

Soundscape as Creative Endeavour

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Soundscape is an area of musique concrète

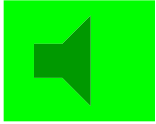


Found sounds - recorded, transformed, organised.

- (i) Soundscape
- (ii) Programmatic
- (iii) Abstract

How can I help students to understand musique concrète?

Soundscape Repertoire



Anything from the Minibar? (Norman)

IS IT MUSIC?

TO MAKE US AWARE OF NOISE POLLUTION?

TO FIRE UP THE IMAGINATION?

TO CREATE A MOOD?

TO PRODUCE AN ACCURATE AURAL SETTING?

WHAT IS THE PURPOSE OF SOUNDSCAPE?

Soundscape and Student Teachers

- 3 undergraduates (1st years)
- College of Primary Education
- Not music specialists but doing curriculum music
- With experience of using classroom percussion
- With experience of using body percussion
- With a limited experience of group composing
- Just learning musical elements



- i. **timbre**
- ii. **rhythm**
- iii. **pitch**
- iv. **texture**
- v. **dynamics**
- vi. **speed**
- vii. **structure**
- viii. **style**

Digital Soundscape

- Each submitted a list of sounds they needed.
- They spent a session exploring sounds
- They spent two sessions composing their soundscapes.
- They worked at three separate computers
- They used *Adobe Audition 3* and wav files.



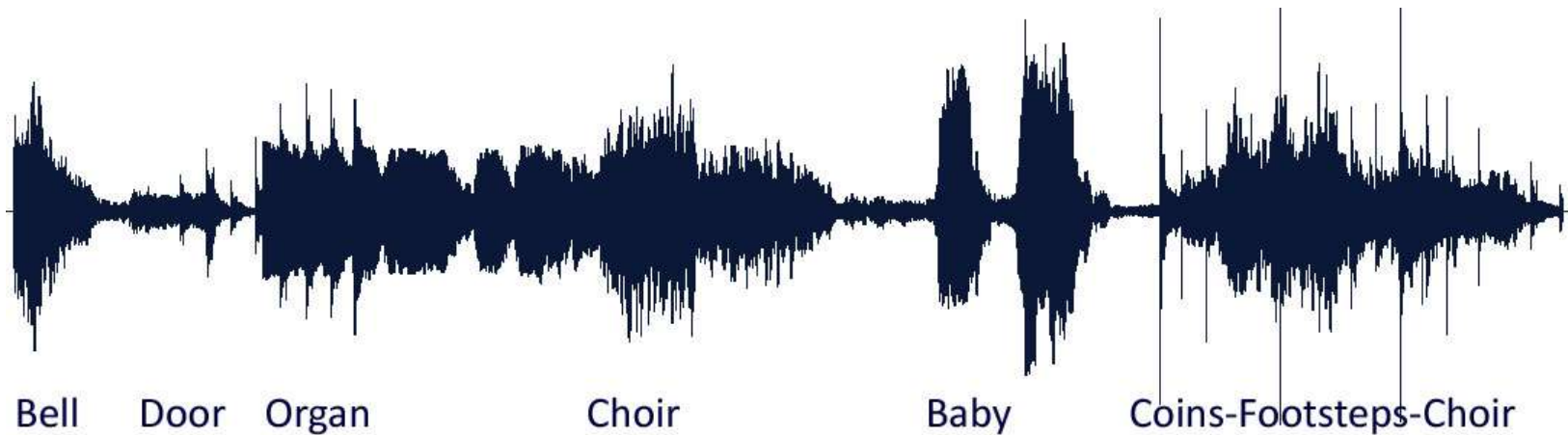
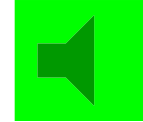
Edit window



Multitrack window

Soundscape by Student Teacher (1)

Cathedralscape (Jane, 18)

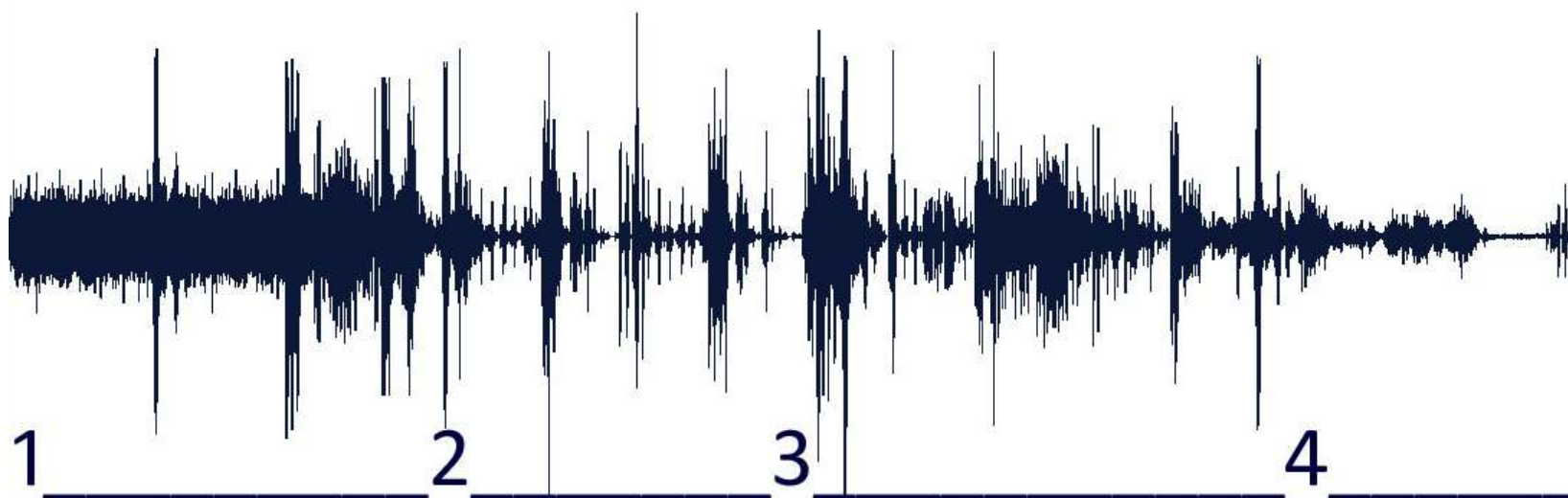
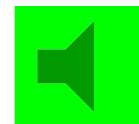


Is it creative?

Is this piece meaningful?

Soundscape by Student Teacher (2)

Bathscape (Niamh, 18)



Is it music?

How to describe, analyse and assess this?

Recognising Creativity and Musicality?

Question: Is this a creative activity?

- “Using the *technology* was worthwhile”
- “It enhanced my *technical* ability”
- “Learning the *software* was a worthwhile activity”

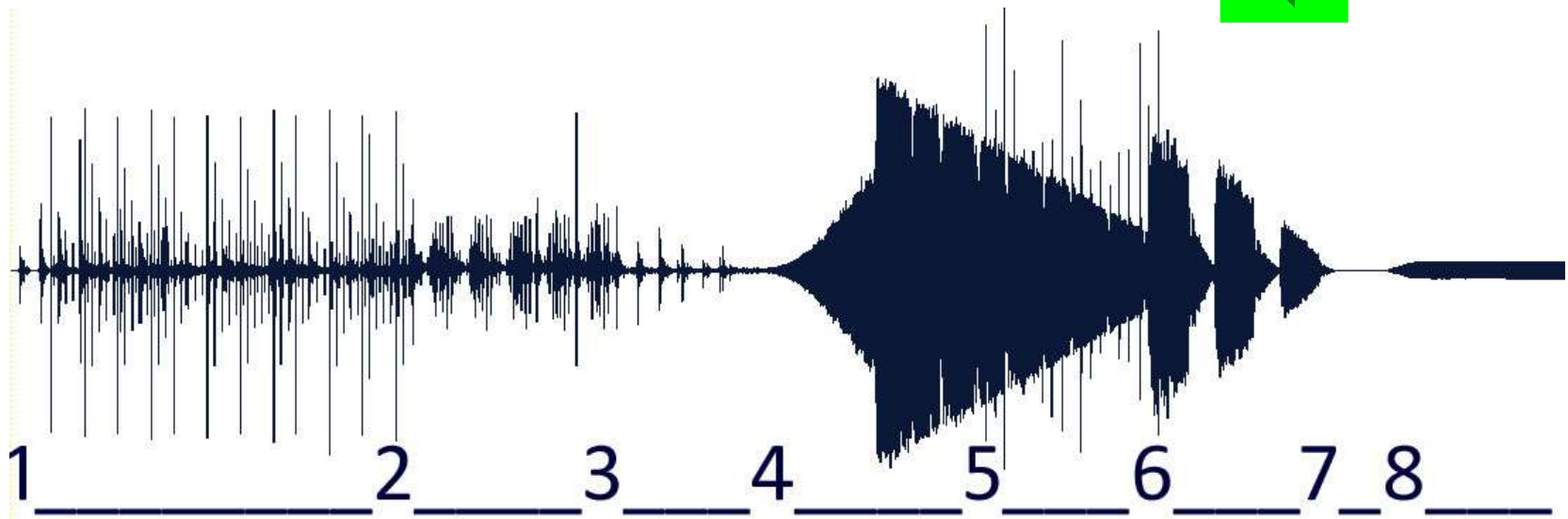
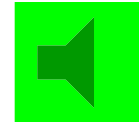
Question: Is it music?

- “I don’t *feel* that this is music”
- “This *taught* me nothing about music”
- “I don’t *hear* it as music”

Solo activity – less use of language while composing

Soundscape by Student Teacher (3)

Hospitalscape (Aisling, 19)



Tempo, Space, Dynamics, Contrast, Unity, Pitch, Climax, Texture,
Timbre, Structure, Silence, Programme, Coherence, Balance, FX

Soundscape Concepts

- Musical elements
- Coherence, balance
- Unity, contrast, recurring and developed ideas
- Intention, programme, mood
- Inner hearing
- Demanding listening
- Imagery and imagination
- Transformation of sounds; retention of sounds

Different levels of creativity and appeal

Soundscape as Creative Learning

- Interaction with sound
- Awareness of possibilities
- Reliance upon personal experience
- Musical decision-making
- Making new discoveries
- Sharing these discoveries with the listener
- Working to a deadline
- Soundscape is a recognised art form

Note the visual aspect: waveform as a scaffold

Links

- World Soundscape Project (Truax, Westerkamp)
- My email: amh83@cam.ac.uk
- My project website: www.organisingsounds.com
- Thank you for your attention.