

From Listening to Composing 2: make a Weather Piece

KS2 (this activity could also be adapted for KS1 by breaking the activities into smaller chunks, spending more time on each element).

The aim of this activity is to create a musical composition inspired by sounds of the weather.

This activity is divided into a large group introductory session and then smaller group creative work. The children will first listen to examples of music inspired by weather sounds and discuss how they were made. They will then explore the sound making resources available to them and finally attempt to create their own weather-based composition.

This lesson can be undertaken in one go, or the activities could be divided over a number of sessions.

Linked minutes:

Collection 1 #38: Wind by 6 Females by Antye Greie

Collection 3 #40: The Welcome Arrival of Rain by Judith Weir

Collection 3 #41: Rain Paints a Ricochet Picture by Jobinna Tinnemann

Links to National Curriculum	<p>Science: Weather, water cycle. Where does different weather come from, why/how does it occur?</p> <p>Maths: Patterns, the role of patterns in maths. Counting and organisation of rhythms (how many notes to play, how many times to repeat a pattern etc)</p> <p>PSHE: Collaboration, teamwork and organisation</p> <p>English: Musical vocabulary: expressive weather vocabulary (drizzle, drip, rumble, flash etc); translation of these words into sounds (onomatopoeia)</p>
Resources	<p>Any musical instruments/sound-making equipment available. This could include things found around the classroom or technology such as tablets that can be used as musical instruments. Also, a reasonable amount of space will be required for children to split into groups and work on their musical ideas.</p> <p>Children should also be encouraged to use their voices and/or body percussion.</p>
Key Vocabulary	<p>Timbre, Texture, Dynamics Wind, Rain, Storm, Lightening</p>
Key Questions	<p>Can we create our own piece of music inspired by the sound of the weather? What makes something a piece of music rather than just noise?</p>
Large group activity	<ul style="list-style-type: none"> • Talk about the weather, the different types of weather the children have experienced and sounds that it makes. • What different sounds do you hear in different types of weather? <p>Listen to the 3 selected minutes: Collection 1 #38, Collection 3 #40, Collection 3 #41</p>



	<ul style="list-style-type: none"> • Talk about how the sounds were made and how they were effective. • Talk about the decisions made by the composers in relation to the musical elements such as texture, timbre and dynamics, as well as any thoughts on the form or structure of the music. How do the sounds develop throughout the minutes? Simple distinctions between loud and soft sounds, short and long sounds, wavy and smooth sounds etc will help children translate their knowledge of weather sounds onto the instruments. • Talk about/explore how children could make similar sounds/create similar effects themselves; eg which instrument would be good for raindrop sounds, which could make a good rumble of thunder sounds etc. Can we use any instruments in different ways for different weather?
Small group activity	<ul style="list-style-type: none"> • Divide into groups, each exploring a different type of weather (wind rain, thunderstorm, snow storm etc) • Explore the resources available (including voice and body percussion). Which sounds are most suitable for each group? • Discuss different ways resources could be used in different contexts (ie a loud note on a drum for thunder or a quiet roll with finger tips for rain drops). • Support children as necessary in creating their weather sounds.
Large group activity	<ul style="list-style-type: none"> • Perform the small group pieces to each other and talk about how effective they were. • Perhaps the pieces can be joined together to create a longer composition describing the changing weather over the course of a day or week?
Possible extension activities	<ul style="list-style-type: none"> • Explore the role of language in the piece. Did the children use their voices as part of the music? Could they think of ways that words could be used to make the piece more effective? • Talk about the effects of weather in different parts of the world and the ways that human beings use technology to try and contain it.

