**Unit 6: February (Weather)**

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| **Lesson** | **Resource** | **Musical Concepts** | **Strand** | **Strand Unit** | **Content objectives (The child will be able to …)** |
| 1 | Rain, Rain, Go Away  (*nursery rhyme*) | Pulse; Pitch | Performing | Song Singing | * Sing the nursery rhyme *Rain, Rain, Go Away* * Add actions to the song |
| 2 | Over the Deep Blue Sea  (*song 1*) | Pitch; Structure | Performing | Song Singing | * Sing the number song *Over the Deep Blue Sea* * Differentiate between ‘the same’ and ‘different’ and between verse and chorus * Add actions to the song |
| 3 | Weather Sounds  (*listen, respond*) | Dynamics; Tempo; Pitch | Listening and Responding | Exploring Sounds | * Identify a variety of weather conditions by sound and whether they are quiet/loud, fast/slow, high/low |
| 4 | Jafar Summons the Storm (from Aladdin)  (*listen, respond*) | Dynamics | Listening and Responding | Listening and Responding to Music | * Identify and describe the ‘fierce/stormy’ mood of the music * Recognise and identify the dynamics as loud or quiet * Move imaginatively to the music |
| 5 | Exploring Instruments  (*listen, respond*) | Timbre; Dynamics | Listening and Responding | Exploring Sounds | * Explore a selection of percussion instruments and describe the sound they make * Discriminate between instruments that we shake/beat * Supply the names of a limited number of instruments |
| Performing | Song Singing | * Sing the song *Pass the Beanbag Round and Round* |
| 6 | Mister Golden Sun  (*song 2*) | Pitch; Pulse; Structure | Performing | Song Singing | * Sing the song *Mister Golden Sun* and add suitable actions * Respond to the music with movement |
| Playing instruments | * Add an instrumental accompaniment to the song |
| 7 | Storm Sound Picture  (*composing*) | Dynamics; Timbre | Composing | Improvising and Creating | * Select sounds from a variety of sources to create simple sound ideas |
| 8 | Cloisim Toirneach  (*amhrán*) | Pitch; Structure; Pulse | Performing | Song Singing | * Sing the song *Cloisim Toirneach* * Perform it in the manner of a call-and-response |
| Playing Instruments | * Add a percussion accompaniment on the musical pulse |
| **Curriculum Integration** | | * **Literacy / Reading / 4. Phonological and phonemic awareness** * **Gaeilge / An aimsir** * **SESE / Geography / Natural Environments / Weather** | | | |

**Lesson 1: *Rain, Rain, Go Away* (Nursery Rhyme)**

The first part of this tune spans *soh*, *mi* and *lah*, making it perfect for young children’s voices to pitch accurately. New verses can be created by including various family members.

**Resources**

Lesson 1: *Rain, Rain, Go Away* (digital)

**Steps / Teaching Notes**

* *Digital activity - Rain, Rain Go Away*: Listen to the rhyme and discuss the words. Is the mood of the rhyme happy or sad?
* Discuss possible actions to put to the rhyme, e.g., ‘rain’, ‘go away’, ‘come again’.
* Tap or clap the pulse while singing along with the rhyme.
* Add new verses by including different family members in the third line. Using one hand, invite the children to display a different finger for a family member, e.g., ‘Daddy’ (thumb), ‘Mammy’ (index finger), ‘brother’ (middle finger), ‘sister’ (ring finger) and ‘baby’ (little finger). Then, display all fingers to sing ‘all the family’.
* Encourage the children to explore other names to include, such as particular children in the class, other family members, grandad, cousin.

**Weblinks**

Children may enjoy watching this version of the song by *Super Simple Songs:*

Graphical user interface, application, PowerPoint

Description automatically generated

<https://www.youtube.com/watch?v=LFrKYjrIDs8>

**Lesson 2: *Over the Deep Blue Sea* (Song 1)**

The repetition in this fun action song makes it easy to learn. Its focus on weather conditions and directional words makes a creative link with Geography.

**Resources**

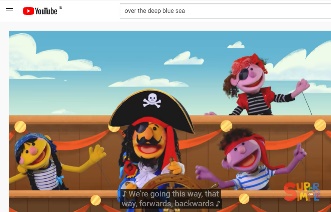
Lesson 2: *Over the Deep Blue Sea* (digital)

**Steps / Teaching Notes**

* *Digital activity – Over the Deep Blue Sea:*  Listen to the song and draw attention to the words. What is different in each verse? Draw attention to and talk briefly about the different weather conditions mentioned.
* Teach the song verse by verse.
* As the children become familiar with the song, draw attention to the chorus – the part after each verse that remains the same. These words clearly prompt actions, such as:
* With hands and arms outstretched, point left, right, forwards, backwards (point thumbs behind shoulders), up and down (stand up and squat down).
* Use hands to mimic waves for ‘ … over the deep blue sea’.
* Consider how you could add further actions to each verse, such as actions for the different types of weather, the sea, climbing onto the pirate’s ship or the captain.
* Perform the song with actions.

**Weblinks**

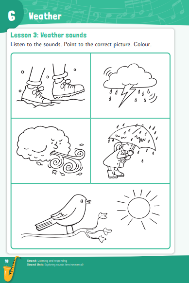
Children may enjoy watching this version of the song by *Super Simple Songs*:



<https://www.youtube.com/watch?v=lCPJhybHBkA>

**Lesson 3: Weather Sounds**

This activity engages the children in identifying and describing the sounds of different weather conditions such as sunny (birds singing), storm, rain, wind and snow. It also supports the development of phonological awareness as children have to discriminate between different sounds.

**Resources**

Lesson 3: Weather Flashcards (digital)

Lesson 3: Weather Sounds (digital)

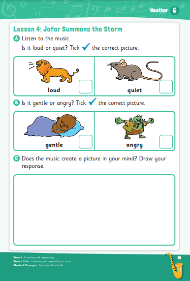
Pupil book: Page 18

**Steps / Teaching Notes**

* *Digital activity – Weather Flashcards*: launch the flashcards and briefly discuss each of the five weather images: rain, wind, snow (with footprints), sun (birds singing), thunder/storm.
* *Digital audio file - Weather Sounds*: *Pupil book, p. 18*. Play the audio file containing the SFX (Sound Effects) of each type of weather. Ask children what they hear? Can they match each sound by pointing to the appropriate weather picture in the pupil book? Is the sound quiet or loud? Is it high or low? Is it fast or slow? Do they hear more than one sound at the same time?

**Lesson 4: *Jafar Summons the Storm* (from ‘Aladdin’)**

This piece of music is from the Disney movie *Aladdin*. Jafar, the treacherous evil sorcerer, has a secret lair hidden behind a wall in one of the palace towers. In this piece he uses an evil magical machine and conjures up a huge storm cloud out of which come deadly bolts of lightning.

**Resources**

Lesson 4: *Jafar Summons the Storm* (digital)

Pupil book: Page 19

**Steps / Teaching Notes**

* *Digital audio file – Jafar Summons the Storm:* Play the track and ask focused questions to direct attention on the music such as:
* *What words would you use to describe this music?*
* *What sounds can you hear in the music?*
* *How does this music make you feel?*
* *What does this music make you think of?*
* Suitable answers will include: 'The music is loud, angry, fierce’; ‘I hear crashing, banging sounds’; ‘This music makes me feel scared’; ‘I’m thinking about a storm/an angry giant’.
* Listen again to the music and ask the children if the music is loud or quiet? (*Loud*) Does it stay loud the whole way through? (*No, it gets quiet at the end*.)
* Tell the children the title of the music and about Jafar’s secret lair. Do they think the music does a good job describing a storm? Why? What do they think is happening during the loud, crashing sounds that they hear?
* The music gets quiet at the end. Does this indicate that the storm is continuing or dying away?
* Invite the children to move imaginatively to the music. It might help them to imagine a huge storm cloud forming and lightning bolts shooting down to earth before the cloud melts slowly away and all is quiet again.
* *Pupil book, p. 19:* Play the music again and have children complete the activity in the pupil book.

**Lesson 5: Exploring Instruments (*Pass the Beanbag Round and Round*)** This circle game builds on previous learning in Unit 4. Here the children explore a wider range of percussion instruments and discuss the kinds of sounds they make and how those sounds are produced. They also learn the names of the instruments.

Diagram

Description automatically generated**Resources**

Lesson 5: Exploring Instruments (*Pass the Beanbag Round and Round*) (digital)

Percussion Instruments: tambor (drum), claves, tambouring, maracas, bells, woodblock, triangle, cymbals and beaters

Lesson 5: Percussion Flashcards (digital)

Pupil book: Page 20

**Steps / Teaching Notes**

* With the children seated in a circle, arrange a selection of percussion instruments in the middle. Include tambour/drum, claves, tambourine, maracas, bells (hand bell/sleigh bells), woodblock, triangle and cymbals and beaters. Hand one child a beanbag.
* *Digital activity - Exploring instrument*: Circle game: As the children sing the song *Pass the Beanbag Round and Round* pass the beanbag round the circle. When the song finishes the child left holding the beanbag goes to the middle of the circle and chooses an instrument. She or he sounds the instrument and teacher names the instrument.
* The game continues in like manner until all the instruments have been chosen.
* As each instrument is chosen, take the opportunity to discuss the sound made by each instrument. How was the sound made? Did we shake/beat the instrument to produce a sound? Explore vocabulary by discussing what kind of sound the children heard? Was it loud, quiet, gentle, ringing, tapping, shimmery, jingling or twinkly?
* *Digital activity - Percussion Flashcards*: If you don’t have access to percussion instruments, you can use the digital flashcards to discuss the instruments.
* *Pupil book, p. 20:* Children consolidate their learning by completing the pupil book activity on p. 20.

**Lesson 6: *Mister Golden Sun* (Song 2)**

Adding actions and an instrumental accompaniment will enhance the performance of this popular children’s song. Suitable instruments could include triangle, tambourine and sleigh bells. This is a fun song which provides opportunities for adding actions, instrumental accompaniment and movement through dance. This song has four distinct sections. The first and last sections are the same. Section two has a new tune and words while section three is instrumental (saxophone) with no words.

**Resources**

Lesson 6: *Mr Golden Sun* (digital)

**Steps / Teaching Notes**

* *Digital activity – Mr Golden Sun:* Listen to the song and discuss the words.
* Teach the song line by line until the children feel comfortable singing along with the recording.
* Discuss and add suitable actions such as:

Section 1

Oh, Mister Sun, Sun, Mister Golden Sun, *(Hold arms above head in a circle)*

Please shine down on me.  *(Lower arms, point to self)*  
Oh, Mister Sun, Sun, Mister Golden Sun,*(Hold arms above head in a circle)*  
Hiding behind a tree. *(Put hands in front of face)*  
These little children are asking you, *(Point to others in group)*  
To please come out, so we can play with you.*(Beckon with arm)*  
Oh Mister Sun, Sun, Mister Golden Sun, *(Hold arms above head in a circle)*  
Please shine down on me.  *(Lower arms, point to self)*

Section 2

Shine, shine, shine, *(Raise arms and wiggle fingers)*

Shine, shine on me! *(Lower arms, point to self)*

* What do the children notice about the beginning and the end of the song? Do they notice that they are the same? What happens in the middle part of the song? It has a different tune and different words.
* Add a percussion accompaniment, for example by inviting one or two pupils to play the triangle on the beat/pulse throughout the song while other children might shake the sleigh bells and/or tambourine for lines of the song that contain the word ‘shine’.

**Weblinks**

Children may enjoy watching this version of the song by *Super Simple Songs*:

<https://www.youtube.com/watch?v=lCPJhybHBkA>

**Lesson 7: Storm Sound Picture**

In this lesson, the children create their own composition depicting a storm, using a variety of sound sources.

**Resources**

Lesson 6: *Storm Sound Picture* (digital)

**Steps/ Teaching Notes**

* Revisit *Jafar Summons the Storm* and remind the children how the music painted a ‘sound picture’ of a storm.
* Focus minds by listing sounds we might hear in a storm, such as rain, wind, thunder and lightning.
* *Digital activity – Storm Sound Picture:* Display the weather pictures on the whiteboard. Explore sounds the children can make to represent each picture, using body sounds, sounds they make with their voices and sounds they make from items in the classroom such as:
* Sun – triangle, Indian bell.
* Rain – fingers tapping gently on the table, woodblock and drum gently tapped.
* Wind – blowing through cupped hands or blowing across the top of an open plastic bottle. (Rehearse beginning quietly and gradually getting louder. Then rehearse beginning louder and gradually getting quieter).
* Thunder – crash of cymbals, shaking maracas, clapping hands, stamping feet.
* Support the children making a picture sequence of a storm. What might happen first? Maybe the weather is fine. Then rain starts to fall and the wind begins to blow. The wind gets stronger and the rain gets heavier until suddenly there is a flash of lightning and a crash of thunder. Gradually the rain and wind decrease and stop. In the end, the sun comes out from behind a cloud. Arrange the pictures to correspond with the order of the story**.**

*EXAMPLE OF PICTURES IN SEQUENCE: Sun Behind a Could; Wind; Rain; Thunder and Lightning; Rain; Wind; Sun Behind a Cloud.*

* Organise the children into four groups: sun, wind, rain, thunder and lightning.
* Following the weather picture sequence, the children rehearse and perform their composition, *Storm*.
* Record the final performance. The children listen to their composition and discuss its effectiveness. Did they do a good job describing a storm? Did everyone join in at the appropriate time? What was the best part? How might we make the composition better?
* Invite individual children to be conductor and lead a new performance of *Storm*.

**Lesson 8: *Cloisim Toirneach* (Amhrán)**

Sung to the tune *Frere Jacques* or I hear *Thunder*. The addition of a boisterous accompaniment will add to the atmosphere!

**Resources**

Lesson 8: *Cloisim Toirneach* (digital)

**Steps/ Teaching Notes**

* *Digital activity – Cloisim Toirneach:* Teach the song phrase by phrase and explain the words as necessary.
* Perform in the manner of a ‘call-and-response’ song, such as:
* **Call:** *Cloisim Toirneach*
* **Response:** *Cloisim Toirneach*
* **Call:** *An gcloiseann tú?*
* **Response:** *An* gcloiseann tú?
* **Call:** *Cloisim é ag bualadh*
* **Response:** *Ruaille Buaille!*
* **Everyone Together:** *Fuilibiliú! Fuilibiliú!*
* At first, teacher sings the call and the children sing the response. Then reverse roles.
* Divide the class into two groups, A and B. Group A sings the call and Group B answers with the response. Then reverse roles.
* Add percussion instruments on the musical pulse/beat to create a thunderous accompaniment throughout. Suitable instruments could include cymbals, drums, bells and maracas.