of the number of different sounds and try to write down a description of what you heard. This could be followed up with a discussion about the language they have used.

Collect together a list of sounds for the whole class. If anybody heard anything they could not recognise can they describe it in words?

Go outside and repeat this activity, in the playground or a park. Were there any different sounds? Have any of the sounds they could also hear inside changed? How?

Can they separate sounds that are human-made from natural sounds?

Back in the classroom, use voices and musical instruments to recreate the outdoor soundscape and record this.

- You could create a visual score for your soundscape using different shapes or marks to denote different sounds. Can another group recreate the soundscape by following the score?
- You could repeat the exercise in different places around the school and create a sound map for the whole area.
- You could record sound clips from outside and add these to the soundscape.
- You could take photos or film clips outside and use the images and sound together to create an immersive film. You could add further multi-sensory elements to this with plants, dead leaves, twigs etc.
- You could use this idea alongside Activity 10. Try to imagine what sounds a time traveller who went back to the Late Jurassic to see the Diplodocus Dippy was cast from would hear and recreate this soundscape in a similar way. What did dinosaurs sound like? What other animals (e.g. frogs) living in the habitat would have contributed to the soundscape? Would there have been any human-made noise? Listen to recreations of some Jurassic forest noises: nhm.ac.uk/dippy-sounds.
- You could watch films of natural environments in other parts of the world with no sound and try to create the soundscape to match the images.
- You could try this activity as part of a Forest School or other outdoor learning activity.
- You could use this as an introduction to learning about sound and hearing.

English curriculum links (Key Stage 1)

Music

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Science

Pupils might work scientifically by:

- using their senses to compare different textures, sounds and smells

English, Mathematics/Numeracy, Statistics

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
Northern Irish curriculum links (Foundation Phase and Key Stage 1)

The Arts

Foundation: Music

Pupils should be enabled to:
• work creatively with sound
• sing and perform with simple instruments
• listen and respond to own and others’ music-making

Progression

As pupils progress through the Foundation Stage they should be enabled to:
• be aware of and perform a steady beat
• distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music
• listen to and repeat simple rhythms
• make music

Key Stage 1: Music

Pupils should be enabled to:
• work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere
• sing and perform with simple instruments to develop vocal and manipulative control
• listen and respond to their own and others’ music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to

Scottish curriculum links (Early and First)

Expressive arts: Experiences and outcomes

Music

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0–17a**

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1–17a**

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 0–18a / EXA 1–18a / EXA 2–18a**

Numeracy and mathematics:

Experiences and outcomes

Information handling: Data analysis

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1–20a**

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria. **MNU 1–20b**

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1–21a**

Welsh curriculum links (Foundation Phase)

Knowledge and understanding of the world

Throughout the Foundation Phase children should be given opportunities to:
• explore a wide range of stimuli
• engage with resources from a variety of contexts including interactive forms
• investigate indoor and outdoor learning environments, as well as including natural conditions as they arise
• participate in different types of play and a range of planned activities, including those that are child initiated and those that build on previous experiences
• work on their own and in pairs and small groups

Creative development: Skills

Music

Children’s musical skills should be fostered and promoted through using their senses, imagination and experience. Creative music activities in the Foundation Phase should enable children to make progress in their ability to:
• explore a range of sound sources and experiment with different ways of making and organising sounds
• create their own musical ideas and contribute to simple compositions
• recognise and describe sounds, and listen and respond to music
• reflect on their own and others’ music