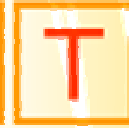


Resource1: Creating the soundscape



Teacher
Resource

Soundscapes can be:

- fully composed
- fully improvised
- created using both composition and improvisation techniques and process.

The approach selected by students should be based on information about the context in which the soundscape will be used, and the audience who will listen to it. This decision about which process/es should be used to create the work will also be influenced by the level of experience students have with each process, available instruments and/or available time.

Teachers can provide advice and guidance to students as they create their soundscape by:

- assisting students to plan their composition and/or arrangement using information from research about ideas they are aiming to communicate through the soundscape
- sharing examples of ways that other composers working in a similar style have used particular elements of music with students
- discussing ways of using compositional devices to extend the work
- demonstrating use of instrumental techniques
- assisting students to develop skills in using features of music technology software packages to develop and/or refine their soundscape.

The composition and/or improvisation process used by each group will vary but should be based on the following outline:

- discussion about the issue, feeling or idea the soundscape will focus on
- exploration of a range of ideas to decide on elements of music and compositional devices that will be used to realise their ideas; for example, how a particular chord structure, tone colour or texture could be used
- planning of the form and 'sketching' the key music ideas to be used; for example, as a storyboard or timeline showing key points in the soundscape
- developing the soundscape using chosen instruments and compositional and/or arrangement processes.

Students should regularly review and reflect on their work in progress; for example, they:

- consider whether it is expressing the meaning they intend
- make refinements as appropriate. This may involve rehearsing and/or recording the work so that they can consider its effectiveness for the purpose and/or target audience, and making refinements to achieve particular expressive effects or an appropriate level of technical difficulty