**The Kapok Tree Soundscape – Process**

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For: Artful Learning Follow Up #2, Level II

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* *Soundscape* – I wonder what that means…any ideas? Does it sound like any other word you know (landscape).
* Soundscape = All the sounds that are in the environment.
* For this Soundscape, all the sounds that are in the rainforest
* We’ll be thinking about the sounds that might be in the Kapok Tree.
* Let’s think about the story of the Kapok Tree. Help me remember. What are some of the things you remember from the story?

Animals

Humans – two men, rainforest child

Plants

* Four layers
	+ **Emergent** – top – animals that fly (bats, butterflies, eagles, pygmy gliders)
	+ **Canopy** – birds, toco toucan, macaw, howler monkeys, sloths, insects
	+ **Understory** – insects, spiders, bats, tree frogs, salamanders, jaguars, leopards, snakes
	+ **Forest Floor** - millipedes, centipedes, termites, cockroaches, slugs, worms, beetles, anteaters, armadillos and peccaries, large snakes, tigers, jaguars, leopards
* Pick an animal that you remember from the Kapok tree. Choose an animal that you are really interested in, perhaps one that you particularly enjoyed researching.
* Think silently for a minute about your animal. Decide which layer of the rainforest your animal belongs to.
* Go to the piece of fabric that is your layer.
* Check with the other animals in your layer. Do you all agree that you are at the right place?
	+ If you aren’t certain, check with a friend or the teacher.

At the Layers:

* Model the sounds of the instruments and the found sounds brought by the students.
* Be thinking about your animal and what sound you could use to represent it.
	+ How does your animal move?
		- Slowly, quickly, loudly, softly, heavily, lightly
		- Does it howl, screech, chatter, purr, rattle, flap…
		- What instrument could suggest your animal?
* Have students find an instrument to represent their animal and stand/sit at their fabric layer.
* Conduct. Vary tempo and dynamics.
* Let students conduct.

*Add story form:*

Beginning – loud forest/silence/axes

*Sleeping sounds/enchantment sound*

Middle – the layers “speak”; intersperse with sleeping/enchantment sounds

End – waking up sounds/enlightenment…silence…sound of axe dropping…footsteps leaving the forest…loud forest?

Revisit, conducting the picture, last page of book.

*Writing prompt*

**The Kapok Tree Soundscape:** The lesson aligns with the following **Grade Two Music Standards** California State Standards

**Compose, Arrange, and Improvis*e***

2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

**Analyze and Critically Assess**

4.1 Use the terminology of music in discussing individual preferences for specific music.

**Derive Meaning**

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.

4.3 Identify how musical elements communicate ideas or moods.

**Listen to, Analyze, and Describe Music**

1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

Our Kapok Tree Soundscape

What animal did you represent for the Kapok Tree Soundscape?

What instrument did you choose to represent your animal? Draw it.

Explain why you chose that instrument.