



# Soundmaps

**EQUIPMENT**

Paper and pencil for each student.  
Coloured pens or pencils.

**BEFORE**

None.

**AFTER**

Students should be encouraged to think of imaginative ways of describing the sounds they hear. Do dogs always *bark*? Don't they also *growl*, *yelp*, *whine* or *whimper*? Do clocks always *tick*? Or do they sometimes sound like *pit* or *pink*?

Drawn sound-maps could form the basis of a piece of artwork.

Written sound-maps could form the basis of a poem or piece of descriptive writing.

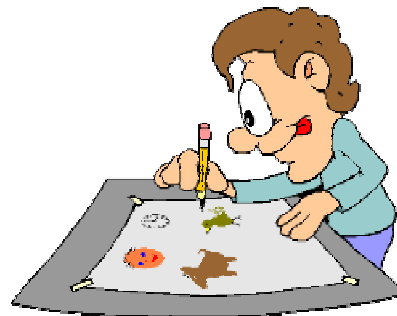
**DESCRIPTION**

Students work individually.

This is an exercise in active listening.

Without speaking to each other, for a period of 3 or 4 minutes, students are encouraged to listen carefully to the sounds around them. These may include ticking clocks; birds or other animals; the wind and its effect on trees, doors or windows; traffic; people talking or moving outside the room.

As they hear each sound, students locate the direction of the sound and either write it or draw it onto their paper, placing it in the appropriate position to show where the sound came from.



At the end of the listening time, students are encouraged to talk as a group about the sounds they heard, what might have made those sounds and where they were.



LOGICAL

MUSICAL

INTRA-PERS.



PHYSICAL

LINGUISTIC

INTER-PERS.



NATURALIST

VISUAL