

Noise, noise, noise

Summary

In an urban environment, we are surrounded by a large amount of both visual and auditory noise. During the course, 8th grade pupils (14-15 y/o) interpret and analyze the noise around them, visualize their experiences, and create order out of the noise.

Tools

- 15x15 sheets of paper (3 sheets per pupil)
- Pencils / felt-tip pens / markers
- If needed, passe-partout cardboard for framing the series of drawings

Materials

[Slides](#)

Integrated subjects

Art, music

Duration of the activity and distribution between contact lessons

1st lesson (preparation)	2nd contact lesson (art)	3rd contact lesson (art)
Watching and interpreting videos. Finding visual noise in cityscapes. Recording the sound of noise.	75 min. Introduction to the topic of noise Analysis of works Framing of photos taken in advance and starting a series of 15x15cm miniature drawings.	75 min. Noise music as art and performance continuing and finalizing drawings reflection: if my drawing were sound.

Stages of the learning scenario:

1. Introduction (warm-up, context):

As homework, the pupil watches a video about visual noise in urban environments, takes photos of at least two urban environments with a lot of visual noise, and uses their phone to record a place where they think there is a lot of noise.

2. Research or creative task (problem setting):

How to represent visual noise? Viewing and analyzing examples.

3. Activities (learning activities, work forms):

The pupil creates a four-part series analyzing visual noise: Depicts 1) visual noise photographed in urban space 2) visualizes noise recorded in urban space (expressive and geometric abstractionism) 3) takes a chaotic visual element found in urban space and creates order and rhythm in it. Considers what kind of noise music background should accompany the presentation of their work in the exhibition hall. Writes down four characteristics or keywords that would describe it.

4. Creative output (presentation, sharing):

Presents three 15x15cm drawings to classmates, who guess which keywords were used. (To develop it further: Creates a noise machine using household items and films a 1-minute piece.)

5. Reflection and creating meaning:

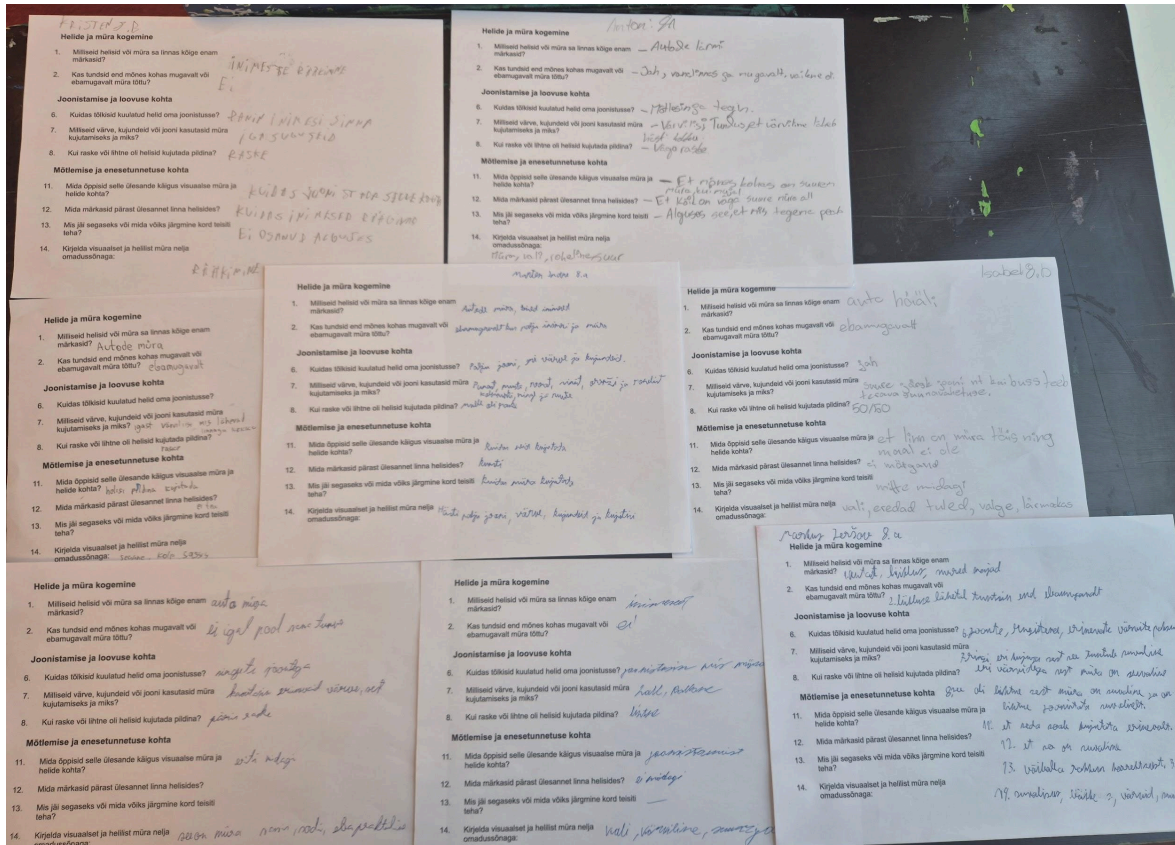
Discussion about whether and what kind of noise disturbs pupils. Is there enough noise and visual noise in the home environment so that you can study in peace?

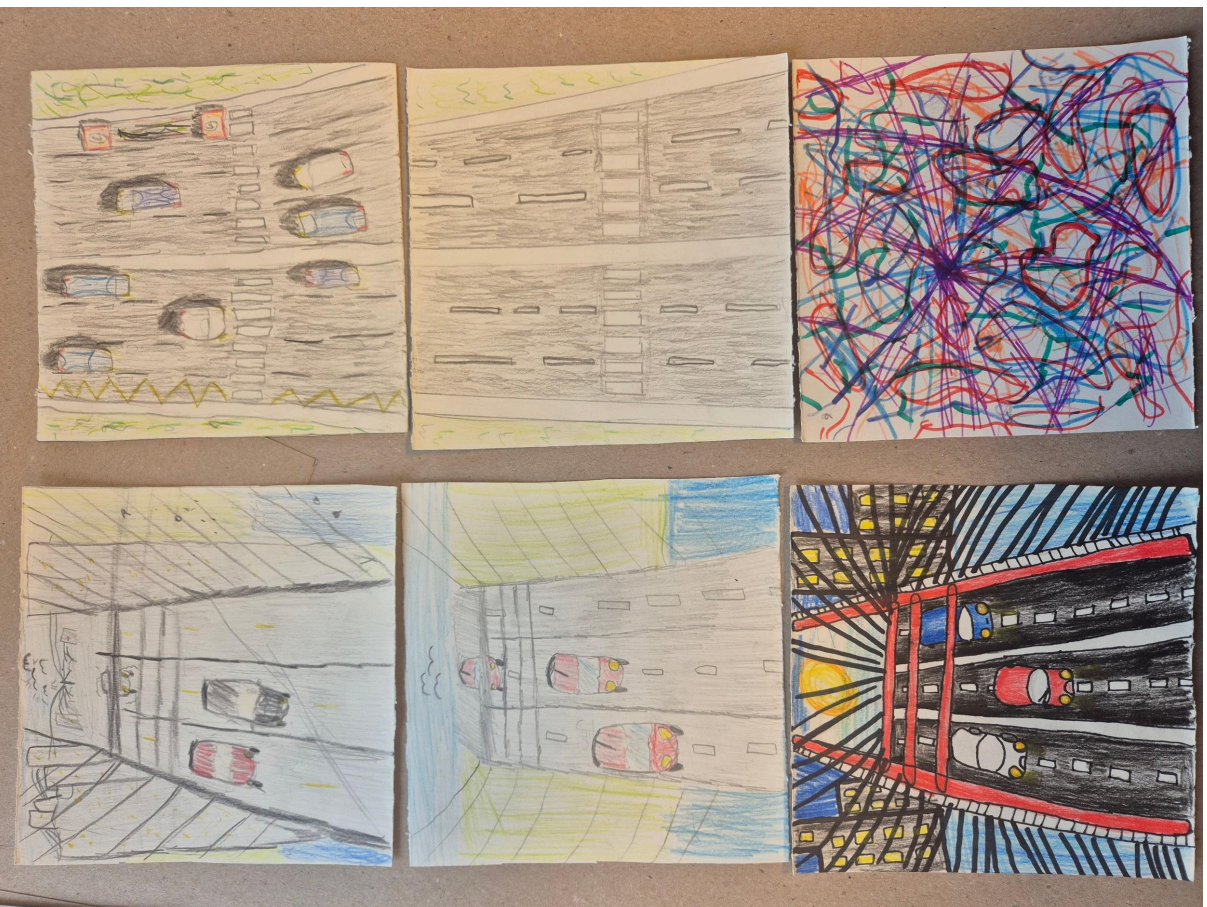
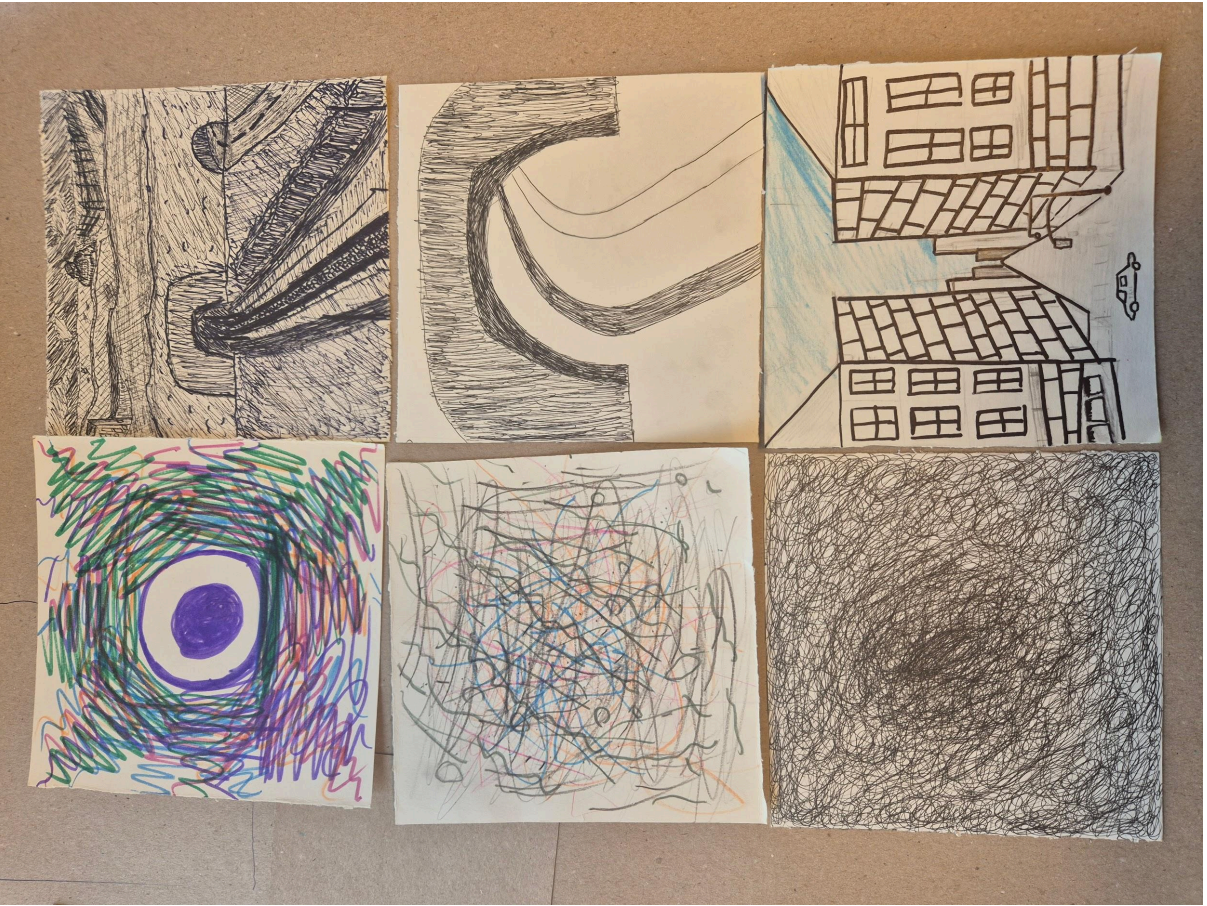
Model of Integrated Learning and Teaching of Creative Subjects elements in use:

- ✓ Concept
- ✓ Narrative
- ✓ Rhythm
- ✓ Composition
- ✓ Collaboration
- ✓ Reflection
- ✓ Personal meaning
- ✓ Creative self-expression
- ✓ Learner agency

Work results:

[Presentation](#) (Google Slides)







Pupils' photos of urban noise. We discussed the examples we found, which at first glance did not seem very noisy. The pupils pointed out the ongoing elections and massive advertising campaigns in urban spaces, as well as the strange places where billboards are placed.