

## 'My Outdoor Classroom' Lesson Plan

### School Curriculum and Standards Authority (SCSA) Curriculum Links

- **Kindergarten - Communicating:**  
Express ideas and feeling and make meaning using creative arts such as drawing, painting, sculpture, drama, dance movement, music, and storytelling
- **Pre-primary, Year 1 and 2 Music:** Development of aural skills by exploring the elements of music, including tempo, pitch, rhythm, dynamics (getting louder, getting softer) to create music (ACAMUM080; ACAMUM082)

# Seeing Sound

## Activity 2

### Resources:

- Clipboards, paper, pencil
- OR
- Whiteboards, markers, erasers

### Introduction

Spying on sounds: you cannot see sounds with your eyes...or can you? For this activity, children will need their eyes and ears!

### Before You Head Out

Explore how sounds vary using whole body movements. For example, the squeak of a mouse is very small so children make their bodies small whereas the roar of a lion is longer and louder, so the children make their bodies large and hold the shape for a longer time.

Discuss how sounds can vary in loudness, length, and rhythm. Compare the "caw, caw, caw" of a crow and the loud laugh of a kookaburra. Show images of a variety of animals so that children can practise identifying the type of sounds and making the 'shape' of the sounds with their bodies.

As a group, children brainstorm the sounds they may hear when they head outside.

### Seeing Sound Activity Steps

- ① Walk to a spot outside suitable to be a Sound Spot.
- ② Give the children a few moments to just sit and be still. Carefully listen. What is happening out there?  
*Pro tip! Remind the children to sit with their eyes closed to really focus their listening.*
- ③ Decide on a sound to record. Scaffold the experience by first copying the sound with voice and then representing the sound with movement.



### Seeing Sound Activity Steps (continued)

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Next demonstrate how the sound could be represented on paper or a whiteboard by short lines for a short sound, a wavy line for an undulating sound, thick lines for a loud sound and so on.

5

Children have a go at representing the sound on the paper or whiteboards. How did they go?

6

Sit quietly again to identify another sound. Children describe their sound to a partner and dramatise it with actions and movement, then draw a picture of what made the sound.

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Encourage the children to use their drawings to show:

- the volume (how loud or soft the sound is)
- the length (how long or short the sound is)
- the pitch (how high or low the sound is)
- the shape of the sound

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Repeat the experience with a new sound and guide as much as is necessary.

### Reflection/Discussion

Ask the children how they found the task? Was it challenging? Did they have to persist? Be creative?

**Show and Tell:** one child shows their sound picture and demonstrates how to make the sound to the class. The class then copy making the sound all together. After several children have had a turn, try to make a sequence of sounds together.

**Think, Pair, Share:** Ask the children to think about which animals may have excellent hearing. Ask them to turn to a partner and share their top two picks. Make a class list of ideas.

Show pictures and discuss these three animals:

- Moths have the best hearing in the world! Interestingly they have evolved that way so that they can evade their predator – the bat!
- Bats also have exceptional hearing but very bad eyesight; that is why their hearing sense has developed so strongly.
- Owls – have sharp sight and hearing and are very quiet.

What do these three animals have in common? Ask the children how they rate their own hearing abilities.

### Elaboration/Extension

Turn the sound drawings into artworks by adding colour with crayons, paint or edicol washes over permanent marker.



### Elaboration/Extension (continued)

Try dramatising some of the sounds in a sequence and create a dance. Match sounds to musical instruments and create a composition based on the sounds heard outside.

### Teacher Observations

What worked well:

What would I do differently next time:

### Curriculum Links

Extra detail relevant to year groups can be found by following the Curriculum link to SCSA. Elaborate on, extend, and integrate this activity with other learning areas where possible.

- *Kindergarten Curriculum Guidelines*  
<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/kindergarten-curriculum-guidelines/learning-development-areas/communicating>
- *School Curriculum and Standards Authority*  
<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3>  
<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/music2>



Visit the website [app.naturepassport.org](http://app.naturepassport.org) (My Outdoor Classroom Activity Pack) to complete this activity and many more! Alternatively, download the free **Nature Passport** app from your **App Store**.

Visit [www.naturepassport.org](http://www.naturepassport.org) for more information and ideas.

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Print the Nature Passport Booklets for your students to use with this lesson!

