

Sound and the Sense of Place: In-class activities

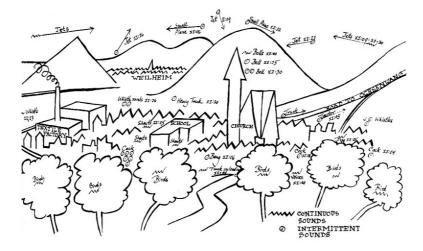
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ACTIVITY 1: KEY CONCEPTS

Ask students to define the following concepts: <u>space</u>, <u>place</u>, <u>location</u>. How do they use these words in their everyday speech? How does each concept relate to sound?

ACTIVITY 2: SOUNDSCAPES

- a) A silent class: ask students to close their eyes and keep silent for 3 minutes and then write down the sounds they heard (both within the class and coming from outside). Which sounds stand in the background and which in the foreground? Are these sounds loud, faint, continuous, intermittent, isolated? Is there such a thing like absolute silence? What is silence? And what is sound?
- b) Home: ask students to think of sounds they associate with home and to single out those that they feel help them define they own 'sense of place'. How do specific sounds (or silences) affect their sense of place? Are there particular sounds that they associate to their home, hometown or neighbourhood? How was the soundscape of their neighbourhood affected by Covid lockdowns? Did it affect their experience of place?
- c) Ask students to translate these soundscapes into <u>images</u>. These could be a map of class (or school) or a sketch of their neighbourhood on which they annotate specific features with corresponding sounds (and the characteristics of those sounds). You can show them this drawing by Schafer (1977) as an example:



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ACTIVITY 3: SOUNDS AND GLOBALIZATION

Ask students to reflect on how certain sounds that are part of their everyday life (or they encounter on a regular basis) reflect different cultural identities, or might originate from other countries (for example, music, or different languages they might hear in their neighbourhood). How do these sounds transform the sense of place? What do they tell us about that place?

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