

TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

VOCAL MUSIC

GRADE 8

TITLE OF CARD: WEATHER

SOUNDSCAPE ACTIVITY

(where students create or interpret sounds
representing weather conditions like rain,
thunder, wind, storms, etc.)

TEACHER'S CARD 2

MOE

MAHATMA GANDHI INSTITUTE

2025



TABLE OF CONTENT

Guide to Educators.....	ii
Teaching Trajectories / Implementation Guideline.....	1
Activity I.....	2
Assessment	
Extention of Activity	

GUIDE TO EDUCATORS

Title of Card: Weather

Competencies:

- **Sound Exploration** – Ability to identify and create sounds that represent natural weather phenomena.
- **Creativity and Improvisation** – Designing original sound patterns to depict rain, thunder, or sunshine musically.
- **Rhythm and Timing** – Using tempo and rhythmic patterns to express the intensity of weather changes.

- **Communication** – Expressing ideas and negotiating roles (e.g., who represents wind, who represents thunder).
- **Emotional Expression** – Conveying the mood of the weather (peaceful rain, scary storm, joyful sunny day).

Element:

Create and understand the connection between natural events and musical representation.

- **Observation and Interpretation** – Linking sound qualities (soft, loud, high, low, fast, slow) to weather conditions.
- **Critical Thinking** – Deciding which instruments, body percussion, or vocal effects best represent a given weather scenario.
- **Teamwork** – Cooperating with peers in synchronizing sounds to form a complete weather scene.

Performance Criteria:

- Ability to identify and create sounds that represent natural weather phenomena.
- Ability to differentiate between pleasant sound and noise .

Resources and Materials:

- Musical instruments available to the educator.
- YouTube videos
- Audio clips of Nature sounds (rain, birds, thunder) / Machine noise (car horn, engine, siren) / Musical notes and instrument samples

Purpose of Activity:

1. Developing Listening Skills:

Students learn to distinguish between different natural and artificial sounds associated with weather, such as rain, wind, thunder, or birds after a storm.

2. Enhancing Creativity and Imagination:

Students are encouraged to create their own soundscapes, imagining how weather affects the environment and translating that into sound, using instruments or body percussion.

3. Understanding Environmental Awareness:

By focusing on weather sounds, students become more attuned to nature, noticing subtle environmental cues they might usually ignore.

4. Improving Musical Expression:

Students explore dynamics, texture, rhythm, and timbre, mimicking weather patterns musically—like using soft swells for gentle rain or sudden loud sounds for thunder.

5. Promoting Collaboration:

When done in groups, the activity fosters teamwork as students combine individual sounds into a cohesive auditory picture.

6. Sensory and Emotional Engagement:

Weather often evokes emotions (calm, tension, excitement), so this activity helps students express and interpret feelings through sound.

Learning Outcomes:

At the end of the lesson, students will be able to:

1. Identify different weather phenomena (rain, thunder, wind, storm) and their characteristic sounds.
2. Analyse the qualities of sound (pitch, volume, tempo, timbre) and relate them to weather conditions.
4. Create and perform a soundscape that represents a specific weather scenario.
5. Students will use voice, body percussion, and instruments effectively to convey weather patterns.
6. Express emotions and moods through sound to depict calm, stormy, or changing weather.
7. Collaborate and communicate effectively with peers during the planning and performance of the soundscape.

Teaching Trajectories / Implementation Guidelines

Definition of sound:

Sound is something we hear. It is a type of energy made by vibrations which travel through the air or another medium and can be heard when they reach someone's ear.

Sound is divided into two parts;

- (a) Musical sound - (pleasant to the ears)
- (b) Noise - (unpleasant to the ears).

Some examples of Musical sound - (pleasant to the ears)

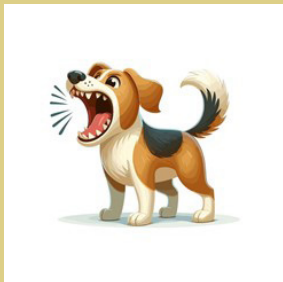


Chirping of Bird



Playing the violin

Some examples of Noise - (unpleasant to the ears).



Barking of a dog



Drilling at home



ACTIVITY 1

“Weather Soundscape” Think of sounds or rhythms that match a weather type.

1. Sound Brainstorming: Ask them to think of sounds or rhythms that match each weather type.

For example:

- o Rain - finger tapping on desks, light drum beats, shakers.
- o Thunder - bass drum, stomping feet, clapping loudly.
- o Wind - blowing into recorders, whistling, or humming.
- o Sun - bright xylophone or triangle sounds, cheerful humming.

2. Group Division: Divide the class into small groups, each representing a weather type.

3. Sound Creation: Each group practices their “weather music.”



ASSESSMENT

1. Evaluation of sounds or rhythms that match each weather type.
2. Activity on weather and music worksheets.



EXTENSION OF ACTIVITY

Creative Task

Imagine today’s weather.

Write two lines of lyrics about it and add which instrument or sound effect you would use.

Example: “The rain is tapping on my door; I’ll play the drum to make it roar!”



**MOE
MAHATMA GANDHI INSTITUTE
2025**