LESSON PLAN

MUSIC IN NATURE - OUTDOOR MUSICAL WALL



Subjects: Music, Science, Mathematics, Design and Technology, Environmental Education
Age Range: Preschool (5-6 years)
Lesson Duration: Approximately 2-3 weeks, including practical outdoor activities and continuous use of the musical wall.

Actuality/ problem to be solved: Music lessons usually take place indoors, which limits children's movement, creativity, and opportunities to explore natural sounds. Many children show weak phonemic hearing, delayed speech development, and difficulty distinguishing sounds. An outdoor musical wall supports sound perception, movement, and emotional expression.

Message for the Child: "You can create music anywhere - even on a wall you build yourself!"

Planned Activities:
Planned Activities (main blocks):
Part 1 - Exploration of various sounds and materials in nature and the surrounding environment.
Part 2 - Planning and construction of an outdoor musical wall in cooperation with parents and its installation in the preschool area.
Part 3 - Outdoor Musical Lesson
Part 4 - Conclusions

Knowledge and skills to be acquired:
- Recognizing and comparing natural and man-made sounds;
- Developing phonemic hearing and listening attention;
- Understanding rhythm and tempo;
- Cooperation and teamwork;
- Emotional expression through sound and movement.

Required Resources/equipment:
- Wooden pallets or tabletops;
- Fastening tools (zip ties, screws, hooks, rope);
- Metal cups, lids, pipes, wooden sticks, plastic bottles;
- Mallets, rhythm sticks;
- Safety gloves;
- Outdoor installation area.

Follow up plans
- Seasonal changes and upgrades of the musical wall.
- Sound experiments with new materials.
- Integration with art, math, science, and language lessons.

STEAM outdoor activity centre - Outdoor Musical Activity Centre.

Part 1 - Exploration | 2-3 lessons

Expected Learning Outcome	Children explore and identify different sounds in nature and everyday objects.
Engagement:	**Listening walks, sound guessing games.** • During the walk, children listen to various natural sounds (birds, wind, cars, etc.). • The teacher encourages children to guess different sounds in the outdoor environment. • They explore what kinds of sounds exist in nature - quiet, loud, low, high, etc. • The teacher stimulates children's interest in sounds by inviting them to listen carefully to the surroundings. **Teacher's questions:** • What sounds do you hear in nature? • Are all sounds the same? • Which sounds are loud, and which are quiet? • What sounds do you like the most? **Teacher's action:** • Leads the conversation and encourages attentive listening. • Provides visual aids and sound examples using sound amplification devices (Microphones, Loudspeakers / speakers, Megaphones, Hearing aids, Audio amplifiers, Public address (PA) systems, Telephone amplifiers) or sound recordings. • Encourages children to describe what they hear. **Child's Activity:** • Listens to the surrounding sounds, names and describes the sounds, and shares their experience.
Making assumptions	**Teacher's action:** • Provides various materials for sound-making. • Encourages children to express their hypotheses about the sounds. **Child's Activity:** • Expresses hypotheses about the sounds that specific materials will produce and explains their reasoning. • Experiments with different sounds using various natural materials (stones, sticks, sand, snow, etc.).
Comparison and evaluation	**Teacher's action:** • Invites comparison of sounds produced by different materials and encourages drawing conclusions. **Child's Activity:** • Compares sounds and draws conclusions about the differences between them.

Part 2 - Implementation of the Plan | 5-6 lessons

Expected Learning Outcome	Children design and build an outdoor musical wall together with parents and teachers.
Engagement	**Teacher's questions:** • How can we use sounds in our musical wall? • What materials can we use to make the musical wall? **Teacher's action:** • Offers to explore various musical walls through online resources.

	Child's Activity: • Answers questions and explores different musical walls using internet resources.
Choosing the design of the plan	**Teacher's action:** • Encourages children to draw their own design for the musical wall. • Helps combine the children's ideas into a collective design solution. **Music Lesson - Required Materials:** • A3 drawing paper • Various magazines with picture examples, or your own drawings • Glue • Scissors **Activity:** • Children cut out different objects from the available magazines that could be added to the musical wall. Each child in the group chooses one object that should be placed on this musical wall and glues it in a spot of their choice. In this way, they collaboratively create their own shared musical wall. 
Developing/ constructing the plan	**Work process:** 1. In cooperation with parents, the necessary materials for building the musical wall are gathered. (Wooden pallets or tabletops, fastening tools (zip ties, screws, hooks, rope), metal cups, lids, pipes, wooden sticks, plastic bottles, mallets, rhythm sticks, safety gloves). 2. The wooden pallet is securely fixed in the chosen outdoor location and painted with outdoor-appropriate paint. 3. Children, together with the teacher, select the materials to attach to the wall, considering accessibility and safety, and paint the materials in different colors. 4. Under adult supervision, the materials are attached to the wall. 5. After attachment, children test the sound produced by each object. 6. If necessary, the arrangement of materials is adjusted to improve sound quality.
Evaluating the work	The teacher encourages children to share which materials sound the most interesting. Children share their experiences about what worked well and what they would like to change.

Part 3 - Practical/Outdoor Lesson | 1. lesson

Expected Learning Outcome	The child listens, recognizes, and repeats the heard sound or rhythm, developing phonemic awareness, listening attention, and the ability to imitate.
Engagement	**Teacher's action:** • Reminds children about the musical wall and the sounds previously created. • Introduces the sound recording buttons (device), explaining how they work and how to use them safely. • Explains the task - to listen to the recorded sound. **Teacher's questions:** • What sounds can we create with the musical wall? • Do all sounds sound the same? • What do we need to do to be able to repeat a sound by ear? **Child's Activity:** • Listen to the teacher's explanation. • Remember the sounds of the musical wall.
Practical part (hands-on activity)	**Necessary materials:** Musical wall, USB flash drive with various musical wall sounds recorded on it. Sound-amplifying devices (speaker, computer, phone). Sound recording buttons (devices with the ability to record and play back sound), rhythm sticks or drumsticks. **Teacher's action:** • Selects one or more sound sources on the musical wall. • The teacher invites the children to listen to one of the recorded sounds. • The same sound is then played "live" on the musical wall. • Children are given the opportunity to compare the variety of sounds "live" and in the "recording." • The teacher encourages children to express their thoughts about the sound (long, short, loud, quiet, etc.). • If necessary, the teacher repeats the sound so that the child has the opportunity to hear the characteristics or differences of the sound. **Child's Activity:** • Listen to the recorded sound. • Compare their created sound with the heard one. • Identifies differences in sounds (long, short, heavy, light, etc.)
"Circle" - reflection and discussion	**Teacher's action:** • Leads a discussion about the experiences during the lesson. • Encourages children to say what was easy and what was more difficult. **Teacher's questions:** • Which sound or rhythm did you like the most? • Could we repeat the sounds we heard ourselves? **Child's Activity:** • Share their experience, naming emotions and feelings. • Draws conclusions about listening and repeating.

Part 3 - Practical/Outdoor Lesson | 2. lesson

Expected Learning Outcome	Able to recognize, demonstrate, and repeat the sounds heard.
Engagement	The teacher stimulates children's interest in sounds and listening by encouraging them to pay attention to auditory perception and sound differences. Invites them to play the games "Sound Detective." and "Build the Rhythm and Play it" **Teacher's questions:** • What happens if we close our eyes - does it become easier to listen? • How do you think we can recognize a sound just by hearing it? • Why is it important to listen carefully? • Do you think it will be easy to recognize a sound without seeing what produces it?
Practical part (hands-on activity)	**Teacher's action:** • Prepares the musical wall and sound cards with images matching different sound sources (e.g., metal container, wooden sticks, etc.). • Discusses safety rules with the children and explains the task procedure. • Asks the children to close or cover their eyes, ensuring a safe environment. • Produces a sound or noise using one of the musical wall elements. • Invites the children to listen carefully to the sound. • After playing the sound, offer the children to choose the matching card. • Encourages a discussion about sound recognition by asking reflective questions. • Supports children as needed by repeating the sound or comparing it with another sound. • Offers the children to play a game "Build the Rhythm and Play It" **Child's Activity:** • Closes or allows their eyes to be covered and listens carefully to the teacher's produced sound. • Focuses on the heard sound, trying to remember it. • Chooses from the offered cards the one they think matches the heard sound. • Repeat the heard sound using the musical wall. • Participates in the discussion, sharing which sounds were easy or difficult to recognize. • Share their feelings and experiences.
"Circle" - reflection and discussion	**Teacher's action:** • Praises the children's efforts and participation, emphasizing careful listening and trying. • Encourages children to reflect on task completion by asking open-ended questions. • Helps children identify what went well and recognize difficulties. • Emphasizes that making mistakes is part of the learning process. • Encourages children to try again if a sound wasn't recognized immediately. **Teacher's questions:** • Which sound did you recognize the fastest? • Which sound was the most difficult for you to recognize? Why? **Child's Activity:** • Share their experiences and feelings. • Names the sounds they recognized easily or with difficulty. • Listening to other children's experiences.

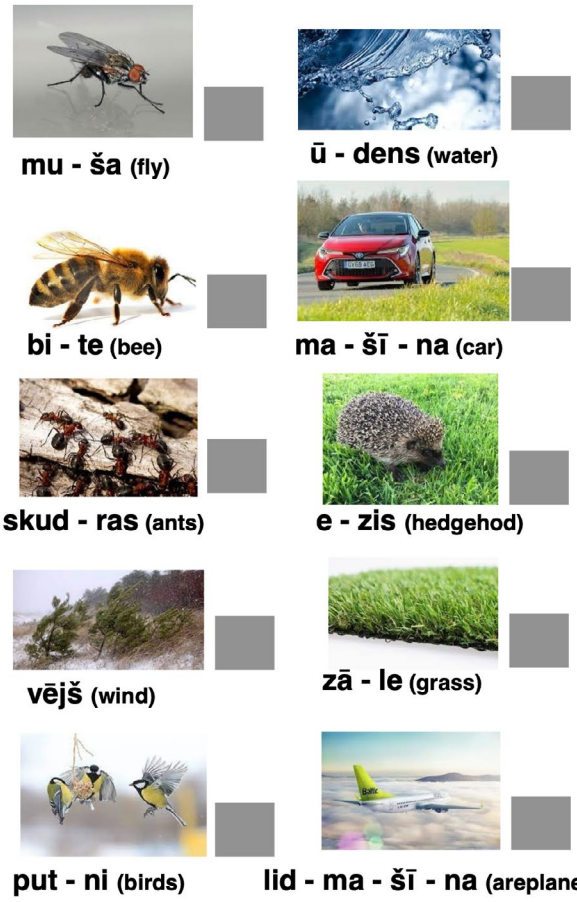
Part 3 - Practical/Outdoor Lesson | 3. lesson

Expected Learning Outcome	Make sound-making instruments using various available materials.
Engagement	The educator can decide at their own discretion what is best to prepare for the children, or give the children the opportunity to choose for themselves which sound instrument they would like to add to the musical wall. **Teacher's questions:** • What sound around us can we hear most clearly? • What do you think we could add to the Musical Wall to make it even more melodic and interesting? • What are "wind chimes"? • Can you imagine what your magical "wind chimes" might look like?
Practical part (hands-on activity)	**Teacher's action:** • The teacher shows the children pictures of different types of "wind chimes". • Together with the children, the teacher concludes that wind chimes can have different designs and can be made from a variety of materials. • The teacher invites the children to make "wind chimes" using reusable materials (wooden branches, glass jars, strings, plastic straws, chestnuts, acorns, and other materials). • The teacher invites the children to choose one of the "wind chimes" to add to the Musical Wall. **Children's actions:** • The children observe pictures of "wind chimes". • The children share their experiences. • The children create "wind chimes" using the provided materials. • Together, they choose a "wind chime" to add to the Musical Wall.
"Circle" - reflection and discussion	**Teacher's action:** • The teacher encourages the children to discuss what they have created. • The teacher encourages and praises the children for their achievements. • The teacher invites the children to evaluate and try out the new instrument by playing musical rhythm games with the Musical Wall. **Teacher's questions:** • What was the most difficult part of making the "wind chimes"? • What was easy for you during the creative process? • Which part of the making process did you enjoy the most? **Child's Activity:** • The children discuss their experiences and feelings during the creative activity. • Together, they create new rhythm games using elements of the Musical Wall and wind chimes.

Part 4 - Conclusions

Feedback	The teacher observes children's creativity, listening skills, cooperation, and confidence.
Observation and improvement	Adjust materials, improve sound quality, and include children's suggestions.

Different sound pictures worksheets







The musical wall was created with the support of parents.
Children can also use the musical wall during their free time, playing and exploring sounds.

Game: "Build the rhythm and play it"

Game procedure:

Children are divided into teams of 1- 4, depending on the number of children in the group. Each team is given a folder with picture images from the musical wall.

On a provided blank A4 sheet, children arrange their own rhythm exercise, for example: pot, pot, bottle, spoons. After freely deciding, each team selects one brave child who wants to demonstrate their rhythm exercise on the musical wall. During the game, all children can also take turns performing their created exercises.

Task addition:

Children swap their created rhythm exercise with another team's exercise.

Example for arranging the Pictures:



„Wind chimes“



„Wind chimes“ made by childrens



„Wind chimes“ made by childrens.