



# Sights and Sounds Map

## Artform/ type of activity

- Drawing/ listening/ observation
- Sound production/ performance

## Objectives/ outcomes

- To develop confidence in drawing as a way of recording information
- To listen and distinguish between different sounds in the environment
- To gain better understanding of the natural environment through close observation
- To explore the creative use of sound
- To explore the interface between sights (vision) and sounds (hearing)
- To recreate the sounds of a particular site through sound-making/ performance

## Materials required

- Large sheets of paper (A3)/ sketch books, each participant will need at least one sheet
- Drawing implements – soft graphite pencils eg 4-8B, charcoal, wax crayons
- Sound making instruments – these could be existing instruments such as drums, percussion, idiophones etc. and/or 'home-made' such as boxes/ shakers filled with dried peas/ tubes/ elastic bands stretched over things etc.

- (prior to workshop, if desired - home-made instruments could be made from recycling suitable junk and waste materials)

## Space requirements

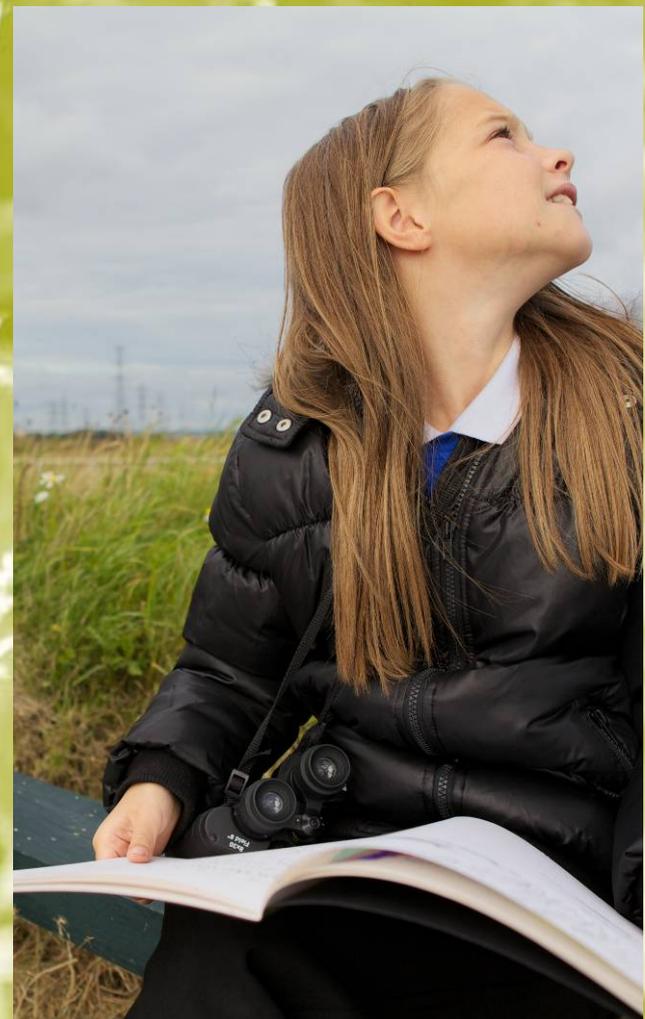
- Listening and drawing: outside in natural space
- Sound recreation: classroom or workroom

## Activity instructions

- Outside in the natural/ open space: Artist/ Teacher/ Leader gives every participant their sheet of paper and a drawing implement.
- Participants (take their sheets of drawing paper and drawing implements and carry them/ put them down as necessary) spread out in the space until they can hold their arms out wide and not touch each other.
- All participants stand/ sit still and remain quiet, close their eyes and listen to all the sounds around them.
- Participants, silently, in their heads, select a particular sound out of the many (a particular bird call, wind in the trees, distant traffic) and move their arms, hands and fingers to match that sound – ie big sweeping gestures, or sharp ups

and downs, or a regular wiggling of the fingers etc.

- Then participants make marks on their sheet of paper to represent 'their' noise, using the same gestures and movements they have just been making.
- Back indoors: pictures of sounds are shared; participants can be challenged to describe the sounds they have drawn without identifying the source – not saying 'it's a bird' or 'it's a lorry' etc.
- The sheets of drawings can be sorted into piles of broadly similar types – e.g. all very up and down swoops, or all looking like a repeated thudding noise, or all suggesting a gentle incessant murmur.
- Participants can be divided into groups to match the drawing groups, and given musical instruments suited to their allocated type of sound.
- Groups can practise the sound/s drawn on the paper.
- A/T/L then supports the group in recreating the overall landscape of sound as they heard it at the site – continuous, occasional, loud, soft, surprising, melodious etc. This can be further developed to recreate the sequences of sounds heard on a re-imagined walk round the site.
- This can be developed further to a short performance piece, exploring the 'sounds of wherever'. The drawings can be used to make a backdrop for the performance.



### **Curricular links**

- Links to Art and Design through: observation, gesture, mark-making, visual vocabulary
- Links to Geography through: mapping; exploration
- Links to Music through: use of instruments; recreation of sound; performance
- Links to Science through: discovering the environment; sound