

Sound

The aural sense is extremely important to all of us, especially those who are sight impaired. For this reason we pay particular attention to the sounds/instruments we use and the soundscapes we try and create. In this way we can enhance sensory experience and give opportunities for participants to engage in sound-making themselves.

Vocalising can include songs, chants, repeated phrases which give clues to the environment/activity (i.e Crushing Grapes song in 'Marchand de Vin')

Vocal 'sounds' can emphasise rhythms and facilitate participants to contribute their own sounds which will then be sanctioned, copied and reinforced. These can include onomatopaeic sounds, whistles, buzzes, roars, brrrr, sssss, ooooo etc. The use of a microphone with sound effects can greatly enhance an individual's own sounds

Recorded sound effects set the scene for specific environments/themes. such as the sea/seagulls, rain falling, wind blowing through a forest, clanks of machinery, train sounds...

Instruments can be used to engage participants in creating their own soundscapes, for example rainsticks, ocean drums, metallic sounds for machinery, wood sounds in a forest theme.

We often use real sounds and instruments which relate to an activity:

- fire - snapping twigs and popping bubble wrap
- water - an actual pool/fountain in workshop, dripping on gravel
- foliage - autumn leaves crackling, wind in leaves rustling,
- birdsong - whistles, occarinas, vocals

Create the sounds of movement:

- objects rolling down tubes (gravel/rice) or over instruments; like conkers down a wood xylophone
- objects falling/dropping into water, or onto instruments (rice)
- footsteps scrunching over gravel, on bubblewrap, silver foil
- beans or seeds rolling round in tambours
- Flicks, whips, whooshes of streamers, ribbons, scarves

Associated Workshops

Autumn Watch, Film, Crow 2 (Jungle), Skyline

Videos

We're all squashing grapes

Frame drums

Gong and foot

Stone sounds

Scooping gravel

Weather