

Weather Lesson Plan: Pattern-Makers

This lesson is suitable for primary pupils with profound or severe learning difficulties and may be suitable for some pupils with autism. These pupils may be starting to recognise, copy, and/or create simple patterns of sound, e.g. recognising or vocalising individual words, getting quieter or louder, getting faster or slower, a steady beat. 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 respond to simple patterns of sound (e.g. start and stop, getting louder, getting quieter, getting faster, getting slower, a steady beat, very simple rhythms)
2. **Creating:** to create simple sound patterns by vocalising or using an instrument or their body (e.g. start and stop, getting louder, getting quieter, getting faster, getting slower, a steady beat, very simple rhythms)
3. **Interacting:** to copy simple patterns that another person has made or to recognise that their simple patterns have been copied back to them (e.g. getting louder, getting quieter, getting faster, getting slower, a steady beat, very simple rhythms)

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: Any signs that pupils are aware that you are singing to them:</p> <ul style="list-style-type: none"> - looking at you as you sing, anticipating their turn - Pupils moving to the beat of the song - Pupils singing along with individual words or vocalising to 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 words <p>Music learning outcomes: 1, 2, and 3</p>

	Activity description	Learning
<p>Incy Wincy Spider</p>	<p>This activity has three parts:</p> <p>1. Incy Wincy Spider Sing the song unaccompanied whilst tapping the beat on your knees. Repeat this a few times to help pupils get used to the song and encourage them to join in with the tapping and some vocalising.</p> <p>2. Down Came the Rain Sing or speak the phrase ‘down came the rain and washed the spider out’ to each child in turn whilst offering them the opportunity to first listen to your shaker instrument and then make their own sounds with it. Try to make opportunities for them to copy your sounds or try copying their sounds and see if they respond.</p> <p>3. Out Came the Sun Sing or speak the phrase ‘out came the sun and dried up all the rain’ to each child in turn whilst offering them the opportunity to make and copy sounds on your metallic instrument.</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 tapping or moving along to the beat of the song - Pupils singing or speaking individual words or vocalising bits of the tune - Pupils copying the sound patterns you make on the shaker or metallic instrument - Pupils noticing if you have copied sound patterns they have made on the shaker or metallic instrument <p>Music learning outcomes: 1, 2, and 3</p>



	Activity description	Learning
Sunshine Song	<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. - Change the pattern you are playing and see if your pupils can follow. - Experiment with starting and stopping playing and see if your pupils can follow. - 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>What to look for:</p> <ul style="list-style-type: none"> - Pupils making a steady beat with their instruments or movements - Pupils responding to changes (e.g. starting and stopping playing with you, changing their playing pattern to fit with yours) - Pupils starting to vocalise along with the song or to sing/speak individual words <p>Music learning outcomes: 1, 2, and 3</p>

Backing track with singer:



Backing track without singer:



	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: Any signs that pupils are aware that you are singing to them:</p> <ul style="list-style-type: none"> - Pupils looking at you as you sing, anticipating their turn. - Pupils moving to the beat of the song - Pupils singing along with individual words or vocalising to 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>