


# Weather & Seasons



<b>Key Stage</b>	<b>2</b>	<b>Unit</b>	<b>2</b>	 <b>MUSICAL CONTEXTS</b>
<b>General Topic</b>	<b>Exploring Textures, group work and a variety of sounds</b>			
<b>Element Focus</b>	Rhythm		Pitch	√ Texture
	Timbre & Dynamics	√	Melody & Harmony	√ Structure & Form
<b>Scheme of Work Overview</b>	<p>This unit develops pupil's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to the weather.</p> <p>During this unit, pupils explore how sounds can be changed, combined and organised to create both a class and a group composition. They respond to stimuli suggested by the weather and explore ways in which sounds can be used expressively.</p> <p>This unit aims to introduce pupils to a variety of music inspired by weather of different types, including instrumental and songs.</p> <p>This unit uses graphic scores to introduce musical elements for performance and composition. Composition and performance tasks encourage students to explore timbre, dynamics and tempo. Students learn basic conducting techniques as well as performing in a group. Weather related songs encourage expressive use of the voice. Introduce the violin as an instrumental instrument</p>			
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>• How to portray different sounds relating to the weather and seasons in music</li> <li>• How composers have responded to the weather and seasons through music</li> <li>• Develop understanding of the genre of programme music</li> <li>• Perform and compose pieces of music inspired by the weather and seasons</li> </ul>			
<b>Cross-Curricular Links</b>	<p>This unit provides cross-curricular links to:</p> <ul style="list-style-type: none"> <li>• <b>Literacy</b> – pupils could write poems about the weather using expressive words</li> <li>• <b>PSHE</b> - developing the children's ability to take account of the views of others and make their own contribution to a group activity</li> <li>• <b>Geography</b> - Weather, the climate and seasons</li> <li>• <b>History</b> - the Baroque period - Vivaldi</li> </ul>			
<b>Prior Learning</b>	<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>• sung songs with a verse and chorus</li> <li>• explored sounds – recognising how timbre, structure and dynamics can be used expressively using an instrument</li> <li>• listened to different types of music</li> <li>• have an awareness that there are different types of music, not only pop, and that different instruments are used</li> </ul>			

## Expectations & Learning Outcomes

### All Pupils will:

- be aware of different sounds, stopping and starting
- perform with some awareness of a conductor with assistance
- select limited sound sources that have some sense of description to different types of weather
- understand “dynamics” means loud and soft and demonstrate understanding through performing and composing activities
- be able to identify which weather is being played by the choice of sounds
- be able to make musical choices with support individually or as part of a group

### Most Pupils will:

- be able to match different pieces of music to different types of weather
- perform with awareness of starting and stopping in response to a conductor
- select appropriate sound sources that can be used to describe different types of weather
- understand basic “structure” and demonstrate understanding through performing and composing activities
- be able to describe musical changes of volume, speed
- organise, plan and refine sounds in compositions of their own that portray the weather and seasons
- perform own part of the group storm piece

### Some Pupils will :

- be able to give musical reasons using correct musical vocabulary as to why different pieces of music describe different types of weather
- take on the role of conductor and lead class performances
- select a wide variety of sound sources including body sounds, percussion and own instruments to create sounds that accurately describe different types of weather
- understand “timbre” and demonstrate understanding through performing and composing activities.
- use musical vocabulary and give specific musical examples when planning a piece
- take on a leadership role when organising and refining sounds in group composition tasks

## Language for Learning/Glossary

*Through the activities in this unit, pupils will be introduced to vocabulary*

### • elements, e.g.

**dynamics** - *the loudness of the sounds, loud, soft/quiet, getting louder, getting quieter;*

**timbre** - *different types of sound, e.g. different voice sounds, sounds made by different instruments, sounds made using different kinds of beaters, descriptive words such as: light, heavy, bright, dull, cold and warm sounds, pizzicato*

• **structure** - *the way sounds are organised within a composition, e.g. sounds could be organised with a beginning, middle and end,*

• **conductor** – the director of the musical ensemble

- **performing** – playing and rehearsing a piece on your instrument
- **solo** – when somebody plays on their own

### Future Learning

*Pupils could go on to:*

- Listen to “Spring” from Vivaldi’s “The Four Seasons”
- Listen to how contemporary music has used the weather and seasons as a source of stimuli listening to “Weather Storm” by Massive Attack and “Pure Shores” by All Saints, **raining in my heart**
- Collect recordings of different kinds of weather and use these as supporting material for creative work
- Listen to “Winter” from “The Seasons” by Glazunov and listen to the six short movements, introduction, hoar-frost, ice, hail, snow and conclusion
- Listen to “On hearing the first cuckoo in spring” how does the music sound like spring ?
- Go outside, depending on the season, and record/make a list of sounds that they can hear which could then be organised and rehearsed into a composition.

### Enrichment

*Learning could be enriched through:*

- Children could attend concerts and listen to music that describes different landscapes and imagine the type of weather.
- Visiting musicians could come to the class and perform a number of contrasting pieces showing the range of sounds and technical possibilities of their instruments and demonstrating how the sounds are produced. They could be asked to improvise a composition based on a type of weather.
- Inviting string players into school where pupils can hear stringed instruments live and learn further about the violin

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## Key Stage 2 Unit 2 Musical Contexts Resources Listings

### Starter/Plenary Activities

- SP1 – Weather Forecast Symbols
- SP2 – Listening to Weather Music
- SP3 – Weather & Seasons Key Words
- SP6 – Dynamics Card Sort
- SP7 – Two Weather Poems
- SP8 – My Weather & Seasons Learning

### Worksheets

- W1 – Composing Cards – 7 x A4 Weather Composition Photo Cards
- W2 – Vivaldi and the Four Seasons listening
- W3 – Listening to Autumn from The Four Seasons (uses Audio 3)
- W4 – Listening to Storm Music (uses Audio 4 & 5)

### Songsheets

- SS2 – Rainy Day (song melody on MIDI 9)

### Additional group pieces for performance (Pulse )

We know how to play the drums  
Play the drum now  
1,2,3 COME PLAY WITH ME  
I hear thunder  
Drip drop  
Rain, rain go away

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