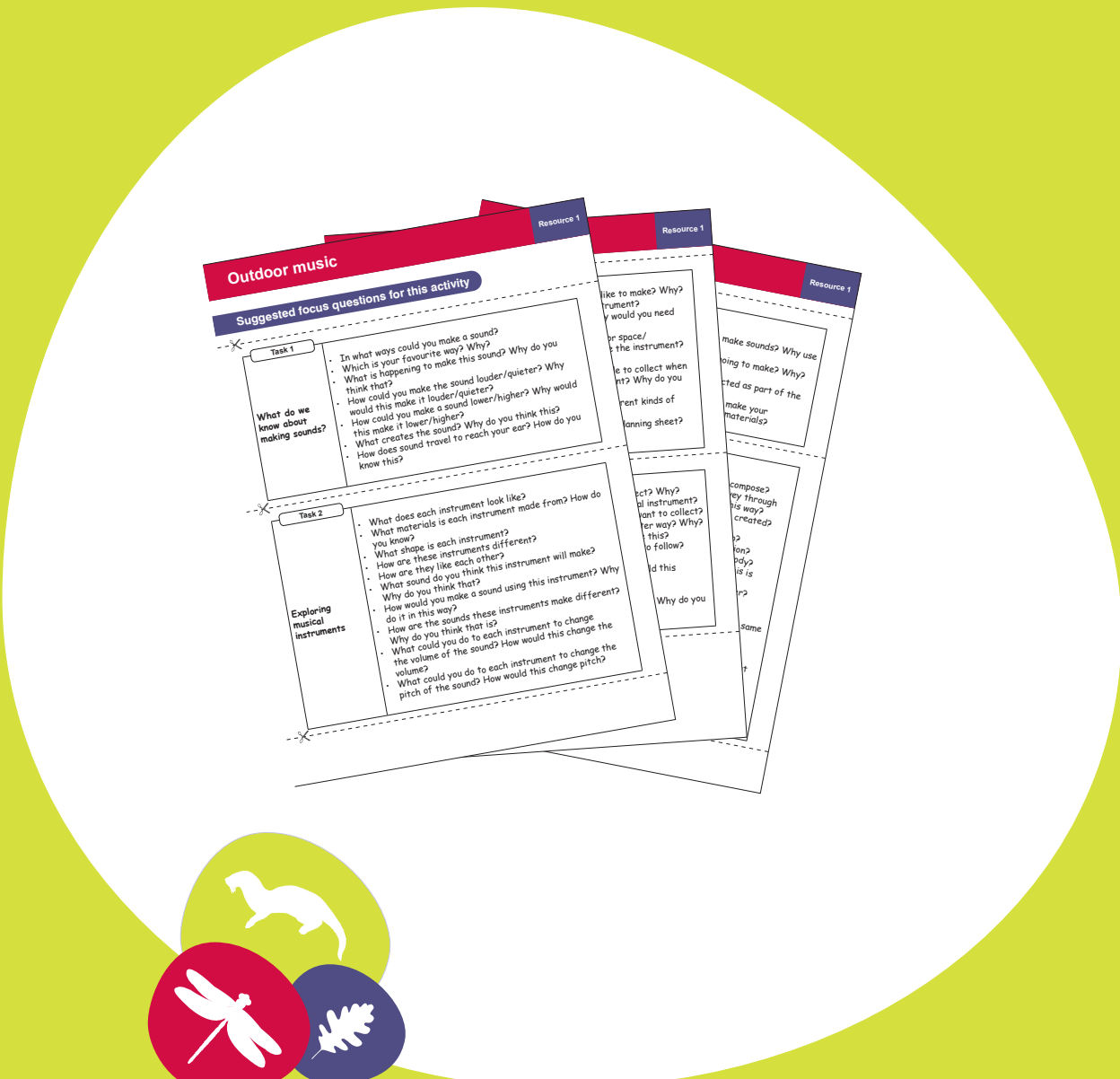
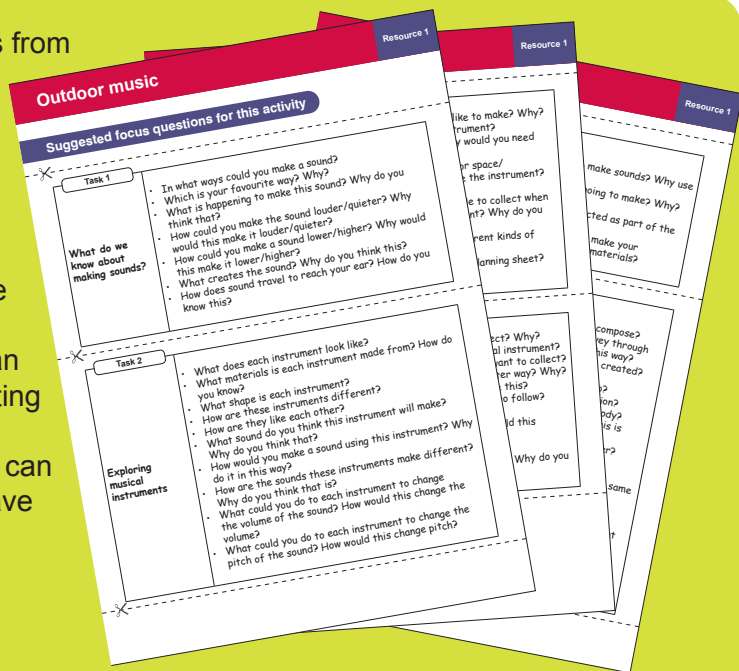


# Outdoor music



Bridgend Outdoor Schools  
Ysgolion Awyr agored  
Pen-y-Bont ar Ogwr

Learners are informed that they will gather items from a local outdoor space and use these things to make simple musical instruments back in school. Initially, they think about and discuss different ways that sounds can be made before exploring a range of musical instruments. Learners consider what type of instrument they might make and the sorts of things that would be useful to collect in a local outdoor space to help make this instrument. They develop a simple plan for a visit before carrying out the visit and collecting items to make their musical instruments back in school. Learners compose a piece of music that can be played using the musical instruments they have developed.



## Opportunities to develop

LNF

### Literacy

**Oracy across the curriculum:** Developing and presenting information and ideas.

**Writing across the curriculum:** Organising ideas and information.

Curriculum

### KS2 Music

Skills - P2,3,5,6,7,8; C1-4; A1-4

### KS2 Science

Range - IO4; HTW4

## Resources

### Resources included with this activity

- 1 Planning template.
- 2 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

### Resources that need to be made available

- 1 Range of musical instruments as a stimulus for learners to make their own instruments, for example, maracas, castanets, rain sticks, tambourine, penny whistle, bongo drum, etc.
- 2 Materials for making things – scissors, Sellotape, glue, pencils/crayons, card, paper, etc.

## Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use. In addition, this activity will require learners to handle dead plant materials. Therefore either ask learners to wear gloves or ensure that they wash their hands thoroughly on their return to the classroom. It might also be wise to tell them not to eat anything they find!

## How to run the activity

### Preparation

Explain to the learners that they are going to gather items from a local outdoor space and use these things to make simple musical instruments back in school. Prior to starting the activity it is suggested that a display table is set up containing a range of musical instruments that learners might be able to make their own version of. For example, this might include a range of shakers, simple percussion and stringed instruments and so on. Learners can explore the instruments and develop their understanding before being asked to create their own instruments.

### Doing the activity

#### Task 1: What do we know about making sounds?

Ask the learners to think about and discuss different ways that sounds can be made. They might be asked to work in small groups to develop ideas for making sounds and then show their peers different ways of making sounds, for example. They might be encouraged to consider how the pitch and volume of sounds might be affected and how sound travels to reach the ear so that it can be heard.

- In what ways could you make a sound?
- Which is your favourite way? Why?
- What is happening to make this sound? Why do you think that?
- How could you make the sound louder/quieter? Why would this make it louder/quieter?
- How could you make a sound lower/higher? Why would this make it lower/higher?
- What creates the sound? Why do you think this?
- How does sound travel to reach your ear? How do you know this?

## Task 2: Exploring musical instruments

Explain to the learners that they are going to look more closely at the musical instruments on the display table in the classroom. Provide them with a range of instruments that they can explore and discuss. Examples are provided in the resource list but might include any instrument that learners might be able to make a simple version of from the materials they gather. Learners could compare these instruments and might be encouraged to consider what needs to be done to create a sound, what is making the sound, what is moving, how it is made to move and so on.

- What does each instrument look like?
- What materials is each instrument made from? How do you know?
- What shape is each instrument?
- How are these instruments different?
- How are they like each other?
- What sound do you think this instrument will make? Why do you think that?
- How would you make a sound using this instrument? Why do it in this way?
- How are the sounds these instruments make different? Why do you think that is?
- What could you do to each instrument to change the volume of the sound? How would this change the volume?
- What could you do to each instrument to change the pitch of the sound? How would this change pitch?

## Task 3: Planning what to do at the outdoor space

Explain to the learners that they are going to make musical instruments using things that they collect when visiting an outdoor space/environment. Ask them to consider what type of instrument they might make and the sorts of things that would be useful to collect to help make this instrument. Provide learners with a copy of the 'Planning template' (Resource 1) and encourage them to use this to record their ideas and make a list of what they might collect. The purpose of this task is for the learners to consider the idea of forward planning, but they might outline a range of ideas at this stage and not have to decide what instrument they will make or finalise what they will collect on the visit.

- What type of instrument would you like to make? Why?
- How could you make this type of instrument?
- What materials would you need? Why would you need these things?
- What could you look for in the outdoor space/environment that would help you make the instrument? Why would these things help?
- What sorts of things might you be able to collect when you visit the outdoor space/environment? Why do you think that?
- How could you use these to make different kinds of musical instruments?
- How will you record your ideas on the planning sheet? Why do it in this way?

## Task 4: Gathering materials for a musical instrument

Plan and organise an opportunity for learners to visit the chosen outdoor space/environment. Ask the learners to look at their plan before the visit or even to take it along with them. Encourage the learners to collect things that they might use back in school to make musical instruments. Remind them not to cause any damage or to pick anything that is alive and growing. Learners might concentrate on collecting things they have planned for or discussed in school but they might be encouraged to remain open-minded and look for any items that might be useful for making an instrument. It is likely that learners might collect nuts, seeds, pieces of wood and so on and they might be encouraged to consider how they will sort these out to decide what they will use for their instruments. There is always a possibility that some items learners encounter could be poisonous, therefore care needs to be taken as to what they choose and how they handle them. Please see the earlier Risk assessment section in these notes.

- What sort of things are you going to collect? Why?
- How would you use these to make a musical instrument?
- How are you going to find the things you want to collect? Why do it like this? Might there be a better way? Why?
- How will you use your plan? Why use it like this?
- How well did your plan work? Was it easy to follow? Why?
- How could you improve your plan? Why would this improve it?
- What items from your list did you collect?
- Which items on your list were hard to find? Why do you think that was?

## Task 5: Making a musical instrument

Ask learners to use the items collected at the outdoor space/environment and their ideas to make a musical instrument. They might be encouraged to explore different ways of making sounds with the items they have as part of the process of generating and developing ideas for an instrument.

- What items have you collected?
- How could you use these items to make sounds? Why use them in these ways?
- What type of instrument are you going to make? Why?
- How will you make it?
- How will you use the items you collected as part of the instrument?
- What other materials do you need to make your instrument?? Why do you need these materials?

## Task 6: Composing a piece of music

Ask learners to compose a piece of music that could be played using the musical instruments they have developed. They might consider using the idea of encouraging people to use and explore 'outdoor spaces' as a basis for their composition. Alternatively, learners might compose a piece of backing music for a song/poem they write about the outdoor space.

- What are you going to do first? Why?
- What is the purpose of the music you will compose?
- What sort of emotions do you want to convey through the music? How will do this? Why do it in this way?
- How could you use the instruments you have created? Which ways will you use? Why?
- What other instruments could you use to help?
- How do you intend to structure your composition?
- How can you ensure that the words fit the melody?
- What rhythm will you use? Why do you think this is suitable?
- How are you going to keep in time with each other? What strategies have you used before?
- Do you need an introduction? Why?
- Should the chorus and verses be performed in the same way or differently?
- What are the advantages and disadvantages to be considered?
- How could you end the song? What effect do you want to achieve?
- What do you need to consider when performing your song? How do you know this?
- How are you going to remember your ideas for next time?

## Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy		
Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Grammar; Punctuation; Spelling; Handwriting