



Sound maps



a Sensory Trust outdoor exploration activity



Sensory Trust

Sitting quietly, listening out for the sounds around you and drawing or noting them down, sound maps don't take a lot of preparation. They are also great for one-to-one work if a student needs a bit of time out.



Aim

To engage with the outdoor environment through sound.



Time

20 mins.



Number

Can be done individually, in small groups and with full classes.



KS

All ages.



What you will need

- * A piece of card per student and a pencil/pen.



Why

This activity focuses on sound – either those around us, or the sounds we make. It makes for a very calming activity which is great for grounding and providing some time to reset if needed.



Prep

Have pieces of cardboard cut out and have pens/pencils/paint for the student to use. Cut out sound vocabulary provided for the sound hunt if you are doing that too.



Expanding the activity

- * Create your own sound hunt.
- * See what sounds you can make using natural materials, for example sticks and stones.



Learning outcomes

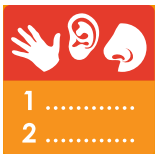
- * Sensory exploration of sound.
- * English: adjectives.

Levels of engagement



Sensory

- * If possible, ask your student to sit in a quiet space – it might be easier for some students to do this activity one-to-one or in pairs. We want the main focus of this activity to be sound.
- * The simplest way to do this is to ask the young person to sit and listen to their own sounds and the sounds around them. If possible, can they point or look at or perhaps move to the sounds they can hear. Another way is to have the students make a mark or drawing when they hear a sound and, if possible, where the sound is coming from in relation to them.
- * Finally, you could move around a space and when you or the student hears a sound put a marker in the ground.
- * When you hear distinct sounds like a bird call you may want to immitate the sound, see if you can make a similar sound, repeat the sound to each other.



Semi-formal

- * If possible, ask your student to sit in a quiet space and listen. They can listen to their own sounds and the sounds around them. Ways of recording could be pointing, putting their hand up when they hear a sound or looking at where the sound is coming from.
- * Create your own sound map, making a mark or drawing when they hear a sound, what it is, and where the sound is coming from in relation to them. Start by putting yourself into the map, making a small mark or drawing of yourself in the middle of the sound map.
- * You can make a big sound map marked out on the ground the students can move around the space, putting markers where they can hear something. We often use garden canes with paper attached like small flags for this.
- * An extension would be to give a student a sound (see worksheet pack) and see if they can find it somewhere.
- * When you hear distinct sounds like a bird call you may want to immitate the sound, see if you can make a similar sound and repeat the sound to each other.



Formal

- * First you can create your own sound map. Mark yourself on the map - you can put a dot in the middle to show yourself or you can draw a picture of yourself. You could even stick a photograph if that helps.
- * Find a space to be still. It can be done in as little as 2 minutes or for as long as you like. Be still and quiet and listen out for the sounds around you. Ask yourself the following prompts if needed. What can you hear around you? What direction are the sounds coming from? What is making the sound? Which is the quietest sound? Which is the loudest? How are the sounds different from each other?

- * Record the sounds onto your sound map, you can write, draw, make marks, and try to show what the sound is and the direction it is coming from.
- * To continue exploring sound, begin to move around slowly. How do the sounds change? What can you hear when you have moved that you couldn't hear before?
- * Listen to the sound of your footsteps. Do they change if you hit a different surface. As you walk, what sounds are disappearing? Getting louder? Coming towards you? Moving away from you? Can you move without making a sound?
- * Going on a sound hunt is another activity to do. We have provided lots of 'sound' words, a visual version and a worded version. Print and cut them out and put them in a container. When you go on a trip or even around the school site, pick a couple of words and see if you can hear that sound somewhere.

Sensory Trust promotes and supports the creation and management of outdoor spaces that can be used and enjoyed by everyone, regardless of age or ability.

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Thegardenclassroom.org.uk



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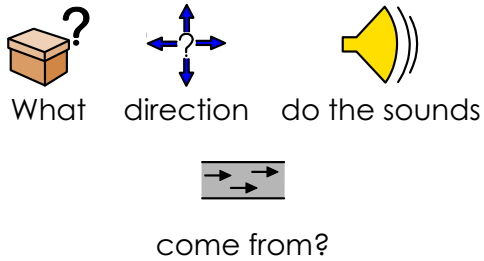
Prompt Questions



What can you hear around you?



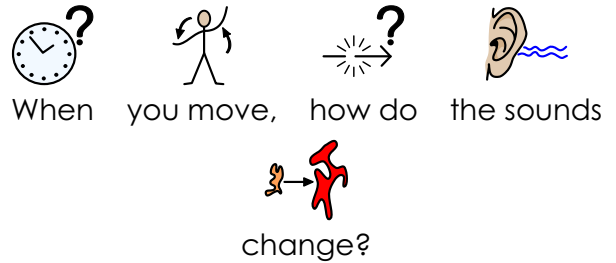
What is making the sound?



What direction do the sounds



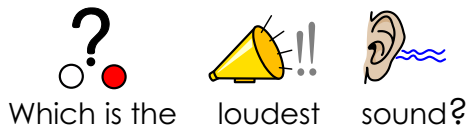
come from?



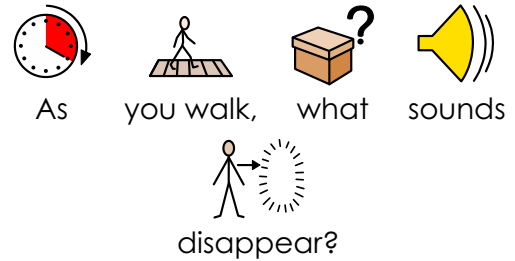
When you move, how do the sounds



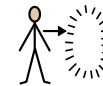
change?



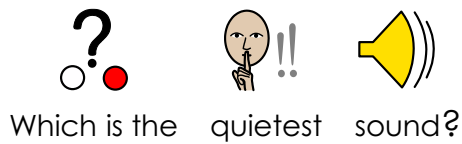
Which is the loudest sound?



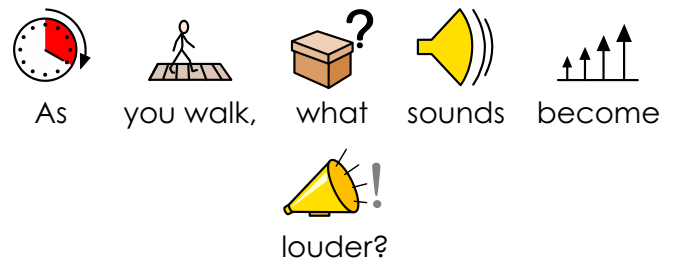
As you walk, what sounds



disappear?



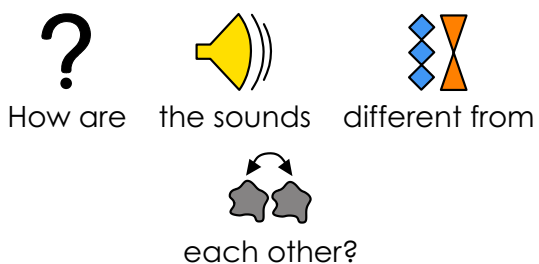
Which is the quietest sound?



As you walk, what sounds become



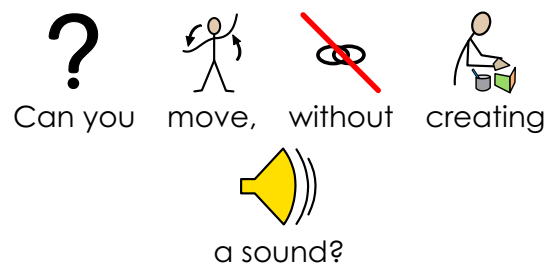
louder?



How are the sounds different from



each other?



Can you move, without creating



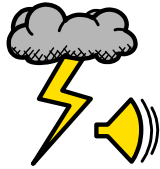
a sound?



Sound Hunt Vocabulary



fizz



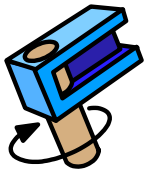
thundering



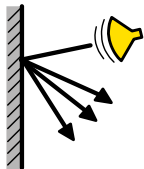
roar



moaning



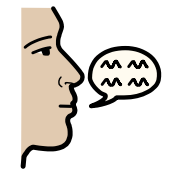
rattle



echoing



hoot



muttering



pop



wail



splash



chuckle



rumble



shriek



snap



chirp



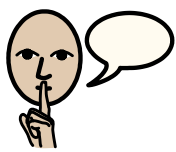
buzzing



bellow



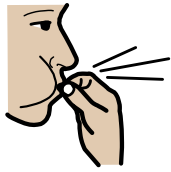
croak



whispering



shout



whistle



muffled



crash



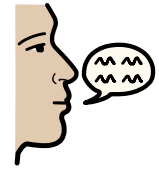
crackle



crunching



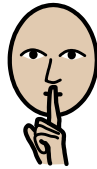
silent



murmuring



snarl



quiet



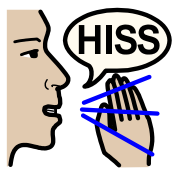
soft



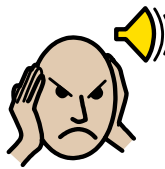
clap



howling



hissing



deafening



noisy



mooing



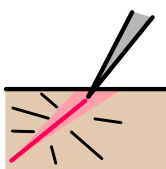
baaing



barking



grunting



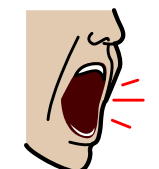
scrape



purring



squeaking



scream

shout	harsh	shrill
muffled	crash	crackle
twang	faint	silent
snarl	quiet	tinkle
booming	high-pitched	noisy
reverberating	hissing	howling
tap	cooing	mooing
soft	barking	grunting
scrape	purring	squealing
whirr	whistle	scream
loud	bellow	strum
blast	croak	commotion
thundering	plop	roar
buzzing	deafening	raspy

bleating	loud	squeaking
thump	bang	gurgling
warble	sizzle	growling
slam	moaning	mumbling
rattle	snort	snap
whimper	whine	ping
screech	howl	hoot
clatter	echoing	wail
splash	chuckle	blaring
squawk	clang	thud
hubbub	chirp	rustling
whistle	whispering	muttering
crunching	fizz	pop
murmuring	baaing	shriek