



Selfies

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can work creatively with others
- ✓ I can understand, value and support what is important to others
- ✓ I can combine sound and movement to tell a story

Preparation time

Time to source sample soundscapes as per Resources required

Resources needed

- Two sample soundscapes: one of a natural environment (e.g., a forest, a beach) and another of a built environment, e.g., a city. These should be no more than 10-20 seconds long or play 10-20 seconds of a longer recording.
- A recording device (e.g.

Soundscape of our School

This activity asks pupils to use listening and sound to develop a different sense of their classroom, school and community, which enhances ideas about identity and belonging.

What happens

1. Place pupils in groups of 4-5.
2. Explain that we're going to explore our classroom, school and community through sound and rhythm, as a different way to notice the world around us.
3. Play the natural environment soundscape. Ask pupils to describe what they can hear. Where do they think this was recorded? Are these sounds you hear in school or in your community? Where in London, if anywhere, might you hear them?
4. Play the built environment soundscape, repeating the same questions as in step 3.
5. Ask the groups to recreate what they hear in the built environment soundscape, using their voices, their bodies and objects around them. Is there an order in which sounds happen? What sounds are easy to recreate, and which are challenging?
 - *Soundscape performances shouldn't last longer than the original soundscape*
 - *You may need to play the original soundscape a few times so that pupils can pick up essential sounds.*
6. Ask each group to 'perform' its soundscape.
7. Ask each group to pick a moment in their school day: consider arrival, break time, lunch time, class time, home time.
8. Give groups time to create their own soundscape for their chosen time of day, saying that each group is going to perform its soundscape with the idea that others can guess which time of day they are performing.
9. Groups perform their school soundscapes.

Reflection questions

- What did we notice about how different groups created and performed their school soundscapes? What was similar, and what was different?
- How did it feel to think about your school in this way?
- What did you learn about your school or class that you didn't know before?

tablet, smartphone)

- A sound playback device (this could be the classroom computer and whiteboard)

This activity works well with

- Alternative Self-Portraits (Selfies)
- A Day in Our Life (Selfies)



Artangel

