

## 'My Outdoor Classroom' Lesson Plan

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

- **Year 3 Music:** Improvisation with the elements of music to create music ideas (ACAMUM085)
- **Year 4 Music:** Improvisation with the elements of music to create a simple composition (ACAMUM085)
- **Year 5 Music:** Improvisation with, and organisation of, the elements of music to create simple compositions (ACAMUM089)
- **Year 6 Music:** Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles (ACAMUM089)

# Seeing Sound

## Activity 2

### Resources:

- Clipboards
- Paper
- Pencils

OR

- Whiteboards
- Markers
- Erasers

### Introduction

Spying on sounds: you cannot see sounds with your eyes...or can you? For this activity, students will need to be very aware of their senses.

### Before You Head Out

Identify a spot outside suitable to be a Sound Spot.

**Think, Pair, Share:** Ask the students 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.

Discuss how sounds can vary in loudness, length, and rhythm. Compare the "caw, caw, caw" of a crow, the loud laugh of a kookaburra and the long "moooo" of a cow.

### Seeing Sound Activity Steps

- ① Walk to the Sound Spot.
- ② Give the students a few moments to just sit and be still. Carefully listen. What is happening out there? *Pro tip! Remind the students to sit with their eyes closed to really focus their listening.*



### Seeing Sound Activity Steps (continued)

3

Students choose one of the sounds to record and describe it to a partner in words and actions.

4

Students discuss how they can they make a pictorial representation of the sound and have a go!

5

Students draw the sound and try 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

6

Choose a new sound. Recreate the sound on paper using lines and shapes. Students may like to include some musical notation or symbols.

### Reflection/Discussion

How challenging was this task? Ask the students to stand in a line where one end is 'very challenging' and the other is 'not challenging at all'.

In groups of four, students present their favourite sound drawing to the others. Students work together to turn these four sounds into a short composition. Once they are confident with that, the students can add in other sounds or repeat sounds to develop their composition. When time is up, each group presents to the rest of the class.

### Elaboration/Extension

A group of students records their sequence of sounds (or composition) on a long roll of paper to create a Soundscape. The Soundscape can then be played with percussion instruments, dramatised using whole body movements or turned into a dance.

Individual sounds can be turned into artworks by adding colour with crayons, paint or edicol washes over permanent marker.



## 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.

- *School Curriculum and Standards Authority*  
<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/music2>



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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!

