

The Sound of the Stone Age

Respective blueprint	Sound of the Stone Age
Description	<p>A course that combines theory and practice on the Stone Age and sound, where the students' imagination is brought into play regarding the Stone Age sound universe. Students learn to interpret sound and make a flute from natural materials.</p>
Learning Objectives	<ul style="list-style-type: none"> - Learn about audio - Put words into sound inner/outer sound - Make a flute from natural materials - Use hand tools - Work together.
Related curricular subject(s)	History, Math, Engineering, Biology, Art

Prerequisites / preparatory actions for teachers

It is important to state that this course is NOT a music course. It is about sound, but music can happen. No prior musical knowledge is required.

A course that combines theory and practice on the Stone Age and sound, where the students' imagination is brought into play regarding the Stone Age sound universe. Students learn to interpret sound and make a flute from natural materials.

Teaching the Stone Age in a circular way throughout the school makes a lot of sense in terms of subject and theme, pedagogy, didactics, methodology and, not least, education.

As a teacher, you also must realize that it opens many emotions and may even be controversial.

Hunting, however gentle and respectful the methods may seem, is not welcomed by everyone, but it is unavoidable when teaching the Stone Age, but instead of considering it taboo and seeing it from our modern perspective, we think it is important to try to see it, however impossible it

may be, from the perspective of the Stone Age man: hunting was simply the source of protein, life, tools, heat, clothing, jewelry, religiosity, etc.

Similarly, the use of animal skins may seem offensive to modern man, but it was a necessity of life for the Stone Age man. The Stone Age man did not kill the animal for fun, but for survival. In the lesson we recommend the use of animal bones, to make the lesson as authentic as possible, and there is a lot of learning in working with the right materials, you almost get history in your hands, so to speak. You can easily use other modern materials, it's just not the same.

Bones and skins used in the course come from food production or roadkill.

We encourage the use of bone scraps from students' own meals! This way, students will experience using as much of the animal as possible, and here even for an instrument of joy.

The same joy can also be experienced by using plant stems, and here you will suddenly find the pupils becoming aware of the plants, that it is

	<p>necessary to know them and their use, and which ones you should not use.</p> <p>Teaching the Stone Age can open many opportunities for conversation, discussion, debate and, not least, perspective on our times, since the world of the Stone Age man is the basis of our civilization.</p> <p>Suggested topics for discussion:</p> <ul style="list-style-type: none"> - How did the Stone Age man adapt to his climate and how do we? - Why did the Stone Age man go hunting and why does modern man? - Why did hunters move around and why do we? - Why did the first farmers often live for a long time in the same place, and then suddenly move?
<p>Prerequisites / preparatory actions for students</p>	<p>It is a prerequisite that students have or will have an introduction to the Stone Age. Here we would recommend that the local Stone Age is taken as a starting point, so that it has local relevance for the pupils.</p>

	Suggested materials for Stone Age Soundscape: see images below:
Age of students	From 12 years old
Duration	4 hours
Level of difficulty	Medium

Step by step description of the tasks

1: What is audio? Oscillations

2: Try to make a sound vocabulary on a board This is quite a challenging exercise as you will find that we are often not very good at putting words to sounds. Try to use these listening methods developed by sound researchers:

Can you find examples of in the classroom?

Sound signs: these are sounds that point to a sound source e.g., a lawnmower, a drill, a car driving.

Tone: loud sound, deep sound, shrill, rough, hoarse, etc.

Experience: a sound that reminds me of..... " the splash reminds me of the day I fell into the river as child "

3: Together to divide the sounds into

a) Human sound

b) Natural sound



4: Sound practice 1: Empty the classroom of sound or choose a space outside that is empty of sound. Students sit very still and observe the sounds. Teacher notes students' sounds on the board, possibly in the human sound/natural sound categories.

5 The noted sounds are put in a chart with an x-axis showing the strength of sound and a y-axis showing the pitch of sound from low to high.

6: Sound practice 2:

-The students must work together in pairs

- If possible, it is best to go out into nature

or a park.

- One student should close his eyes and let

the other student lead him around.

Try to

identify the sounds and walk away.

The

first pupil should then try to find out

where they have been. Then switch roles

and carry out the exercise again.

7: The Stone Age Soundscape

Grouping: Students are divided into groups of 4-5 per group.

Task: Each group is given a Stone Age area. They must be empty of sound: both nature sound and human sound. If possible, they should try to show a sound experience from their area, e.g., a hunt or similar. To help, some suggestions for sound areas, workshops or animals are written. Students are welcome to find examples of sounds via the Internet.

The Stone Age areas can be: (See pictures below)

Note: The images are suggestions for use in the process. It would be best if it is possible to use local/national images. The images used are mainly from the Ertebølle Stone Age Centre in Denmark and

may not have the same relevance for students in, for example, Spain or Greece. We think it would be optimal if students can relate to/recognize the environment.

The flint workshop:

Nature sounds: birds, insects, wind

Human sounds: rhythmic
flintknapping, stone against flint,
antlers against flint, workshop
sounds, lithophone?

The settlement

Natural sounds: dog barking, birds,

Human sounds: talking, singing,
music, drumming, craft sounds,
snoring, dog barking, etc.

The virgin forest: wind, wind in the trees, insects, aurochs, wolf, Red Deer, loose birds.

Human sounds: hunting scene, whistling, shouting, booing

Natural sounds:

By the sea

Nature sounds: waves, water rippling, whale, fish jumping, sea birds, seals

Human sounds: people rowing in rhythm, nets being cast, luring sounds

8: Flute making: See the blueprint.

9: Using the flute in the Stone Age landscape:

- Each group must use their flute in the Stone Age landscape they emptied of sound this way:

	<ul style="list-style-type: none"> - How could the flute have been used in the primeval forest? - How could the flute have been used in the settlement? etc.
<p>Assessment activities</p>	

Pictures

The flint workshop

Suggested materials: flint (be aware... flint is razorsharp!), antlers, pottery, oystershells or other shells



Figure 1 From left flint flakes, disc axes, drill, core axes, flint tools: stone, antlers. model of log boat. bodkins of flint.



Figure 2. A pile of left over from the flint workshop. Notice the different colors of the flint. The brown flint is from France. light grey is from an island called Lolland in Denmark. The dark grey is local Ertebolle flint.

The Settlement

Suggested materials: flint, antlers, fur, pieces of wood, leather pieces (clothing), pottery or anything you can imagine would have been there.



Figure 3 The circular house



Figure 4 Local Ertebolle hut

The virgin forest

Suggested materials: different pictures of local Stone Age wildlife, pieces of wood, bone flutes





Figure 5 The prey: Fox and badger. Notice all furs are roadkill!



Figure 6: An aurochs



Figure 7: The Red Deer



Figure 8: The wolf



By the sea

Suggested materials: wooden sticks, hollow wood or anything which can make a boat sound, water



Figure 9: Fishing with spears



Figure 10: Paddle in Tybring Vig style



Figure 11: A small rippling stream - the Ertebølle people are a coastal hunting culture living by the fresh or salt water



Figure 12: An eel trap



