



CREATE 2



IN ASSOCIATION WITH



WORLD
BOOK
DAY

ACTIVITY SUMMARY:

Create a soundscape to evoke atmosphere or map a story

INGREDIENTS:

A range of percussion instruments

Recycled materials to create sound effects

TIME:

Approx. 1 hour

METHOD:

1. Read aloud a book that offers distinctive settings or shifts in mood or atmosphere.
2. Recap on the main events in the story and swiftly map out the story on a long roll of paper, summarising which events are key to the retelling.
3. Together, retell the story orally, evoking mood or atmosphere with intonation, expression or vocal sound effects.
4. Ask small groups to choose either a key scene or setting and create the mood or atmosphere using voices, instruments or other resources.
5. You might want groups to create a soundscape of the whole story, using the storymap as a guide to denote sequences of events, setting changes, and shifts in mood or atmosphere.

EYFS / NATIONAL CURRICULUM 2014:

- Demonstrate an understanding by participating in discussions, presentations, performances, role play, improvisations and debates.
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

SUGGESTED RESOURCES:

EYFS:

- *We're going on a Bear Hunt* by Michael Rosen & Helen Oxenbury (WALKER)
- *Lullabyhullabaloo* by Mick Inkpen (HODDER)

YEAR 1/2:

- *Emily Brown and the Thing* by Cressida Cowell & Neal Layton (ORCHARD)
- *Peace at Last* by Jill Murphy (MACMILLAN)

YEAR 3/4:

- *Voices in the Park* by Anthony Browne (CORGI)
- *Ice Palace* by Robert Swindells (PUFFIN)

YEAR 5/6:

- *The Savage* by David Almond & Dave McKean (WALKER)
- *The Silence Seeker* by Ben Morley (TAMARIND)

CASE STUDY

One group created a soundscape for the book *Emily Brown and the Thing* by Cressida Cowell & Neal Layton. They used classroom percussion instruments to create the atmosphere of different settings in the story.