



30 mins

Objective and Musical Focus

Listening carefully to lyrics; recognising and responding appropriately to different instrumental sounds.

Instruments?

Yes; woodblock and drum

1. Understanding the Song

Vocalising and Acting Out

Listen to the song as a group. Give the children some pointers to listen for. E.g.: “Is it hot or cold in this song? What animal names can you hear? What is blowing?”

Start a discussion with your class:

- Talk about the UK seasons and their associated weather patterns and characteristics in simple terms:
 - Cold/short days (Winter) – getting warmer/days getting longer (Spring) – hot/long days (Summer) – getting colder/days getting shorter (Autumn)
- Introduce and define the song vocabulary – what is snow? What is frost? What is wind?
- What do we wear in the different seasons? How do we ‘wrap up’?
- How do we feel in Winter? Act it out and introduce vocabulary – shivering, with teeth chattering, etc.
- Talk about fingers feeling numb and how you need to warm up indoors so that they ‘come alive’ again.

As a group, act out and vocalise the type of sounds we make in the different seasons e.g.: “I’m so cold” as you shiver and hug yourself to keep warm and “I’m so hot” as you fan yourself with your hand.

Bring the focus back to winter, and repeat “I’m so cold” but now breaking up the syllables as if your teeth were chattering as you say it: “I-I-I’m so-o-o co-o-old!”

Ask the children to suggest their own ‘shivery’ statements.

Finally, use the discussion and the song to encourage the children to ‘act out’ the song’s concepts.

How do some of our animals and birds cope in the winter? Again, in simple terms, explain animal hibernation in relation to hedgehogs and dormice and migration in relation to some birds.





Introduce two different sounds. One could be a wooden sound (a woodblock or claves), to represent the hedgehogs and dormice, and the other could be a ‘swooshing’ sound to represent birds’ flying - brushing a flat palm across a drumhead, tambourine, or even a book.



Try hiding the instruments in a box or under a sheet. Then invite a child to play the three different sounds for the group to recognise.

Explain to the children that if they hear the wooden sound, they will need to curl up and pretend to sleep/hibernate. When they hear the ‘swoosh’ sound, they need to fly around the room as if they are birds flying away.

Introduce a third sound - a steady pulse like footsteps, which represent walking. Explain that the sounds will then instruct the children how to move so they have to listen carefully.

Change the sounds intermittently - sometimes slow and sometimes fast, and see how quickly the children can correctly react to them.



20 mins

Objective and Musical Focus

Listening carefully and responding appropriately through coordinated physical movements.

A parachute is needed for this activity.

2. Parachute Game

Reinforcing the pulse through movement

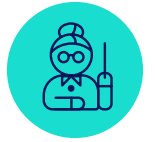
Seat the class around a parachute. As the song plays, follow the actions on the table below, and invite the class to join in. It will take multiple plays for everyone to learn the routine.

Song Lyrics	Parachute Actions
Co-o-o-o-o-old, Co-o-o-o-o-old, Co-o-o-o-o-old,	Wiggle parachute gently as if you're shivering
When the...	Raise the parachute up
...wind blows	Bring it down and feel the 'wind blow'
Short days long nights Will the snow fall? will the frost bite?	Wiggle parachute gently as if you're shivering
When the cold wind...	Raise the parachute up...
...blows	...bring it down

Continued on following page.



Song Lyrics	Parachute Actions
Leaves drop, dead trees Wrap up, for the big freeze	Wiggle parachute gently as if you're shivering
When the cold wind...	Raise the parachute up
...blows	Bring it down
So keep the fireplace burning	Hands up at chest height, palms facing outwards in front of you, as if warming them in front of a fire, but keeping hold of the parachute
Stay close and stop those teeth from chattering	Take 8 tiny steps inwards
And once your fingertips start to come alive Go straight back to the	Take 8 tiny steps outwards and then shake your fingertips
Co-o-o-o-o-old, Co-o-o-o-o-old, Co-o-o-o-o-old,	Wiggle parachute gently as if you're shivering
When the...	Raise the parachute up
...wind blows	Bring it down and feel the 'wind blow'
Hedgehogs, dormouse, hibernate and keep the chill out When the cold wind blows	Crouch down and curl up while still holding the parachute
Birds fly, winter sun, they'll come back again when the spring comes, When the cold wind slows.	Flap arms gently while returning to a standing position. Slow the movement down a little to match the words.
So keep the fireplace burning	Hands up at chest height, palms facing outwards in front of you, as if warming them in front of a fire, but keeping hold of the parachute
Stay close and stop those teeth from chattering	Take 8 tiny steps inwards
And once your fingertips start to come alive Go straight back to the	Take 8 tiny steps outwards and then shake your fingertips
Co-o-o-o-o-old, Co-o-o-o-o-old, Co-o-o-o-o-old,	Wiggle parachute gently as if you're shivering
When the...	Raise the parachute up
...cold wind	Bring it down and feel the 'wind blow'
Blo-o-o-o-o-ows,	Gently up on the first 3 syllables and down on the last 2
Blo-o-o-o-o-ows,	A little more energetically with the same movement here
Blo-o-o-o-o-ows,	More energetically still!
When the wind blows	Raise it up as quickly and as high as possible, and then let go on the word 'blows', so that the parachute floats down to the floor independently. Meanwhile, as soon as you have let go, fall to the floor into a crouching position as if you were a little dormouse hibernating and just wait for the parachute to settle. (You might need to do a few practice sessions with the children, where you don't let go of the parachute but just get the 'sleeping action' perfected and only then introduce the letting go of the parachute)



30 mins

Objective and Musical Focus

Exploring sounds; Improvisation; Playing together; Tempo; Dynamics; Long and short sounds.

Instruments?

Optional: body percussion can be used over instruments.

3. Winter Soundscape

Using sounds to accompany a story

For this activity you will need a Start/Stop sign, easily made by gluing two circles of card – one green, one red – back to back.

Explain to the children that we are now going to make our own winter 'story'. To begin with, it is probably better you guide this yourself, including using the Start/Stop sign. Later, when the children understand the concept from your role-modelling, they can create their own improvisations.

Start with about 4 or 5 simple statements:

“The snow started to fall, slowly at first, and then faster and faster.”

What sort of sound can we make to show the snow falling? Should it be loud or quiet? Gentle or strong? One long sound, or lots of short sounds? Let's try a few sounds (on our instruments/using our hands and fingers) and see what we think sounds most like the snow falling.

Instrumental suggestion: brush your hand gently on a drumhead or a tambourine to make a 'swishing' sound like snow falling.

Body-percussion suggestion: brush one hand along an arm or leg to create a 'swish' sound.

“The snow stopped, but then I heard the wind start to blow. It was gentle at first but then got louder and faster before it gradually went away again.”

What can we do to make the sound of the wind blowing? Should it be a long or short sound? How do we make a long quiet sound like the wind? How do we make it stronger?

Suggestion: use blowing, gently and quietly at first and then increasing in volume and speed before dying away again. This is excellent for developing breath control!



“I was so cold! I started to shiver and my teeth began chattering...”

Suggestion: again, use vocalisations and actions outlined in the first statement or explore creating similar sounds on the instruments.

“Then I heard the wind coming back, and the snow began to fall again...”

Suggestion: now combine both actions, the ‘swishing’ of the snow together with blowing to create the wind.

“...so I jumped back into bed to keep warm and cosy and immediately fell fast asleep!”

Suggestion: act this out - ‘into bed’ - pull the covers up and maybe make a satisfactory sigh “Aaah!” or “Mmmm” - and then be silent and still, as if sleeping.



Once the children understand the processes of this activity, allow them to create their own soundscapes using a variety of statements, instruments and sound makers. You could also choose a ‘conductor’ to stand at the front of the group holding the Start/Stop sign so that they control when to play and when to stop.

The conductor could also control the speed of the sounds the group makes. For example, waving the green sign slowly side to side with a wide movement could represent a slow, loud sound, while doing the same action with a much narrower movement would indicate a quiet, quick sound.



Extension: If you have the resources, you could choose another child to video the soundscapes being performed and then play the recording back to the children at an opportune time.