



## Outdoor Music Activity Sheet

### **The Ponds**

There are three ponds available for these activities the Wildlife Pond lies between Brown and Gold Gate, the Dipping Pond and Fly Fishing Pond lie close together and are near the trees at the bottom of the hill.

Decide which pond you would like to use (view on pre-visit)

Everyone should have a seat round the pond and a pencil and board on which to write. They should sit without speaking for a few moments and then record what they see, hear, smell, touch or write a poem or write a description. They should then get into groups and share their results.

Using their findings they should create a piece of music with classroom percussion, whatever portable instruments they have or using their voices.

The music might be capturing the moment of stillness, of mood, of details – the children should choose with your guidance.

They could then collect comments from the other groups on what they thought of the music.

### **The Woods**

#### ***Singing***

The group should gather outside the wood and be asked to sing a song they all know. They should then find a clearing in the wood and sing the same song in the same way. What is the difference? Why do you think this is?

Sing standing next to each other and then sing at a distance from one another. What does that feel like?

Sing a round, but get them to move about so that they are singing a different part from the person coming towards them. Use as much room as possible

#### ***Composing Music***

Using the wood as a location, ask the children to write a documentary or story for television featuring the wood and then to compose background music for that film. This will involve creating different music for different shots and also considering how the music makes you feel.

Trees are not the only occupants of the wood, so the children could collect mini-beasts, bushes, fungi or other plants and record their characteristics. Their recordings of these organisms could form the inspiration for composing music.

### **Percussion**

Collect sticks, leaves, and other bits and bobs from the woodland.

Then lay them out on the grass or tarmac to form a graphic score. This could be played with percussion or other instruments, vocal sound, beat boxing or use body percussion.

The children can choose what the 'code' for each item is.

For example:

- Sticks laid horizontally could mean stamp/jump or bass drum sound.
- Laid vertically mean arm movement with a loud Ha! or similar, cartoon Kung Fu style or beatbox snare sound
- Two sticks making a cross mean a clap or cymbal sound
- Leaves scattered mean fast tapping with fingers on the thighs or tummy
- Fir cones mean tom tom sounds with appropriate air drum actions

High or low sounds can be shown by where the sticks etc. are put are in relation to the performers, or chalk can be use to form a rough score – just one line could be used – or a similar idea but thinking about dynamics, how loud and soft the sounds will be.

If a regular 4 / 4 bar needed for beat box each item can be worth a note – horizontal for minim, vertical for crotchet...

Put the items back in the woodland afterwards!

Create some land art, and then use the sculptures as graphic scores – or just choose a row of trees or stone wall!

### **Out of the woodland**

Use PE equipment as percussion instruments. Add warm ups including body percussion. The more dramatic the better!

Some ideas to get you started:

- Footballs bounced in a rhythm, the sound of catching them makes another sound if you can do it together – needs practice! Then try bouncing them to each other in time.
- Or dribble a ball but you must stay in time with your feet to a beat – really hard!
- Skip in time with each other to a beat, not as easy as it sounds
- Plastic marker cones can be played like cymbals and played in twos 'clapping games style', again play high and low, stretching, crouching, the more agile the better.

- Cones can be played with sticks, and if in a circle you can play yours and the next one either side, making great patterns as well as rhythms. Or walk round tapping at different points, the first beat of a bar, the second, the first and third, and so on.
- Use tennis rackets to bounce balls on, or develop skills bouncing with the racket and ball onto the ground to a beat.
- Move around in group formation whilst doing the different skills.
- Perform in groups, and if everyone used the same pulse you can join the groups together counting them in and out to make a piece. Maybe have a chant football style for a tutti passage which everyone shouts together to make a rondo sequence.

Use a sports whistle samba style, with the children repeating back rhythms on balls, with feet, marker cones etc. (or body percussion or instruments!)

A useful call sign is:

fish and chips,

*fish and chips,*

fish and chips,

*fish and chips*

fish

*chips*

fish

*chips*

(together)

fish and chips and lots of mushy peas

Other useful repeated rhythms for samba:

Lower sounds; tomato sauce

Middle sounds; salt and pepper (or pepper and salt) plenty of vinegar

Metallic sounds; it's a treat so just eat once a week

### **Moving around the site**

Whilst moving around the site, each group is taught a song or a march to sing or chant so that as they go other groups can hear them in the distance coming closer or moving away. They could write their own simple songs/ raps/chants and move to the pulse of them. Use Aboriginal Songlines as an inspiration.