



Making music



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

FP
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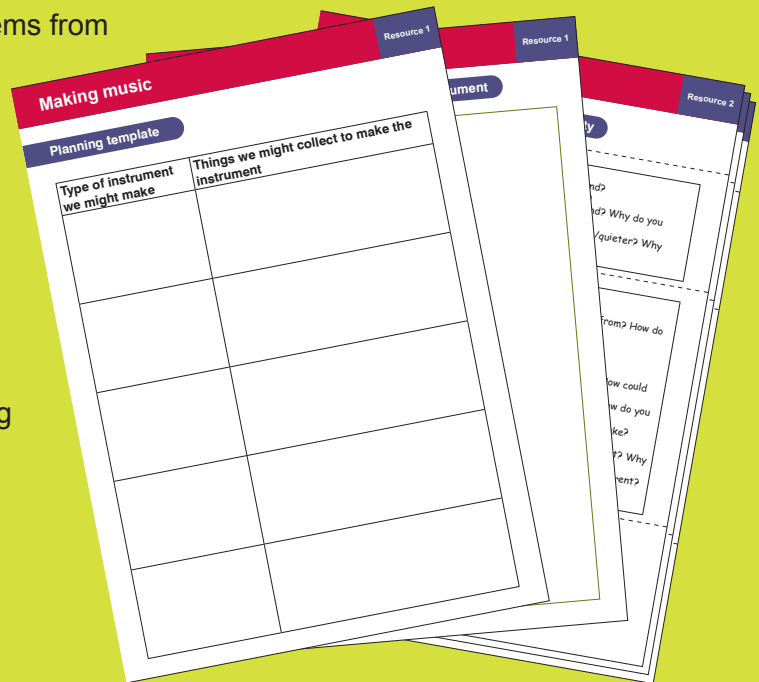
Cronfa Amaethyddol Ewrop ar gyfer Datblygu Gwledig; Ewrop yn Buddsoddi mewn Ardaloedd Gwledig
The European Agricultural Fund for Rural Development: Europe Investing in Rural Areas



Llywodraeth Cymru
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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 create a display of their musical instruments for others to view.



Opportunities to develop

LNF

Literacy

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

Writing across the curriculum: Organising ideas and information.

Numeracy

Developing numerical reasoning: Identify processes and connections, Represent and communicate, Review.

Using measuring skills: Length, weight/mass, capacity.

Links to the Curriculum

Foundation Phase – Personal and Social Development, Well-being and Cultural Diversity

Skills: Personal development

- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners.

Skills: Well-being

- exploring and experimenting
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others.

Range

- activities in the indoor and outdoor learning environments
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives.

Foundation Phase – Knowledge and Understanding of the World

Skills: Personal development

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about how they will know if something has worked
- making comparisons and identifying similarities and differences
- thinking creatively and imaginatively
- communicating observations and measurements
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range – Places and people

- learn about where their locality is
- learn about distance and how to follow directions and routes
- recognise how people's actions can improve or damage the environment.

Myself and living things

- identify some animals and plants that live in the outdoor environment.

Myself and non-living things

- experiment with different everyday objects and use their senses to sort them into groups according to simple features
- experiment with different everyday materials and use their senses to sort them into groups according to simple properties
- develop an awareness of, and be able to distinguish between, made and natural materials
- understand how some everyday materials change in shape when stretched, squashed, bent and twisted, and when heated or cooled
- understand that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.

Foundation Phase – Creative Development

Music

- explore a range of sound sources and experiment with different ways of making and organising sounds
- create their own musical ideas and contribute to simple compositions
- sing a range of songs with others
- play simple rhythmic and melodic patterns on a variety of instruments
- recognise and describe sounds, and listen and respond to music
- reflect on their own and others' music
- develop increasing control of the musical elements when making music
- make broad distinctions within the musical elements when listening to music.

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 five different ways of making a sound, for example.

- 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?

Task 2: Exploring musical instruments

Explain to the learners that they are going to look more closely at the musical instruments that are 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 in terms of what they are made from and their relative size (giving opportunities for using comparative and superlative numeracy language). They could then 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?
- Which is the longest/shortest instrument? How could you measure them?
- Which is the heaviest/lightest instrument? How do you know?
- 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?

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. This could be pictures and or words. 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. Learners are simply being encouraged to consider the possibilities.

- 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?
- 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: Displaying musical instruments

Ask learners to think about and discuss how they might display the musical instruments they have created. This might be in class or in the school hall and so on. They might display their own instrument next to the real instrument it is based on and develop questions that might encourage others to compare the instruments, for example:

- How could the class display their musical instruments to others?
- Which do you think would be the best way? Why do you think that?
- How could you organise this type of display?
- What problems might you face? Why do you think that?
- How could you overcome these problems?

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
		Handwriting, Punctuation, Spelling, Grammar

Numeracy	
Strand	Element
Developing numerical reasoning	Identify processes and connections
	Represent and communicate
	Review
Using number skills	Use number facts and relationships
	Fractions, decimals, percentages and ratio
	Calculate using mental and written methods
	Estimate and check
	Manage money
Using measuring skills	Length, weight/mass, capacity
	Time
	Temperature
	Area and volume; Angle and position
Using data skills	Collect and record data; Present and analyse data; Interpret results