

Weather Lesson Plan: Motif-Makers

This lesson is suitable for primary pupils with moderate or severe learning difficulties and may be suitable for some pupils with autism. These pupils may be starting to recognise, create, or copy chunks of sound or music, e.g. lines from songs, and jingles. This lesson offers pupils opportunities to listen to, create, and interact with different music and sounds that relate to the theme of weather. The lesson is bookended by a hello and goodbye song, and then there are three main activities that explore the sounds of different types of weather.

Resources needed:

- A rainstick or any kind of shaker instrument (e.g. egg shaker, ocean drum) - anything that sounds a bit like rain or water
- A chime bar or any kind of metallic-sounding instrument (e.g. triangle, glockenspiel, bells) - anything that sounds bright
- A small selection of percussion instruments for pupils to choose from and play - anything!

Backing tracks:

- Hello Song
- Sunshine Song
- Goodbye Song

Music learning outcomes

1. **Listening:** to recognise short phrases of sound (e.g. lines and short sections of songs)
2. **Creating:** to create short phrases of sound by vocalising or using an instrument or their body (e.g. lines and short sections of songs)
3. **Interacting:** to copy back short phrases that another person has made or to sing or play the same short phrase together (e.g. call and response activities, singing or playing short chunks from a song together)



Links to wider curriculum

PSHE: Playing and working together, identifying and expressing feelings ('Sunshine Song')

EYFS: Communication and Language (turn-taking, imitating, and responding to others using instruments and vocalisation; vocabulary development), Physical Development (gross and fine motor skills), Understanding the World (weather/nature), Expressive Arts and Design (music)



Key vocabulary



Wind, rain, sun, sunshine, fast, slow, hello, goodbye

	Activity description	Learning
<p>Hello Song</p>	<p>Sing hello to everyone all together and then to each child in turn.</p> <p>It is important that you and the other members of staff sing along with the song too because the children know your voices and so will be more likely to respond. You do not have to be brilliant singers!</p> <p>Lyrics: Intro verse: <i>Hello, hello, it's nice to see you Hello, hello, it's time to play We can all say it's music today Hello, hello, hello</i></p> <p>Name verse: <i>Hello, hello, hello to [name] Hello, hello, hello to you We can all say it's music today Hello, hello, hello</i></p>	<p>What to look for:</p> <ul style="list-style-type: none"> - Pupils moving to the beat of the song - Pupils singing along with short phrases or vocalising to bits of the tune of the song <p>Music learning outcomes: 1 with opportunities for 2 and 3</p>
<p>Backing track with singer:</p> <div style="text-align: center;">  </div>		<p>Backing track without singer:</p> <div style="text-align: center;">  </div>

	Activity description	Learning
<p>Windy Day</p>	<p>This is a simple, unaccompanied song with body percussion actions. If you do not want to sing, then you could just speak the words and get faster or slower in the same places.</p> <p>Watch the demo video to learn the simple words and movements and know when to get faster or slower.</p> <p>Repeat each verse to encourage your pupils to become familiar with words and movements.</p> <p>Lyrics: <i>It's a windy windy windy windy windy day today So button up your coat if you are going out to play It's blowing really fast and it's blowing really slow And it's blowing all around</i></p> <p><i>It's a rainy rainy rainy rainy rainy day today So button up your coat if you are going out to play It's raining really fast and it's raining really slow And it's raining all around</i></p> <p><i>It's a stormy stormy stormy stormy stormy day today So button up your coat if you are going out to play It's storming really fast and it's storming really slow And it's storming all around</i></p>	<p>What to look for:</p> <ul style="list-style-type: none"> - Pupils doing the actions and getting faster or slower with you - Pupils starting to vocalise along or sing/speak certain lines <p>Music learning outcomes: 1, 2, and 3</p>

	Activity description	Learning
<p>Incy Wincy Spider</p>	<p>From a box of percussion instruments, offer each child a choice of two instruments.</p> <p>1. Incy Wincy Spider Sing the song unaccompanied whilst tapping the beat on your knees and/or doing some actions along to the words. You could incorporate some percussion instruments into this, like Jess in the video. Repeat this a few times to help pupils get used to the song and encourage them to join in with the tapping, playing, and singing.</p> <p>2. Call and Response Offer each of your pupils the chance to be the leader of the group. Using their instrument and/or voice they can make some short sound ideas for everyone else to copy back to them.</p> <p>Lyrics: <i>Incy wincy spider climbed up the water spout Down came the rain and washed the spider out Out came the sun and dried up all the rain And incy wincy spider climbed up the spout again</i></p>	<p>What to look for:</p> <ul style="list-style-type: none"> - Pupils copying your actions/tapping/playing to different lines of the song. - Pupils singing or speaking individual words or lines of the song - Pupils joining in the call and response activity to create their own sound ideas and/or to copy back other peoples’. <p>Music learning outcomes: 1, 2, and 3</p>

	Activity description	Learning
<p>Sunshine Song</p>	<p>From a box of percussion instruments, offer each child a choice of two instruments</p> <ul style="list-style-type: none"> - Encourage your pupils to play their instruments whilst everyone sings the song a couple of times - Take the line ‘Sunshine, sunshine, sunshine in my heart’ and repeat several times. Encourage your pupils to sing the line and play along to it with you. - Finish the song by singing and playing together one last time. <p>Lyrics: <i>Out on the street there is sunshine When two friends meet there is sunshine When music plays there is sunshine Sunshine in my heart</i></p> <p><i>Sunshine, sunshine, sunshine in my heart Sunshine, sunshine, sunshine in my heart</i></p> <p>(sing twice through song and then repeat last two lines several times)</p>	<p>What to look for:</p> <ul style="list-style-type: none"> - Pupils playing along with their instruments or perhaps moving to the beat - Pupils starting to vocalise along with the song or to sing/speak lines of the song, especially ‘Sunshine, sunshine, sunshine in my heart’ <p>Music learning outcomes: 1, 2, and 3</p>
<p>Backing track with singer:</p> 		<p>Backing track without singer:</p> 

	Activity description	Learning
<p>Goodbye Song</p>	<p>Sing goodbye to everyone by singing this song twice.</p> <p>Lyrics: <i>Goodbye, goodbye it was nice to see you</i> <i>Goodbye, goodbye it's time to go</i> <i>We can all say we've played music today</i> <i>Goodbye, goodbye, goodbye</i></p>	<p>What to look for:</p> <ul style="list-style-type: none"> - Pupils moving to the beat of the song - Pupils singing along with short phrases or vocalising to bits of the tune of the song <p>Music learning outcomes: 1, with opportunities for 2 and 3</p>
<p>Backing track with singer:</p> <div style="text-align: center;">  </div>		<p>Backing track without singer:</p> <div style="text-align: center;">  </div>