

S

ounds like fun!

CROSS CURRICULUM BRIGHT IDEAS USING A TAPE RECORDER

curriculum

Interrelated Learning Areas:

Language • Art & Craft • Music

Essential Skills Focus:

Communication • Information • Study

Maori Vocabulary:

- Tape recorder/purere hopu
- interview/uiui
- Microphone/uruoro

CAN I DESCRIBE IT?

A multi level language/art group and class activity.

- Ask individual pupils to describe their favourite animal or pet to a person in their group or to the class.
- From the description given, children draw/paint a picture of the animal. Ask the 'describer' to evaluate the picture for accuracy (not artistic merit).
- Try the same again but make the subject a favourite place. Evaluate for accuracy.
- Discuss and make a list of the features or characteristics necessary for an accurate description to be made of a 'thing' e.g.
 - size - colour
 - shape - surroundings texture....
- Have a group of pupils walk around the local school or community environment with a tape recorder to describe several specific places or features without actually naming them.
- Have them record their description. Make sure all students contribute.
- Play it back to the class and have each pupil quickly sketch the place or feature described. Show interpretations.
- List guesses of location, thing or places on the board.
- Have the recorder group pick the most accurate.
- Other pupils comment on the descriptions given on tape. How could these have been improved or made more accurate?
- Use this as a regular feature in your class programme on a group roster basis.
- Junior classes can build up a class mural of favourite places along with sentences and captions.

BUILDING LISTENING SKILLS

Multi Level

- Roster individuals and groups to record a series of up to ten mystery sounds on tape.
- At least twice a week, set aside a five minute listening time when pupils have to guess the sounds on the tape.
- Develop this in greater detail by having pupils collect sounds in specific categories e.g.
 - sounds from the kitchen
 - sounds from the caretakers shed
 - sounds from the school office
 - sounds from a local shop.....
- Pupils can suggest categories.
- To develop more critical analysis of the sounds, have pupils classify the sounds heard on tables or charts, under some or all of these headings:
 - high sounds - low sounds
 - short sounds - long sounds
 - people made sounds
 - environmental sounds.
- Challenge pupils to further describe the sounds with adjectives such as
 - rough - crushing
 - delightful - sad
 - crumpling - swishing..
- Investigate the idea of onomatopoeia and build up a class list of words that 'make the sound' e.g. bump, plop, scream, crash....
- Try painting sounds and make a colourful group mural of sound pictures including words and colours.
- Challenge pupils to associate a colour with a certain sounds. Have pupils write short statements or give oral explanations to justify their choice.