



Date	Class 5th and 6th	Subject Music
<b>Strand</b> Listening and Responding Performing Composing		<b>Strand Unit</b> Explore Sounds Listening and responding Playing 'instruments' Improvising and creating Talking about and recording compositions
<b>Title</b> Make sounds of the unknown through improvisation		
<b>Objective(s)</b> The lesson will enable students to listen, imagine and create their own music, inspired by the discovery of the Moytirra hydrothermal vents. The students will select from a wide variety of sound sources such as voice, body percussion, improvised instruments and technology to generate sounds of the deep ocean, to accompany the storyboard/film.		
<b>Skills Required</b> Listening; Understanding; Developing Imagination,		
<b>Learning Objectives</b> The students will be able to: <ul style="list-style-type: none"> <li>• Recognise and identify a variety of sounds</li> <li>• Listen to audio and evaluate in terms of personal response</li> <li>• Identify a variety of ways of making sounds using improvisation</li> <li>• Respond imaginatively to their own script and create sounds to enhance the story</li> <li>• Listen to sounds of the environment with an increased understanding of how they are produced</li> <li>• Experiment with noise making through the mouth and other objects as instruments</li> <li>• Understand how sound contributes to atmosphere and tension in a story / film through pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style.</li> </ul>	<b>Learning Activities</b> <b>Preparation</b> See the recommended lesson plan schedule that supports the module: Build Your Own Unknown.  Upload the <a href="https://youtu.be/UUEGoOz5FJ0">Build Your Own Unknown</a> : <a href="https://youtu.be/UUEGoOz5FJ0">https://youtu.be/UUEGoOz5FJ0</a> film to the smart devices.  Upload the <i>The Longest River Brussels promo</i> at: <a href="https://vimeo.com/155858994">https://vimeo.com/155858994</a> at approx 2:51. This vimeo provides a short piece by the choir Cois Cladaigh performing music and the 'sounds of the hydrothermal vents' deep under the ocean.  <b>Activity 1: (40 Mins)</b> <b>Research, Listening and Responding</b> Working in groups, play the <i>Build Your Own Unknown</i> film in the classroom/on smart devices. Watch the film and encourage students to listen carefully to the film audio.  Begin by asking students to make a list of the sounds they hear (the film may need to be played a few times).  Watch the films that show the smoking hydrothermal vents and animals (see links	

below). Ask the students to think about the sounds of the underwater environment: What sounds do the smoking vents make?. What sounds do they think the animals make that live near the vents?

Working in their groups asks students to identify three locations in the film where a sound effect is added. Encourage group discussion and peer learning by asking how the sound affects the film? Does it enhance or distract from the story? Explain how or why. Ask groups to share their findings with each other.

Develop the activity by asking each group to identify one part of the film where an additional sound effect could be added. What sound would it be and why? How would it enhance the story?

Using materials in the classroom, improvise to create the sounds. Play the film again with each group performing out their sound effect at the appropriate scene. Remind the students to think about what contributes to atmosphere and tension in a story / film through pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style.

### **Activity 2: (40 Mins)**

#### **Developing Audio for Film / Storyboard**

*This Activity may be carried out if students have completed the Explorers English lesson plan entitled Storyboard your own Deep Sea Voyage of Discovery.*

Working in their groups, students consider their own film/storyboard section. What sound effects do they need to add to their visuals to support the development of the film?

Encourage students to be inventive by:

- Exploring the materials in the classroom and how an object or items might be used to generate the desired sounds. For example experiment with water and the different sounds it makes from running the tap to splashing to dropping etc.
- Exploring voice and the different sounds that can be made through the mouth. For



	<p>example mimicking the sound of wind, crashing waves or humming to suggest the running engine of a boat, animals crawling across the vents, animals swimming in the water etc.</p> <ul style="list-style-type: none"> <li>• Explore contributes to atmosphere and tension in a story / film through pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style. What moods and feeling does the music create? Is it soothing, is it scary, is it alarming etc?</li> <li>• When students have completed their tasks instigate a classroom discussion with each group sharing or performing their sound effects for their film section. Do it in time to any footage already filmed.</li> </ul>
	<p><b>Resources</b> Comprehensive lesson plans to assist with recording sound for films in the classroom can be found here: <a href="#">FÍS Film In Schools Lesson Plans</a></p>
<p><b>Differentiation</b> Differentiate group activities and roles to take account of individual needs, by support, task. Higher and lower order questioning.</p>	
<p><b>Assessment</b> Oral feedback from students, teacher observation, pupil performance samples.</p>	
<p><b>Linkage and Integration</b> English - Writing - Emotional and imaginative development through language Drama - Exploring and making drama – Become comfortable with script and understand the basic process by which script becomes action. SPHE - Myself and the Wider World - Media Education- explore and use some simple broadcasting, production and communication techniques.</p>	