**Activity: Music makers**

**Learning intention:**  Compose and perform a piece of music with materials found in nature.

**Description:**

Music is a series of different sounds and many instruments have their origins in natural materials.

* Get the group to identify some natural materials they might find in the area they could use to make various sounds.
* Ask students to identify guidelines for selecting their material, e.g. no living material, cause minimal disturbance to the environment.
* In groups of four to six collect a range of materials that each group could use to make a musical instrument, or a musical instrument for each person in the group.
* Give the groups a few minutes to practice making a range of noises with their instruments. Compare the sounds produced by different people using similar instruments. See if different instruments can produce similar sounds.
* Give each group a card with a scenario on it, for example;
  + It is a calm day in the mountains. Gradually a fierce storm moves in.
  + Imagine a mountain stream as it gathers momentum into a swift river, flows over a powerful waterfall, into a deep slow moving river on the plains and eventually into the sea.
  + The dawn chorus
  + The sounds of the playground at lunch time.
* Give the groups about 10 minutes to work on their composition then students perform their work for each other.
* The group discusses what the composition evoked for them and what it might represent.

**Safety considerations:**

* Set boundaries of area from which material can be collected for instruments.

**Equipment:**

* Enough scenario cards for each group to have one.
* A recorder to record students’ compositions.

**Location:**

* An outside area where students can find a range of materials with which to create sounds.
* The composition tasks can be done inside if it is wet.

**Time:** 45 -60 minutes (depending on the size of the group)

**Student processing/reflection:**

* Discuss why each group chose their particular instruments.
* Discuss how sound can be used to tell a story or evoke emotion.
* Discuss the process used by each group to develop their composition.
* Ask each group to identify strategies they used to play their composition together.

**Possible adaptations:**

* Each group could develop a dance to go with their composition.
* Groups could recreate the sounds they hear in their everyday lives.
* Students could write a short poem based on each composition.
* Students could create a composition to tell the story of their week at school / camp etc.
* The different sounds produced by the instruments could be used as a study of sound waves.

***Acknowledgements:***

*Reference: Adapted from:*

*McConnell, B. & Law, B. (1994). Education outside the classroom: Language. Christchurch College of Education*

*Hillary Commission. (1995). Kiwi Outdoors.*