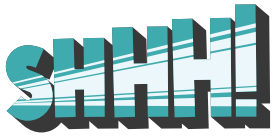
Chapter 12

THINK, FEEL, CREATE

Crash! Boom! Dishoom! Hisss!



That is the emotive power of music.

Can you imagine a scary movie or a superhero movie scene without sound effects? It would not feel the same, right?

Music and sound effects can significantly add to the emotion and drama of a story. They can set the mood of a scene and add intensity to the dialogue and action. They can build tension and make you feel like you are on the edge of your seat. They can also make you feel relaxed and happy.

Go online and find a scene from one of your favourite movies. Press the mute button and watch the scene without sound. Now watch the same scene with sound. How did it feel in each of the cases? Share your thoughts and feelings with the class.

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★ Activity 12.1 Aural Forest

Did you enjoy reading the Panchatantra story at the beginning of this book? It has many interesting characters. It is not only entertaining, but also has a beautiful message.

Now, can you think about conveying the essence of the story through music and sound?

The story is set in a forest. Can we create the sounds of a forest using our bodies and objects around us? Which animals and birds make sounds in a high pitch? Which ones make sounds in a low pitch?

Now, let us read another story.

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Activity 12.2 The Four Friends

Once upon a time, four friends lived in a jungle — a deer, a crow, a turtle, and a rat. They were very good friends and spent most of their time together. One day, they saw a hunter coming towards them. All of them were terrified and ran for their lives. The crow flew to the highest branch of the nearby tree, the rat hid in a nearby hole, while the deer ran fast and hid in the bushes. The turtle, however, could neither hide nor run and was eventually caught by the hunter. The hunter put him in his sack and went away.

The three friends then thought of a plan to save the turtle. The crow flew high to locate the hunter, and the deer followed him. As soon as they found the hunter, the deer overtook him from a different route and lay still at some distance, pretending to be dead. The hunter saw the deer and dropped his sack to run towards it. Meanwhile, the rat came to the spot and bit the sack with his teeth to free the turtle.

On the other hand, the deer ran away in the dense forest as soon as the hunter came closer. The hunter was taken aback by what happened and returned to the place where he had dropped his sack. To his surprise, the sack was empty, and the turtle was missing. He returned home empty-handed, and the four friends celebrated their escape.

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First, read the story aloud in a monotone voice — with all words and sentences in the same pitch and volume, and without emotion. How does it sound?

Now, read the story again, but add variations to the way you read it. Read some parts in a soft tone; you can even whisper some words, and some parts can be loud. Some parts of the story can be in a low voice, and some with a high pitch. You can even speed up or slow down some sentences, and add some pauses.

Now, how did that sound? Which version of your reading made the story more interesting for the listener?

Remember to use voice modulations appropriately when you are speaking or singing. It can make your audience pay more attention to you.

Note for Teachers:

Encourage and help the students to enact the story with appropriate music and/or sound effects.

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Active Listening

Musicians need to have a keen sense of listening to understand what they hear. They need to ensure that they are singing or playing in tune and rhythm, and are reacting to the other musicians in the group. After all, just like many sports, music requires teamwork and collaboration to be a success.

All of us listen to music in some form. It may be playing in the background, or you may hear it while watching TV or a movie.

Discuss the various times and places you come across music. What purpose does music serve in these situations?

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★ Activity 12.3 Listening to a Performance

Note for Teachers:

Children learn a lot through active listening. Try and arrange for a local musician to visit the classroom, or if possible, take the children on a field trip to watch a live music performance. If this is not feasible, play a video of a music concert of any style in the classroom. Encourage the students to actively participate by keeping count of the rhythm/*tala*, applauding appropriately and staying focused on the music.

Have you ever attended a live music performance? Find a music concert to attend and complete the following activities.

Draw a picture of the concert that depicts the performers, their instruments, and the stage set-up.

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Complete the following questionnaire:

What style of music was being presented?

How many musicians were on stage?

Which instruments were used?

How many people were present in the audience?

What was the occasion for which the performance was organised?

In which language were the songs presented?

Describe what you liked about the concert.

Explain how the audience reacted to the concert.

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Understanding Music

When songs have words and lyrics, we can easily understand what they are trying to convey. But when the song is played only with instruments, it can be trickier to understand what it is about.

★ **Activity 12.4**

Interpreting Music

Composer: Dr. L. Subramaniam

Listen to a piece of instrumental music, or the one given in the QR code.

- Close your eyes and try to imagine a picture or a scene that is represented by the music.
- Can you describe the feeling or the mood of the music? Now, listen to the music again, and imagine a story that matches the music. Write it down and share it with your class. Ask your friends to also share their stories. Did all of you have the same story?
- What title would you give the music?

LEARNING

Music can sometimes be abstract — which means it can be understood differently by different people.

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Activity 12.5 Recording Yourself and Listening Back

In many different languages there are songs that are inspired by nature. These serve as a reminder about the importance of our natural environment.

Here is a Kumauni *Lok Geet* about a rare flower that blooms in the high mountains. It describes the beauty of nature and the joy it brings along.

Note for Teachers:

Give the students a week's time to prepare a song of their choice based on nature and the environment. On a chosen day, bring a mobile phone or a recording device to class for the children to sing and record themselves.

Song link: *https:tinyurl.com/Kumauni*

Kumauni Geet
Traditional Folk Song

Buru si fuli re
Buru si fuli re
Aha Buru si, Aha Buru si, fuli re
Uncha Pahada Ma
Aaha Kat Swan, Aaha Kat Swan Lagi re
Uncha Himala Ma
Aha Buru si, Aha buru si Fuli re
Uncha Pahada Ma
Aaha Kat Swan, Aaha Kat Swan Lagi re
Uncha Himala Ma
Guru Si Ko Fula Sua ke Dana Fulela
Guru Si Ko Fula Sua Unch Nich Dana
Aha ke Dana, Aha ke Dana Fuli Re
Buru si ko Fula
Aha Buru si, Aha Buru si Fuli re
Uncha Pahada Ma
Aaha Kat Swan, Aaha Kat Swan Lagi re
Uncha Himala Ma
Aha Buru si, Aha buru si Fuli re
Uncha Pahada Ma
Aaha Kat Swan, Aaha Kat Swan Lagi re
Uncha Himala Ma

Practise it many times, both in school and at home.

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Activity 12.6 A Song of Nature

Here is a traditional folk song of Mizoram about nature.

Turnipui kan dodai
(Beating the scorching sun)
Traditional Folk Song

Kan lenna tlang dum dur,
Lenrual kim kan lenna;

Kan thlawh sawmfang hring nghial karah,
Kawltu kan chawi nilen;

Mahse kan zam bil lo,
Turnipui hrang hnuaia'n;

Lawm lungrual hlim thawm nui ri nen,
Turnipui kan do dai.

Thangvan dumpawl riai e,
Sawmfang hring no nghial e,
Rambuk, Thlam sawngka dawh sanga'n;

Ka thlir ning thei dawn lo. Ka vau zotui thiangte'n,
Hahchhawl dawi ang min dawm,
Mimsirikut leh Thuva te'n;

Hlim zaiin min lo awi.

Meaning: Even under the heat of the scorching sun, we are not daunted. With a hoe in our hands, we carry out our work in our dark green paddy field, joyously, making merry and laughing, under the blazing sun until it sets. From the comfort of the farm hut I never get tired of enjoying the lovely sight of our rice fields blessed with green growth under the dark blue sky.

Pure water runs down along the nearby stream to quench our thirst with the melodious voices of the birds entertaining us.

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Now, we are ready to record the song. You can choose to sing it by yourself, or in a group. Once you have recorded the song, play it and listen to it.

- How does it sound?
- Were you able to sing the song from memory and without stopping in between?
- Did you like your performance?
- How can you make it sound even better the next time?

You can also give feedback to your friends on how they sang. Remember to praise them for their good performance, and gently suggest what they can do better.

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ASSESSMENT — Chapter 12: Look Around			
Competencies	**Learning Outcomes**	**Teacher**	**Self**
C-4.1	Is able to convey the essence of a story through music and sound		
C-2.2	Is able to modulate voice while reading a story		
C-2.1	Actively listens to music with focus and concentration		
C-2.2	Is able to describe a piece of music in words		

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Teacher's feedback on student's strengths _____

_____

Teacher's feedback on areas of improvement _____

_____

Any other observation _____

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