WHAT CAN WE HEAR?

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show paths that could be taken through the activity. These are not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners close their eyes for a minute and make a note of the sounds they hear, before repeating the task outside. They consider what a 'soundscape' is and which places in their life they consider to be the most important. Learners explore sound, how it moves and what affects its movement before creating a 30-second presentation about what they have learned.

CURRICULUM FOR WALES

Areas explored:

- Languages, Literacy and Communication
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Means of making sounds, e.g. triangle, drum (homemade or musical), football, etc.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT IS YOUR FAVOURITE SOUNDSCAPE?

Learners close their eyes for a minute and make a note of the sounds they hear, before repeating the task outside. They discuss what they heard before listening to a range of sounds and considering where they might hear them.

Learners consider what a 'soundscape' is and which places in their life they consider to be the most important. They are invited to create a 'soundscape' that highlights the places that are important to them. Allow learners to decide how they will create their soundscape. Some might just use sounds, however, some might want to explain what the sounds are and where they were recorded. For example, learners could add a voiceover – "Here I am watching my favourite team" and then sound of a crowd plays, etc. Finally, in groups, encourage learners to listen to each other's soundscape and to discuss what they hear.

TASK 2

WHAT CAN WE FIND OUT ABOUT SOUND?

At the end of this task, learners will create a 30-second presentation about what they have learned about sound through a series of investigations.

Learners clap, stamp and shout and consider their ideas about the sounds they make, including what makes the sounds, how they hear the sounds and how the sound travels to them.

Learners explore what might stop or change a sound and how sounds might differ when they are near or far from the source of the sound. Encourage learners to use an outside space to investigate sound using these ideas. For example, they might investigate questions such as...

- Does sound travel around corners?
- What difference does it make if I am facing forwards or backwards when listening to a sound?
- How does the distance between me and the sound affect what I can hear?

Learners will need a large space for this activity and the sounds made needs to be as constant as possible and not too loud, e.g. hitting a triangle, bouncing a football, clicking fingers, etc. They should also repeat in different directions to explore if any wind makes a difference.

Ask learners to make notes of their findings. They could discuss these back in the classroom and use this as a basis for creating a 30-second presentation about sound.

Background information about the properties of sound can be found on these links:

- Sound - KS2 Science - BBC Bitesize
- Sound - Kids - Britannica Kids

Information and ideas for sound based projects are available on this link:

- Explorify at home: Sound – STEM learning

Useful links

For a broader consideration of science, including sound, you could also consider visiting:

- Techniquest - Cardiff
- Xplore Science Discovery Centre - Wrexham
- Oriel Science - Swansea
- VR Experience – Wild Sounds of Wales - a new project that combines orchestral music, nature sounds, and virtual reality technology.

Other useful activities on Tirlun

Other activities on Tirlun that consider sound include:

- Noise pollution
- Nature's music

These can all be adapted for any location.