

# Task: Storm

Approach: Group  
 Focus: Composing a soundscape  
 Resources: Silent video on laptop computer

Year: 4 & 8

## Questions / instructions:



### This activity uses the computer.

Your team is going to work together to make the sounds of a storm.

We'll begin this activity by watching a video showing a storm. This video doesn't have any sound.

As you watch, think about the sounds you might hear during a storm, because after the video your team is going to make up the sounds of a storm.

**Click the *Storm* button. The video will start. The video has no sound.**

1. What are some sounds you might hear during a storm?

Now it's time for your team to work together to make up the sounds of a storm. Try to make them interesting by having different sounds that tell the story of the storm.

At the beginning there is no storm, then it gradually builds up into a storm. The storm keeps going for a while, then it gradually dies down until the storm is over.

Use your voices and bodies in all kinds of interesting and different ways to make up lots of sounds. You have a few minutes to talk about and practise your storm, then I will ask you to perform it for me. Remember, at the beginning there is no storm, then it gradually builds up into a storm. The storm keeps going for a while, then it gradually dies down until the storm is over. Talk about who will make the different sounds and when they will make them. You might like to have one person in your team act as the conductor.

### Allow time.

Now it is time to perform your storm from the beginning to the end.

		% responses				% responses	
		y4	y8			y4	y8
<b>Representation of growth and decline of storm:</b>	very strong	4	6	<b>Co-ordination/coherence of performance:</b>	strong	30	27
	quite strong	27	29		moderate	44	48
	moderate	37	39		weak	26	25
	weak	32	26		<b>Overall vitality of performance:</b>	high	19
<b>Contribution of vocal sounds:</b>	strong	20	16	moderate	51	47	
	moderate	49	58	low	30	44	
	weak	31	26	<b>Did a student act as conductor?</b> <i>(not counted in total score)</i>	yes	42	40
<b>Contribution of body percussion:</b>	strong	13	17	<b>Total score:</b>	10-13	16	9
	moderate	46	49	8-9	12	22	
	weak	41	34	6-7	21	18	
<b>Inventiveness and range of sounds:</b>	high	14	12	4-5	21	13	
	moderate	54	52	2-3	11	22	
	low	32	36	0-1	19	16	

### Commentary:

Year 4 students performed a little better than year 8 students on this task, perhaps suggesting that many year 8 students found it embarrassing to participate enthusiastically in this task.