

SOUNDMAPPING LESSON

TEACHER(S):

MAIN CONTENT: SCIENCE & MUSIC

DURATION:

60-80 MINUTES

GRADE LEVEL:

6-8

INTEGRATION OF

- | | |
|--|--|
| <input type="checkbox"/> E/LA | <input checked="" type="checkbox"/> Visual Art |
| <input type="checkbox"/> Math | <input checked="" type="checkbox"/> Music |
| <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Theater |
| <input checked="" type="checkbox"/> Social Studies | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Health | <input checked="" type="checkbox"/> Media |

21ST CENTURY SKILLS

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Tech Literacy |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Flexibility |
| <input type="checkbox"/> Collaborating | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Social Skills |
| <input checked="" type="checkbox"/> Media Literacy | <input type="checkbox"/> Productivity |
| <input checked="" type="checkbox"/> Informational Literacy | <input type="checkbox"/> Leadership |

STANDARDS

SCIENCE: ETS2.B: Influence of engineering, technology and science on society and the natural world.

MUSIC: MU:Cn11.0.7 Demonstrate understanding of relationships between music, the other arts and other disciplines.

KEY VOCABULARY

Sound mapping
Acoustic environment
Composition
Technology

ARTS CONCEPTS

- Create
- Respond
- Perform/Produce/Present
- Connect

MATERIALS

- How to Make a Sound Map Website: <https://acousticecologyuoh.wordpress.com/2013/12/04/how-to-make-a-sound-map/>
- Garageband/Audacity
- Computers and Recording Devices
- Paper and pencils
- Speakers

ESSENTIAL QUESTIONS

How do sounds influence a region or culture?

LESSON SEQUENCE (Overview of activities, concepts, etc.)

1. Explore "How to Make a Sound Map" website. What is the purpose of the maps? How are they created? What similarities and differences do you see?
2. In small groups, explore the sounds in different areas of the school building. Take a small recording device and record a 30 second clip of that area.
3. As a class, listen to each sound clip. Try to guess where in the school that clip was from. Discuss why and how those sounds influence each area.
4. In small groups, create individual sound maps of their assigned areas, based on the work from the How to Make a Sound Map website.

ASSESSMENTS

CREATE A SOUND MAP LOOP.

Using Garageband or Audacity, have students create a set of loops that identify each area on the sound map. Overlay the original sounds with the loops to create an original composition. The influences of each "region" should be identifiable.