

Cooking the Beats

Years 3–9 – The Arts



(Media Arts; Yrs 3 & 4, ACAMAM059)

Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories

(Media Arts; Yrs 3 & 4, ACAMAM060)

Plan, create and present media artworks for specific purposes with awareness of responsible media practice

(Media Arts; Yrs 5 & 6, ACAMAM063)

Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text

(Media Arts; Yrs 5 & 6, ACAMAM064)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice

(Media Arts; Yrs 7 & 8, ACAMAM068)

Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning

(Media Arts; Yrs 7 & 8, ACAMAM069)

Plan, structure and design media artworks that engage audiences

(Music; Yrs 5 & 6, ACAMUM088)

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns

Cooking the Beats

Chopping up kitchen sound

Little kids bash pots together to make ‘music’ – but this is an altogether more sophisticated digital sound sampling approach. Students explore rhythm by recording kitchen sounds and layering them into a track. Some cracking inspiration will get them cooking the beats!

Equipment:

Kitchen equipment including graters, ladles, spoons, saucepans and lids, bowls of different materials, balloon whisks, wooden spoons, spatulas, meat tenderisers, plastic spoons, plastic containers with lids, coffee grinders or empty food mills, chopping boards, empty clean tin cans (make sure there are no sharp edges), and similar

Dry beans and peas, lentils and rice

Tablets, phones or cameras with video recording capacity

Video editing software such as iMovie or Final Cut Pro

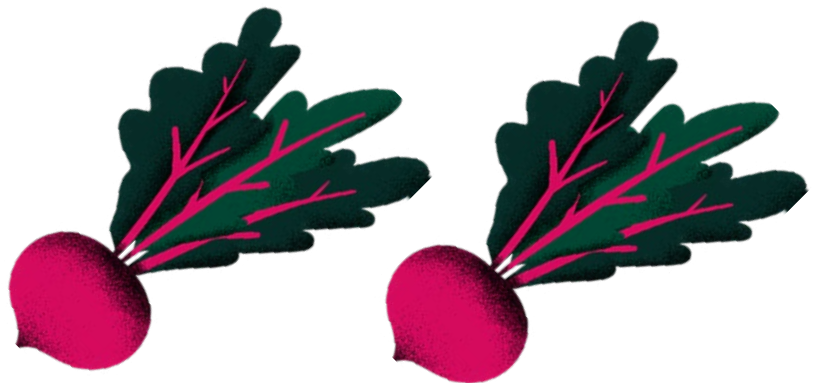
(optional but helpful) Microphones, such as lapel mics, to sample sounds

Duration:

45 minutes in the first session and 2-4 sessions thereafter for projects

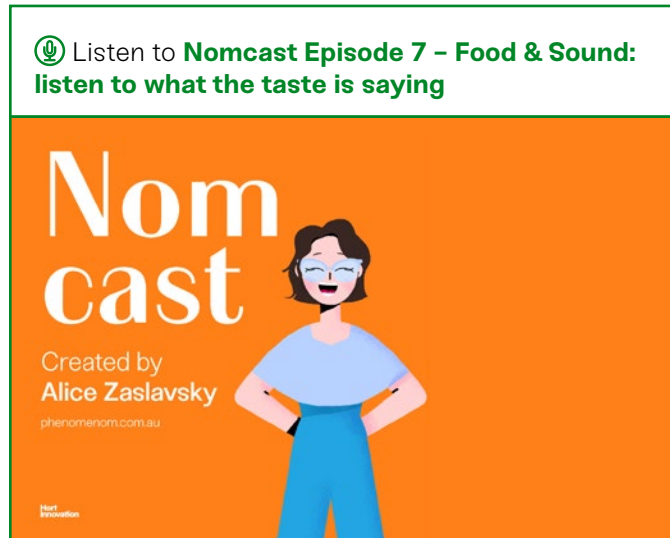
Location:

The classroom, kitchen or an outdoor space



Notes:

Exploring kitchen beats



- Explore one or more of these videos with students:
 - ◇ Muppet Show – Swedish Chef, ‘Popcorn’ (duration: 3:38): <https://youtu.be/B7UmUX68KtE>
 - ◇ The Rhythm Kitchen (duration: 1:14): <https://youtu.be/HM3Viv20Qes>
 - ◇ Kitchen Symphony No. 1: cooking with sound (duration: 4:02) <https://youtu.be/E7QLt6R1Sco>
 - ◇ STOMP kitchen (duration 2:17): <https://youtu.be/XXD76CSpfc0>
 - ◇ Insane Kitchen Beats (duration: 1:41): <https://www.youtube.com/watch?v=Mbv77SK7H0E>
 - ◇ Kitchen Sound Factory (duration 7:37): <https://www.youtube.com/watch?v=0StzTaDcPS4>

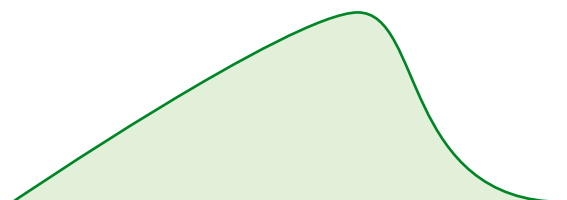
Kitchen rhythm

- ❓ Discuss the videos and questions such as:
 - ◇ How was repetition used?
 - ◇ What’s the difference between repetition and rhythm?
 - ◇ What dialogue did we hear from the people in these videos? (none, or nothing intelligible)

- ◇ Do students think each video was tightly scripted and rehearsed? Why or why not?
- ◇ What do they think about the audio track: does a typical day in a kitchen sound like this? Why or why not?
- ◇ What do they think was planned in terms of audio levels / sound design? E.g. which sounds were made more prominent by levels (such as dropping down the volume of background noise or turning up a quiet sound to make it strong).

Break it down

- Provide a selection of kitchen equipment and give the class time to explore the ways noises can be made from these items: tapping, scraping, clicking, spinning. (It’s not all about volume!)
- Gather students into groups of about 4. Each group will make a kitchen rhythm.
- Lead students through a story boarding process to show them how films are planned by drawing the key moments. These films are all about sound, so make sure students include sound cues in each image.
- Explore one of the videos again and look at pacing:
 - ◇ Does it start with a bang or a roar (STOMP kitchen) or does it gradually ramp up (Kitchen Sound Factory)?
 - ◇ Does the rhythm build to a fast and furious crescendo? (Most do.)
 - ◇ What happens at the end? Is there a moment of silence (a pause)? Or does the energy die back again into slower, quieter beats?
- In groups, students review one of the videos and map the energy on a graph like the one below:



Getting to the grind

- Before group video production begins, confirm any house rules, such as 'no knives, no boiling water, be safe with each other at all times'. (Some of the inspirational videos are a bit more emphatic than students can be in their projects.)
- Facilitate groups brainstorming, planning, storyboarding, pacing (energy graph) and preparing their plan.
- Review their plan before providing them with film equipment. (They must get approval from you, the Producer, before they can begin production.)
- If it will help, divide roles. In each group, appoint a Director, a Sound Engineer and two people who are the Talent (musicians). Discuss and agree on what everyone's roles mean. (Having a Sound Engineer, for example, ensures that their production focuses on sound rather than vision, and the Sound Engineer is the person in charge of the sound editing process.)
- Provide time and space for rehearsing, filming and sound recording.
- Allow for editing in additional sessions.
- When students have completed their productions, hold a film night or Music Video Awards and share all of the videos.

Additional resources:

- STOMP kitchen beats tutorial for schools:
<https://www.youtube.com/watch?v=fkCHMapx6BO>

