

# LEARNING in the OUTDOORS

MUSIC

TOOLKIT 16



# TEACHER TOOLKIT SCHEDULE

Outdoors Victoria, in partnership with the Australian Council for Health, Physical Education and Recreation (ACHPER Victoria), Environment Education Victoria (EEV), Geography Teachers Association (GTAV), and Parks Victoria (Parks Vic) will produce 18 Teacher Toolkits between 2018 and 2021. These toolkits will be delivered to the following order:

## 2018

- 1 Introduction to Outdoor Learning
- 2 Outdoor Learning in the Play Ground
- 3 Outdoor Learning in Water-Based Environments

## 2019

- 4 Outdoor Learning in Physical Education
- 5 Outdoor Learning in Art
- 6 Outdoor Learning in Geography
- 7 Outdoor Learning in Science
- 8 Outdoor Learning in Mathematics
- 9 Outdoor Learning in Urban Environments

## 2020

- 10 Outdoor Learning in Health
- 11 Outdoor Learning in Sustainability
- 12 Outdoor Learning in History
- 13 Outdoor Learning in Reading & Writing
- 14 Outdoor Learning in Speaking & Listening
- 15 Outdoor Learning in Indigenous Activities

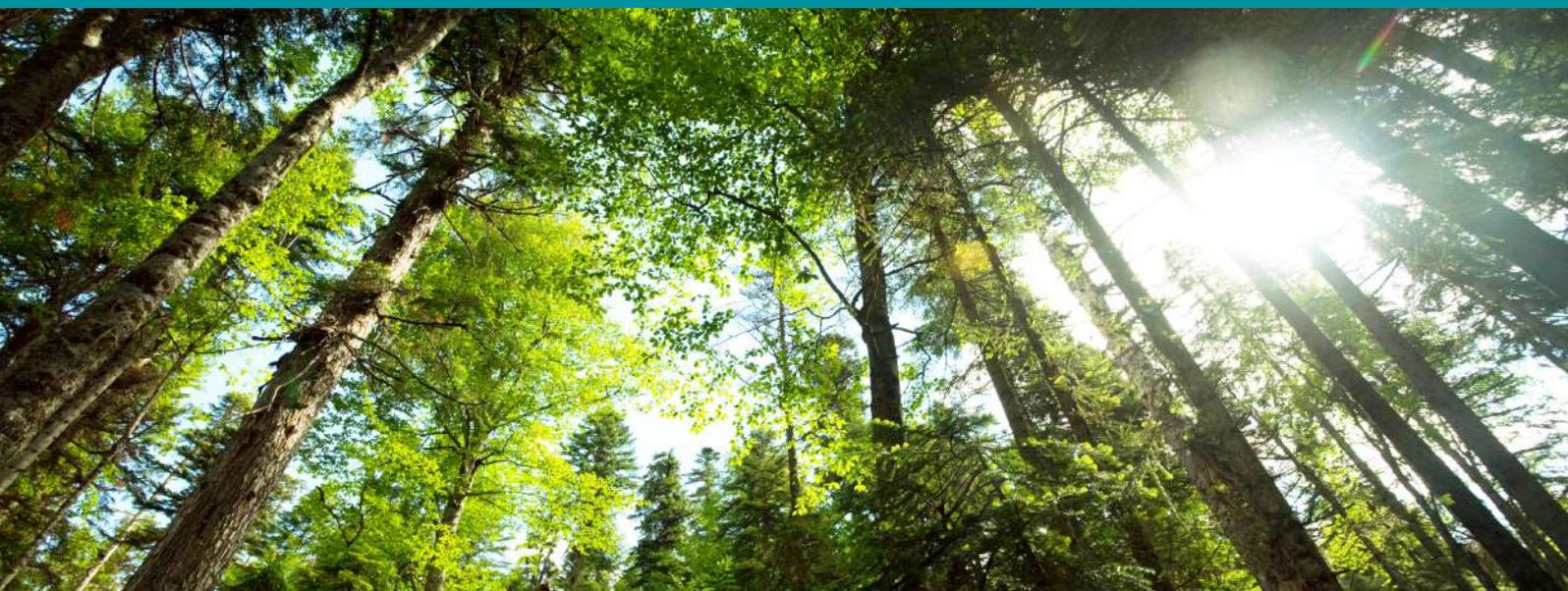
## 2021

- 16 Outdoor Learning in Music
- 17 Outdoor Learning in Languages
- 18 Outdoor Learning in the F-6 Victorian Curriculum- Compiled Book

Outdoors Victoria, in partnership with ACHPER (Victoria), EEV, GTAV, and Parks Victoria, is always interested in finding out what is occurring in the outdoors in your school.

Contact any of the above organizations if you are proud of a new program you have implemented or would like to be involved in or contribute to any of the Teacher Toolkits.

Outdoors Victoria, in partnership with ACHPER (Victoria), GTAV, EEV and Parks Victoria, respectfully acknowledges the Traditional Custodians of the land and their Elders past and present, for the important and enduring role that Aboriginal and Torres Strait Islander peoples play in Australia regarding the land, water and sky used for learning in the Outdoors.



# LEARNING IN THE OUTDOORS IN MUSIC

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*Throughout the construction of this teacher toolkit, careful attempts have been made to ensure the included activities and explanations do not contain offensive materials, the materials contained in this document will be periodically reviewed. As a result of this review, some activities may be tweaked and an updated version may be uploaded to the relevant website in which this document was downloaded. Before implementing activities or content included in this document please review to ensure the appropriateness for your class and or school.*

This Teacher Toolkit is offered as a framework for developing your own curriculum specific ideas and activities for Outdoor Learning. It is quite flexible and should be adapted to suit your needs. Remember to note the benefits of Outdoor Learning in your teaching area, and to provide tips wherever you can for embedding Outdoor Learning into the curriculum. Include relevant research, case studies and examples that might assist teachers. Teacher Toolkit 1 Benefits of Outdoor Learning presents research that will help you argue the case for taking students out of the classroom.

# Benefits of Outdoor Learning in Music

Significant research has been undertaken to assess the effectiveness of music learning within the outdoor environment, particular from Adams and Beauchamp (2021) and their academic article titled “The impact of music-making outdoors on primary school-aged pupils (aged 7–10 years) in the soundscape of nature from the perspective of their primary school teachers”.

This research highlights the growing body of literature linking phenomenology with the pedagogies of outdoor learning (Brown and Heaton 2015, Humberstone, 2015, Waller et al, 2017). “Van Manen explains how phenomenology is the study of the world as we immediately experience it “pre-reflectively rather than as we conceptualise, categorise, or reflect on it” (2016, p.9).

The analysis within this article highlighted that “the new soundscape and the close contact with nature afforded by the different locations engendered enhanced experimentation and expressiveness resulting in the children becoming immersed in, and focussed on, their music-making (p.37)

Furthermore, teachers within the study provided the following anecdotes;

“ *It’s something they can’t experience in the classroom; the sounds are completely different. You can hear the music, the sounds of the sea, there’s less noise distraction, they can hear their sounds more clearly, even the acoustics are different. In a confined space, the instruments sound so different than in an outdoor environment. (p.46)* ”

“ *When you’re outdoors, you’ve got nature around you, whether it’s the wind or the birds or the sounds they’re making, and you can almost incorporate that into your music routines and get one with nature. You can use the wind or the birds as a background rhythm, whereas in the class, you’ve got nothing. (p.47)* ”

“ *The outdoor environment and being away from school seemed to make them more experimental with their music-making, definitely. They were making all sorts of sounds, using trial and error to construct their ceremonies. I don’t think they could have been that loud or experimental in school. (p.48)* ”

The research within the article noted that that “teachers were very consistent in asserting that being outdoors “in nature” achieved something they could not achieve in school” (p.50) As one teacher stated “I will promise you, hand on heart, we couldn’t have had the same results and the same enjoyment from the session.” (p.50). Adams and Beauchamp found that “The teachers’ responses showed that they felt the features of the natural environment had impacted positively on the pupils’ music-making and their overall creative experience” with one teacher findings “The environment made them more creative. They were more excited, more stimulated and this seemed to help their ideas.” (p.47)

It is clear from this research and accompanying anecdotes that embedding the outdoor into music lessons provides meaningful and robust student outcomes.

## References:

- Adams, D., & Beauchamp, G. (2021). *The impact of music-making outdoors on primary school-aged pupils (aged 7–10 years) in the soundscape of nature from the perspective of their primary school teachers. Journal of Outdoor and Environmental Education, 24(1), 37–53.*
- Brown, M., & Heaton, S. (2015). *Ko Aha Te Awa Ko Te Awa Ko Aha—I Am the River, and the River Is Me. In Experiencing the outdoors (pp. 49–60). Brill Sense.*
- Allin, L., & Humberstone, B. (2015). *Call for papers for Special Issue on Adventure, to be published by the Journal of Adventure Education and Outdoor Learning.*
- Waller, T., Årlemalm-Hagsér, E., Sandseter, E. B. H., Lee-Hammond, L., Lekies, K., & Wyver, S. (Eds.). (2017). *The SAGE handbook of outdoor play and learning. Sage.*
- Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy. Routledge.*

# Sound Scapes

This activity is targeted towards having students move in the outdoors and experience the different sounds around them.

**Step 1:** Take students into the outdoors (this could be the playground, oval, or an alternative outdoor environment).

**Step 2:** Have students listen to nature; the outdoors creates its own music; this could be crickets chirping, birds calling, or the wind rustling through the grass.

**Step 3:** Have students bring a notebook and write down all the different sounds they hear within the outdoors. Students can also emulate the different sounds they hear.

**Step 4:** Once students have completed their notebook of 5 + sounds, have them think about how they would be able to turn these various bits of sound into a piece of music.

**Step 5:** Have students try and replicate the different sounds and combine them to form a piece of music.



### Equipment & Materials

- Notebook
- Pen / Pencil
- Outdoor Environment

### Curriculum Outcomes

- F-2** • Respond to music, expressing what they enjoy and why (VCAMUR020)
- Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)
- 3-4** • Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)
- Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)
- 5-6** • Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)
- Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)

### EXTENSION SUGGESTION

Within this activity students could create dances and dance moves to correlate with the various sounds they are hearing in the outdoors.

# Birdsongs

Within this activity, students will utilise technology and the outdoors to emulate various outdoor sounds before creating a composition.

**Step 1:** Have students charge and set up a recording device (most tablets, phones, and other devices have recording capabilities).

**Step 2:** Take students into the outdoors at different times of the day in other locations, have students record the various elements of the outdoors they could hear.

**Step 3:** Have students compare the differences between these various environments and times.

**Step 4:** Once students have finished recording, have students identify the different musical patterns.

**Step 5:** Using student devices, have students piece the various recordings together (using free software on the devices such as Audacity) and create a singular piece of music.

## Curriculum Outcomes

- F-2**
- Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)
  - Participate in guided investigations, including making observations using the senses, to explore and answer questions (VCSIS051)
- 3-4**
- Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community (VCAMUM022)
  - Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)
- 5-6**
- Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)
  - Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)



## Equipment & Materials

- Recording Device (phone, tablet, iPad, voice recorder)
- Device (tablet, Ipad, laptop, computer)
- Editing software (such as Audacity)

## EXTENSION SUGGESTION

This activity could be assigned as a holiday activity, if students have the capabilities to record, have them go into the outdoors at times outside of typically schooling hours etc. dawn or dusk, in different environments (beach, vs. city, vs. country), etc.

# Ensemble Experience

Within this activity, students will relax in the outdoors and piece together a story of the outdoors.

**Step 1:** Take students in the outdoors and have them find a comfortable and calm outdoor space to sit, lie and listen to a recording of a work they are learning.

**Step 2:** Students use creativity to discuss what the music is saying, the emotional shape of the piece, the story arc, and what would be happening in a film or online game using the music.

**Step 3:** Students then choose one of these ideas and explore it physically (e.g. in mime) as the music plays.

**Step 4:** They then take their new appreciation and more profound knowledge of the piece back into their playing.

## Curriculum Outcomes

- F-2**
- Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)
  - Respond to music, expressing what they enjoy and why (VCAMUR020)
  - Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)
- 3-4**
- Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)
  - Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)
- 5-6**
- Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)
  - Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (VCADRD030)



## Equipment & Materials

- No equipment required

## EXTENSION SUGGESTION

For an extension to this activity, you may have students perform their piece in the same space.

# Feelings of Music

Within this activity, students will communicate with one another using only movement and no sounds; for many students, the absence of sound can be confronting; this activity will explore this lack of sound.

**Step 1:** Take students into the outdoor environment, have them sit in a silent place. Have them think about the 12 different feelings that are conveyed in music;

- Amusement
- Joy
- Beauty
- Relaxation
- Sadness
- Dreaminess
- Triumph
- Anxiety
- Scariness
- Annoyance
- Defiance
- Feeling pumped up

**Step 2:** Once students have thought about the different ways to communicate the feelings portrayed in music, have them, partner, up with another student.

**Step 3:** Have students communicate the above feelings without sound and only movement.

## Curriculum Outcomes

- F-2**
- Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)
  - Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022)
  - Respond to music, expressing what they enjoy and why (VCAMUR020)
- 3-4**
- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (VCADRD026)
  - Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)
- 5-6**
- Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)



## Equipment & Materials

- No equipment required

## EXTENSION SUGGESTION

To challenge students you can have them communicate using only certain limbs, etc - arms only, legs only or facial expressions only.

# Bird Calls

Australia is lucky to have a variety of unique wildlife, specifically birds. Within this activity, students will explore different bird calls.

**Step 1:** Have students explore different bird calls; depending on your specific environment, you may need to search online links for students to become aware of the various bird calls from Australian wildlife. The following birds have some of the unique calls in Australia.

- Bellbird
- Cockatoo
- Eastern Whipbird
- Fan Tail Cuckoo
- Gullah
- King Parrot
- Kookaburra
- Lyrebird
- Magpie
- Plover
- Raven
- Seagull
- Tawny Frogmouth
- Willie Wagtail

**Step 2:** Once students have identified different bird calls, have them try and replicate the different sounds they have heard, ask students what makes a bird call unique?

**Step 3:** Have students create a new bird species with its own unique call - what would the bird's unique call be?

## Curriculum Outcomes

- F-2**
- F-2 - Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)
  - Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)
- 3-4**
- Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)
- 5-6**
- Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)



## Equipment & Materials

- No equipment required

## EXTENSION SUGGESTION

To challenge students you can have them communicate using only certain limbs, etc - arms only, legs only or facial expressions only.

# Music / Sound Station



One of the many benefits that the outdoors provides within a music context is space, a space that students can express themselves without needing to maintain inside voices, to not disrupt other classrooms. Students will work with staff to create a music /sound station within this activity.

**Step 1:** Discuss with students and other colleagues where a space could be chosen to host a music exploration area. This area should be clear and be at a distance from other school buildings if possible (this area should be large enough to allow for large motor movement and different instruments)

**Step 2:** Once a location has been selected, choose a mixture of music/sounds that can be installed into the area, examples include tubes, drums (buckets), garbage cans, boomwhackers. Students could create these instruments from the existing environment around them.

**Step 3:** Create a music/sound wall; this is a stationary wall with a range of objects attached, affixed, or suspended from it.

**Step 4:** Let students explore using the wall, the different sounds, what sounds work together, and what sounds don't.

## Curriculum Outcomes

- F-2**
  - Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064)
  - Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)
- 3-4**
  - Perform movement sequences which link fundamental movement skills (VCHPEM098)
  - Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)
- 5-6**
  - Design and perform a variety of movement sequences (VCHPEM116)
  - Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)

## Equipment & Materials

Depending on the extent of your wall, you may use a variety of different equipment and materials

## EXTENSION SUGGESTION

For an extension activity, have each classroom create a new item for the wall every year.

# Matching Music to Outdoor Activities

Within this activity, students are going to utilise the outdoors to replicate and create different beats and sounds that they may have previously heard. This activity is one that Hollywood producers have used for generations, utilising different elements to replicate different sounds and beats.

**Step 1:** Within the classroom, have students identify a range of beats and sounds, examples of sounds may include;

- Horse Galloping
- Bird Chirping
- Wind rustling
- A tree falling
- A snake slithering
- A twig breaking
- A rock skipping

**Step 2:** Have students go into the outdoors and try and replicate each of these different sounds, have them experiment with a range of different objects to try and create the various sounds.

**Step 3:** Have students challenge one another with different sounds

### Curriculum Outcomes

- F-2** • Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)
- Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)
- 3-4** • Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)
- Use formal measurements in the collection and recording of observations (VCSIS068)
- 5-6** • Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)
- Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)



### Equipment & Materials

No equipment needed.

### EXTENSION SUGGESTION

For an extension activity, students could record their attempts at replicating each sound and compare them to the actual sound.

# Musical Ceremonies

In this activity, students are going to explore different environments and write and perform musical ceremonies (greeting / celebration/farewell)

**Step 1:** Place students into various groups (3 to 4 students per group); within these groups, provide students with one of the following areas

- Greetings
- Farewell
- Celebration
- Birthday
- Sorrow

**Step 2:** Provide students with 10 - 15 minutes to use the environment to gain inspiration and create a musical ceremony that highlights their assigned area.

**Step 3:** Once students have completed a short musical ceremony, they then can perform it back to the class.

## Curriculum Outcomes

- F-2**
- Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)
  - Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)
- 3-4**
- Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)
  - Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)
- 5-6**
- Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)



## Equipment & Materials

No equipment needed.

## EXTENSION SUGGESTION

Have students create different musical ceremonies before choosing their favourite to present back to the class.

# Drumming Percussions

Within this activity, students will utilise drumming or other percussion instruments in the outdoors to complete a mimicking activity.

**Step 1:** Have a discussion with students about the variety of sounds they can hear within the outdoor environment. Provide students with 3-5 minutes to sit quietly and listen to the variety of sounds they can hear.

**Step 2:** Once students have identified a specific sound, ask them to start using the instruments to drum along with their assigned sound.

**Step 3:** Have students try and match and replicate the rhythm of the sound they picked



## Equipment & Materials

- Drums
- Percussion instruments

## Curriculum Outcomes

- F-2**
- Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)
  - Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243)
- 3-4**
- Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for, including the music of Aboriginal and Torres Strait Islander peoples, using music terminology (VCAMUR028)
  - Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)
- 5-6**
- Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)



## EXTENSION SUGGESTION

Have students try matching sounds in various environments at different times of the day.

# Rhyme Time



Within this activity, students are going to use the outdoors as inspiration to create their own song with lyrics; for many students, this will be the first time they have had to make a song; however they may have previously created poems.

**Step 1:** Have the students take a notepad into the outdoors, have students sit by themselves for a period of 5 minutes, and start to write a story that rhymes.

**Step 2:** Once students have started to create a rhyme, have them make a beat using the sounds that surround them.

**Step 3:** Tie it all together; many students may not want to share their rhyme with the class, so you may have students read it out instead of sing.

## Curriculum Outcomes

- F-2** • Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)
- Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)
- 3-4** • Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)
- 5-6** • Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)

## Equipment & Materials

- Notepad
- Pencil / Paper

## EXTENSION SUGGESTION

Have students rhyme about their favourite environment.

# Conclusion

There are countless possibilities to teach and partake in Music in the outdoors. These activities provide a starting point, and you are encouraged to develop more teaching outdoors. Most importantly, take as many opportunities as possible to take your classes outside to learn.

As educators, we are continually seeking development. If you have feedback or would like to share your experiences or activities, please add a comment on the FUSE Webpage or email [outdoorlearning@outdoorsvictoria.org.au](mailto:outdoorlearning@outdoorsvictoria.org.au), and we will review it and get back to you as soon as possible.

# Acknowledgments

This teacher toolkit could not have been created without the work and dedication of educators throughout Australia. Educators often need to look at their local environment and create activities that suit their needs for that day, we thank you for sharing your activities and hope others reading this document can utilise your creative thinking and implement these activities.

Furthermore, the following organisations and staff have assisted in the creation of this document including;

- Victorian Music Teachers' Association
- Outdoors Victoria
- ACHPER (Victoria)
- Environment Education Victoria
- Geography Teachers' Association of Victoria (GTAV)
- Parks Victoria
- Victorian Music Teachers Association

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